

# Molokai Education Center

# ANNUAL REPORT OF PROGRAM DATA 2023



UNIVERSITY of HAWAII  
**MAUI**  
COMMUNITY COLLEGE



# 2023 Annual Report of Program Data Molokai Education Center

## 1. Program or Unit Mission

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### Mission

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

### Vision

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

University of Hawaii Maui College, Molokai focuses on addressing comprehensive island-wide educational needs. Serving as a liaison for upper-division programming and 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.

The Molokai Education Center [organizational chart](#) shows four full-time positions assigned to the program and two part-time positions that manage operations & maintenance. There is one academic advisor position assigned to the center, however, that position is organized under the counseling department. The position has been appointed as academic advisor for all outreach locations and also services all UHMC students through zoom and phone appointments. This position has operated from Molokai for over 15 years. The position should be adjusted in the organizational chart and assigned to the Molokai Education Center based on current operational needs and a track record of service to students in outreach locations.

In addition to the positions illustrated in the organizational chart, there are a few grant-funded programs and positions that are housed at the Molokai Education Center. A chart of those currently operating can be found below.

Program	Description	Staffing
<b>Ho‘okele</b> funded by Hawai‘i P-20	The Ho‘okele Program coordinates the early college programming for the Molokai Education Center. This includes education, recruitment, student support, and	1.0 FTE Program Coordinator

<p>Gear Up Grant</p>	<p>transition planning for college and career. The program services Molokai High School, Ho‘omana Hou, Akaula, Kanu O Ka ‘Āina and the homeschooled population on Molokai.</p>	
<p><b>Educational Opportunity Center</b> funded by Federal TRIO program</p>	<p>The Educational Opportunity Center provides college access and financial aid support for low-income and/or first generation students. They provide services to the adult student population and graduating high school seniors.</p>	<p>1.0 FTE Counselor</p>
<p><b>Career &amp; Technical Education (CTE) Support</b> funded by Perkins</p>	<p>This program supports CTE students in accessing programming to promote workforce opportunities in high demand sectors. Access to opportunities has recently expanded to include early college and non-credit credentials.</p>	<p>1.0 FTE Program Coordinator</p>
<p><b>Pu‘uhonua</b> funded by Title III</p>	<p>The Pu‘uhonua program is supporting a cohort of students enrolled in a GIS certificate pathway. The cohort is piloting the use of virtual desktop interface (VDI) to run the ArcGIS software required for developing GIS maps. This project will aim to expand access to learning opportunities in high-demand industries for rural and remote populations. It will mitigate the barrier of requiring students to have high end software and hardware by using the VDI platform and cloud-based computing to increase accessibility.</p>	<p>.75 FTE Case Manager</p>
<p><b>Upward Bound</b> funded by Federal TRIO program</p>	<p>The Upward Bound TRIO program is a federally funded initiative designed to help high school students from low-income and first-generation backgrounds prepare for college. It offers academic support, tutoring, mentoring, and college readiness workshops to ensure students succeed in both high school and beyond, increasing their chances of higher education success.</p>	<p>.5 FTE Counselor</p>

## 2. Analysis of the Program/Unit

[Use this section to discuss the annual report of program data and/or any other data used to assess your program or unit in terms of demand, efficiency, and effectiveness and with respect to the goals

of your comprehensive program review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan(s), etc.).

Demand Indicators	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Unduplicated Student Enrollment					
Credit	195	163	123	124	177
Non-Credit	25	99	84	118	106
Total	220	262	207	242	283
Student Semester Hours (SSH)					
Fall	1474	1024	688	644	933
Spring	1334	746	575	569	756
Total Number of Classes Taught On-Site					
Fall	20	12	9	8	12
Spring	16	8	4	11	14
Percent Native Hawaiian (NH) Students					
Fall	81%	81%	78%	87%	80%
Spring	79%	81%	82%	78%	77%

In 2023-2024, the Molokai Education Center experienced an increase in credit student enrollment and a slight decrease in non-credit student enrollment. Combined enrollment in the academic year represented a significant increase from the prior year and is indicative of program health.

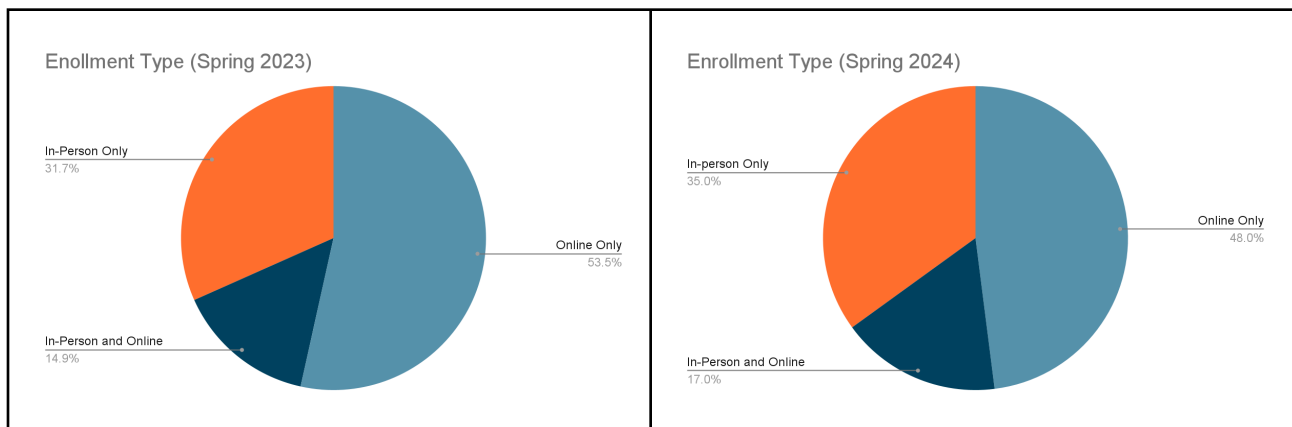
A key program shift post-pandemic has been to account for combined credit and non-credit program enrollment. The enrollment strategy moving ahead will be to maintain a balance of between 250-300 students per year in credit and non-credit program offerings on Molokai. Demand for higher education has been dynamic in the past few years requiring the program and staff to remain flexible and responsive to changing community needs.

Student semester hours and the volume of on-site course offerings is indicative of a community still in recovery. As we grapple with tremendous community challenges that resulted during the course of the pandemic (i.e. declining academic performance and increasing behavioral and social emotional issues for students enrolled in our DOE feeder schools, increasing difficulty accessing medical services, reduction of air service providers, increased cost of living) it is apparent that our adult population is finding it difficult to engage in higher education. These systemic issues are being evaluated at a community level and will likely take more time before we realize significant recovery gains.

It will be imperative that we continue to market program opportunities to our working adult population; especially in areas with predicted workforce growth. A few key industries where we have been focusing these efforts are: teaching pathways, construction and health careers. With the

revival of the Molokai Farm program, we also plan to expand agricultural course offerings by the 25-26 academic year.

Native Hawaiian enrollment continues to be at or above parity with the Native Hawaiian population numbers on the island of Molokai. The Molokai Education Center continues to be proud to serve the highest percentage of Hawaiian students at a UH campus. We also consider this to be a great responsibility to our community and purposefully engage in campus activities that promote the use of ‘ōlelo Hawai‘i and cultural education.



A comparative analysis of enrollment type from Spring 2023-Spring 2024 shows that the population of students enrolled in online classes only has decreased. However, it still represents close to half our student population.

As we are experiencing growth in online only students, we have been struggling to engage students in extracurricular experiences including student activities and student work study. There are a plethora of studies that support that students who are engaged more in campus life outside of their classes are prone to higher academic achievement, retention and develop a stronger sense of belonging. This [article](#) highlights special populations that have demonstrated a lower likelihood of extracurricular engagement including 2 year students, first generation and pell eligible students. The majority of our students fall into one or more of these categories. When these students decide to enroll in online classes only, it further disconnects them from campus. It will be important for our program to continue to explore and test strategies to engage the online student population in campus activities to promote greater student success and engagement with the institution.

Academic program scheduling also continues to be a challenge. The chart illustrates that about half of the students were in online classes only while the other half were either completely in-person or enrolled in both types of course delivery. This is a stark contrast to pre-pandemic enrollment. We have had to make various program adjustments to adapt to this difference. In course scheduling, we now offer a variety of “hybrid” course options so we can combine groups of students interested in different delivery methods.

2023 UH Maui College ARPD  
 Program: Molokai Education Center

Efficiency Indicators	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Average Class Size					
Fall	15	15	12	13	13
Spring	14	13	12	10	9
Fill Rate					
Fall	67%	81%	81%	68%	64%
Spring	72%	66%	75%	56%	54%
Faculty Student Ratio					
Fall	2:195	2:163	2: 123	2: 124	2: 177
Spring	2:220	2:130	2: 115	2: 114	2: 141

There are no significant changes to the average class sizes over the five years reflected on this table. The program aims to maintain a minimum enrollment of 10 students in any course that is delivered through live instruction. There was a decrease in course fill rates in the 23-24 academic year. Fill rates will be a measure to continue to track to ensure fiscal efficiency in program delivery. There are challenges around course cancellations when there are students on specific credential pathways and when canceling a class will lead to lower enrollment numbers.

The two faculty members assigned to the Molokai Education Center are non-instructional. The first is the Site Coordinator and the second is an Academic Advisor. All in-person instruction at the Molokai Education Center is conducted with lecturers.

Effectiveness Indicators	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Successful Completion (C or Higher)					
Fall	81%	86%	73%	88%	79%
Spring	84%	75%	81%	81%	83%
Successful Completion Native Hawaiian					
Fall	81%	87%	71%	84%	78%
Persistence (Fall to Spring)					
	66%	73%	66%	57%	65%
Associate Degrees Awarded					
	14	18	13	17	12
Certificates Awarded					
	21	27	5	20	30
Bachelor's Degrees Awarded					
	0	1	1	0	0



Total Credentials	35	46	19	37	42
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It is interesting to note that in the 23-24 academic year we observed (1) a decline in Fall retention (2) an increase in Fall-Spring persistence and (3) a subsequent increase in Spring retention. It appears that while students struggled in the Fall, they persisted into the Spring where they performed better. The increase in persistence and ending Spring with a retention rate of 83%, which is the second highest in the five years being evaluated, are signs of improved student performance.

The achievement gap for Native Hawaiian students shrunk in this past academic year. There has been an emphasis on creating student support events and activities that support the Native Hawaiian student population. The learning resource center (LRC) has offered screen printing workshops to celebrate Hawaiian holidays and promote cultural awareness. Our FYE program has been adapted to the ka'ao framework to introduce students to the framework and have them apply it to their student journey. These are just a couple of examples of work in this area.



In the Spring 2024 student needs assessment, students reported their top three barriers to student success as (1) feeling stressed or burnt out (2) lack of motivation (3) class availability. In the qualitative responses, students acknowledged the stress and lack of motivation stem from personal wellbeing which they feel accountable for and did not have recommended strategies for the college to help them in these areas. Despite this, student success initiatives and programs should continue to keep this at the forefront of their planning efforts. It is recommended that we continue to design student activities and events that promote mental and physical health and wellness.

Some of the adaptations that we have already made include:

1. Implementing a basic needs program in Fall 2024 to provide school supplies and food items to students.
2. The University of Hawaii system now offers feminine hygiene products in their bathrooms.
3. Include a workshop in our FYE welcome event that focuses on strategies for stress reduction.
4. Hosted a large holiday event for the community that encouraged fellowship and the showcase of student work.
5. Continuation of loaner programs to support students with accessing required technology for their coursework.
6. Grant partnerships to provide tuition-free coursework reducing the financial barriers to accessing higher education.

Fostering a welcoming, safe and healthy learning environment remains a priority for our staff. It is evident that our students feel supported based on their response to a question we posed on our Spring 2024 student needs assessment. Students reported they felt the staff at the Molokai Education care about their success; more so than their instructors.

Certificate graduation rates increased. This can be attributed to many short-term certificate offerings that are planned and marketed purposely to engage learners in short-term opportunities that are stackable. Our strategy is to continue offering short-term certificates that feed into our associate and bachelor’s degree programs. We experienced a slight decrease in Associate degrees awarded. The combined credentials awarded is the second highest reported in a five-year period.

It is important to note that the data above only reflects students participating in our credit programs. There were a number of certificates and workforce credentials awarded to non-credit participants. The breakdown of certifications can be found below.

Course Title	Term	Number of Students
Personal Trainer Certification	Fall 2023 to Summer 2024	1
Phlebotomy	Fall 2023	1
Working with Older Adults	Fall 2023	4
Data Analytics: Data+ and Data Systems Certificate	Fall 2023 to Fall 2024	2
Native Hawaiian Homestead Builders	Spring 2024	14
Pharmacy Technician Immersion	Spring 2024	1
Clean Energy On-the-Job Training	Spring 2024	5
Medical Assistant	Spring 2024	8
Conversational Hawaiian Language	Spring 2024	33
Culinary Prep Cook	Spring 2024	8
Forklift	Summer 2024	24



CNA Recertification	Summer 2024	5
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Through our Perkins grant we are also able to provide workforce transition support. The program releases a monthly job announcement e-bulletin. This fills a critical need in our community and we are unaware of any other agency that provides this service locally.

The Molokai Education Center has been tracking two special populations over the past five years. The first is our First Year Experience (FYE) students. FYE students have additional support services in an effort to successfully transition into college. We offer an FYE Welcome event every semester, these students have an assigned peer mentor, they have FYE designated courses that they are encouraged to take and we host campus events to encourage engagement with peers and staff.

First Year Experience (FYE)	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
Number of First-Time Freshman Fall	30	8	12	27	21
Enrollment Status – Fall					
Full-Time	18	3	4	5	5
Part-Time	12	5	8	22	16
Retention (C or Higher) Fall	57%	63%*	33%	74%	62%
Persistence Fall to Fall	40%	38%*	42%	37%	52%
Direct from High School Freshman Fall	18	5	9	12	12
Direct from High School Retention Fall	50%	100%*	22%*	66%	50%
Direct from High School Persistence Fall-Fall	50%	60%*	44%*	73%	33%

According to the [Hawaii P-20 CCRI report](#), the Molokai High School Class of 2022 had the lowest nationwide college going rate when compared with the past five graduating classes at MHS. It fell by 15 percentage points from the previous year; and was 36 percentage points less than the highest year reported. We saw a slight improvement for the Class of 2023 who experienced a 3% increase from the previous year. However, we are still substantially behind our pre-pandemic rates and the rest of the state.

The State of Hawai‘i Department of Education [FAFSA dashboard](#) shows that the FAFSA completion rate at Molokai High dropped by 20.9% from the previous year. The rollout of the new FAFSA process called the “Better FAFSA” did not live up to its name. There were numerous

challenges including a later opening date, learning how to complete the new application, policy changes and inaccessibility to tracking data to help the school target students who did not complete.

There is also mounting concern over student performance data at Molokai High School. Molokai High School’s language arts, science and math proficiency are all below the statewide average. While they made a significant leap in language arts proficiency in 23-24, they are still far behind in math with a 5% proficiency and science with a 9% proficiency. As a result, a grant proposal was developed by the Molokai Education Center for the moloKA‘I project. The mission of the project is to empower Molokai youth and families with experiences to help them identify their natural gifts and passions, define success in their own terms, and take leadership over their future. This will foster a culture of ambition across the Molokai school system pipeline. As a result, students will find purpose and meaning in their education and have direction for their future. The project aims to build collaboration from 6th grade through higher education that help students navigate planning for their future through the ka‘ao framework.

While the number of first year students enrolling at the Molokai Education Center directly from high school is rising, we also acknowledge that these students are less prepared for college as a result of the pandemic. This is translated into lower retention rates than our overall student population. To address this, we are trying to work closer with our K-12 partners to create systems for strengthening our educational pipeline and promoting kūlia (to strive for excellence).

Retaining the programs and support services offered through our FYE program is critical as we move forward. But also taking a look at these tools and ways to adapt them utilizing post-pandemic strategies to support vulnerable student populations is important. In planning for FYE events, we have transitioned away from very formal events with lots of information dissemination and moved toward building relationships with our students so they are comfortable reaching out for assistance. Adapting to strategies like these will continue to be important in recognizing that our students are not as prepared and have not spent as much time identifying their “hua,” or reason for wanting to come to college, as in years past.

The second special population that we track is early admit students. The enrollment remained stable through the course of the pandemic and in the year being evaluated. Student retention remained higher than our overall student population. The success of this program through the pandemic can be attributed to having a dedicated program coordinator facilitating early college programming.

Early Admit Program Indicators	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
SPEA Enrollment					
Fall	49	64	51	59	64
Spring	89	57	59	55	46
Number of Credits					
Fall	163	274	235	237	212
Spring	354	251	224	217	169

Successful Completion (C or Higher)					
Fall	92%	88%	77%	93%	81%
Spring	79%	58%	88%	82%	85%
Native Hawaiian Student Enrollment					
Fall	73%	77%	77%	75%	81%
Spring	80%	81%	83%	82%	70%

The Ho‘okele Program has a four-quadrant program model. Prepare-Enroll-Sustain-Transition. Preparation includes working with 7-9th grades through workshops, school, and family events to prepare them for early college. Enroll includes hosting workshops and supporting the admissions and financial aid processes for all early college students on Molokai. Sustain includes academic and student support efforts and working closely with instructors and students to keep them on track. Finally, the transition piece involves supporting seniors in preparing for their college and career goals. The scope of the program is large and the large number of participants is only realized by having a dedicated person supporting this program. The program is currently supported by Hawaii P-20 through a Gear Up grant. Efforts to institutionalize this program have been ongoing for over 5 years.

The Molokai Education Center has a .25FTE position assigned to supporting University Center work. The responsibilities include promoting upper division programming throughout the University of Hawaii system and supporting online students enrolled in these programs. As illustrated in the table below, upper division enrollment increased in the past year. Particular growth was experienced at UH Mānoa. At the Molokai Education Center we service our community’s needs and serve as a bridge to all University of Hawai’i campuses and programs. It is vital that we continue to support access and highlight transfer opportunities from our AA programs to the baccalaureate level, and beyond, to satisfy the island's workforce needs.

Upper Division Enrollment (Baccalaureate, Masters, Doctoral)	Fall 2022	Spring 2023	Fall 2023	Spring 2024
UH Mānoa	19	19	26	35
UH West Oahu	2	2	7	6
UH Maui College - ABIT	5	4	1	3
UH Hilo	11	8	10	15

### 3. Action Plan

[Based on findings in Parts 1-3, How well has the program met the goals from your comprehensive program review and action plan(s)? What changes are you making to your comprehensive program review action plan for the next year? Include external factors affecting the program or unit.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Specify how the action plan aligns with the College’s Mission and Strategic Plan. Be sure to list resources that will be required, if any, in section 5 below.

Imperative 1: Fulfill Kuleana to Hawaiians and Hawai‘i

UHMC Goal: UHMC embraces the principles of Ho‘oulu Lāhui, Ho‘okanaka and Ho‘ona‘auao. We will engage in transformative action towards restoring identity, raising consciousness and promoting self-determination.

Goals and Strategies
<ul style="list-style-type: none"><li>● Secure funding to continue tuition-free credit or non-credit ‘ōlelo Hawai‘i classes which was met with high demand in 22-23 AY.</li><li>● Develop student success strategies aimed specifically toward the Native Hawaiian student population with the goal of closing retention gaps.</li><li>● Create marketing strategies specifically for Hawaiian language and Hawaiian studies courses to avoid having to continuously cancel these sections due to low enrollment.</li><li>● Continue to facilitate grant-based programming that encourages access and student success for Native Hawaiian students.</li><li>● Renovate campus spaces to promote Native Hawaiian culture and the history of Molokai.</li></ul>

Imperative 2: Promote Successful Students for a Better Future

UHMC Goal: Educate more students, empowering them to achieve their goals and contribute to society.

Goals and Strategies
<ul style="list-style-type: none"><li>● Gradually increase overall enrollment at the Molokai Education Center by balancing credit and non-credit offerings.</li><li>● Support the expansion of distance learning modalities that increase access to our rural student population.</li><li>● Develop strategies for engaging distance learning students in extracurricular activities and other campus-based initiatives.</li><li>● Promote short and long-term credentialing opportunities and offer scaffolded pathways to degrees.</li><li>● Create initiatives alongside our K-12 feeder schools to promote college and career readiness.</li><li>● Implement student employment programs that foster student empowerment and leadership development.</li><li>● Promote the affordability of community college through all outreach efforts.</li></ul>

Imperative 3: Meet Hawai‘i Workforce Needs of Today & Tomorrow

UHMC Goal: Prepare rigorous and enriching programming that is current and relevant to our community needs and fulfills student self-determined goals for a sustainable workforce for Maui Nui.

Goals and Strategies
<ul style="list-style-type: none"><li>● Utilize Perkins grant to align credentialing opportunities and workforce needs in Career and Technical Education programs.</li><li>● Promote teacher pathway programs for Molokai residents due to local workforce shortages in this area.</li><li>● Collaborate with the Cooperative Education program to promote internship opportunities for the adult student population and early college students.</li><li>● Provide non-credit training opportunities aligned with critical workforce needs on Molokai.</li><li>● Work with on-island employers to deliver training to meet their workforce needs.</li><li>● Expand course offerings in Agriculture and Construction at the Molokai Farm and explore opportunities for interdisciplinary learning.</li></ul>

Imperative 4: Diversify Hawai‘i’s Economy Through UH Research & Innovation

UHMC Goal: Build and sustain a thriving UH research and innovation enterprise that addresses local and global challenges by linking fundamental scientific discovery with applied research necessary for technological innovation to create jobs and advance a knowledge based economy.

Goals and Strategies
<ul style="list-style-type: none"><li>● Utilize the Molokai Farm facility to perform research and innovation in the field of Agriculture. Complete a community needs assessment in Agriculture on Molokai as a first step.</li><li>● Collaborate with four-year universities on partnership programs that meet our island’s unique needs.</li><li>● Collaborate with Maui Food Innovation Center (MFIC) to leverage programming to support local entrepreneurship.</li></ul>

## 4. Resource Implications

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The Molokai Education Center is requesting to institutionalize grant programs that serve vital program needs. These positions are detailed below.

- 1.0 APT Ho‘okele Coordinator position to coordinate early college activities on the island of Molokai. This position has been funded for five years through different grant programs and has grown early college enrollment and provided support services to ensure a higher retention rate than the adult population at the Molokai Education Center. Data illustrating the success and need for institutionalization of this program can be found on [page 11](#) of this report.
- 1.0 APT CTE Transition Coordinator position provides vital programming in high demand Career and Technical Education sectors. Over the course of the last 13 years, Perkins grants have funded cohort-based programs in CTE fields. The Perkins coordinator has also provided critical workforce transition support in helping students and alumni prepare for transition into the workforce. Industry partnerships have expanded our capacity to train incumbent employees to provide them with employment security or promotion opportunities. In addition, non-credit programming is largely supported by this position which was critical during the pandemic when we experienced a lessening demand for credit-based programs. Administrative duties for the management of the Molokai Farm can also be assigned to this position. If that happens, the program should explore whether hiring this position as an APT or faculty is most appropriate.
- A budget request document was sent to the administrative team that outlines resource implications for reviving programming at the Molokai farm. The request is for \$149,000 in personnel and supplies in year one and \$178,000 in year two.

The Molokai program would also like to request a regular allocation of laptops and hotspots to meet student needs and upgrade the devices on a regular basis. Our inventory is currently meeting student demand, however, some of the equipment is becoming obsolete and we need to prepare for upgrades. Our hotspot inventory is being funded through our program funds and we would like to explore the possibility of using tech fees to fund this expenditure. Access to stable and affordable broadband continues to be a challenge for Molokai residents.

**I am NOT requesting additional resources for my program/unit**