

Molokai Education Center



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

Mission

E ho'ona'auao honua 'oiai ma ka hale. A world of knowledge here at home.

Vision

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

2. Analysis of the Program/Unit

Summative Program Data for the Molokai Education Center

Demand Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Unduplicated Student Enrollment					
Fall	206	185	182	193	195
Spring	171	151	163	175	220
Student Semester Hours (SSH)					
Fall	1552	1405	1216	1411	1474
Spring	1185	1067	1119	1226	1334
Full-time Equivalent (FTE)					
Fall	103	94	81	94	98
Spring	79	71	75	82	89
Tuition Equivalent					
Fall	\$186,240	\$177,030	\$156,256	\$184,841	\$193,094
Spring	\$142,200	\$134,442	\$143,792	\$160,606	\$174,754
Lecturers Cost					
Fall	\$99,301	\$80,572	\$103,523	\$108,303	\$95,676
Spring	\$88,150	\$69,270	\$81,809	\$87,450	\$61,712
Total Number of Classes Taught On-Site					
Fall	21	18	19	17	20
Spring	17	21	16	15	16
Percent Native Hawaiian (NH) Students					
Fall	82%	83%	80%	77%	81%
Spring	81%	74%	81%	82%	79%

Enrollment at the Molokai Education Center has been steadily increasing over the past four years. This can be attributed to careful academic planning and a semesterly recruitment and persistence plan that is developed amongst all staff. The plan indicates a timeline and action items for each term. The staff is regularly updated each week on enrollment numbers to monitor progress. These communication and planning tools have proven effective for keeping the team focused and productive.

Fall 2020 data is not included in this reporting period, however, it is important to note some significant shifts that have occurred. The Fall 2020 semester marked the first time in a four-year period where the enrollment target was not met. The goal was 175 and actual enrollment is 163. The composition of the lost enrollment can be attributed to a sharp decline in lecturer expenditures and on-site course offerings. Fall 2019 lecturer expenditures was \$95,676 and there were 20 on-site courses offered. Compare this with Fall 2020 lecturer expenditures of \$47,097 and 9 on-site course offerings.

Another contributing factor to the decrease in volume and diversity of course offerings is the loss of the Molokai Farm Manager faculty position and the cancellation of all agriculture courses. Reviving the Molokai Farm program will be a key strategy to managing enrollment for the Molokai program. This is in line with projected local workforce needs as well as state and county initiatives supporting growth and diversification within this industry.

The challenge for the program moving forward will be to balance reductions in budget, resulting in a smaller number of on-site offerings, with the need to maintain enrollment and tuition revenue. The selection of courses that will enroll larger groups of students will be a priority. Electives and special interest courses will have to be carefully selected based on their potential to enroll larger groups. Grants and community partnerships will need to be developed to increase the number of offerings and relieve budget pressures. Finally, despite a history of low interest in distance learning programs in the Molokai community, this may need to be further assessed and developed as a pathway for local residents.

Efficiency Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Average Class Size					
Fall	13	17	11	13	15
Spring	12	17	11	12	14
Fill Rate					
Fall	61%	70%	55%	69%	67%
Spring	60%	48%	54%	57%	72%
Faculty Student Ratio					
Fall	3:206	3:185	3:182	2:193	2:195
Spring	3:171	3:151	3:163	2:175	2:220

The only instructional faculty position assigned to the Molokai program was eliminated in 2020. The faculty to student ratio remains a concern for the Molokai program as both faculty positions are non-instructional; a Coordinator and a Counselor.

The Molokai program has requested instructional faculty positions over the five-year comprehensive program review period. The positions are requested in areas where there are a large number of course offerings; Hawaiian Studies/Hawaiian Language and English. With the growing demand for distance learning, there is potential for a faculty member who resides on Molokai to teach a combination of on-site courses as well as distance learning sections for the department.

There have not been significant changes to the average class sizes and fill rates over the last five years. However, classroom capacity changes have been applied starting Fall 2020 in response to COVID-19. Our largest classroom at the center can accommodate 18 students. All other classrooms can accommodate 12 or less. This has a direct impact on the number of students we can serve.

Effectiveness Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Successful Completion (C or Higher)					
Fall	75%	75%	83%	80%	81%
Spring	80%	77%	76%	75%	84%
Successful Completion Native Hawaiian					
Fall	73%	80%	82%	81%	81%
Persistence (Fall to Spring)	71%	66%	65%	68%	66%
Associate Degrees Awarded	23	8	13	16	14
Certificates Awarded	15	15	8	25	21
Bachelor's Degrees Awarded			3	1	0

Campus closures and the transition to online learning with the onset of the COVID-19 pandemic in the Spring semester had little to no impact on success rates at the Molokai Education Center. Persistence and retention rates were not significantly impacted. What is not reflected in the numbers above is the withdrawal rates. While we were not able to access withdrawal rates per course, we were able to collect data on complete withdrawals. In the Fall semester there was a complete student withdrawal rate of 6%, this increased slightly to 8% in the Spring.

Achievement gaps for Native Hawaiian students were addressed. A strategy that was implemented to support this was the incorporation of the Ka'ao Framework in to the First Year Experience (FYE) program. 'Āina-based activities and hana no'eau have also been incorporated into FYE and student activities. We have promoted the opportunity for students to earn dual associate degrees in Hawaiian Studies and Liberal Arts to encourage a foundation for the students that helps them explore their self-identity, home and culture as a foundation for their eventual transition into a career or four-year degree program.

Upper Division Enrollment	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
UH Mānoa	9	13	20	18	13
UH West 'Oahu	*	16	12	10	5

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UH Maui College	5	5	7	5	5
UH Hilo	0	0	0	1	1
Overall Upper Division Enrollment	14	34	39	34	24

Accessing data for Upper Division enrollment has been a challenge for this program review. The numbers reflected in AY 19-20 are from our own manual calculations, whereas, in previous years we have been able to get official reports from the four-year institutions. Based on our research, it appears we have experienced a decline in upper division enrollment; especially at UH Mānoa and UH West ‘Oahu.

There has been a notable decline in the face-to-face recruitment efforts of these institutions on Molokai. There has also been a decline in the number of visits made by the campuses to check-in with students enrolled in their programs. We have observed a positive correlation between enrollment and establishing a regular physical presence on-island for recruitment and persistence efforts.

One area we are looking to develop in the next five-years is the promotion of upper division programs specifically in education. There is a statewide shortage of qualified teachers and the University of Hawaii has forged a few partnerships with the state government to address this and promote “homegrown” teachers. Navigating all the options can be a challenge for students. We would like to work with the College of Education to promote their programs and make it easier for Molokai residents to navigate and mine through their program choices. We will also explore the local workforce demand to discover where gaps exist to encourage programs that specifically address these needs.

First Year Experience (FYE)	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Number of First-Time Freshman Fall	27	30	32	38	30
Enrollment Status – Fall					
Full-Time	13	15	11	16	18
Part-Time	14	15	21	22	12
Successful Completion (C or Higher) Fall	52%	53%	84%	71%	57%
Persistence Fall to Fall	44%	43%	45%	47%	40%
Direct from High School Freshman Fall	14	18	14	16	18
Direct from High School Retention Fall	43%	56%	85%	63%	50%
Direct from High School Persistence Fall-Fall	57%	50%	46%	38%	50%

First Year Experience (FYE) and the success of first year students is the area with the most room for improvement. It is interesting to note that in the 2017-2018 academic year, the program focused on the goal of improving success rates for first-year students. In that academic year, the best first-

semester retention rates were realized for the overall population and for direct from high school graduates. This is compelling evidence to incorporate this goal back into the next five-year comprehensive review period so the same type of reevaluation and strategic planning can occur around supporting first-year students.

It will be especially important to work on first-semester retention rates for high school graduates. It is apparent that transition support is necessary as they move from high school to college to boost retention in their first semester.

In the 2017-2018 academic year, the Coordinator, Counselor and FYE Coordinator collaborated on an assessment of the FYE program utilizing the [Seven Central Principles of Student Success](#). Due to turnover in the FYE Coordinator position, many of these initiatives were abandoned. We have not had a permanent placement in the Molokai Academic Support position since and success rates have reflected that. The permanent position should be filled as one of the key activities to get the program back on track.

It will also be important to revisit the Seven Central Principles of Student Success and the strategic planning efforts from three years ago. This framework can be used as a foundation for moving forward. The framework helped to guide an analysis of program strengths and areas needing improvement. It also was the basis of our evaluation efforts to track overall impact.

Early Admit Program Indicators	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
SPEA Enrollment					
Fall	37	54	37	40	49
Spring	51	55	39	41	89
Number of Credits					
Fall	128	209	140	169	163
Spring	168	201	136	150	354
Successful Completion (C or Higher)					
Fall	93%	85%	92%	90%	92%
Spring	83%	92%	80%	80%	79%
Native Hawaiian Student Enrollment					
Fall	68%	80%	70%	70%	73%
Spring	80%	69%	79%	85%	80%
Successful Completion Native Hawaiian					
Fall	97%	73%	88%	71%	92%
Spring	70%	67%	79%	77%	74%

Spring 2020 was an anomaly semester for the Molokai early admit program. Enrollment reached a record high of 89 and high school students were enrolled in a whopping 354 credits. This can be attributed to a growing number of partnerships and grants.

The Molokai Education Center was selected to participate in an ECMC grant with Hawaii P-20 to explore how schools in rural areas may work together to enroll and support students in distance learning early college programs. In the Spring semester, we added an additional sheltered class that was supported through the grant.

We have also increased our outreach to local high schools on Molokai expanding beyond Molokai High to local private schools and the homeschool population. In partnership with a local homeschool hui, students have been able to enroll in an increasing number of dual credit classes to supplement their homeschool curriculum and serve as dual credit toward their high school graduation requirements.

In Spring 2020, we honored our first DOE graduate who earned her high school diploma and Associate Degree from UH Maui College, Molokai. She was able to accomplish this feat with careful academic advising and the relentless pursuit of scholarship opportunities.

While we experienced record high enrollments, we experienced an opposite effect on student success. In the Spring semester, we experienced our lowest success rate in the five-year period; 79%. While high school students are still outperforming their traditional college student counterparts, this cannot be overlooked. High school early admit students were particularly impacted negatively by the effects of the COVID-19 pandemic and the transition to online learning. The group struggled with access to technology and resources. Communication was a significant challenge. The college has an office space at the high school so the Early Admit Program Coordinator can meet with the high school students on a daily basis. When the office space was no longer available, it became challenging to connect with them.

The Early College Coordinator has adapted by being flexible in responding to student's needs. For example, she has been providing more one-on-one tutoring sessions with students by phone or Zoom. We also assigned more staff support to early college to assist with the influx in students.

The DOE laptops and Chromebooks that students have access to often block the required college websites. To respond, we have invested in a fleet of laptops that can be loaned out to early college students. We are also increasing our supply of wireless hotspots by utilizing UH Foundation funds.

The increased reliance on distance learning was a dramatic shift for the early college program; which is traditionally face-to-face. Within this new reality, we are attempting to be as proactive as possible in forecasting technology needs prior to the start of each semester. We also want to be sensitive to the digital divide by ensuring we have the technology on-hand to support access for all interested students.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Program Goals	Mapping Program Goal to Activity, Course, Project, or other Initiative	Assessment Tool and Methods of Utilization	Analyzing Results	Plan & Implementation
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<p><u>Program Goal 1:</u> High School Initiatives: Early Admit & Transition Support</p>	<p><u>Early Admit</u> Seek out opportunities to sustain grant based early admit programs that are successful and support statewide efforts to institutionalize these programs.</p> <p>Initiate activities that prepare 8th and 9th grade students for early admit opportunities</p> <p>Collaborate with MHS Counselor to make the early admit process more efficient & streamlined.</p> <p><u>Transition Support</u> Develop new marketing material that is aligned with the preferences of Generation Z.</p> <p>Collaborate with programs with high school youth to expand college/career transition support and workshops.</p> <p>Develop regular outreach events/activities to encourage enrollment at UHMC Molokai after graduation from MHS & Akaula.</p>	<p><u>Early Admit</u> Methods: Track “Early Admit Program Indicators” to evaluate program health and effectiveness.</p> <p><u>Transition Support:</u> Methods: Monitor direct from high school enrollment and retention and persistence of these students.</p> <p>Tool: Molokai Enrollment Reports</p>	<p>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 Class of 2019: 18</p> <p>Retention (First Fall): Fall 2015: 43% Fall 2016: 56% Fall 2017: 85% Fall 2018: 63% Fall 2019: 50%</p> <p>Persistence (Fall-Fall) Fall 2015: 57% Fall 2016: 50% Fall 2017: 46% Fall 2018: 38% Fall 2019: 50%</p>	<p>Target: UHMC Molokai will aim to recruit 15 or more high school graduates per Fall semester.</p> <p>Retention rates will be improved to 50% or higher by Fall 2016.</p> <p>Persistence rates will be improved to 60% or higher.</p>
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Program Goal 1 Reflection: Molokai graduates continue to enroll at the Molokai Education Center directly from high school at a rate of 15 or more per year. This is especially commendable as class sizes at Molokai High School have been consistently shrinking.

The college has partnered with Molokai High School on the FAFSA Cash for College campaign and has won the competition for the past few years by having the highest percentage of FAFSA completers throughout the state. Recognizing that access to financial aid is a significant contributor to participating in higher education, the staff has worked hard to encourage a high percentage of completers.

Another multi-year initiative has been Ke Kukui Mohala (KKM). The KKM program is focused on ‘ohana engagement in the post-secondary planning and preparation process. The Molokai Education Center partners with Liliuokalani Trust to host monthly workshops. These are just a couple examples of community-based partnerships the program is engaged in aimed at supporting a successful transition from high school to college or career.

The goal for first year retention rates was met with 50% or more high school graduate freshman earning a C average or better in their first semester at the Molokai Education Center. The persistence target, was not met. The program was not successful in realizing an increase in persistence to 60% in any of the past five years. As we reevaluate our FYE initiatives, special attention will need to be given to this population.

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Program Goals	Mapping Program Goal to Activity, Course, Project, or other Initiative	Assessment Tool and Methods of Utilization	Analyzing Results	Plan & Implementation
<p><u>Program Goal 2:</u> Develop non-credit programs.</p>	<p>Develop a fee structure and agreement with OCET.</p> <p>Seek external funding to provide scholarships to support student enrollment.</p> <p>Evaluate workforce training needs that are better aligned with non-credit vs. credit.</p> <p>Conduct summative assessments for each course to gauge course effectiveness and participant needs for additional training.</p>	<p>Methods: Meet with advisory committee and community partners to survey training needs and plan courses.</p> <p>Tools: Qualitative feedback from advisory committee meeting minutes and discussions with program partners.</p>	<p>Courses Offered SP 17-FA 20</p> <ul style="list-style-type: none"> • QuickBooks for Beginners (9) • Security Guard Training (23) • Nurse Aide Training (9) • Firefighter Test Prep (46) • Culinary Prep Cook (14) • Certificate of Training in Electric Vehicle Hybrid Maintenance (7) • HVAC Technician (2) • Thrive: Computer Skills (1) • Thrive: Entrepreneurship (1) • Python & ArcGIS (2) • OSHA-10 (3) <p>Revenue Generated: \$7,053</p>	<p>Offer a minimum of one non-credit course per year (reach sufficient enrollment & generate revenue).</p>

Program Goal 2 Reflection: The goal of offering one non-credit course per academic year was far exceeded. In addition to offering standalone classes for Molokai residents, we have been able to collaborate on multi-island initiatives with ELWD. There was a total of 117 enrollments and 11 courses from Spring 2017-Fall 2020. These courses have generated \$7,053 in revenue for the Molokai program; our second largest source of revenue. There is a lot of potential for growth in this area. One large consideration is limited staffing at the Molokai Education Center to facilitate non-credit programs. When the Molokai Academic Support position is filled on a permanent basis, they could help to develop further programming.

A formal agreement should be developed between ELWD and outreach centers that outline an agreement for offering non-credit classes in our communities. This agreement would need to include an analysis of tasks each party will perform, a process guide for establishing courses, as well as a revenue sharing agreement.

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<p>Program Goal 3: Improve freshman persistence rates.</p>	<p>Initiate support activities for first time freshmen from high school.</p> <p>Redesign New Student Orientation activities to focus on growth mindset, culture, relevance of a college education and career and pathways exploration.</p> <p>Expand “just-in-time” support videos and announcements.</p> <p>Mandatory enrollment in Perkins student support program for all first time CTE students.</p> <p>Mandatory initial counseling appointment to include goal setting and pathway development.</p> <p>Develop summer bridge for high school students.</p> <p>Monitor strategies that develop from the Student Success Committee in regards to pathways and innovative support mechanisms and programs.</p>	<p>Methods: Track first time freshman retention and persistence.</p> <p>Methods: Track first time freshman direct from high school separately to gauge differences between traditional and non-traditional freshman.</p> <p>Tools: Molokai Enrollment Report.</p>	<p>Number of Freshman-Classified First Time:</p> <p>Fall 2015-27 Fall 2016-30 Fall 2017-32 Fall 2018-38 Fall 2019-30</p> <p>Retention:</p> <p>Fall 2015-52% Fall 2016-53% Fall 2017-84% Fall 2018-71% Fall 2019-57%</p> <p>Fall – Fall Persistence:</p> <p>Fall 2015-44% Fall 2016-43% Fall 2017-45% Fall 2018-47% Fall 2019-40%</p>	<p>Target: Increase freshman persistence rate to 65% by Spring 2019.</p> <p>Increase direct from HS persistence rate to 50% or better by Fall 2019.</p>
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Program Goal 3 Reflection: Persistence goals for freshman were not met and must continue to be worked on in the next five-year period. FYE data and strategies for improving success rates have been addressed in part 2 of this document, “Analysis of the Program/Unit.”

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<p><u>Program Goal 4:</u> Increase professional development (PD) opportunities</p>	<p>Develop a needs assessment for lecturer's PD needs/desires and initiate a PD program based on the results.</p> <p>Encourage activities that build stronger connections to departments to ensure inclusion in curriculum development and changes.</p> <p>Continue monthly professional development for UHMC staff.</p> <p>Initiate an evaluation process for gauging effectiveness of various PD sessions and the need for future training.</p> <p>Collaborate with The Learning Center to provide training opportunities for student workers/tutors.</p> <p>Center professional development around annual program goals.</p>	<p>Methods: Needs assessment to evaluate and analyze training needs.</p> <p>Tool: Lecturer needs assessment.</p> <p>Method: Track effectiveness of monthly PD sessions for staff and develop future topics based on feedback.</p> <p>Tool: Evaluation Surveys of PD workshops.</p>	<p>Results of Lecturers Needs Assessment: Top Requests:</p> <ul style="list-style-type: none"> ● Instructional Design/Online Learning ● Technology Tools for the Classroom ● Teaching & Learning Strategies 	<p>Continue offering approximately one professional development opportunity for staff per month.</p> <p>Connect program goals to professional development opportunities.</p>
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Program Goal 4 Reflection: A positive consequence of the COVID-19 pandemic has been the influx of professional development opportunities that are available through distance learning. This is true for UH Maui College, but also universally. Many conferences and standalone workshops have been transitioned to video conferencing which makes it accessible without needing leverage travel funds. The diversity in training opportunities have been impressive. One lecturer on Molokai commented that this is the most access to professional development she has ever had in her over 30-year career with the college.

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<p><u>Program Goal 5:</u> Initiate a vocational training program</p>	<p>Certificate of Competence in Small Equipment Repair: Elec 23, Main 20/60</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate instructors <input type="checkbox"/> Identify course supply needs <ul style="list-style-type: none"> <input type="checkbox"/> Find adequate location (potentially Molokai Farm) <p>Develop the program so early admit students can participate</p> <p>Target Native Hawaiian males and other populations underrepresented in higher education</p> <p>Evaluate how Perkins resources can be leveraged to support the program.</p>	<p>Methods: Track number of students enrolled.</p> <p>Methods: Track demographic indicators of enrollment group (age, race, gender, major)</p> <p>Tool: Class List</p>	<p>Enrollment:</p> <ul style="list-style-type: none"> ● 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 again in Spring 2020. 33 total, 28 male, 28 NH, 0 High School ● Elec 23 was offered once in Fall 2018 and again in Spring 2020. 26 total, 22 male, 22 NH, 0 High School ● Main 50 was offered twice in Spring 2019 and Fall 2019. 23 total, 20 male, 19 NH, 2 High School ● Main 55 was offered in Spring 2020 11 total, 10 male, 9 NH, 0 High School <p>2018-2019 Graduation Rates: 12 certificates awarded 10 were NH males</p> <p>2019-2020 Graduation Rates: 9 certificates awarded 9 were NH males</p>	<p>Target Enrollment: 15 students % Early Admit: 20% % Male: 50% % NH: 50%</p>
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Program Goal 5 Reflection: Native Hawaiian men have been underrepresented at the Molokai Education Center and emerged as special target population five years ago. Offering construction technology courses has helped us to address this. In a two-year period, 21 certificates were awarded and 19 of them were to Native Hawaiian men.

The program is currently housed at the Molokai Farm where students have made significant improvements to the infrastructure there. The class has retrofitted an old classroom so it now serves as a vocational training area. The Construction Technology Program Coordinator has supported our

efforts by making regular visits to observe lecturers and by writing a Perkins grant to secure equipment and tools to ensure the longevity of the program. Short-term certificates have been a good starting point. The program now needs to explore how this can be expanded to long-term certificates and/or access to courses required for an associate degree.

4. Action Plan

Strategic Planning Goals for 2020-2025

Program Goals	Mapping Program Goal to Activity, Course, Project, or other Initiative	Assessment Tool and Methods of Utilization	Analyzing Results	Plan & Implementation
<u>Program Goal 1:</u> Distance Learning	Consistently advertise completely online degree programs. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 4, C) Develop course sequencing and academic support initiatives that encourage a scaffolded approach to distance learning participation. (UHMC Strategic Directions, Quality of Learning, Objective 4, D and Student Success Objective 1, B) Determine best-practices for supporting distance learners in multiple forms of asynchronous, synchronous and hybrid course participation. (UHMC Strategic Directions, Student Success, Objective 2, A)	Track and monitor enrollment in distance learning courses/programs. Assess student preparedness and engagement in distance learning courses through Spring Student Needs Assessment.	Baseline data to be reported in 2020-2021 program review year.	Target will be developed once baseline data is accessed.
<u>Program Goal 2:</u> Molokai Farm & Agriculture Program	See 2020 Molokai Agriculture Program Planning Guide			
<u>Program Goal 3:</u> Bridge Access to Upper Division Opportunities in Education	Work with DOE Molokai Complex Office and individual schools to determine current and future local workforce needs in education. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 1, A) Coordinate information sessions, or other recruitment initiatives aimed and spreading awareness about the different University Center programs in education. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 4, C)	Create education workforce needs report for the island of Molokai. Track Molokai resident College of Education enrollment.	Baseline data to be reported in 2020-2021 program review year.	Target will be developed once baseline data is accessed.

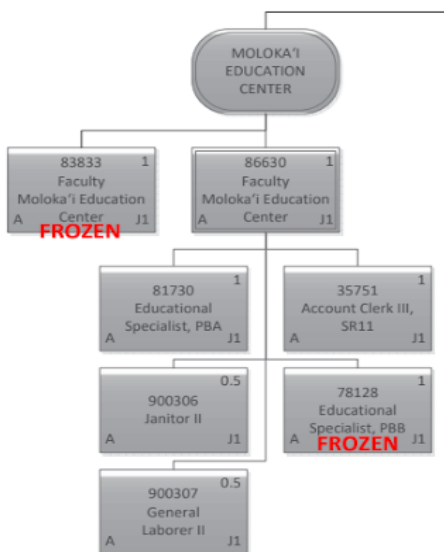
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Program Goal 4: First Year Experience	<p>Redesign New Student Orientation and follow-up activities to focus on Native Hawaiian culture and relationship development. (UHMC Strategic Directions, Hawai'i Papa O Ke Ao, Objective 1, B)</p> <p>Create FYE strategic planning guide based on the Seven Central Principles of Student Success. (UHMC Strategic Directions, Student Success, Objective 1B & 3C).</p> <p>Expand “just-in-time” support videos and announcements. (UHMC Strategic Directions, Student Success, Objective 1B).</p> <p>Mandatory enrollment in Perkins student support program for all first time CTE students. (UHMC Strategic Directions, Quality of Learning, Objective 4, D and Student Success, Objective 2, A)</p> <p>Mandatory initial counseling appointment to include goal setting and pathway development. (UHMC Strategic Directions, Quality of Learning, Objective 4, D and Student Success, Objective 2, A)</p> <p>Initiate support activities for first time freshmen from high school. (UHMC Strategic Directions, Quality of Learning, Objective 4, D)</p>	<p>Track first time freshman retention and persistence.</p> <p>Track first time freshman direct from high school separately to gauge differences between traditional and non-traditional freshman.</p>	<p>Number of Freshman-Classified First Time: Fall 2015-27 Fall 2016-30 Fall 2017-32 Fall 2018-38 Fall 2019-30</p> <p>Retention: Fall 2015-52% Fall 2016-53% Fall 2017-84% Fall 2018-71% Fall 2019-57%</p> <p>Fall – Fall Persistence: Fall 2015-44% Fall 2016-43% Fall 2017-45% Fall 2018-47% Fall 2019-40%</p>	<p>Maintain FYE student retention at 60% or higher each term starting Fall 2021.</p> <p>Maintain FYE Fall-Fall persistence at 50% or higher starting Fall 2021.</p>

<p>Program Goal 5: Non-Credit Programs</p>	<p>Develop an Outreach agreement with ELWD to include an analysis of tasks each party will perform, a process guide for establishing courses, as well as a revenue sharing formula. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 3, A & B)</p> <p>Seek external funding to provide scholarships to support student enrollment. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 1, A).</p> <p>Evaluate workforce training needs that are better aligned with non-credit vs. credit. (UHMC Strategic Directions, Community Needs and Workforce Development, Objective 1, A & 2A).</p> <p>Conduct summative assessments for each course to gauge course effectiveness and participant needs for additional training. (UHMC Strategic Directions, Student Success, Objective 3, B).</p>	<p>Track enrollment and number of non-credit courses offered each academic year.</p> <p>Track revenue generated.</p>	<p>Spring 2017-Fall 2020:</p> <p>117 enrollments 11 courses</p> <p>\$7,053 generated in tuition revenue.</p>	<p>Offer a minimum of 2 non-credit courses per academic year.</p> <p>Enroll a minimum of 30 students per academic year in non-credit courses.</p>
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5. Resource Implications

The figure to the right is the organizational chart for the Molokai Education Center. The red text indicates positions that are currently frozen. The faculty position assigned to the Molokai Farm has been swept. The Educational Specialist, PBB is referred to in this document as the Molokai



Academic Support position. It is currently funded in this year's budget and filled on a temporary basis.

The Molokai Academic Support position was appropriated by the legislature to UH Maui College for the purpose of providing administrative, professional and technical support at the Molokai Education Center in 2006.

In 2017, the person in the position resigned which provided the program with an opportunity to reorganize to be more efficient. At the time, all positions were assigned to the working hours of 7:45am-4:30pm. Classes at the Molokai Education Center, however, were conducted from Monday-Thursday from 9am-10pm. Due to limited staffing, the center was managed by student workers in the evening hours. This presented a concern because student workers are not as reliable as staff and staff would be called back to work at night when there were issues with the equipment as well as anytime, they could not work their shift. This resulted in staff burn out. Another concern was the lack of security on campus and having student workers responsible for the student population from 4:30-10pm. This became especially concerning after there were issues of domestic violence, property damage and other violations of student conduct code happening during these evening hours and only student workers on property to address these issues.

The Molokai program requested a new night staff position to address these issues. When the Molokai Academic Support position became vacant, however, we determined a structure where we could use existing positions to become more efficient. We eliminated the request for an additional staff member and instead reassigned this position to the evening hours. We created overlap between the two APT positions so functions like distance learning, library/learning center, proctoring, and other academic and student support services could be offered Monday-Thursday from 9am-9pm to better address student and operational needs.

The Molokai Academic Support position became vacant again in early 2019 and we have not been authorized to fill the permanent position since. In early 2020 the position was determined by the campus administration and budget committee as a priority for refill. The position was advertised, all applicants were screened and a recommendation was provided to administration in March 2020. We are currently awaiting authorization to fill the permanent position based on the recommendations of the screening committee. This position is funded in the current fiscal budget.

Authorization to fill this position is the top resource request for the Molokai Education Center. This position is essential to maintaining basic operations at the center. Addressing our program goals for the first-year experience and non-credit programs will rely on the permanent filling of this position.

The program is also prioritizing the maintenance of the Molokai Farm lease to allow time for the redesign of an agriculture program relevant to meeting the community's needs and to ensure a space for the continuation of construction technology courses. The [2020 Molokai Agriculture Planning Guide](#) provides evidence to support the maintenance of the farm lease.

The last request is to maintain both faculty positions at the Molokai Education center as 11-month appointments. The faculty Coordinator is responsible for oversight of the operations at the center.

This includes supervising 13 staff and 10-20 lecturers per term. During the summer months, the center remains open to provide services for students enrolled in distance learning courses. There are on-site courses for early admit students. Facilities rentals are also executed with external agencies which requires the supervision of the Coordinator. The summer is utilized for executing activities outlined in the recruitment and persistence plan to manage enrollment for the upcoming Fall semester. Activities conducted over the 11-month period are unique to this position and are integral to maintain the basic operations at the center.

The Counseling position at the Molokai Education is the second 11-month faculty position. Due to the fact that there are only two faculty positions, the Counselor serves as a back up to the faculty Coordinator and assumes signing authority and a supervisory role with the Coordinator is out of the office. Enrollment trend data indicates that Fall enrollments at least double in the summer months. This is a crucial time to provide access to an on-site academic advising services. The counselor is responsible for assisting students with navigating STAR GPS and creating a customized academic plan using the virtual platform. This initial counseling appointment, which typically occurs during summer months, is the basis for which students are able to create a plan which ensures timely graduation.

The resource requests being made are to preserve current program allocations and require no additional investment by UH Maui College. The Molokai Education Center staff is unique. Employees serve multiple functions across many departments to maximize the impact of each position. The reorganization of the Molokai Academic Support position three years ago resolved many existing program challenges and has increased the operational efficiency of the center. The reorganization forced us to look at how we can maximize existing resources to increase our functional capacity. We have determined a structure that allows us to operate efficiently and maximize our limited resources. Each person serves in a unique and critical role.