

UH Maui College, Lānaʻi



ANNUAL

REPORT OF PROGRAM DATA

2021



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

University of Hawai'i Maui College Mission:

The University of Hawai'i Maui College (UHMC) inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive and safe educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawai'ian culture, and global understanding.

University of Hawai'i Maui College Vision:

The University of Hawai'i Maui College will prepare students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation.

University of Hawai'i Maui College, Lāna'i Education Center(LEC):

Lāna'i Education Center is the only post-secondary educational institute on the island, serving the community for the past 40+ years.

Lāna'i Education Center (LEC) strives to provide the same quality educational experiences provided at the main UHMC campus to the Lāna'i students and acting as liaison for the University of Hawai'i System. The facility houses two distance classrooms, a computer lab for students and the community, and staff offices. The students in our community will receive the instruction and support they need to be successful in college and beyond. LEC will continue to provide high quality credit and non-credit education opportunities to the diverse cultural, social, and economic community.

In the past years, majority of the student population of LEC were the community adult learners. But in the last 6 years we have seen an increase in high school dual enrollment students. LEC in partnership with Lāna'i High and Elementary School (LHES), has one of the highest percentage of dual enrollment student participants in the state. The community adult population are currently those seeking a certificate, a degree, and/or job skills.

In partnership with the Maui Adult HiSet program, LEC has provided computers for instructors and students. Since the beginning of this partnership in 2015, there has been

over 25 students that have received their HiSet certificate, making it possible for them to enroll into UHMC courses and gain employment.

LEC is able to provide students with access to certificates and/or degrees that they would not otherwise have. LEC offer these programs through various distance learning mediums of technologies; online-synchronous and asynchronous, interactive video, hybrid (internet and face-to-face combination), Zoom, and Google Hangout. There is time when face-to-face instruction does occur with a live instructor from Lānaʻi.

This annual program review covers the academic year 2020-2021. LEC has continue to offer “wrap around” services to the students, and to the community offering services as a “one-stop” center, even through the pandemic and adhering to the protocols of safe distancing, wearing your mask, and sanitization. LEC made sure to follow PPE guidelines to keep the students and center safe.

LEC continues to serve the Lānaʻi community by providing;

- Access to the computer lab and internet services.
- Access to interactive distance learning throughout the UH System.
- Assistance to current and emerging post-secondary educational needs.
- Academic and institutional student support.
- Support through workforce development.
- A venue and facility for small community meetings.
- A safe environment where learning can occur.
- Test proctoring that are monitored for students taking classes or industries giving employment exams.
- Assistance in college enrollment, class registration, and help in finding financial aid and scholarships.
- One-on-one tutoring.
- Serve as community liasion.
- Educational opportunities for those who may not otherwise have access to educational programs.
- Distance education courses from UHMC and other UH System institutions.
- Intake of students, including recruitment, advising, testing, and registration.

- Quality equipment and supplies for the students for delivery of courses.
- Quality recruitment and hire of lectures for courses.

These are just a few of the services that are offered to help sustain LEC and the community.

2. Analysis of the Program/Unit

Program Data for LEC

Academic Year	AY 20-21		AY 19-20		AY 18-19		AY 17-18	
Semester	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
DEMAND INDICATORS								
CREDIT								
Unduplicated enrollment	74	77	64	63	78	69	61	62
FTE	29	24	22	20	22	21	19	17
SSH (Student semester hours)	403	355	326	293	302	304	288	253
Early college students	49	54	48	53	48	47	37	42
Native Hawaiian students	21	17	21	19	29	26	15	17
Students enrolled in in-person classes on site	0	0	17	0	20	9	0	0
Students enrolled in online classes	74	77	26	50	18	22	23	47
Total Classes								
Classes originating at outreach site	0	0	1	0	1	1	0	0
Classes hosted at outreach site from Maui campus	0	0	8	6	9	6	12	8
Classes hosted at outreach site from other campuses	0	0	0	0	0	0	0	0

2021 UH Maui College ARPD
Program: Enter Program or Unit Name

Sheltered early college classes (courses & sections) MOA P-20	FSHN 185	COM 145	0	ICS 101	0	0	0	0
Sheltered early college classes under Pulama grant	ENG 100 MATH 103	BIO 100	ENG 100 HIST 151 BIO 124	MATH 103 PSY 100	ENG 100 ICS 101 MATH 103	BIO 100 ENG 100 PSY 100	MATH 103 ENG 100	ICS 101 PSY 100 ENG 100
UH SYSTEM								
UH system student testing – <i>Academic Year Data</i>		47		51		99		84
UH system student facility Users-Computer Lab, academic advising, financial aid assistance, admissions and registration assistance, community meetings, tutoring – <i>Academic Year Data (These numbers reflect the academic year students and public usage)</i>		793		1011		787		1070
NON-CREDIT								
Unduplicated enrollment	32	10	2	0	0	22	10	0
Native Hawaiian students	12	5	2	0	0	9	0	0
Classes taught on site/ or on Lānaʻi via ZOOM	1	0	0	0	0	1	1	0
Facility Users-Computer Lab, Proctor testing, academic advising, financial aid	5	5	0	0	0	22	0	0

assistance, admissions and registration assistance, community meetings, tutoring								
COMMUNITY								
Unduplicated participants								
Native Hawaiian participants								
EFFICIENCY INDICATORS								
Average Class Size (based on total class registrations)	13	12	14	15	14	11	15	11
Fill Rate (based on total class registrations)	87%	80%	93%	100%	93%	73%	100%	73%
Faculty Student Ratio								
General Funds (FTE, PT, Student Assistants, Supplies, Equipment, Scholarships)	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE
Grant Funds (FTE, PT, Student Assistants, Supplies, Equipment, Scholarships)	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT
Other Funds (FTE, PT, Student Assistants, Supplies, Equipment, Scholarships)								
EFFECTIVENESS INDICATORS								
CREDIT STUDENT INDICATORS								
Number of courses taken *	134	118	108	97	100	101	96	84

2021 UH Maui College ARPD
Program: Enter Program or Unit Name

Completion C or Higher (based on number of courses taken)	109 *	102*	64	59	77	68	57	59
Completion Native Hawaiian (based on number of courses taken, with a C or higher)	31	20	34	29	40	35	18	21
Persistence (Fall to Spring)		72		52		65		48
AA Degrees Awarded	4	2	2	0	0	0	0	1
Certificates Awarded (in Spring 2021 two persons received certificates and AA degrees and are included in both categories)	0	3	1	0	0	0	0	5
Number of Majors (Categories)*	8	9	7	6	9	9	9	8
BA Awarded	0	0	1 (W.'Oahu)	0	0	1	0	2 (Manoa)
MA Awarded -	0	0	0	0	0	0	0	0
Upper Division Enrollment and transfers	7	6	4	4	1	0	0	0
First Year Experience	3	0	0	0	0	0	0	0
NON CREDIT STUDENT INDICATORS								
Number of courses taken	1	3	2	0	0	2	1	0
Completion	21	7	2	0	0	18	10	0
Completion Native Hawaiian	12	4	2	0	0	9	0	0
Certificates Awarded	21	7	2	0	0	18	10	0
Certificates Native Hawaiian	12	4	2	0	0	9	0	0

EARLY ADMIT PROGRAM INDICATORS								
Number of courses taken	75	68	60	78	53	52	42	43
Number of Credits	227	204	180	234	159	156	126	129
Completion C or Better	75	67	60	78	53	51	42	41
Completion Native Hawaiian	13	13	13	12	11	12	6	5
COMMUNITY STUDENT INDICATORS- Credit								
Number of courses/workshops taken	58	50	48	19	47	49	54	41
Completion	58	50	48	19	47	43	42	29
Completion Native Hawaiian	8	4	8	3	18	12	6	5

This new way of reporting the program data is a work in progress. I will try to present an analysis of the data as it is presented. The data captures 4 academic years; Fall to Spring. No data is presented for Summer sessions, although Summer session for LEC has seen an increase in enrollment.

Demand Indicators – Credit and UH System

As unduplicated enrollment has increased, so has the student semester hours and FTE enrollment. The increase in enrollment is due to the dual credit program that offers high school students the opportunity to earn college and high school credits. The dual credit program is made possible through funding partnerships with Hawai'i P-20 and Pulama Lāna'i Grant. Since Spring 2020, LEC and LHES became part of the Hawai'i P-20 Early College Program. With the assistance of LHES, college classes are able to be held and monitored at LHES. With the assistance of the DOE teacher and LEC staff, the students are able to get the student support they need to succeed in the college classes. Classes offered though P-20 have been; FSHN 185, COM 145, HIST 151, ICS 101. With the Pulama Grant the high school students are able to take college classes outside of their high school schedule. Throughout this program review more data will be presented on the Dual Enrollment/Early College students.

Approximately 25% of LEC enrollment is made up of Native Hawaiian students. This is data that has never been captured before.

Classes that are held at LEC are mostly delivered through online modality. With the pandemic it is not possible to hold face-to-face classes. UHMC and the UH, no longer uses Skybridge or HITS to deliver classes to LEC. It took a great adjustment for the LEC students to learn the online learning methods and delivery of classes via ZOOM, Google Classroom, or other methods as gleaned by the instructors. As the data shows, classes originating at LEC, classes hosted by Maui campus, or from other campuses is no longer a modality used to deliver classes.

LEC continues to assist the UH system through a variety of student support services. As much as we try to keep track of the data and the areas we do offer services, sometimes we don't capture the full picture. LEC does test proctoring, employment testing, computer technology troubleshooting, academic advising, assistance in the application process, registration, financial and scholarship applications, tutoring, and serve as liaison with the UH system and the community.

Non-Credit

There is an interest in non-credit classes. It is just a matter on the method of delivery of the classes. As more and more instructors switch to on-line instruction modality or ZOOM, there will be a greater interest in non-credit classes. This academic year, LEC was able to facilitate the delivery of the following classes; 'Ōlelo Hawai'i, Plumbers Competency Course, Drone Course and Renewable Energy Course. As new courses become available, LEC forwards that information to community agencies.

Community

Although LEC is a major part of the Lāna'i community, LEC has not kept track of the community unduplicated participants and native Hawaiian participants. I need to have more clarification on this section.

Efficiency Indicators

The average class size for LEC is 12-15 students. LEC largest classroom can hold only 12 students comfortably. With the pandemic, the use of the classroom is limited to 6 students. UHMC campus has been very accommodating in getting Lāna'i students into the classes they need to earn their degree or certificate. When requesting sheltered classes, LEC has been able to fill the class to cover instructor cost.

LEC does receive general funds and grant funds from Pulama Lāna'i. Pulama grant supports the .5 PT staff that assist with the Dual Enrollment Program, the cost of tuition, fees and books for the students in the program.

Effectiveness Indicators

The number of courses per semester reflects the total number of courses students have taken. Majority of the students do complete the courses with a C or better. The persistence rate from Fall to Spring is high. Fall 2020 enrollment was 74 and 72 persisted into the

Spring. This academic year, 4 students received their Associate Degree. Three of the students were dual enrollment students. The number of majors, indicated the number of different majors during that semester. The majors for this past academic year were; Liberal Arts, Nursing, Accounting, Business Tech, Human Services, ABIT, Education, Carpentry, and Hawaiian Studies.

As much as possible we try to keep track of the students who are doing their course work for their Bachelor or Master programs, or even those that also transfer to the 4 year programs. Although there are some students that do not receive their Associate degree from UHMC, they are transferring out to UH Manoa or UH West Oahu.

During the Fall semester, students are beginning to participate in FYE. It has been helpful when UHMC campus lets LEC knows who those students are.

Non Credit Indications

The number of non-credit courses numbers, are the number of courses that were offered. This is an area that LEC needs to facilitate more in recruitment for the courses.

Community Student Indications-Credits

The data presented here is for credits courses taken by the community adult students. This area I need more clarification on. I didn't know if the credit and noncredit should be combined. I did not include the noncredit courses in this data.

Early Admit Program Indicators

Again, majority of LEC enrollment are the Early Admits. The completion rate of C or better and completion of the Hawaiian students is high. The Early Admit program has been a success for LEC and LHES. Because LEC is able to offer the Math 103 and Biology 100, the students are able to earn their high school STEM Honors Award. LHES in the past years have had the highest percentage of STEM completers in Hawai'i public school. Also in the past years, LHES have placed in the top 5% of completers in the dual enrollment programs. Every year LEC recruits 50% or higher of each high school class to participate in the dual enrollment program. Part of this program after high school graduation, LEC tries to track where the students are going and if they have earned their degree in 2 or 4 years.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Program Goal	Mapping/Activity	Assessment	Analyzing/Results	Plan and Implementation
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Program Goal 1a: Game Plan to Market Classes Credit and Non Credit	Survey community needs with community agencies. Utilizing community data base; upon receiving new course offerings, establish and email flyers to community agencies.	Assess which courses can be offered to community via UHMC and when can the course be delivered. Seek funding for courses.	Survey Results: Need for medical occupation; such as CNA, Medical Assistant, and Dental Assistant. Students want fast track training. Was able to hold CNA class for 5 students. Drone class for 5 students. Plumbing Testing for 2 students. Renewable Energy for 3 students. Hawaiian language for 21 students. Utilized Hanalima, AHEC, and Pulama Grants.	Work with Hanalima Grant to bring CNA training and certification testing to Lāna'i. Use of Pulama grant for supplies needed for classes. Hanalima grant to help with tuition.
Program Goal 1b: Plan for New Facility	Work with leaser of LEC to establish a timeline on new facility. Seek grant funding for assistance in blueprint. Seek community input on what does a new facility look like. Look at education models.	Establish a vision group on what this facility would look like. What is the goals/purpose of the center.	Building is old and in need of major repairs. Enrollment unable to accommodate a large group-most can host in a classroom is 12.	Planning on hold – not a top priority with leaser. But will continue conversations on very important topic as enrollment grows.
Program Goal 1c: Advisory Board	Invite possible board members to presentation on LEC and its goals and history.	Look at community members and what they can bring to the table.	Small community, many residents already are on other boards. Need to expand board member reach to include students.	Have conversations with possible board members.
Program Goal 2: College and Career Assessment with Early Admits	Have dual enrollment students do Focus2	Review Focus2 Assessment prior to meeting with the students one-on-one.	View with students outcomes of Focus2 and plan college courses and possible internships accordingly.	Beginning of Spring meet with students to plan course of action for the next upcoming year.
Program Goal 3: Facilitate 'Ōelo Hawai'i into DOE programs.	Assist with facilitating community/school meetings to expand	Meet with school to establish the needs.	There is a desire for this program, but meeting the times	Assist current teachers in finishing their degree and find

	on Hawaiian Language and Culture classes and activities.	To recruit students and teachers.	and finding teachers is a challenge.	funding to assist with cost.
Program Goal 4: Master Plan on college courses for Early Admit	Establish a steam line for class offering that meet the requirements of high school and college. Establish courses that will transfer to universities. Do a 2-4 year college class plan.	With Focus2 tool we can use that to plan senior year classes that meet the student interest. Meet with high school counselor to help establish plan.	Higher retention of students for program and higher retention after high school into college..	Start individual plan with student upon entering program.

Program goals 1a-1c are part of ongoing program needs to be done yearly to keep the sustainability of LEC. These goals will help to keep LEC on track and reflect on services providing. LEC needs to constantly survey the community needs and student needs to be able to provide more suitable services that serve the workforce needs.

Program Goal 2. Career and college assessment needs to be done with the students so that individual plans can be establish to meet the individual needs of the student and their career goals. Focus2 is a tool that can assist in this planning.

Program Goal 3. The opportunity for the community to get Hawaiian language and culture classes has always been a challenge for Lāna'i. Finding and establishing partnerships, and getting the committment from the community is also a challenge. With private funding, LEC has been able to assist the teachers that are interested in learning and teaching the language and culture, to further their education and work on getting their degree. Hopefully this will start to build capacity.

Program Goal 4. Indiviudal college and career plans are needed to be case managed in order to help students follow through on their career pathway. Will continue to work with students in building their personal transition portfolio from high school to college to work.

4. Action Plan

Program Goals Action	Mapping Action Plan
Program Goal 1:	Introduce transfer options to early college students. Forward transfer workshops to community students.

Transfer and Support for Upper Division Opportunities	Work with 4 year universities to do presentations via ZOOM with Lānaʻi students. Work with students on a 2 and 4 year individual plan.
Program Goal 2: Create internships with community organizations	Survey with community agencies to see if there are internship opportunities in career pathways. Survey students' internship interest and availability to do internship. Research and Formulate internship models, objectives, and plan
Program Goal 3: Build Non-Credit Program in high school and community.	Research and work with non-credit department on possible courses and certification for high school students. Survey students on interest and availability. Build a schedule to execute classes, seek funding.

5. Resource Implications

Academic Support Position. With the increase in enrollment, there is a need for a full-time academic support position that can assist the students, instructors, and needs of LEC. Currently there is a .5 PT that is funded by grant.

Reestablish 9-month faculty to 11-month faculty. With the budget cuts, the only faculty staff at LEC was cut to a 9-month position. When one person is ill or on vacation it leaves only a .5 position or the other full time employee to man the whole operation of LEC. Thus increasing the workload and stress level of the employee.

O&M Support. LEC does not have any staff from O&M. All cleaning and maintenance on LEC inside and outside is the responsibility of the staff. This cuts into the hours' staff need to run LEC on a daily basis, cuts into the needs of the student support, and presents a health issue for current staff to maintain the safety and cleanliness of the building. LEC staff have not been trained in the use of any of the cleaning supplies, use of yard equipment, and first aid.

Tech Support. LEC continues to receive tech support from UHMC campus when needed. But there are times when internet goes out and computers are not working. It would be helpful to have tech support on island checking equipment quarterly.