

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 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
Unduplicated Student Enrollment					
Fall	182	193	195	163	123
Spring	163	175	220	130	115
Student Semester Hours (SSH)					
Fall	1216	1411	1474	1024	688
Spring	1119	1226	1334	746	575
Total Number of Classes Taught On-Site					
Fall	19	17	20	12	9
Spring	16	15	16	8	4
Percent Native Hawaiian (NH) Students					
Fall	80%	77%	81%	81%	78%

Spring	81%	82%	79%	81%	82%
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The unduplicated student enrollment continued to drop in the 21-22 academic year. The Molokai community is still grappling with emerging from the pandemic. The needs of the family have grown and diversified putting social pressure on the demographic of adult learners that we would typically see at our institution. Without having the personal capacity or options to engage in face-to-face learning, many of our community members are opting to focus on other aspects of their lives at this time and forgoing enrolling in credit bearing programs at the Molokai Education Center campus.

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
Credit	182	193	195	163	123
Non-credit	11	33	25	99	84
Total	193	226	220	262	207

Despite the decrease in credit-based enrollment, we have been experiencing increases in non-credit program enrollment. The non-credit programs offer personal development and workforce development credentialing options that are short-term. These programs have been more attractive to the community due to their short-term nature and flexibility in offering in-person, online and hybrid options.

The increase in this special population has balanced out enrollment at the Molokai Education Center to illustrate that we maintained education and programming to serve 200+ students throughout the duration of the pandemic; and continue to do so.

Efficiency Indicators	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
Average Class Size					
Fall	11	13	15	15	12
Spring	11	12	14	13	12
Fill Rate					
Fall	55%	69%	67%	81%	81%
Spring	54%	57%	72%	66%	75%
Faculty Student Ratio					
Fall	3:182	2:193	2:195	2:163	2: 123
Spring	3:163	2:175	2:220	2:130	2: 115

A small number of in-person courses were offered in the 21-22 academic year as a result of declining enrollment. It is important to note that almost 50% of our student demographic is now early college students. Many of our in-person courses reflect that where a combination of early college and adult students meet to learn together. Engaging our high school population has been the only way to ensure we meet the minimum enrollment requirement of 10 students.

Fill rates remained about the same. In-person classrooms have not been assembled back to pre-pandemic capacity to ensure the public of our commitment to student health and safety.

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 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
Successful Completion (C or Higher)					
Fall	83%	80%	81%	86%	73%
Spring	76%	75%	84%	75%	81%
Successful Completion Native Hawaiian Fall	82%	81%	81%	87%	71%
Persistence (Fall to Spring)	65%	68%	66%	73%	66%
Associate Degrees Awarded	13	16	14	18	13
Certificates Awarded	8	25	21	27	5
Bachelor's Degrees Awarded	3	1	0	1	1

Each year the Molokai Education Center program administers a Student Needs Assessment survey. The results of the survey help us to better understand and implement student success initiatives. In the 21-22 survey it was alarming to find that many of our students are struggling with a new set of issues that we have little experience with. Students reported their top barriers to success were feeling stressed/burnt out and a lack of motivation. In the qualitative responses many of them cited being enrolled in distance learning as a reason for lacking motivation. The effects of the pandemic contributed to their overall stress levels. This has triggered concern about the mental health of our students and their ability to focus and engage in coursework. This is evident in the decrease in retention rates and growing gap for Native Hawaiian student success.

In the 22-23 academic year, the staff plans to initiate a health and wellness campaign aimed at helping students to care for their mental health and well-being to help them juggle the demands of life and their pursuit of education and training.

First Year Experience (FYE)	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
Number of First-Time Freshman Fall	32	38	30	8	12
Enrollment Status – Fall					
Full-Time	11	16	18	3	4
Part-Time	21	22	12	5	8
Successful Completion (C or Higher) Fall	84%	71%	57%	63%*	33%
Persistence Fall to Fall	45%	47%	40%	38%*	42%
Direct from High School Freshman Fall	14	16	18	5	9
Direct from High School Retention Fall	85%	63%	50%	100%*	22%*
Direct from High School Persistence Fall-Fall	46%	38%	50%	60%*	44%*

*Note small sample size.

The FYE subgroup is a population continuing to require special attention as a result of their declining success and persistence rates. Those that have been retained from Fall 2021-Fall 2022 are taking a minimal course load. Part-time students typically have lower persistence and graduation rates. We have made attempts to reinstitutionalize the face-to-face elements that were proven successful in years prior to the pandemic. However, students have not shown up for face-to-face events and we struggle with making contact with them whether it is by email or phone.

While we strive to revive in-person activities and events, it seems that students have grown accustomed to having the option to attend virtually. It was previously observed that the student population on Molokai did not thrive in an online environment, furthermore, students are opting for online classes even though we offer that course in-person.

We have learned that the typical email and phone calls to students are not receiving the response we hoped for. We look towards strategies that offer simpler response methods, including paid return envelope mail outs and embedded surveys/polls in emails. To build connections between students, staff, and the Molokai Education Center campus, we look forward to more storytelling and student focused projects displayed through social media, on campus resource fair inclusive of Zoom

components and incentives, and bi-monthly e-bulletins addressing essential UH system components. Additionally, we hope to offer social events for students to build campus community.

Early Admit Program Indicators	AY 17-18	AY 18-19	AY 19-20	AY 20-21	AY 21-22
SPEA Enrollment					
Fall	37	40	49	64	51
Spring	39	41	89	57	59
Number of Credits					
Fall	140	169	163	274	235
Spring	136	150	354	251	224
Successful Completion (C or Higher)					
Fall	92%	90%	92%	88%	77%
Spring	80%	80%	79%	58%	88%
Native Hawaiian Student Enrollment					
Fall	70%	70%	73%	77%	77%
Spring	79%	85%	80%	81%	83%

In 2022, Kamehameha Schools Community Investment Division changed their strategic directions and decided they were no longer going to offer funding support to the Ho'okele Program on Molokai. The funding instability and staff turnover contributed to lower enrollment and retention rates.

The enrollment and retention rates also continue to be impacted by the residual effects of the pandemic. During the pandemic our staff did not have face-time with students. They are having to do a high level of relationship building and promoting awareness of the early college program and benefits.

While a majority of the early college students historically participated in face-to-face classes, they are now primarily in distance learning courses. That transition has been difficult to navigate and staff are trying to get creative in how to best support high school students participating in a variety of distance learning formats.

Early admit students make up a significant portion of our student body. The continuation of the Ho'okele program will be critical in providing opportunities for youth on Molokai and to maintain enrollment in our credit programs. As evidenced in participation and success rate declines, program instability has a direct impact on enrollment and success. Therefore, we are advocating to institutionalize this program to afford greater stability to the program to maintain enrollment and student success.

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.

The pandemic undoubtedly had a tremendous impact on the higher education landscape. Our strategic planning goals no longer hold the same relevance as we explore what the possibilities are to thrive in a post-pandemic setting.

UH Maui College is currently undergoing strategic planning. In our next program review (2022) and beyond, we will redesign our program learning outcomes to align with the UH Maui College Strategic Plan. In this section we will report on how our center is working to address the four imperative areas at our site.

In addition to adapting the strategic plan to our center, we will continue our annual data walk practice. Each summer the staff at the Molokai Education Center gather to explore annual program data and student needs assessment results to inform priority action items for the year ahead. This was conducted in Summer 2022 and is a driving force behind action items implemented in the 22-23 academic year which will be reported on in the next program review document.

4. Action Plan

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

Program Goal	Action Items
<u>Program Goal 1:</u> Strategic Plan	<ul style="list-style-type: none">● Engage with the development of the UH System and UH Maui College Strategic Plan● Adapt plan to develop action items for the Molokai Education Center.
<u>Program Goal 2:</u> Data Walk	<ul style="list-style-type: none">● Continue annual Data Walk practice to review program review and student needs assessment data.● Develop priority action items each year based on the results of the data walk.

5. Resource Implications

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

The Molokai Education Center is requesting to institutionalize an APT Ho‘okele Coordinator position to coordinate early college activities on the island of Molokai. The rationale for this request can be found in the Early College report on page 5 of this document.