

**Hana Educational Center**  
**Maui Community College**  
Annual Assessment for Academic Year 2007 - 2008  
*Compiled by Marti Wukelic, Program Coordinator*

**Introduction**

The Hana Education Center is a satellite campus 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 a free-standing 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. Note also that many statistics herein are based only on the live Hana classes, as the HITS/WWW delivered statistics are figured into the MCC aggregate whole.

**Mission:**

MCC's Hana Education Center is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

**Expected Student Outcomes:**

The Hana Education Center recognizes that the majority of its students are non-traditional college students. On the average, the HEC student:

- \* is 30 or older
- \* is working at least one full-time job
- \* has a spouse and/or children
- \* is in a below-average economic bracket
- \* often takes 1 class at a time

Additionally, nearly 80% of students surveyed do not have access to a home computer.

(See addendum A) *The follow Student Outcomes are geared towards the educational success of the above profiled rural East Maui student.*

1. Each HEC student will identify their academic goal (program and intent)
2. Each HEC student will not miss more than two consecutive semesters in progressing towards that goal
3. At least 40% of students who may qualify for financial aid will complete online FAFSA application
4. Student class withdrawal rate should be no more than 10% of student body
5. Each semester, a minimum of HEC student will attain a degree or certification.

### **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 current student enrollment*) --  $\frac{8}{6}$   
 $\frac{6}{6}$
4. Student semester hours for program majors in all program classes –  $\frac{60\%}{60\%}$  of all hours  
 $\frac{40\%}{40\%}$
5. Student semester hours for non-program majors in all program classes –  $\frac{40\%}{40\%}$   
 $\frac{60\%}{60\%}$
6. Student semester hours for all program classes – **40** credits  
(info not avail for prior years)
7. FTE program enrollment –  $\frac{6}{4}$   
 $\frac{4}{4}$
8. Number of classes taught (full year, live, from Hana as opposed to HITS/WWW) –  $\frac{5}{4}$   
 $\frac{4}{4}$
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) –  $\frac{10}{9}$   
 $\frac{10}{10}$
11. Class fill rate –  $\frac{2/3}{3/4}$   
 $\frac{3/4}{3/4}$
12. FTE of BOR appointed program faculty –  $\frac{1.4}{1.1}$   
 $\frac{1.1}{1.3}$
13. Student/Faculty Rate – Not Applicable
14. Number of majors per FTE faculty –Not Applicable
15. Program Budget Allocation – Staff, Supplies, Operating Costs --  $\frac{< \$100,000}{< \$ 70,000}$   
 $\frac{< \$ 70,000}{< \$ 70,000}$
16. Cost per Student Semester Hour – Not Applicable

17. Number of classes that enroll less than ten students—1

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

Note 2: 1 <less than ten student (live) class in Fall 07, due to utilizing Carpentry Academy instructor, which means no additional faculty cost is incurred

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

Note: As an Outreach Center, this program's efficiency is based on Student Service factors that are not addressed in this report. See addendum B.

**Effectiveness**

19. Persistence of majors from fall to spring – **60%**

**40%**

**40%**

20. Number of degrees and certificates earned annually – **3**

**3**

**3**

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

22 – 29. Perkins data – Not Applicable

23. Determination of program's health – **Cautionary**

**Analysis of the Program**

**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 \$126 but is now \$198. 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 therefore is unlikely to qualify for financial aid)

**Limited space** – the HEC operates all aspects of its operation from two rooms in a larger building known as the Hana Community Center. The space is not sufficient, the parking is inadequate and the management of the overall facility is lacking. Although discussions are taking place for future scenarios, this appears to be a “make do with” situation for the immediate future.

**Small population base #1** – over the past few years, the HEC has been very successful in graduating a number of residents. We are not, however, seeing an equal replacement rate of incoming new program seekers.

Small population base #2 – While our live classes have been very popular, 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 – Due to the small size, when a slight change in community or student need can skew 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 only four EAs chose to pursue other options, it depleted our HSER core enough to change the overall focus.

Limited staffing for community outreach – up until August of 2007, the Hana Ed Center staffing was limited to one person – an Outreach Coordinator/faculty member and one 10 hour per week student assistant. Therefore the Coordinator was unable to devote sufficient time to community outreach and further program development.

Limited funding – State funding is finite and a modest program such as the Hana Ed Center operates on very minor funding. This manifests in areas as diverse as aging equipment and fixtures, as well as limited technical capabilities regarding the HITS classes. However, in recent semesters there has been an acknowledgment of these constraints and increases in budget areas such as supplies funding has been increased, when possible. Additionally, Hana has received specific funding to upgrade their 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) available right in front of them.

After the start of the 2007 – 2008 academic year, a major obstacle of the Hana Ed Center became a major strength when a full-time APT was added to the HEC staff. This hiring doubled the staffing which has exponentially increased the efficiency of the Center. Additionally, the individual chosen is a respected community member with excellent job skills. Within only a few months, the Coordinator, APT and student assistant have become a team that functions almost organically. This has allowed the Coordinator to participate in far more community outreach than in previous semesters.

Networking is also a major strength of the Hana Ed Center. Not only does the HEC work in partnership with East Maui organizations such as the Hana Youth Center and Ohana Makamae, but also with 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. HEC, MCC and Hana High have an active partnership with the Hawaii Gear Up program. Gear Up is a huge resource for East Maui students.

The working relationship with the MCC parent campus is also a major strength. Representatives from Academic Advising, Financial Aid, OEM, Computing Services and Media Center technicians make regular visits to the HEC campus, 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. Some of these programs include: Hawaiian Studies, Human Services specialty areas, Sustainable Energy/Carpentry, the Business Department and – most recently – the Culinary department. The HEC is in various stages of development of programs with each of these groups. The Assistant Dean of Instruction, Vice-Chancellor of Academics and other faculty members make regular visits to the HEC. Additionally, the Chancellor travels to the Hana Ed Center annually to meet with the Hana Advisory Committee. All of these activities greatly strengthen the HEC and Hana's connection to the institution as a whole.

### **Action Plan**

1. Assisting students/potential students with financial aid by
  - a. appointing HEC staff member to become FA knowledgeable
  - b. actively invite community (individually and in groups) to fill out online FAFSA, with one on one assistance if necessary. Goal: ten new FAFSA applicants
  - c. research other FA opportunities for specific segments of population: ie Gear Up, Native Hawaiian Scholarships, Employer Reimbursement programs, etc. Goal: compile Hana specific list of FA resources and make it available to the community
2. Reconfigure Hana Ed Center for optimum usage
3. Develop off campus class sites
4. Develop long-term plan for Hana Ed Center as a physical plant
5. Survey community no less than twice per academic year for needs assessment
6. Contact non-returning students – assess why they did not return and whether we can accommodate
7. Work with current lecturers and potentials to develop new live classes
8. Continue to work with Hana High re: dual credit, but increase focus on graduating students who do not enroll in any higher education institution the following fall. Also target students who leave East Maui for higher ed, but quit after one or two semesters.

9. Produce community-oriented newsletter prior to the beginning of each Academic Year.
10. Develop Public Relation plan, including events, talks and – when possible – one on one communication.
11. Initiate the founding of a Hana Foundation.
12. The Coordinator (a business/management instructor) will focus on develop an informal East Maui management path cohort group.

### **Resource Implications**

To summarize the findings of this review process, the Hana Ed Center, although lacking in financial and physical plant resources, has been greatly re-vitalized during the current program year via the addition of the FT APT staff member.

It is the opinion of the Coordinator that this addition will assist the Center in bolstering the enrollment numbers. When those numbers increase, the HEC will then proceed in requesting assistance from the State – financially – to improve the physical plant and overall student experience.

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**Addendum A**

**Survey Results from Hana (10/07)**  
**Random sampling of approximately 1/2 student base**

Do you have a computer at home?	<i>YES</i> 6	<i>NO</i> 14		
What type of computer you have at home?	<i>Desktop</i> 2	<i>Laptop</i> 4	<i>Both</i> 1	
Do you own an iPod?	<b>YES</b> 4	<b>NO</b> 16		
Would you take an Internet class?	<b>YES</b> 6	<b>NO</b> 13		
Would you bring a laptop to campus, if you had one, to use in classes?	<b>YES</b> 10	<b>NO</b> 10		
Have you used the Internet for your classes?	<b>YES</b> 15	<b>NO</b> 5		
Check your Internet service:	<i>Cable</i> 1	<i>DSL</i>	<i>Dial-Up</i> 5	<i>Wireless</i> 2

Notes:

1. Twenty respondents
2. "Have you used the Internet" was interpreted as – even for research, etc.
3. DSL service not available in East Maui
4. Cable internet only available in Hana area; Nahiku, Waikoloa, Kipahulu do not have access to anything other than dial up.

## Addendum B

### Population Served – beyond actual class enrollment

Activity	# Served per AY	Comments
Placement Testing (for all Hana students applying to any of the UH branches)	30	Number will rise during this AY
New Application processing (for Kahului Campus as well as HEC)	30	Does not include ongoing students
FAFSA completion	15	Goal is to increase this by 50%
Test Proctoring (beyond HEC classes)	6	Have even proctored for Princeton
Academic Advising	40	Does not reflect repeat sessions. Generally in conjunction with Academic Advisor's visit, but not always
Other	15	
Meetings over HITS	20	Organizations such as Outward Bound or Liko Ae (just an example)