

MAUI COMMUNITY COLLEGE

Comprehensive Program Review

Molokai Outreach Program

I. OVERVIEW OF THE PROGRAM

A. **Mission and Vision of the College**

The College Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non credit educational opportunities to a diverse community of lifelong learners.

The College Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua'a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. **Mission and Vision:**

Molokai Outreach Program: Molokai Education Center and Molokai Farm

The Molokai Outreach Program is comprised of two educational facilities: the Molokai Education Center, located in Kaunakakai, and the Molokai Farm, located in Hoolehua. The majority of this document will address both entities together under the Molokai Outreach Program title. However, whenever appropriate, the two programs may contribute separate statements.

Mission

Molokai Education Center

The Molokai Education Center serves the focal point for higher educational learning and instruction for the University of Hawaii system on the island of Molokai. We serve our island residents from high school juniors to senior citizens by providing a wide range of credit and non-credit courses, certificate and associate degree programs as part of Maui Community College; by facilitating selected courses as needed from other community colleges; and by receiving selected bachelors and masters degree programs from UH Manoa, UH West Oahu and UH Hilo via UH/ITV as brokered by the University Center, Maui.

Mission

Molokai Farm

The Molokai Farm mission is to serve the residents of Molokai by encouraging new farm development and other entrepreneurial agricultural activities and to provide quality education through the curriculum and services provided. (*See Attachment A*)

Vision

Molokai Education Center

Located on fifteen landscaped acres at the east of Kaunakakai town, the Molokai Education Center will be a full-service campus with sufficient classrooms, educational programs, faculty, staff, infrastructure, technology, and resources to provide the highest quality teaching and learning environments for the residents of Molokai.

Based on a rough schematic (see next page), a new auditorium will serve all of Molokai as a showcase for artistic, theatrical and cultural events as well as College commencement ceremonies and other educational activities. A wet science lab, 24-station computer lab, large lecture hall, and two general education classrooms will be constructed to serve immediate and future student needs. A moderate structure with 12-14 offices will house lecturers and other federally funded program staff so that they have adequate physical space to perform their duties at their best. Through a public/private partnership, a childcare training facility, much like the Head Start on the Kahului campus, will give students the opportunity to learn and practice the curriculum in a lab school setting while allowing mothers the opportunity to attend college without childcare worries. A creative visual arts facility, in conjunction with the UH Manoa Film School and other public/private entities, will add energy to the campus and serve as an outlet to the growing population of young producers on island. Possible centers for marine research and for vocational training in culinary arts and trades may be constructed using Rural Development funds. And lastly, well-planned student meeting areas with food and drink kiosks and other activities will welcome and nourish all who attend.

Vision

The Molokai Farm

The vision of the Molokai Farm is to be the agricultural and vocational training center that will address the community's need for appropriate job training and entrepreneurship development.

1. Program Vision for the Molokai Outreach Program for the Next Five Years

The Molokai Education Center

The vision of the Molokai Education Center for the next five years in singular: to secure the adjacent land around the current facility in order to identify our campus boundaries so that the vision above can be implemented over the 20-50 year time frame and beyond.

The Molokai Farm

The vision for the Molokai Farm for the next five years is to complete a new Agricultural and Vocational Training Center facility on the property so that curriculum and services can be offered in farm development and management, entrepreneurship and business development, and the necessary trade skills for day-to-day farm operations.

2. Contribution of the program to the Mission of MCC

The Molokai Outreach Program is the largest and oldest outreach site of Maui Community College having been established in 1970. We contribute to the mission of the College by providing the same high-quality credit and non-credit courses to our own uniquely diverse community of learners on their home island.

3. Goals of the program (See Appendix A)

Because the Molokai Outreach Program is a comprehensive educational and training program on a rural island separated from the main campus, we embrace all of the College's goals and objectives and the majority of action strategies as they are relevant to our own operation. The Molokai Education Center is the focal point of higher education as an engine for economic development, workforce development, and socio-economic development for local residents. The goals of the program are to see our local residents reach their highest potential and succeed in their chosen ventures- whether they are starting their own businesses, working for the schools as educational assistants and teachers; helping our aged and sick as nurse aides; cultivating and marketing new agricultural products, or simply becoming the best parents, friends, relatives, employees, and community members that they can be. This is especially important so that our small resident population is not left behind due to lower educational attainment and skills levels in comparison to newcomers to the island who usually are more highly educated, more economically secure, and more politically savvy.

4. Student Learning Outcomes (SLOs) of the program (See Appendix B)

The majority of Molokai Education Center students tend to be predominately adult learners who are long time Molokai residents of part-Hawaiian ancestry. Secondary ethnicities include Caucasian, Filipino, and those of mixed ancestry. As a group, our students learn best when they are engaged in hands-on activities; problem-centered discussions; applied skills and/or knowledge which relate to their immediate lives or circumstances; and experiential learning activities. The learning environment welcomes the sharing of personal life experiences among students which creates trust, maturity, diversity of opinions, respect, and an "ohana" or family feeling within each class.

The programs' learning outcomes are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

The connection between the Molokai Outreach Program goals and student learning outcomes are that the SLO's are the means to reach the end goals. The instructors present factual theories and information, and pass on their knowledge of particular subjects to the students. The instructors utilize various techniques to assess how much the students comprehend of the lecture content. The students are asked to apply what they are learning in real-life settings, working individually or in small groups, by observing, testing, and practicing their theories, skills or hypotheses. The students then analyze their results and synthesize the information in order to determine patterns or possible conclusions. Lastly, the students evaluate their entire experience and finalize their outcomes for evaluation by the instructor.

C. Molokai Outreach Program's Relation to MCC Strategic Plan

Along with the same vision and mission statements, the Molokai Education Center functions as a system due to its role of housing UH systemwide instructional courses and programs via distance education technology. Not only do we receive courses from and register students in other community college distance courses (including those on the Internet and via cable television) but we receive courses from the three baccalaureate institutions as well.

The commitments and core values listed in the MCC Strategic Plan are for the most part consistent also with our island of Molokai values. The fundamental differences between the two islands of Maui, (which is tourist oriented, fast paced, and in our minds over-developed) and Molokai, (which is the last “Hawaiian” island, rural, slow paced, and striving for responsible development) account for the difference in values. Molokai, for example, would not highly prioritize the core value as listed below because our focus and commitment is to the sustainability of our own island and its residents first.

Hawaiian Islands advantage: The College is committed to achieving global advantage by making use of Maui County’s unique cultural and geographic attributes.

The MCC Strategic Plan focuses on achieving five goals in order to satisfy recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC). Each of the goals and the Molokai Outreach Programs’ relation to them will be briefly discussed.

Goal 1 – Educational Effectiveness and Student Success

Effective, meaningful, useful, and excellent student learning and success is the reason why the Molokai Outreach Program exists. Our fundamental mission is to provide credit instruction leading to recognized certificates and degrees. The “student-first” guideline is used when making every decision. Therefore, all three Objectives listed under Goal 1 of the MCC Strategic Plan are especially important to the Molokai Outreach Program.

Non-credit instruction should be encouraged as a means to increase revenue for the College on Molokai and a .50 FTE position responsible for non-credit programs should be considered. Federally funded community development and Native Hawaiian K-12 programs housed at the Molokai Education Center are valuable in as much as they connect the College to the community and contribute to the bigger picture of a healthy, prosperous island. However, these programs currently occupy the limited office space which was created for lecturers. The growth and development of these and other new programs will require additional office space in which to house them.

Goal 2 – A Learning, Applied Research, and Service Network

Much of Goal 2 is Maui-centered for which the Molokai Outreach Program does not substantially contribute. On a small, close-knit island, the Molokai Education Center and the Molokai Farm have developed their own long-time relationships with the Department of Education, Workforce Development, island businesses and community partners for the purpose of achieving mutual goals. However, the focus of this goal on applied research and high-end technology is geared to Maui programs as they have the administration, faculty, staff, and infrastructure in order to pursue such objectives.

Goal 3 – A Model Local, Regional, and Global College

The Molokai Outreach Program contributes to this goal at the local level only because we cannot recruit mainland or foreign students without a dormitory on island. However, the unique nature of Molokai students is one of our most valuable contributions to Maui Community College as a whole.

For the past twenty years, the student population has consistently been composed of 70-75% part-Hawaiian, about 10% Caucasian, about 10% Filipino, and about 5% mixed race. It is interesting to note here that while many other sites in Hawaii are “striving to become” more involved in the host Hawaiian culture, we on Molokai live and practice that culture in our daily lives. Many grants are written and awarded to Maui Community College directly due to the large Native Hawaiian student population, in which the large Molokai Native-Hawaiian students are counted. Thus, we do not actively contribute to Objective 1, but are an integral part of Objective 2 by preserving and perpetuating the Hawaiian culture, language, and values and by contributing our numbers (ethnically, economically, and socially) to outside funding requests.

Goal 4 – Investment in Faculty, Staff, Students, and Their Environment

Maui Community College should address this goal and the two objectives much better than it has in the past due to a lack of resources, but also due to the fact that the main campus issues take precedence over those in the outreach sites.

In terms of Objective 1- Human Resources- the College has been slow to recognize and invest in faculty and staff positions on Molokai. In fact, no g-funded faculty positions have been added on Molokai since the 1980’s, although many have been identified over the years in various Academic Development Plans. In lieu of creating g-funded staff positions, the solution for support staff (i.e. counselors) has been to seek external funding for positions which serve the majority, but not all, students.

In terms of Objective 2 – the only goal for the Molokai Education Center for the next five years is to secure the land around the facility for program growth and development. Unfortunately, the current campus Master Plan covers only the main campus at Kahului which means that the Molokai Outreach Program will need to secure funding for a Master Plan separately. And even when a Master Plan is in place, with severely limited financial resources, the main campus needs will take precedence making the one goal on Molokai more difficult to attain.

The Molokai Outreach Program contributes to this goal and Objectives 1 by valuing and appreciating each of our employees, by reinforcing employee professionalism, by fostering an environment which inspires each employee to work hard, work efficiently, work productively, and work independently and in conjunction with the full support of the Coordinator. As far as Objective 2, the Molokai Education Center was completed in 1999 and is aging well even with the overcrowding and limited space. The Molokai Farm facilities are dilapidated and some are set for demolition as a renovation project and addition are slated for 2006 using federal HUD monies.

Goal 5 – Resources and Stewardship

The Molokai Outreach Program exists on a small, rural, island where the socio-economic status of most of the residents is some of the lowest in the state. Fundraising privately on this island is extremely difficult and has proven to be only marginally worth the time and effort. The best way to contribute to this goal currently is to raise funds from the rental of the facility to community groups such as Kamehameha Summer School and HMSA based on a fair and

published fee schedule and then put the monies earned back into the facility needs. This practice helps to sustain the Molokai Education Center and to lower some institutional costs that would otherwise have to be covered by the home campus.

With the ownership of the surrounding acreage, new possibilities will arise. Since Molokai is extremely limited in the number of public facilities, an auditorium could provide much needed rental income to the College. In addition, a good majority of the adjoining acreage which is now in seed corn production could be leased back to the businesses providing a steady revenue source until the lands were needed for development.

After the MCC Strategic Plan was written in 2002, a timeline was created to facilitate implementation and to allow for revision in 2003/2004. The College undertook a process to identify and prioritize action strategies related to each goal to guide our actions in the upcoming years. The Molokai Outreach Program personnel participated in the process, along with the rest of the College faculty, staff, and administrators. This participation usually occurred during the Fall Convocation at Kahului for most of the staff members and throughout the year for the Molokai Coordinator. However, in Fall of 2004, the timeline called for Community Response so that the Strategic Plan could be revised based on College and community needs. No one from the Molokai community took part. The result of this input, while unintended, lowered the priority of some of the action strategies related to outreach centers as the Maui community addressed their priorities first.

D. Program Faculty , Lecturers, and Student Learning Outcomes (see Table I)

The MCC Molokai Outreach Program has two tenured faculty, both g-funded, who have both instructional and administrative assignments. Donna Haytko-Paoa, Professor/Coordinator, is a C-5 rank with over twenty years of service. Ms. Haytko-Paoa earned her BA degree with distinction in Political Science from Colorado State University and her MA degree in Political Science from the University of Hawaii at Manoa. She coordinates the credit program, manages the Molokai Education Center, teaches courses in Political Science and Sociology, and is the highest ranking College official on Molokai thereby representing the College and the University in many community and formal events. She chose to take a sabbatical leave in 2000/2001 to attend conferences, to read and study current issues and trends in the social sciences to keep current in her area of expertise, and to study various organizational models for the future of the college on Molokai.

James Boswell received his BS degree in Ornamental Horticulture from BYU-Provo. He manages the Molokai Farm and instructs agricultural related courses offered by Maui Community College. Mr. Boswell has eighteen years of experience in the position and stays current by attending local conferences and serving on the boards of the Molokai/Lanai Soil/Water Conservation District and the Molokai Irrigation System Advisory Board.

The two federally-funded faculty are Nanette Napoleon Grambusch and Rebecca Takashima. Ms. Napoleon Grambusch instructs courses in cooperative education, work practicum, and employability courses as well as Hawaiian language and Hawaiian studies through an Alu Like Native Hawaiian grant program. She has been with the College for two years and must renew her position each year by seeking subsequent grant monies. Ms. Takashima is a half-

time vocational counselor in a non-instructional position through a Carl Perkins grant and has been in the position for over four years.

Lecturers

All other credit courses on Molokai are taught by 15 – 20 lecturers who are hired each semester for a specific class or classes. These lecturers must meet the guidelines as stated in the Revised Faculty Minimum Qualifications (2001). Currently, the Molokai Outreach Program has built a lecturers pool of about 40 potential lecturers to choose from each semester depending on the courses needed. From that group, five have earned their PhD, 20 have their Masters degrees, and the remaining have their Bachelors degrees with the required additional experience for the subject area.

Student Learning Outcomes

The use of adjunct faculty or lecturers may contribute to being less current in their field of expertise as each lecturer is not a professional faculty member per se. However, the Molokai Outreach Program accepts, utilizes, and appreciates the Student Learning Outcomes for each course which were created through the hard work of the regular, full-time faculty on the main campus. The Molokai faculty and lecturers alike recognize the importance of fulfilling the expectations of the students as well as the College curriculum. Therefore, they strive to create, teach, assess, and measure student achievement by focusing on the outcomes for each course as given.

Faculty Information

TABLE I

NAME	EDUCATIONAL BACKGROUND	POSITION/PROGRAM	INITIAL APPT.
Donna Haytko-Paoa	MA, Political Science BA. Political Science	Professor/Coordinator	July 1984
James Boswell	BS, Agriculture	Assistant Professor/ Molokai Farm Manager	July 1987
Rebecca Takashima*	MEA, PD, Education BA, Education	Instructor/Counselor (.5 FTE) Carl D. Perkins Voc/Ed	April 2001
Nanette Napoleon Grambusch *	PD, Education BA, Hawaiian Studies	Instructor, Native Haw'n Career & Tech/Ed	
* federally funded			
	Professional Staff	Information	
Phineas Kelly	MS, Education BFA, Art	Instructional & Student Support Specialist	March 2004
Dolores Manaba *	AA, Liberal Arts	Counselor, Educational Opportunity Center	August 1982
Mikiala Ayau Pescaia *		Site Coordinator, Na Pua Noeau	
Frances Cobb-Adams *	BA, Hawaiian Studies	Pathways Coordinator, Na Pua Noeau	May 2004
Elizabeth-Rose Kamakana-Juario *	BED, Education	Student Support Services	
* federally funded		Support Staff	
Stephanie Dudoit	AAS, Accounting	Account Clerk III	May 1987
Stanford Rapanot		General Laborer II	
Jennifer Senas *	AS, Office Admin & Tech	Clerk, Na Pua Noeau	October 1998
* federally funded			
	Rural Develop	ment Project	
Malia Akutagawa *	JD, Law BS, Biology	Director, Molokai	
Lahela Han *	BA, English	Program Support Associate	January 2004
* federally funded			

E. Ways in which the program interacts with the community

Being a small, close-knit community where everyone knows each other allows the Molokai Outreach Program to be an integral part of daily life. The credit and non-credit training programs partner with other state agencies such as the Dept of Education and the Department of Labor Workforce Development to ensure the greatest program participation. These same programs partner with the professional associations such as the Molokai Chamber of Commerce and other local business, governmental, and community organizations such as the Enterprise Community to provide much needed educational training for employees. In addition, the College interacts with many community groups, from Native Hawaiian health and educational organizations to young leadership groups. The addition of programs such as Na Pua Noeau and Po'okela broadens the reach of interaction by targeting K-12 students and by placing older students in work practicum and cooperative educational settings. And finally, the Rural Development Program connects the College with individual entrepreneurs and community organizations with the intent of creating sustainable jobs for the people of Molokai. All key organizations on Molokai and all sectors of the community are well aware of the program activities of the Molokai Outreach Program, but the connection to PCC's and National accreditation bodies is a role of the main campus and not important locally.

Student learning outcomes are positively affected when all in a community respect diversity of opinion but are of like mind and like vision when it comes to the betterment of the island and its people through education. The Molokai community is an example of such an island. In late 1999, the entire community participated in a comprehensive visioning and planning project and was rewarded with the designation of Enterprise Community. This designation affords island businesses certain benefits and allows extra points to be awarded whenever federal grants are being sought. Throughout the entire process, education was most valued and support for higher education and the Molokai Outreach Program, Maui Community College and the University of Hawaii presence was reinforced. Since education is so highly valued, students are encouraged to attend and are celebrated for their accomplishments no matter how small.

The Molokai Outreach Program also interacts with external groups and organizations, but on a much smaller scale than the main campus due to the smaller staff and student population. One example of such interaction is the almost daily activities required for distance education delivery which may involve contacting the UH/ITV staff for technical assistance; coordinating with the UH DLIT staff for scheduling and programming issues; calling the University Center Maui staff for specific enrollments in courses and programs that are brokered to Molokai and are open for registration; and communicating with instructors and students alike to administer exams, receive and return homework assignments, etc. In addition, the Molokai Education Center interacts with other University of Hawaii programs on a one-to-one basis and the Molokai Farm interacts with the UH College of Tropical Ag and Human Resources frequently as well. The result of coordinating efforts and services is that students receive the best direct instruction which positively contributes to the desired learning outcomes.

In addition, the Molokai Outreach Program has an active Advisory Committee composed of important, influential members of the community, who contribute to the programs' success.

The Advisory Committee is routinely called upon when crucial decisions, trends, programs are being considered and when the College needs to gauge the acceptance or rejection of an idea before taking it to the community at large. The Coordinator relies heavily on the knowledge and community respect for the Molokai Outreach Program Advisory Committee.

Molokai Outreach Program Advisory Committee

TABLE II

Name	Community Affiliation
Billy Akutagawa	Na Pu'uwai Native Hawaiian Health
Fred Bicoy	Community Representative
Cathy Kawamae	
Debby Kelly	Molokai Lanai Soil/Water Conservation Dist.
Ron Kimball	Kamehameha Schools Molokai Region
Dodie Manaba	Maui Community College
Donna Mersberg	Department of Human Services
Pat Mims	Student Representative
David Nanod	Community Representative
Edmund Pedro	Alu Like, Inc.
Tina Tamanaha	Hikiola Cooperative
John Urauchi	Community Representative

Finally, most of the federally funded programs which are housed at the Molokai Education Center utilize advisory committees to assist them with program planning. Examples are Na Pua Noeau and the Molokai Rural Development Project.

II. CURRICULUM AND STUDENTS

A. General Education Standards (COWIQs), program goals, and student learning outcomes (See Appendices A, B, C)

As part of Maui Community College, the Molokai Outreach Program instructs the same courses utilizing the same standards for instructors as the home campus. About 80% of our student enrollment is in "live, on-site" courses with Molokai lecturers. However, 20% of our enrollment is in distance education courses distributed via SkyBridge telecommunications, cable television or the Internet from Kahului or other UH system campuses. Whatever means that courses are delivered, the Molokai program uses the same general education standards (COWIQs), programs goals and student learning outcomes.

As of the Fall Semester of 2004, Molokai has limited their associate degree program offerings to three major areas: Liberal Arts, Business Careers and Human Services. In addition, certificate programs can be attained in Nurse Aid Training and Agriculture. In all of these degree and certificate programs, the main campus' general education standards, program goals and student learning outcomes apply.

**Molokai Outreach Program Learning Outcomes and General Education Standards –
Sample Courses taught 2004/2005**

TABLE III

Critical Thinking	Oral Communication	Written Communication	Information Technology	Quantitative Reasoning
Taught and practiced	Taught, practiced and assessed	Taught, practiced and assessed	Taught, practiced and assessed	Taught, practiced and assessed
AG 235				AG 235
AJ 221		AJ 221		
ANTH 200	ANTH 200	ANTH 200		
	ART 101	ART 101		
BIOL 100, 102	BIOL 100, 105	BIOL 100, 105		
	BUS 120, 130	BUS 120, 130	BUS 90	BUS 155
			BCIS 20, 161, 180	
	COM 130, 145	COM 130, 145		
	DRAM 190, 221			
ECON 130, 131	ECON 130, 131	ECON 130, 131	ECON 130	
	ED 105, 106, 191	ED 105, 106		
	ENG All	ENG All	ENG 55, 100	
	FAMR 231	FAMR 231		
FSHN 185, 285		FSHN 185, 285	FSHN 185, 285	FSHN 185, 285
	HAW 100, 201, 202	HAW 100, 201, 202		
	HWST 107, 111	HWST 107, 111		
HIST 151, 152		HIST 151, 152		
ICS 211		ICS 102, 211	ICS 102, 211	
Math ALL	Math 100	Math 100	Math 115, 135, 140	Math All
NURS 16	NURS 16	NURS 16		
PHIL 101	PHIL 101	PHIL 101		
PSY 100, 240	PSY 100, 240	PSY 100, 240		
SOC 218	SOC 218	SOC 218	SOC 218	
	SP 151	SP 151		
		WI All		

Student learning outcomes are built into each of the above courses which were taught during the 2004/2005 academic year.

It is expected that all students in both certificate and degree programs will

- Demonstrate beginning critical thinking skills in a logical, step by step manner to identify the problem or issue; postulate various theories and approaches to assess the problem or issue; develop the most suitable plan to address the issue; implement the plan; and evaluate the result.
- Practice oral communication skills by speaking clearly and concisely, in an intelligent fashion on the selected course topic; utilize the theories, thoughts, and processes in their communication; demonstrate proficiency in the subject area.
- Demonstrate beginning written communication skills by requiring work using competent grammar and language skills; express written thoughts clearly in logical sequence; compose written work using their own words and ideas and cite all sources when incorporating external material into their submissions.
- Demonstrate technological understanding and proficiency in courses taught on computers or via the Internet; utilize the Internet for information and research; become comfortable with keyboarding, word processing programs, etc.
- Demonstrate competency and understanding of simple mathematical problems; utilize mathematical principles as a means to problem solve in related science and social science courses; apply mathematical principles to solve problems in the everyday lives.

The goals of the program, as stated earlier in this document, are to see our local residents reach their highest potential and succeed in their chosen ventures. By incorporating the student learning outcomes of each course into each of the three major programs (Liberal Arts, Business Careers, Human Services) and our certificate programs (Nurse Aide, Agriculture), we are confident that the goals will be reached.

B. COWIQ and program goals curricular grids (See Appendices)

The curricular offerings at the Molokai Outreach Program are the brainchild of the Coordinator in conjunction with the Assistant Dean of Instruction. Over the past twenty years, we have worked together to offer the required courses for various majors by following a ladder approach that begins with the first few courses for a certificate and follows with additional courses leading towards associate degrees. Community needs assessments and surveys are conducted to determine which certificate and degree programs are needed most and cycles of courses are then scheduled with the students in mind. In addition, courses which are hard to fill and those in which no Molokai lecturers are qualified to teach are scheduled via SkyBridge or other distance education means.

The Program Review, including all appendices, was entirely written by one faculty member, Professor/Coordinator Donna Haytko-Paoa. This situation is routinely the case due to the small Molokai staff. However, each program with a “presence” on the island and a connection to the College was asked to write a mini- Program Review document, answering all of the relevant questions as they pertain to their individual programs. These documents are included in the *Attachments*. In undertaking this exercise, each program had a chance to conduct a self study as well as to reaffirm the general conclusions of the Program Review- its stated need to acquire the additional land for all of us to be successful in what we do.

C. Student Achievement (Appendices E and F- Not Applicable to Molokai Outreach Program)

1. PHIs
2. Perkins
3. Other student achievement measures

Data from Program Health Indications and Perkins has not been gleaned specifically for Molokai. Other student achievement measures as listed in the section G of the narrative.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)

The Molokai Outreach Program has no previous program review and no previous Program Health Indicators (PHIs). Unlike individual programs on the main campus such as Agriculture or Accounting which routinely undertake this process, we have not done so separately from the home campus for our Molokai programs. Instead, our numbers are included in the statistics and reports for programs which are initiated from the home campus. Therefore, whatever previous recommendations were made, were followed or not followed, and any timeline for changes are not applicable to us.

E. Changes made in accord with the recommendations of the previous program view for Perkins measures

The Molokai Outreach Program has no previous program review and no previous recommendations in accordance with Perkins Measures.

F. Measurable Benchmarks

Measurable benchmarks in the Molokai Outreach Program are the completion of certificates and degree rates in each of the majors offered. Certificate cycles of courses are very limited so that students must enroll in certain classes when they are offered as the courses will not be offered again and the students will not complete the certificate. This type of course scheduling has an adverse affect on completion rates but is the reality on a small budget, lecturer-based instructional program.

The Molokai Outreach Program has no previous recommended changes to benchmarks. Achievement is strictly measured by enrollment and completion rates for our island, irregardless of any peer colleges or the home campus as our demographics and socioeconomic factors are too different for comparison.

G. Program/Certificate/Degree Standards and their SLOs (See Appendices C and G)

Certificate cycles that were available to Molokai students in the 2004/2005 academic year were:

Certificate of Competence, Nurse Aide Training (1 semester in length)

<u>NAT Enrollment Spring 2005:</u>	9 students
<u>Completion Spring 2005:</u>	8 students

Certificate of Competence, Preschool Development Associate, Human Services (2 semesters in length)

<u>Enrollment Fall 2004:</u>	7 students
<u>Enrollment Spring 2005:</u>	7 students
<u>Completion Spring 2005 :</u>	7 students

Certificate of Completion- Early Childhood, Human Services (3 sem, ends Fall 2005)*

<u>Enrollment Fall 2004:</u>	15 students
<u>Completion Fall 2004:</u>	3 students
<u>Enrollment Spring 2005:</u>	12 students
<u>Completion Spring 2005:</u>	1 student
<u>Continuing in Fall 2005:</u>	10 students
<u>Expected Completion in Fall 2005:</u>	4 students

Certificate of Achievement, Business Careers (4 semesters, ends Spring 2006)*

<u>Enrollment Fall 2004:</u>	12 students
<u>Completion Fall 2004:</u>	1 student
<u>Enrollment Spring 2005:</u>	12 students
<u>Completion Spring 2005:</u>	1 student
<u>Continuing in Fall 2005:</u>	11 students

Associate Degrees, Liberal Arts, Business Careers, Human Services (ongoing)

<u>LBRT Majors Fall 2004:</u>	64 students
<u>Completion Fall 2004:</u>	2 students
<u>LBRT Majors Spring 2005:</u>	58 students
<u>Completion Spring 2005:</u>	5 students

<u>BUSC Majors Fall 2004:</u>	18 students
<u>Completion Fall 2004:</u>	1 student
<u>BUSC Majors Spring 2005:</u>	16 students
<u>Completion Spring 2005:</u>	1 student

<u>HSER Majors Fall 2004:</u>	64 students
<u>Completion Fall 2004:</u>	0 students
<u>HSER Majors Spring 2005:</u>	56 students
<u>Completion Spring 2005:</u>	11 students

* NOTE: some students may have earned credits prior to Fall 2004

Each certificate or degree program meets that same program standards and student learning outcomes as those of the main campus.

H. Program trends, including student goals, enrollment trends, retention, and time of completion

Molokai Outreach Program students' goals range from the completion of a simple Certificate of Competence so they may enter the workforce to attaining a Master's degree by continuing with upper division coursework via distance education. Exact percentages of those completing certificates and degrees in relation to the whole have not been kept. However, the majority of students who enter complete at least one short-term certificate such as Nurse Aide Training which is a one-semester course that leads directly to employment. As the requirements of each certificate increase, there are less students completing and likewise, there are less students who complete full associate degree programs. We are proud, however, of the many students who do complete their associate degrees as evidenced by the Commencement Program of 2004.

The Molokai Outreach students generally take courses on a part-time schedule so that it takes twice as long (8 semesters) to complete an associate degree. Records of average time of retention rates over time or the average time of completion have not been kept. However, we have data on each short-term certificate cycle that attests to the success of the program.

I. Changes in field; resources; shifts to respond to changes

1. No additional resources
2. Moderate additional resources
3. Major additional resources

The Molokai Outreach Program delivers the curricular programs which are developed by Maui Community College. We are not responsible for the changes made to the curricula or to seek additional funding to meet changing community needs within each program. However, whenever possible, the Molokai Outreach Program submits grants for federal funding of specific projects with the assistance of the Kahului staff.

J. Major curricular changes since last review

The only recent curricular change was in focus: the Office Administration & Technology (OAT) program (now known as Business Technology) was dropped as of Fall 2004 and the Business Careers program was emphasized instead. The OAT program, which was basically secretarial science, had been taught for over twenty years with dwindling enrollment while the Business Careers program seemed to satisfy students with goals of training for both the management-level and the support positions in business.

K. Student advising and the degree to which faculty participate in the mentoring of students

Since the majority of the courses are lecturer-taught, students have access to their instructors by the requirement of one hour per week office hours per 3-credit course. Of the three teaching faculty, all are visible and accessible to students on a daily basis as all have other administrative assignments at the College. The final faculty member is a half-time counselor who is available with a posted schedule on a half-time basis for the academic advising of students. Faculty mentoring of students is encouraged and accepted as part of the workload, but lecturers are not required or asked to do more than their contracts allow. The Molokai

Outreach Program keeps no data of the effectiveness of faculty mentoring as the small number of faculty are already an integral part of the overall operation.

L. Opportunities for student involvement in program-related organizations, clubs, and governance

Students on Molokai pay only tuition; they pay no fees which support student activities and student government. Therefore, there are no student clubs and no student government. Students are welcomed, advised and encouraged to attend meetings such as the Tuition Hearings in the Spring of 2005 by posting of notices, announcements in classes, etc.

M. Use of lecturers to teach courses; related concerns

As noted throughout, the Molokai Outreach Program routinely employs 15-20 different lecturers each semester to deliver the required courses to our students. While the lecturer pool is always fluid, below is a summary of the most recently hired lecturers and their qualifications.

MCC Molokai Recent Lecturers

TABLE IV

Daniel Bennett	Masters in Educational Administration
Kathy Bennett	Masters in Early Childhood Education
Cheryl Corbiell	Masters in Communication
Maka Cobb-Adams	Bachelors in Hawaiian Studies
Nita Bogart	PhD, Psychology
Perry Buchalter	Bachelors in Fine Arts
Kathy Hancock	PhD, Biology
Weldon Wichman	Masters in Criminal Justice Bachelors in Computer Science
Becky Takashima	Masters in Educational Administration
Sheldeen Takeo	Masters in Library Science Bachelors in English
Susana Helm	PhD, Psychology
Caryl Hitchcock	PhD, Education Masters in Psychology Masters in Special Education
Von Santiago	Bachelors in Computer Science
Matt Yamashita	Bachelors in Fine Arts
Frank Hewitt	Bachelors in Hawaiian Studies
Bob Granger	PhD, Plant Breeding & Genetics
Julia De George	Masters in Educational Counseling
Edwin Misaki	Bachelors in Biological Science
Claire Iveson	Bachelors in Anthropology
Jeanette Bince	Bachelors in Nursing
Shari Lynn	Masters in Education
David Lunney	Bachelors in Fine Arts
Alberta Napoleon Lucas	Bachelors in Sociology
Bruce Yamashita	Masters in Information Sciences Masters in Business Administration Masters in Electrical Engineering

The Molokai Outreach Program relies on high quality, local lecturers to deliver the majority of courses. Since each is hired for a specific course or courses each term, their student evaluations and overall exit comments may affect their subsequent hiring. Therefore, lecturers are constantly striving to improve their performance, to make the course relevant to the students, and to work with the students to insure their success.

N. Admission policy

Admission to the College is open door, open enrollment to students as young as classified high school juniors to senior citizens. Students are recommended to take the COMPASS placement test in English and Math early and to see the EOC counselor for pre-assessment, application assistance, and financial aid advising and to see the Perkins and/or Student Support Services counselors for academic advising.

These three federally funded positions seem to work for the majority of students, however, each must work outside of their program requirements in order to serve all students. For example, the Student Support Services counselor is targeted to serve only first generation, low income and disabled students, but if she held to that rule, then a large number of other liberal arts majors would not be served. The Perkins counselor is targeted to serve vocational and technical students with the goal of improving employability skills yet is only working on a half-time basis. The EOC position has been filled for the past twenty one years by the same person who is excellent, but about to retire. When she does retire, there will be a huge void and a fall back in services for at least a year while the new hire gets up to speed. A better scenario might be a single, g-funded counselor/financial aid position to serve all students, but no changes are planned due to a lack of monetary resources.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

There is no official College job placement office in existence on Molokai. The only related service is through the Po'okela Resource Center, which is part of the federally funded Native Hawaiian Vocational Career and Technical Education Program. This program provides some career research and job placement as part of cooperative education courses, but does not place graduates or track their success outside of the College or after they graduate.

The job market on Molokai is limited with a small tourism sector and no real "industry" of which to speak. The island by its nature is rural, with a focus on agriculture yet many of the students are not interested in that field. The three current majors (Liberal Arts, Business Careers, Human Services) seem best suited to meet the needs of Molokai students and the employment opportunities on island. The Liberal Arts students can transfer into Bachelors degree programs in Psychology, Business Administration, Social Sciences and Elementary Education without leaving the island. The Business Careers students fill the positions of clerks, secretaries, bookkeepers, office assistants, etc. in small businesses or as civil service workers for the government. The Human Services majors tend to work as Educational Assistants at the schools or in some other capacity serving the needs of adults in social service agencies.

Information of job opportunities is frequently gathered in conjunction with the local Workforce Development Division of the Department of Labor; the use of the Molokai Data Book; the use of community planning documents such as the Molokai Community Plan; and by searching other related governmental publications and statistics relative to Molokai.

P. Articulation with high schools, community colleges, and four-year Institutions

The Molokai Outreach Program conforms with and follows whatever articulation agreements Maui Community College and the University of Hawaii honor as a whole. We do not act independently to create our own articulation agreements yet we work with the local high school and with the articulation coordinator on the main campus as needed.

Q. Centers or Institutes

There are no centers or institutes on Molokai.

III. STAFF SUPPORT AND FACILITIES

A. Professional and Clerical staff

Professional and Clerical Staff

TABLE V

Phineas Kelly	MS, Education BFA, Art	Instructional & Student Support Specialist. Provides academic support for distance education instructors & students; liaison for library services; Learning Resource Center, and Computing Services	March 2004
Dolores Manaba *	AA, Liberal Arts	Counselor, Educational Opportunity Center. Provides pre-assessment, application assistance, and financial aid advising.	August 1982
Mikiala Ayau Pescaia *		Site Coordinator, Na Pua Noeau. Focus on K- 12 Native Hawaiian gifted and talented.	
Frances Cobb- Adams *	BA, Hawaiian Studies	Pathways Coordinator, Na Pua Noeau. Focus on middle school Native Hawaiian science and math.	May 2004
Elizabeth-Rose Kamakana- Juario *	BED, Education	Student Support Services counselor. Academic advising for low income, first generation and disabled liberal arts students seeking transfer to a four-year institution.	
Stephanie Dudoit	AAS, Accounting	Account Clerk III. Provides all business office functions, cashiers, accounting, purchasing. Provides student services such as registration, transcript requests, etc. Processes requisitions, handles payroll, mail clerk, etc.	May 1987
Stanford Rapanot		General Laborer II. Responsible for both facility and grounds maintenance and care.	
Jennifer Senas *	AS, Office Admin & Tech	Clerk, Na Pua Noeau. Clerk for both Na Pua Noeau programs.	October 1998
* federally funded			

The professional and clerical staff, except for those affiliated with Na Pua Noeau, provide direct services to our students and support their overall experience at the College thus contributing positively to their student learning outcomes. Students enrolled in distance education classes, or who use the computers in the Learning Resource Center for homework, or who use the library for research, all work with the Instructional/Student Support Specialist. Students with counseling and financial aid questions work with EOC and SSSP. Students needing to register and pay for tuition with the Business Office and Student Services. All Molokai employees welcome and serve the students first and foremost in a professional and confidential manner and with respect for each student's skills, abilities, and personal situation.

A general-funded .50 FTE Admissions and Records clerk position is desperately needed to support the 100+ FTE students at the Molokai Education Center. This position was identified ten years ago and is especially crucial now due to Banner and system wide registration schedules. Molokai students are at a disadvantage when compared with their peers as registration dates and times have to be limited because there is no one person with these responsibilities working on a daily basis. Instead, staff members including the Coordinator, the Account Clerk, the EOC, Perkins, and Student Support Services must cover this fundamental duty each semester as our schedules allow.

Another position which is standard on all campuses, but is absent on Molokai, is campus security. With the large number of evening classes and lack of regular staff at night, this situation is an accident waiting to happen. Lastly, as the Molokai Outreach Program grows, a separate janitorial position will be needed to free up some of the time of the General Laborer.

B. Space and equipment for instruction

The Molokai Education Center, completed in August of 1999, consists of three distance education classrooms, two generic classrooms and one computer lab for instruction. Just recently, the conference room was equipped with distance education capabilities. The facility was built based on space requirement specifications from 1996. Back then, the Molokai Outreach Program was already utilizing six classrooms daily, although some were smaller and others were located at Kaunakakai Elementary School. Contrary to popular belief, we did not get additional classrooms with the new facility. What we did get was our own “presence”- with all of the College classrooms housed in the same space, owned and operated by the University. Even the Learning Resource Center replaced a tiny, similar space in the old rented facility. It serves as a library, homework lab, tutoring and reading area for students, but not as an instructional classroom.

The instructional area is **not** adequate for the present and long term goals of the program. Immediate needs include a wet science lab with storage, a second instructional computer lab, and a larger lecture/meeting hall. At present, the schedule of courses is built around space availability, not program requirements. On any given night, there can only be six courses in progress at the same time- 3 distance education and 3 “live” on-site, including one computer course. This severely limits scheduling flexibility and results in classes having to be cancelled due to a lack of classroom space at a prime time.

As for equipment, the new facility received 34 computers in 1999. However after six years, the same 34 computers are still in use if they are in operational condition. The one computer classroom is running Windows 98 which is no longer supported by UH Information and Technology Services. The computers are too old and too slow to run Office XP and other required programs and are constantly freezing up. A direct result of this situation is that for Fall 2005, enrollment is limited to 16 (instead of 24) in the lab to allow for computer breakdowns. To be proactive, a proposal was made to the Community Advisory Committee (CAC) of the Molokai Rural Development Program for 26 new computers at a cost of \$115,000. The CAC approved the idea in theory but this only allows the Molokai RDP Director to include it in her next grant proposal. If the Department of Labor approves and funds the grant, it is conceivable that a new lab will be up and running by Spring 2007.

The Molokai Outreach Program is operational due in large part to federal funding. Already, there are eight federally funded programs housed at the Molokai Education Center (EOC, SSSP, Perkins, Na Pua Noeau Classics, Na Pua Noeau Pathways, Po'okela, RDP, and Title III.) In addition, the Molokai Farm has a HUD grant for a new facility, although it has been stalled for the past five years due to a lack of infrastructure and potable water for the facility. Efforts at fund-raising on this island, whether through the UH Foundation or privately, have not been fruitful. However, Molokai needs, especially that of securing the land for future expansion, have consistently been voiced in a number of ways- including to the UH Board of Regents in 2003, a proposal to the UH Foundation Centennial Campaign in 2003, to the UH Presidents Dobelle and McClain in 2003 and 2004, and to the Molokai Advisory Committee, the Unit Chair, Assistant Dean, Vice Chancellor, Chancellor, and UH President in 2005.

C. Space and equipment for research, e.g. institutional

Students use the Learning Resource Center (LRC) with computers and library books for research. For the present the LRC is adequate, although there is no librarian position and therefore no books are checked in or out, but must be used on the premises. As the program expands and as Maui Community College adds bachelors degree programs, the human and material resource issues must be addressed.

D. Space and equipment for external grants

There is limited space used by students for projects funded by external grants. There are eight Title III computers in the LRC and this equipment is used by students for skills development, tutoring and homework.

The Molokai Outreach Program works in reverse of most college scenarios. Instead of adequate space for faculty and students, it is the externally funded grant programs that occupy office space which was meant for lecturers, counselors, financial aid workers, etc. The Rural Development Program, for example, houses two employees in one of the lecturers' offices and has had to rent office space in downtown Kaunakakai to house the highly successful Business Assistance Center. RDP is currently looking to rent a trailer as they want to expand their staff and grow their program. Again, the issue of space and the need to acquire the adjoining land is evident. The seven externally funded projects (Title III is discontinuing) could use additional space for program needs, to house their employees, and to contribute positively to the growth and prosperity of the College and the community.

IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS

A. Description of programs delivered off-campus or via distance delivery modes

Molokai RECEIVES distance courses and does not at this time deliver distance courses off-campus. During the Spring Semester of 2005, a Molokai-based lecturer offered the first Internet class systemwide, BCIS 20- Keyboarding. The class was fully enrolled with 30 students and 75% of those students received passing grades. The class was offered in the Summer of 2005 but was cancelled due to low enrollment. It is offered again for the Fall Semester of 2005 and once there is comparative data, we will be able to judge its success relative to courses on campus, etc.

B. Faculty, student support, and facilities

All student support elements are available to students taking distance education courses. Access to faculty is via email or telephone. Academic advising can be accessed here at the Molokai Education Center by meeting with either the Perkins or Student Support Services Counselors. Financial aid advising can be accessed here by meeting with the Educational Opportunity Center staff. Library materials and resources are available on-site at the Learning Resource Center, although there is no “librarian” position dedicated to assist the students and no way for students to check out materials (in house use only.) Tutorial support was available for the past three years through a Title III grant. The grant, which ends in September of 2005, paid for a part-time tutor and eight computers with tutoring programs such as SkillsBank. Technical support for media and computer requirements was available on-site beginning in March of 2004 when an APT position was filled to cover distance ed, media, computer and library support for students and faculty alike. Clerical support is not available to students, faculty or staff as no clerk or clerical positions have been funded. Proctoring is available to students in the LRC and handled by the APT for distance education.

Evidence of the need for an academic and institutional support position was documented from 2001 – 2004 which resulted in the creation of the only new g-funded position on Molokai in the past twenty years- the APT for Distance Ed. Students taking classes on Molokai are shortchanged relative to students on the main campus as federally funded positions attempt to offer required services that are g-funded elsewhere. A fine example would be the need for one, full-time g-funded counselor position instead of two part-time federally funded Perkins and Student Support Services hires. Another example is the lack of a g-funded financial aid position even though over 80 students are awarded financial aid each semester.

Assessment strategies used by the main campus, such as surveys of Administrative Services or Student Services, are also distributed here on Molokai. The result is that most of the students respond with “not applicable” to the majority of questions as many of the support services are non-existent here. Local surveys, such as those done by the counselors for their contract renewal, verify the usefulness of those with any role in support services for the Molokai students.

2. Space and equipment for instruction

- a. Sending site b. Receiving site

The Molokai Outreach Program is not a sending site; it is only a receive site. There are four distance classrooms, one with full equipment (two way video, audio, presentation equipment, Elmo, instructors computer, etc.) and three with the minimum set up (two way video and audio, no presentation equipment.)

As a receive site, SLOs are affected equally by the “people” factor as by the technology factor. If the instructor ignores the outreach sites, if students at the sending site do not press their audio buttons, if the system is down, if there is no way for students to do PowerPoint, etc., then their SLO’s are affected. If students do not feel they are a part of the class, the SLOs are affected.

C. Evidence that the educational student learning outcomes of each program are being met

Student evaluations of instruction in all courses, whether live “on-site” , cable television, Internet, or via distance education are distributed and tallied each semester. Results are given to the instructors and to the administration on the home campus.

D. Evidence that the educational effectiveness of off-campus or distance delivered programs is comparable to on-campus programs (including assessment of student learning outcomes, student retention, and student satisfaction).

No such data is kept at the Molokai Outreach Program. Data may be kept at the main campus as the sending site of such courses.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

Our program goals, general education standards and student achievement measures were met for the 2004/2005 academic year as they have been with every year prior. The Molokai Outreach Program has students achieving at all levels, earning certificates and degrees, and working in their chosen field. Students are continuing their education by enrolling in upper division distance education programs. And finally, students are serving as the role models for their children, their parents, and their community by setting the example of what is possible, even on the remote island of Molokai.

B. Plans for next year

The plans for the 2005/2006 academic year are specific: to increase awareness and support for the land issues from sectors outside the Molokai community and to continue offering new and existing certificate and degree program cycles to island residents.

New Certificates of Competence will be offered in Nursing: Adult Residential Care Home Operator (ARCH) 3 credits, Fall 2005 followed by the Nurse Aide Training (NAT) 6 credits, Spring 2006. The Business Careers Certificate of Achievement 32 credits will complete its 4-semester cycle in Spring of 2006. Also, two Certificates of Competence in Supervision I (MGT 118) 3 credits in Fall 2005 and Supervision II (MGT 118, MGT 122, BUS/COM 130) 9 credits in Spring/Fall 2005 were offered. A new Certificate of Completion in Agriculture-Sustainable Tropical Crop Production (15 credits) will begin in the Fall 2005 and complete in Fall 2006. In Human Services, the Certificate of Completion in Early Childhood Education (22 credits) will complete its 3-semester cycle in the Fall 2005 to be followed by courses leading to the Certificate of Achievement. Lastly, a full range of liberal arts courses leading to an Associate in Arts degree is available. Goals will be met as students complete their certificates and degree programs. Strengths and weaknesses will be assessed by reviewing the records of students who did not complete in an effort to understand why.

C. Budget for next year

The budget for the Molokai Outreach program appears on the next page. The budget has remained fairly constant for the past ten years, except for the diminishing funds for lecturers. For example, in Fiscal 2001, the Molokai Outreach Program spent \$106,734 on lecturers' salaries and in Fiscal 2002, the amount was \$103,858. However, the allocation for the following years- Fiscal 2003, 2004 and 2005- was only \$90,000 each year. As a lecturer-based program, full funding is crucial to the delivery of the programs requirements for each major and to the overall success of the program itself.

At times, the Molokai Outreach Program has written external grants to supplement the shortfall in lecturer funds. However, during the 2004/2005 academic year, there was only one federally funded, instructional position (NHCVEP- Pookela) and this person taught about 12-15 credits for the academic year and Summer of 2005. There are no other sources of revenue or federally funded lecturers in addition to the Po'okela instructor for next year.

D. BOR questions

All Board of Regents questions have been answered within the narrative of this document.

- Is the program organized to meet its objectives (student learning outcomes?)

Yes, based on the SLO's from the main campus which are incorporated into and are followed at the outreach site.

- Is the program meeting the student learning outcomes?

Yes, students are earning certificates and degrees, continuing their education or finding employment.

- Are program resources adequate?

No. As with all UH programs systemwide, legislative funding has decreased which has negatively affected the mission of each college. The Molokai Outreach Program suffers from a lack of regular, general-funded staff and an overflow of federally funded positions which take up office space and use resources but may not contribute substantially to the credit side of the house or to the students, the SLOs, etc.

- Is the program efficient?

Yes, very efficient, as the few workers who are general-funded wear many hats. They go out of their way to assist every student with every task, question or concern even though it is not their job to do so. The enrollments have been consistent for the past twenty years, even while the tuition has been rising. The students have been completing their education, excelling in their chosen fields once they have left the school, and positively contributing to their community.

- Does your review provide evidence of a quality program?

Evidence is provided in the statistics of students earning CertCo., CA, AS, AAS and AA degrees and in the narrative.

- Are the program outcomes compatible with the student learning outcomes?

Yes. Students follow the same program curricula as those on the main campus along with the same SLO's for each course. Lecturers also meet the same minimum qualifications as those elsewhere in Hawaii. Therefore, if the program is successful on the main campus, then it can be successful on Molokai. Lastly, the Coordinator takes a very hands-on approach to every class that is offered on Molokai, keeps a watchful eye on every lecturer, and takes very seriously each student's evaluation of the course and lecturer when planning and scheduling courses and programs.

- Are the program student learning outcomes still appropriate functions of the college and university?

Yes. However, once they have been developed, they should not have to be revisited too frequently as it takes an inordinate amount of time and energy that could be better spent in direct services to students.

Appendix A

Goals of the Program

The number one goal for the Molokai Education Center is to secure the land around the facility for program growth and development. There currently exists no Molokai Campus Master Plan- limited financial resources and the “main campus” priority resulted in a Kahului Master Plan only. We plan to seek external funding so that a Molokai Master Plan can be designed.

The Molokai Outreach Program, the Molokai Community Plan, the Molokai Outreach Program Advisory Committee, the students and community are working together to get the land acquisition on the MCC Chancellor’s agenda so that some action can be taken by the UH Board of Regents within the few years. With the Chancellor’s and Regents’ full support, followed by legislative support, the island of Molokai will realize this goal and forever have the opportunity to grow in our chosen location.

The Molokai Outreach Program is the presence for the University of Hawaii system on Molokai. As a comprehensive educational and training program from undergraduate to graduate levels, it is the focal point for education as an engine for economic development, workforce development, and socio-economic development for local residents.

The goals of the program are to see our local residents reach their highest potential and succeed in their chosen ventures by receiving the highest quality instruction with resources and facilities equal to those on other islands. This is especially important so that our small resident population is not left behind due to lower educational and skill levels in comparison to newcomers who are highly educated, economically secure, and more politically savvy.

Goal 1 – Educational Effectiveness and Student Success

Embrace a culture of excellence and performance as the hall marks of effective student learning and success.

- Effective, meaningful, useful, and excellent student learning and success is the reason why the Molokai Outreach Program exists. Our fundamental mission is to provide credit instruction leading to recognized certificates and degrees. The “student-first” guideline is used when making every decision.
- Students are engaged in active learning; in an environment that values and embraces diversity; with the support of faculty, instructors, and staff; to ensure the success of each individual.

Goal 2 – A Learning, Applied Research, and Service Network

Engage in intellectual and educational activities that enable the County of Maui and the State of Hawaii to flourish.

- On a small, close-knit island, the Molokai Outreach Program has developed its own long-term, successful relationships with county and state agencies, island businesses and community partners for the purpose of achieving mutual goals. Applied research and high-end technology, however, is geared to Maui programs as they have the administration, faculty, staff, and infrastructure in order to pursue such objectives.

Goal 3 – A Model Local, Regional, and Global College

Transform the profile of the College, positioning it as one of the world’s foremost multicultural centers for island and indigenous studies.

- The ethnicity of the Molokai students (who are consistently 70% part-Hawaiian, followed by Caucasian, Filipino, and others of mixed races) defines the Molokai Outreach Program as intrinsically multicultural. That the Molokai community values and practices the Native Hawaiian culture in its daily life and appreciates and celebrates the various cultures of other residents makes indigenous studies well suited for Molokai.
- The Molokai Outreach Program can be the model for Hawaiian and indigenous studies for the State of Hawaii.

Goal 4 – Investment in Faculty, Staff, Students, and Their Environment

Recognize and invest in human resources as the key to success and provide an inspiring work environment.

- The goals of having adequate staff on Molokai must be addressed. New positions such as a .50 FTE Admissions and Records Clerk, a G-funded counselor, a Campus Security position, an Instructor/Librarian/Learning Center/Placement Testing Coordinator, and the filling of the .50 FTE Ag Tech position will help to meet this goal over the next few years.
- Maui Community College must support student success by insuring that students have the same tools with which to learn as their peers on other campuses. Operational computers in the instructional classrooms, computer access in the distance education rooms, the ability to check out library books, telecommunications equipment that works with regularity- all are taken for granted elsewhere but are not always a reality in outreach sites.
- The Molokai Outreach Program deserves the security of knowing that its physical environment is locked in for the future. The long, hard struggle to secure the two acres on which the Molokai Education Center now exists cannot happen a second time. The pieces are in place politically with the Molokai Community Plan; however, negotiations between the land owner and the University must begin now so that the land purchase can be made.

Goal 5 – Resources and Stewardship

Acquire, allocate, and manage the resources needed to achieve success and exercise stewardship over Molokai Outreach Program assets.

The Molokai Outreach Program exists on a small, rural, island where the socio-economic status of most of the residents is some of the lowest in the state. Fundraising privately on this island is extremely difficult and has proven to be only marginally worth the time and effort.

- Resource acquisition must be handled by the larger entities such as the University of Hawaii and the State of Hawaii for the benefit of the island of Molokai. Grants for rural community facilities development and land acquisition must be explored as well as the acquisition of private funding outside the state to meet the goal of acquiring the land for the Molokai campus.

Appendix B

Student Learning Outcomes

Much like the Office of Continuing Education and Training programs, the Molokai Outreach Program is comprehensive and varied, offering an array of short and long term certificate and degree programs as well as non-credit training and educational opportunities. Therefore, the SLO's of the Molokai Outreach Program are similar.

The Molokai Outreach student will acquire *knowledge and comprehension* as well as the ability to *apply, analyze, synthesize and evaluate* information in the current areas of Liberal Arts, Human Services, Business Careers, Agriculture and Nurse Aide education following *adult learning principles*.

Knowledge:

To know specific facts, terms, concepts, principles or theories.

Comprehension:

To understand, interpret, compare and contrast, explain

Application:

To apply knowledge to new situations, to solve problems.

Analysis:

To identify the parts, relationships, and organizing principles of an idea, method, structure, etc.

Synthesis:

To integrate ideas into a solution; to propose an action plan.

Evaluation:

To judge the quality of something based on its adequacy, value, logic, or use

(Bloom's Taxonomy for defining levels of education objectives)

Adult Learning Principles

Adults learn best when:

- Valid and applied learning activities address their learning needs for personal growth and to acquire competencies
- Learning activities are problem centered
- Learning allows for practice thorough experiential techniques
- A skill or knowledge can be applied pragmatically to their immediate circumstances
- They can share related life experiences
- The learning environment is fast-paced, dynamic and reinforces all major communication styles- auditory, visual and tactile

