

Molokai Education Center



ANNUAL REPORT OF PROGRAM DATA 2021



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

Mission

E ho'ona'auao honua 'oiai ma ka hale. 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 predominantly 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.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of **Demand**, **Efficiency**, and **Effectiveness** based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

Demand Indicators	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
Unduplicated Student Enrollment					
Fall	185	182	193	195	163
Spring	151	163	175	220	130
Student Semester Hours (SSH)					
Fall	1405	1216	1411	1474	1024
Spring	1067	1119	1226	1334	746
Total Number of Classes Taught On-Site					
Fall	18	19	17	20	12
Spring	21	16	15	16	8
Percent Native Hawaiian (NH) Students					
Fall	83%	80%	77%	81%	81%
Spring	74%	81%	82%	79%	81%

The Molokai Education Center's enrollment has been affected by the COVID-19 pandemic in ways seen throughout the nation in institutions of higher education. From academic year 19-20 to 20-21

we saw a 17% reduction in enrollment. That number continues to dip in the 21-22 academic year. Despite a higher volume and array of marketing and recruitment initiatives, it has become increasingly difficult to attract students to our traditional credit programs. Research has shown that the college students impacted the hardest by the pandemic include first-generation, low-income and minority students. Reasons commonly cited include food and housing insecurity and access to technology and high quality Internet service. The majority of our community falls within these parameters, therefore, the dip in enrollment is not a surprise.

Early admit students made up close to 40% of the total enrollment. Early admit students typically take fewer credits than traditional college students. This is illustrated by the lower student semester hours.

Fortunately, the percentage of Native Hawaiian students remained consistent in the 20-21 academic year. This can be attributed to marketing strategies that were developed to target this specific demographic. Ensuring a proper representation of Native Hawaiian students remains a priority for the Molokai Education Center.

Efficiency Indicators	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
Average Class Size					
Fall	17	11	13	15	15
Spring	17	11	12	14	13
Fill Rate					
Fall	70%	55%	69%	67%	81%
Spring	48%	54%	57%	72%	66%
Faculty Student Ratio					
Fall	3:185	3:182	2:193	2:195	2:163
Spring	3:151	3:163	2:175	2:220	2:130

Fewer classes were offered in the 20-21 academic year as a result of declining enrollment. This helped to maintain the average class size because students had fewer options.

Fill rates were higher than normal. This can be attributed to lower classroom capacities. The maximum number of students in a classroom decreased to adhere to social distancing requirements.

The faculty to student ratio remains a concern. There are no instructional faculty positions located on Molokai. The faculty position assigned to the center is non-instructional and performs administrative functions. It is feasible that UH Maui College programs could house faculty positions on the island of Molokai to teach on-site and distance learning sections. This would create an instructional faculty presence on Molokai.

Effectiveness Indicators	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
Successful Completion (C or Higher)					
Fall	75%	83%	80%	81%	86%
Spring	77%	76%	75%	84%	75%

Successful Completion Native Hawaiian Fall	80%	82%	81%	81%	87%
Persistence (Fall to Spring)	66%	65%	68%	66%	73%
Associate Degrees Awarded	8	13	16	14	18
Certificates Awarded	15	8	25	21	27
Bachelor's Degrees Awarded		3	1	0	1

The challenges brought forth by the pandemic forced our academic and student support personnel to innovate new ways to support student success. These strategies were adapted over time as the pandemic evolved. The strategies are further outlined in section 3 below. As a result of the commitment and flexibility of the team, we saw improved retention and persistence rates.

The number of certificates and degrees also increased slightly. The program typically sees an increase in graduation rates during commencement years as students are incentivized to complete their credentials. The drive through commencement highlighted the first cohort of Institute of Hawaiian Music graduates and a growing number of Construction Technology certificate completers.

Early Admit Program Indicators	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
SPEA Enrollment					
Fall	54	37	40	49	64
Spring	55	39	41	89	57
Number of Credits					
Fall	209	140	169	163	274
Spring	201	136	150	354	251
Successful Completion (C or Higher)					
Fall	85%	92%	90%	92%	88%
Spring	92%	80%	80%	79%	58%
Native Hawaiian Student Enrollment					
Fall	80%	70%	70%	73%	77%
Spring	69%	79%	85%	80%	81%

Early admit students make up a significant portion of our student body. The Ho'okele Program continues to be funded by Kamehameha Schools and is instrumental in recruitment and retention of high school participants.

In Spring 2021, there was a notable decrease in student retention. This can be attributed to distance learning fatigue. Many of the students withdrew from courses unable to sustain the demands of online learning at both the high school and college level. Our high school students reported a high amount of stress; this includes those who completed with a 2.0 or better.

Throughout the duration of the 2020-2021 school year college personnel were banned from providing on-site support at the Molokai High School campus. This had a significant impact on the

relationship between the college counselor and the students. The disconnect ultimately led to a drop in success rates. We are hopeful that these statistics will normalize in the 21-22 academic year as our staff has been provided with a new office space to work with students.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Unit/Service Outcomes
- b) Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- c) Assessment Results.
- d) Changes that have been made as a result of the assessment results.

Strategic Planning Goals for 2020-2025

Program Goals	Mapping Program Goal to Activity, Course, Project, or other Initiative	Assessment Tool and Methods of Utilization	Analyzing Results	Plan & Implementation
<u>Program Goal 1:</u> Distance Learning	<p>Consistently advertise completely online degree programs. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 4, C)</p> <p>Develop course sequencing and academic support initiatives that encourage a scaffolded approach to distance learning participation. (UHMC Strategic Directions, Quality of Learning, Objective 4, D and Student Success Objective 1, B)</p> <p>Determine best-practices for supporting distance learners in multiple forms of asynchronous, synchronous and hybrid course participation. (UHMC Strategic Directions, Student Success, Objective 2, A)</p>	<p>Track and monitor enrollment in distance learning courses/programs.</p> <p>Assess student preparedness and engagement in distance learning courses through Spring Student Needs Assessment.</p>	Baseline data to be reported in 2020-2021 program review year.	Target will be developed once baseline data is accessed.

Year 1 Progress: The Molokai Education Center implemented the following activities to support distance education students in the 2020-2021 academic year:

Student Support-The following activities contributed to an increase in student retention and persistence despite the ongoing COVID pandemic and a smaller number of students enrolled at the Molokai Education Center.

- Increased inventory of loaner equipment. Utilized UH Foundation funds to purchase hotspots. KS grant to purchase early college laptops providing more flexibility than DOE devices. Replaced laptop cart with tech fee funds. Old laptops were placed in loaner inventory.
- Staff and peer mentors managed a night call center for students working on coursework until 9pm M-Th.
- Free printing services were provided to all students. They would send us their print jobs and arrange for pick up.
- A community wifi access point was established on campus to expand free public wifi offerings in the community. Students were welcomed to bring their ohana and set up study pods in our outdoor learning areas.
- Installed new furniture in outdoor kukui grove to encourage students to come to campus and to study in outdoor spaces.
- Learning Resource Center workshops were transitioned to zoom and offered every few weeks throughout the semester.
- Zoom, phone, mail, and email check-ins with students a minimum of twice a semester.
- Drive through appointments were made for drop off and pick up of devices, papers, etc.
- All staff were accessible on campus and virtually throughout the academic year to meet students in the modality they were most comfortable with.
- Peer mentors and tutors are assigned to specific online classes to assist students in break out room activities and support instructors.
- A Swivl device and iPad was purchased to support hybrid teaching and learning. The device enhances the audio and visual quality of the class for online participants. It gives instructors the opportunity for more dynamic hybrid instruction.

Data

- [Distance learning needs assessment](#) was developed and will begin implementation in Spring 2021. The survey will be administered in the first couple weeks of each semester and will allow us to gauge students' preparedness for online learning. It also allows us to provide just in time responses to address students' specific needs.
- Self-reported data for distance learning participation is available through the student needs assessment. We are researching ways to pull more reliable data tables from Banner. Baseline data will be developed in 2021-2022 once a more reliable source of data collection is identified.
- As shown in the chart below students enrollment and preferences for course delivery has shifted dramatically from Spring 2019-Spring 2021. The reality of this sudden shift requires thinking differently about how we connect with and support students. The activities performed above were efforts aimed and responding to this shift. We will continue to monitor actual enrollment and student preferences as the pandemic evolves and endemic approaches so we can remain flexible in responding to their needs.

DL Modality Enrolled In	Enrollment Spring 2019	Enrollment Spring 2021
Face to Face	79%	24%
Asynchronous Online	40%	41%
Synchronous Online	33%	93%

DL Modality Preferred	Spring 2019	Spring 2021
Face to Face	74%	36%
Asynchronous Online	15%	21%
Synchronous Online	7%	43%

2021 UH Maui College ARPD
Program: Molokai Education Center

<p>Program Goal 2: Molokai Farm & Vocational Programs</p>	<p>See 2020 Molokai Agriculture Program Planning Guide. This plan identifies goals for the Agriculture program on Molokai.</p> <p>Continue offering certificate and degree opportunities in Construction Technology at the Molokai Farm location to support local workforce development (Promising Credentials - NCCER “This credential is associated with 22 occupations.”)</p>	<p>Enrollment, retention, persistence and graduation rates for students enrolled in Career and Technical Education programs on Molokai that are aligned with Perkins Grant initiatives.</p>	<p>By end of 2022-2023 academic year the Construction Technology cohort will enroll and/or persist a minimum of 12 students into the Rough & Finish Carpentry, Maintenance Plumbing, Sustainable Technology and Construction Technology certificate tracks. Of the cohort, 75% (9) of these students will successfully complete the courses with a GPA of 2.0 or better and earn a Certificate of Competence or persist into the 2023-2024 academic year.</p>	<p>Author a Perkins grant to secure funding to sustain a 1.0 FTE APT Academic Support Position for a Program Coordinator to support Career & Technical Education program development on Molokai that is aligned with workforce needs.</p>
<p>In Fall 2020, 11 out of 12 Construction Technology majors successfully completed CARP 120 as a foundational course for future certificate completion. By Spring 2021, 8 students earned Certificates in Construction Technology. 75% (6/8) students were of Native Hawaiian ancestry. One graduate was an Early College student from Molokai High School. Establishing the Program Coordinator position has allowed us to extend our reach to vulnerable populations that are traditionally underrepresented in higher education.</p>				
<p>Ownership of the Molokai Farm lease is in the process of being transferred to CTAHR along with all assets of the Molokai Farm program. The Agriculture program goals outlined in the planning guide require farm land and resources.</p>				
<p>Program Goal 3: Bridge Access to Upper Division Opportunities in Education</p>	<p>Work with DOE Molokai Complex Office and individual schools to determine current and future local workforce needs in education. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 1, A)</p> <p>Coordinate information sessions, or other recruitment initiatives aimed at spreading awareness about the different University Center programs in education. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 4, C)</p>	<p>Create an education workforce needs report for the island of Molokai.</p> <p>Track Molokai resident College of Education enrollment.</p>	<p>Baseline data to be reported in 2020-2021 program review year.</p>	<p>Target will be developed once baseline data is accessed.</p>
<p>The Molokai program has been unable to gain access to a reliable source of data for upper division enrollment at UH Mānoa. This has hindered our ability to track and report on individual students and the programs they are enrolled in. Therefore, baseline data cannot be developed until we get regular and reliable access to enrollment reports.</p>				
<p>The following recruitment activities have occurred:</p> <ul style="list-style-type: none"> ● Press releases in our local newspaper and college newsletter ● Coordinated information sessions with UHMC and UH Mānoa staff ● Posted local advertisements for College of Education programs ● Embedded College of Education opportunities in Open House event 				

<ul style="list-style-type: none"> Assist candidates with applications 				
<p>Program Goal 4: First Year Experience</p>	<p>Redesign New Student Orientation and follow-up activities to focus on Native Hawaiian culture and relationship development. (UHMC Strategic Directions, Hawai'i Papa O Ke Ao, Objective 1, B)</p> <p>Create FYE strategic planning guide based on the Seven Central Principles of Student Success. (UHMC Strategic Directions, Student Success, Objective 1B & 3C).</p> <p>Expand “just-in-time” support videos and announcements. (UHMC Strategic Directions, Student Success, Objective 1B).</p> <p>Mandatory enrollment in Perkins student support program for all first time CTE students. (UHMC Strategic Directions, Quality of Learning, Objective 4, D and Student Success, Objective 2, A)</p> <p>Mandatory initial counseling appointment to include goal setting and pathway development. (UHMC Strategic Directions, Quality of Learning, Objective 4, D and Student Success, Objective 2, A)</p> <p>Initiate support activities for first time freshmen from high school. (UHMC Strategic Directions, Quality of Learning, Objective 4, D)</p>	<p>Track first time freshman retention and persistence.</p> <p>Track first time freshman direct from high school separately to gauge differences between traditional and non-traditional freshman.</p>	<p>Number of Freshman-Classified First Time: Fall 2016-30 Fall 2017-32 Fall 2018-38 Fall 2019-30 Fall 2020-8</p> <p>Retention: Fall 2016-53% Fall 2017-84% Fall 2018-71% Fall 2019-57% Fall 2020-63%</p> <p>Fall – Fall Persistence: Fall 2016-43% Fall 2017-45% Fall 2018-47% Fall 2019-40% Fall 2020-38%</p>	<p>Maintain FYE student retention at 60% or higher each term starting Fall 2021.</p> <p>Maintain FYE Fall-Fall persistence at 50% or higher starting Fall 2021.</p>

2021 UH Maui College ARPD
Program: Molokai Education Center

The first year traditional college student is a demographic that has been difficult to reach during the pandemic. We saw far fewer new adults and high school graduates than in normal years. We attribute this to the “survival mode” that many families have had to enter to meet their basic needs during the pandemic. As the pandemic has evolved it has required everyone to be nimble and prepared to address shifts in our day to day living. This dynamic situation has made it difficult for students to commit to 15 week-long semesters and 2-year degree programs. Instead, we see more students gravitating toward non-credit training which is quicker and based on credentialing for the workforce (see more in Program Goal 5).

The majority of the FYE students on Molokai are also enrolled in the Manaiakalani Program. It is commonly referred to as a 13th year program and helps to support the transition to college for new students. A mandatory component of this program is to enroll in IS 190V, Foundations for College Success, in their first fall semester. The course syllabus is based on the Ka’ao framework and walks students through the different phases of the Ka’ao framework as they build the skills and relationships to foster college success. In Fall 2020 and 2021 the course was offered online exclusively for Manaiakalani cohort members. In Fall 2022, the course will be scheduled as an in-person course and will be open to all new students.

Support services for all FYE students were broken down and delivered as just-in-time support throughout designated time periods in the semester. These services were announced via a regular e-bulletin and many of the workshops and activities were delivered on Zoom to accommodate the influx of online learners.

First Year Experience (FYE)	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
Number of First-Time Freshman Fall	30	32	38	30	8
Enrollment Status – Fall					
Full-Time	15	11	16	18	3
Part-Time	15	21	22	12	5
Successful Completion (C or Higher) Fall	53%	84%	71%	57%	63%*
Persistence Fall to Fall	43%	45%	47%	40%	38%*
Direct from High School Freshman Fall	18	14	16	18	5
Direct from High School Retention Fall	56%	85%	63%	50%	100%*
Direct from High School Persistence Fall-Fall	50%	46%	38%	50%	60%*

*Note small sample size.

<p><u>Program Goal 5:</u> Non-Credit Programs</p>	<p>Develop an Outreach agreement with ELWD to include an analysis of tasks each party will perform, a process guide for establishing courses, as well as a revenue sharing formula. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 3, A & B)</p> <p>Seek external funding to provide scholarships to support student enrollment. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 1, A).</p> <p>Evaluate workforce training needs that are better aligned with non-credit vs. credit. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 1, A & 2A).</p> <p>Conduct summative assessments for each course to gauge course effectiveness and participant needs for additional training. (UHMC Strategic Directions, Student Success, Objective 3, B).</p>	<p>Track enrollment and number of non-credit courses offered each academic year.</p> <p>Track revenue generated.</p>	<p>Spring 2017-Fall 2020:</p> <p>117 enrollments 11 courses</p> <p>\$7,053 generated in tuition revenue.</p>	<p>Offer a minimum of 2 non-credit courses per academic year.</p> <p>Enroll a minimum of 30 students per academic year in non-credit courses.</p>
<p>Appendix 1 provides a chart of non-credit offerings throughout the last three calendar years. There has been tremendous growth in the area of non-credit offerings and enrollment on Molokai. In 2021, we received a donation from an anonymous donor on Molokai to facilitate a Commercial Driver's License certification course. This was identified as a workforce need years ago and the donation gave us the resources to launch the program. UHCC system grants also allowed us to provide training in specific industries that lead to high demand and high wage employment. This work is made possible largely due to a Perkins grant awarded to the Molokai Education Center. This grant provided us with the personnel to manage non-credit programming.</p>				

4. Action Plan

Significant actions that will be taken in the next year directly align with the above program goals.

Program Goal	Action Items
<p><u>Program Goal 1:</u> Distance Learning</p>	<ul style="list-style-type: none"> • Develop activities for online students to foster engagement with campus and build relationships with support staff and peers. • Continue to research methods of tracking data specific to Molokai • online programs/students. • Administer DL pre-assessment to students at the start of the semester to gauge preparedness for online learning.

<u>Program Goal 2:</u> Molokai Farm & Vocational Programs	<ul style="list-style-type: none"> Continue to author Perkins Grants to sustain the 1.0 FTE APT Academic Support Program Coordinator position to develop vocational program pathways. This position is also responsible for supporting student success and creating workforce partnerships.
<u>Program Goal 3:</u> Bridge Access to Upper Division Opportunities in Education	<ul style="list-style-type: none"> Send an assessment to all DOE schools to gauge local workforce needs in education. Respond to these specific needs by working with our liaisons at UH Maui College and the UH Mānoa College of Education.
<u>Program Goal 4:</u> First Year Experience	<ul style="list-style-type: none"> Add videos tutorials to enhance academic support announcements and e-bulletins. Offer IS 190V, Foundations for College Success, as an in-person or hybrid course at the Molokai Education Center by Fall 2022. The course will be mandatory for Manaiakalani cohort members and highly suggested for other FYE students. Develop Fall 2022 orientation as a hybrid event to accommodate in-person and online students. Redesign FYE orientation to focus more on building pilina and shorten the event to be conducive to hybrid delivery. Continue to author grants to fund a personnel position to support early college initiatives.
<u>Program Goal 5:</u> Non-Credit Programs	<ul style="list-style-type: none"> Develop a post-workshop assessment to administer to all non-credit students to determine future training needs.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial).

x I am NOT requesting additional resources for my program/unit.

*Add in rows as needed.

No additional g-funded staff or faculty are being requested at this time. However, grant funds are being requested to fill crucial gaps in our program in the areas of Early College and Career and Technical Education (CTE). The goals outlined in this program review related to these programs rely on the continued acquisition of resources to support established positions in these areas. There are no other personnel responsible for these program areas on Molokai.

Appendix 1

2019 Calendar Year	
Course Title	Student Completion
FireFighter Test Prep	12
HVAC	2
Culinary Prep Cook (High School Students)	14
Electric Vehicle Hybrid	7
Total	35
2020 Calendar Year	
Course Title	Student Completion
Security Guard Training	23
Renewable Energy	7
Creative Designs	1
Python & ArcGIS	2
OSHA-10	3
Total	36
2021 Calendar Year	
Course Title	Student Completion
Aquaponics	2
Renewable Energy	5
Digital Design	1
Conversational Hawaiian Language	36
Technology Training	3
HVAC - June 21	4
HVAC - August 16	1
Forklift - July 24	15
Forklift - August 7	9

2021 UH Maui College ARPD
Program: Molokai Education Center

CDL	10
Pharmacy Tech	12
Drone	0
Pre-Apprenticeship	0
Solar PV	5
Security Guard	3
Digital Readiness	2
Total	108