

UH Maui College, Molokai
Program Review 2017/2018

I. Summative Data

Demand Indicators	AY 14-15	AY 15-16	AY 16-17	AY 17-18
<i>Unduplicated Student Enrollment</i>				
Fall	191	206	185	182
Spring	151	171	151	163
<i>Student Semester Hours (SSH)</i>				
Fall	1547	1552	1405	1216
Spring	1287	1185	1067	1119
<i>Full-time Equivalent (FTE) Enrollment</i>				
Fall	103	103	94	81
Spring	86	79	71	75
<i>Tuition Equivalent</i>				
Fall	\$178,782	\$186,240	\$177,030	\$156,256
Spring	\$149,344	\$142,200	\$134,442	\$143,792
<i>Lecturers Cost</i>				
Fall	\$94,887	\$99,301	\$80,572	\$103,523
Spring	\$85,560	\$88,150	\$69,270	\$81,809
<i>Total Number of Classes Taught – On-site</i>				
Fall	29	21	18	19
Spring	27	17	21	16
<i>Total Number of Classes Offered – Distance</i>				
Fall	69	74	70	84
Spring	69	72	77	81
<i>Percent Native Hawaiian Students</i>				
Fall	78%	82%	83%	80%
Spring	78%	81%	74%	81%

Efficiency Indicators	AY 14-15	AY 15-16	AY 16-17	AY 17-18
<i>Average Class Size</i>				
Fall	13	13	17	11
Spring	12	12	17	11
<i>Fill Rate</i>				
Fall	62%	61%	70%	55%
Spring	53%	60%	48%	54%
<i>Faculty Student Ratio</i>				
Fall	3:191	3:206	3:185	3:182
Spring	3:151	3:171	3:151	3:163

Effectiveness Indicators	AY 14-15	AY 15-16	AY 16-17	AY 17-18
<i>Successful Completion (C or Higher)</i>				
Fall	79%	75%	75%	83%

Spring	76%	80%	77%	76%
<i>Successful Completion (C or Higher)</i> <i>Native Hawaiian Students</i>				
Fall	77%	73%	80%	82%
<i>Persistence (Fall to Spring)</i>	66%	71%	66%	65%
<i>Persistence (Fall to Spring)</i> <i>Native Hawaiian Students</i>	62%	58%	55%	63%
<i>Associate Degrees Awarded</i>	14	23	8	13
<i>Certificates Awarded</i>	37	15	15	8
<i>Bachelor's Degrees Awarded</i>				3

Early Admit Program Indicators	AY 14-15	AY 15-16	AY 16-17	AY 17-18
<i>SPEA Enrollment</i>				
Fall	14	37	54	37
Spring	12	51	55	39
<i>Number of Credits Enrolled In</i>				
Fall	53	128	209	140
Spring	43	168	201	136
<i>Successful Completion (C or Higher)</i>				
Fall	100%	93%	85%	92%
Spring	100%	83%	92%	80%
<i>Native Hawaiian Student Enrollment</i>				
Fall	57%	68%	80%	70%
Spring	67%	80%	69%	79%
<i>Successful Completion (C or Higher)-NH</i>				
Fall	100%	97%	73%	88%
Spring	100%	70%	67%	79%

Upper Division Enrollment (Baccalaureate, Masters, Doctoral)	AY 14-15	AY 15-16	AY 16-17	AY 17-18
<i>Enrollment by Campus</i>				
UH Manoa		9	13	20
UH West Oahu		*	16	12
UH Maui College-ABIT		5	5	7
UH Hilo		0	0	0
<i>Overall Upper Division Enrollment</i>				
Fall		14	34	39

*Data not available.

First-Year Success Rates	AY 14-15	AY 15-16	AY 16-17	AY 17-18
<i>Number of First Time Freshman</i> Fall		27	30	32
<i>Enrollment Status</i> Fall				
Full-time		13	15	11
Part-Time		14	15	21
<i>Retention</i> Fall		52%	53%	84%
<i>Persistence</i> Fall-Fall		44%	43%	45%
<i>Number of First Time Freshman-Direct from HS</i> Fall		14	18	14
<i>Retention</i> Fall		43%	56%	85%
<i>Persistence</i> Fall-Fall		57%	50%	46%

II. Analysis

Program Learning Outcome

The University of Hawaii Maui College (UHMC) outreach sites at Hana, Lahaina, and on Molokai and Lanai have agreed on the following common Program Learning Outcome (PLO):

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 and beyond.

The Molokai staff and faculty team developed a set of five program goals. Each academic year, UH Maui College, Molokai (UHMC, Molokai) will focus directly on one program goal based on the following timeline:

AY 15-16: High School Initiatives: Early Admit & Transition Support

AY 16-17: Develop non-credit programs.

AY 17-18: Improve freshman persistence rates

AY 18-19: Increase professional development opportunities

AY 20-21: Initiate a vocational training program

Table 1: Formative Student Learning Outcomes and Program Goals

Program Goals	Mapping Program Goal to Activity, Course, Project, or other Initiative	Assessment Tool and Methods of Utilization	Analyzing Results	Plan & Implementation

Program Goal 1: High School Initiatives: Early Admit & Transition Support	<p><u>Early Admit</u></p> <p>Seek out opportunities to sustain grant based early admit programs that are successful and support statewide efforts to institutionalize these programs.</p> <p>Initiate activities that prepare 8th and 9th grade students for early admit opportunities.</p> <p>Collaborate with MHS Counselor to make the early admit process more efficient & streamlined.</p> <p><u>Transition Support:</u></p> <p>Develop new marketing material that is aligned with the preferences of Generation Z.</p> <p>Collaborate with programs with high school youth to expand college/career transition support and workshops.</p> <p>Develop regular outreach events/activities to encourage enrollment at UHMC, Molokai after graduation from MHS & Akaula.</p>	<p><u>Early Admit</u></p> <p>Methods: Track “Early Admit Program Indicators” to evaluate program health and effectiveness.</p> <p><u>Transition Support:</u></p> <p>Methods: Monitor direct from high school enrollment and the retention and persistence of these students.</p> <p>Tool: Molokai Enrollment Reports</p>	<p>Analysis of Early Admit program indicators:</p> <p># of students enrolled Class of 2015: 14 Class of 2016: 18 Class of 2017: 14</p> <p>Retention (First Fall): Fall 2015 43% Fall 2016 56% Fall 2017 85%</p> <p>Persistence (Fall-Fall): Fall 15-57% Fall 16-50% Fall 17-46%</p>	<p>Target:</p> <p>-UHMC Molokai will aim to recruit 15 or more high school graduates per Fall semester.</p> <p>Retention rates will be improved to 50% or higher by Fall 2016.</p> <p>Persistence Rates will be improved to 60% or higher.</p>
Program Goal 2: Develop non-credit programs.	<p>Develop a fee structure and agreement with OCET.</p> <p>Seek external funding to provide scholarships to support student enrollment.</p> <p>Evaluate workforce training needs that are better aligned with non-credit vs. credit.</p> <p>Conduct summative assessments for each course to gauge course effectiveness and participant needs for additional training.</p>	<p>Methods: Meet with advisory committee and community partners to survey training needs and plan courses.</p> <p>Tools: Qualitative feedback from advisory committee meeting minutes and discussions with program partners.</p>	<p>Spring 2017</p> <p>Course Offered: 1</p> <p>Number Enrolled: 9</p> <p>Revenue Generated: \$1103</p> <p>Participant Feedback: Negative</p> <p>Summer 2018</p> <p>Course Offered: 2</p> <p>Number Enrolled: 24</p> <p>Revenue Generated: *Figures not available</p> <p>Participant Feedback: Positive</p>	<p>Offer a minimum of one non-credit course per year (reach sufficient enrollment & generate revenue).</p>
Program Goal 3: Improve freshman persistence rates.	<p>Initiate support activities for first time freshmen from high school.</p> <p>Redesign New Student Orientation activities to focus on growth mindset, culture, relevance of a college education and career and pathways exploration.</p> <p>Expand “just-in-time” support videos and announcements.</p>	<p>Methods: Track first time freshman retention and persistence.</p> <p>Methods: Track first time freshman direct from high school separately to gauge</p>	<p>Number of Freshman-Classified First Time: Fall 2015-27 Fall 2016-30 Fall 2017-32</p> <p>Retention: Fall 2015-52% Fall 2016-53% Fall 2017-84%</p>	<p>Target: Increase freshman persistence rate to 65% by Spring 2019.</p> <p>Increase direct from HS persistence rate to 50% or better by Fall 2019.</p>

	<p>Mandatory enrollment in Perkins student support program for all first time CTE students.</p> <p>Mandatory initial counseling appointment to include goal setting and pathway development.</p> <p>Develop summer bridge for high school students.</p> <p>Monitor strategies that develop from the Student Success Committee in regards to pathways and innovative support mechanisms and programs.</p>	<p>differences between traditional and non-traditional freshman.</p> <p>Tools: Molokai Enrollment Report.</p>	<p>Fall – Fall Persistence: Fall 2015-44% Fall 2016-43% Fall 2017-45%</p>	
<p><u>Program Goal 4:</u> Increase professional development (PD) opportunities</p>	<p>Develop a needs assessment for lecturers PD needs/desires and initiate a PD program based on the results.</p> <p>Encourage activities that build stronger connections to departments to ensure inclusion in curriculum development and changes.</p> <p>Continue monthly professional development for UHMC staff.</p> <p>Initiate an evaluation process for gauging effectiveness of various PD sessions and the need for future training.</p> <p>Collaborate with The Learning Center to provide training opportunities for student workers/tutors.</p> <p>Center professional development around annual program goals.</p>	<p>Methods: Needs assessment to evaluate and analyze training needs.</p> <p>Tool: Lecturer needs assessment.</p> <p>Method: Track effectiveness of monthly PD sessions for staff and develop future topics based on feedback.</p> <p>Tool: Evaluation Surveys of PD workshops.</p>	<p>Results of Lecturers Needs Assessment:</p> <p>Results of Staff PD Evaluations:</p>	<p>Target(s) will be developed once baseline data is collected.</p>
<p><u>Program Goal 5:</u> Initiate a vocational training program</p>	<p>Certificate of Competence in Small Equipment Repair: Elec 23, Maint 20/60</p> <ul style="list-style-type: none"> • Locate instructors • Identify course supply needs • Find adequate location (potentially Molokai Farm) <p>Develop the program so early admit students can participate</p> <p>Target Native Hawaiian males and other populations underrepresented in higher education</p> <p>Evaluate how Perkins resources can be leveraged to support the program.</p>	<p>Methods: Track number of students enrolled.</p> <p>Methods: Track demographic indicators of enrollment group (age, race, gender, major)</p> <p>Tool: Class List</p>	<p>Enrollment: Gender Breakdown: High School/Adult Breakdown:</p>	<p>Target Enrollment: 15 students % Early Admit: 20% % Male: 50% % NH: 50%</p>

Advisory Committee Update

The Molokai advisory met in March 2018. The presentation and discussion covered enrollment, strategic planning, program, partnerships and facilities updates. The Agriculture program in particular was in a transitional phase. The advisory committee helped to strategize methods to best support displaced Mycogen workers with education and training and training programs. Advisory committee members were able to provide guidance since the Farm Manager position was vacant at the time.

The advisory committee likes to be kept abreast with developments in the facility expansion process. In March, I reported to them on the various permitting processes that would be required for the project including the EA, SMA, CIZ and DBA. They have vocalized their support for the project and willingness to speak at public forums including the Molokai Planning Commission (MPC) meeting which is scheduled for December 2018. This support will be instrumental in gaining the MPC's support.

Changes Made to Improve Student Learning & Student Success

The goal for the program year was to improve freshman persistence rates. Several initiatives were piloted in an effort to boost retention and persistence rates for first year students including:

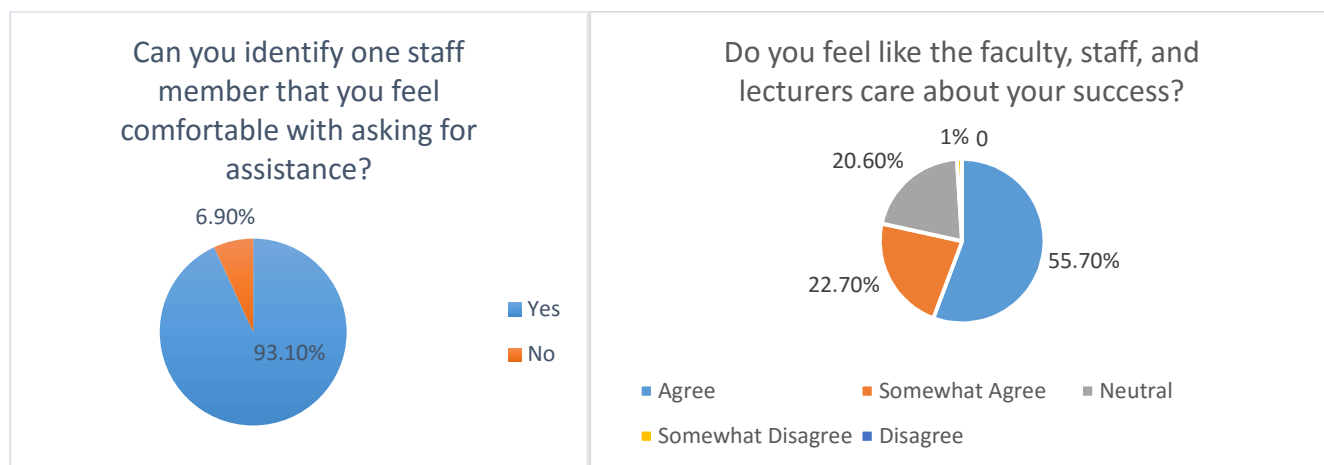
1. Welcome Day Event Redesign
2. First Year Experience (FYE) Course Designations
3. Peer Mentorship Program

Welcome Day Event Redesign: The Welcome Event for FYE students at UHMC Molokai has been redesigned to integrate cultural education and relationship building with students. Academic skill development and the dissemination of important information is still embedded, however, it has been scaled back to provide space to get to know our students better.

The Ka'ao framework is applied as a reference for students to understand the different parts of the college journey and to prepare for the challenges and triumphs they are likely to encounter. The welcome event specifically focuses on getting students to connect with their Hua. Their Hua is their reason for coming to college. It provides an anchor point for all students and explains their purpose behind this journey. The Hua is intended to provide motivation throughout the journey. Understanding our students Hua allows staff to learn more deeply each students intentions and how we can best support them.

Embedded in the welcome event is the planting of kalo in the garden beds in front of the building. The kalo serves as a visual reminder of their Hua which is planted in the soil at the college. The kalo provides a metaphorical representation of the progress they will make as students. At the end of each school year the kalo is harvested and enjoyed by all at our end of semester pā'ina.

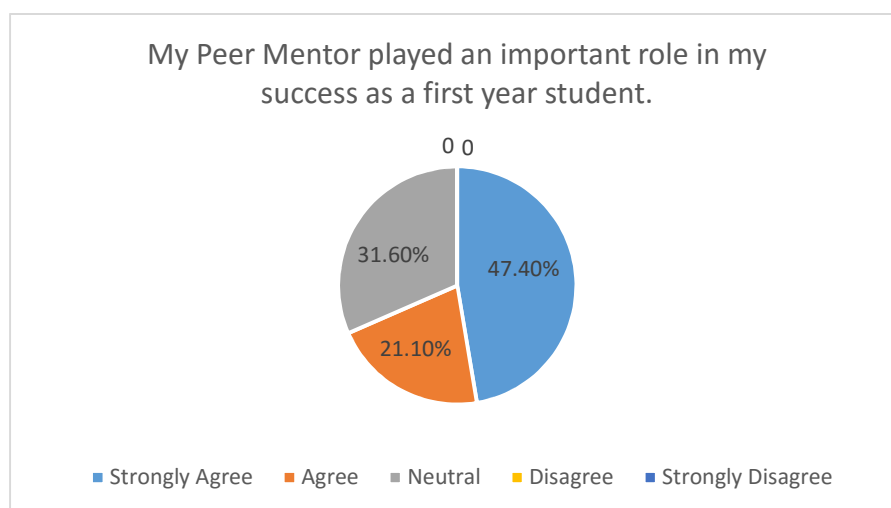
Data collected from Fall 2017 indicated that students who participated in the FYE Welcome event were 20% more likely to pass the semester with a 2.0 GPA or better than those who did not. Furthermore, results from our Spring 2018 needs assessment reflects that students are comfortable in the college environment and feel supported. This can be attributed in part to the changes to the welcome event and the intentional focus on understanding students goals as they start college and developing supportive relationships.



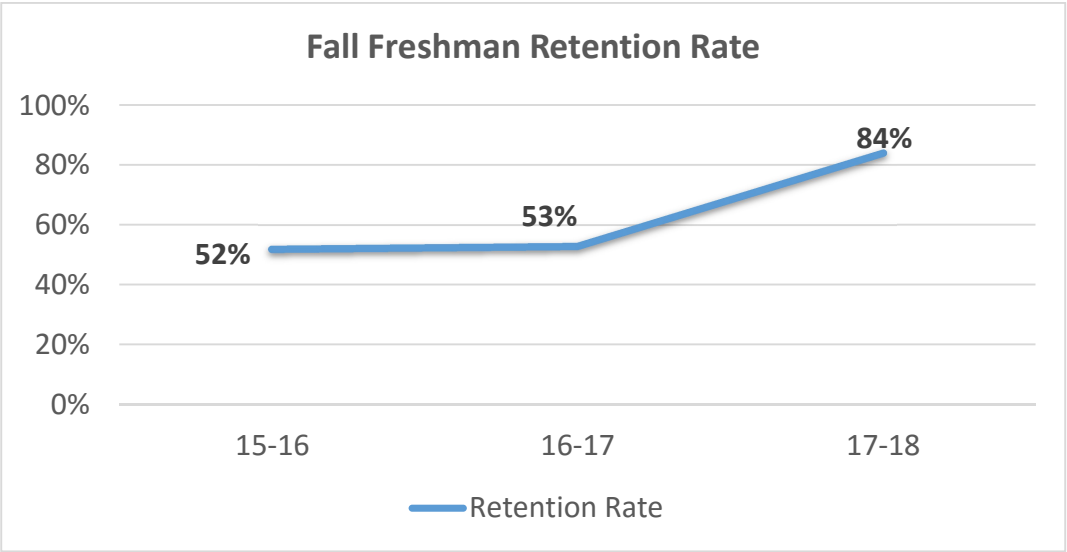
First Year Experience (FYE) Course Designations: English 100 and IS 106/103B course instructors participated in professional development activities to certify their courses with an FYE designation. The designation implies that the course is structured to support first-year students according to a rubric developed by the FYE committee. All first-year students were highly recommended to take a minimum of one FYE designated course. Data from Fall 2017-Fall 2018 illustrates that students who enrolled in an FYE designated course were 36% more likely to persist from Fall to Fall.

Peer Mentorship Program: Peer mentors were hired in Fall 2017 to assist with transitioning first-year students. A peer mentor manual was compiled as a training manual to outline expectations and responsibilities of peer mentors. The peer mentors assist with student success initiatives on campus as well as conduct regular check-in appointments with their mentees to develop goals and track progress. Mentors are expected to document their interactions with FYE students and provide one-on-one assistance and referrals to staff as needed.

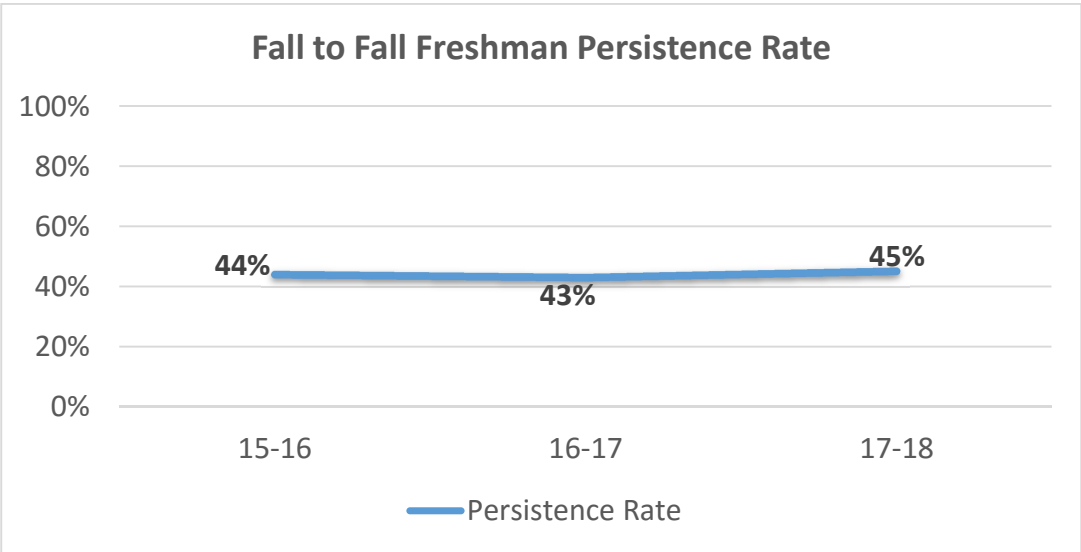
Data collected in Fall 2017 showed a direct impact of the peer mentorship services to student success. Students who utilized the peer mentorship services were 10% more likely to successfully complete the semester with a 2.0 GPA or better. In addition, FYE students reported that peer mentors played an important role in their success as an FYE student.



All the changes implemented for First Year students have proven to influence success rates positively. In the Fall 2017 semester, we experienced a tremendous increase in retention rates from 52% two years prior to 84% in Fall 2017.



There is still room for improvement in the area of Fall to Fall persistence. We experienced a slight increase in persistence, however, it did not match the dramatically different results we saw in retention. Persistence over two years increased by 1%.



In the research, we learned that while the welcome event, FYE designated courses and peer mentorship services all had positive effects on student success, there is still a large number of FYE students (approximately 50%) who

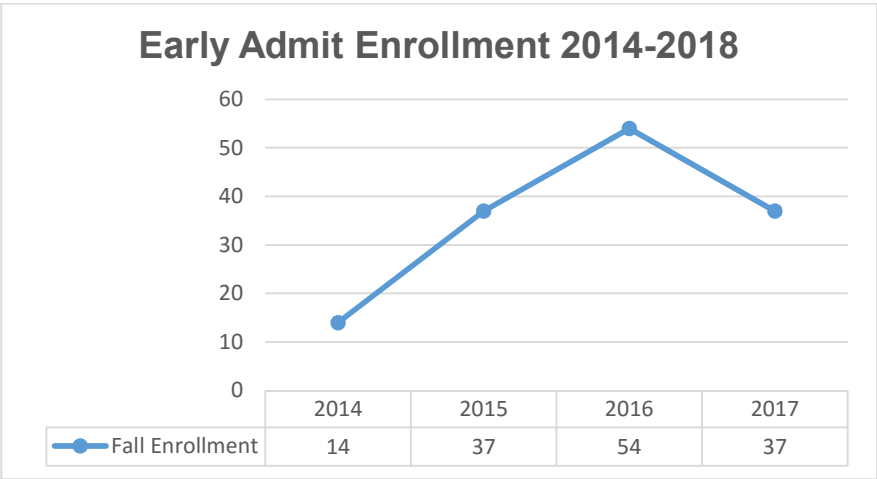
are opting out of these services. These students are placed at a much higher risk of not being retained or persisting. The goal moving forward will be to devise strategies to get a larger percentage of the FYE student population to participate in these services.

III. Action Plan

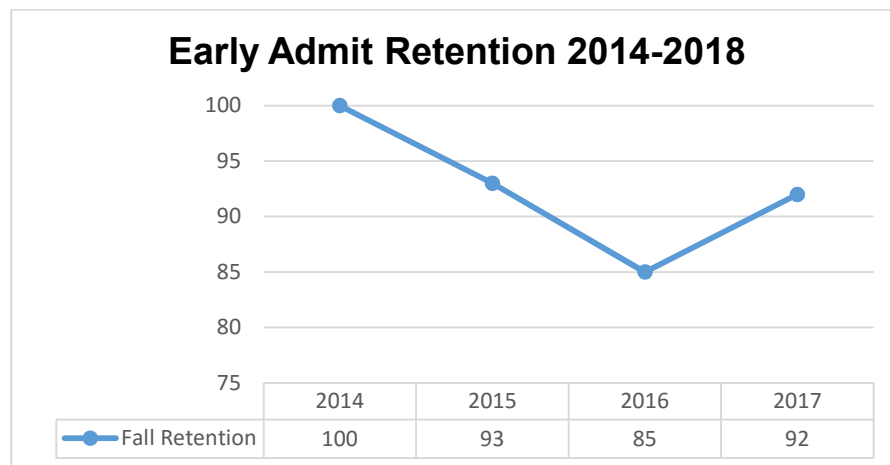
Planned Changes to Improve Student Learning & Program Success

Partnerships with Molokai High School continue to be important to support transition from high school to college. This starts with Early College programs. UHMC Molokai offers three different opportunities for high school students to earn dual credit; Early College High School, Ho’okele Program and the Mu’o A’e Cultural and Natural Resource Management Cohort. Overall enrollment of early admit students has surged from the 2014-15 academic year where we served a total of 26 students to the 2017-18 academic year where we served 76 students; close to three times the population.

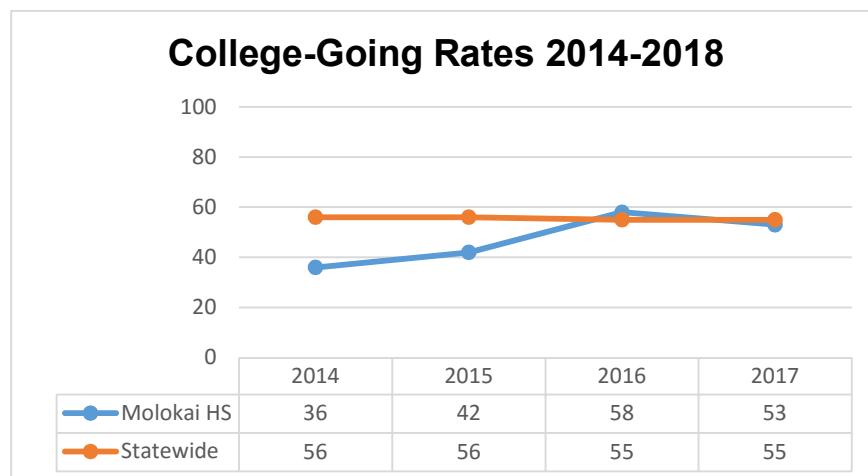
The graph below populates enrollment data for the Fall semesters only. Between 2016 and 2017 there was a drop in enrollment. This was the result of scaling back the offering of two Early College High School (ECHS) classes per term to one. The decision was made based on the lack of personnel support to adequately support the enrollment increase; coupled with uncertainty about access to future funding.



Comparing the enrollment chart above to the retention chart below clearly indicates that as we enrolled more students, it became increasingly difficult to ensure student success. The complexity behind this issue is not limited to the volume of students, but also expands to the type of students that are being intentionally recruited. All three early admit programs have recruitment strategies that target a demographic of learners who are “approaching” college readiness.



Our goal by expanding our recruitment to a more vulnerable population, was to increase college-going rates for Molokai High School students. When we started our early college partnership with Molokai High School in 2014, the school was far below the statewide average in college going rates. As we have expanded early admit opportunities and intentionally recruited different populations of students we have seen Molokai High Schools college-going rates increase dramatically to more closely match the statewide average as evidenced in the graph below.



Another successful partnership was the Cash for College campaign. Molokai High School was awarded for the largest percentage of students to complete the FAFSA as well as the largest percentage increase of FAFSA completions for the Class of 2017. This was made possible through collective efforts of the college and high school staff. They tracked progress, created awareness campaigns and offered hands-on FAFSA completion workshops. The Class of 2017 was given a \$1,000 cash award.

The need to deliver non-credit training programs emerged with layoff of over 70 employees who lost their job due to the closure of Mycogen. ACT 71 funds were available to offer training programs to displaced workers, however, the timeline to utilize the funds left us with a short two months to plan courses, recruit and enroll students. We were able offer the following courses:

UHMC Courses

Certified Nurse Assistant
Security Guard Training

Windward CC Courses

Garden to Farm Program (in partnership with Molokai CTAHR)

Leeward CC Courses

Thrive with Computer Skills
Thrive as an Entrepreneur

The following data was collected for the UHMC non-credit courses:

Course	Number Enrolled	Number Completed
Security Guard Training	15	15
Nurse Aide Training	9	8

Students provided positive feedback regarding both classes. These certificates lead directly to workforce employability. A few of the participants have already found jobs in these areas.

UHMC Molokai continues to collaborate with the Office of Continuing Education and Training (OCET) on meeting workforce and training needs in the community. We are currently recruiting for a Firefighter Exam Prep Course which will start in January 2019. It will be originated on Molokai and delivered through distance education technology to Hana and Lanai. There are also plans to deliver a second Security Guard Training class in December. There is a desire to offer more non-credit training opportunities on Molokai; however, we have to ensure we have the personnel capacity to deliver quality programming.

Retention rates continue to be strong for the overall student population, early admit and FYE students. The staff has been effective in implementing strategies to maintain or improve retention rates. Looking specifically at FYE students the program increased the retention rate by over 30%. This is tremendous progress for a one-year period.

Persistence continues to be a challenge. Numbers have remained steady and we have not seen significant increases for our overall student population or special target groups. The staff participated in a data walk activity in the summer of 2018. The purpose of the activity was to share program review and needs assessment data and devise strategies for addressing weaknesses. The activity resulted in the staff identifying persistence as the area they would like to focus on in the next year. Three sub-groups were created to work on the top three areas they determined were influencing persistence rates; financial literacy and addressing financial obligations, implementing goal setting activities, and developing a second-year experience program. Each sub-group consists of 2-3 staff members. In addition to their group projects, staff were also encouraged to develop an individual professional development plan that aligned to program review data and an area where they would like to see personal growth and or improvement. This ties into our strategic planning goal for the 18-19 academic year and links professional development to data and program review. Strategies are currently being implemented to try and move the needle on persistence rates for the student population at UHMC Molokai.

Upper division programs have seen an increase in enrollment in the 17-18 academic year. Another significant achievement was the graduation of the first four Applied Business and Information Technology (ABIT) program graduates from Molokai. These students paved the way for Molokai residents to access the degree program.

Resource Implications

In the 18-19 academic year, UH Maui College was awarded \$3.5mil in minor capital improvement funds to complete the building of a multipurpose facility to expand the UHMC Molokai campus. The design contract has been awarded to GY Designs. The project design and construction timeline are currently in progress. KYA Designs is concurrently working on the permitting processes.

All personnel requests are carry-over requests from the 2010 Comprehensive program review or earlier.

Financial Aid/Student Services (1.0 FTE)

A full time position is being requested to institutionalize services provided by the Educational Opportunity Center (EOC) grant. EOC has been servicing Molokai for over 20 years by providing admissions, scholarship and financial aid support. The services provided on Molokai, however, are heavily focused on financial aid assistance and the depth to which services are provided exceed what is expected on Maui by the Kahului counselors in the program. The justification for this is that there are no services which EOC can refer students to for follow-up.

Furthermore, the EOC grant limits who can be serviced by the program. These limitations result in a small population of students who are not able to get the help they need to access college admissions, FAFSA and financial aid services. The college can no longer rely on a grant funded program to provide services that should be institutionalized. Institutionalization of this position would ensure a commitment to providing Molokai students with the required services they need to access and pay for their higher education pursuits.

Position	Cost	Justification & Data
.50 Financial Aid Officer/.50 Student Services APT PBA	Total Request: \$42,120	<p>-In Fall 2017, 67% of total students on Molokai received Financial Aid.</p> <p>-In 2014 the EOC counselor had 290 contacts to address FAFSA, Financial Aid, Scholarship and Financial Literacy. This accounted for 59% of total appointments.</p> <p>- In 2014 the EOC counselor spent 162 hours on financial aid related appointments. This accounted for 63% of her time. The length of EOC appointments for the Molokai counselor are almost double those of Kahului counselors because there is no Financial Aid office or other programs to refer students to for additional services.</p> <p>-Per capita income on Molokai is \$15,249 compared with \$22,033 in Maui County and \$21,526 statewide</p> <p>-32% of the population on Molokai received food stamp benefits compared with 9.3% on Maui and 13.2% statewide</p>

		<p>-Molokai High School is a Title I school with 69.3% of the student population on free & reduced lunch. The majority of our youth cannot access higher education without financial assistance. The school has one counseling position for grades 9-12. They rely heavily on the colleges support for college readiness and transition planning.</p> <p>-Transition of Institutional Support position from the Business and Student Services to The Learning Center left a gap in services.</p> <p>-Merging admissions and financial aid support would create a “one-stop” approach to addressing the two most critical components required for college enrollment.</p> <p>Strategic Planning Alignment: Student Success (Objective 1, B & C) Community Needs & Workforce Development (Objective 3, A & B) HPOKA (Objective 1, All)</p>
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9 Month Hawaiian Studies/Hawaiian Language and Student Support Faculty

A 9-month instructional faculty position in Hawaiian Language/Hawaiian Studies was first identified as a need on Molokai in 1992 (26 years ago). Each semester there are 14 or more credits taught in Hawaiian Language and Hawaiian Studies combined; and the potential and student demand for more distance learning options in this discipline. In addition to instruction, the position would also focus on closing the achievement gaps for Native Hawaiians and other underrepresented minorities in college retention and persistence rates. They would also devise strategies for working with Molokai High School to encourage greater participation by Native Hawaiian students in Early College Programs. In addition, the position would help to integrate regular cultural practices in instruction, events, programs and services on Molokai including the freshmen Welcome event and first year experience programs.

<i>9 Month Hawaiian Studies/Hawaiian Language and Student Support Faculty</i>	Total Request: \$54,084	<p>-60% of Molokai’s population is of Native Hawaiian ancestry compared with 23.4% in Maui County and 19.8% statewide.</p> <p>-80% of the students attending UHMC, Molokai are of Native Hawaiian ancestry.</p> <p>-Native Hawaiian student persistence rate was 63% in Fall 2017-Spring 2018 compared with 65% for the overall student population.</p> <p>-76.4% of the students attending Molokai High School are Native Hawaiian, while only 70% of dual credit participants are Native Hawaiian.</p> <p>-20% of the Molokai lecturer budget is regularly allocated</p>
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		<p>to courses in Hawaiian Studies and Hawaiian Language.</p> <p>-In the 17-18 academic year a total of 27 credits in Hawaiian Language and Hawaiian studies courses were offered.</p> <p>-This position has been identified as a need and requested in Molokai program review documents since 1992 (25 years).</p> <p>Strategic Planning Alignment: Quality of Learning (Obj 1, A) (Obj 4, E) Student Success (Obj 1, A & B) (Obj 2, A) Community Needs & Workforce Development (Objective 3, A & B) HPOKA (All Objectives)</p>
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1.0 FTE Molokai Math & English Faculty Positions (\$54,084/yr. plus fringe each)

To adequately address developmental math and English success rates on Molokai, a faculty position would need to be established. Instructional challenges surrounding the implementation of the program would best be monitored by someone connected to the respective departments at a faculty level. Evolving instructional strategies and support systems are constantly being piloted at the Kahului campus. This same type of attention to data and innovation is impossible without a faculty position on Molokai.

UHMC, Molokai currently offers 6+ credits of math and English each semester. In order for the position to be established, the departments would have to be willing to allow the faculty to offer courses via distance education delivery. This would allow the faculty member to reach the required workload for a nine-month position. The math position has been identified in the Liberal Arts Program Review and was close to being funded in AY 12-13 but as of AY 18-19, it remains unfunded.

Molokai Farm

UHMC Molokai has engaged in a pilot project that aims to restore field production at the farm. Project feasibility will rely on the acquisition of additional equipment required for farming at a large scale. This includes the purchase of tractor implements and developing a potable water system to comply with food safety regulations. Fundraising is currently underway to satisfy equipment needs. Replacement requests may also be submitted to upgrade old equipment.

Mission and Vision for UH Maui College, Molokai

Mission

We are the University of Hawaii presence on Molokai providing higher education and serving our island. We empower students to achieve their aspirations and contribute meaningfully to their families and community. University of Hawaii Maui College, Molokai offers a world of knowledge here at home.

Vision

University of Hawaii Maui College, Molokai students thrive in an environment where each individual is encouraged to be the architect of their own future and is provided with the necessary support to help them achieve success. The institution plays an integral part in grooming island residents to be community managers and leaders. Quality instruction and sufficient facilities and resources provide an educational experience in a rural, low-income area that encourages the attainment of certificates and degrees for a student population of predominately Native Hawaiian learners.

University of Hawaii Maui College, Molokai focuses on addressing comprehensive island-wide educational needs. Serving as a liaison for upper-division programming encourages students to continue their education beyond associate degree levels. Outreach services provide opportunities for students K-12 to develop their aspirations and achieve their goals through higher education.

Assessment Plan

The basis for the assessment plan was historically developed based on feedback gathered from the evaluation of the program's Comprehensive Program Review. This review was submitted in the 14-15 academic year and no evaluative materials has been provided to the program to develop assessment strategies. In lieu of this, the program has instead focused on developing more robust data tables to guide annual assessment. These data tracking tables allow the program to keep constant attention on important indicators that align with the overall campus and UHCC strategic plans.

Summary

Revisions to the FYE program at UHMC Molokai have proven to be successful in influencing student success. Those who participated in the Welcome Event, FYE designated courses and peer mentoring program were all more likely to be retained and persist. With the effective programs designed, our challenge will be to scale these programs so that all FYE students participate. That will be our focus moving into the future.

Management of early admit programs and other high school partnership efforts have become efficient and streamlined with the acquisition of a grant from Kamehameha Schools to fund the Ho'okele Project. The grant funds a full-time and part-time position as well as scholarships for early college participants. The increased capacity has also allowed us to start working with Molokai Middle School to prepare students from an earlier age for early admit participation.

Revitalization of the Agriculture program is underway with a pilot project between Sustainable Molokai and the UHMC Molokai Farm. The project will groom the next generation of farmers through hands-on instruction and paid internship opportunities. The initiation of this project will help to increase enrollment and productivity at the farm site.

Native Hawaiian achievement gaps continue to be an issue at UHMC Molokai. There are gaps in retention rates, persistence rates, early admit participation and retention. These deficiencies would be best researched and addressed by establishing a faculty position on Molokai in Hawaiian Studies and Hawaiian Language that also has responsibilities to focus on Native Hawaiian student success.

Finally, persistence is a target area for improvement for the overall student population on Molokai. The data walk and student success activities planned as a result of the event are pilot projects that will allow us to test different strategies for addressing persistence. Pilot projects that are found to be successful will be evaluated for sustainability and scalability.