

ANNUAL PROGRAM REVIEW

MAUI COMMUNITY COLLEGE

LANA'I EDUCATION CENTER

Program Name

Mission and Vision of the Program – Lana'i Education Center

1. Lana'i Education Center (LEC) is an integral part of Maui Community College. It contributes to the mission of MCC by providing high quality credit and non-credit educational opportunities to the diverse Lana'i community.

The LEC will meet current and emerging post-secondary educational needs of the Lana'i community and will promote and preserve the ideas and the growth of individuals as citizens and participants in their community and culture. The LEC will provide the students with appropriate college-transfer, occupational, and developmental courses and programs, along with academic and institutional support that will increase the sustainability of the community.

The LEC will carry out the goals of the MCC plan by meeting the diversified and changing needs of the college and the community; expanding and providing student support services that increase student retention and success; utilizing technology to enhance student learning and resource accessibility; and identifying curriculum to improve student learning. The LEC will also partner with the UH system and community resources to support workforce development. Students will have access to lifelong, formal and informal educational options.

2. Student Learning Outcomes of the program

About 90% of course instruction is distance education courses, utilizing COMPASS for testing to assess students math and English placement skills. This test helps to enhance learning levels and retention.

It is expected that students will:

- Practice and Demonstrate written and oral communication skill
- Develop critical thinking
- Become competent in understanding and utilizing tech

information; ITV, WebCT, Internet and Cable
Achieve degree/certificate to gain work goal

Part I. Quantitative Indicators for Program Review

Indicator that are used is ODS and MAPS, data provided by LEC, and knowledge of island needs and workforce posting.

Demand

Occupational Demand

There is an island demand for technical, construction, and sustainable technology careers; the challenge for the LEC is lack of instructors and work time constraints for students to take classes. Majority of the students that are taking courses through LEC are either on the Liberal Arts track or Business Career track. The following data is a reflection of the programs, degrees/certificates, and interest of the students from Fall 2006 and Fall 2007.

1. Number of Majors

Fall 2006		Fall 2007
AMT	1	
ECET	2	8
HSER	9	2
LBRT	7	9
BUSC	2	3
HOPE	1	1
NURS	6	0
SPEA	1	6
HAWST		2
UNCL	2	3

2. Student Semester Hours and FTE Program Enrollment

Fall 2006		Fall 2007	
Semester Hrs	120	Semester Hrs	193
FTE	8.00	FTE	12.86

3. Number of Classes Taught

Fall 2006		Fall 2007	
ITV	10	ITV	11
Cable	1	Cable	0
Internet	7	Internet	12
Live	0	Live	1

Determination of Program's Health based on demand:

In looking at the outcomes, for LEC, distance education is very much needed in this rural area. Enrollment has increased and so has student hours. Programs that have been Cautionary are liberal arts, nursing, business and electrical tech. The enrollment is increasing due also to high school students wanting to take dual credits and entering the Running Start Program. There is a demand for more tech programs but unfortunately at this time there is a lack of instructors.

Efficiency

1. Average class size: The class size can average from 1 – 9, depending on the program and the size of the classroom site. On the average, the class size is 2.
2. Class fill rate: Classes fill or enrollment depending on the program offers. Basic liberal arts classes tend to draw enrollment due to the number of liberal arts majors.
3. FTE of BOR appointed program faculty: There is one full-time faculty to facilitate at LEC and one casual assistant. Although funding has been allotted for a full-time APT position, there has been difficulty filling the position. LEC shares a .5 FTE counselor with Molokai Education Center. This has been positive making it possible for the students to receive registration and degree requirements information in a timely manner.
4. Program Budget Allocation (Personnel, supplies and services, equipment): LEC personnel has the budget for an APT, unfortunately it has been difficult to fill the position. Budget is used to provide assistance to faculty with a casual assistant. With the assistance of Lana'i RDP, computers have been provided for the students and the community.
5. Number of classes that enroll less than ten students: Majority of the LEC class offering has been below ten students; due to interest of students, work time constraints, courses do not meet student work schedule or home schedule. Another factor is inability to meet course prerequisite after taking COMPASS testing.
6. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy): LEC is Cautionary in that students have a difficulty passing the COMPASS prerequisite to take the higher level courses in Math and English. Although it is staff with only one-full time employee it has been able to keep classes going and also keep the building open to service the public.

Effectiveness

7. Persistence of major's fall to spring: There is a greater persistence of majors in the Fall than in the Spring. In the Fall students seem to have more energy to taking classes and retention is greater. Fall tends to draw new students wanting to see if

they can do the college work or just to try something new. During the Spring it usually is just a continuation of regular students that have already been working on their degree.

8. Number of degrees and certificates earned (annual): On an annual basis, LEC graduates at least one student per year. In the last three years there has been one student graduating per year in Associate in Liberal Arts. In Fall of 2006 there were 5 students that received Certificate of Competency in Nursing Assistant 16.
9. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy): The program is Cautionary. Although there is a high percentage in Liberal Arts program, the time that it is taking for the students to complete is longer due to other obligations. Most of the students take between 1 to 3 classes per semester.

Part II. Analysis of the Program

Strength and weakness in terms of demand, efficiency, and effectiveness based on an analysis of data:

In the over all analysis of the Program, LEC is efficient in being able to deliver the programs through means of distance service learning and technology. Although it has been a challenge to find instructors in some areas of interest such as computer tech and applied maintenance, it is also a challenge to get at least 10 students per class. The strength of the program is that the students are aware of the struggle it is to finish their degree in a timely manner, but it is due mostly to the student's individual home and work schedules. One of the weaknesses that it noted is the low course completion of student that takes internet classes. This is a challenge, because they are not use to the demand of utilizing their computer time and also added training sometimes is needed on how to send and access information to instructor.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

10. Determination of program's overall health (Healthy, Cautionary, Unhealthy): LEC Program overall health is Cautionary. The program is building in classes offers and staff. Prior there was no casual assistant to help full-time staff, so prior faculty had to be very cautious of when classes were offered. When scheduling classes, the students work/home schedule needs to be considered in order to meet the student needs.

Part III. Action Plan

LEC is looking to work and partner with Lana'i High School to offer dual credit courses. LEC is also partnering with Castle and Cooke and Four Seasons to initiate classes that are needed for employment retention. LEC has found that offering non-credit classes is also

important to get students in. With the assistance of the counselor it is easier to track the student progress. LEC will continue to not serve only the students but also the community.

Part IV. Resource Implications (physical, human, financial) : LEC continues to need the assistance of the main campus to provide financial support. The community businesses and school is a major resource for the success of the program.