

UH MAUI COLLEGE

Lahaina Education Center

Comprehensive Program Review

10/28/2011

An assessment of the first five years of the operation of the Lahaina Education Center.

UH Maui College Lahaina Education Center

Comprehensive Program Review

October 2011

Preface:

In 2006, the Hawaii Rural Development Project funded the restoration of a vacant building that previously housed a community preschool. In the fall of 2006, the site had a soft opening as the newest Outreach Center for (then) Maui Community College. The 2800 sq. ft. facility featured a lecture classroom, conference room, 12 station computer lab, reception/office area and an 800 sq. ft. HITS dedicated classroom with state-of-the-art electronic technology. As with any new entity, the first few years were devoted to learning how this Center could best serve the residents of West Maui. This comprehensive review of the Lahaina Ed Center recaps the first five years of operation and will endeavor to explain the picture that has emerged.

I. Assessment of student learning

a. Program Learning Outcomes

The UH Maui College outreach sites have adopted a common PLO (Program Learning Outcome), and have applied it in a manner that is specific to each Center. The PLO is:

Outreach centers 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.

The Lahaina Education Center has approached this Outcome by addressing five areas of performance:

- Academic Success of Lahaina Education Center Students
- Student Services
- Test/Proctoring Services
- Relevance to the West Maui Community
- Alignment with Maui College and the UH System

The final four performance areas also contribute to the first: "Academic Success of Lahaina Ed Center Students."

b. Assessment plan/PLO components used

Although the direction, staff and assessment tools of the Lahaina Ed Center have changed rather dramatically during the past five years, the overall plan can be briefly summarized, in retrospect, in the following grid:

Academic Year	PLO component	Strategy	Assessment Tools
2006-2007	Relevance to West Maui	Emphasis on Continuing Ed, strong connection to "VITEC"	1 OCET student assessment 2 Registration #s 3 Community survey
2007-2008	Alignment with UHMC	Focus on Skybridge, Cable and Live classes	1 Registration #s
2008-2009	Student Services	Promoting Services to West Maui students – processing applications, intermediary for SS functions, advising, etc	1 Track usage 2 Survey students
2009-2010	Academic Success of Degree Seeking Students	Assistance to students & DL instructors to insure student success	1 Track % of students completing with C or + 2 Track % of students continuing/graduating 3 Survey Students
2010-2011	Test/Proctoring Service	Open proctoring service to ALL UHMC students who are attending on main campus or DL courses from other campuses	1 Track usage 2 Survey Students 3 Survey Instructors 4Track retention, persistence

2. Evidence

a. Assessment Tools

Since the development of the LahEC was funded largely by the Rural Development Project (RDP), the main assessment methods in the first year of operation were geared to the needs of RDP, a Department of Labor organization. This included an intake form geared more to employment demographics, as well as a quarterly report focusing on aggregate student usage. For example, a quarterly report listed the number of participation in credit courses, non-credit courses, placement testing and academic advising sessions. Yet the result of whether the students were successful was not tracked. Also during this time, the community was surveyed regarding their needs and expectations of the Lahaina Ed Center.

By 2008, assessment became more aligned to that of the main UHMC campus. Databases (Banner, STAR) were used to extract specific credit enrollment information, and also to begin the process of evaluating the success of the program – are Lahaina Ed Center students completing their courses at the same rate as their main campus counterparts? Are they receiving the same quality of instruction? Also during this time, a community survey was developed to focus on the needs of the business community. What courses do they want for their employees? For themselves? For their families?

Student surveys are an important assessment tool and each semester the students are polled twice, on two separate issues: what classes they will need next and how they rate the LahEC. For the second poll, the Center alternates between open-ended questions one semester (what's working at the LahEC? What could be improved?) and numerical rating assessment the next semester.

During the final two academic years within this review period, the Lahaina Education Center experienced an increased level of usage for services beyond lecture class attendance, mirroring the function of The Learning Center. Therefore usage of the computer lab, test proctoring and vacant rooms for study groups gained a more prominent role in data-gathering, not just THAT it was being used, but why and by whom. This helps assess the relevancy of the Center.

The least quantifiable yet most important aspect of assessment used is dialog. Conversations with current, past and prospective students, informal focus meetings, discussion with Advisory Committees, the community, main campus peers and administration – puts a face on the statistic and guides the LahEC staff towards conclusions and actions that add value to the students' education as individuals and as a group.

b. Summative Evidence

Key aspects of the result, sorted by the original five performance areas, are summarized in the following:

1. Academic Success of Lahaina Ed Center students			
Goal	Strategy	Assessment Methods	Outcome
Consistent enrollment	1. Wide distribution of schedules, via email, Facebook, website, handout and business distribution	Track enrollment via Banner SFRSLST	Enrollment has ranged from 20 students (beginning) to 86. Due to CRN policy changes, each semester's #s are not always comparable to each other. The enrollment is reasonably consistent.
Completion of courses with C or better	1 Offer "Personal service" by getting to know each student and checking in 1 -1 frequently during semester 2 Act as liaison btwn student and distance instructors, if needed 3 Insure computer lab is in top shape, offer quiet study space 4 Monitor problem areas such as developmental math, and respond accordingly 5 Assist students in determining if in right class & advising as appropriate 6 Connecting student with appropriate resource (advisor, counseling, disability assistance, TLC, etc) when needed	Track Grade Completion via Banner SFRSLST Analyze by entire group and by class, look to identify trends from semester to semester Compare completion (retention) % to overall UHMC completion rate.	1 Dramatic increases from 51% to 77% of student success. Note: "N" grade for dev. math cannot be included in success. 2 LahEC proactively initiates rapport btwn Outreach & DL instructors for student support during semester. 3 Dev. Math is area of concern – working w/math dept to find solutions. 4 Persistence to next semester has increased to 78%

Continuation to next semester until goal completion	Keep ongoing track of previous sem. students & contact those who haven't re-registered to offer assistance	Track each student (manually) to develop continuation (persistence) data. Compare % to overall UHMC continuation rate.	Persistence to next semester has increased to 78%
2. Ability to offer Student Services			
Goal	Strategy	Assessment Methods	Outcome
Efficient processing of UH applications	Process apps on the day received & give UH # to student	Self explanatory	Achieved goal of same day processing in all cases (when Banner is up)
Serve as liaison btwn. student and SS departments such as Financial Aid, EOC, Health Center	Maintain rapport w/depts., quickly fax/scan forms & submit. Offer Conf Rm to Counselors, etc to meet w/ WM students	1 Peer survey 2 Student survey 3 Date stamp all work and spot check	Student survey – overall rating Center: excellent. Rating ease of service – exlt Peer survey – not yet developed.
Serve as liaison btwn. student and Academic Advising, offer basic interim advising	Schedule minimum 1 visit to LahEC from Academic Advisor for current students & community	1 Track # of students served against # of students who have not visited advisor 2 Peer survey 3 Student survey	Approx 10 students per sem meet w/Ad Adv on site. More visits needed. Student survey – Satisfied w/mtgs, but requests more.
Assist with payment transactions	1 Closely monitor “purge list” to insure students who are in process of FA are not dropped 2 Assist in payment of tuition, as needed	Collect data from Banner SFRSLST list immediately prior to purge, and immediately after	1 Attempts to contact each LahEC student on purge list: 100%. Response from student (to save from purge): 70% 2 Note: Determined w/cashier that LahEC not handle cash payments.
3. Testing and Proctoring Services			
Goal	Strategy	Assessment Methods	Outcome
Administer Compass Placement tests for incoming students, LHS, community	1 Encourage early placement testing for all prospective students 2 Offer study aids and resources	1 Track placement testing by month, semester and AY 2 Student survey	1 All time high Sp 11-admin. 72 placement tests 2 Advertise this service in social media and Lah News 3 Tests groups of LHS and MPA each spring
Test Proctoring - UHMC classes	1 Offer TLC-like test proctoring for all UHMC students, regardless of where attending 2 Communicate to faculty	1 Collect & track data by semester 2 Faculty survey	1 Proctoring has increased by 80% 2 Three student survey responses cite this as contrib. factor to not dropping classes 3 Rapport developed w/3 non DL instructors for proctoring 4 Survey not yet developed
Test Proctoring - UH system	Test proctoring for all DL classes originating at other campuses, & taken by UHMC students	1 Collect & track data by semester 2 Faculty survey	1 Proctoring increased 80% 2 Faculty survey not developed
Test Proctoring - non-UH for fee	For appropriate fee, the LahEC Ast. is an ACT certified testing center	Student feedback	LahEC Ast proctors about 3 tests for fee, each AY

4. Relevance to West Maui Community			
Goal	Strategy	Assessment Methods	Outcome
Credit classes	1 Poll ALL students in WM prior to each semester for class needs, track on a “two years out” calendar 2 Develop informal “cohorts” whenever possible 3 Participate in UHMC distance ed course planning 4 Develop relevant live classes 5 Poll community	1 Banner SFRSLST – to determine # of WM students per class, # of students unable to register 2 (DL class full), % of students completing w C or better. Informally poll hourly employees in WM 3 Track # of degree & certif. completion , track majors	Current LahEC students have schedule early & ready to go on registr. day Finite # of DL seats limit enrollment at LahEC Focus of community has changed from hotels to ocean studies – LahEC has responded HSER majors beginning to align course choices as group Determined need for live ICS 101 class (TBA)
Continuing Ed classes	1 Poll students, community, former OCET participants 2 Recruit WM teachers 3 Develop communication system with OCET staff 4 Poll LahEC Advisory Comm	1 Survey attendees 2 Poll attendees on future class requests 3 Monitor % of classes cancelled due to low enrollment	1 st two years – 68 % of scheduled OCET classes cxld due to low enrollment. Pulled back, scheduled fewer classes & now wait for several community members to express interest before scheduling. Increased Lah News PR. Requested OCET to assign one person to coord w/LahEC – this has contributed to recent success. QuickBooks very popular – instructor is WM resident
Response to changing needs of community	1 Poll LahEC Advisory Comm 2 Build rapport w/ businesses 3 Stay current w/labor mkt, unemployment, other local developments 4 Communicate w/community via Lahaina News, FB, web	Community survey Advisory Comm feedback Measure LahEC majors, statistics against WM demographics	1 Early on, Advisory Comm was strong entity. Attrition & change of staff weakened group. But in 2010-2011, new members bringing new insights, energy into Comm. LahEC staff became involved in many comm. groups; this brings groups into LahEC’s network. 2 Active in Soc. Of Human Resource Mgrs – pulse of business comm. 3 Have exceeded goal of at least one article w/picture in Lahaina News per month 4 Through STAR database, LahEC contacts every WM person w/active app. For UHMC twice – survey of needs and announcing new schedule 5 Facebook site – 200 pp are following the Center

Relevance to West Maui Community (continued)			
Room Rentals, if available	1 Encourage Word of Mouth communication 2 Develop, distribute collateral materials 3 Encourage summer rental (less busy)	1 Track rental statistics and revenue 2 Post-mtg satisfaction poll	After all time high \$5000 rental revenue in summer of 2008, rental income has greatly decreased, due to increased student activity (rooms aren't available). Looking to develop simple, ongoing rental situations Survey results: 100% rated facility as excellent
Partnerships with organizations	Develop partnerships that benefit students, employees or community in general by creating and maintaining rapport w/businesses, churches, clubs, etc	1 Track "drop-in" visits per semester 2 Compare LahEC demographics to WM demographics	1 Difficult w/ level of staff prior to 2010, but with addition of student helper, is now possible. Coord. visits approx. 40 sites each semester w/new sched. 2 Devel. rapport w/ 3 local church groups 3 More to come...
Partnership with Lahainaluna High School, Maui Prep Academy	Find "intersection points" where community can serve greatest # of students transitioning to higher ed.	Track # of Early Admits by semester 2 Track # of HS students serviced who continue on	1 Changes @ LHS admin has made this challenging. 2 Developed rapport w/2 counselors. Also added LHS community facilitator to Advisory Committee. 3 Tracking not in place yet
5. Actively Involved in UHMC Kahului, UH system			
Goal	Strategy	Assessment Methods	Outcome
Insure that the LahEC is aware of current vision, trends and programs of UH Maui Kahului	1 Participate in Department Heads mtgs, Academic Senate, convocations, etc. 2 Involvement in various programs, such as ATD, etc 3 Utilize Professional Development opportunities	1 Feedback from Coordinator's DPC 2 Peer survey 3 Track mtg attendance 4 Have regular mtgs with LahEC staff	1 Staff attends Prof Dev sessions for internal procedures, program review skills, mission & vision planning and more 2 ATD committee member 3 Note: Distance makes this challenging, but doable. Also keeping current w/vernacular is challenging
Insure that the LahEC contributes to UHMC at large.	Serve on committees when appropriate Participate in promotional events	Peer survey Track event participation	Peer survey: rated exceptional Participated in five events (college fair, etc) during 2010 -2011, due to addition of student assistant (work study)
Insure that the LahEC is connected with UH system, in appropriate ways	Participate in ITV, UH/EC and other system-wide groups Familiarity with rules & regs Familiarity with other campuses, programs, degrees	Survey UC students Survey students taking DL courses from other campuses	Survey not yet in place Active participation in ITV, UC/EC

Additional data used to determine effectiveness of the Lahaina Education Center

**UH Maui College, Lahaina Ed Center
Summary Data-At-a-Glance**

Fall 2006

Unduplicated students	20
Avg # of seats per HITS class	0
Distance/Live ratio	n/a
Instances of computer lab/study use	n/a
Placement Tests Administered	n/a
Test proctoring (non-Lahaina classes)	n/a
Retention (C avg or better)	63%
Persistence to following semester	

Spring 2007

Unduplicated students	45
Avg # of seats per HITS class	0
Distance/Live ratio	n/a
Instances of computer lab/study use	n/a
Placement Tests Administered	n/a
Test proctoring (non-Lahaina classes)	n/a
Retention (C avg or better)	60%
Persistence to following semester	

Fall 2007

Unduplicated students	86
Avg # of seats per HITS class	3.4
Distance/Live ratio	n/a
Instances of computer lab/study use	n/a
Placement Tests Administered	n/a
Test proctoring (non-Lahaina classes)	n/a
Retention (C avg or better)	51%
Persistence to following semester	

Spring 2008

Unduplicated students	62
Avg # of seats per HITS class	2.4
Distance/Live ratio	n/a
Instances of computer lab/study use	228
Placement Tests Administered	18
Test proctoring (non-Lahaina classes)	n/a
Retention (C avg or better)	62%
Persistence to following semester	

Fall 2008

Unduplicated students	55
Avg # of seats per HITS class	3.6
Distance/Live ratio	n/a
Instances of computer lab/study use	388
Placement Tests Administered	23
Test proctoring (non-Lahaina classes)	n/a
Retention (C avg or better)	70%
Persistence to following semester	

Spring 2009

Unduplicated students	60
Avg # of seats per HITS class	3
Distance:Live ratio %	60:40
Instances of computer lab/study use	327
Placement Tests Administered	23
Test proctoring (non-Lahaina classes)	n/a
Retention (C avg or better)	71%
Persistence to following semester	

UH Maui College, Lahaina Ed Center
Summary Data-At-a-Glance (continued)

Fall 2009

Unduplicated students	86
Avg # of seats per HITS class	4
Distance:Live ratio	60:40
Instances of computer lab/study use	512
Placement Tests Administered	83
Test proctoring (non-Lahaina classes)	17
Retention (C avg or better)	82%
Persistence to following semester	78%

Spring 2010

Unduplicated students	79
Avg # of seats per HITS class	3.5
Distance:Live ratio	55:45
Instances of computer lab/study use	414
Placement Tests Administered	43
Test proctoring (non-Lahaina classes)	21
Retention (C avg or better)	77%
Persistence to following semester	72%

Fall 2010

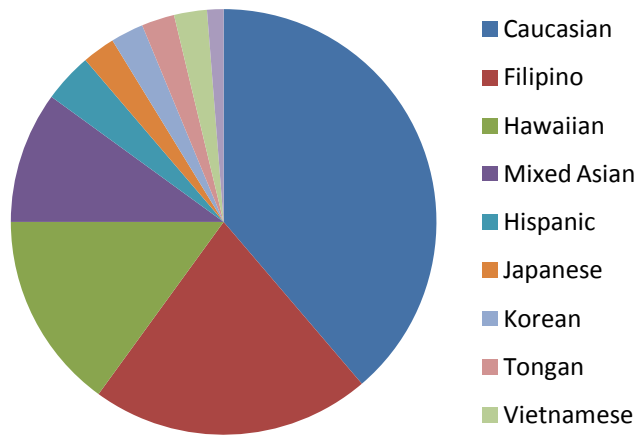
Unduplicated students	79
Avg # of seats per HITS class	3.9
Distance:Live ratio	58:42
Instances of computer lab/study use	722
Placement Tests Administered	46
Test proctoring (non-Lahaina classes)	36
Retention (C avg or better)	77%
Persistence to following semester	87%

Spring 2011

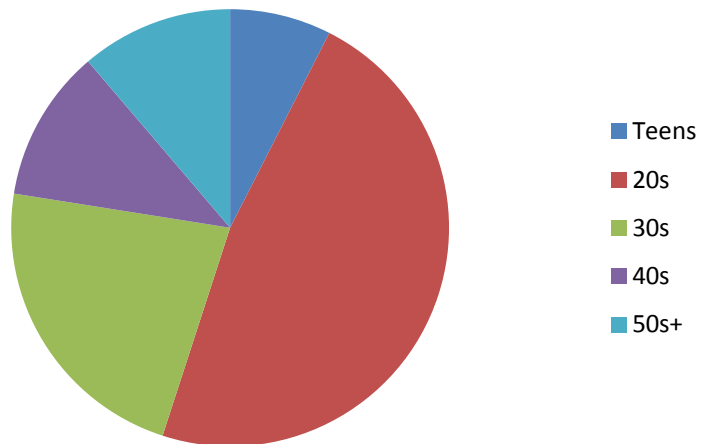
Unduplicated students	86
Avg # of seats per HITS class	2.9
Distance:Live ratio	55:45
Instances of computer lab/study use	419
Placement Tests Administered	72
Test proctoring (non-Lahaina classes)	31
Retention (C avg or better)	72%
Persistence to following semester	78%

Snapshot of Spring 2011 end - Lahaina Ed Center

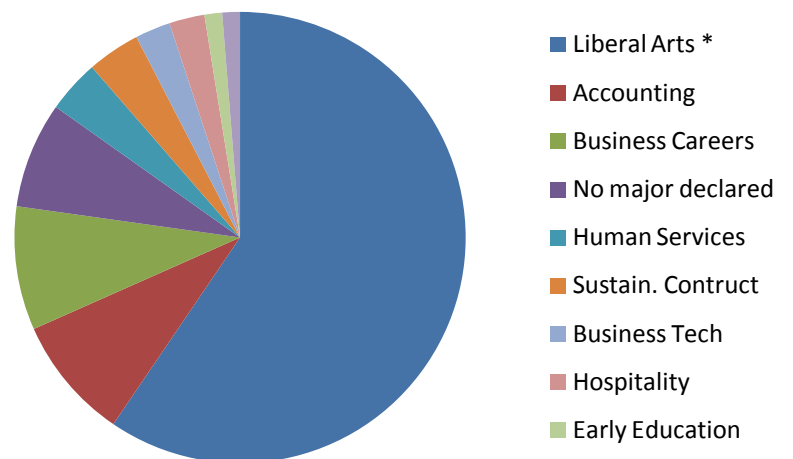
Caucasian	31
Filipino	17
Hawaiian	12
Mixed Asian	8
Hispanic	3
Japanese	2
Korean	2
Tongan	2
Vietnamese	2
African American	1



By age	
Teens	6
20s	38
30s	18
40s	9
50s+	9



By major	
Liberal Arts *	47
Accounting	7
Business Careers	7
No major declared	6
Human Services	3
Sustain. Construct.	3
Business Tech	2
Hospitality	2
Early Education	1
Electronics/Comp	1
Practical Nursing	1



* includes pre-nursing students

3. Results (Assessment Conclusions)

After analyzing the assessments, meeting with focus groups and individuals representing students, community members, Advisory Committee members and UHMC administration and reviewing the information provided in this report, there are nine important conclusions to be made about the first five years of the Lahaina Education Center. In order of positive impact, those conclusions are:

1. ***The greatest contribution the Lahaina Ed Center makes to student success is to offer highly personalized service.*** At less than 100 students per semester, the staff is able to know the students as individuals, which often includes being aware of families, jobs, and even economic status. The Coordinator can therefore advise or make recommendations specifically geared to the individual. It also increases the staff's ability to act as intermediaries with other departments and faculty. This personalized service contributes to the success of the conclusions that follow.
2. ***Data shows strongest area of growth is increased number of students completing courses with a C or better, averaging 77% over the past two academic years, and increased number of students who continue to the next semester (between 77% and 86%).***
3. ***Enrollment numbers are steady, with moderate overall increase.*** Note: UHMC has changed the method of assigning CRNs over the course of this review period. Initially, the Outreach Centers were assigned a unique CRN for each HITS, each Cable, each WWW and each live class. In 2008 and 2009, Outreach CRNs were no longer assigned to the smaller Outreach Centers. This is important to remember when analyzing enrollment over the course of the review period, as the cable/www students figured into the earlier data, but not more recently.

The ratio of HITS to Live classes has stayed relatively the same during the past five years. And the average number of LahEC students per HITS class is seldom more than 4, due to maximum attendance being reached, even though there are often students who would like to enroll. Since the total # number of seats in a HITS class is divided among the main campus and four outreach sites, it's always a challenge for the LahEC to find seats for their students in many classes. So there has been an effort to increase live class offerings.

4. ***Unique to Lahaina: the close proximity of the LahEC to the main campus is a defining characteristic.*** The most apparent effect is that – unlike other outreach students – the LahEC student does not receive all classes at the Center. After taking the basic courses needed, most students continue at the main campus. Frequently, students may attend both sites during the same semester.

The second and surprising effect has been the reverse: Around 2009 -2010, West Maui residents who attend only on the main campus began to use the LahEC as a study center, computer lab and proctoring site.

5. ***Demographics of the Lahaina Ed Center Students (based on Spring 2011 Snapshot)*** tell us the average age of the LahEC student is 31. This means our students are most likely employed and have a family, so their education must fit in to an already busy life. We help by lessening procedural, institutional obstacles and by offering a quiet study space.

Sixty per cent of the LahEC students have self-identified as Asian or Pacific Islander. This mirrors the West Maui population, but some key points for us to consider are 1) the LahEC learning environment should be comfortable for the local cultures and 2) the Tongan/Samoan and the Hispanic communities appear to be underserved by the Center.

Our male students account for only 20% of the student demographic. Although it isn't unusual for the female students to outnumber the men, we must question this disparity. An initial thought is that men are still somewhat more likely to choose CTE courses, for which we have limited offerings.

Many students do not have a college mindset regarding time management and study skills. Also, a number of them are not computer savvy and nearly all of them struggle with Math, even in the developmental courses.

6. ***It takes time and diligent effort for a new entity to become part of a community and even then, it must be continually alert to see the changing needs of that community.*** Five years into operation, the Lahaina Education Center is still unknown to a segment of the population. But that has changed in recent years, particularly with those who are already considering college, or have attended in the past. A "high profile" (attending events, presenting for groups, etc) has helped the Center both in becoming known IN the community and also getting to KNOW the community.

Surveying the community has resulted in lackluster results thus far.

Economic changes affect students immediately. During layoffs and partial layoffs, registration rises. When unemployment rate lowers, students work more hours. Economically this is good for them, but class attendance becomes difficult, balancing priorities more stressful.

7. ***OCET classes are a welcome aspect of our offering, but they appear to be peripheral to the core of the Center,*** which is the delivery of degree focused courses and support services for them. We've learned it's important not to cancel OCET classes, as it disappoints the person or two that did sign up. Being assigned one dedicated OCET liaison appears to be working well.
8. ***Advisory Committee involvement is key to operating an Ed Center that endeavors to be a vital part of the community.*** Considerations must be given to members regarding time commitment and the committee should reflect all aspects of the community. Developing a relationship with the local high school has been challenging due to their administrative changes and counseling

system, but points of entry must be identified. Teaching the annual “early admit” Job Prep course is a point of pride for both institutions. Also, inviting the Lahainaluna Parent Community Network Center facilitator to join the Advisory Committee is a positive, proactive step. Note: The minutes of most recent Advisory Committee Meeting are attached as an addendum.

9. ***There is a need for expanded onsite academic advising.*** An excellent main campus academic advisor is diligent in making certain she visits the LahEC each semester and the quality of these visits are highly rated by students. Nevertheless, there is a need for a more regular academic advising presence.

4. Planned Changes

This comprehensive review of the Lahaina Education Center points to many current strategies that appear to be effective in adding value to the students’ overall educational experience. However, it also directs us toward areas that need a fresh approach, and inspires us towards new goals. As a result of this review, the staff of the LahEC would like to implement the following changes:

Academic Success via student services:

- A. Get approval for and recruit Math Tutor , consider increasing availability of Math 18/82 lecturer
- B. Investigate methods of offering study skills, computer literacy opportunities to students. This could be in partnership with The Learning Center (TLC), development of bullet point “hit list” for one-to-one short sessions or by other means.
- C. Research funding opportunities for increased academic advising.
- D. Plan for maintenance and upgrade of the facility. This includes - within the next three years – interior painting, fixture repairs and full upgrade of aging computers.

Course Offerings:

- A. Recruit ICS 101 instructor
- B. Add one live class per each major semester
- C. Investigate ways to offer CTE courses such as culinary, sustainable construction or energy-related

Community Relevance:

- A. Outreach to
 - a. Hispanic population of West Maui
 - b. Tongan population of West Maui
 - c. Hawaiian population of West Maui
- B. Consider sponsoring a community event at the Center, possibly partnering with other businesses.
- C. Formalize Lahaina Ed Center Advisory Committee, as outlined in Handbook

Self Sustainability:

- A. Investigate opportunities to rent space on a structured ongoing basis, as opposed to “here and there.”
- B. Introduce the Lahaina Education Center Foundation to the community, as a way to make contributions to the Ed Center

Improved Assessment:

- A. Develop parameters for tracking graduation statistics, and determine if there is a value to this statistic. What constitutes a Lahaina Ed Center student? Current enrollment? Past enrollment, if no break in attendance? Reminder: LahEC students tend to move on to main campus to complete their degree program.
- B. Develop method of assessing main campus staff and faculty perspective of LahEC’s strengths and challenges.

A broadly estimated budget for routine operation of the Center and upgrades noted in this section:

Anticipated Routine Future Expenses per annum	
Staffing, per academic year Coordinator, Assistant, Student Assistant (Fed Work Study is funding \$3000 of this)	105,200
Supplies	2,000
Lecturers, per academic year *	23,400
Tutoring, per academic year *	2,700
*may come from another budget	
Electric	10,500
Water	700
Telephone	1020
Cleaning Contract	6500
Tree Trimming, as needed	800
Facility rental	not available
Additional One Time Anticipated Expenses	
Replace 21 computers	15750
Replace 2 heavy use printers	700
Hot water heater	250
Outdoor sink station/cabinets	400

Note: all of these items do not necessarily come from the LahEC budget, but they are all expenses for UH Maui College.

II Results

As this is the first Comprehensive Review for the Lahaina Education Center, there are no previous results to report.

III Appendices

Lahaina Education Center Advisory Committee Meeting Minutes, with relevant sections highlighted.

University of Hawaii Maui College
Lahaina Education Center
Advisory Committee Minutes
October 20, 2011

MINUTES

Members Present: Dee Coyle, Leslie Hiraga, Randi Arebaugh, Jeff Rogers, Zeke Kalua, Herb Coyle, Marti Wukelic

Members Absent (Excused): Lisa Gibson, Andrew Kutsunai, Joe Pluta, Richard Endsley, Pat Endsley

Call to Order: Lahaina Ed Center Coordinator Marti Wukelic called the meeting to order at 11:00AM, welcomed all and introduced the new members.

Unfinished Business:

Results of Spring 2011 semester were reviewed and attendees were given a recap of the Ed Center's five-year history of enrollment and retention (# of registered students receiving a C or better average). *[Attachment 1A]* It was noted that a goal of the center is to increase the number of successful students by increasing retention. Examples of actions taken toward that goal in Spring 2011 were increased focus on developmental math classes, expanded use of computer/study lab and facilitating communication between student and HITS instructors. Reviewing a 'snapshot' of the Spring 2011 *[Attachment 1B]*, LahEC students opened a discussion about ways to insure the profile matched that of West Maui.

During Spring/Summer of 2011, an extensive electronic community needs survey was distributed to West Maui residents via email, websites and mailing lists of Advisory Committee. In spite of everyone's efforts (special mahalo noted for Joe Pluta, who included the link in WMTA mailer to all residents), the response was minimal. Therefore it was decided to utilize a simpler, paper based survey that is geared to business. Copies were distributed and all members agreed to distribute the survey widely to their contacts base. *[Attachment 2]*

High School Partnerships – there is currently a group of 12 Lahainaluna High Students attending IS 105C (Professional Job Prep) at LahEC and will be ending the course with a "mock employment interview" next Wednesday. Several WM business community members have volunteered as interviewers, as well as two Maui College Kahului campus volunteers. These students are members of the Academy of Hotel and Travel Industry and the Ed Center has an ongoing relationship with that group's counselor. Forging relationships with the counseling department is challenging, as the counselors "move" with the class. Having Leslie represent LHS on the Advisory Board will be quite beneficial to the Ed Center. Maui Prep currently has one dual credit student enrolled in a course that she will need to graduate. A number of students from both schools utilize the Ed Center for Compass Placement testing. Our goal is to strengthen the Running Start program, which allows students to receive credit for both high school and UHMC.

The Community Garden is small but flourishing, and all community members are welcome to participate. The project is overseen by a UHMC student with extensive organic gardening experience and he is being encouraged to submit an application to Edventure (formerly VITEC) to teach a non-credit course in organic gardening in 2012.

Room rental opportunities are limited during the Spring/Fall semesters due to high usage of the LahEC. However, we have agreed to rent the conference room to PACT (Parents And Children Together), which has not been able to serve the WM community due to lack of space. This will result in approximately \$120 per month.

New Business:

A copy of the proposed new mission and vision statements for the Lahaina Education Center was circulated, along with copies of the Maui College statements. [Attachment 3] The mission statement was unanimously accepted, but the committee expressed concern that the vision statement was too long and perhaps is not addressing the accurate vision. Comments are listed in the Open Discussion. A Vision subcommittee will be formed.

Information on UH-Maui College's newest Baccalaureate Degree in Sustainable Science Management was circulated and discussed. It was suggested that we invite Dr. Joie Taylor to a future meeting to discuss the program.

It was announced that the continuing education branch of UH-MC is no longer VITEC but is now UH-Maui College Edventure. Several new classes have been scheduled via Edventure and it was noted that job skills training is still an important need for many businesses. (Note: the more concise survey that was distributed may help bring the needs into focus).

Members were asked to brainstorm ways in which UHMC Lahaina could partner with WM businesses and organizations. An interesting possibility evolved concerning Barnes & Noble. There were monies donated to the Lahaina Ed Center Foundation specifically for a library project and it was suggested to research the practicality of purchasing Nook Books (electronic readers) for student use, possible at a discount. Another suggestion, aimed at the goal of continuing outreach to the Hawaiian community was to partner with area canoe clubs (in particular, the Kahana Canoe Club). Members were asked to assist with any contacts they may have. Our outreach efforts for the Tongan community appear to be successful, and we are currently making connections to better serve the Hispanic community, which is barely represented. Maui Economic Opportunity was also suggested, as WM is the only area that does not offer the well-known Core Four business courses. We would also like to see more partnering with private sector businesses. Suggestions are welcome.

The Spring 2012 schedule [Attachment 4] was circulated and committee members were asked to distribute copies widely, within West Maui. Additional copies were available, and most members offered to print out copies via email attachment.

The Handbook for Advisory Committees was distributed and discussed. Nominations and voting for a Chair, Vice-Chair and Secretary will be held at the next full member meeting. The

frequency of meetings was discussed at length, and the committee proposed and unanimously agreed on the following:

The full Lahaina Advisory Committee will meet in October, February and June of each calendar year. Subcommittees will meet on an as-needed basis in the interim months. Subcommittee communication may take place in person, via email or telecommunication as appropriate.

These dates were suggested to coincide with availability of data by semester.

Open Discussion:

The question was raised as to whether certificates (such as Supervision I) would actually help an employee get hired or promoted. In an “all things equal” situation it might. It was also noted that business classes aren’t just for those wanting to become managers, but also for those currently holding management positions that came up “through the ranks.” Experience and education are equally important and this is a group that could benefit from continuing or beginning their education. Professional certifications fall into this category as well.

The discussion on the Vision Statement generated much discussion to be used in a future subcommittee meeting. *[Attachment 5]*

Adjournment: The meeting was adjourned at 12:30PM.