

MAUI COMMUNITY COLLEGE  
UNIVERSITY OF HAWAII CENTER  
2001-2006 COMPREHENSIVE PROGRAM REVIEW

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**MAUI COMMUNITY COLLEGE  
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2001-2006 COMPREHENSIVE PROGRAM REVIEW**

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

MCC Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

MCC Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua'a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission, Background, and Vision for the Program

UH Center Mission

***The mission of the UH Center is to provide Maui County residents access to a selection of bachelor's and graduate degrees.***

UH Center Background

The University of Hawaii'i Center (UH Center) at Maui Community College facilitates intercampus cooperation and serves as a receive site for bachelor's and graduate degrees (see Center website at: [www.umauai.net](http://www.umauai.net)). The Center does not confer credits or degrees, but brokers agreements for the delivery of accredited bachelor's and graduate programs to Maui County sites.

After commitments are obtained, the UH Center provides local support services to sustain students in these programs. The conceptual flow of students through the Center is illustrated by the following Pathways Flowchart.

**Figure 1. UH Center Degree Pathways Flowchart**  
 (Adapted from page 4 of "MCC 2006-07 Getting Started" Brochure)

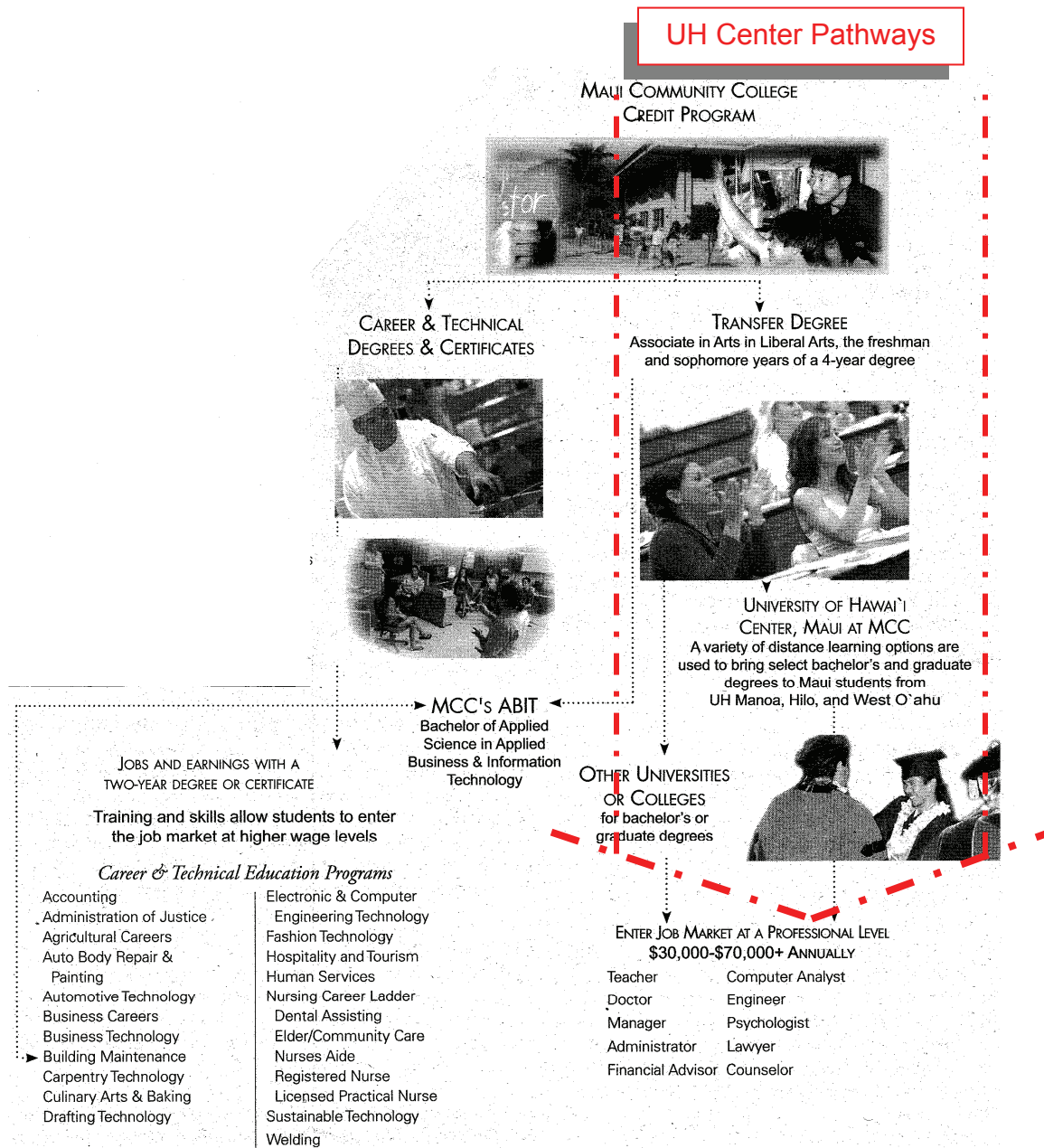


Table 1 below lists the **23 UH programs** -- nine bachelor's programs, four post-baccalaureate certificate programs, and ten master's programs -- facilitated by the UH Center.

**Table 1. UH Center Facilitated Degree Programs**

**BACHELOR'S DEGREES**

***UNIVERSITY OF HAWAI'I – WEST O'AHU:***

Bachelor of Arts (BA) Business Administration, General Business Administration

Bachelor of Arts (BA) Business Administration, Accounting

Bachelor of Arts (BA) Applied Social Sciences

Bachelor of Arts (BA) Social Sciences with Concentration in Early Childhood Education

***UNIVERSITY OF HAWAI'I AT HILO:***

Bachelor of Arts (BA) Psychology

Bachelor of Science (BS) Computer Science

Bachelor of Science (RN to BS) Nursing

***UNIVERSITY OF HAWAI'I AT MANOA:***

Bachelor of Arts (BA) Interdisciplinary Studies, Human Relations in Organizations

Bachelor of Education (BEd) Elementary Education

**MASTER'S DEGREES (UNIVERSITY OF HAWAI'I AT MANOA):**

Master of Accounting Internet-Based (IBD-MAcc)

Master of Business Administration (MBA)

Master of Education (MEd) Counseling & Guidance, Rehabilitation Counseling

Master of Education (MEd) Educational Administration (K-12)

Master of Education (MEd) Educational Technology

Master of Human Resource Management (MHRM)

Master of Library & Information Science (MLISc)

Master of Science (MS) Information & Computer Sciences

Master of Science (MS) Nursing

Master of Social Work (MSW)

**CERTIFICATE PROGRAMS**

***UNIVERSITY OF HAWAI'I – WEST O'AHU:***

Certificate in Substance Abuse and Addictions Studies (CSAAS)

***UNIVERSITY OF HAWAI'I AT MANOA:***

Graduate Certificate in Telecommunication & UHM Information Resource Management (TIRM)

Post-Baccalaureate Certificate in Secondary Education (PBCSE)

Post-Baccalaureate Certificate in Special Education (PBCSE)

The UH Centers are components of an emerging systemwide learning network driven by Board of Regents (BOR) policy, the UH System and MCC strategic plans, and advances in information and communication technologies.

In 1996, the UH Board of Regents (BOR) established UH Centers in Maui, Kauai, and West Hawai'i for the purpose of providing access to high-demand programs that were locally unavailable (see BOR Policy Chapter 5, Section 5-14 "University of Hawai'i Centers" at: <http://www.hawaii.edu/svpa/borp/borpch5.pdf>).

In 1998, Executive Policy E5.204 was promulgated by the UH President's Office, providing the operational framework for the Center's brokering, planning, and coordination activities (see E5.204 "University of Hawai'i Distance Learning Policies, Plans, and Procedures," page 11 and Attachment 3, at: <http://www.hawaii.edu/offices/app/dl/ppp.pdf>).

Thereafter, UH System and MCC strategic plans were developed. These strategic plans articulate goals and strategies for supporting the development of this learning network.

The 2002-2010 University of Hawai'i System Strategic Plan calls for the development of "A Learning, Research, and Service Network" (see "Goal 2" at: <http://www.hawaii.edu/ovppp/stratplan/stratplan2002.html>).

Similarly, the MCC 2003-2010 Strategic Plan prologue explicitly calls for "Functioning as a System" by cooperating and partnering with "...The University of Hawai'i at Manoa, at Hilo, and at West Oahu, and the six colleges on Oahu, Kauai, and Hawai'i, to make equal access across the system a reality for all UH students."

The UH Center is the institutional unit responsible for facilitating cooperation and partnering with bachelor's and graduate programs. In addition to its needs assessment and planning responsibilities, the Center provides a broad range of support services (e.g., local point-of-contact; classroom scheduling; publicity and recruitment; library, proctoring, Web, and videoconferencing services).

The Center's longitudinal *Enrollment Comparison Report* (see Appendix A) and *Fall 2006 UH Centers Comparative Upper Division and Graduate Unduplicated Headcount Enrollment Table* (Table 2 below) provide evidence that the Center has provided access to a spectrum of locally unavailable degree programs.

The data in the *Enrollment Comparison Report* show the UH Center Maui leads the UH Centers in bachelor's and graduate degrees facilitated. A total of 336 credentials were awarded during the **five-year review period** fall 2001 through summer 2006, and **the average number of credentials awarded per academic year during this period was 67 degrees per year.**

Table 2 below shows that for **fall 2006**, the UH Center Maui facilitated and provided support services for **284 students, or 62% of the total number of bachelor's and graduate students enrolled in UH Centers systemwide.** In comparison, the UH Center Kauai supported 24% of total headcount and the UH Center West Hawai'i supported 14% of total headcount.

**Table 2. Fall 2006 UH Centers Comparative Bachelor's and Graduate Unduplicated Headcount Enrollment**

UH Center Location	UH West Oahu (Sender)	UH Hilo (Sender)	UH Manoa (Sender)	Total (By Receiver)
UHC Kauai (Receiver)	48	14	47	109 (24% of total)
<b>UHC Maui (Receiver)</b>	<b>96</b>	<b>14</b>	<b>174</b>	<b>284</b> <b>(62% of total)</b>
UHC WHawai'i (Receiver)	24	7	34	65 (14% of total)
<b>Total (By Sender)</b>	168	35	255	458

These measures indicate that the UH Center Maui, in comparison to Centers in Kauai and West Hawai'i, facilitates the graduation of the largest number of bachelor's and graduate students.



### UH Center Vision

The UH Center vision for the next five years is to continue to enrich the lives of Maui County residents by obtaining commitments for bachelor's and graduate degrees that:

- are reasonable in cost and accessible county-wide,
- are comparable in quality to UH on-campus programs,
- use innovative delivery methods and a curricular design geared toward meeting the needs of non-traditional students, and
- build inter-institutional partnerships comparable to University Centers across the nation (see Appendix B).

### UH Center Goals, Action Strategies, and Student Learning Outcomes (SLOs)

UH Center goals, objectives, and SLOs for the next five-year comprehensive review period were developed in the context of UH System and MCC Strategic Plans. Table 3 on the following page defines the connections between MCC Strategic Plan goals and objectives, and UH Center goals, action strategies, and SLOs.

**Table 3. MCC Strategic Plan Goals and Objectives and Their Relationship to UH Center Goals, Action Strategies, and SLOs**

<b>MCC Strategic Plan Goals and Objectives</b>	<b>UH Center Goals</b>	<b>UH Center Action Strategies</b>	<b>UH Center Student Learning Outcomes (SLOs)</b>
<b>Goal 2: A Learning, Applied Research, and Service Network</b>			
Objective 2.1.5: Maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner.	Continue offering bachelor's and graduate degrees at Kahului campus; extend offerings to MCC outreach sites.	Coordinate with MCC VCAA Office, MCC Ed Center Coordinators, UH Center Directors, and sending campus representatives to support program delivery to Kahului campus and MCC outreach sites.	UH Center unduplicated headcount enrollment will increase.  Average number of graduates per year will increase.
	Improve MCC transfer rate into UH Center programs.	Coordinate with MCC VCAA Office to make available a 2-3 year schedule of lower division offerings aligned with upper division entrance and prerequisite requirements.  Work with faculty, counselors, and support services staff to identify and track UH Center pre-majors and increase the number of students receiving lower division advising support in preparation for transfer into UH Center Programs.  See also objective 1.1.6 below.	Number of students transferring into UH Center brokered programs will increase.  Number of MCC transfer credentials awarded (i.e., AA/AS/AAS) will increase.  Number of students transferring into UH Center programs will increase. Retention of pre-major students will increase.  See also objective 1.1.6 below.

<b>MCC Strategic Plan Goals and Objectives</b>	<b>UH Center Goals</b>	<b>UH Center Action Strategies</b>	<b>UH Center Student Learning Outcomes (SLOs)</b>
	Increase awareness of UH Center program offerings and optimize enrollment.	Restore and increase funding for marketing, advertising, and needs assessment activities.	<p>Number of public inquiries for program information will increase.</p> <p>Number of intake database records will increase.</p>
Objective 2.1.7: Cooperate as appropriate, with other higher education institutions to provide high quality educational services to the county and to the state through such programs as the UH Center.	Continue planning and logistical support services for delivery of high-demand programs: Business, Education/Teacher Certification, Computer Science, Natural Resources, Social Work.	<p>Continue to work with sending program representatives, UH Center Directors, MCC VCAA Office and Outreach Center Coordinators, and UH Systemwide representatives and advisory groups, to plan new and return program delivery.</p> <p>Obtain commitments for new programs and the return of high-demand programs.</p>	<p>Number of degree programs offered on a multi-year schedule will stabilize and increase.</p> <p>Number of programs offered on a predictable, cyclical basis will increase.</p>
<b>Goal 1: Educational Effectiveness and Success</b>			
Objective 1.1.6: Expand student support, including counseling and academic support services, at Hana, Molokai, and Lanai Education Centers.	Routinize scheduling of lower division prerequisites, recruiting, advising, and support services activities in support of students in bachelor's and graduate programs.	Coordinate with MCC VCAA Office, MCC Education Center Coordinators, academic support and student services support staff, and sending campus representatives to provide continuing upper division and graduate level recruiting and support services at outreach sites.	Survey results will indicate an increase in the number of prospective students who are able to: 1) contact UH Center and MCC Education Centers and learn what programs are available at a particular site; 2) understand how to obtain advising, apply for a program, register for classes; and 3) know whom to contact

<b>MCC Strategic Plan Goals and Objectives</b>	<b>UH Center Goals</b>	<b>UH Center Action Strategies</b>	<b>UH Center Student Learning Outcomes (SLOs)</b>
		Create and administer scheduling and support services assessment survey.	for library, testing, and other support services.
Objective 1.3.2: Implement educational program review, assessment, and learning outcomes to evaluate and improve student learning.	Implement program review and assessment activities.	Complete this comprehensive program review for the period AY 2001 through AY 2006. Conduct annual reviews thereafter.	UH Center degree offerings and support services will be adjusted based on program review recommendations.
	Expand data reporting and enrollment management activities.	Work with Banner SIS staff, MCC Institutional Researcher, MCC Student Services staff, and sending campus representatives to develop student tracking (i.e., completion) reports.	UH Center services and planning activities are adjusted based on enrollment and tracking reports.

The SLOs metrics currently is use are: 1) the number of high-demand degrees offered through the Center, 2) the number of course registrations per term, 3) the number of classified, unduplicated students headcount, and 4) the number of graduates per academic year.

The Center Director and staff are working to develop additional measures describing the number of UH Center bound pre-majors advised and the number of MCC transfer credentials (i.e., AA/AS/AAS degrees) awarded as a result of students migrating through UH Center pathways.

C. Relation to MCC Strategic Plan

Please see Table 3 above. The table shows how UH Center SLOs are related to the MCC Strategic Plan and the metrics for the SLOs.

D. Program Faculty and Staff

The UH Center is comprised of 3.00 FTE core staff consisting of the director, a secretary, and two half-time Administrative, Professional and Technical (APT) support positions. The Center also funds 2.50 FTE support positions that are located in their functional units. These positions include a librarian, counselor, quarter-time Molokai APT support position, and hourly-hire proctors in the Learning Center.

**Table 4. UH Center Faculty and Staff**

<b>Name</b>	<b>Title/Rank/ FTE</b>	<b>Length of Service</b>	<b>Credentials and Qualifications</b>
<b>Core Staff:</b>			
Karen Muraoka	Director, M05, 1.00 FTE	10 years	BA, MBA, PhD candidate; 24 years UH service
Liane Koga	Secretary, SR14, 1.00 FTE	10 months	AS, BS; 15 years UH service
Marty-Jean Bender	APT Support, PBB, 0.50 FTE	4 months	BEd Secondary Education
Sarah Jones	APT Support, PBB, 0.50 FTE	4 months	BA English, Certificate in Secondary Education
<b>Distributed Staff:</b>			
Lillian Mangum	Librarian, C3C1105, 1.00 FTE	15 years	BA, MLIS; 15 years UH service
Colleen Shishido	Counselor, C2C1105, 1.00 FTE	8 years	BA, MA; 13 years UH service
Sue Hasegawa	Molokai APT Support, PBA, 0.25 FTE	6 months	BA, MLIS
Learning Center Proctor Pool	Hourly, 0.25 FTE	Casual Hires	AA minimum

Because of academic year 2004-05 and 2005-06 MCC deficit reduction assessments and hiring freezes, the UH Center was unable to fill two half-time core APT support positions for two years.

When the freezes were implemented, the bulk of the Center's operating funds were reallocated to fund MCC Learning Center proctors and Maui Research and Technology Center (MRTC) hourly site support staff. During those years, the Center's operating budget was insufficient to fund marketing and promotion projects.

During academic year 2005-06, the resident UH Manoa College of Education Advisor position was vacant the entire year and the UH Center secretary position was vacant for two-thirds of the year.

The convergence of these events -- position freezes and vacancies -- had a substantial adverse effect on day-to-day operations that contributed to a fall 2005 enrollment decline.

However, due to a fiscal year 2006-07 \$2.629 million dollar legislative budget add-on, MCC received funding to offset electrical utilities deficits and establish 24.75 FTE positions. As part of this legislative add-on, the UH Center received two 0.50 FTE APT support positions.

Because of this relief, the Center was able to hire hourly employees and begin recruitment for permanent hires. In addition, the Center's secretary position was filled in spring 2006 and the College of Education advisor position was filled in August 2006.

These recent personnel additions have made hiring, staff training, and the development of written operating procedures key objectives for stabilizing day-to-day operations of the UH Center and meeting UH Center SLOs.

With regard to professional development, UH Center core staff are unable to keep up-to-date in their area of responsibility due to the lack of funding for professional development activities. For the past seven years, the Center Director has not attended a conference or been able to visit a peer institution. This isolation has affected learning outcomes by excluding the Center from: 1) exposure to best and emerging practices, 2) benchmarking with comparable programs at other institutions, and 3) interacting and networking with other institutional representatives and professionals in the field.

## E. Program Interactions with Constituencies

The Center Director convenes semi-monthly UH Center Collaboration meetings which serve as the primary mode of communication and interaction between the Center and its MCC and partner campus constituencies. These meetings are attended by core staff, distributed staff or their representatives, and partner campus staff. Discussion items are focused on providing programs and services in support of UH Center SLOs.

The Director meets regularly with the Vice Chancellor for Academic Affairs and the MCC Department Chairs to communicate UH Center issues and activities. The Director also maintains contact with lower division faculty in disciplines related to the degree programs offered through the Center. In this way, the Center is kept abreast of local workforce development needs in these disciplines. The Director also works closely with UH Manoa College of Education representatives to monitor teacher training needs.

The Center staff maintains contact with the general public through several modes of communication: walk-in inquiries, phone inquiries, email inquiries, website inquiries, no-cost public relations activities, and informational meetings to recruit for degree programs.

Other external constituencies consist of community planning groups, employers, and prospective students. The Director serves as a member of the Focus Maui Nui Advisory Board and attends these meetings to obtain input on Maui County higher educational needs. The Director also maintains contact with Maui High Performance Computing Center Human Resources Office and Maui Research and Technology Park tenants regarding bachelor's and graduate program needs.

For planning purposes, the Director participates in UH System constituent group activities such as the UH Center Directors Meetings, the UH System Master Scheduling Group Meetings, and the UH System Distributed Learning Advisory Council Meetings.

## II. CURRICULUM AND STUDENTS

### A. General Education Standards (COWIQs), program goals, and student learning outcomes

The COWIQs are applicable to the UH Center in as much the programs facilitated by the Center are accredited and thereby adhere to quality standards and program reviews mandated by the Western Associations of Schools and Colleges (WASC).

Since accreditation for degree programs is the responsibility of the sending campus, the UH Center strives to maintain communication with program representatives regarding the provision and quality of instructional and academic support services. The on-going dialog between UH Center and its partner campus representatives ensures the services at the receive site are comparable and consistent with accreditation requirements. To this end, the Center obtains summaries of assessment and evaluation documentation from campus representatives verifying those assessment processes are in place and regularly conducted (see Appendix C).

The Center staff also gives feedback to campus representatives when distance students experience difficulties (e.g., classroom management issues, videoconferencing video and audio difficulties) and serve as student advocates in this regard.

With regard to SLOs for the UH Center, they can be generalized as prospective students having the awareness and knowledge to contact the UH Center for: 1) information on what programs are available at a particular site, 2) advising services, 3) assistance with applying for a program and registering for classes, and 4) assistance with needs for library, testing, and other support services. Once they are admitted into a program and enrolled in courses, the SLOs focus on student enrollment and graduation measures.

Please refer to Table 3 for specific SLO descriptions, action strategies, and metrics.

B. COWIQ and program goals curricular grids

The Center's function is to facilitate the delivery of degree programs from other campuses rather than offer its own curriculum or degrees. As such, the COWIQs and program goals curricular grids do not apply to the UH Center.

C. Student Achievement

Unlike the instructional programs that possess long standing student achievement indicators (PHIs, Perkins Data, etc.), UH Center program success is measured in terms of the numbers of high-demand programs made available to Maui County residents, course registrations per semester, unduplicated headcount per semester, and the number of graduates per academic year.



The UH Center strives to align bachelor's and graduate program offerings with three criteria: 1) county and state workforce needs, 2) the declared interests of Maui County residents and their level of academic preparation, and 3) UH Center resource constraints.

Table 5 below is adapted from the State of Hawai'i Department of Labor and Industrial Relations Research and Statistics Office. It provides county workforce vacancy projections regarding the number of job openings projected for careers requiring bachelor's or higher educational preparation.

Because resources are limited, the UH Center places a priority on brokering the delivery of degree programs that provide graduates credentialing for these kinds of jobs. The yellow box indicates the UH Center offers access to most of the degree programs needed for individuals to meet educational requirements for those jobs.

**Table 5. Maui County Best Job Opportunities in 2010  
DLIR Projections as of August 2005  
(Ranked by Number of Job Openings)**

<b>Long Term Preparation</b> <i>(At least a bachelor's degree or higher; may need work experience)</i>				Current UH Center Maui Offerings
	<b>2000-2010 Total Job Openings</b>	<b>Annual Growth Rate</b>	<b>2003 Mean Annual Wages</b>	
Secondary School Teachers, Except Special & Vocational Education	280	2.1%	\$45,810*	Secondary Post-Bacc Certificate
General & Operations Managers	270	1.9%	\$87,330	BA Bus Admn
Elementary School Teachers, Exc. Special Education	240	1.6%	\$39,150	BEd Elementary
Special Education Teachers, Preschool, Kindergarten, & Elementary School	110	3.8%	\$41,570*	SpEd Post-Bacc Certificate
Accountants & Auditors	110	2.3%	\$43,340	BA Bus Admn
Sales Managers	100	3.7%	\$62,960	BA Bus Admn
Property, Real Estate, & Community Association Managers	90	2.1%	\$51,490*	BA Bus Admn
Marriage and Family Therapists	80	4.6%	\$35,130*	BA SS, MSW
Child, Family, & School Social Workers	70	3.8%	\$37,620	BA SS, MSW
Financial Managers	70	2.2%	\$72,940	BA Bus Admn, MBA

This workforce projection data is triangulated with UH Center intake database reports. Table 6 below is an intake database report summarizing the number of prospective student inquiries made at the UH Center during calendar years 2001 through 2006 by degree type and the partner campus delivering the matching program. The intake data represents actual inquiries made at the UH Center for particular degree programs.

With respect to Table 6, the UH Center is offering almost all of the high-demand (i.e., greater than 10 serious inquiries made) programs except for master's level teacher credentialing programs. For this reason, the delivery of a Master of Arts in Teaching (MAT) is a priority planning objective for the Center.

**Table 6. UH Center 2001-2006 Intake Database Summary Report and Matching Partner Campus Degree Programs**

<u>Degree</u>	<u>Partner Campus</u>	<u># Interested</u>
BA Bus General	UHWO	243
BA IS, HRO	UHM	111
BEEd Elementary	UHM	101
BA ICS	UHM	100
BA SS, Applied	UHWO	76
BSN	UHH/UHM	71
BA Psychology	UHH	60
BA Bus Accounting	UHWO	43
BA Hawn Studies	UHH	40
BA Marine Science	UHH	30
BEEd Secondary	UHM	28
BS NREM	UHM	22
BA English	UHH	21
BS CS	UHH	14
BEEd Early Child	UHWO	7
BA History	None	4
BEEd SpEd	UHM	4
BSW	UHM	3
BA IS, IRM	UHM	2
BA TIM	UHM	2
BS Agriculture	UHH	2
BS Biology	None	2
BA Anthropology	None	1
BA Media Studies	UHM	1
BA Speech Path	UHM	1
BA Theatre	UHH	1
BS EE	None	1
<b>Total Bachelor's</b>		<b>991</b>
PBCSE Secondary	UHM	52
Certificate SAAS	UHWO	3
PBCSE Elementary	UHM	2
PBCSE SpEd	UHM	1
Certificate Int Bus	None	1
<b>Total Post-Bacc</b>		<b>59</b>
MSW	UHM	104
MBA	UHM	59
MEd Counseling	UHM	35
MAcc	UHM	28
MLISc	UHM	16
MEd Higher Ed	UHM	16

Adm		
MEd Elementary	None	15
MEd Secondary	None	12
MSICS	UHM	11
MSN	UHM	7
MEd Interdiscipl	UHM	7
MA Psychology	None	7
MEd Ed Admin	UH	6
MPA	UHM	5
MEd General	UHM	2
MEd Early Child	UHM	2
MA Design	None	2
LLM	None	1
MS NREM	UHM	1
MS Marine Biology	None	1
MPH	UHM	1
MHRM	UHM	1
MFA	None	1
MA English	None	1
MA Clin Psych	None	1
Total Master's		238
Grand Total		1288

These data are used to adjust program offerings and the timing of their delivery. Programs are discontinued when demand drops-off and high-demand programs are continued or pursued. For example, the UH Hilo BA degrees in English, Hawaiian Studies, and Marine Science were offered until demand was met and then stopped-out.

The UH Center also uses these data and other inputs to make course scheduling requests for particular MCC lower division offerings (e.g., Hawaiian Studies, Psychology, Computer Science, Math). Student success often depends on the timing of these classes in tandem with upper division degree offerings.

The needs assessment data are also used to negotiate with program representatives for changes in curricular design and instructional modalities. For example, the Master's in Social Work (MSW) program is a high-demand program and that was, at best, available on island of Maui every six years in a traditional, face-to-face lecture based format. Through several rounds of negotiations on new program design and joint legislative lobbying efforts, the MSW will be offered every year in a primarily on-line format with program enrollment extended to Molokai, Lanai, and Hana.

- D. Changes made in accord with the recommendations of the previous program review for PHIs

This program review is the first program review conducted by the UH Center. As such, no previous recommendations have been made.

- E. Changes made in accord with recommendations of the previous program review for Perkins measures

This section does not apply to the UH Center's program review since UH Center activities and programs are unrelated to Perkins funded projects.

- F. Measurable Benchmarks

The measurable UH Center benchmarks are:

- Number of degrees offered
- Number of course registrations per semester
- Number of unduplicated, classified students enrolled per semester
- Number of student graduating per academic year

The UH Center would benefit from conducting research on peer programs across the nation. Although a survey of University Centers was begun (see Appendix B), further research on comparative benchmarks and best collaborative practices would be very helpful.

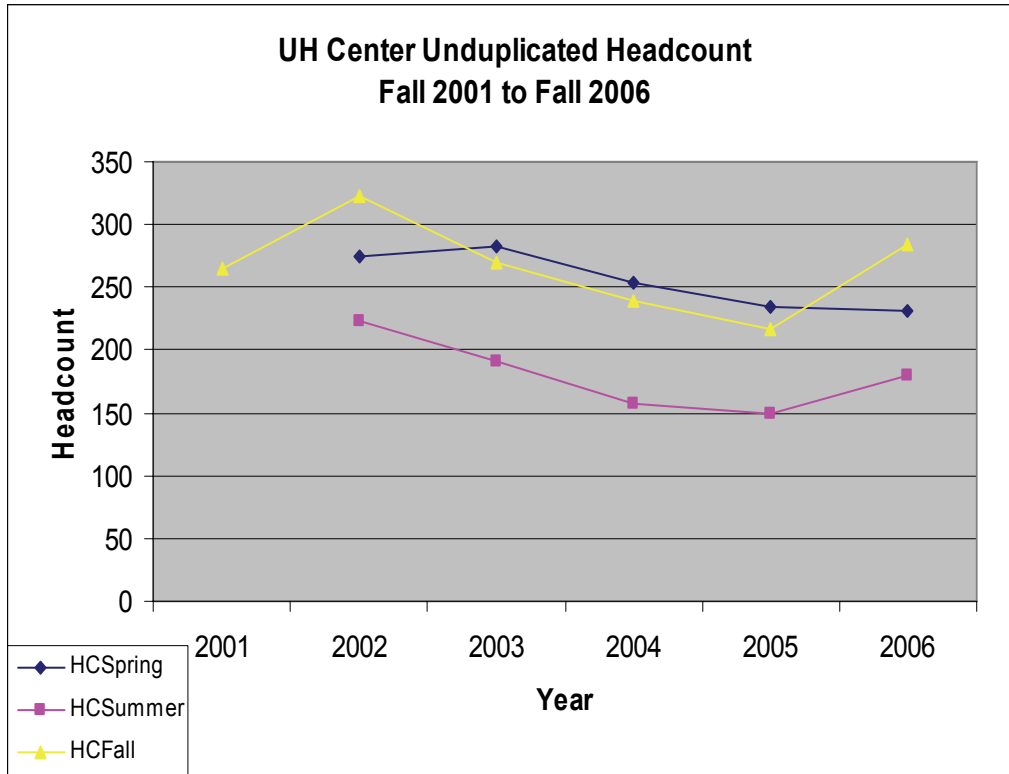
- G. Program/Certificate/Degree Standards and their SLOs

Please refer to Table 3.

- H. Program trends, including student goals, enrollment trends, retention, and time of completion.

The following graph and table illustrate a decline in unduplicated headcount enrollment consistent with UH Center budget restrictions and position vacancies, and then a rebound in enrollment with budget and position restorations.

**Figure 2. UH Center Enrollment Trend Fall 2001 through Fall 2006**



**Table 7. UH Center Unduplicated Headcount Enrollment Data and Resource Shifts Data**

**Unduplicated Headcount:**

	2001	2002	2003	2004	2005	2006
Spring		275	282	253	234	231
Summer		223	191	158	149	180
Fall	265	322	270	240	217	284

**Resource Shifts:**

	2001	2002	2003	2004	2005	2006
MCC Deficit Assessment	NA	NA	-\$15,000	-\$15,000	-\$15,000	-\$15,000
APT	NA	NA	NA	-\$31,628	-\$31,628	Restored
Secretary	Filled	Filled	Filled	Filled	Vacant	Filled

I. Changes in Field; Resources; Shifts to Respond to Changes

Please refer to discussion in Section II.C. above, "Student Achievement," for a discussion regarding changes in program offerings in response to changes in demand.

With respect to resource development, the Center continues to work with partner programs on cost-sharing and in-kind contributions. For example:

- The MRTC instructional space assigned to UH Center is valued at \$90,000 per year and paid for by the UH Information and Technology Services Office. It is open to use by all UH and MCC programs and several MCC and UH programs have conducted classes at the facility.
- The Polycom Vide Conferencing Unit (\$7,000) in Laulima 214 is on loan from UH Information and Technology Services. It is used to support the Master's in Human Resources Management (MHRM) program in Kahului, but open to use by the entire campus. The College of Business has proposed purchasing a plasma monitor (cost is approximately \$4,000) for that polycom unit in support of continued MHRM programming.
- The UH Manoa College of Education has offered to cost-share on some advertising projects.
- The UH Hilo Bachelor of Science in Nursing program has proposed a cost-reimbursement arrangement for advising and technical support services.

Into the future, the UH Center will continue to pursue in-kind and cost-sharing strategies.

J. Major Curricular Changes Since Last Review

Please refer to Section II.C., "Student Achievement," for discussion on changes in program offerings in response to changes in demand.

K. Student Advising and the Degree to Which Faculty Participate in the Mentoring of Students

As discussed in Table 3, the MCC counseling staff is developing a tracking system for UH Center bound pre-majors. With regard to advising students that have transferred into a bachelor's program, this issue is the

responsibility of the sending program. At the point of transfer, the UH Center coordinates advising visits made by partner program staff.

L. Opportunities for Student Involvement in Program-Related Organizations, Clubs, and Governance

This issue is primarily the responsibility of the sending program. The UH Center does give feedback to program representatives regarding the need to include students in activities that are often unavailable to distant students (e.g., student inclusion in honorary societies).

M. Use of Lecturers to Teach Courses; Related Concerns

This issue is the responsibility of the sending program, since the sending programs are responsible for faculty and lecturer hiring.

N. Admission Policy

This issue is the responsibility of the sending program. Admissions criteria are based on the policies of each campus or college offering the program.

O. Job Placement, including job prospects, procedures for placing graduates, and success in placing graduates

This issue is primarily the responsibility of the sending program. However, MCC's Cooperative Education Program has worked with the UH Center to place students in jobs (e.g., computer operator positions at Maui High Performance Computing Center).

P. Articulations with High Schools, community colleges, and four-Year institutions

Articulation agreements facilitate the success of students in UH Center programs as they codify transfer pathways so that students can move easily from program to program. Agreements relevant to UH Center programs (e.g., MCC's Accounting program, Business Careers program, and Early Childhood Education program articulation agreements with UH West Oahu) are helpful in this regard.



For cohort programs, the UH Center negotiates firm multi-year course schedules and obtains commitments to offer students the complete cycle of coursework necessary to graduate. The commitment to a prescribed multi-year schedule and complete cycle of courses is similar to an articulation/transfer agreement, yet specific only to that particular cohort. These planning efforts have contributed to student completion of programs.

Q. Center or Institutes

The UH Center does not operate any subsidiary Centers or Institutes.

### III. STAFF SUPPORT AND FACILITIES

A. Professional and Clerical Staff

Please see Section I.D. for discussion on the impact of position vacancies and the current need to fill positions and conduct training activities.

B. Space and Equipment for Instruction

Space and equipment for instructional activities is sufficient at this time.

C. Space and Equipment for Research, e.g., Institutional

The UH Center does not currently support programs that require research facilities. The Center does not plan to offer degree programs that require research facilities beyond the scope of MCC's facilities.

D. Space and Equipment for External Grants

The UH Center does not currently administer grants requiring additional space or equipment.

#### IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS

This section does not apply to the UH Center since it is not a program conferring credentials via distance delivery.

Rather, the UH Center is a facilitator and support services provider for in-coming distance learning and extension programs.

## V. ANALYSES OF PROGRAM -- TYING IT ALL TOGETHER

### A. Summary Statement

For the 2001-2006 comprehensive program review period, UH Center has met most of its goals for providing Maui County residents access to bachelor's and graduate programs.

The number of graduates per year has been significant during the five year review period (i.e., average number of graduates per year = 67).

The number of programs offered has been significant (i.e., over 20 program offerings per year).

### B. Plans for Next Year

Please refer to Table 3 since it describes UH Center goals and actions strategies for attaining SLOs.

For the 2006-07 academic year, the primary UH Center goal are to:

- Continue planning and support services for on-going bachelor's and graduate programs.
- Hire and train new staff, and develop written operating procedures for stabilizing day-to-day operations of the UH Center and meeting UH Center SLOs.
- Continue work with counseling department to improve the student transfer rate into UH Center programs.
- Begin work with MCC Vice Chancellor for Academic Affairs Office to develop a 2-3 year distance learning schedule of lower division AA/general education core transfer offerings to outreach sites.
- Conduct a marketing study to identify what kinds of marketing and public relations activities would best serve UH Center interests.

C. Budget for Next Year

As discussed in this program review narrative, the recent personnel additions have provided the UH Center some budgetary and workload relief. The additional funding necessary for program activities will be addressed in the next annual program review after the completion of a marketing study.

D. BOR Questions

>Is the program organized to meet its SLOs?

Yes, the UH Center is organized to meet its SLOs. As discussed in this program review narrative, the UH Center is BOR established program.

>Is the program meeting the SLOs?

Yes, the program is meeting most of its SLOs, but additional resources for marketing are necessary to raise public awareness of available bachelor's and graduate programs.

>Are program resources adequate?

No, current program resources are inadequate to conduct a sustained public image raising advertising campaign.

>Is the program efficient?

Yes, the program is very efficient in that it provides Maui County residents access to bachelor's and graduate programs without the "bricks and mortar" costs associated with duplicating these programs locally.

>Does your program review provide evidence of a quality program?

Yes, in so far as a comparison between other UH Centers in the state can validate the quality of the UH Center on Maui. As discussed in Section II.F., research on best practices and peer benchmarks on a national level would be very helpful.

>Are the program outcomes compatible with the SLOs?

Yes, the program outcomes are compatible and support UH Center SLOs.

>Are the SLOs still appropriate functions of the college and university?

Yes, since the UH Center is often the only viable and affordable option a Maui County resident has towards earning a bachelor's or graduate degree.

# APPENDIX A

## Enrollment Comparison Report

**UH Center Enrollment Comparison Table  
Course Registrants, Unduplicated Headcount, and Degrees Awarded  
Fall 2001 through Fall 2006**

PROGRAM	FALL 2001	SPR 2002	SUM 2002	FALL 2002	SPR 2003	SUM 2003	FALL 2003	SPR 2004	SUM 2004	FALL 2004	SPR 2005	SUM 2005	FALL 2005	SPR 2006	SUM 2006	FALL 2006	TOTAL GRADS
TOTAL COURSE REGISTRANTS	517	546	390	640	636	302	604	522	248	554	534	240	485	491	333	610	
UNDULICATED HEADCOUNT	265	275	223	322	282	191	270	253	158	240	234	149	217	231	180	284	
DEGREES (Total Graduates)	8	29	12	30	27	16	27	32	13	17	43	11	35	32	4	TBD	336
UHWO	62	72	27	66	68	42	76	67	32	80	78	46	92	76	35	96	
GRADUATES	0	5	0	1	5	5	11	10	0	3	3	3	21	8	1		76
BABA	41	45	18	49	45	29	50	44	13	39	38	30	55	46	19	41	
GRADUATES		5		1	3	4	9	7	0	0	0	2	15	5	0		51
BASS	18	15	9	17	20	8	21	22	12	40	36	16	36	30	16	41	
GRADUATES					2	1	2	2	0	2	3	1	6	3	1		23
BASS-ECE																5	
GRADUATES					2	1	2	2	0	2	3	1	6	3	1		23
CSAAS										1			0	0	0	0	
GRADUATES								1	0	1	0		0	0	0		2
UNCLASSIFIED	3	12			3	5	5	1	7		4		1	0	0	9	
GRADUATES									0				0	0	0		0

PROGRAM	FALL 2001	SPR 2002	SUM 2002	FALL 2002	SPR 2003	SUM 2003	FALL 2003	SPR 2004	SUM 2004	FALL 2004	SPR 2005	SUM 2005	FALL 2005	SPR 2006	SUM 2006	FALL 2006	TOTAL GRADS
UHH	61	58	42	81	70	16	44	41	10	20	16	3	15	15	6	14	
GRADUATES	0	3	0	2	12	6	8	13	4	1	11	0	1	2	1		64
BS CS I	3	3		16	11	10	10	9		3	3		0				
GRADUATES		2				1		1	0	0	0		1*				4
BS CS II	9	9	8		1												27
GRADUATES								1	1	0	3						5
BA MARE	14	15	12	20	12												
GRADUATES				2	4	1	3	1	0	0	0		0	0	0		11
BA HAWS	11	10	8	8	7		7	5		4	3		1	2	1	0	
GRADUATES		1			6	2		1	0	0	1		0	0	1		12
BA ENG	22	19	14	17	15	0	9	5	1								
GRADUATES					2	2	3	4	2								13
BA PSY				20	19	2	13	12	6	8	9		12	11	4	11	
GRADUATES								2	0	1	7		0	1	0		11
BSN										1	1		1	1	0	2	
GRADUATES											0		0	0	0		0
Cert Database Mgt									2		1						
GRADUATES									2				0	0	0		2
Other Programs							1	5		1			0	1	0	0	
GRADUATES							1	3	1	0			0	1	0		6
UNCLASSIFIED	2	2			5	4	4	5	3	3		3	1	0	1	1	
GRADUATES							1		0	0			0	0	0		1



PROGRAM	FALL 2001	SPR 2002	SUM 2002	FALL 2002	SPR 2003	SUM 2003	FALL 2003	SPR 2004	SUM 2004	FALL 2004	SPR 2005	SUM 2005	FALL 2005	SPR 2006	SUM 2006	FALL 2006	TOTAL GRADS
UHM	142	145	154	175	144	133	152	145	116	140	140	100	110	140	139	174	
GRADUATES	8	21	12	27	10	5	8	9	9	13	29	8	13	22	2	196	
BALS/BAIS	22	18	37	15	22	8	33	28	17	37	34	18	34	37	33	39	
GRADUATES	8	17	4	2	6	1	3	8	5	3	7	1	3	11	1	80	
BEd	22	18	20	18	18	18	16	9	15	15	15	14	14	0	0	24	
GRADUATES	3	3	1	18	1	18	18	2	1	0	0	0	0	10	0	32	
Special COE courses	25	7	49	24	2	18	2	1	0	0	2	0	0	13	0	1	
GRADUATES														0	0	0	
PBCSE I				5													
GRADUATES				1										0	0	1	
PBCSE II				1									0	0	0	0	
GRADUATES	1	1		1			2	0						0	0	4	
PBCSE Statewide							11	10	0	17	10	10	15	5	6	9	
GRADUATES										8	0		9	0	0	17	
SPED only	1	1											0	0	2	4	
GRADUATES														0	0	0	
IMED II	13	10		13					5	6	5	6	0	14	14	24	
GRADUATES				12							1			0	0	13	
MEd – Ed Adm	1	2		3	3		4	2	0	1	2		1	1	0	1	
GRADUATES					1	1	1	1		1	1		1	0	0	6	
MLISc	3	5		6	7		7	6	5	7	10	4	4	5	6	5	
GRADUATES							2			1	0	1	0	1	0	5	
MS-ICS	0	0		0	0		0	0	0	0	0		0	1	0	0	
GRADUATES										0	0			0	0	0	

PROGRAM	FALL 2001	SPR 2002	SUM 2002	FALL 2002	SPR 2003	SUM 2003	FALL 2003	SPR 2004	SUM 2004	FALL 2004	SPR 2005	SUM 2005	FALL 2005	SPR 2006	SUM 2006	FALL 2006	TOTAL GRADS
MSN	1	1	3	2	3	3	3	3	4	2	3	2	3	1	2	4	
GRADUATES										0	0	1	0	0	1		2
PhD NURSING													1	1	0	1	
GRADUATES													0	0	0		
NIMBA	21	22	10	9										13	9	10	
GRADUATES			7	11									0	0	0		18
MAcc			5	5	6	5	5	5	4								
GRADUATES								4							0		4
MEd – C&G Voc Reh	3	3	3	3	3	3					1	1	0	1	1	1	
GRADUATES						3					0				0		3
MEd - SPED						9	11	8	9	12	12	11	11	0	0	0	
GRADUATES										0	0				0		0
TIRM Grad Cert				2	2		0	0	0	0							
GRADUATES																	0
BSN				5	5	4	4	4	4								
GRADUATES																	0
MSW			26	25	24	23	21	22	0	21	21	1	0	0	0	0	
GRADUATES										0	20	5	0	0	0		25
MS-KLS			1	2	2	2	3	4	3								
GRADUATES			1		2								0	0	0		3
BA-ICS				0	1	0	0	0		0	0		0	0	0	0	
GRADUATES										0	0				0		0
MA-ME															1	0	
GRADUATES										0	0				0		0
M-ETEC																6	
GRADUATES																	0

PROGRAM	FALL 2001	SPR 2002	SUM 2002	FALL 2002	SPR 2003	SUM 2003	FALL 2003	SPR 2004	SUM 2004	FALL 2004	SPR 2005	SUM 2005	FALL 2005	SPR 2006	SUM 2006	FALL 2006	TOTAL GRADS
MHRM														0		3	
GRADUATES													1				1
MISCELLANEOUS														2	3	0	
UNCLASSIFIED	30	58		37	46	40	32	43	50	22	25	33	27	46	62	42	

# APPENDIX B

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- Bachelor of Science in Elementary Education
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- Bachelor of Science in Nursing (accelerated second degree program)
- Bachelor of Science in Occupational Health and Safety
- Master of Arts in Teaching, Reading & Language Arts
- Master of Arts in Counseling
- Master of Business Administration with concentrations (Weekend Courses)
- Master of Training and Development
- Master of Education in Educational Studies
- Master of Science in Nursing: RN to MSN track
- Master of Science in Nursing Education

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- Bachelor of Science in Counseling Psychology
- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Organizational Leadership and Communication

**UNIVERSITY OF DETROIT MERCY** - 586.263.6308

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- Bachelor of Science in Nursing
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