

Maui Community College
Comprehensive Instructional Program Review, AY 2003-2008
Compiled by Brenda Pua, APT Acting Program Coordinator

Introduction

The Hana Education Center is a satellite campus of Maui Community College and offers distance education classes for the rural students of East Maui, population approximately 1,500. Since the Hana Ed Center functions as a freestanding campus, the Hana Education Center Advisory Committee has chosen to adopt many goals and objectives verbatim from the Kahului campus. The purpose is to ensure that the Hana outreach students receive the same quality of higher education as students at any other Maui Community College campus.

I. OVERVIEW OF THE PROGRAM

Mission:

To ensure that Maui CC Hana Education Center provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

Vision:

Hana Education Center is part of 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.

1. Hana Ed Center program vision for the next five years:

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. Since 2005 - 2006, the Hana Ed Center has been averaging between 55-62 students per semester. This number is comprised primarily of students registered in Maui CC credit courses. We envision an upgraded facility, which would include additional HITS classrooms, a large classroom for live classes, a workshop area, and a 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 growth as gradual in order to insure quality of program and to allow us to explore funding options for this intended growth.

2. Contribution of the program to the Mission of Maui CC:

The MCC Mission Statement phrase "...a diverse community of lifelong Learners" 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-one. 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 Maui CC to reach the diversity of its mission statement in a unique and special manner.

Relation to MCC Strategic Plan

Strategic Learner Outcomes for 2007 – 2008, 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, government, 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. Ensure 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, non-credit classes, and 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.

Program Faculty (full and part-time)

The Hana Ed Center has a small pool of qualified lecturers, who offer approved live classes as needed.

The Hana Education Center interacts with the following groups:

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, Kula Ike (private home school) and more.
2. **Professional Associations:** The APT acting Outreach Coordinator is a member of the Children's Community Council (CCC), American Association for Professional Coders (AAPC), as well as a past member of the Mayor's Advisory Council.
3. **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 & B. 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 program review documents.

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. The Hana Ed Center has consistently had minimum of one upper division student per semester.
 - a. **Internal criteria:** UH Manoa and UH Hilo 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 sites. Most relevant to HEC is the need for staffing and space. Live and Maui CC HITS classes must be factored in as well as tech coverage.
 - b. **External criteria:** We have used and continue to use postings, emails, word of mouth, and higher community profile, e.g., information tables, college fairs, meetings, etc. to recruit student population. Thus far the HEC has met benchmark of potentially accessing a minimum of 50 residents per month.
3. n/a
4. **Development of East Maui lecturer pool**

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 Maui CC 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 a wedding can dramatically affect enrollments, particularly in live classes.
 - c. Benchmark is reached when live classes are not cancelled due to inadequate enrollment. During the term covered by this report, 6 of 9 scheduled live classes were able to move forward. Three classes were cancelled due to insufficient registration.

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:

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 40% certificate/degree seekers and 60% lifelong learners.

Degree completion: Prior to 2004, there were only two 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 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 31 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.

G. 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: Prior to 2004-2005 academic year entry-level health care workforce 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 1 upper level Masters Degree from the nursing program), there is no current East Maui market for these programs. We have responded by shifting resources elsewhere, anticipating new interest in upcoming academic years.

Trend #2: 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 APT acting Coordinator is working closely with the Hana High School administration to ensure 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 #3: 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 credit progressive program.

H. Major curricular changes since last review

No 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: 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 for instructors and their students. Although this can be time-consuming for the 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 Maui CC academic advisor is also assigned the Hana Ed Center students. 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 amore 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.

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

K. 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; Agriculture, UH-Hilo
2. Robert Casey, AA Renewable Energy
3. Melody Cosma-Gonsalves, Degree in Hawaiian Studies; also Hawaii State Teaching Certification
4. J. Carol Kapu, Kumu Hula
5. Dolores Soler-Bergau, Masters' Degree in Nursing
6. Tad Wariner, Journalism; professional writer
7. Pomaikai Konohia, BSN, Maui CC Graduate

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.

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 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, 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.

III. Staff Support and Facilities

One full time APT member and casual hire part time clerk currently staff the Hana Ed Center.

APT Acting Outreach Coordinator: Brenda Pua

Length of service: 1 year

In process of completing AA Degree in Liberal Arts and continuing on to BA Degree

Educational Expertise: Certified Medical Coder, Certified Case Manager

Situational Expertise: over 20 years of management, including overseeing medical staff, offices, and other functional entities. Current member of the Children's' Community Council in Hana.

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.

B. Space and equipment for instruction

The HEC operates all aspects of its operation from two rooms in a larger building known as the Hana Community Center. Even though the space is insufficient and the parking is inadequate for students, we are grateful that we have a facility where we can offer classes to our students.

Although discussions are taking place for future scenarios, the reality, is that for now most classes for the rural students of East Maui are delivered via the University of Hawaii's HITS (two-way closed circuit TV) system, cable television, and the Internet; a fewer number are delivered live on site.

C. Space and equipment for research, e.g. institutional

Hana Ed Center, as previously noted, operates from two rooms, both of which have computer (a total of 12 computers) access for students to do research as needed.

D. Space and equipment for external grants

Data unavailable

IV. Distance Delivered Off-Campus Programs

A. As noted previously, Hana Ed Center offer classes to the rural students of East Maui via the University of Hawaii's HITS (two-way closed circuit TV) system, cable television, Internet, and live on site. The majority of students attend HITs classes, where they are included in the aggregate student count from the origination site.

Demand

Note: Each quantifiable answer starts with current year and descends to previous years

1. New/replacement positions, State – Not applicable
2. New/replacement positions, County – Not applicable
3. Number of majors (*based on student enrollment ending Spring '08*)

AY '07-'08	<u>8</u>
AY '06-'07	<u>8</u>
AY '05-'06	<u>6</u>
AY '04-'05	<u>6</u>
AY '03-'04	data unavailable
4. Student semester hours for program majors in all program classes

AY '07-'08	<u>60%</u> of all hours
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AY '06-'07	<u>60%</u>
AY '05-'06	<u>60%</u>
AY '04-'05	<u>40%</u>
AY '03-'04	data unavailable

5. Student semester hours for non-program majors in all program classes –

AY'07-'08	<u>40%</u>
AY'06-'07	<u>40%</u>
AY'05-'06	<u>40%</u>
AY'04-'05	<u>60%</u>
AY'03-'04	data unavailable

6. Student semester hours for all program classes –

AY'07-'08	<u>54</u>
AY '06-'07	<u>40</u>

(info available for prior year only)

7. FTE program enrollment

AY'07-'08	<u>4</u>
AY'06-'07	<u>6</u>
AY'05-'06	<u>4</u>
AY'04-'05	<u>4</u>
AY'03-'04	data unavailable

8. Number of classes taught (full year, live, from Hana as opposed to HITS/WWW) –

AY'07-'08	<u>2</u>
AY'06-'07	<u>5</u>
AY'05-'06	<u>4</u>
AY'04-'05	<u>4</u>
AY'03-'04	data unavailable

9. Determination of program's health based on demand –

Healthy

Efficiency

Note: Each quantifiable answer starts with current year and descends to previous years

10. Average class size (live classes only)

AY'07-'08	<u>10</u>
AY'06-'07	<u>10</u>
AY'05-'06	<u>9</u>
AY'04-'05	<u>10</u>
AY'03-'04	data unavailable

11. Class fill rate –

AY'07-'08	<u>$\frac{3}{4}$</u>
AY'06-'07	<u>$\frac{2}{3}$</u>
AY'05-'06	<u>$\frac{3}{4}$</u>
AY'04-'05	<u>$\frac{3}{4}$</u>
AY'03-'04	data unavailable

12. FTE of BOR appointed program faculty –

AY'07-'08	<u>1.2</u>
AY'06-'07	<u>1.4</u>
AY'05-'06	<u>1.1</u>
AY'04-'05	<u>1.3</u>
AY'03-'04	data unavailable

13. Student/Faculty Rate – Not applicable

14. Number of majors per FTE faculty – Not applicable

15. Program Budget Allocation – Staff, Supplies, Operating Costs –

AY'07-'08	<u>< \$100,000</u>
AY'06-'07	<u>< \$100,000</u>
AY'05-'06	<u>< \$ 70,000</u>
AY'04-'05	<u>< \$ 70,000</u>
AY'03-'04	data unavailable

16. Cost per Student Semester Hour – Not applicable

17. Number of classes that enroll less than ten students –

AY'07-'08	<u>0</u>
AY'06-'07	<u>1</u>

Note: Majority of students attend HITS classes, in which the Hana # of students (btwn 1-4) is included in aggregate # from origination site

18. Determination of Program's Health Based on Efficiency –

Healthy

Effectiveness

19. Persistence of majors from Fall to Spring –

AY'07-'08	<u>60%</u>
AY'06-'07	<u>60%</u>
AY'05-'06	<u>40%</u>
AY'04-'05	<u>40%</u>
AY'03-'04	data unavailable

20. Number of degrees and certificates earned annually –

AY'07-'08	<u>3</u>
AY'06-'07	<u>3</u>
AY'05-'06	<u>3</u>
AY'04-'05	<u>3</u>
AY'03-'04	data unavailable

21. Number of students transferred to a four year institution – Not applicable

22. – 29. Perkins data – Not applicable

23. Determination of program's health –

Healthy

Analysis of the Program – Tying it all Together

Challenges:

While the Hana Ed Center is a healthy, functional program, there are challenges ahead. Some of the factors that appear to be influencing recruitment 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 \$198; now it's \$222. When the cost of a textbook is added, the amount can be 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 until the next group is ready.

Small population base #2: Our live classes have been very popular; however, the saturation point in a small community is very low. In other words, a specific class can only be repeated a few times before the pool of potential students is depleted. Lecturers can seek program authorization to teach other classes within their discipline, but finding 15 people from a pool of less than 1,500 residents (total population) is not easy.

Small population base #3: When there is a slight change in community or student needs, it can affect the overall educational plan of the center. For example: When NCLB demanded a two-year degree for Educational Assistants at the DOE, there was an increased demand for ed classes at the HEC. However, when four EAs chose to pursue other options, it depleted our HSER core enough to change the overall focus.

Gear Up School: Hana High School has been identified as a Gear Up School. Eligible juniors and seniors are able to utilize Running Start. Consequently, 10% of the junior and senior class are taking Maui CC classes via HITS. As HEC focus on high school students, the challenge is to find courses, possibly special topics live classes, for adults.

Limited staffing for community outreach: In March 2008, the HEC Faculty Program Coordinator began assisting Lahaina Ed Center four days a week, moving full time to the Lahaina Ed Center in June 2008. This meant that from March 2008, the HEC staffing consisted of one APT and a 10 hour per week student assistant available only during fall and spring semesters (paid through the Work Assistant Program through financial aid). The Program Coordinator. Therefore, not enough time was devoted to community outreach and program development.

Limited funding: State funding is finite, and a modest program such as the HEC operates on very minor funding. This manifests in areas as diverse as aging equipment, fixtures, tables, and chairs. Classrooms are also in need of an upgrade and technical capabilities of the HITS classes are limited. However, over the past semesters there has

been an acknowledgement of these constraints, and the budget for such things as supplies have been increased, whenever possible. Additionally, Hana has received specific funding to upgrade the technical reach, i.e. Polycom.

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 have been the following: 1) Graduating students in degree programs, 2) Succeeding in support of Native Hawaiian community, with an enrollment of approximately 60% of all Hana Ed Center students being of Hawaiian ancestry, 3) Ability to function independently on a day to day basis, 4) Receiving authorization of addition of a casual hire, part time clerk employee, and 5) Ongoing participation with Hana Community Partners.

Networking is a major strength of the Hana Ed Center. 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 and Hana High 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, but we also have juniors participating. HEC, Maui CC, and Hana High have an active partnership with the Hawaii Gear Up Program. Gear Up is a huge resource for East Maui students. Consequently, I have 10% of the junior and senior class taking MCC classes.

First 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 with the Hana community. The presenters provided poster board displays, video displays, models, live demonstrations (MCC Culinary), brochures, 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 February 2008, we have had 8 high school students register for 1-2 college courses this fall semester.

The working relationship with the MCC parent campus is also a major strength. Representatives from Academic Advising, Financial Aid, OEM, and Computing Services and Media Center technicians make regular visits to the HEC, assisting 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.

Some of these programs include: Hawaiian Studies, Human Services specialty areas, Sustainable Energy/Carpentry, the Business Department and, most recently, the culinary department. The Interim Assistant Dean of Instruction, Vice-Chancellor of Academic Affairs, and 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.

B. Plans for next year

As students graduate and move on, 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 will play an integral role in developing strategies for growth and expansion of our programs and development.

1. Provide the following assistance to students and potential students with Financial Aid (FA):
 - a. Appoint HEC staff member to become FA knowledgeable
 - b. Invite FA workshops for community via "live" and/or polycom
 - c. Research other FA opportunities for specific segments of population: Gear Up, Native Hawaiian Scholarships, Employer Reimbursement programs, etc. **Goal:** compile Hana-specific list of FA resources and make available to community
 - d. invite community (individuals and groups) to fill out online FAFSA, with one-on-one assistance if necessary. **Goal:** ten new FAFSA applicants
2. Reconfigure the HEC for optimum usage
3. Develop off-campus class sites
4. Work with current lecturers and potentials to develop new live classes
5. Continue to work with Hana High regarding dual credit, with focus on graduating students (enrolled in higher educational institutions)
6. Survey community once per academic year for needs assessment
7. Develop Public Relations plan, including programs, events, meetings, talks and one-on-one communication
8. Develop a community-oriented newsletter prior to the beginning of each Academic Year
9. Continue to network and build partnerships
10. Develop long term plan for Hana Ed Center as a physical plant

C. Budget for next year

Faculty	< \$ 40,000
Lecturers	< \$ 12,000
Add'l staff	< \$ 26,000
Student help	< \$ 800
Supplies	< \$ <u>1,000</u>
TOTAL	< \$79,800

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 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?