

**UH Maui College, Lanai Education Center**  
**Comprehensive Program Review 2011**

**University of Hawai'i Maui College Mission:**

University of Hawai'i Maui College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

**University of Hawai'i Maui College 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 missions, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua'a, a practice of sustaining and sharing divers but finite resources for the benefit of all.

**UH Maui College, Lanai Education Center Mission:**

The Mission of the Lanai Education Center (LEC) is to contribute to the mission and vision of UH Maui College by providing high quality credit and non-credit educational opportunities to the diverse Lanai community.

**UH Maui College, Lanai Education Center 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 LEC will provide the students with appropriate college-transfer, occupational, and developmental course and programs, along with academic and institutional support that will increase the sustainability of the community.

**UH Maui College, Lanai Education Center (LEC):**

The Lanai Education Center is comprised of one facility: located in Lanai City, Hawaii. The facility houses three distance learning classrooms, a computer lab, and offices. The Lanai program offers classes by distance; via SkyBridge, HITS or Polycom and on occasion Lanai or Kahului based instructor. When it is necessary, LEC partners with the Lanai High and Elementary School in utilizing their facilities to conduct classes. The courses lead to certificates and degrees, and distance delivery offerings to the baccalaureate and master level through the UH Centers.

## I. **Assessment of Student Learning**

The majority of UHMC LEC students are adult learners, who are long-time residents or recent transplant residents from various ethnic, economic, and social backgrounds. Majority are of Filipino and Hawaiian ancestry. Our students learn when engaged in hands-on activities; applied skills relating to their lives; and active face to face discussions. Some students do not wish to pursue a certificate or degree and select courses according to their own personal interests or career goals. The learning environment welcomes sharing of personal and professional life experiences among students and instructors creating trust and respect.

### 1. **Program Learning Outcomes**

The program learning outcomes are: critical thinking, creative process, oral and written communication, information and technology retrieval, and quantitative reasoning. The student through the programs will acquire as well as apply the information in the current areas of Liberal Arts, Human Services, Business Careers, Allied Health and Sustainable Technology. The program learning outcomes reflects some of the college-wide academic student learning outcomes.

**Critical Thinking:** Students will be able to apply critical reasoning skills to address challenges and solve problems effectively.

**Creative process:** Students will be able to use a variety of forms to express themselves to a diverse audience.

**Oral and Written Communication:** Students will be able to express orally and written, their ideas that meets the needs of the audience and the content area.

**Information and technology retrieval and output:** Students will be able to access, evaluate and utilize information retrieved through technology. And will be able to using the information responsibility.

**Quantitative reasoning:** Students will be able to solve problems to address life situations.

## 2. Evidence

The ODS and system outlook sources do not reflect the LEC data. LEC data is intertwined with the UHMC data. Therefore LEC data must be created by personnel and Banner data that targets only Lanai students. Assessment tools used to reflect the PLO outcomes are represented in the Appendices. The various charts will reflect areas within the program what were analyzed to show the effectiveness of the program.

Charts in Appendices:

- a. Enrollment
- b. Number of Majors
- c. Student Semester Hours/FTE
- d. Number of classes offered

Other assessment tools used have been monthly reports to administration and also previous annual reviews.

## 3. Results of student learning

The results of student learning are reflected in the retention and persistence of the students in the Appendices chart. Although there have been times when enrollment has dropped the retention and persistence has pretty much stayed the same. The certificate and degrees that students have earned has varied depending on the courses that have been offered. In the last five years degrees and certificates earned are reflected in the chart, showing that LEC is able to help students accomplish their dream of earning a degree.

Charts in Appendices:

- e. Retention and Persistence
- f. Number of Degrees and Certificates earned
- g. Upper Division Enrollment

LEC has also been instrumental in offering non-credit classes through the Rural Development Program. These classes have helped students to maintain and enrich their knowledge for their jobs. In the Appendices a chart of classes and participant completed is provided.

Advisory board is updated quarterly on the students that have earned degrees and certificates.

#### 4. Planned changes

In collaboration with the other UH Maui College Outreach centers in trying to keep in line with the main campus but realizing the uniqueness of each center, the new program learning outcomes for LEC will strive to duplicate the quality educational experience provided at the main UH Maui College campus so the students in our communities will receive the instruction and support they need to be successful in college.

Faculty will work with the advisory board to come up with program learning outcomes for the next five years and concentrate on one outcome per year. Faculty will seek the assistance of the main campus and advisory board to establish effective methods to analyze the outcomes.

Faculty and advisory board will revisit the mission and vision of the LEC program and make changes as appropriate. Members of the Advisory board needs to be reorganized in accordance to the community changes and needs.

As the community is evolving into other programs outside of tourism, LEC will be looking at curriculums that might be feasible and possible to offer on island. We will look at curriculums that will help the community be sustainable and provide job opportunities to the residents.

## II. Results

### 1. What changes have been made since the last Comprehensive Program Review?

Since the last comprehensive program review of 2006, the following changes have been made:

LEC staff Brandy Baltazar who started in 2005 as a half-time casual employee became a full-time permanent employee in February of 2009.

A financial aid personnel from the Maui main campus has been assigned to LEC to provide outreach student support. This has been a big help in defusing the frustration that the LEC students had in trying to reach a financial aid counselor. This position assist in providing on time answers to critical questions.

The academic counselor continues to be housed in Molokai; LEC students continue to receive the necessary timely advising needed to complete their degrees and certificates. Due to budget cuts, traveling has been an issue to do face to face counseling, but with the use of technology; i.e. Skype, the students are still able to meet with the counselor.

The IT support personnel from Maui campus continues to service Lanai as needed as budget is appropriated. Majority of the technical troubleshooting continues to be done on a daily basis by the current LEC staff.

LEC has hired lecturers to offer live classes. Lectures in the field of Plumbing, Electrical, Nurse Assistant, Biology, Geology and Math.

The computer lab has been updated with new computers, project and software, and computers have been provided for the classrooms.

The plan for a P-20 with LHES is still in the planning stages. With state budget cuts there has been no movement on the plan.

The only change that has not been met is the hiring of a .5 maintenance personnel to keep the building safe and sanitary.

**2. What were the results of these changes?**

With the help of additional staff weather on island or from main campus, the students are able to acquire information faster, which helps them to concentrate more on their studies. Staff accessibility defuses the students from burn-out and frustration. The staff assistance has helped in encouraging and retaining the students to go on and finish their degree.

LEC has been able to operate more efficiently, reducing student and staff stress. LEC has been able to continue to offer credit and non-credit classes to the community through means of various delivery methods. LEC has been a growing avenue for UHMC in grants and providing a liaison for high education.

With the OHANA laptops, students were able to access their homework. With the computers in the classroom, students are able to access assignments and lecture notes as the instructor is lecturing. The update on the computer lab has made it possible for the teachers to use the project in their presentations. Having updated software makes it easier and compatible to the student's computers.

**3.** What changes, if any, have been made to your PLO map?

To better understand the dynamics of the LEC as well as provide an avenue for educational opportunities for Lanai, documents, educational infrastructure, programs and equipment have been needed and continues to be a need in order to continue the vision and actions of LEC and UHMC.

The main change to the PLO was to concentrate on providing the means for the students to get their classes so they can achieve their goal and become successful in their career. Some of those means were:

- LEC expanded the communication to students by email and establishing site on Facebook.
- OHANA grant laptops tremendous help to students that do not have computers at home.
- Press releases for LEC programs and new degree and certificate opportunities.
- Reevaluate community survey on the educational needs of Lanai.
- Assess high school student's needs.
- Monthly Reporting to vice-chancellor on enrollment, retention and persistence as well as facility activities and economic situation.
- Lanai recognition program-hosted two programs (2008 and 2010) in recognition of students that have earned degree and certificates.
- Introduced new UHMC name and logo to community.

**III** Resources

Chart in appendices

h. Events and partnership programs with other agencies

i. Rural Development Project

j. LEC statistics

- IV. Appendices
  - Institutional Data
  - Perkins Data - Not Applicable

## Appendices – a. Enrollment

In the last 5 years, LEC enrollment has averaged about 33 students and 2 early admits a semester.

The fluctuation in enrollment depends a lot on the classes that are being offered. A live class attracts greater enrollment.

	<b>Enrollment</b>	<b>Early Admit</b>		<b>Enrollment</b>	<b>Early Admit</b>
<b>Fall 2006</b>	<b>27</b>	<b>1</b>	<b>Spring 2007</b>	<b>17</b>	<b>1</b>
<b>Fall 2007</b>	<b>34</b>	<b>8</b>	<b>Spring 2008</b>	<b>33</b>	<b>5</b>
<b>Fall 2008</b>	<b>21</b>	<b>3</b>	<b>Spring 2009</b>	<b>29</b>	<b>0</b>
<b>Fall 2009</b>	<b>31</b>	<b>2</b>	<b>Spring 2010</b>	<b>40</b>	<b>2</b>
<b>Fall 2010</b>	<b>43</b>	<b>1</b>	<b>Spring 2011</b>	<b>30</b>	<b>2</b>

**Appendices – b. Number of Majors**

Liberal Arts Program is what majority of the students are in. Most of the students in liberal arts are still trying to find what career avenue they want to go in. For some it is an avenue to transfer to the universities.

Building Maintenance is a popular program for those that are looking to improve their job skills and job advancement.

Business careers and HSER are also consistent for students looking to transfer to a BA program.

	Major	Number		Major	Number
Fall 2006	LBRT	7	Spring 2007	LBRT	9
	NURS	6		ACC	1
	HOPE	2		HSER	3
	HSER	8		BUSC	2
	BUSC	3		SPEA	1
	SPEA	1		HWST	1
Fall 2007	LBRT	9	Spring 2008	LBRT	10
	HWST	2		NURS	1
	HOPE	1		HWST	2
	HSER	2		HSER	1
	BUSC	4		BUSC	3
	SPEA	8		SPEA	5
	ECET	8		ECET	10
			PRCN	1	
Fall 2008	LBRT	9	Spring 2009	LBRT	9
	ACCT	1		NURS	1
	HWST	3		BLMP	10
	HSER	2		HSER	3
	BUSC	3		BUSC	5
	SPEA	3		MDA	1
Fall 2009	LBRT	16	Spring 2010	LBRT	17
	NURS	3		NURS	3
	HSER	3		HSER	3
	BUSC	5		BUSC	6
	ENGY	1		ACC	2
	ACCT	1		ENGY	2
	SPEA	2		BLMP	5
		SPEA	2		

<b>Fall 2010</b>	<b>LBRT</b>	<b>35</b>	<b>Spring 2011</b>	<b>LBRT</b>	<b>22</b>
	<b>NURS</b>	<b>1</b>		<b>EarlyCC</b>	<b>2</b>
	<b>EarlyCC</b>	<b>2</b>		<b>BUSC</b>	<b>1</b>
	<b>BUSC</b>	<b>1</b>		<b>ACCT</b>	<b>1</b>
	<b>ACCT</b>	<b>2</b>		<b>ENGY</b>	<b>1</b>
	<b>ENGY</b>	<b>1</b>		<b>HWST</b>	<b>1</b>
	<b>SPEA</b>	<b>1</b>		<b>SPEA</b>	<b>2</b>

### Appendices – c. Student Semester Hours (SSH)

As the students become familiar with the college system and how to manage their course work and job, they have increased the number of credits they are taking. For an adult student first time attending college, most of them start off by taking just one or two classes. By the second semester most students start to take three classes. The (SSH) and FTE has increased for LEC.

	SSH	FTE		SSH	FTE
Fall 2006	140	9.3	Spring 2007	78	5.2
Fall 2007	178	11.8	Spring 2008	179	11.9
Fall 2008	145	6.9	Spring 2009	128	8.5
Fall 2009	210	14.0	Spring 2010	232	15.4
Fall 2010	336	22.4	Spring 2011	229	15.2

#### Appendices-d. Number of classes offered

The number of classes offered have increased in the last five years. It has been a struggle to offer live classes. Finding qualified instructors that meet the UHMC requirements is a challenge for LEC.

The number of classes offered through internet has greatly increased, making it possible for the students to have a wider range of choices.

Skybridge classes are preferred by most of the students, because of the interaction that is instant from the instructor.

	Sky	Cable	Internet	Live
Fall 2006	15	6	10	1 Nurse Aide
Spring 2007	14	3	16	0
Fall 2007	14	3	18	1-Electrical
Spring 2008	17	4	18	2 Electrical and Biology
Fall 2008	17	8	19	0
Spring 2009	14	4	30	1 Plumbing
Fall 2009	14	3	25	0
Spring 2010	18	6	35	1 Maintenance 20
Fall 2010	16	7	43	1 Nurse Aide
Spring 2011	15	6	33	0



## **Appendices- f. Degrees and Certificates Offered**

LEC students have been able to complete their associate degrees and earn certificates from various programs. Below captures the years, degrees and numbers that were awarded. Majority of the students who earn a certificate do not participate in the UHMC commencement on Maui, so every two years LEC does a recognition program for the students. Students that have earned an associate degree have gone on to earn their BA degree.

### **FALL 2006-SPRING 2007**

Fall 2006- Associate of Arts, Liberal Arts, - 1

Certificate of Competence, Allied Health, Nurse Aide-5

Spring 2007-

### **FALL 2007-SPRING 2008**

Fall 2007 - Certificate of Competence, Business Careers, Marketing -1

Spring 2008 – Certificate of Competence, Construction Tech, Bldg Maint, Electrical – 9

Certificate of Competence, CT, Bldg Maint, Painting,-1

Certificate of Competence, CT, Bldg Maint, Plumbing-1

Certificate of Competence, Business Careers, Supervision,-3

Certificate of Competence, Business Careers, Entrepreneurship – 2

Certificate of Competence, Business Careers, Marketing,-1

### **FALL 2008-SPRING 2009**

Fall 2008 – Associate in Applied Science, Business Careers – 1 (Student went on to UNLV for her BA degree).

Spring 2009 – Certificate of Competence-Business Career-Marketing - 2

### **FALL 2009-SPRING 2010**

Fall 2009 – Certificate of Competence, Entrepreneurship I – 4

Certificate of Competence, Allied Health, Nurse Aide – 2

**Spring 2010 - Associate in Arts, Liberal Art -1**

**Associate in Applied Science, Accounting -1**

**Certificate of Competence, Allied Health, Nurse Aide -1**

**Certificate of Competence, STC, Maintenance Plumbing – 3**

**Child Development Associate, HSER - 1**

**FALL 2010-SPRING 2011**

**Fall 2010- Associate of Arts, Liberal Arts-1 (Student transferred to UHHilo for BA degree)**

**Certificate of Competence, Allied Health, Nurse Aide-8**

**Certificate of Competence, Entrepreneurship-1**

**Spring 2011- Certificate of Competence, Energy Production -1**

## **Appendices- g. Upper Division Enrollment**

**Through the UH Maui Center, Lanai students were able to stay on island and earn the following degrees and find employment. The students were able to participate in the hybrid co-horts made available through UH Manoa.**

**MASTER IN LIBRARY SCIENCE-1**

**MASTER IN KINESEOLOGY-1**

**MASTER IN EDUCATION TECHNOLOGY-1**

**MASTER IN EDUCATIONAL ADMINISTRATION-1**

**POST SECONDARY TEACHING-1**

**BACHELOR IN ELEMENTARY EDUCATION-1**

## **Appendices- h. Events and partnership programs with other agencies**

LEC Participation and Collaboration Activities with Community Organizations to serve Lanai educational needs:

### ***Event: College and Career Day***

Date: September 2006, September 2007, September 2008, October 2009

Purpose: To introduce students to difference careers and colleges. Partnership with LHES and OHA.

Number of Participants: Approximately 200 students per year.

### ***Event: Health Fair***

Date: March 2009, 2010, 2011

Purpose: To introduce UHMC allied health programs to Lanai students.

Number Participants: Approximately 500 per year (This fair was open to all LHES students and staff)

### ***Event: AmeriCorps and Hawaii Youth Conservation Corp***

Date: April 2009

Purpose: Explore career and college options in conservation.

Number Participants: 12

### ***Event: UH Manoa, School of Social Work***

Date: October, 2009 and September 30, 2010

Purpose: Information session on School of Social Work, recruitment for participants.

Number of participants: 10

### ***Event: COMPASS Test Prep***

Date; December, 2010

Purpose: To prepare students for taking the COMPASS Math test. Partnership with Alu Like and Coalition for a Drug Free Lanai.

Number of Participants: 6

### ***Event: CORE 4 Business Classes***

Date: January, 2010 – to present

Purpose: To assist residents in starting their own businesses. Partnership with Maui Economic Board.

Number of Participants: To date 30 participants

***Event: Scholarship 'Aha***

Date: January, 2010 and January, 2011

Purpose: Assist students with the FAFSA process and introduce Native Hawaiian Scholarships. Partnership with LHES and Native Hawaiian Education Association (NHEA).

Number of Participants: 60 per session

***Event: Lanai Nonprofit and Funder Day***

Date: January 2011

Purpose: To introduce Lanai nonprofit organizations and their purposes. Grantors from various organizations presented their grants and eligibility requirements.

Number Participated: 25 nonprofit organizations and grantors.

***Event: Office of Economic Development***

Date: June 24, 2011

Purpose: To connect Maui County Office of Economic Development to Lanai business.

Number of Participants: 25

***Event: Kuina Program***

Date: March 2011 and July 15, 2011

Purpose: Introduce students to the opportunities of Kuina Program

Number of Participants: 7

## **Appendices-i. Rural Development Project**

Rural Development Program (RDP) Training Classes:

The following is a breakdown of the classes offered by RDP to assist the community in job readiness, job retention and advancement.

Project Title: Training in Trades– “Just-in-Time” (AMT 20 -INTRO AUTOMOTIVE TECHNOLOGY)

Project Dates: June 13, 2006 to July 6, 2006

Project Description: Train high school students in a 4 week (3) credit UHMC college class AMT 20 Automotive Technology at LHES’s Auto Shop/Classroom.

Number of Participants in the program: 8 /Number of Participants who completed the program: 6

Project Title: LONG TERM CAREHEALTH/MEDICAL WORKER TRAINING

Project Dates: August 20, 2006 to March31, 2009

Project Description: Train participants in a 6 credit UHMC Nurse Aide 16 Course & prepare them to take the CNA Exam.

Number of Participants in the program: 6

Number of Participants who completed the program & became CNA’s: 5

Project Title: 108L-1 Building &Grounds Maintenance –BASIC ELECTRICAL WIRING 1-2-3 TRAINING

Project Dates: September 12, 2006 to October 7, 2006

Project Description: Train Castle &Cooke Maintenance Department’s staff in (8) nights of Basic Electrical wiring class.

Number of Participants in the program: 10

Number of Participants who completed the program: 8

Project Title: 102L-1 COMPUTER SKILLS TRAINING

Project Dates: May 9, 2006 to June 8, 2006

Project Description: Train Castle& Cooke’s employees from various departments in basic, intermediate, & advance Computer Skills training.

Number of Participants in the program: 53

Number of Participants who completed the program: 53

Project Title: 102L-2 CULINARY ARTS TRAINING

Project Dates: September 9, 2006 to October 8, 2006

Project Description: Train high school students in a (5) weekends of Culinary Arts Training at LHES/Four Seasons Resort at Manele Bay. Instructor from UHMC

Number of Participants in the program: 9

Number of Participants who completed the program: 8

Project Title: CAREER PATHWAYS PROJECT

Project Dates: July 1, 2006 to June 30, 2010

Project Description: Train high school students as a DOE elective credit class for 9th Graders to explore Career Pathways in various fields and to procure Digital Lab equipment for the LHES Business Classroom.

Number of Participants in the program: 98

Number of Participants who completed the program: 98

Project Title: UPGRADE LEC COMPUTER LAB & YOUTH CARPENTRY

Project Dates: June 30, 2006 to June 29, 2011

Project Description: Upgrade LEC Computer Lab with the purchase of new desktop computers & software and train participants in basic computer skills and purchase new desk top computers, AutoCAD Software, and printer for the LHES Industrial & Vocational Classroom which in turn enhance the training of high school students in the field of Carpentry which was also an DOE elective credit class.

Number of Participants in the basic computer skills program: 8

Number of Participants who completed the basic computer skills program: 6

Number of Participants in the youth carpentry program: 78

Number of Participants who completed the youth carpentry program: 78

Project Title: 820 L-2 YOUTH CULINARY TRAINING

Project Dates: May 1, 2009 to April 30, 2011

Project Description: Train high school students in a (2) week Culinary Arts & Baking Boot Camp at the Four Seasons Resort at Manele Bay. Instructors from UHMC

Number of Participants in the program: 12

Number of Participants who completed the program: 12

Project Title: 820 L-1 TOUR GUIDE TRAINING

Project Dates: May 1, 2009 to April 30, 2011

Project Description: Train participants in twice a week for the 1st session 10 weeks & 2<sup>nd</sup> session 6 weeks respectively of tour guide skills in the visitor industry and providing factual & uniformity of Lanai's cultural history and historical & cultural sites and landmarks.

Number of Participants in the 1<sup>st</sup> program: 12

Number of Participants who completed the 1<sup>st</sup> program: 9

Number of Participants in the 2<sup>nd</sup> program: 13

Number of Participants who completed the 2<sup>nd</sup> program: 13

Project Title: INTRO TO SUSTAINABLE CONSTRUCTION PROJECT

Project Dates: June 1, 2010 to May 31, 2012

Project Description: Train participants in a 5 days 8 hr. class with an understanding of practical sustainable construction practices consistent with (LEED) guidelines and prepare for Lenexa.

Number of Participants in the program: 12

Number of Participants who completed the completed: 9

Project Title: SOLAR HOT WATER INSTALLER PROJECT

Project Dates: June 1, 2010 to May 31, 2012

Project Description: Train participants in the principles of solar hot water system design, installation, operations, and maintenance.

Number of Participants in the program: 10

Number of Participants who completed the program: Training is tentatively scheduled to start on September 7, 2011.

Project Title: PHOTOVOLTAIC (PV) SYSTEM INSTALLER PROJECT

Project Dates: June 1, 2010 to May 31, 2012

Project Description: Train participants in the principles of small PV system design, installation, operations, and maintenance.

Number of Participants in the program: 8

Number of Participants who completed the program: No date thus far has been set for the training.

Project Title: UPGRADE UH MC LANAI EDUCATION CENTER PROJECT

Project Dates: April 1, 2011 to February28, 2013

Project Description: The project is to upgrade current outdated UHMC Lanai Education Center infrastructure and to install highly technical learning tools that will bring UH Maui College LEC in line with other rural satellite Education Centers in Maui County. The upgrades will support the UH Maui College classes and other web-based resources to permit Lanai students and residents to stay abreast of skills training that will be provided on the island by UH Maui College.

Number of Participants in the program: 0

Number of Participants who completed the program: No date thus far has been set for the training.

## Appendices-j. LEC Statistics

The LEC is an important part of UHMC and the community. Besides providing higher college courses, LEC also does a variety of other functions to serve the college and community. The computer lab is used by the students and the community residents. The computer lab is an important resource for the community, for not all families has a computer or internet access in their homes.

LEC continues to do COMPASS placement testing. The numbers of students testing have dropped due to the cost of the test. Because there is a fee to retake the test, students are studying before taking the test.

As part of the college service, LEC does many functions that the main campus does, such as counseling, assist with doing the financial aid documents, admissions and registration. As more students are taking on-line classes, proctoring exams have become a major service to the students, not only UHMC students but students taking classes from other campuses.

As the years have progressed, so have the importance of noting the services that LEC does.

Being able to provide these services all lead to the success of the student learning outcomes and program success.

	2009	2010	-June 2011
Computer Lab Usage	1209	1520	676
COMPASS Testing	71	83	39
Academic Counseling	29	37	57
Financial Aid	24	82	75
Admissions/Registration	79	91	86
Proctoring			40
General UHMC Info			169