

Maui Community College Comprehensive Program Review –2005-2006

Lana'i Outreach Program Lana'i Education Center

The Lanai Education Center comprehensive program review consists of the following five sections:

- I. Overview of the Program
- II. Curriculum and Students
- III. Staff Support and Facilities
- IV. Distance Delivered Off-Campus Programs
- V. Analyses of Program

I. Overview of the Program

A. *Mission and Vision of the College*

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.

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 and Vision of the Program:*

Lana'i Outreach Program: Lana'i Education Center

The Lana'i Outreach Program is comprised of one facility, the Lana'i Education Center; it is located in Lana'i City on the island of Lana'i. The center serves community members, from high school to senior citizens, by providing a wide range of credit and non-credit classes, certificates, and degree programs through distance delivery from Maui Community College as well as the University of Hawaii baccalaureate institutions

Mission:

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.

Vision:

The Lanai Education Center will meet current and emerging post-secondary educational needs of the Lanai community and will promote and preserve the ideas and the growth of individuals as citizens and participants in their community and culture. The center 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.

C. *Relation to MCC Strategic Plan*

The LEC will carry out the goals of the MCC Strategic 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 UH system and community resources to support workforce development.

A P-20 Master Plan based on a schematic with the partnership of the Lana'i Elementary and High School has been proposed. This master plan will serve preschool through college students on one campus site. The land allocation has been deeded to the Lana'i High and Elementary School with a site set aside for the Lana'i Education Center. This plan will give high school students a head start in entering college courses. A digital sustainable lab and a construction academy will give students opportunities for hands-on learning. The community will gain products constructed by students and funded by Rural Development funds.

D. *Program Faculty (full and part-time)*

Currently the program has one full-time faculty/coordinator, and a casual .5 assistant. The majority of the instructional services are delivered through interactive technology, ITV, cable, or HITS. One of the major challenges LEC faces is recruitment of live instructors in all course areas. Instruction is currently limited by TV time constraints and by MCC faculty preference and skills in various distance delivery modes. The goal of the center is to give students the skills to utilize ITV technology and to successfully complete their classes and programs.

E. *Ways in which program interacts with community and other groups:*

The Lanai Education Center's computer lab has become a central point in the community.

- It provides community organizations opportunities to meet and conduct work training sessions that increase work retention and upgrade skills;
- It provides UH system organizations, the Department of Education, and other educational public institutions the use of polycom for informational meetings;

- It provides students with opportunities to meet with MCC counselors through web cam, making it possible for them to receive advising in a timely fashion;
- It provides space for quarterly advisory board meetings to assess the needs of the community and update the board on changes within the MCC system.

II. CURRICULUM AND STUDENTS

A. General Education Standards, program goals, and student learning outcomes

LEC utilizes the same standards for instructions as the home campus. About 90% of course instruction is distance education courses. LEC utilizes COMPASS testing provided by MCC to assess students' math and English placement skills. This test helps to place students in courses that will enhance their learning levels and increase retention. The goal of LEC is to have the students reach their highest potential and succeed in their personal goals.

It is expected that all students in the programs will:

- Practice and Demonstrate written and oral communication skills
- Develop critical thinking skills
- Become competent in understanding and utilizing technological information

B. COWIQ and program goals curricular grids

Community needs and assessment and surveys are conducted to determine which programs are needed most. The Advisory Board also provides input on where the job market is and skills that are needed for the work force. The MCC counselor also advises on what classes are needed for the student to complete hi/her degree. Classes are requested based on these various recommendations with the students in mind.

C. Student Achievement-Not applicable to LEC

D. Changes made in accord with recommendations for PHIs – Not applicable to LEC

E. Changes made in accord with Perkins measures – Not applicable to LEC

F. Measurable Benchmarks

Measurable benchmarks are the completion of certificates and degrees. Achievement is strictly measured by enrollment and completion rates for Lana'i island

G. Program/Certificate Degree Standards and SLO

Students coming to LEC right out of high school take courses to complete the Liberal Arts Associate Degree or other core courses that are transferable to a four-year college.

Adult students take courses to earn their Liberal Arts degree or to learn new job skills or upgrade existing ones.

The majority of LEC students take courses to build marketable job skills or improve their work status.

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

LEC students take from two to eight years to complete their degrees. Full-time students make up about 2% of the student population. The majority of the students work full-time and can take only one or two courses a semester, usually in fall and spring, with fall having a higher enrollment. Few or no students enroll in summer. LEC has averaged one graduate in the Liberal Arts Associate degree program each year. Outreach Master programs via distance education are offered when a student express an interest.

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

With the limited resources available, students are beginning to utilize Internet classes through various UH system institutions. For the most part, students take these classes when they need one or two more classes to complete their degrees.

J. Major curricular changes since last review

This is the first review for the Lanai Education Center.

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

LEC is now sharing a .5 counselor position with Moloka'i Education Center. Students are able to make advising appointments with the counselor through the web cam. Also, distance faculty members actively support and mentor their students.

LEC students still need assistance in the utilization of distance technology used in classroom instruction, mostly in WebCT and Internet courses. The majority of the students still prefer interactive TV instruction; ideally, the face-to-face would be more comfortable.

Some faculty members do visit the site once a semester, making the students feel more connected. Also, some faculty members invite support personnel to explain procedures and policies. This appears to result in higher student retention and completion.

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

LEC students do not participate in program-related organizations, clubs, or governance, mainly because of their work schedules and lack of information about possibilities.

M. Use of lecturers to teach courses; related concerns

It is difficult to provide classes on-site because of the lack of qualified lecturers and too few students to support a live class. There is a need for more instructors to deliver instruction through ITV, where the students are most comfortable.

N. Admission policy

Students can apply to MCC or LEC through the Lanai center. The staff is able to admit students based on MCC admission requirements. Students must complete the UH system application and answer the resident criteria section. Students wanting to register for math, English, or a course that has a pre-requisite of math or English must first take the COMPASS placement test. Open enrollment is available to residents and non-residents, high school juniors to the elders.

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

Currently LEC offers no job placement procedures. There is no job placement office on island. Students who graduate either stay in their current job positions or leave the island to further their education. The job market on Lana'i is mainly tourism which makes it difficult for residents to take classes due to variation of weekly work schedules. The students that do receive their Liberal Arts tend to transfer out to the universities or work in the school.

P. Articulation with high schools, community colleges, and four-year institutions

Since LEC is part of the University of Hawaii system, utilizing MCC and UH courses through distance education. LEC is a party to any articulation agreements in effect throughout the system. LEC is also looking to be a part of the P-20 Master Plan with the Lana'i High and Elementary School.

Q. Centers or Institutes

LEC continues to work with the UH Manoa College of Education through the University of Hawaii Center-Maui to recruit students. UH Manoa outreach master's degree programs have been available on Lana'i. Students have taken courses in the master's programs in Business Administration, Library Science, Education Administration, and Kinesthetic. Students have had to overcome the difficulty of having classes on the weekends.

Recruitment on Lanai for the UH Manoa Master in Social Work has not been successful. All these courses are delivered distance education.

III. STAFF SUPPORT AND FACILITIES

A. *Professional and clerical staff*

LEC employs one full time staff member and a .5 casual clerical assistant. The full time employee provides counseling, admission and registration assistance, mentoring, and technical ITV services. Staff is responsible for recruitment of lecturers and students. The casual clerical assistant provides administrative support to staff and students, and monitors classes and equipment. Staff provides positive student learning outcomes. Currently two .5 APT positions have been approved, which will assist the students and full-time staff to provide more services to the students and community. The .5 counselor from MCC visits on island at least once a semester, providing advising services. Students can also communicate with counselor through webcam. Positions that are lacking at the center, besides qualified live lecturers are a computer and service equipment tech, and maintenance personnel. All these jobs are covered by the full-time and casual staff.

B. *Space and equipment for instruction:*

The current facility space is adequate for the current enrollment. The challenge for students, however, is the lack of computers in the classrooms that would make it possible for them to follow along when instructors refer to websites or to submit assignments during class time. Currently students have to leave the classroom and go to the computer lab making it difficult for them to hear the continuation of the lecture. There is a need to enclose more of the building walls to provide privacy, confidentiality, and sound control. There is a need to upgrade the computer lab that is used daily for students and public use. Hopefully with the funds from the DOL Rural Development Project we will be able to upgrade the computer lab by the end of the year. Hopefully the funds from the MCC OHANA grant will be available to provide computers for the classrooms. Majority of the ITV equipment are old. Shortly new equipment will be needed. There is limited storage space.

C. *Space and equipment for research, institutional:*

Students and the public use the computer lab for research. The library books that we do have from MCC main campus is available for our students to use. Students are able to utilize the MCC library Voyager and request books and articles.

D. *Space and equipment for external grants:*

When LEC is available, space is provided for external grants. The computer lab is available for workshops and training when staff and building is available. RDP is housed at LEC. Additional space is needed to accommodate RDP assistant.

IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS

A. Description of programs delivered off-campus or via distance delivery modes

The majority of LEC courses are delivered via ITV from UH off-campus sites, mainly MCC and Manoa. Some distance classes are available to the students via cable and Internet. LEC currently does not offer any classes via distance education to off-campus sites.

The students' retention and success rate is highest in ITV classes delivered from the MCC campus. Students have difficulty with Internet courses because of the lack of personal computers; their ability to stay on track; and the lag in response time from instructors. Students who have completed AA degrees have accomplished it by taking ITV classes.

B. Faculty, student support, and facilities

1. The sending institutions qualify the faculty members who deliver distance courses to LEC students. Faculty who teach over ITV have been supportive in mentoring and assisting distance students and have been consistent and receptive to their needs. Students are able to access instructors mainly through email. Student support services for financial aid is needed.
2. Student support services are provided by the full-time employee at LEC. Advising is provided by a half-time counselor, either on island or through webcam scheduling. It is very helpful when instructors who require extensive research projects invite a library resource person to do an introduction on how to access library information.
3. The distance sending site provides technological assistance when needed. Students at LEC are not receiving educational opportunities that are equal with those of students at receiving sites with computers in the classroom. Computers are especially needed during presentations. Students feel a part of the classroom in ITV classes. Students still have difficulty in keeping up with the course work on internet classes. Problems that they have had is usually technical difficulties, required programs and software not being compatible to their own computers, and delay of instructor feedback.

C. Evidence that the educational student learning outcomes of your program are being met for your distance students

Each distance teacher is required to list student learning outcomes and assessment practices on his or her syllabi. This information is monitored by the sending institution. One indicator that SLOs for LEC students are being met is the passing, returning and completion number of students.

D. Evidence that the educational effectiveness of off-campus or distance delivered

programs is comparable to on-campus program

No data is available at LEC.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. *Summary statement*

Our goals for the program, has students completing programs. Students are enrolling in upper level classes or transferring to universities. Some students have retained their jobs due to the program. High school students are entering MCC-LEC to do dual credits, providing them a head start in college. Lana'i high school students are also attending the MCC main campus due to the student support they receive from staff. Students that do graduate are models that it is possible to complete your degree program on island and through distance education.

B. *Plans for next year*

Plans for the next year are to:

- Increase community awareness of certificate and degree programs through MCC, and other UH system campus.
- Update computer lab and provide computers in the classrooms.
- Stabilize and provide additional staffing at LEC.
- Work in moving forward the P-20 Master Plan in partnership with the Lana'i High and Elementary School

C. *Budget for next year*

Due to the lack of qualified lecturers on island, budget has not been utilized this past year. But we continue to need at least lecturer funds for two instructors, in the event we are able to find lecturers. Continue funds for a full-time coordinator assistant is needed to accommodate the credit and non-credit classes, and the needs of the community. Additional funds for a .25 FTE maintenance person is also needed to keep the building facilities clean and in working order.

D. *BOR questions*

1. *Is the program organized to meet its objectives (SLO?)*
With the hiring of a full-time staff, LEC can work closer with the main campus to insure that the SLO are in place.
2. *Is the program meeting the student learning outcomes?*
Students are earning their certificates and degrees.
3. *Are program resources adequate?*
Program resources are inadequate due to budget cuts. Staffing and equipment needs for the students have been addressed in this report.
4. *Is the program efficient?*
The program is working, but it is a toll on staff to wear many hats. Students are

able to finish their education or get a head start into college.

5. *Does the program review provide evidence of a quality program?
Evidence is in students completing programs. There is a need for sufficient data to be collected.*
6. *Are the program outcomes compatible with the student learning outcomes?
Students do follow the same curricula as the main campus and the same SLO's.
Student evaluations of courses and instructors are reviewed by staff.*
7. *Are the program student learning outcomes still appropriate function of the college and universities?
SLO are still utilized in the program.*