UH Maui College, Molokai
Program Review 2018/2019

I. Summative Data

Demand Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Unduplicated Student Enrollment				
Fall	206	185	182	193
Spring	171	151	163	175
Student Semester Hours (SSH)				
Fall	1552	1405	1216	1411
Spring	1185	1067	1119	1226
Full-time Equivalent (FTE) Enrollment				
Fall	103	94	81	94
Spring	79	71	75	82
Tuition Equivalent				
Fall	$186,240	$177,030	$156,256	$194,012
Spring	$142,200	$134,442	$143,792	$157,541
Lecturers Cost				
Fall	$99,301	$80,572	$103,523	$108,303
Spring	$88,150	$69,270	$81,809	$87,450
Total Number of Classes Taught – On-site				
Fall	21	18	19	17
Spring	17	21	16	15
Percent Native Hawaiian Students				
Fall	82%	83%	80%	77%
Spring	81%	74%	81%	82%

Efficiency Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Average Class Size				
Fall	13	17	11	13
Spring	12	17	11	12
Fill Rate				
Fall	61%	70%	55%	69%
Spring	60%	48%	54%	57%
Faculty Student Ratio				
Fall	3:206	3:185	3:182	2:193
Spring	3:171	3:151	3:163	2:175

Effectiveness Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Successful Completion (C or Higher) Fall	75%	75%	83%	80%
Spring	80%	77%	76%	75%

Successful Completion (C or Higher) Native Hawaiian Students Fall	73%	80%	82%	81%
Persistence (Fall to Spring)	71%	66%	65%	68%
Persistence (Fall to Spring) Native Hawaiian Students	58%	55%	63%	69%
Associate Degrees Awarded	23	8	13	16
Certificates Awarded	15	15	8	25
Bachelor's Degrees Awarded			3	1

Early Admit Program Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19
SPEA Enrollment				
Fall	37	54	37	40
Spring	51	55	39	41
Number of Credits Enrolled In				
Fall	128	209	140	169
Spring	168	201	136	150
Successful Completion (C or Higher)				
Fall	93%	85%	92%	90%
Spring	83%	92%	80%	80%
Native Hawaiian Student Enrollment				
Fall	68%	80%	70%	70%
Spring	80%	69%	79%	85%
Successful Completion (C or Higher)-NH				
Fall	97%	73%	88%	71%
Spring	70%	67%	79%	77%

	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Upper Division Enrollment				
Enrollment by Campus				
UH Manoa	9	13	20	18
UH West Oahu	*	16	12	10
UH Maui College-ABIT	5	5	7	5
UH Hilo	0	0	0	1
Overall Upper Division Enrollment				
Fall	14	34	39	34

*Data not available.

First-Year Success Rates	AY 15-16	AY 16-17	AY 17-18	AY 18-19
Number of First Time Freshman Fall	27	30	32	38

Enrollment Status Fall Full-time Part-	 13 14	 15 15	 11 21	 16 22
Retention (completed semester with C or Higher) Fall	 52%	 53%	 84%	 71%
Persistence Fall-Fall	 44%	 43%	 45%	 47%
Number of First Time Freshman-Direct from HS Fall	 14	 18	 14	 16
Retention Fall	 43%	 56%	 85%	 63%
Persistence Fall-Fall	 57%	 50%	 46%	 38%

I. Analysis

Program Learning Outcome

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

> Outreach centers will strive to duplicate the quality educational experience provided at the main UH Maui College campus so the students in our communities will receive the instruction and support they need to be successful in college and beyond.

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

AY 15-16: High School Initiatives: Early Admit & Transition Support AY
16-17: Develop non-credit programs.
AY 17-18: Improve freshman persistence rates
AY 18-19: Increase professional development opportunities AY
20-21: Initiate a vocational training program

Table 1: Formative Student Learning Outcomes and Program Goals

Program Goals	Mapping Program Goal to Activity, Course, Project, or other Initiative	Assessment Tool and Methods of	Analyzing Results	Plan & Implementation
Program Goal 1: High School Initiatives: Early Admit & Transition Support	**Early Admit** Seek out opportunities to sustain grant based early admit programs that are successful and support statewide efforts to institutionalize these programs. Initiate activities that prepare 8th and 9th grade students for early admit opportunities Collaborate with MHS Counselor to make the early admit process more efficient & streamlined. **Transition Support** Develop new marketing material that is aligned with the preferences of Generation Z. Collaborate with programs with high school youth to expand college/career transition support and workshops. Develop regular outreach events/activities to encourage enrollment at UHMC Molokai after graduation from MHS & Akaula.	**Early Admit** Methods: Track "Early Admit Program Indicators" to evaluate program health and effectiveness. **Transition Support:** Methods: Monitor direct from high school enrollment and retention and persistence of these students. Tool: Molokai Enrollment Reports	Analysis of Early Admit program indicators: # of students enrolled: Class of 2015: 14 Class of 2016: 18 Class of 2017: 14 Class of 2018: 16 Retention (First Fall): Fall 2015: 43% Fall 2016: 56% Fall 2017: 85% Fall 2018: 63% Persistence (Fall-Fall) Fall 2015: 57% Fall 2016: 50% Fall 2017: 46% Fall 2018: 38%	Target: UHMC Molokai will aim to recruit 15 or more high school graduates per Fall semester. Retention rates will be improved to 50% or higher by Fall 2016. Persistence rates will be improved to 60% or higher.
Program Goal 2: Develop non-credit programs.	Develop a fee structure and agreement with OCET. Seek external funding to provide scholarships to support student enrollment. Evaluate workforce training needs that are better aligned with non-credit vs. credit. Conduct summative assessments for each course to gauge course effectiveness and participant needs for additional training.	Methods: Meet with advisory committee and community partners to survey training needs and plan courses. Tools: Qualitative feedback from advisory committee meeting minutes and discussions with program partners.	Courses Offered SP 17-SU 19 • QuickBooks For Beginners (9) • Security Guard Training (15) • Nurse Aide Training (9) • Firefighter Test Prep (46) • Culinary Prep Cook (14) • Certificate of Training in Electric Vehicle Hybrid Maintenance (7) • HVAC Technician (2) Revenue Generated: $7,053	Offer a minimum of one non-credit course per year (reach sufficient enrollment & generate revenue).

Program Goal 3: Improve freshman persistence rates.	Initiate support activities for first time freshmen from high school. Redesign New Student Orientation activities to focus on growth mindset, culture, relevance of a college education and career and pathways exploration. Expand "just-in-time" support videos and announcements. Mandatory enrollment in Perkins student support program for all first time CTE students. Mandatory initial counseling appointment to include goal setting and pathway development. Develop summer bridge for high school students. Monitor strategies that develop from the Student Success Committee in regards to pathways and innovative support mechanisms and programs.	Methods: Track first time freshman retention and persistence. Methods: Track first time freshman direct from high school separately to gauge differences between traditional and non-traditional freshman. Tools: Molokai Enrollment Report.	Number of Freshman-Classified First Time: Fall 2015-27 Fall 2016-30 Fall 2017-32 Fall 2018-38 Retention: Fall 2015-52% Fall 2016-53% Fall 2017-84% Fall 2018-71% Fall – Fall Persistence: Fall 2015-44% Fall 2016-43% Fall 2017-45% Fall 2018-47%	Target: Increase freshman persistence rate to 65% by Spring 2019. Increase direct from HS persistence rate to 50% or better by Fall 2019.
Program Goal 4: Increase professional development (PD) opportunities	Develop a needs assessment for lecturers PD needs/desires and initiate a PD program based on the results. Encourage activities that build stronger connections to departments to ensure inclusion in curriculum development and changes. Continue monthly professional development for UHMC staff. Initiate an evaluation process for gauging effectiveness of various PD sessions and the need for future training. Collaborate with The Learning Center to provide training opportunities for student workers/tutors. Center professional development around annual program goals.	Methods: Needs assessment to evaluate and analyze training needs. Tool: Lecturer needs assessment. Method: Track effectiveness of monthly PD sessions for staff and develop future topics based on feedback. Tool: Evaluation Surveys of PD workshops.	Results of Lecturers Needs Assessment: Top Requests: • Instructional Design/Online Learning • Technology Tools for the Classroom • Teaching & Learning Strategies	Continue offering approximately one professional development opportunity for staff per month. Connect program goals to professional development opportunities.

Program Goal 5: Initiate a vocational training program	Certificate of Competence in Small Equipment Repair: Elec 23, Maint 20/60 □ Locate instructors □ Identify course supply needs □ Find adequate location (potentially Molokai Farm) Develop the program so early admit students can participate Target Native Hawaiian males and other populations underrepresented in higher education Evaluate how Perkins resources can be leveraged to support the program.	Methods: Track number of students enrolled. Methods: Track demographic indicators of enrollment group (age, race, gender, major) Tool: Class List	Enrollment: • Main 20 was offered three times from Fall 2018-Fall 2019. 34 total, 28 male, 27 NH, 1 High School • Main 60 was offered in Fall 2017 and will be offered again in Spring 2020. 20 total, 15 male, 17 NH, 0 High Schol • Elec 23 was offered once in Fall 2018 and will be offered again in Spring 2020. 13 total, 10 male, 10 NH, 0 High School • Main 50 was offered twice in Spring 2019 and Fall 2019. 23 total, 20 male, 19 NH, 2HS 2018-2019 Program Year Graduation: 12 certificates awarded 10 were NH males	Target Enrollment: 15 students % Early Admit: 20% % Male: 50% % NH: 50%

Advisory Committee Update

Advisory committee meetings are scheduled once per semester. The advisory committee requests to hear program updates, status on strategic planning goals, academic opportunities and reports on the progress of the expansion project. In the Spring 2019 semester, I shared updates on the enrollment decline at UHMC Kahului campus and the impact on budget. They were pleased that the Molokai program was able to keep enrollment numbers steady and offered strategies to keep enrollment maintained in future semesters.

Expansion of the physical facility is of utmost interest to the committee. Many of them have served as advisors for over 10 years and are invested in seeing the expansion become a reality. They have offered support in helping to spread the word within the community and have provided guidance and support in the permitting process. They have also attended design meetings and have provided feedback and guidance in developing the look and functionality of the new phase.

Changes Made to Improve Student Learning & Student Success

The goal for the program year was to increase professional development opportunities for lecturers and staff on Molokai. Below is a table of workshops that were hosted on island throughout the program year:

Workshop	Presenter	Date
Retirement Savings Workshop	AXA	7/24/18
Google Drive and Laulima	Laureen Kodani	8/6/18
ANA Grant Writing Workshop	ANA	9/8/18
From Victim to Victor	Marsha Brath	10/4/18
Customer Service Training	Joyce Yamada	10/28/18
Library Services	Jeff Marzluft	10/30/18

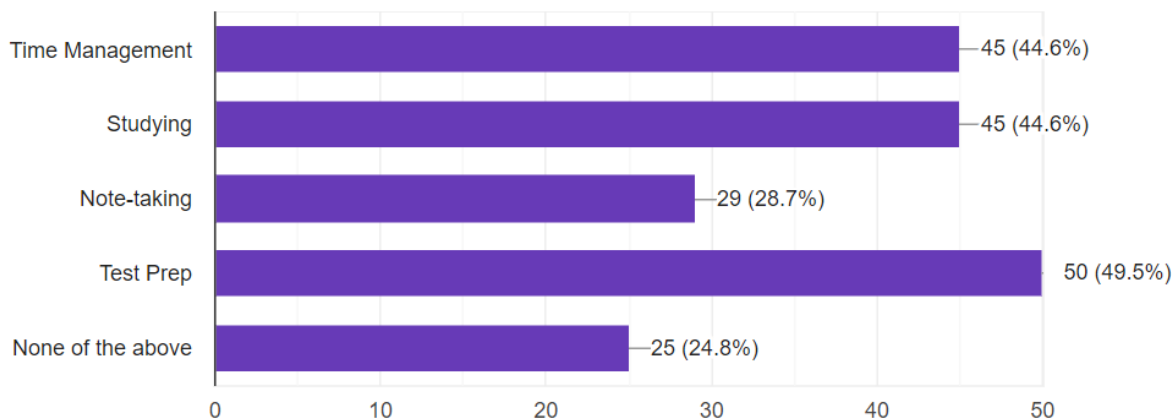| Online Engagement and Assimilation Strategies For Nontraditional and Marginalized Students Webinar	Courtney Plotts	2/13/19
Hawaii Student Success Institute (HSSI)	Multiple	3/1/19
Food Handlers Permit	DOH	Summer 2019

The table above indicates that most workshops were held in the Fall 2018 semester. The budget at UHMC worsened in the Spring 2019 semester and travel expenses were not approved. This impacted the number of on-site workshops that could be offered. We adapted by utilizing more distance education technology for professional development. If there are any workshops being offered on Maui that we would like to participate in we check to see if it can be scheduled in a HITS room.

The results of our Spring 2019 students needs assessment indicated that students desired more skill development in test prep, time management and studying. As a result, we coordinated with The Learning Center on Maui to send someone to Molokai to provide our staff, lecturers and student workers with the opportunity to participate in a "train the trainer" type of workshop so we can offer this assistance to students.

What skills would you like assistance with? (Check ALL that apply)

101 responses

Skill	Count
Time Management	45 (44.6%)
Studying	45 (44.6%)
Note-taking	29 (28.7%)
Test Prep	50 (49.5%)
None of the above	25 (24.8%)

Each summer for the past two-years the UHMC Molokai staff have participated in a "data-walk" professional development day.   At the event, I post our program data throughout the room and have everyone walk through and interpret the data individually. As a group, we then debrief the highlights and as a team we select one area of focus. This year our area was persistence. The staff took the broad topic of student persistence and narrowed that down to specific issues that impact persistence and developed small working groups to tackle these areas of concern. The focus areas were financial obligations, second year experience and goal setting.

Each group presented the results of their efforts after one-year. The financial obligation team was able to develop a timeline to pull reports on financial obligations and develop a communication plan to and strategies to assist students to resolve these issues before registration for the next term. The second year experience team worked on a needs-assessment to understand and respond to the needs of second year students. The goal setting team developed a workshop that is annually embedded into our FYE Welcome event that helps students to identify their Hua as well as set up short-term goals that will serve as milestones throughout their academic journey.

II. Action Plan

Planned Changes to Improve Student Learning & Program Success

Our goal for the 19-20 program year will be to increase the number of graduates completing Construction Technology certificates. Twelve certificates have already been awarded and 11 of these were to Native Hawaiian males. This target population was traditionally underrepresented at our campus and we have seen an increase in enrollment due to the diversification of programming.

The CTE Transition Specialist has been tracking CTEC majors to ensure that they complete courses in the required sequence to earn certificates. We anticipate more graduates by the Spring 2020 semester. In addition, the students are provided with comprehensive mentorship services to support their success.

The course sequence is being planned so students can earn a Certificate of Competence in Small Equipment Repair or Maintenance Plumbing. Partnerships were also foraged with on-island employers who have sent their employees to participate in the courses.

Resource Implications

In the 18-19 academic year, UH Maui College was awarded $4mil in minor capital improvement funds to complete the building of a multipurpose facility to expand the UHMC Molokai campus. The construction of phase II of the Molokai campus is predicted to start in early summer 2020.

The most pressing personnel concern for the Molokai program is the number of frozen positions that are being kept from refill due to the budget situation. Currently the center has two positions that are frozen; one APT and one faculty position. Filling these positions ensure operational efficiency and are the top priority request for this program review year.

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

Financial Aid/Student Services (1.0 FTE)
A full time position is being requested to institutionalize services provided by the Educational Opportunity Center (EOC) grant. EOC has been servicing Molokai for over 20 years by providing admissions, scholarship and financial aid support. The services provided on Molokai, however, are heavily focused on financial aid assistance and the depth to which services are provided exceed what is expected on Maui by the Kahului counselors in the program. The justification for this is that there are no services which EOC can refer students to for follow-up.

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

Position	Cost	Justification & Data

| .50 Financial Aid Officer/.50 Student Services APT PBA | Total Request: $42,120 | -In Fall 2017, 67% of total students on Molokai received Financial Aid.

-In 2014 the EOC counselor had 290 contacts to address FAFSA, Financial Aid, Scholarship and Financial Literacy. This accounted for 59% of total appointments.

- In 2014 the EOC counselor spent 162 hours on financial aid related appointments. This accounted for 63% of her time. The length of EOC appointments for the Molokai counselor are almost double those of Kahului counselors because there is no Financial Aid office or other programs to refer students to for additional services.

-Per capita income on Molokai is $15,249 compared with $22,033 in Maui County and $21,526 statewide

-32% of the population on Molokai received food stamp benefits compared with 9.3% on Maui and 13.2% statewide |

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

9 Month Hawaiian Studies/Hawaiian Language and Student Support Faculty

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

9 Month Hawaiian Studies/Hawaiian Language and Student Support Faculty	Total Request: $54,084	-60% of Molokai's population is of Native Hawaiian ancestry compared with 23.4% in Maui County and 19.8% statewide. -80% of the students attending UHMC, Molokai are of Native Hawaiian ancestry. -Native Hawaiian student persistence rate was 63% in Fall 2017-Spring 2018 compared with 65% for the overall student population. -76.4% of the students attending Molokai High School are Native Hawaiian, while only 70% of dual credit participants are Native Hawaiian. -20% of the Molokai lecturer budget is regularly allocated

		to courses in Hawaiian Studies and Hawaiian Language.
		-In the 17-18 academic year a total of 27 credits in Hawaiian Language and Hawaiian studies courses were offered.
		-This position has been identified as a need and requested in Molokai program review documents since 1992 (25 years).
		Strategic Planning Alignment: Quality of Learning (Obj 1, A) (Obj 4, E) Student Success (Obj 1, A & B) (Obj 2, A) Community Needs & Workforce Development (Objective 3, A & B) HPOKA (All Objectives)

1.0 FTE Molokai Math & English Faculty Positions ($54,084/yr. plus fringe each)

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

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

Mission and Vision for UH Maui College, Molokai

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 predominately Native Hawaiian learners.

University of Hawaii Maui College, Molokai focuses on addressing comprehensive island-wide educational

needs. Serving as a liaison for upper-division programming encourages students to continue their education beyond associate degree levels. Outreach services provide opportunities for students K-12 to develop their aspirations and achieve their goals through higher education.

Assessment Plan

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

Summary

Budgetary challenges in the 18-19 program year has crippled the Molokai program. It was difficult to focus on professional development when we were faced with an extreme staff shortage. The Farm partnership was unraveled over the summer halting the significant strides that were made to revive the program and facility. The Student & Academic support position which was designated to staff the facility during the afternoon through night was frozen since February 2019 and continues to be subject to uncertainty around the campuses commitment to maintain the position. Finally, a general laborer position remained unfilled for over five months. The shortages in critical areas left the remaining staff to cover duties far outside of their purview to maintain basic operations.

Furthermore, academics were also affected as the Molokai program was stripped of the capacity to hire lecturers and the lecturers budget was taken away. The abrupt nature of these changes left little time for adapting to accommodate the needs of our students.

There has been increased pressure to transition students to distance learning courses in an effort to reduce costs. This will require adaptation and careful planning of course sequences. Academic advising will become increasingly important so students can carefully plan the scheduling of their courses according to the modality that best supports their success. The staff will also be challenged to innovate strategies to transition students to distance learning and support their participation in these courses in the upcoming years.