

UH Maui College, Lānaʻi



UNIVERSITY of HAWAI'I®  
**MAUI COLLEGE**

## 1. Program or Unit Description

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### **University of Hawaiʻi Maui College Mission:**

The University of Hawaiʻi 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 Hawaiʻian culture, and global understanding.

### **University of Hawaiʻi Maui College Vision:**

The University of Hawaiʻi 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 Hawaiʻi Maui College, Lānaʻi Education Center(LEC):**

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

Lānaʻi Education Center (LEC) strives to provide the same quality educational experiences provided at the main UHMC campus to the Lānaʻi students and acting as liaison for the University of Hawaiʻi 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 7 years we have seen an increase in high school dual enrollment students. LEC in partnership with Lānaʻi High and Elementary School (LHES), has one of the highest percentage of dual enrollment student participants in the state of Hawaiʻi. The community adult population are those seeking a certificate, a degree, and/or job skills.

Although hospitality is still the main employment industry on Lānaʻi, there has been a shift in the community to branch into other necessary economic, health, and educational opportunities. The agriculture sustainability has become an avenue of job opportunities for residents who are employed by Sensei Farms. The idea of health wellness has provide training opportunities for residents to become Certified Nurse Assistants and also other Health career pathways. The work force needs for Lānaʻi has taken a shift for Pūlama Lānaʻi, who is a major employer, to look at skills needed by their employees to keep up with the

demand of innovative technology and construction. Teacher education and training is also another career pathway that has been in deed of expansion.

In partnership with other UH system programs, employers on-island, and other community agencies, LEC has provided academic and student support to instructors and students. Collaboration with these entities gives the students the opportunity to succeed.

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. Having face-to-face instruction is a challenge for Lānaʻi due to lack of qualified instructors.

This annual program review covers the academic year Fall, 2021- Summer, 2022. 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. Post-pandemic, LEC continues serve the Lānaʻi community and students by providing;

- Access to the computer lab and internet services.
- Loan of hot-sports, and computers to students.
- 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 cources.
- 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-	21-22	AY 20-21		AY 19-20		AY 18-19		AY 17-18	
Semester	Fall	Spr	Fall	Spring	Fall	Spr	Fall	Spring	Fall	Spring
DEMAND INDICATORS										
CREDIT										
Unduplicated enrollment	59	55	74	77	64	63	78	69	61	62
FTE	18	17	29	24	22	20	22	21	19	17
SSH (Student semester hours)	267	248	403	355	326	293	302	304	288	253
Early college students	44	44	49	54	48	53	48	47	37	42
Native Hawaiian students	12	9	21	17	21	19	29	26	15	17
Students enrolled in in-person classes on site	0	0	0	0	17	0	20	9	0	0
Students enrolled in online classes	59	55	74	77	26	50	18	22	23	47
Total Classes										
Classes originating at outreach site	0	0	0	0	1	0	1	1	0	0
Classes hosted at outreach site from Maui campus	0	0	0	0	8	6	9	6	12	8
Classes hosted at outreach site from other campuses	0	0	0	0	0	0	0	0	0	0
Sheltered early college classes (courses & sections) MOA P-20	FSHN 185 MATH 103	COM 145	FSHN 185	COM 145	0	ICS 101	0	0	0	0

Sheltered early college classes under grants	ENG 100 PSY 100 HIST 151	BIO 100 IST 152	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
<b>UH SYSTEM</b>										
UH system student testing – <i>Academic Year Data</i>	NA	NA		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>	385	498		793		1011		787		1070
<b>NON-CREDIT</b>										
Unduplicated enrollment	6	11	32	10	2	0	0	22	10	0
Native Hawaiian students	3	2	12	5	2	0	0	9	0	0
Classes taught on site/ or on Lānaʻi via ZOOM	2	3	1	0	0	0	0	1	1	0
Facility Users-Computer Lab, Proctor testing, academic advising, financial aid assistance, admissions and registration assistance, community meetings, tutoring	6	10	5	5	0	0	0	22	0	0
<b>EFFICIENCY INDICATORS</b>										
Average Class Size (based on total class registrations)	15	15	13	12	14	15	14	11	15	11

Fill Rate (based on total class registrations)	100%	100%	87%	80%	93%	100%	93%	73%	100%	73%
Faculty Student Ratio										
General Funds (FTE, PT, Student Assistants, Supplies, Equipment, Scholarships)	1 FT	1FTE	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)	.5FTE	.5FTE	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT	.5 PT
<b>EFFECTIVENESS INDICATORS</b>										
<b>CREDIT STUDENT INDICATORS</b>										
Number of courses taken *	89	80	134	118	108	97	100	101	96	84
Completion C or Higher (based on number of courses taken)	88	78	109 *	102*	64	59	77	68	57	59
Completion Native Hawaiian (based on number of courses taken, with a C or higher)	18	12	31	20	34	29	40	35	18	21
Persistence (Fall to Spring)		47		72		52		65		48
AA Degrees Awarded	3	1	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)	1	2	0	3	1	0	0	0	0	5
Number of Majors (Categories)*	9	8	8	9	7	6	9	9	9	8
BA Awarded	NA	NA	0	0	1 (W. 'Oahu)	0	0	1	0	2 (Manoa)
MA Awarded -	NA	1	0	0	0	0	0	0	0	0

Upper Division Enrollment and transfers	6	6	7	6	4	4	1	0	0	0
First Year Experience	6	0	3	0	0	0	0	0	0	0
<b>NON CREDIT STUDENT INDICATORS</b>										
Number of courses taken	2	3	1	3	2	0	0	2	1	0
Completion	6	11	21	7	2	0	0	18	10	0
Completion Native Hawaiian	3	2	12	4	2	0	0	9	0	0
Certificates Awarded	6	11	21	7	2	0	0	18	10	0
Certificates Native Hawaiian	3	2	12	4	2	0	0	9	0	0
<b>EARLY ADMIT PROGRAM INDICATORS</b>										
Number of courses taken	58	54	75	68	60	78	53	52	42	43
Number of Credits	173	162	227	204	180	234	159	156	126	129
Completion C or Better	56	54	75	67	60	78	53	51	42	41
Completion Native Hawaiian	8	6	13	13	13	12	11	12	6	5
<b>COMMUNITY STUDENT INDICATORS-Credit</b>										
Number of courses/workshops taken	42	28	58	50	48	19	47	49	54	41
Completion	42	28	58	50	48	19	47	43	42	29
Completion Native Hawaiian	3	3	8	4	8	3	18	12	6	5

LEC and system is still working on a lateral way to report the data that reflects all the outreach programs and their progress. I will try to present an analysis of the data as it is presented. The data captures

5 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***

The academic year, unduplicated enrollment has decreased, so has the student semester hours and FTE enrollment, due to more people have returned to full-time working. The dual credit program that offers high school students the opportunity to earn college and high school credit, has also changed due to class size at the high school. The dual credit program is made possible through funding partnerships with Hawai'i P-20, Pulama Lānaʻi Grant, and UH Ho'okui Program. 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 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 covering tuition, fees and book, the high school students are able to take college classes outside of their high school schedule.

Approximately 12% of LEC enrollment is made up of Native Hawaiian students. This is data that LEC needs to better capture to serve the Hawaiian population and provide necessary student support to gage successful completion of programs.

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. This academic year, student test proctoring was had to capture the data, due to more students doing online courses with makes the exams online also.



### ***Non-Credit***

Through the support of the Hanalima Career Pathway grant, 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; Renewable Energy Course, Electrical Technician, HVAC, and Certified Nursing Assistant. As new courses become available, LEC forwards that information to community agencies. LEC needs to figure a way to be able to capture the non-credit students via a database. There may be Lana'i students taking classes that do not utilize the facility. Those students, LEC would have no count on unless told by the non-credit division on Maui Campus.

### ***Efficiency Indicators***

The average class size for LEC is 12-15 students. LEC largest classroom can hold only 12 students comfortably. UHMC campus has been very accommodating in getting Lānaʻi 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 Lānaʻi. 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. 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, Business Management, Human Services, ABIT, Education, Carpentry, Creative Media, and Hawaiian Studies.

The Following degrees and certificates were awarded:

- |                         |                        |
|-------------------------|------------------------|
| 1 - AS in Nursing       | 1-CO in Business Admin |
| 2 – AA in Liberal Arts  | 1-CA in Human Services |
| 1- AA in Human Services |                        |

1- CA in Practical Nursing

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. There was one student that received her Master in Business Administration from UH Manoa in Spring 2022.

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 so we can provide support services

**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..

**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 afer high school graduation, LEC tries to track where the students are going and if they have earned their degree in 2 or 4 years.

**Community Student Indications-Credits**

The data presented here is for credits courses taken by the community adult students. LEC needs to rebuild the adult population in credit and non-credit courses, certificates and degrees.

**3. Program Student Learning Outcomes or Unit/Service Outcomes**

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Program Goal	Mapping/Activity	Assessment	Analyzing/Results	Plan and Implementati on	<b>OUTCOME on meeting goals.</b>
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<b>Program Goal 1a:</b> 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.	Work with Hanalima Grant to bring CNA training and certification testing to Lānaʻi. Use of Pulama grant for supplies needed for classes. Hanalima grant to help with tuition.	Was able to market more of the non-credit classes to the community agencies. Popular course was the CNA course with 11 participants and completers earning the state certification and getting jobs. Electrical Maintenance course gave workers more needed job skills. Hanalima Grant was helpful in funding these classes.
<b>Program Goal 1b:</b> 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.	LEC worked with a vision group on what the education system for Lanai would like if a new school system was planned. What another pre-school would be. The idea was to look at the system and what it could offer, instead of the facility at this time.
<b>Program Goal 1c:</b> 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.	This goal was not moved on.
<b>Program Goal 2:</b> 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.	Outgoing seniors were give the Focus2 to do. LEC met with some of the students to assist in their career/college planning upon acceptance into post-secondary college.
<b>Program Goal 3:</b> Facilitate 'Ōelo Hawai'i into DOE programs.	Assist with facilitating community/school meetings to expand on Hawaiian Language and Culture classes and activities.	Meet with school to establish the needs. To recruit students and teachers.	There is a desire for this program, but meeting the times and finding teachers is a challenge.	Assist current teachers in finishing their degree and find funding to assist with cost.	With the assistance of the Pulama Scholarship, immersion teachers have been able to continue their education in obtaining their teacher licensing. Two teachers will complete in Spring 2023.

<b>Program Goal 4:</b> 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.	Due to change in administration at LHES, this plan is on hold.
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**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.** Indiuidal 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
<b>Program Goal 1:</b> Transfer and Support for Upper	Introduce transfer options to early college students. Forward transfer workshops to community students.

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.
<b>Program Goal 2:</b> 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
<b>Program Goal 3:</b> 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.

LEC will continue to work on the service goals and action plan goals in the upcoming year. Those goals and action plans set forth for 21-22, still need to be worked out and planned accordingly. These are goals that LEC will be working on probably for the next two years.

## 5. Resource Implications

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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 employees. This budget cut has made it difficult to plan for summer programs and coverage.

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 planned for at least quarterly, and not just when needed.