

UNIVERSITY OF HAWAII MAUI COLLEGE
ANNUAL PROGRAM REVIEW 2009-2010
LANA'I EDUCATION CENTER

Compiled by Pamela Alconcel, Program Coordinator

Mission and Vision of the Program – Lana'i Education Center

1. Lana'i Education Center (LEC) is an integral part of UH Maui College (UHMC). It contributes to the mission of UHMC by providing affordable, high quality credit and non-credit educational opportunities to the diverse Lana'i community.

The LEC will meet current and emerging post-secondary educational needs of the Lana'i 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 courses and programs, along with academic and institutional support that will increase the sustainability of the community.

The LEC will carry out the goals of the UHMC plan by meeting the diversified and changing needs of the college and the community; expanding and providing student support services that increase student retention and success; utilizing technology to enhance student learning and resource accessibility; and identifying curriculum to improve student learning. The LEC will also partner with the UH system and community resources to support workforce development. Students will have access to lifelong, formal and informal educational options.

2. Student Learning Outcomes of the program

About 90% of course instruction is distance education courses from Maui main campus and sometimes UH Manoa. LEC utilizes COMPASS for placement testing to assess students Math and English skills. This test helps to enhance learning levels and retention.

It is expected that students will:

1. Be able to identify their academic goals/major by the second semester.
2. Practice and Demonstrate written and oral communication skills.
3. Develop critical thinking.
4. Achieve a C+ or better average.
5. Be engage and be competent in understanding and utilizing technology; ITV, Laulima, Internet and Cable.
6. Attend semesters consecutively Fall to Spring.
7. Achieve degree/certificate to gain work goal.

Part I. Quantitative Indicators for Program Review:

Indicators are data provided by LEC, and knowledge of island needs. For the purpose of LEC only classes attended at LEC are tracked.

Demand

Occupational Demand

There is an island demand for business, technical, health, and sustainable technology careers; the challenge for the LEC is lack of instructors, financial constraints, and work time constraints for students to take classes. Majority of the students that are taking courses through LEC are either on the Liberal Arts, Business Career, or Human Services track. The following data is a reflection of the programs, degrees/certificates, and interest of the students from Fall 2009 and Spring 2010.

1. New/replacement positions –State – not applicable
2. New/replacement position – State – not applicable
3. Number of Majors

Fall 2009		Spring 2010	
ACC	1	ACC	2
BTEC	1	BTEC	0
BUSCA	5	BUSCA	6
ENGY	1	ENGY	0
HSER	3	HSER	4
LBRT	16	LBRT	16
MAINT	0	MAINT	7
NURS	3	NURS	3
Early Admit	2	Early Admit	2

4. Student Semester Hours and FTE Program Enrollment

Fall 2009		Spring 2010	
Enrollment	31	Enrollment	40
Semester Hrs	210	Semester Hrs	232
FTE	14.0	FTE	15.46

Enrollment						
Outreach Center	Fall 09	Fall 10	% Change (09-10)	Spring 09	Spring 10	% Change
Lana`i	31	42	35.5%	29	40	37.9%

5. Semester hours for non-programs majors – not available.
6. Semester hours for all program classes (see #4)
7. FTE program enroll (see#4)
8. Number of Classes Offered/Taken

Fall 2009	Offered	Taken	Spring 2010	Offered	Taken
ITV	14	13	ITV	18	13
Cable	4	1	Cable	6	3
Internet	25	11	Internet	35	13
Live	0	0	Live	1	1

9. Determination of Program's Health based on demand:

In looking at the outcomes, for LEC, distance education is very much needed in this rural area. Enrollment has been relatively stable and consistent and so has student hours and FTE. Programs that have been Healthy are Liberal Arts and Business. The Sustainable Building Technology enrollment fluctuates depending if we are able to have a live teacher. There has been an increase interest in Nursing. The enrollment consistent due also to high school students wanting to take dual credits and entering the Running Start Program. There is a demand for more tech programs but unfortunately at this time there is a lack of instructors.

Efficiency

More than 90% of the class is delivered distance from Maui main campus. Attendance varies depending on the delivery of courses.

10. Average class size – ITV delivery from Maui usually 1-7. Live classes 8-12.
11. Class fill rate – ITV classes 75%. Live classes 80%.
12. FTE of BOR appointed program staff:
There is one full-time faculty to facilitate at LEC and one full-time Office Assistant that was hired permanently in Spring 09. LEC shares a .5 FTE counselor with Molokai Education Center. This has been positive making it possible for the students to receive academic advising, registration and degree requirements information in a timely manner.
13. Student/faculty ratio – not applicable
14. Number of majors per faculty – not applicable
15. Program Budget Allocation

- a. Staff: <\$100,000
- b. Supplies: \$800.00

- 16. Cost per student semester hour – not applicable
- 17. Number of classes that enroll less than ten students –not applicable
- 18. Determination of program’s health based on Efficiency:

Effectiveness

- 19. Persistence and Retention of majors from Fall to Spring
 Persistence of major’s fall to spring: In the Fall students seem to have more energy to taking classes and retention is greater. During the spring it usually is just a continuation of regular students that have already been working on their degree.

Retention Data (Unduplicated)					
Fall 09 End	Fall 10 Start	% Retained (Fall 2009)	Spring 10 Start	Spring 10 End	% Retained
30	42	96.8%	40	37	92.5%
Persistence Data (Unduplicated)					
Fall 09 End	Spring 10 Start	% Persist.	Spring 10 End	Fall 10 Start	% Persist.
30	19	63.3%	37	17	45.945

- 20. Number of certificates and degrees earned annually
 Number of degrees and certificates earned (annual): On an annual basis, LEC graduates at least one student per year. This annual year 2009-2010 the following degrees and certificates were awarded:
 Associate in Liberal Arts – 1
 Associate in Applied Science, Accounting - 1
 Certificate of Competence – 10
 Child Development Associate - 1
- 21. Number of student transfer to four-year institution
 One student transferred to University of Hawai’i at Manoa.
- 22 – 28 Perkins – not applicable

29. Determination of program's health based on effectiveness: not applicable.

Part II. Analysis of the Program

Strength and weakness in terms of demand, efficiency, and effectiveness based on an analysis of data:

In the over all analysis of the Program:

1. LEC is efficient in being able to deliver the programs through means of distance service learning and technology. Although it has been a challenge to find instructors in some areas of interest such as computer tech and applied maintenance, it is also a challenge to get at least 10 students per class.
2. The strength of the program is that the students are aware of the struggle it is to finish their degree in a timely manner, but it is due mostly to the student's individual home, work schedules and the economy.
3. One of the weaknesses that are noted is the low course completion of students that takes internet classes. This is a challenge, because they are not use to the demand of utilizing their computer time and also added training sometimes is needed on how to send and access information to instructor.
4. With the economy downfall, LEC is able to offer proctoring for students who are taking MCC classes and also classes from other universities. LEC offers the community the use of the computer lab, Xeroxing, and more.
5. Staff offers assistance in job search, job skills, and career assessments.
6. Computer lab this past year served over 1343 people.
7. LEC is also able to provide Bachelor and Master programs through the University Center in Maui.
8. There is a strong advisory board consisting of community member to direct the LEC programs and RDP grants.
9. There is a strong partnership with Lanai High School (LHS) to offer dual credit, building are available for classes, and assistance with the College and Career Days.
10. Support from main campus provides support services and maintenance services to LEC.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan):

30. The program is building in class offers and staff. When scheduling classes, the student's work/home/economic situations need to be considered in order to meet the student needs. Although there are new community members, recruitment for new lectures is still a struggle. Prior year action plan was to:

1. Continue working with LHS to offer dual credits. There were two students that took advantage of that.
2. Work with Castle and Cooke and Four Seasons to offer classes that would help employees with employment retention. LEC offered a Building Maintenance class were 7 students completed and retained employment.

Part III. Action Plan Results for 2009-2010:

1. Active Recruitment:

- a. Use local paper Lanai Today, community bulletin boards, faxing, Facebook and email service to recruit lecturers.

Result: Recruited one teacher to teach Building Maintenance and hired one instructor from the LHS School to do Geology Lab.

- b. Continue working with LHS to recruit early admits. Send notice to parents.

Result: Early admit two high school students each semester.

Both were seniors that were able to transfer credits to UH Hilo.

- c. Survey current UHMC Lanai students and Juniors and Senior at the high school on needs assessments.

Result: Was unable to do this due to schedule conflicts.

2. Community Needs:

- a. Meet quarterly with advisory board to meet community needs.

Result: Meet with advisory board quarterly and was able to address some of their needs such as:

1. Wind Farm: Invited Castle and Cooke to meetings to clarify wind farm project, and employment needs. It is still an ongoing conversation.

2. Programs for the community to assist in employment, retention and job readiness: The following programs were done.

Culinary Boot Camp, High School Students – 12 participants

Tour Guide Training Program – 22 participants

Still following up with these programs:

Medical Assistant Program – still working on this proposal.

Sustainable Construction Program- still working on this proposal.

Remeidal Math courses – working with UHMC to address this concern.

- b. Community survey for educational needs.

Result: Survey was conducted. Appendix A shows survey results.

We have been able to provide some of the classes requested.

3. Tracking Services:

- a. LEC students, computer usage, testing, and other services.

Result: Through implementing a monthly tracking log and activity report submitted to administration, we are better able to note the numbers of users in the building and the type of services that we do. The chart in the Appendix B shows just some of the services that we have provided, and the change from 2008-2009 and 2009-2010.

4. Self-sustainability:

- a. Develop fees for services: Xeroxing, faxing, rental of computer lab to outside agencies.

Result: We continue to charge a fee for Xeroxing and have increased the

cost to cover supplies.

5. Build course offering, credit and non-credit.

Result: Continue to work with UHMC through ePlan to offer more courses.

Have worked with UH Manoa and UH Hilo on distant Bachelor and Master programs. Arranged recruitment sessions with LHES and community.

6. Continue partnership with Lanai High on College and Career Day. Secure grant funding to bring in presenters.

Result: College and Career Day were held in October 2009, with over 200 participants and 50 presenters.

Also co-sponsored a Scholarship Workshop in January, 2010, with 80 participants.

These events were possible due to a grant that I wrote for the LHS to Office of Hawaiian Affairs (OHA) and to the Native Hawaiian Education Association.

7. Upgrade maintenance on facility.

Result: With the assistance of instructor Clifford Rutherford, we were able to repaint the inside of the building.

Building Maintenance class from UHMC redid some of the molding in the building.

8. Work with UHMC main campus and UH Center, Maui to introduce programs that are available.

Result: I continue to send out notices in Maui Announcement for presenters at College and Career Day. Last event we had 12 from UHMC participate.

I participated in Health Fair at the LHS.

I have arranged talk-story sessions for programs from UH Manoa and UH Hilo.

Assisted RDP in recruitment of instructors and students for the Culinary Boot Camp.

Part IV. Resource Implications (physical, human, financial):

LEC continues to need the assistance of the main campus and the UH System to provide educational and financial support. The community businesses and school is a major resource for the success of the program.

Physical - Although the lease with Castle and Cooke is low, there is still a need for general maintenance/custodian services in and outside the building. There is no staff to do daily or weekly maintenance, especially on moving heavy items. This an issue that need to be address by all.

Human – Although there is two full-time staff, when one is on vacation or ill, that leaves the other staff member to work 12 hour shifts 9-9 during class sessions.

Financial – Although RDP has supported LEC in equipment, center needs to look at ways for sustainability.

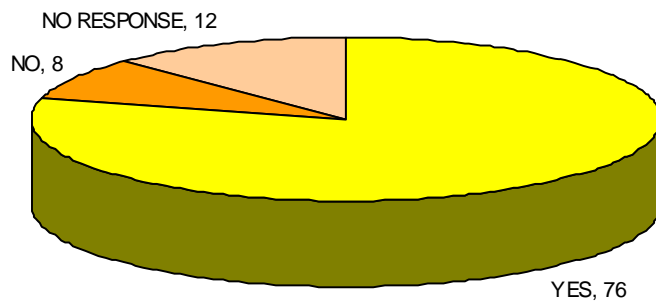
Part V. Goals for LEC 2010-2011

1. To continue building capacity and providing quality service to the students at UHMC and the Lana'i Community.
2. Upgrade ITV equipment for better clarity and technical assistance.
3. Offer COMPASS testing prep classes.
4. Offer mini-workshops on job prep, resume writing, study skills, test taking, writing personal statement, etc.
5. Expand personal to .5 maintenance position.
6. Seek a student helper position half or full-time.
7. Be transparent and visible in the community. Do update articles about UHMC and LEC for local newspaper.

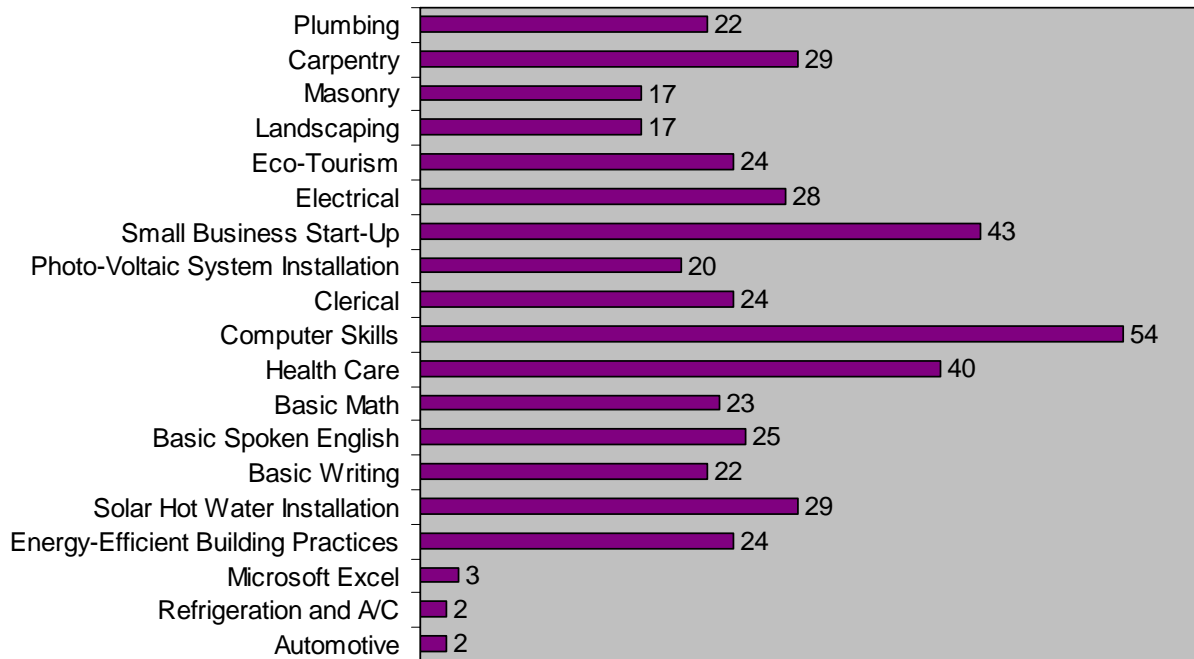
Appendix A

Maui Community College(MCC)/Lana'i Education Center (LEC) and Rural Development Project (RDP) Survey Turkey Day, 2009

**WILL ADDITIONAL TRAINING ALLOW YOU TO BEGIN, SUPPORT AND/OR
ADVANCE IN YOUR EMPLOYMENT GOALS?**



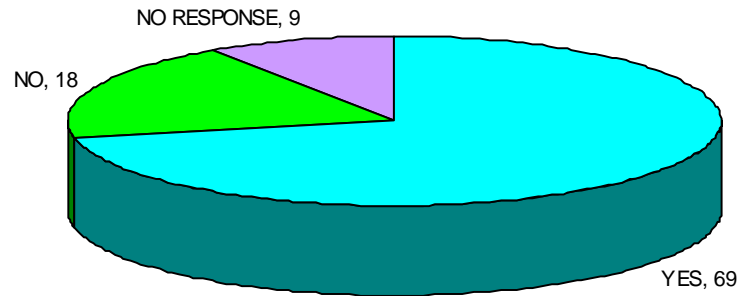
**TRADES OR SKILLS IDENTIFIED BY RESPONDENTS AS POSSIBLE
FUTURE OFFERINGS AT MCC-LEC**



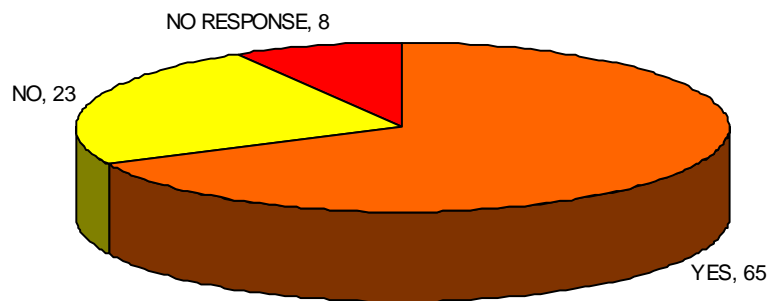
From the above courses requested, we have been able to provide classes through the following methods in 2009-2010:

- Plumbing and Carpentry – UHMC, Building Maintenance Class (8 Participants)
- Small Business Start-Up – UHMC and Maui Economic Board (20 participants)
- Computer Skills – UHMC, ICS Course (4 Participants)
- Health Care- UHMC, (3 Participants)
- Basic Writing – UHMC, Eng 22 Course , (9 Participants)

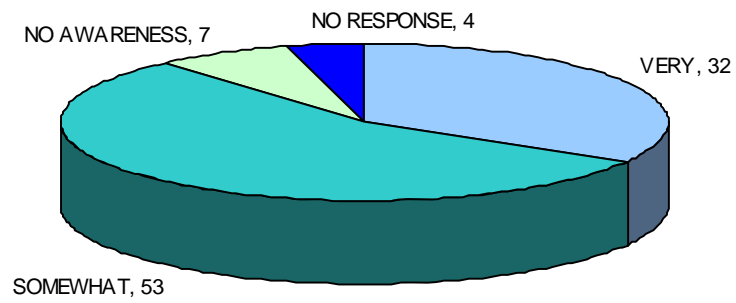
**WOULD YOU PARTICIPATE IN A TRADE OR SKILL DEVELOPMENT
TRAINING DELIVERED THROUGH HIGH-QUALITY AUDIO/VIDEO COURSES
BROADCAST FROM MAUI?**



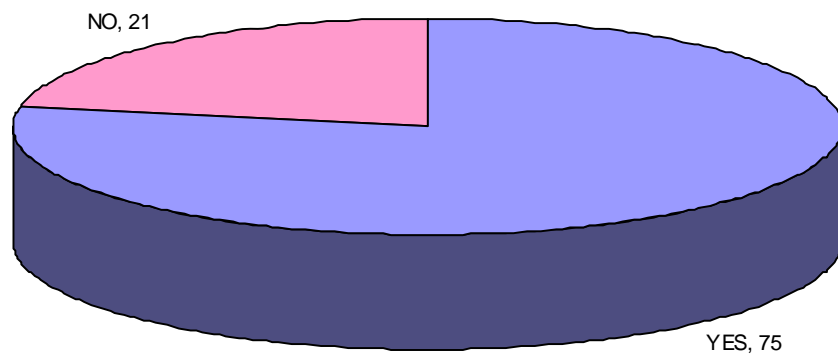
DO YOU HAVE A COMPUTER AND ACCESS TO HIGH-SPEED INTERNET?



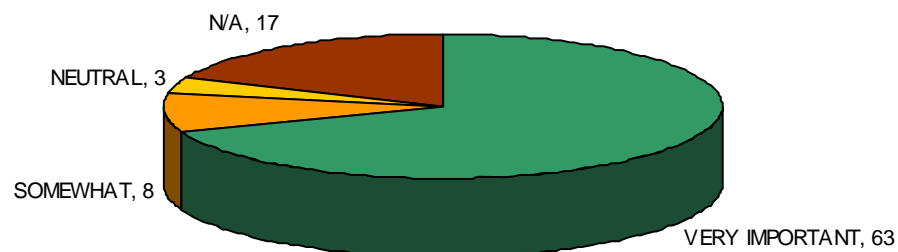
HOW AWARE ARE YOU OF MCC-LEC SERVICES?



WOULD YOU LIKE TO LEARN MORE ABOUT THE MCC-LEC?



IF YOU HAVE TAKEN ADVANTAGE OF MCC-LEC'S SERVICES, HOW IMPORTANT DO YOU THINK THE CENTER IS FOR YOUR COMMUNITY?



Appendix B

	Sept. 08-Aug. 2009	Sept. 09-Aug.2010
Computer Lab	970	1343
Compass Testing	71	83
Academic Counseling	29	37
Financial Aid Assistance	24	82
Admissions/Registration	79	91

The tracking on these services that were offered to the public and to students is numbers that we were able to log on the tracking forms. I know that LEC has done more, but with people coming in and out, and the services that we provide, sometimes we were not able to log-it all on the log.