

MAUI COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW ASSESSMENTS
Hana Education Center (Maui Community College)

Summarized by Marti Wukelic, Hana Outreach Coordinator,
as discussed by members of MCC Hana focus group

Note: The Hana Education Center is a satellite campus of Maui Community College and offers Distance Ed classes for the rural students of East Maui. In addition to MCC classes, student may participate in the majority of programs that are produced via the University of Hawaii's HITS (two-way closed circuit TV) system. Since the Ed Center functions as a free standing campus regarding the student experience, the Hana Advisory Committee has chosen to adopt many goals and objectives, verbatim, from the Kahului campus. The purpose is to insure that the Hana Outreach student is receiving the same quality of higher education as he/she would at any other Maui Community College campus.

I. OVERVIEW OF THE PROGRAM

A. *Mission and Vision of the College*

Mission:

MCC's Hana Education Center is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

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 Hana Ed Center's 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.

1. Program vision for next five years:

The Hana Ed Center will continue to grow in registration base, depth and breadth of classes offered and percentage of students who complete their chosen programs. As of 2006, the Hana Ed Center has been averaging between 50 - 62 students per semester. This number is comprised primarily of students registered in MCC credit courses, but also includes non-credit offerings and UH upper division programs. By the year 2010, our goal is to increase registration by 50% of the current registration base. We envision an upgraded facility, which would include additional HITS classrooms, a large classroom for live classes, a workshop area student study area as well as the current computer lab and office and existing HITS room.

We foresee increased Ed Center staffing and a lecturer pool that is increased 100% (from a current base of 6 rotating lecturers). We see the growth as gradual over the five year period, in order to insure quality of program and to allow us to explore funding options for this intended growth. We are currently in year #2 of this vision.

2. The MCC Mission Statement uses the phrase "...a diverse community of lifelong learners" and this is highly applicable to the residents of East Maui. Over 50% of the Hana Ed Center student base is Native Hawaiian. The average age of the HEC student is thirty years old. These students are not able, financially or by personal obligations, to attend college any other way. By offering a college experience to the rural community, The Hana Ed Center enables MCC to reach the diversity of the mission statement in a unique and special manner.

3. Goals of the Hana Ed Center Program (see Appendix A)

4. Student Learner Outcomes (see SLOs for each classes, as presented by the department, i.e. English 210 – as presented by English department, etc)

B. Relation to MCC Strategic Plan

Strategic Plan Priorities for 2005-2006:

*As aligned with MCC Strategic Plan, but in the priority sequence of the Hana Ed Center***

MCC Order	Goal/Objective
4	Strengthen crucial role that the College performs for the indigenous people and general population of Maui county by actively preserving and perpetuating Hawaiian culture, language and values
3	Support county and state (and local) economy, workforce development and improved access to lifetime education for all by building partnerships within the UH system and with public and private educational, governmental, business (and non-profit) institutions
2	Achieve a shared institutional culture that makes student learning and success the responsibility of all.
8	Build an effective public and private constituency whose support provides revenue for the achievement and implementation of Strategic Plan goals
5	Provide access for students, faculty and staff to a first-class information technology infrastructure, support and services that sustain and enhance instruction, applied research and administrative services

Goals Endemic to the Hana Ed Center **

1. Insure that the educational experience for the Hana student, though different in delivery and texture, is equal to the educational experience of all Maui Community College students
2. Provide a vehicle for strengthening the socio-economic status of East Maui residents through education, degree programs, OCET and also employment opportunities for residents.
3. Continue process of providing upper level degree programs through UH HITS activity
4. Improve physical plant and infrastructure of the Hana Ed Center by either acquiring additional classroom, partnering with other entity or possible relocation

*** Discussion of MCC goals and development of those specific to Hana Ed Center as determined by Hana focus group consisting of residents on the Hana Advisory Committee, lecturers and key students.*

C. Program Faculty (full and part-time)

The Hana Ed Center is currently staffed by one full time faculty member:

Outreach Coordinator/Instructor: Marti Wukelic

Length of service: 7 years (5@ .50, <1@ 1.0)

Bachelor Degree: Business Administration, Baker College

Educational Expertise: Management, Business, Marketing, Hotel Operation and basic Computer Instruction (both credit and non-credit classes)

Situational Expertise: over 20 years of executive management, including overseeing departments, offices and other functional entities. Extensive experience in public relations and promotion. Current member of the Mayor's Committee on the Status of Women

Faculty turnover:

1998 – half time position filled for three months, employee vacated

1999 – two half time positions filled

2003 -- one half time position vacated, other incumbent continued as .5 with overload

2005 – converted two half time positions to one full time position. Interviewed and hired half time incumbent. Note: although the current incumbent has undergone changes in status from emergency hire to .50 to 1.0, the employee has functioned as coordinator since 1999.

2006 – as of October 2006, a 1.0 APT position has been posted and recruited for, and the interview/selection process is about to take place. This staff addition is likely to increase the Hana Ed Center's ability in goal achievement exponentially.

Faculty member obtained BBA degree for the purpose of qualifying for MCC faculty position. Incumbent is currently seeking MBA program to further enhance qualifications. To add to the overall capacity, instructor has begun to teach not only to East Maui students, but to all students in Maui County, via the interactive HITS program. Future plans include WebCT course development (targeting 2007-08 academic year) and continued affiliation with Kahului campus programs. Instructor teaches OCET training sessions during the summer semester.

Additionally, the Hana Ed Center has a small pool of qualified lecturers, who offer approved live classes on a casual hire basis.

In Spring 2006, a federally funded Work Study Student Assistant was trained to assist other students/prospective students on applying for financial aid. This took place as a vehicle to achieve goals 1 – 3.

E) Ways in which the Hana Education Center interacts with:

1. Community Groups – the UH MCC Hana Ed Center is an active member of the Hana Community Partners. This is an organization loosely comprised of East Maui non-profits, businesses and individuals, dedicated to improving circumstances in Hana through cultural awareness, education, support/assistance and general community goodwill. Additionally, the HEC works collaboratively with organizations such as Hui No Ke Ola Pono (participating in annual health fair), Hana Community Health Center (staff training) and Ohana Makamae (programs for young mothers). During the 2006 academic year, the HEC Coordinator has strengthened communication with Hana High School, for the purpose of insuring that the needs of potential Running Start students are being met.

2. Professional Associations – Outreach Coordinator/Instructor is a member of UHPA, NEC and MCC Academic Senate, as well as a past member of Hana's chapter of Maui Chamber of Commerce

3-5, PCCs, National Accreditation bodies and other key organizations – As part of UH MCC, the Hana Education Center is accredited by the Western Association of Schools and Colleges, based in Alameda, California.

II. CURRICULUM AND STUDENTS

A. **General Education Standards (COWIOs), program goals, and student learning outcomes**-- As noted earlier, the Hana Ed Center receives courses

that are originated at the Maui Community College Kahului campus. Please refer to individual academic programs in program review document for each academic program.

B. ***COWIO and program goals curricular grids*** (as noted above)

C. ***Student Achievement***

1. PHIs – are included in main campus PHI data
2. Perkins –limited applicability, see above
3. Other student achievement measures – individual tracking, goal achievement tracking and student turnover, as noted in following subcategories.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)

1. Recommendations followed
 - A. Increase HEC staffing
 - B. Redistribute activities – less emphasis on Kahului campus, increased emphasis on Hana-based student needs
 - C. Develop concrete strategy to increase enrollment
2. Recommendations not followed n/a
3. Reasons for not following recommendations n/a
4. Implementation timeline for changes
 - A. (as above noted) October 2006
 - B. August 2006 – December 2006, to be continued, if needed
 - C. November 2006 (plan in place for Spring 2007)

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

1. Recommendations followed **n/a**
2. Recommendations not followed **n/a**
3. Reasons for not following recommendations **n/a no direct Perkins**
4. Implementation timeline for changes **n/a**

E. Measurable Benchmarks

1. **Increase community recruitment efforts**
2. Due to the small size of the East Maui communities, efforts at community outreach (for the purpose of increasing enrollment) must be re-vamped and re-initiated at least every two years.
 - a. Internal criteria – The Hana Ed Center maintains statistical data on all HEC students as well as those who seek academic advising or placement testing but do not enroll.

- b. External criteria – Standard outreach efforts include bulk mailings per semester, booth or table at local events, meeting, speaking or collaboration with community groups, collaboration with Hana High School.

3. When 5% or more of enrolled students in credit courses had not taken MCC/HEC classes within the previous four semesters or long, benchmark is considered achieved. For Fall 2006, 16% of enrolled HEC students fall into this category. External benchmark is a minimum of one community activity per month. Spring 2006 fell short by one activity, but Fall 2006 is likely to exceed the goal, with 4 activities at mid-semester.

1. Increase Early Admit opportunities for Hana High School students

2. Hana School graduates approximately 22 students per year. A small school has limited opportunity for classes, particularly for college bound students. The HEC works closely with the DOE to insure that the students' chance for early admit dual credit classes is maximized. Benchmark is to have 25% of Hana High seniors involved in early admit courses by 2008.

a. internal criteria – All computers must be Placement Test ready, staff must coordinate activities with Gear Up and other Running Start oriented efforts.

b. external criteria – historically, many Hana High students do not place at appropriate English or Math levels for entry without tutoring or multiple tries at test.

3. Due to collaborative efforts with MCC Kahului campus counselors, Hana High and Gear Up, the following system/benchmark is now in place: Initial testing in Oct/Nov of 2006. Funded tutored classes will be made available to students via Gear Up. Students will re-test in Spring of 2007. Goal is for 60% of students to increase placement level.

Program/Certificate/Degree Standards and their SLOs – this information is listed in respective program reviews within Maui Community College. Results of discussions regarding how they apply to rural outreach students at the Hana Ed Center are recorded below:

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

The student base of the Hana Ed Center is comprised roughly of 50% certificate/degree seekers and 50% lifelong learners. The following explanation will deal primarily with certificate/degree seekers, as well as OCET students.

Of the estimated forty students who are pursuing a certificate or degree via the Hana Ed Center, the breakdown is as follows:

18 – pursuing A.A. in Liberal Arts (5 are considering ultimate B.A. degree as well)

8 of the above students are education – oriented, 10 are undecided as to ultimate goal

- 6 – pursuing Human Services certification and/or degree
- 3 – pursuing Business or Management certification or degree (including OCET)
- 4—pursuing Hawaiian Studies certification
- 3 – pursuing pre-nursing program or health-oriented field (no clear degree sought)
- 6 – miscellaneous or undeclared

Additionally, a number of residents are informally pursuing skill development via maintenance and energy live classes. By Spring of 2007, this will be true for computer maintenance as well.

Degree completion: Prior to 2004, there were only 2 recorded graduates from the Hana Ed Center. However since fall of 2004, there has been at least one Hana Ed Center student who has earned a degree or certificate during each subsequent semester. This exceeds the informally set goal of one student per academic year.

Average time of completion: due to the HEC student profile (average student is 30 years old, parent/spouse and full time job holder), even degree seeking students take only one or two classes per semester. This creates a particularly long time of completion, on the average of six years. Goal for 2005 – 2008 is to lessen this gap by two years, but not at the expense of losing the student.

G. Changes in field; resources; shifts to respond to changes

Note: In a very small community, even subtle trends can effect the HEC greatly, due to the small population base.

Trend #1—prior to the 2004 – 2005 academic year entry level health care jobs/education was a priority for the community and for the Ed Center. However after significant activity (8 certified in Nurses' Aid training, two admissions into the MCC nursing program and one upper level Masters Degree from the nursing program, there is not currently an East Maui market for these programs. We have responded by shifting resources elsewhere, anticipating new interest in upcoming academic years. Update: by spring 2007, there may be a slight shift back towards Master Degree level courses.

Trend #2—Federal No Child Left Behind program has generated interest in Educational Assistants who will need certification as well as those who may pursue this field. This has created a demand for appropriate programs, such as Human Services and Liberal Arts. However, two factors exist that show a waning in this demand. First factor is the small population, as noted in Trend #1. And the second factor is the DOE's development of in-house training programs that would meet the NCLB requirements. The HEC is responding to this trend by focusing on completion of program by current students, and a balance between marketing to new ones and shifting partial focus to upcoming trends.

Trend #3—Utilization of Running Start classes. Running Start, the dual credit opportunity that was originally developed between the DOE and our community colleges for high school students to receive both high school and college credit for approved college courses, has been very successful over the past two academic years. Due to many changes at Hana High School, it appears that this trend will strengthen in future semesters. To maximize the opportunities, the HEC Coordinator is working closely with the Hana High School administration to insure that Running Start classes are always available. In addition to the approved classes, each High School Principal and Registrar has the option of approving other classes for dual credit. Therefore the Hana high school students have even received special authorization for credit on select classes. Update: This has become a major focus of the HEC and is incorporated into previously described measurable benchmarks.

Trend #4—Increased interest in Hawaiian Studies certification. Because the population of Hana is largely native Hawaiian, this relatively new certification has piqued the interest of many community members. To prepare for upcoming utilization of this program, we are developing a strong HWST lecturer base. To prepare students for future Hawaiian Language classes, we are offering special topic Hawaiian Studies conversational live classes, and are promoting our intention of beginning HAW 101 in Fall 07. The purpose is to gather a student base large enough to survive the natural attrition of a four class, 16 credit progressive program. Update: This trend is gaining momentum and could become the most sought after area by the next academic year.

H. Major curricular changes since last review

In the 2005-2005 annual review, it was noted that the major curricular change affecting the Hana Ed Center was to become an origination site for HITS delivered classes. Since that writing, two management courses were taught solely from the HEC. Although the classes are largely successful, one obstacle exists, which is the lack of proctor at the Kahului campus (normally the instructor is there). This will be addressed in upcoming semesters. When an APT position is filled, the HEC Coordinator will once again teach in this capacity

No other significant curricular changes have taken place since the last review.

I. Student advising and the degree to which faculty participate in the mentoring of students

This narrative is largely unchanged from the prior review.

Due to the nature of HITS, Cable and Internet courses (instructor not in same physical location as student) the Outreach Coordinator often serves as a ‘go between’ regarding instructor/student, at the instructor’s request. Although this can be time consuming for the Coordinator, it is a key element in the success of distance learning in a rural community.

In addition to her regular Kahului campus duties, one MCC Academic Advisor is also assigned the students of the Hana Ed Center. At least once per semester, the advisor comes to

Hana, to meet with students individually. As described in the previous paragraph regarding faculty, the Hana Coordinator also supplements the Advisor/Student relationship.

A significant development since the last review has been regarding financial aid. The MCC Financial Aid staff traveled to the Hana Ed Center to deliver a financial aid workshop for residents, as well as to offer a training intensive for the Coordinator and a Student Assistant. The doubling of Hana area financial aid recipients from previous semesters is directly attributed to these sessions.

Small rural communities interact in a manner that is quite different from a more populated or mainstream area. Therefore the Ed Center interactions are unique as well. It is not uncommon for prospective students to visit the home of the Coordinator to discuss classes, nor is it uncommon for the Coordinator to be approached outside of the Ed Center for registration or payment of tuition! The key is to use flexibility in these situations, but to insure that the integrity of checks/balances of MCC are maintained to the fullest.

At this time, the HEC is working with Service Learning Program Coordinator to encourage faculty/Hana students to participate in this program.

Additionally, two faculty members (Kahului campus) have effectively overseen work practicum students in two different fields. One faculty member chose to make at least one trip to Hana and continue to work with student and supervisor via distance methods. Another faculty member chose to accommodate student by requiring the student to attend only two sessions in Kahului, and to work with the student and supervisor via distance. In each situation, the Coordinator assisted only minimally, as it wasn't necessary.

J. *Opportunities for student involvement in program-related organizations, clubs, and governance*

At this time, the Hana Ed Center students are neither involved in clubs or governance nor obligated to pay a student activity fee. They do, however, have an opportunity to contribute to projects such as the Maui Review, and have appeared in this publication several times over the past four semesters. Additionally, the Art program instructors have invited students to show their art in display on the main campus. Art projects have also been on display at the Hana Public Library.

K. *Use of lecturers to teach courses; related concerns*

As noted earlier, the Hana Ed Center makes use of lecturers for a number of live classes. The current lecturers are:

- Paul-David Burns, Hawaiian Studies and Hawaiian Language, Degrees: Hawaiian Studies, and in Agriculture, UH-Hilo
- Robert Casey, AA Renewable Energy,
- Melody Cosma-Gonsalves, Degree in Hawaiian Studies, also Hawaii State Teaching Certification
- J. Carol Kapu – Kumu Hula

- Dolores Soler-Bergau, Masters' Degree in Nursing

Additionally we are seeking new candidates for our lecturer pool.

L. Admission policy

As previously noted, the Hana Ed Center is a part of Maui Community College and therefore does not have a separate policy regarding admissions. As a note regarding the MCC admissions policy, many of our students have difficulty in placement testing, particularly regarding Math placement. To help remedy this situation, the HEC has partnered with the Maui Community Adult School (patterned after the Kahului campus collaboration) by allowing the Community School Hana Math teacher to utilize the HEC for Basic Math classes.

M. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

Hana Ed Center students are entitled to full usage of MCC job placement services. However, the value of this is limited as the students do not live in the same place as the job opportunities. Therefore this remains a challenge for the Hana Ed Center and will be addressed as a future goal. Nevertheless, the employment rate for not only program graduates/certificate holders but also for those who have completed appropriate OCET classes is relatively high, estimated at about 90% in the chosen field.

N. Articulation with high schools, community colleges, and four-year Institutions

Once again, as we are part of MCC, the main programs that exist for the Kahului campus exist for us as well. As noted in I.G. we work closely with Hana High School to insure that their courses flow into ours.

O. Centers or Institutes

Outreach Students are invited to apply or participate in all MCC Centers or Institutes. At this point in time, only those entities that can be accessed via distance methods are practical. Therefore the University Center located on the Kahului campus is the one area where we have experienced a successful interface. Although it has been somewhat difficult for the students to learn to independently seek out this information via the internet and other means, we have seen an increase in their ability to do such. It is estimated that there are approximately five East Maui residents who are looking into programs via the University Center.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

Based on the trends, evaluations, attendance at counseling sessions and overall consistency in program completion, the Hana focus group unanimously believes that the program goals, although informally drawn, were fully met. It is the belief of the group that the Hana Ed Center has experienced a ‘maturing’ of intent, application and vision. The group believes the greatest achievements in the past two semesters have been:

- Graduating students in the degree programs
- Succeeding in support of Native Hawaiian community, with an enrollment of approximately 50% of all Hana Ed Center students being of Hawaiian ancestry
- Ability to function independently on a day to day basis regarding routine issues such as budgeting, purchase requests, processing of lecturer paperwork, producing flyers and more
- Receiving authorization for addition of a full-time APT employee
- Receiving funding for a pre-culinary summer program
- Ongoing participation with Hana Community Partners

B. Plans for next year

As students graduate and move on, the greatest effort will be made in developing a new student base. This #1 goal will be accomplished by a) increased efforts at community promotion, b) greater collaboration with Student Services to encourage qualifying students to apply for Financial Aid, c) continued partnering with Hana High to keep Running Start program active d) higher profile and presence regarding MCC specifically and Maui County in general. Note: This goal is continued from the previous year, as it continues to be #1 priority.

Additional goals for the upcoming year are connected to staffing, budget and physical plant. Hana Ed Center has been authorized to add the much needed position of a full-time APT. The interviewing process is taking place as this document is being prepared. The #2 goal therefore, is not to offer proper training for the incoming staff member, but to also standardize procedures for the HEC. Goal #3 is to continue efforts to develop a Hana Foundation, for the purpose of eventual expansion, which is long-term goal #4.

C. Budget for next year

Faculty	56,000
Lecturers	12,000
Add'l Staff	32,000
Student Help	800

Supplies	2,000
Total	102,800

D. BOR questions

- X Is the program organized to meet its objectives (student learning outcomes?)
- X Is the program meeting the student learning outcomes?
- X Are program resources adequate?
- X Is the program efficient?
- X Does your review provide evidence of a quality program?
- X Are the program outcomes compatible with the student learning outcomes?
- X Are the program student learning outcomes still appropriate functions of the college and university?

Focus group participants:

Patti Eason, community member and Hana Advisory Committee (HAC) member

Richard Paul, Hana High School Principal

John Akana, Alumnus for HAC

Paul Burns, Lecturer

Dawn Lono, community member

Kathleen Street, Public Health Nurse and HAC member

Sharol-Ann Smith, current student

Submitted by Marti Wukelic

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