

MAUI COMMUNITY COLLEGE
UNIVERSITY OF HAWAII CENTER
2006-2007 ANNUAL PROGRAM REVIEW

TABLE OF CONTENTS

SECTIONS

I.	Introduction.....	1
A.	Mission, Background, and Vision.....	1
B.	UH Center Administration, Faculty, and Staff	4
C.	Student Learning Outcomes	6
II.	Quantitative Indicators for Annual Review.....	9
A.	Occupational Demand	
1.	Annual new and replacement positions in the State.....	10
2.	Annual new and replacement positions in the County.....	12
B.	Number of High Demand Credentials Offered via UH Center.....	14
C.	Metrics	
1.	Number of Classified, Unduplicated Student Headcount	15
2.	Number of Course Registrations per Term	15
3.	Number of Degrees and Certificates Awarded.....	15
III.	Analysis of the Program	
A.	Significant Program Actions.....	15
1.	Restoration of APT Funding and Filling Vacancies	17
2.	Restoration of Marketing Funding	17
3.	Equipment Replacement and Technical Support	17
4.	Inter-campus Partnerships	18
B.	Strengths and Weaknesses.....	18
1.	Strength: Access to Locally Unavailable Programs.....	18
2.	Weakness: Brand Recognition.....	19
3.	Weakness: Facilities Challenges.....	19
IV.	Action Plan	19
A.	Plans for 2007-08	19
B.	Budget for 2007-08	20

APPENDICES

Appendix A.	UH Center Spring 2007 Commencement Documents.....	21
-------------	---	----

MAUI COMMUNITY COLLEGE
UNIVERSITY OF HAWAII CENTER
2006-2007 ANNUAL PROGRAM REVIEW

LIST OF TABLES

Table 1. UH Center Facilitated Degree Programs	3
Table 2. UH Center Administration, Faculty, and Staff	5
Table 3. MCC Strategic Plan Goals and Objectives and Their Relationship to UH Center Goals, Action Strategies, and Student Learning Objectives	7
Table 4. Statewide Two-year Projection for Average Annual Job Openings – Top 75 Occupational Titles.....	10
Table 5. Maui County Ten-Year Projection for Average Annual Job Openings – Top 75 Occupational Titles.....	12
Table 6. Maui County Best Job Opportunities in 2010 State Department of Labor Projections as of August 2005.....	14
Table 7. UH Center Unduplicated Headcount Enrollment Data and Resource Shifts Data.....	16

LIST OF FIGURES

Figure 1. UH Center Degree Pathways Flowchart	2
Figure 2. UH Center Enrollment Trend Fall 2001 through Spring 2007	16

**MAUI COMMUNITY COLLEGE
UNIVERSITY OF HAWAII CENTER
2006-2007 PROGRAM REVIEW**

I. INTRODUCTION

A. Mission, Background, and Vision

UH Center Mission

The mission of the UH Center is to provide Maui County residents access to a selection of bachelor's and graduate degrees.

UH Center Background

The University of Hawai'i Center (UH Center) at Maui Community College facilitates intercampus cooperation and serves as a receive site for bachelor's and graduate degrees (see Center website at: www.umaui.net). The Center does not confer credits or degrees, but brokers agreements for the delivery of accredited bachelor's and graduate programs to Maui County sites.

After commitments are obtained, the UH Center provides local support services to sustain students in these programs. The conceptual flow of students through the Center is illustrated by the following Pathways Flowchart.

(Please see next page)

Figure 1. UH Center Degree Pathways Flowchart
(Adapted from page 4 of "MCC 2006-07 Getting Started" Brochure)

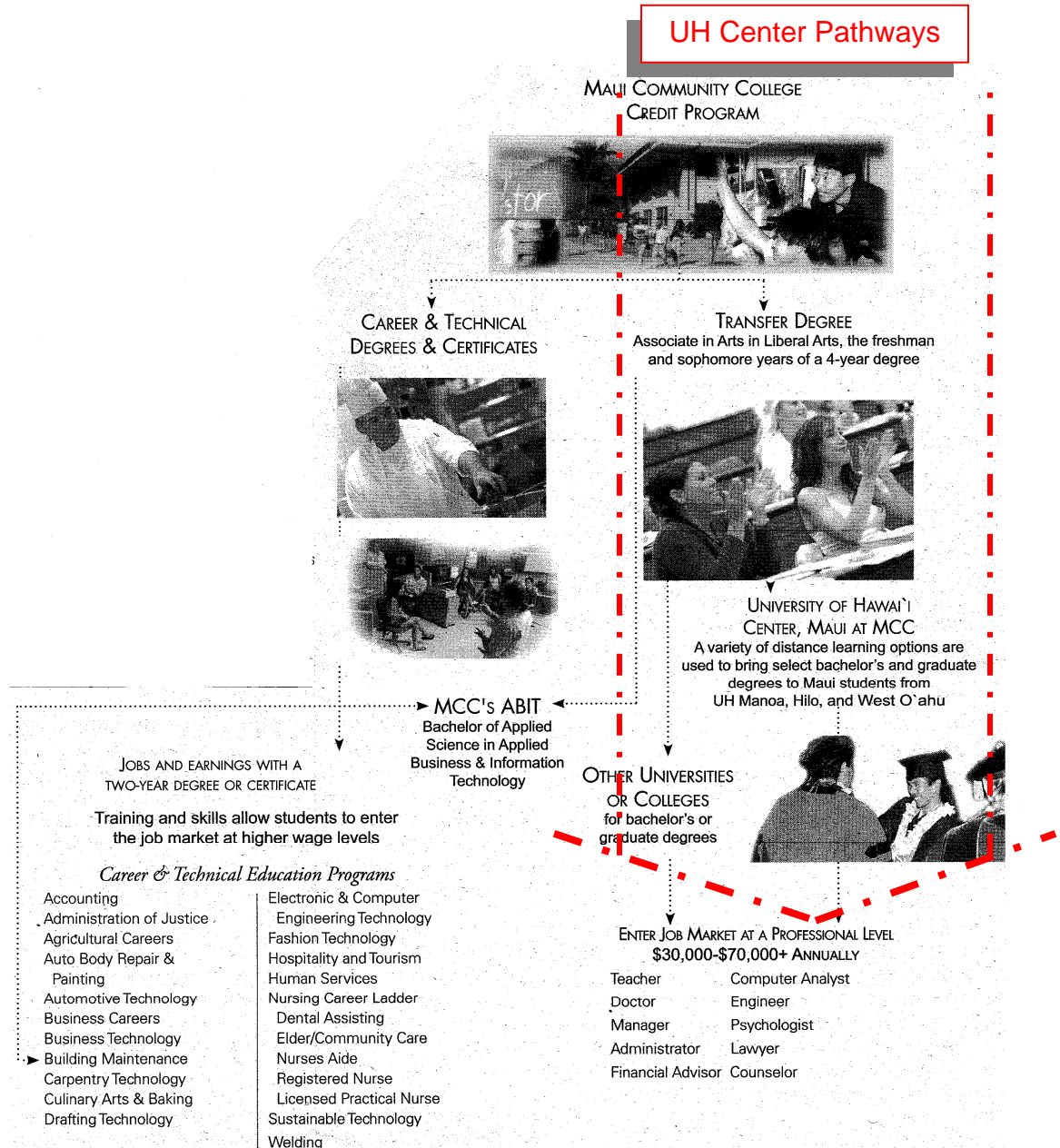


Table 1 below is an updating listing of the **24 UH programs** -- eight bachelor's programs, five post-baccalaureate certificate programs, and eleven master's programs – currently facilitated by the UH Center.

Table 1. UH Center Facilitated Degree Programs

BACHELOR'S DEGREES

UNIVERSITY OF HAWAII AT HILO:

Bachelor of Arts (BA) Psychology

Bachelor of Science (RN to BS) Nursing

UNIVERSITY OF HAWAII AT MĀNOA:

Bachelor of Arts (BA) Interdisciplinary Studies, Human Relations in Organizations

Bachelor of Education (BEEd) Elementary Education

UNIVERSITY OF HAWAII – WEST O'AHU:

Bachelor of Arts (BA) Business Administration, General Business Administration

Bachelor of Arts (BA) Business Administration, Accounting

Bachelor of Arts (BA) Social Sciences, Applied Track

Bachelor of Arts (BA) Social Sciences with Concentration in Early Childhood Education

MASTER'S DEGREES (UHM)

Master of Accounting Internet-Based (IBD-MAcc)

Master of Business Administration (MBA) – Next Cohort Begins Fall 2008

Master of Education (MEd) Counseling & Guidance, Rehabilitation Counseling

Master of Education (MEd) Educational Administration (K-12)

Master of Education (MEd) Educational Technology

Master of Education (MEd) Special Education - Cohort Begins Fall 2008

Master of Human Resource Management (MHRM) – Next Cohort Begins Fall 2008

Master of Library & Information Science (MLISc)

Master of Science (MS) Information & Computer Sciences

Master of Science (MS) Nursing

Master of Social Work (MSW) – Next Cohort Begins Summer 2008

CERTIFICATE PROGRAMS

UNIVERSITY OF HAWAII – WEST O'AHU

Certificate in Substance Abuse and Addictions Studies (CSAAS)

Certificate in Health Care Administration (CHCA)

UNIVERSITY OF HAWAII AT MANOA

Graduate Certificate in Telecommunication & UHM Information Resource Management (TIRM)

Post-Baccalaureate Certificate in Secondary Education (PBCSE)

Post-Baccalaureate Certificate in Special Education (PBCSE)

The UH Centers are components of an emerging systemwide learning network driven by Board of Regents (BOR) policy, the UH System and MCC strategic plans, and advances in information and communication technologies.

The UH Center is the institutional unit responsible for facilitating cooperation and partnering with bachelor's and graduate programs. In addition to its needs assessment and planning responsibilities, the Center provides a broad range of support services (e.g., local point-of-contact; classroom scheduling; publicity and recruitment; library, proctoring, Web, and videoconferencing services).

UH Center Vision

The UH Center vision for to enrich the lives of Maui County residents by obtaining commitments for bachelor's and graduate degrees that:

- are reasonable in cost and accessible county-wide,
- are comparable in quality to UH on-campus programs,
- use innovative delivery methods and a curricular design geared toward meeting the needs of non-traditional students, and
- build inter-institutional partnerships comparable to University Centers across the nation (see Appendix B, 2001-2006 Comprehensive Program Review).

B. UH Center Administration, Faculty, and Staff

The UH Center is comprised of 3.00 FTE core staff consisting of the director, a secretary, and two half-time Administrative, Professional and Technical (APT) support positions. The Center also funds 2.50 FTE support positions that are located in their functional units. These positions include a librarian, counselor, quarter-time Molokai APT support position, and hourly-hire proctors in the Learning Center.

Table 2. UH Center Faculty and Staff

Name	Title/Rank/ FTE	UH Center Service	Credentials and Qualifications
Core Staff:			
Karen Muraoka	Director, M05, 1.00 FTE	11 years	BA, MBA, PhD candidate; 25 years UH service
Liane Koga	Secretary, SR14, 1.00 FTE	1.5 years	AS, BS; 17 years UH service
Marty-Jean Bender	APT Support, PBB, 0.50 FTE	1 year	BEd Secondary Education; Enrolled in MEd Educational Technology Program
Permanent Appointee Pending	APT Support, PBB, 0.50 FTE	Interim Casual Hires	TBA
Distributed Staff:			
Lillian Mangum	Librarian, C3C1105, 1.00 FTE	16 years	BA, MLIS; 16 years UH service
Colleen Shishido	Counselor, C2C1105, 1.00 FTE	9 years	BA, MA; 14 years UH service
Sue Hasegawa	Molokai APT Support, PBA, 0.25 FTE	1.5 years	BA, MLIS
Learning Center Proctor Pool	Hourly, 0.25 FTE	Casual Hires	AA minimum

C. Student Learning Outcomes (SLOs)

UH Center SLOs were developed in terms of prospective students having the awareness and knowledge to contact the UH Center for:

- information on what programs are available at a particular location,
- advising services,
- assistance with applying for a program and registering for classes, and
- assistance with needs for library, testing, and other support services.

In addition, once students are admitted into a program and enrolled in courses, the SLOs focus on student enrollment and graduation measures:

- the number of high-demand degrees offered through the Center,
- the number of course registrations per term,
- the number of classified, unduplicated students headcount, and
- the number of graduates per academic year.

UH Center goals, objectives, and proposed SLOs for the 2007-2011 comprehensive review period are listed in Table 3 below. However, with on-going systemwide Banner SIS changes and institutional research related discussions regarding assessment objectives, definitional challenges, and metrics, the UH Center Director and staff are re-evaluating the relevance and feasibility of the additional metrics indicated in Table 3.

In addition, new program review procedures and templates have recently been circulated for instructional and academic support programs. There will likely be a need to delete existing and proposed metrics, as well as develop new ones not included in Table 3. As such, the topic of SLOs and development of UH Center metrics has become a regular agenda item for UH Centers and Educational Centers staff.

Table 3. MCC Strategic Plan Goals and Objectives and Their Relationship to UH Center Goals, Action Strategies, and SLOs

MCC Strategic Plan Goals and Objectives	UH Center Goals	UH Center Action Strategies	UH Center Student Learning Outcomes (SLOs)
Goal 2: A Learning, Applied Research, and Service Network			
Objective 2.1.5: Maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner.	Continue offering bachelor's and graduate degrees at Kahului campus; extend offerings to MCC outreach sites.	Coordinate with MCC VCAA Office, MCC Ed Center Coordinators, UH Center Directors, and sending campus representatives to support program delivery to Kahului campus and MCC outreach sites.	UH Center unduplicated headcount enrollment will increase. Average number of graduates per year will increase.
	Improve MCC transfer rate into UH Center programs.	Coordinate with MCC VCAA Office to make available a 2-3 year schedule of lower division offerings aligned with upper division entrance and prerequisite requirements. Work with faculty, counselors, and support services staff to identify and track UH Center pre-majors and increase the number of students receiving lower division advising support in preparation for transfer into UH Center Programs. See also objective 1.1.6 below.	Number of students transferring into UH Center brokered programs will increase. Number of MCC transfer credentials awarded (i.e., AA/AS/AAS) will increase. Number of students transferring into UH Center programs will increase. Retention of pre-major students will increase. See also objective 1.1.6 below.

MCC Strategic Plan Goals and Objectives	UH Center Goals	UH Center Action Strategies	UH Center Student Learning Outcomes (SLOs)
	Increase awareness of UH Center program offerings and optimize enrollment.	Restore and increase funding for marketing, advertising, and needs assessment activities.	<p>Number of public inquiries for program information will increase.</p> <p>Number of intake database records will increase.</p>
Objective 2.1.7: Cooperate as appropriate, with other higher education institutions to provide high quality educational services to the county and to the state through such programs as the UH Center.	Continue planning and logistical support services for delivery of high-demand programs: Business, Education/Teacher Certification, Computer Science, Natural Resources, Social Work.	<p>Continue to work with sending program representatives, UH Center Directors, MCC VCAA Office and Outreach Center Coordinators, and UH Systemwide representatives and advisory groups, to plan new and return program delivery.</p> <p>Obtain commitments for new programs and the return of high-demand programs.</p>	<p>Number of degree programs offered on a multi-year schedule will stabilize and increase.</p> <p>Number of programs offered on a predictable, cyclical basis will increase.</p>
Goal 1: Educational Effectiveness and Success			
Objective 1.1.6: Expand student support, including counseling and academic support services, at Hana, Molokai, and Lanai Education Centers.	Routinize scheduling of lower division prerequisites, recruiting, advising, and support services activities in support of students in bachelor's and graduate programs.	Coordinate with MCC VCAA Office, MCC Education Center Coordinators, academic support and student services support staff, and sending campus representatives to provide continuing upper division and graduate level recruiting and support services at outreach sites.	Survey results will indicate an increase in the number of prospective students who are able to: 1) contact UH Center and MCC Education Centers and learn what programs are available at a particular site; 2) understand how to obtain advising, apply for a program, register for classes; and 3) know whom to contact

MCC Strategic Plan Goals and Objectives	UH Center Goals	UH Center Action Strategies	UH Center Student Learning Outcomes (SLOs)
		Create and administer scheduling and support services assessment survey.	for library, testing, and other support services.
Objective 1.3.2: Implement educational program review, assessment, and learning outcomes to evaluate and improve student learning.	Implement program review and assessment activities.	Complete this comprehensive program review for the period AY 2001 through AY 2006. Conduct annual reviews thereafter.	UH Center degree offerings and support services will be adjusted based on program review recommendations.
	Expand data reporting and enrollment management activities.	Work with Banner SIS staff, MCC Institutional Researcher, MCC Student Services staff, and sending campus representatives to develop student tracking (i.e., completion) reports.	UH Center services and planning activities are adjusted based on enrollment and tracking reports.

II. QUANTITATIVE INDICATORS FOR ANNUAL REVIEW

A. Occupational Demand

1. A review of the State of Hawaii Two-year Projection for Average Annual Job Openings (see: State of Hawaii Department of Labor and Industrial Relations www.hiwi.org website; note that ten-year projection is not available) indicates that the same job opening trends identified in the comprehensive program review still stand.

Consistent with past program review analyses, the business (general, retail, finance, information technology), education, and health industries continue to generate the greatest number of job openings.

**Table 4. Statewide Two-Year Projection for
Average Annual Job Openings – Top 75 Occupational Titles
(Ranked by Number of Projected Job Openings)**

	OCCUPATION	Estimated Annual Openings
1	Food Preparation and Serving Related Occupations	4,670
2	Sales and Related Occupations	3,510
3	Office and Administrative Support Occupations	3,420
4	Retail Sales Workers	2,760
5	Food and Beverage Serving Workers	2,710
6	Transportation and Material Moving Occupations	1,900
7	Education, Training, and Library Occupations	1,770
8	Retail Salespersons	1,730
9	Construction and Extraction Occupations	1,640
10	Building and Grounds Cleaning and Maintenance Occupations	1,360
11	Construction Trades Workers	1,320
12	Management Occupations	1,230
13	Waiters and Waitresses	1,120
14	Personal Care and Service Occupations	1,060
15	Cooks and Food Preparation Workers	1,040
16	Protective Service Occupations	980
17	Information and Record Clerks	950
18	Business and Financial Operations Occupations	900
19	Primary, Secondary, and Special Education School Teachers	890
20	Healthcare Practitioners and Technical Occupations	890
21	Installation, Maintenance, and Repair Occupations	880
22	Building Cleaning and Pest Control Workers	860
23	Cashiers	850
24	Material Moving Workers	720
25	Other Office and Administrative Support Workers	710
26	Combined Food Preparation and Serving Workers	700
27	Counter Attendants, Cafeteria, Food Concession	690
28	Other Food Preparation and Serving Related Workers	660
29	Other Protective Service Workers	650
30	Production Occupations	650
31	Other Management Occupations	600
32	Material Recording, Scheduling, Dispatching, and Distributin	600
33	Health Diagnosing and Treating Practitioners	590
34	Business Operations Specialists	570
35	Office Clerks, General	550
36	Financial Clerks	540
37	Arts, Design, Entertainment, Sports, and Media Occupations	530
38	Healthcare Support Occupations	510
39	Janitors and Cleaners, Except Maids and Housekeeping Cleaner	510
40	Motor Vehicle Operators	490

41	Postsecondary Teachers	460
42	Other Personal Care and Service Workers	460
43	Other Installation, Maintenance, and Repair Occupations	450
44	Computer and Mathematical Occupations	390
45	Registered Nurses	390
46	Grounds Maintenance Workers	390
47	Water Transportation Workers	390
48	Computer Specialists	380
49	Landscaping and Groundskeeping Workers	380
50	Laborers and Freight, Stock, and Material Movers, Hand	380
51	Secretaries and Administrative Assistants	370
52	Carpenters	370
53	Top Executives	340
54	Architecture and Engineering Occupations	340
55	Community and Social Services Occupations	340
56	Cooks, Restaurant	340
57	Food Preparation Workers	340
58	Stock Clerks and Order Fillers	340
59	Financial Specialists	330
60	Security Guards	330
61	Maids and Housekeeping Cleaners	330
62	Secondary School Teachers, Except Special and Vocational Edu	310
63	Counselors, Social Workers, and Other Community and Social S	300
64	Dishwashers	300
65	Transportation, Tourism, and Lodging Attendants	300
66	General and Operations Managers	290
67	Health Technologists and Technicians	290
68	Other Healthcare Support Occupations	280
69	Entertainers and Performers, Sports and Related Workers	270
70	Supervisors, Food Preparation and Serving Workers	270
71	Supervisors, Sales Workers	270
72	Elementary School Teachers, Except Special Education	260
73	Customer Service Representatives	260
74	Vehicle and Mobile Equipment Mechanics, Installers	260
75	Life, Physical, and Social Science Occupations	250

2. Annual new and replacement positions in Maui County

**Table 5. Maui County Ten-Year Projection for
Average Annual Job Openings – Top 75 Occupational Titles
(Ranked by Number of Projected Job Openings)**

	Occupation	Estimated Annual Openings
1	Food Preparation and Serving Related Occupations	750
2	Food and Beverage Serving Workers	440
3	Sales and Related Occupations	420
4	Retail Sales Workers	330
5	Office and Administrative Support Occupations	330
6	Building and Grounds Cleaning and Maintenance Occupations	270
7	Waiters and Waitresses	230
8	Transportation and Material Moving Occupations	190
9	Building Cleaning and Pest Control Workers	180
10	Retail Salespersons	180
11	Cooks and Food Preparation Workers	160
12	Construction and Extraction Occupations	160
13	Management Occupations	150
14	Personal Care and Service Occupations	140
15	Other Food Preparation and Serving Related Workers	120
16	Maids and Housekeeping Cleaners	120
17	Cashiers	120
18	Construction Trades Workers	120
19	Installation, Maintenance, and Repair Occupations	120
20	Education, Training, and Library Occupations	110
21	Information and Record Clerks	100
22	Other Management Occupations	90
23	Production Occupations	90
24	Healthcare Practitioners and Technical Occupations	80
25	Protective Service Occupations	80
26	Counter Attendants, Cafeteria, Food Concession	80
27	Primary, Secondary, and Special Education School Teachers	70
28	Healthcare Support Occupations	70
29	Combined Food Preparation and Serving Workers	70
30	Grounds Maintenance Workers	70
31	Landscaping and Groundskeeping Workers	70
32	Motor Vehicle Operators	70
33	Material Moving Workers	70
34	Business and Financial Operations Occupations	60
35	Arts, Design, Entertainment, Sports, and Media Occupations	60
36	Cooks, Restaurant	60
37	Janitors and Cleaners, Except Maids and Housekeeping Cleaner	60
38	Material Recording, Scheduling, Dispatching, and Distributin	60

39	Other Office and Administrative Support Workers	60
40	Other Installation, Maintenance, and Repair Occupations	60
41	Health Diagnosing and Treating Practitioners	50
42	Other Protective Service Workers	50
43	Supervisors, Food Preparation and Serving Workers	50
44	Food Preparation Workers	50
45	Bartenders	50
46	Dining Room and Cafeteria Attendants and Bartender Helpers	50
47	Transportation, Tourism, and Lodging Attendants	50
48	Supervisors, Sales Workers	50
49	Financial Clerks	50
50	Office Clerks, General	50
51	Top Executives	40
52	Business Operations Specialists	40
53	Community and Social Services Occupations	40
54	Nursing, Psychiatric, and Home Health Aides	40
55	First-Line Supervisors/Managers of Food Preparation and Serv	40
56	Dishwashers	40
57	Other Personal Care and Service Workers	40
58	First-Line Supervisors/Managers of Retail Sales Workers	40
59	Stock Clerks and Order Fillers	40
60	Carpenters	40
61	Vehicle and Mobile Equipment Mechanics, Installers	40
62	Maintenance and Repair Workers, General	40
63	General and Operations Managers	30
64	Financial Specialists	30
65	Counselors, Social Workers, and Other Community and Social S	30
66	Secondary School Teachers, Except Special and Vocational Edu	30
67	Entertainers and Performers, Sports and Related Workers	30
68	Registered Nurses	30
69	Other Healthcare Support Occupations	30
70	Security Guards	30
71	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	30
72	Entertainment Attendants and Related Workers	30
73	Supervisors, Office and Administrative Support Workers	30
74	First-Line Supervisors/Managers of Office and Administrative	30
75	Bookkeeping, Accounting, and Auditing Clerks	30

B. Number of High Demand Credentials Offered via UH Center

Table 6 below is taken from the recent UH Center Comprehensive Program Review. It is an adaptation of a table from the State of Hawai'i Department of Labor and Industrial Relations Research and Statistics Office. It provides a focused view of Maui county workforce vacancy projections specific to bachelor's or higher levels of educational preparation. The updated listing in the yellow box indicates the UH Center offers access to most of the degree programs (eight credentials) needed for Maui County residents to meet educational requirements for those jobs.

Table 6. Maui County Best Job Opportunities in 2010
DLIR Projections as of August 2005
(Ranked by Number of Job Openings)

Long Term Preparation <i>(At least a bachelor's degree or higher; may need work experience)</i>				Current UH Center Maui Offerings
	2000-2010 Total Job Openings	Annual Growth Rate	2003 Mean Annual Wages	
Secondary School Teachers, Except Special & Vocational Education	280	2.1%	\$45,810*	Secondary Post-Bacc Certificate
General & Operations Managers	270	1.9%	\$87,330	BA Bus Admn, MBA
Elementary School Teachers, Exc. Special Education	240	1.6%	\$39,150	BEd Elem
Special Education Teachers, Preschool, Kindergarten, & Elementary School	110	3.8%	\$41,570*	SpEd Post-Bacc Certificate, MEd
Accountants & Auditors	110	2.3%	\$43,340	BA BusAd, MAcc
Sales Managers	100	3.7%	\$62,960	BA Bus Admn, MBA
Property, Real Estate, & Community Association Managers	90	2.1%	\$51,490*	BA Bus Admn, MBA
Marriage and Family Therapists	80	4.6%	\$35,130*	BA SS, MSW
Child, Family, & School Social Workers	70	3.8%	\$37,620	BA SS, MSW
Financial Managers	70	2.2%	\$72,940	BA Bus Admn, MBA

C. Metrics for Academic Year 2006 - 2007

1. Number of Classified, Unduplicated Student Headcount

Fall 2004 / Fall 2005 / Fall 2006 = 240 / 217 / 284

Spring 2005 / Spring 2006 / Spring 2007 = 234 / 231 / 244

Summer 2005 / Summer 2006 / Summer 2007 = 149 / 180 / 191

2. Number of Course Registrations per Term

Fall 2004 / Fall 2005 / Fall 2006 = 554 / 485 / 610

Spring 2005 / Spring 2006 / Spring 2007 = 534 / 491 / 557

Summer 2004 / Summer 2006 / Summer 2007 = 240 / 333 / 313

3. Number of Degrees and Certificates Awarded

Academic Year 2004-2005 = 71

Academic Year 2005-2006 = 71

Academic Year 2006-2007 = 39*

(*pending and subject to revision; does not yet include summer counts which are in the process of verification)

III. Analysis of Program

A. Significant Program Actions

The following graph and table illustrate an improvement in program in unduplicated headcount enrollment consistent with UH Center budget restorations. The restoration of budget has resulted in an increase in direct support services and enrollments.

Figure 2. UH Center Enrollment Trend Fall 2001 through Spring 2007

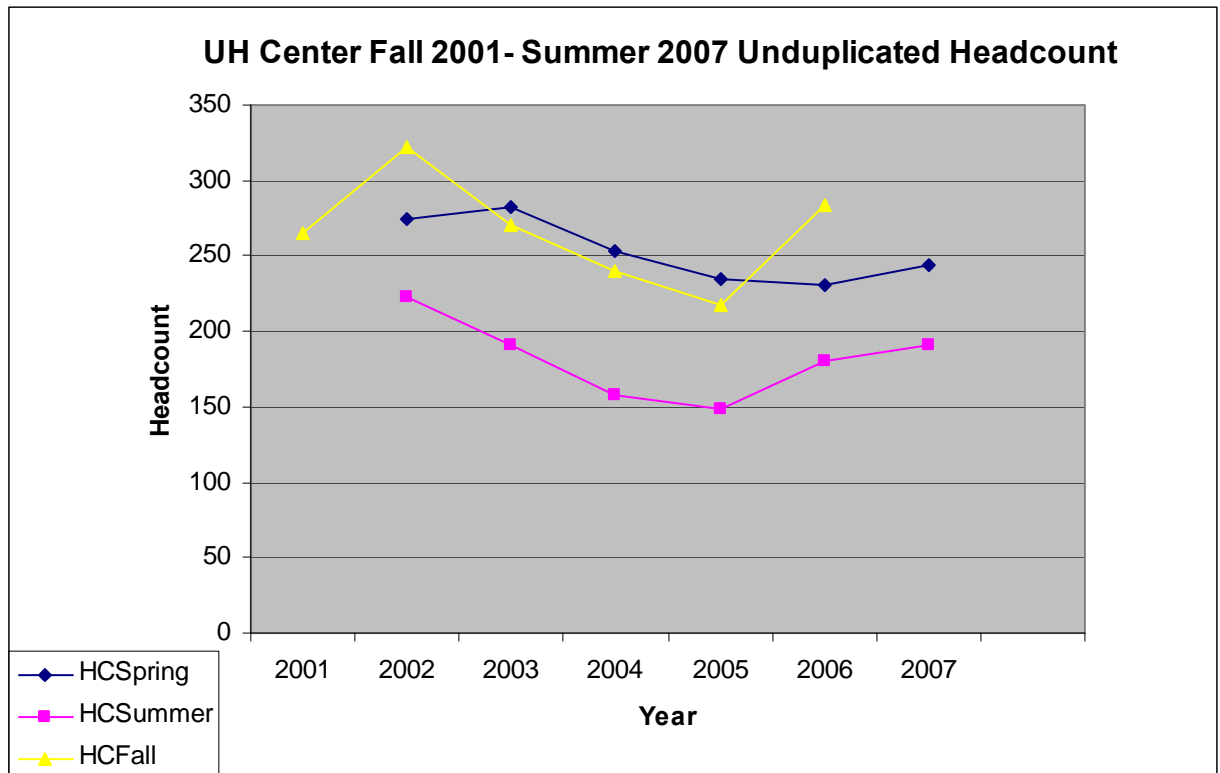


Table 7. UH Center Unduplicated Headcount Enrollment Data and Resource Shifts Data

Unduplicated Headcount:

	2003	2004	2005	2006	2007
Spring	282	253	234	231	244
Summer	191	158	149	180	191
Fall	270	240	217	284	NA

Resource Shifts:

	2003	2004	2005	2006	2007
MCC Deficit Assessment	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
APT	NA	\$31,628	\$31,628	Casual Hire	Filled
Secretary	Filled	Filled	Vacant	Filled	Filled

1. Filling of APT Positions

The restoration of APT position funding has had a direct positive impact on provision of services to students. Casual hires were hired at the outset and then one 0.50 FTE position was filled in September 2007. The second 0.50 FTE appointment is currently pending. One of the APT positions will serve as the liaison for UHWO programs and the other APT position will serve as the liaison for UHH programs. Both positions will provide direct services to the public, faculty, students, and staff. They will also assist with program evaluation. These hires are especially important since UHWO students reported in our orientation session last semester that no one had contacted them for over a year and they were feeling marginalized.

2. Restoration of Marketing Funding

UH Center web content and print materials are outdated and are in need of redesign to conform to UH system logo changes and changes in content. In an effort to leverage limited funds, the UH Center is collaborating with the MCC Marketing Coordinator and the UH CC Marketing Coordinator. The Center is attempting develop web and print material templates that are complimentary and coordinated with the MCC web revisions in progress. The templates are expected to be locally customizable, cost-efficient, and beneficial to all UH Centers and Educational Centers.

3. Equipment Replacement and Technical Support Services

Outdated and aging educational equipment is an on-going, continuing concern. The number of equipment failures and technical support issues handled by the UH Center have risen significantly during the 2006-07 academic year. In addition, the number of complaints from students, faculty, and staff have increased.

Although some equipment replacements were funded, outdated and worn-out equipment and software still remain. In Laulima building, the overhead projectors in Laulima 101, 212, 225, and 226 are in need of replacement. Seven new PCs and related software licenses are needed in Laulima 108. New desks and chairs are needed for Laulima 214 to accommodate classes.

To address chronic videoconferencing problems at MRTC, which have been consistent throughout the 2006-07 academic

year, equipment and software upgrades are necessary. With the scheduling of lower division classes at MRTC, new classroom desks and chairs are also needed to increase class capacity.

The campus wireless system also needs a server/software upgrade. The server and the software are at the Media Center, but the upgrade has been deferred due to staffing issues. As a result, the MHRM students, the College of Education students, Laulima building faculty and staff have not had wireless access for most of the year. Although access points have been installed, seamless access is still problematic for some students since the software on the server is old and does not support the newer versions of computer operating systems and wireless encryption protocols.

According to computing center staff, these compatibility problems will become more frequent. Because of the anticipated increased need in technical services, a Help Desk, offering early evening and weekend walk-in support, is a service needed by UH Center students.

4. Intercampus Partnerships

The continued effort with dialoging and partnering across the system is a critical program activity. At an administrative level, continued work at improving goodwill, collaboration, and joint planning is fundamental to program success since the programs are supplied by other UH campuses. For example, the delivery of a Master of Education in Teaching (MEdT) is a priority planning objective for the Center and its delivery is subject to the development of a strong, collaborative working relationship with the UH Manoa College of Education.

B. Strengths and Weaknesses

1. Strength: Providing Access to Locally Unavailable Programs

The UH Center, Maui, continues to lead the UH system in terms of the numbers of program facilitated (24 programs), the numbers of continuing students served (fall 2006 = 284 unduplicated headcount), and the numbers of credentials awarded (annual average = 60).

In addition, the offering of the BEd Elementary Education, Post-baccalaureate Certification in Education Programs, MBA, and

MSW programs has been extended to the MCC Education Centers.

2. Weakness: Brand Recognition

The current work underway described in section A.2 is expected to begin addressing the branding issue for the UH Center as an outreach program and distance learning facilitation unit.

3. Weakness: Laulima Facilities Challenges

Air quality concerns in Laulima building, the home of the UH Center, continue. Roof leak repairs were conducted recently, but corrosion of the air vents continues and fallout from lobby vents is visible on the floor. At last check, vent cleaning is scheduled several years out (2009-2011). In the meantime, it is unclear whether the overall condition of the building and Laulima air quality has been regularly monitored. This potential health and safety issue requires institutional review.

IV. ACTION PLAN

A. Plans for 2007-08

For the 2006-07 academic year, the primary UH Center goals are to:

- Continue planning and support services for on-going bachelor's and graduate programs and working with MCC Education Center coordinators to extend programs.
- Hire and train new staff, and develop written operating procedures for stabilizing day-to-day operations of the UH Center and meeting UH Center SLOs.
- Continue work with counseling department to improve the student transfer rate into UH Center programs.
- Begin work with MCC Vice Chancellor for Academic Affairs Office to develop a 2-3 year distance learning schedule of lower division AA/general education core transfer offerings to outreach sites. A draft grid has been prepared by the UH Center staff.
- Conduct a marketing study to identify what kinds of marketing and public relations activities would best serve UH Center interests.

Discussions are on-going with the MCC Marketing Coordinator and the UH CC Marketing Coordinator.

- Redesign website and print media templates to visually brand UH Center and update content.

B. Budget for 2007-08

As discussed in this annual review narrative, the recent personnel additions have provided the UH Center some budgetary and workload relief. The funding restorations necessary for marketing and equipment replacement activities have been approved for 2006-07.

APPENDIX A

Spring 2007 UH Center Commencement Documents

SPRING 2007 COMMENCEMENT LISTING

STUDENTS HONORED

BACHELOR OF ARTS, HAWAIIAN STUDIES (HILO)

Luana Kawa'a
*San Puamohala Michel

BACHELOR OF SCIENCE, NURSING (HILO)

*Adelaine Buendia-Della

BACHELOR OF ARTS, PSYCHOLOGY (HILO)

Jacklyn Taylor
Sherian Tsuburaya

BACHELOR OF ARTS, BUSINESS ADMINISTRATION (WEST O'AHU)

Sulinn N. Aipa
Lesley E. Delos Santos
Richard Duncan
Laura Klemmer
Ashley E. Kobayashi
Jessica Leis
Kelly Robinson
*Juliet U. Santoro
†Gaylan Skolnick
†Michael Skolnick

BACHELOR OF ARTS, SOCIAL SCIENCES (WEST O'AHU)

*David Blair
*†Jill Ann Eckenrode
*†*Djamila Fielding
Tiana Heen
†Ruby D. Merritt
*†Gary S. Morgan
Steven Nagasaka
Lisa Cadwell Natoli
Lisa Silva
Patricia Thibaudeau
Monique R. Yamashita

BACHELOR OF ARTS, SOCIAL SCIENCES AND CERTIFICATE IN SUBSTANCE ABUSE AND ADDICTIONS STUDIES (WEST O'AHU)

*Leilani Flemings
*†*Donna Mae Lucero
†Leonani Pahukoa

BACHELOR OF ARTS, INTERDISCIPLINARY STUDIES (MĀNOA)

†Jamison A. Bellucci
*Leann L. Campbell
*†Nicole Cunico
Christina M. Grandinetti
Andrew H. Kalehuawehi, Jr.
Ryan Longman
Robyne Nishida Nakao
Tasha Luana Ramos
Randy Sijalbo
Elizabeth R.C. TLaseca
*Kathie Zwick

BACHELOR OF EDUCATION, SECONDARY (MĀNOA)

Christina Higa

MASTER OF EDUCATION, EDUCATIONAL ADMINISTRATION (MĀNOA)

Virginia Nary

MASTER OF LIBRARY AND INFORMATION SCIENCE (MĀNOA)

*Ketra Arcas
*†Jessica M. Gleason

* Cumulative grade point average of 3.5 or higher as of Fall 2006
† Phi Theta Kappa International Honor Society; MCC Phi Sigma Chapter
* University of Hawai'i-West O'ahu Academic Distinction
* Golden Key International Honour Society – UHM Chapter
† Psi Chi – UHWO Chapter
• Beta Phi Mu – Xi Chapter

COMMENCEMENT PHOTOS



