

Maui Community College
Program Review, AY 2008 – 2009
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The Hana Education Center is an Outreach Center of Maui Community College and offers Distance Ed Classes for the rural students of East Maui, population approximately 1,500 total residents. 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 an outreach 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.

1. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

Mission:

To insure that MCC Hana Ed Center provide affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

Vision:

Hana Ed Center to be 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 for the residents of East Maui.

The Hana Education 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.

Mission and Vision of the Hana Ed Center Program

1. Program vision for the next five years
 2. Contribution of the program to the Mission of MCC
 3. Goals of the program
 4. Student Learning Outcomes (SLOs) of the program
1. The Hana Education 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 Fall '08 the Hana Education Center has been averaging between 14-18 students per semester. This number is comprised primarily of students registered in MCC credit courses via HITS. (There were no 'live' classes, non-credit or UH upper division programs in AY 2008-2009, which had a significant affect on student enrollment). By the end of 2010, our goal is to increase registration by 100% of the current registration base. We foresee more 'live', non-credit and UH upper division programs. We foresee increased Ed Center staffing and a lecturer pool that is increased 100% (from a current base of 6 rotating lecturers). We see growth as gradual in order to insure quality of program and to allow us to explore funding options for this intended growth. We are currently in year #3 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 70% of the Hana Education Center student base is Native Hawaiian. The average age of the HEC student is twenty-seven 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 Education Center Program** (see (B) below, Relation to MCC Strategic Plan)

4. Student Learner Outcomes (see SLOs for each class, 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 2008 – 2009:

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

MCC	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 classrooms, partnering with other entity or possible relocation

D. Program Faculty (full and part-time)

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

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

1. Community Groups – the UH MCC Hana Ed Center is a 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, Public Health Nursing, Hana Health Center, Alu Like YAPP Program, Self Help Housing Cooperation, Hana Cultural Center, Hana School and Kula Ike (private home school).

2. Professional Association –APT acting Outreach Coordinator is a member of the Children’s Community Council (CCC), American Association of Professional Coders (AAPC), as well as a past member of the Mayor’s Advisor Council.
3. 3-5, PCCS, National Accreditation bodies and other key organizations – As part of UH MCC, the Hana Ed Center is accredited by the Western Association of Schools and Colleges, based in Alameda, California.

II. Curriculum and students

- A. General Education Standards (COWIQs), 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. COWIQ and program goals curricular grids (as noted earlier, see (A) 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
- D. Changes made in accord with the recommendations of the previous program review for PHIs
 1. Recommendations followed – n/a
 2. Recommendations not followed – n/a
 3. Reasons for not following recommendations – n/a
 4. Implementation timeline for changes – n/a
- E. Measurable Benchmarks
 1. Utilization of upper division classes
 2. HEC has consistently had one upper division student per semester
 - a. Internal criteria – UHM and UHH programs can now be broadcast via HITS to the Hana Ed Center. This involves collaboration among Master Control, MCC Media Center, Hana Ed Center and originating site. Most relevant to HEC is the need for staffing and space. Live and MCC HITS classes must be factored in as well as tech coverage.
 - b. External criteria – notifying prospective upper division student population in East Maui is very challenging, HEC have used and continue to use postings, emails, word of mouth and higher community profile (Information tables, College Fairs, meetings, etc) to do so. Thus far the HEC has met benchmark of potentially accessing minimum of 50 residents per month.
 3. n/a
 1. Development of East Maui lecturer pool
 2. Benchmark is to reach a minimum of five regular East Maui lecturers who are available to teach live classes on a rotating basis
 - a. Internal criteria – Must meet MCC qualification as noted in instructor handbook, must be able to teach topics that are both needed and desired by the Hana Community, may teach Special Topics courses if approved by MCC department under which it falls.
 - b. External criteria – due to small population of East Maui, live classes are developed based on ability to draw necessary enrollment numbers. Because of this, the HEC must work very closely with the community to insure adequate enrollments. In such a small population, community milestone

- events such as a death or wedding can dramatically affect enrollments, particularly in live classes.
- c. Benchmark is reached when live classes are not cancelled due to inadequate enrollment. One class was cancelled due to insufficient registration.

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

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

The student base of the Hana Ed Center is comprised roughly of 80% certificate/degree seekers and 20% lifelong learners.

Degree completion: During the term covered by this report, there were only two recorded graduates from the Hana Ed Center. 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 27 years old, single, 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.

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

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

Trend#1 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. Due to many changes at Hana High School, it appears that this trend will strengthen in future semesters. To maximize the opportunities, the HEC APT acting 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.

Trend #2 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. The purpose is to gather a student base large enough to survive the natural attrition of a four class, 16 credits progressive program.

I. Major curricular changes since last review

No significant curricular changes have taken place since the last review

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

Due to the nature of HITS, Cable and Internet courses (instructor not in same physical location as student) the APT acting Outreach Coordinator often serves as a 'go between' regarding instructor/student, at the instructor's request. Although this can be time consuming for the APT acting 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 APT acting Coordinator also supplements the Advisor/Student relationship.

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 APT acting Coordinator to discuss classes nor is it uncommon for the APT acting 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 MCC is maintained to the fullest.

K. 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. However, Art program instructors have invited students to show their art in display on the main campus.

L. Use of lecturers to teach courses; related concerns

The Hana Ed Center makes use of lecturers for a number of live classes. The lecturers are:

1. Paul-David Burns, Hawaiian Studies and Hawaiian Language, Degrees: Hawaiian Studies and in Agriculture, UH-Hilo
2. Robert Casey, AA Renewable Energy
3. Melody Cosma-Gonsalves, Degree in Hawaiian Studies, also Hawaii State Teaching Certification
4. Dolores Soler-Bergau, masters' Degree in Nursing
5. Tad Wariner, Journalism
6. Pomaikai Konohia, BSN, MCC Graduate

Additionally we are seeking new candidates for our lecturer pool.

M. 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.

N. 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, in the chosen field.

O. 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) and (G) we work closely with Hana High School to insure that their courses flow into ours.

P. Centers of 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.

V. Analysis of the Program- Tying it all Together

Challenges

While the Hana Ed Center is a healthy, functional program, there are a few challenges ahead. Although it appears to be meeting the demand of the community in a highly efficient manner the rate of effectiveness may be tapering off. Some of the factors that appear to be influencing this are:

Increase in tuition, fees – Although quite low in comparison to other colleges, the slowly rising costs are causing rural residents to think twice about enrolling. The cost of a three-credit class was recently \$222 now its \$237. When the cost of a textbook is added, the amount can be rather daunting to a working adult who is rearing a family and taking one class at a time (and is unlikely to qualify for financial aid).

Small population base #1 – The HEC has been very successful in graduating a number of residents over the past few years. We are, however, seeing a low replacement rate of incoming new program seekers.

GEAR Up School – Hana High School has been identified as a Gear Up School. Eligible juniors and seniors are able to utilize Running Start. As, HEC focus on High School students the challenge is to find courses possible special topics, live classes, for adults.

Strengths

A major strength of this program is the growing acceptance by the community. Through consistent application and ongoing evidence of program completion by friends and family, East Maui residents are slowly coming to the realization that a college education is A) attainable, B) not just for ‘someone else’ and C) easily accessible in Hana.

Based on the trends, evaluations, and overall consistency in program completion Hana Ed Center has experienced a ‘maturing’ of intent, application and vision. The greatest achievements in the past AY 2008-2009 has been:

1) Graduating students in degree programs, 2) Succeeding in support of Native Hawaiian community, with an enrollment of approximately 70% (an increase of 10%) of all Hana Ed Center students being of Hawaiian ancestry, 3) Ability to function independently on a day to day basis, 4) Receiving authorization for a part time clerical/technical/media assistant, 5) Ongoing participation with Hana Community Partners.

Networking is a major strength of the Hana Ed Center, primarily it is a main stream for communications, we have partnerships with East Maui organizations such as; the Hana Youth Center, Ohana Makamae, Alu Like Youth Program, MEO Youth Bank, Hui No Ke Ola Pono, ARC of Maui, Hotel Hana Maui, Maui County Park & Recreation, Kula Ike (private community based home school) and Hana High & Elementary School. The “Running start” dual credit classes that are offered via HITS are often a needed supplement for the modest offerings of this small rural high school. Not only do we have seniors, we also have juniors too participating. Gear Up is a huge resource for East Maui students.

Second Annual Hana College Fair – This event sponsored by the Gear Up Program, achieved the shared institutional culture that makes student learning and success the responsibility of all, it showcased the UH/MCC partnership unity. Representatives from different UH campuses attended and shared information of their specific disciplines and programs to the Hana Community. The presenters provided poster board displays, video displays, live entertainment, live demonstrations (MCC Culinary) and more. This event broadened the awareness of programs offered at the various UH/MCC campuses in the State of Hawaii. It also served as an incentive to get students and the community interested in attending college. Since this event in January '09, we have had a 28% increase in Fall '09 enrollment with students registering for 1-2 courses.

The working relationship with the MCC parent campus is also a major strength. Representatives from Academic Advising, Financial Aid, Computing Services, Media Center and the Construction Academy have made regular visits to the HEC, to assist in any way necessary. Additionally, faculty from disciplines that are relevant to the goals of East Maui residents are working with the HEC to make programs accessible to the residents. Vice-Chancellor of Academics and other faculty members make regular visits to the HEC. All of these activities greatly strengthen the HEC and Hana's connection to the institution as a whole.

The Demand, Efficiency and Effectiveness – in the past were high numbers primarily because there were made up of lifetime learners with no goals. Now we have dedicated degree seekers taking multiple classes.

Hana Ed Center's 2003-2008 Comprehensive Review Update –

A) HEC continues to use the community bulletin boards (7 total), visit businesses, High School, Health Center to deliver and post public announcements. We have set up tables fronting the Bank of Hawaii and Post Office and at community events to pass out schedule of classes and upcoming events

B) HEC have resolved the problem of having two (2) HITS classes televised at the same time in Room #10. As part of the planned renovation for Room #10, it will include: the construction of a 12'x12' room for HITS classes via MCC-Sky bridge and UH Manoa or West Oahu to be able to access higher degree programs

C) Due to the economic situation and the lost of the science teacher at the DOE-Hana High & Elementary School, HEC has not found another teacher to teach the GG101 lab portion in Spring 2010 in Hana. HEC continue its search for a science and computer teacher. There has been a change of interest: from basic carpentry and sustainable energy to HWST.

D) HEC did not have any 'live' special topics classes during the AY 2008-2009. Therefore, the need to work with department chairs to streamline the application process at this time was not an issue.

E) HEC infrastructure and equipment upgrade status: Room #12 interior renovation has been completed (Mahalo to Patricia Adams, Interim Assistant Dean of Instruction, Tera Clarke and the MCC Construction Academy; Cliff Rutherford, Steve Johnson and Andrew Carson) it included: removal of termite infested shelvings, additional drywall replacements, construction of computer countertop for 10 stations (the removal of the child-size computer tables) so that adults can comfortably use computers, laminate floor installation, painting of the interior room, 16 brand new student chairs, 10 brand new flat screen computers, 2 brand new office desks (for staff) and 2 file drawers and 2 brand new DELL printers. Room #10 (HITS room) received 5 flat screen computers for students registered in HITS classes, an additional 3 microphones for student use, 8 new student chairs and a new ELMO. Room #10 renovation is scheduled during the Spring '10 & Summer breaks. The HEC have received many congratulatory compliments on Room #12's renovation.

B. Plans for next year

The greatest effort will be made in developing a new student base. In order to gain better understanding of the Hana Ed Center as well as provide a course for the future, the following list below will play an integral role in developing strategies for growth and expansion of our programs and development:

1. Continue to provide assistance to students/potential students with Financial Aid (FA) by;
 - a. Research other FA opportunities for specific segments of population; Gear Up, Native Hawaiian Scholarships, Employer Reimbursement programs, etc.
 - b. Ongoing invitation to community (individuals and groups) to complete online FAFSA, with one on one assistance if necessary, Goal: 10 new FAFSA applicants.
 - c. Invite FA workshops for community via 'live' and/or polycom (work with HS counselors)
2. Continue to work with current lecturers and potentials to develop new live classes, i.e. science with lab, HWST and HAWN language, math, and other special topics courses
3. Continue to work with Hana High re: dual credit, with focus on graduating students (enroll in higher educational institution)
4. Continue network and build partnerships
5. Develop off campus class sites
6. Develop a community-oriented newsletter prior to the beginning of each Academic Year

C. Budget for next year

Faculty	< \$ 40,000
Lecturers	< \$ 12,000
Additional staff	< \$ 26,000
Student Help	< \$ 800
Supplies	< \$ 800
TOTAL	< \$ 79,600

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 Does your review provide evidence of 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?