

ANNUAL PROGRAM REVIEW 2007 -2008

MAUI COMMUNITY COLLEGE

LANA'I EDUCATION CENTER

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; COMPASS testing is utilized to assess students' math and English skills. This test helps to place students in the correct level classes and enhances retention.

It is expected that students will:

- Practice and demonstrate written and oral communication skills
- Develop critical thinking
- Become competent in understanding and utilizing tech information; ITV, WebCT, Internet and Cable
- Achieve degrees/certificates to gain workforce goals

Part I. Quantitative Indicators for Program Review

Indicators that are used are ODS and MAPS, data provided by LEC, and knowledge of island needs and workforce postings.

Demand

Occupational Demand

There is an island demand for technical, construction, and sustainable technology careers; the challenge for the LEC is a lack of instructors, financial constraints, and work schedule constraints for students who want to take classes. The majority of the students who 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 2007 and Spring 2008.

1. Number of Majors

Fall 2007		Spring 2008	
ECET	8		10
HSER	2		1
LBRT	9		10
BUSC	3		3
HOPE	1		0
NURS	0		1
PRCN	0		1
SPEA	6		5
HAWST	2		2
UNCL	3		0

2. Student Semester Hours and FTE Program Enrollment

Fall 2007		Spring 2008	
Semester Hrs	193	Semester Hrs	179
FTE	12.86	FTE	11.93

3. Number of Classes Taught

Fall 2007		Spring 2008	
ITV	11	ITV	10
Cable	0	Cable	0
Internet	12	Internet	12
Live	1	Live	2

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 been relatively stable and consistent, and so have student hours and FTEs. Programs that have been Cautionary are liberal arts, nursing, business, and electrical tech. The enrollment is increasing and consistent due to high school students wanting to take dual credits and entering the Running Start Program. There is a demand for more tech programs, but 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 enroll depending on the programs offered. Basic liberal arts classes and technical classes tend to draw enrollment due to the number of majors. Business classes also draw enrollment of 1-3 students.
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. Therefore, the position has changed to an Office Assistant and has yet to be filled. LEC shares a .5 FTE counselor with Molokai Education Center, 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; however, it has been difficult to fill the position. Budget is used for a casual assistant to provide assistance to faculty and students. With the assistance of Lana'i RDP, computers have been provided for the use of 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 and work time constraints, courses do not meet student work schedule or home schedule. Another factor is the inability of students to meet course prerequisites 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 the center is staffed with only one-full time employee, classes are held as scheduled and the building is kept open for use by the community.

Effectiveness

7. Persistence of majors 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 take and complete classes. Also, fall tends to draw new students wanting to see if they can do the college work or just to try something new. Spring semester is usually a continuation of regular students who have already been working on their degrees.
8. Number of degrees and certificates earned (annual): On an annual basis, LEC graduates at least one student per year. In the last years there has been one student graduating per year in Associate in Liberal Arts. In the spring of 2008, a recognition program was held for 13 students in the following categories: 1 AA in Liberal Arts; 9 Certificates of Competence in Electrical; and 3 Certificates of Competence in Business. Out of the 3 who received Certificates of Competence in Business, 1 has continued on to the AAS Degree.
9. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy): The program is Cautionary. Although there is a high percentage of students in the Liberal Arts program, they take longer than might be expected because of 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 overall analysis of the Program, LEC is efficient in being able to deliver the programs through distance learning and technology. It has been a challenge to find onsite instructors in some areas of interest, such as computer technology and applied maintenance, and it is also a challenge to get at least 10 students enrolled per class. The strength of the program is that the students are willing to work hard to finish their degrees in spite of difficulties with individual home and work schedules.

One of the weaknesses noted is the low course completion rate of students who take Internet classes. These classes are a challenge for students who are not used to utilizing time on their computers and for those who need training on how to send and access information to their 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 offered and in staff. When there was no casual assistant to help full-time staff, faculty had to be very cautious of when classes were offered. When scheduling classes, the

students' work and home schedules need to be taken into consideration.

Part III. Action Plan

LEC is continuing 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 student recruitment. With the assistance of the counselor, we are also tracking student progress. LEC will continue to serve the needs of not 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 the school are major resources for the success of the program.