

**Maui Community College**  
**Molokai Education Center**  
**Program Review 2006-2007**

**Introduction: Program Description, Program Mission Statement, and Program Level Student Learning Outcomes**

***Molokai Outreach Program: Molokai Education Center and Molokai Farm***

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

***Mission***

***Molokai Education Center***

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

***Mission***

***Molokai Farm***

The Molokai Farm's mission is to serve the residents of Molokai by encouraging new farm development and other entrepreneurial agricultural activities and to provide quality education through the curriculum and services provided.

***Vision***

***Molokai Education Center***

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

Based on a rough schematic (see next page), a new auditorium will serve all of Molokai as a showcase for artistic, theatrical and cultural events as well as College commencement ceremonies and other educational activities. A wet science lab, 24-station computer lab, large lecture hall, and two general education classrooms will be constructed to serve immediate student needs. A moderate structure with 12-14 offices will house lecturers and other federally funded program staff so that they have adequate physical space to perform their duties at their best. Through a public/private partnership, a childcare training facility, much like the Head Start on the Kahului campus, will give students the opportunity to learn and practice the curriculum in



a lab school setting while allowing mothers the opportunity to attend college without childcare worries. A creative visual arts facility, in conjunction with the UH Manoa Film School and other public/private entities, will add energy to the campus and serve as an outlet to the growing population of young producers on island. Possible centers for marine research and for vocational training in culinary arts and trades may be constructed using Rural Development funds. And lastly, well-planned student meeting areas with food and drink kiosks and other activities will welcome and nourish all who attend.

Realization of this vision is a two-step process. First, the University of Hawaii has an option to purchase the adjoining 3.21 acres until March, 2008 and this purchase should be made immediately. Second, the current Molokai Community Plan 2001 includes language that recommends a total of 15 acres be set aside for Maui Community College on Molokai for future growth and development. This language has been on the books since 1994 showing the foresight of Molokai community leaders and the value its residents put on higher education. Therefore, the vision of the Molokai Education Center mirrors that of the greater community.

### ***Vision***

#### ***The Molokai Farm***

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

### ***Listing of Program Level Student Learning Outcomes***

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

The programs' learning outcomes are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The Molokai Outreach student will acquire *knowledge and comprehension* as well as the ability to *apply, analyze, synthesize and evaluate* information in the current areas of Liberal Arts, Human Services, Business Careers, Agriculture and Nurse Aide education following *adult learning principles*.

- *Knowledge:* To know specific facts, terms, concepts, principles or theories.
- *Comprehension:* To understand, interpret, compare and contrast, explain.
- *Application:* To apply knowledge to new situations, to solve problems.
- *Analysis:* To identify the parts, relationships, and organizing principles of an idea, method, structure, etc.
- *Synthesis:* To integrate ideas into a solution; to propose an action plan.
- *Evaluation:* To judge the quality of something based on its adequacy, value, logic, or use.

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

## Adult Learning Principles

Adults learn best when:

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

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

## **Part I. Quantitative Indicators for Program Review**

### ***A. Demand***

The Quantitative Measures from the University of Hawaii system sources such as the Operational Data Store (ODS), Management and Planning Support (MAPS), and the system designated occupational outlook sources; do not delineate Molokai data from the overall Maui Community College data. In other words, these reports are not particularly useful for Molokai Program Review reports. Molokai data must be gleaned from Banner and other special reports created by information technology personnel which specifically target Molokai students.

## **Occupational Demand (Career Technical Education Programs)**

### **1. Annual new and replacement positions in the State**

The Workforce Development 2007 Report to the Governor speaks of preparing Hawaii residents for High-Skill jobs. "On the basis of the DLIR's projections, the WDC estimates that about 63% or nearly two-thirds of the openings in 2014 will likely require some post-secondary education. WDC estimates that 24% of those openings will require completion of formal academic programs at the university or community college level." With many high skill industries entering Hawaii and a future outlook that encourages the entrance of more high skilled industries, the Hawaii workforce community needs to support this growth. We are already experiencing a critical shortage of the following high skilled workers: educators, health care practitioners, and Information Technology workers.

The Molokai Education Center can do its part to bring Molokai up to speed by providing education in these areas. We are currently only able to offer Nurse Aid Training and since many of our students succeed in the completion of this program there has been an increasing demand for higher level certification in health care on Molokai. Due to the lack of a science lab we are unable to provide any higher certification. As we develop future plans for the Molokai Education Center we need to take into account the growing need for health care providers and the growing demand by Molokai residents to receive the proper certification to allow them to fill these vacancies. Furthermore, when current students at the Molokai Education Center and Molokai High School juniors and seniors were asked what employment area on Molokai will have the most job opportunities within the next 5 years, both groups number one response was health and medical.

The University of Hawaii at Manoa College of Education has begun offering cohort opportunities for Molokai residents to participate in programs that will give them the proper certification to teach in the State of Hawaii. These programs have proven to be successful as students on their way to becoming educators here on Molokai. Due to the nature of cohorts, many students have to wait until open enrollment to participate in these programs. They are also subject to higher tuition fees as they are students of the University of Hawaii as opposed to the Molokai Education Center. The Molokai Education Center can help to relieve these issues by providing more pre-requisite courses that will help students on their path to becoming educators and assist them in taking the most cost effective approach.

## **2. Annual new and replacement positions in the County**

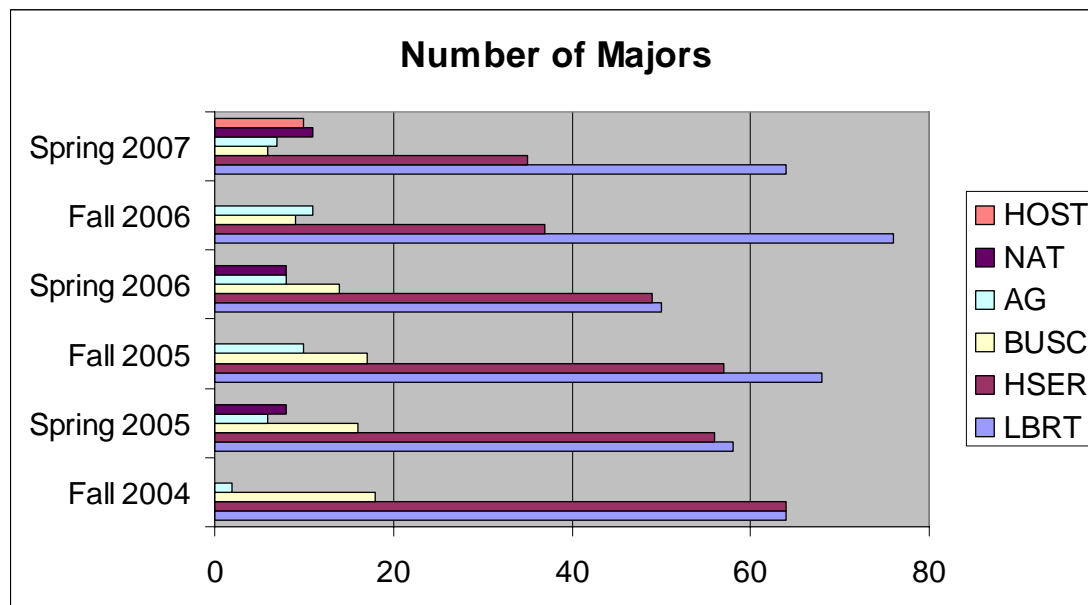
Specific new and replacement positions for Molokai island are hard to delineate from Maui County documents, however, the County of Maui Molokai Community Plan 2001 is the best source at this time. It proposes many potential areas of future economic growth. Those that relate to educational opportunities that the Molokai Education Center can provide include:

- Maintain agriculture as an important economic activity on the island.
- Support expansion and diversified agriculture, by establishing agricultural marketing cooperatives and agriculture parks and by providing technical and financial assistance.
- Maximize the use of agricultural lands through educational efforts and establishment of programs aimed at optimizing marketing and production.
- Support the expansion of aquaculture and fishponds as a major economic opportunity.
- Promote cooperative agricultural and aquaculture ventures to assist small scale operators and maximize the effectiveness of marketing and other available resources.
- Support small businesses and community based-economic development.
- Provide technical and financial support to existing and potential small businesses, including entrepreneurship training programs.
- Allow expansion of the visitor industry within the existing tourist destination area at the West End to the extent that it does not infringe upon the traditional, social, economic and environmental qualities of the island.

- Promote collaboration between government, labor, and industry to encourage the hiring and training of Molokai residents before importing off-island management and personnel.

### 3. Number of majors

Liberal arts majors are the bread and butter of the Molokai Outreach Program proving that many students may be preparing themselves for higher educational opportunities. The significant numbers of Human Services majors was due to many needing associate degrees as part of the No Child Left Behind Act and the decline in majors shows that their needs were met.



### 4. Student semester hours for program majors in all program classes

The Student Semester Hours (SSH) data is not broken down by program majors in all program classes. The Molokai Outreach Program only gathers data on total SSH per semester and that data is shown in the chart below (#6).

### 5. Student semester hours for non-program majors in all program classes

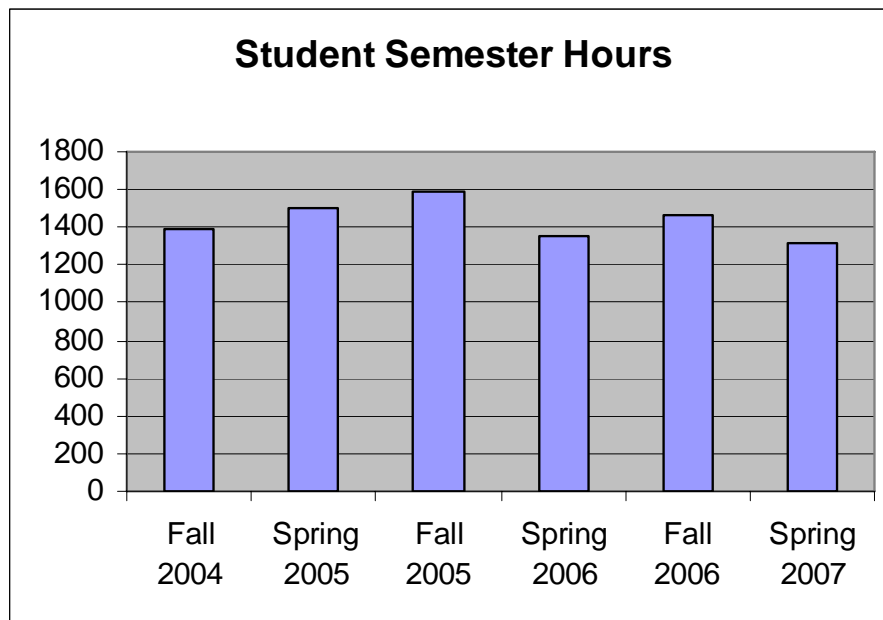
The Student Semester Hours (SSH) data is not broken down for non-program majors in all program classes. The Molokai Outreach Program only gathers data on total SSH per semester and that data is shown in the chart below (#6).

### 6. Student Semester Hours for all program classes

The chart reveals consistent enrollments over the past six semesters. Fall 2005 had the highest SSH at 1586 while Spring 2007 posted and SSH of 1317. When the three Fall Semesters are averaged together, the SSH is 1481 while the Spring Semesters SSH is 1393. Finally, when all six semesters are averaged together, the SSH is 1437.

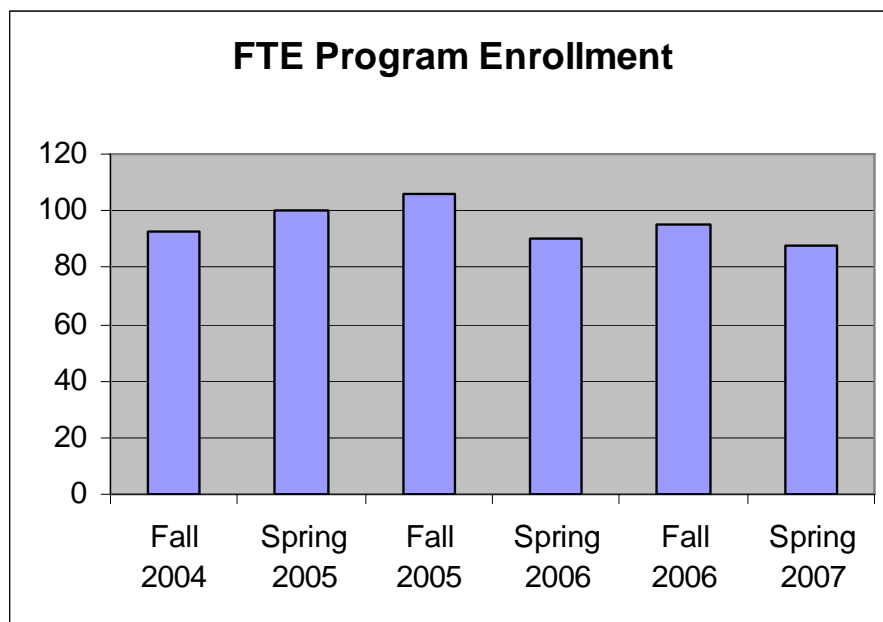
Considering the small population of the island, the fewer choices of classes and programs from which to choose, the lecturer-based instructional program, the socio-economic status of island

residents, and the rising cost of higher education, the Molokai Outreach Program is consistently performing at a high level in terms of meeting the demand within a climate of limited resources.



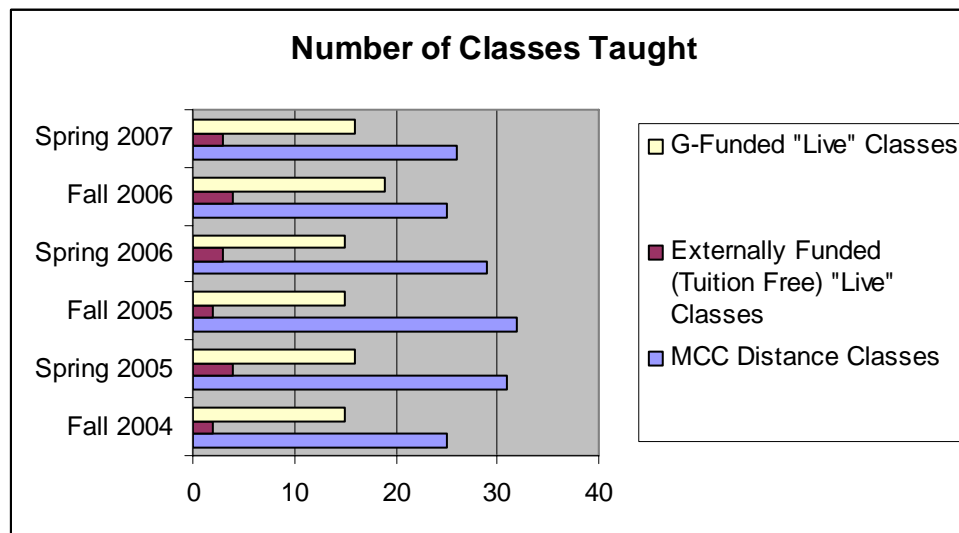
#### **7. FTE program enrollment**

The following chart reveals consistent Full-Time Equivalent (FTE) enrollments over the past six semesters. The highest FTE was 105.7 in Fall 2005 while the lowest FTE was 87.8 in Spring 2007 when campuses throughout the system also showed marked decline. The average FTE for the three Fall Semesters was 98.7; for the Spring Semesters 92.8 and when all six semesters are averaged together, the FTE is 95.7.



## 8. Number of classes taught

The Molokai Outreach Program is sometimes seen as only a “distance education outpost” for Maui Community College. Nothing could be further from the truth. While the chart below shows that Molokai students receive the highest number of classes via distance education (SkyBridge/HITS, cable TV, and Internet), enrollments in these classes total only about 20% of the overall enrollment with 80% coming from the “live” on-site courses. The distance classes supplement the regular on-site courses, especially in areas where no qualified lecturer can be found on Molokai. They are very useful to small numbers of students who as a group do not have sufficient numbers to warrant a “live” class. In addition, a good number of the distance classes see no enrollment as the pre-requisites for the courses are unavailable on Molokai.



## 9. Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)

Based on the above data, the Molokai Outreach Program more than carries its own weight by bringing in more Native Hawaiian students than any other campus in the UH system, showing relative consistent enrollments from Fall to Spring and from Fall to Fall while many other campuses declined, etc. In addition, the enrollments of Native Hawaiian students increase the overall numbers for the main campus allowing them to write for many grants for which they may not otherwise qualify.

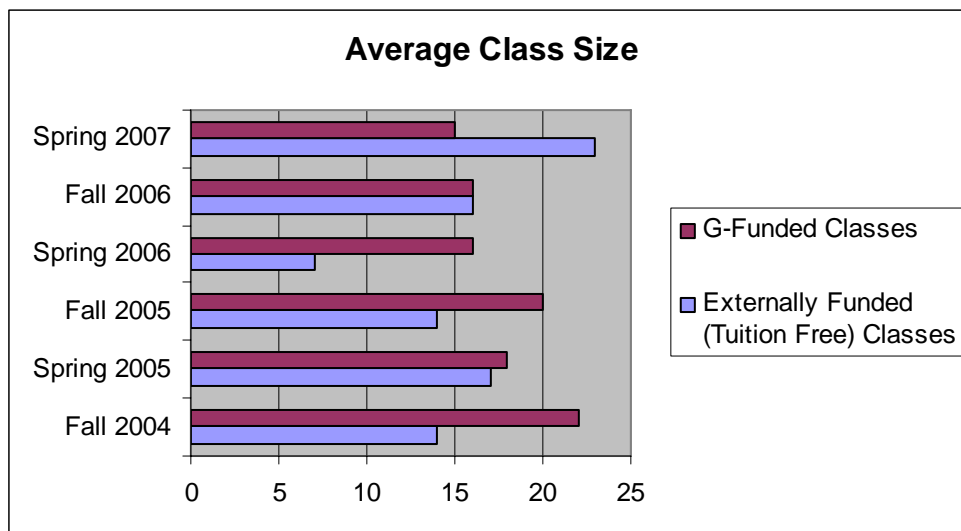
### B. Efficiency

#### 10. Average class size

The average class size for g-funded courses has remained consistent from Fall 2004 through Spring 2007. The largest average class size was in Fall 2004 with 22. The smallest average class size was 15 in Spring 2006. The size of each course is dependant upon which classroom it is placed in. With the limited number of general use instructional classrooms at the Molokai Education Center, we are often forced to place g-funded classes in the smaller rooms while the larger rooms are reserved for the externally funded, tuition free classes. This is based on the fact that more students are going to enroll in the tuition free courses versus the ones that they need to pay tuition to attend. Strong evidence of this is found in the graph where you see in more recent semesters the average class size of externally funded classes has dramatically increased. The

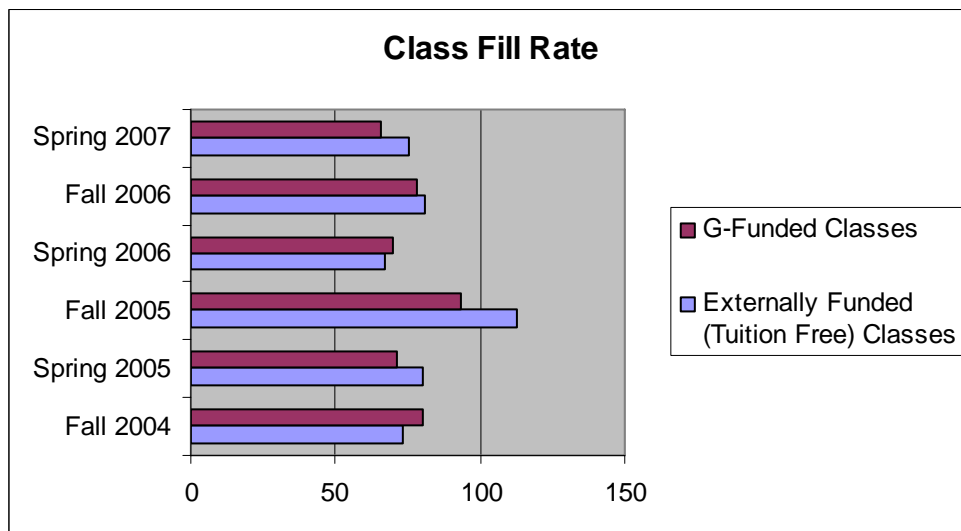


lowest average class size for externally funded courses was seven in Spring 2005. The highest average class size was at 23 in Spring 2007. The number of students enrolled in a class is also limited by what the college sets as a standard size for that particular course.



### 11. Class fill rate

The class fill rate has not changed dramatically from Fall 2004 through Spring 2006. It has, however, been on a slight decline over this period of time. For fiscal year 2004 through 2005 the average class fill rate was 71%. The following fiscal year 2005 through 2006 dropped to 70%. In the most recent fiscal year 2006-2007, it was at 66%. It may be noted that tuition increases in each of the three academic years may be one of the contributing factors.



### 12. FTE of BOR appointed program faculty

There are four full-time (4.0FTE) faculty positions on Molokai, three of which are “G-funded” and one which is federally funded. All of the four faculty are eleven-month appointments and all have a majority of their time assigned to other than instructional duties. The positions are:

- Professor/Molokai Coordinator – Donna Haytko-Paoa
- Assistant Professor/Farm Manager – James Boswell
- Instructor/Counselor – Susan Nartatez
- Instructor/Pookela Program Coordinator – Nanette Lehua Napoleon Grambusch

### **13. Student/Faculty Ratio**

The majority of instruction on Molokai is handled by a quality pool of part-time lecturers. None of the four faculty are in full-time instructional positions so the Student/Faculty Ratio does not really apply. That being said however, an argument can be made that Molokai has a very large Student/Faculty Ratio based on the enrollments compared with the total percent of instructional duty time of the four faculty.

- Professor/Coordinator – Instructional = 20%
  - Assistant Professor/Farm Manager- Instructional = 60%
  - Instructor/Counselor - Instructional = 20%
  - Instructor/Pookela Program Coord.- Instructional = 50%
- Total Instructional Time for All Faculty = 1.5 FTE

Since the average enrollment for the Molokai Outreach Program is 200.5 students over the past six semesters and there is the equivalent of 1.5 FTE instructional faculty, then the Student/Faculty Ratio could be 133:1. However, when looking at the actual numbers of four faculty and 200 students, then the ratio becomes 50:1.

### **14. Number of Majors per FTE faculty**

The Molokai program affords students the opportunity major in and earn certificates and associate degrees in four program areas: Liberal Arts, Agriculture, Business Careers, and Human Services. Students may also major in Nurse Aide Training and earn a Certificate of Competence but cannot advance further without leaving the island. Data on the Number of Majors is not broken down per faculty member as each is not responsible for any of the individual programs but rather they contribute to all.

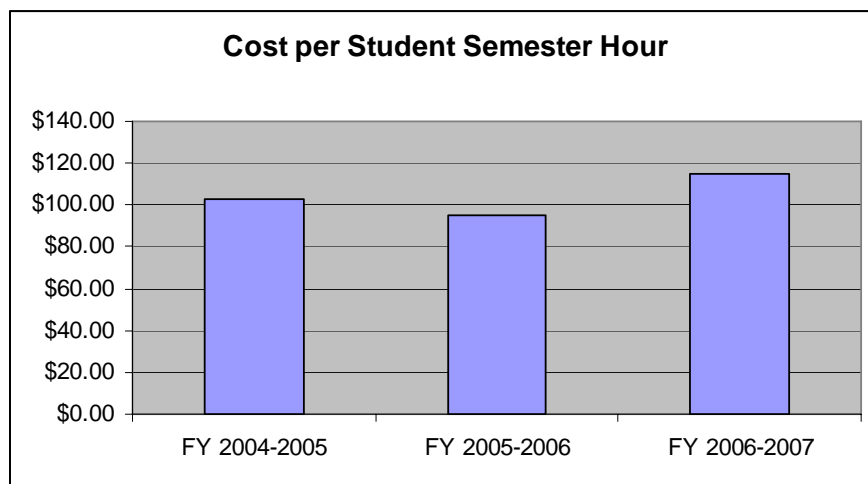
### **15. Program Budget Allocation (Personnel, supplies and services, equipment)**

A summary of the Molokai Outreach Program Budget appears below. Personnel costs include faculty, APT, and Civil Service salaries, collective bargaining adjustments, lecturers' salaries, and student help funds. The supplies budget covers all instructional and operational costs and includes, travel, marketing and other related expenditures as well. There has been no money allocated for equipment in the past three fiscal years.

<b>Fiscal Year</b>	<b>Personnel</b>	<b>Supplies &amp; Services</b>	<b>Equipment</b>
FY 2004-2005	\$289,415	\$7,000	\$0
FY 2005-2006	\$269,271	\$11,000	\$0
FY 2006-2007	\$309,089	\$11,000	\$0

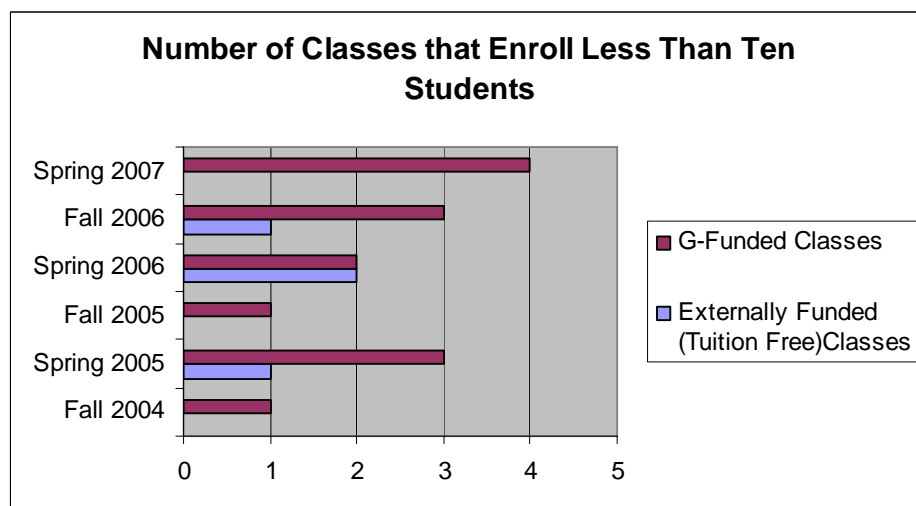
## 16. Cost per Student Semester Hour

The Cost per Student Semester Hour was determined by using the total Program Budget Allocation divided by the total SSH per academic year.



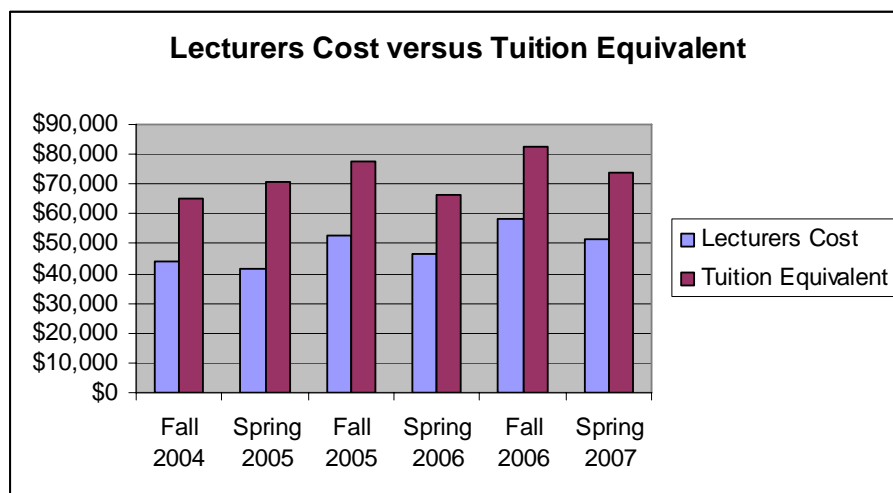
## 17. Number of classes that enroll less than ten students

A goal of the Molokai Outreach Program is never to have low-enrolled classes. However, keeping the low-enrolled courses to an average of 2.3/per semester for the past three years may be acceptable with further explanation. An introductory carpentry course ran in Fall 2004 after input from business and community groups; however, it had to be scheduled on Saturdays due to lecturer's availability and the student enrollment dropped below ten. "Building a Website" was scheduled in Spring 2005 which enrolled nine students. The course was allowed to continue since it was only one-credit, had never been offered, was geared at high end computer users, and was needed by the community. A few one-credit Agriculture courses also appear as low-enrolled but they were scheduled to meet specific needs of the farmers and were predominantly taught by the permanent faculty member as part of his regular teaching load. In summary, with the exception of a couple of three-credit Agriculture courses, all low-enrolled courses are one-credit and may have had sufficient numbers prior to the census date.



## 18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)

One measure that may be used to determine the efficiency of the Molokai Outreach Program is the cost of the lecturers compared with the tuition equivalent for their enrollments. From the chart below, it is evident that the costs paid to lecturers are much less than the tuition amounts they bring into the College.



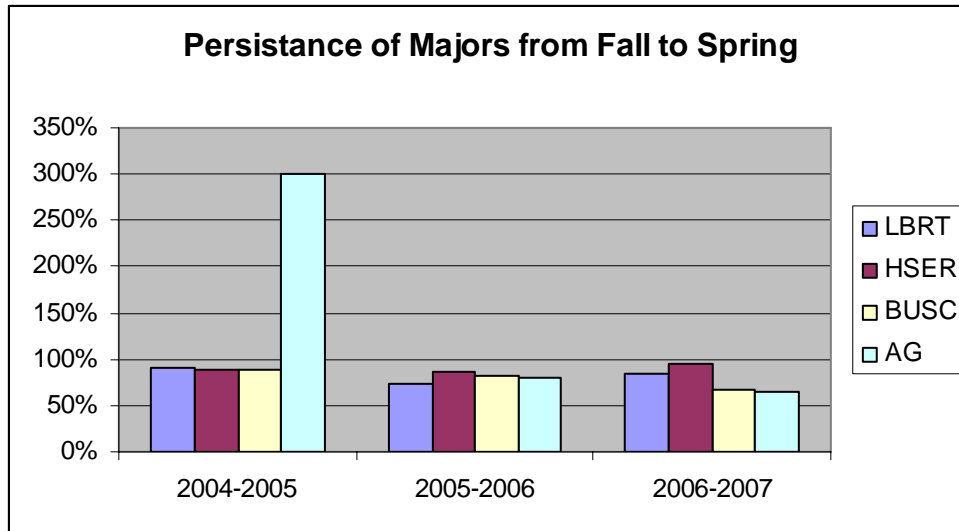
However, as a lecturer-based program, full funding is crucial to the delivery of programs requirements for each major and to the overall success of the program itself. In the Fall of 2001, for example, the budget allocation was over \$100,000 but it has been scaled back even while lecturer salaries are increasing. The lack of full-time faculty positions coupled with inadequate lecturer funds results in fewer courses and contributes directly to lower student enrollment. The Molokai Outreach Program has written external grants to supplement the shortfall in lecturer funds. However, reliance on external funding to support needed instructional courses is not optimal. It is assumed that the overage in expended amounts is covered by cancelled courses at the main campus.

	Total Allocated	Total Expended	Lecturer Pay/Credit - Steps A/B/C		
Fiscal 2004/2005	\$90,000	\$ 94,649	1103/	1325/	1549
Fiscal 2005/2006	\$83,000	\$ 99,105	1125/	1352/	1580
Fiscal 2006/2007	\$83,630	\$109,758	1169/	1405/	1642

### C. Effectiveness

#### 19. Persistence of majors Fall to Spring

Persistence rates were determined by taking enrollment numbers in each program in spring, then dividing them by the enrollment numbers in the fall. In AY 2004/05, the enrollment of agriculture majors tripled from two in Fall to six in Spring thus causing the persistence rate to jump to 300%. Other programs remained at 74% and above, with the exception of agriculture and business careers in AY 2006/07, which dropped slightly to 64% and 67%.



## 20. Number of degrees and certificates earned (annual)

Certificate cycles that were available to Molokai students in the past three years were:

Certificate of Competence, Supervision I (1 semester in length)

<u>Enrollment Fall 2005</u>	3 students
<u>Completion Fall 2005</u>	3 students
<u>Enrollment Spring 2007</u>	2 students
<u>Completion Spring 2007</u>	2 students

Certificate of Competence, Adult Residential Care Home Operator (1 semester in length)

<u>Enrollment Fall 2005</u>	5 students
<u>Completion Fall 2005</u>	5 students

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

<u>Enrollment Spring 2005</u>	12 students
<u>Completion Spring 2005</u>	10 students
<u>Enrollment Spring 2006</u>	10 students
<u>Completion Spring 2006</u>	8 students
<u>Enrollment Spring 2007</u>	20 students
<u>Completion Spring 2007</u>	17 students

Certificate of Competence, Supervision II (2 semesters in length)

<u>Enrollment Spring 2005</u>	1 student
<u>Completion Fall 2005</u>	1 student

Certificate of Competence, Entrepreneurship I (1 semester in length)

<u>Enrollment Spring 2006</u>	4 students
<u>Completion Spring 2006</u>	4 students

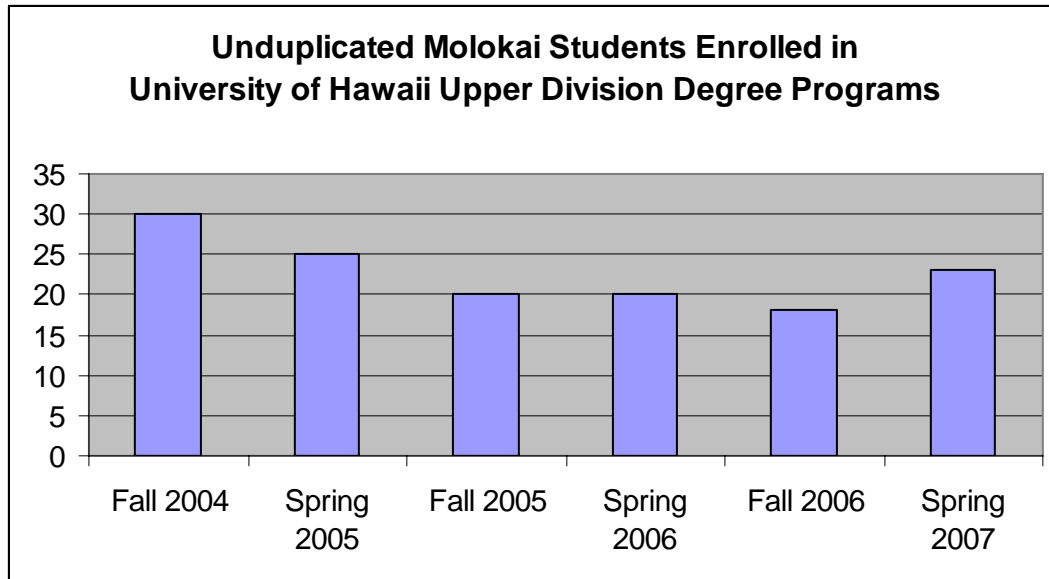
Certificate of Completion- Early Childhood, Human Services

<u>Enrollment Fall 2004</u>	21 students
<u>Continuing Spring 2005</u>	15 students
<u>Continuing Fall 2005</u>	7 students
<u>Completion Fall 2005</u>	7 students

<u>Continuing Spring 2006</u>	8 students
<u>Completion Fall 2006</u>	1 students
<u>Completion Spring 2007</u>	2 students
Certificate of Completion- Sustainable Tropical Crop Production, (3 semesters in length)	
<u>Enrollment Fall 2005</u>	10 students
<u>Continuing Spring 2006</u>	8 students
<u>Completion Fall 2006</u>	5 students
Certificate of Achievement, Business Careers (4 semesters in length)	
<u>Enrollment Fall 2004</u>	12 students
<u>Continuing Spring 2005</u>	12 students
<u>Continuing Fall 2005</u>	8 students
<u>Completion Spring 2006</u>	3 students
Certificate of Achievement in Human Services (4 semesters in length)	
<u>Completion Spring 2007</u>	6 students
Associate Degrees, Liberal Arts, Business Careers, Human Services (ongoing)	
<u>LBRT Majors Fall 2005</u>	68 students
<u>LBRT Continuing Spring 2006</u>	50 students
<u>LBRT Completion Spring 2006</u>	7 students
<u>LBRT Majors Fall 2006</u>	76 students
<u>LBRT Continuing Spring 2007</u>	64 students
<u>LBRT Completion Spring 2007</u>	3 students
<u>BUSC Majors Fall 2005</u>	17 students
<u>BUSC Continuing Spring 2006</u>	14 students
<u>BUSC Completion Spring 2006</u>	3 students
<u>BUSC Majors Fall 2006</u>	9 students
<u>BUSC Continuing Spring 2007</u>	6 students
<u>BUSC Completion Spring 2007</u>	1 student
<u>HSER Majors Fall 2005</u>	57 students
<u>HSER Continuing Spring 2006</u>	48 students
<u>HSER Completion Spring 2006</u>	4 students
<u>HSER Majors Fall 2006</u>	37 students
<u>HSER Continuing Spring 2007</u>	35 students
<u>HSER Completion Spring 2007</u>	7 students

## 21. Number of students transferred (enrolled) to a four-year institution

This data is not captured for Molokai. However, since the Molokai Education Center is the focal point of selected, distance delivered University of Hawaii baccalaureate and masters degree programs, there are significant numbers of upper-division students on the island as evidenced below:



**Perkins core indicators (Career Technical Education Programs only)**

The Perkins core indicators (#22 – 28) are not captured for Molokai.

- 22. Academic Attainment (1P1)
- 23. Technical Skill Attainment (1P2)
- 24. Completion Rate (2P1)
- 25. Placement in Employment, Education, and Military (3P1)
- 26. Retention in Employment (3P2)
- 27. Non Traditional Participation (4P1)
- 28. Non Traditional Completion (4P2)

**29. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy)**

Molokai Outreach Program students' goals range from the completion of a simple Certificate of Competence so they may enter the workforce to attaining a Master's degree by continuing with upper division coursework via distance education. The persistence of majors from Fall to Spring and the numbers of those completing certificates and degrees are kept each semester. It is clear that the majority of students who enter complete at least one short-term certificate which may lead directly to employment. As the requirements of each certificate increase, there are less students completing and likewise, there are less students who complete full associate degree programs. Since Molokai students generally take courses on a part-time schedule, it may take twice as long (8 semesters) to complete an associate degree. However, the growing number of students who actually earn associate degrees is admirable and attests to the success of the program.

## Part II. Analysis of the Program

### A. Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

#### Demand

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"><li>• Providing all the certificates and degrees that current resources allow to meet workforce projections as issued by the State of Hawaii and County of Maui reports.</li><li>• Nurse Aid Training meets the high workforce demand in the health care industry.</li><li>• According to Number of Majors graph the popularity of the Nurse Aid Training program has steadily increased through the three year period.</li><li>• The University of Hawaii continues to offer cohort opportunities to Molokai residents to earn their teaching certifications. This provides a solution to the high number of education positions that are available according to the State of Hawaii Workforce Development Report to the Governor in 2007.</li><li>• County of Maui Molokai Community Plan places strong emphasis on the growth and support of agriculture which the MCC Molokai Farm can help to facilitate.</li><li>• Number of Agriculture majors increased in AY 2005-2006 and remained constant in AY 2006-2007.</li><li>• Liberal arts continues to be the most popular area of study indicating many of our students are looking to pursue advanced degrees. This has been confirmed by the Molokai Education Center counselors who are transitioning far more students into bachelors programs than previously.</li><li>• Fall 2007 numbers are indicating that there will be changes in the current trends. The Agriculture program, for example, featured higher enrollment numbers and SSH and</li></ul>	<ul style="list-style-type: none"><li>• Inability to provide advanced degree opportunities in health care due to a lack of science facilities.</li><li>• Lack in proper science facilities also prohibits the Molokai Education Center from providing courses and training in aquaculture which has been prioritized as an area of economic opportunity for Molokai through the County of Maui Molokai Community Plan.</li><li>• Failure to offer more courses in entrepreneurship even after County of Maui Molokai Community Plan recognized this as an area of economic opportunity.</li><li>• Business Careers and Human Services suffered a decrease in participants over the three year period, although the Human Services program may have been cyclical with a large number of students completing their requirements.</li><li>• Student Semester Hours (SSH) and Full Time Equivalent (FTE) have declined slightly in the 2006-2007 fiscal year. This is not a major concern because it has not fluctuated dramatically over the three year period and these slight declines are in line with other campuses within the UH system.</li></ul>



<p>FTE increased overall.</p> <ul style="list-style-type: none"> <li>• In a partnership with the Rural Development Project, the Molokai Education Center was able to offer tuition free courses in Hospitality and Tourism. This project was well received by its participants but with no new job opportunities in the industry, HOST courses are on hold.</li> <li>• The Human Services program met the need for Educational Assistants (EA) to earn associate degrees by 2006 in order to retain employment.</li> <li>• The University Center, Maui continues to meet students demand for a variety of upper division coursework.</li> </ul>	
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## Efficiency

<p><i>Strengths</i></p> <ul style="list-style-type: none"> <li>• The average class size of externally funded tuition free courses has been increasing. They are assigned to the larger general purpose classrooms because they get higher enrollments.</li> <li>• The number of courses that enroll less than 10 students has never exceeded four from Fall 2004 through Spring 2007. Its average through this three year period was 2.3.</li> <li>• The Molokai Education Center invests a majority of its financial resources to fund quality lecturers contributing to the local economy.</li> <li>• The tuition equivalent of the number of student semester hours taught exceeds the expense for lecturers each semester from Fall 2004 through Spring 2007.</li> <li>• Being a small program, all staff can routinely perform duties outside of their regular positions or to assist in areas where there is no staff.</li> <li>• Enrollment consistency over time and the earning of certificates and degrees allowing students to move into better jobs on island proves the value of the program even with limited resources.</li> </ul>	<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> <li>• Relying on lecturers instead of regular faculty weakens the program and is extremely inefficient. It does not invite curricula development, stability, campus and program development.</li> <li>• Inadequate funding of lecturers, in lieu of regular faculty further compounds the problem.</li> <li>• The average class size has been decreasing for g-funded courses. This may be attributed to the room assignment for these classes, the tuition increase, and/or the number of students allowed in a particular course due to college standards.</li> <li>• Student to faculty ratio of 50:1 is high. This is before taking into consideration that one of the faculty is federally funded and all four of them have administrative roles that consume upwards of forty percent of their time.</li> <li>• The center operates on a limited supplies and services budget of \$11,000 for a twelve month period. This general pool of funds must be used to cover a wide range of expenses including office supplies, postage, travel, marketing, etc.</li> </ul>
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## Effectiveness

<i>Strengths</i> <ul style="list-style-type: none"><li>• The number of agriculture majors tripled from Fall 2004 to Spring 2005.</li><li>• The persistence rate in all programs during AY 2004-2005 through 2006-2007 never dropped below 64%.</li><li>• The average persistence rate from AY 2004-2005 through 2006-2007 for all programs was 100%.</li><li>• All fast track (1-2 semester) certificate programs had completion rates of 80% or higher.</li><li>• The University Center, Maui as a partner in brokering bachelors and masters degrees, is a very effective way of delivering a variety of upper division degrees to Molokai students.</li></ul>	<i>Weaknesses</i> <ul style="list-style-type: none"><li>• Difficulty tracking true completion rates for programs lasting 3 semesters or longer because many of our students are non-traditional and take longer than the normal cycle to complete their certificate or degree.</li></ul>
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### ***B. Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)***

#### **New Certificates**

A conscious decision was made prior to this three-year Program Review period to focus on offering the certificate and degree programs that can be done with excellence as opposed to trying to offer as many as possible. Therefore, the Molokai Outreach Program focuses on Liberal Arts, Agriculture, Business Careers, Human Services and Nurse Aide Training. This decision, however, does not preclude the College from scheduling “just in time” courses to meet community demand. An example was the HOST Certificate in Spring 2007 which was a joint effort between Molokai Rural Development Project (RDP) and the Molokai Education Center in anticipation of the Kalua Koi Hotel reopening.

A quick review of the Item # 20 above summarizes the certificate cycles that were offered from Fall 2004- Spring 2007. The associate degree programs are full-time and ongoing so that a student may enter at any semester and be able to complete their coursework.

What is new regarding some of the short term certificate programs is the use of external funding to pay for the lecturers or for student scholarships. During the past three Spring Semesters, thirty of the forty Nurse Aide students received \$500 scholarships for tuition, book, and expenses as part of a private Molokai scholarship. In addition, the Molokai Outreach Program has been working with Molokai RDP to support instructional costs for certain classes which allows the students to attend tuition-free. Lastly, the Molokai Education Center worked with the Pookela NHCTEP to provide the Certificate of Completion for Agriculture students who were a new target market.

### **Gain/Loss of Positions**

During this Program Review period, the Molokai Outreach Program gained two positions and lost a .50 FTE position with the other .50 FTE remaining unfilled. The first gained position, a 1.0 FTE Instructor/Counselor position was created and filled in Fall 2006 after more than thirty years of at first having no counselor, then using campus counselors, and finally using federally funded counselors to handle academic advising duties. It has been confirmed that the 200+ students have realized increased satisfaction, retention, progress and success as evidenced in the Spring 2007 Current Student Needs Assessment Survey.

The second, a 1.0 FTE Institutional Support position was created and filled in Spring 2007. The addition on this staff member with research support responsibilities has allowed the Molokai Outreach Program to complete many of the action plan items such as the Marketing Plan, Needs Assessment Surveys and a revised Business Plan.

The lost position was .50 FTE of a 1.0 FTE APT position at the Molokai Farm. When the former employee in the position retired in 2004, his duties had already been changed to half-time even though the position was full-time in the position count. From 2004 to 2006 the position was frozen. However, when the main campus was feeling pressure to fill unfilled positions or lose them, the Molokai Outreach Program negotiated to give back .50 FTE to campus if allowed to finally fill the frozen other half of the position. Therefore the official 1.0 position was split into two and campus immediately filled their half. However, despite numerous justifications, the filling of the Molokai position has not yet been approved.

### **Results of Prior Year's Action Plan**

The Molokai Outreach Program submitted a Comprehensive Program Review in 2004/2005 and an Annual Program Review in 2005/2006. Both documents contained the same Mission and Vision statements as the current Program Review and many of the same goals:

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

Additionally, in the Annual Program Review 2005/2006, the follow statements are prevalent:

The number one goal for the Molokai Education Center is to secure the land around the facility for program growth and development.

The Molokai Outreach Program deserves the security of knowing that its physical environment is locked in for the future. The long, hard struggle to secure the two acres on which the Molokai Education Center now exists cannot happen a second time. The pieces are in place politically with the Molokai Community Plan; however, negotiations between the land owner and the University must begin now so that the land purchase can be made.

The goals of having adequate staff on Molokai must be addressed. New positions such as a Campus Security position, and the filling of the .50 FTE Ag Tech position will help to meet this goal over the next few years. In addition, full funding of lecturers is crucial to the delivery of program requirements for each major and to the overall success of the program itself.

The College has been slow to recognize faculty positions on Molokai. The first faculty position since the 1980's was filled in 2006 by the Instructor/Counselor. One concern with a lecturer-based program that is operating effectively is that the status quo may seem reasonable even when faculty positions are warranted. One of the three new Hawaiian Studies/Hawaiian language positions given to MCC in 2006 could have been assigned to Molokai based on its 70-75% Native Hawaiian student enrollment.

Maui Community College must support student success by insuring that students have the same tools with which to learn as their peers on other campuses. Operational computers in the instructional classrooms, computer access in the distance education rooms, the ability to check out library books, telecommunications equipment that works with regularity- all are taken for granted elsewhere but are not always a reality in outreach sites.

Unfortunately, our vision and goals seem to rank low on the Maui Community College priority list. Evidence of this is that our main issue- that of the land- has yet to be settled. Molokai staff, students, and community members are frustrated with what they perceive as the lack of action taken by the administration from 1998 to the present to secure the adjoining 3.21 acres of land which is already needed for a science lab, office space, and other facilities. While the MCC Molokai staff appreciates the efforts of the administration to get the land for free and to use whatever connections and political means available, the bottom line is that this strategy has not yet been successful.

The Campus Security and .50 FTE APT Ag Tech position also have not come to fruition and are resubmitted in this year's document. The funding for lecturers is still inadequate and no instructional faculty positions have been approved for Molokai.

The one positive result from the past Program Review was that the Molokai Education Center's instructional computer classroom was outfitted with 25 new computers using federal funds from Molokai RDP. These computers replaced the original ones which came with the facility in 1999. It also allowed us to rebuild some of older computers and move them to other areas of the facility and to the Molokai Farm.

In summary, most of the Molokai Outreach Program's requests in previous Program Review documents have been carried over into this Program Review document.

### **30. Determination of program's overall health (Healthy, Cautionary, Unhealthy)**

#### **Part III. Action Plan**

In order to gain a better understanding of the Molokai Education Center as well as provide a course for the future, the following list of documents and programs were created in the last year. Each will play an integral role in developing strategies for growth and expansion of our infrastructure and programs. It is our goal that by providing our home campus with extensive research and data outlining the needs and priorities for staff, students and community, that they will support the Molokai Education Center vision and proposed actions.

- Marketing Plan-This document provides a comprehensive review of current conditions in the community college market in the State of Hawaii and throughout the nation. It reviews the current position of the Molokai Education Center and action steps to allow us a better relationship with the Molokai community. It also contains action plans that strive to increase enrollment numbers.
- Lā ‘Ike- The largest part of the marketing plan is to host a community awareness day in 2008 to encourage the Molokai community to pursue a college education. Although no funds were available through the Maui Community College campus in Kahului, the Molokai Education Center was able to partner with a federally funded program called Gear Up to make this event happen. Molokai Education Center staff members are currently planning the event targeted for March 29, 2008.
- Newsletters- Each semester a newsletter is released and distributed to every mailbox on the island. The newsletter includes important information about current events on campus and any exciting degree and program opportunities.
- Press Releases for Special Events and Programs- Press releases continue to be written by Molokai Education Center staff and submitted to the Molokai newspapers for print. These press releases share information such as reviews of successful programs, partnerships between the college and other community organizations, and information about new programs coming to Molokai.
- Program Mailings- As new degree and certificate opportunities are presented on Molokai, a mail out is done to interested organizations. For example, in Spring 2007, we released an announcement that our Fall 2007 schedule featured all the classes needed for a Preschool Childhood Development Associate Certificate of Competence. This announcement was faxed or mailed to all the pre-schools on the island.
- Library Improvement Grant Proposal- A project titled “Kukulu Waihona” was developed in partnership between the MCC Kahului campus along with the Molokai Education Center, Hana Education Center, West Maui Education Center, and Lanai Education Center. The proposal sought to provide library resources to each site over a three year period. The Molokai Education Center took the leading role in developing the grant proposal for this project.
- Spring 2007 Current Student Needs Assessment Survey- In Spring 2007, a needs assessment survey was distributed to 175 current students. There was a response rate of 53%. From the survey results we were able to determine what students like the most about the Molokai Education Center and what areas need improvement. We also received feedback on what students think the future direction of the college should be.
- Spring 2007 Molokai High School Juniors and Seniors Needs Assessment Survey- The Molokai High School junior and senior classes also received a needs assessment survey in Spring 2007. The survey was administered to 205 students and received a 64% response rate. The data from these surveys indicated what high school students perceptions are of the

Molokai Education Center. It also revealed the types of programs and services the College can provide to better assist them.

- Science Lab Proposal-In Fall 2007 a Science Lab proposal was drafted at the request UH Regent, Marlene Hapai. This proposal will be used to approach potential outside donors to support our vision of having a science lab on campus.
- MCC Molokai 2007 Business Plan- A business plan was drafted for the Molokai Education Center to identify areas where growth is necessary in our programs and infrastructure. Proposed actions for the future were supported with details from various planning documents at the state, county, and local levels. The financial piece covered operating budgets for the current center as well as projected budgets. The business plan outlined areas where we are doing an excellent job in servicing the needs of the community, but also recognized areas for improvement.

#### **Part IV. Resource Implications (physical, human, financial)**

##### **Physical**

###### *Land Acquisition*

In order to carry out our mission and vision, the Molokai Outreach Program must secure additional land for the Molokai Education Center. The University of Hawaii recognized this need from the onset including a 10-year option to purchase the adjoining 3.21 acres in the original Molokai Education Center project.

Our Action Plans, such as the Business Plan, Molokai Science Lab Proposal, student surveys, etc. are all tied to the need to acquire land for expansion for current needs as well as future growth. Lastly, the Molokai Program Coordinator participates on Strategic Planning committees regarding physical infrastructure needs; is active in Academic Senate garnering full-support for the land acquisition from the faculty and APT staff at large; and works towards this immediate goal for Molokai.

The estimated cost for the 3.21 acres is between \$350,000 and 500,000 based on two comparable sales in the area. Since the option to purchase at market value has been on the books since 1998, the University would do well to complete the transaction while land values are still low on Molokai. In addition, Monsanto currently pays lease rent to Molokai Ranch for corn production on the land. Monsanto is willing to pay lease rent to the University should we become the owners of the land. This would ensure that the land would not go back to kiawe and weeds but would be cleared and cared for until such time as we were able to construct new facilities.

When we are able to acquire the additional land, we would like to see the creation of new infrastructure, which includes, but may not be limited to:

- General Use College Level Science Classroom
- Auditorium/Theater
- General Use Lecture Classes
- Faculty, Instructor, and Staff Offices

## **Human**

### *Contract Security Services*

Two additional human resource allocations are needed on Molokai. The first involves security. Neither the Molokai Education Center nor the Molokai Farm has any security personnel. However, with 90% of the total student body attending classes at the Molokai Education Center and a majority of those attending from 6:00- 9:00 PM, the Molokai Education Center is in dire need of part-time security. Other contributing factors:

- Well over one hundred students routinely attend evening classes from Monday – Thursday nights each semester
- 75% of these students are female
- No regular staff have evening hours past 5:45 PM
- Student assistants and lecturers “cover” the facility and night and use a buddy system when exiting the building
- The Molokai Police Department is aware of our 10:00 PM curfew and has been cooperative in making a drive through after hours as needed.

Although no violent incidents, major theft, or other crimes have happened late at night, the lack of any security presence creates “an accident waiting to happen.” Therefore, the Molokai Education Center suggests the following:

- Contracting outside security services from 8:00 PM – 10:00 PM from Monday – Thursdays.
- Security personnel would routinely walk the grounds to ensure a safe environment and escort individual students to their cars as needed.
- Security personnel would also be responsible for the safety of grounds and the facility until the last person exits the facility and premises at 10:00 PM.

The cost of contracted security services based on eight (8) hours per week at \$25.00 per hour during an average academic year of 35 weeks would be \$7000. This is a small price to pay for student safety.

### *Part Time Agricultural Technician*

The second human resource need is for the MCC Molokai Farm. The MCC Molokai Farm has twenty-eight acres, a new classroom/resource center facility, an old office facility, an old greenhouse, an old restroom, and a storage area. There are currently 10 majors and only one full-time employee, James Boswell, Farm Manager/Assistant Professor.

- The new facility, which opened in August 2007, consists of one large room that is divided by an accordion door separating the classroom from a resource center. The classroom will house 24 students while the resource center will have six computer stations for student and community use along with an agricultural library and other resources. The old, dilapidated warehouse was demolished and an expanded parking lot with ADA access to the facility was created in its place. This project has created a renewed interest in agriculture and training programs.
- The Molokai Farm staff has been trimmed back drastically over the past ten years with only one .50 FTE APT position remaining in the position count.
- This .50 FTE position has been frozen and left unfilled since the former employee retired in 2004.

- The Farm manager has split duties between managing the Farm and instruction, and is trying to increase production in the fields and greenhouse at the same time.
- Without assistance, one employee cannot teach, manage a farm, plant, care, harvest and sell greenhouse and field crops, as well as maintain the grounds and facilities.

Therefore, the need is to fill the existing .50 FTE APT position that would:

- maintain the new facility (general upkeep such as sweeping, mopping, dusting of computers, wiping white boards) for student and community use
- maintain and general upkeep of the complex including the old office facility, restroom, storage area, greenhouse, and parking lot
- maintain the complex grounds by hauling away broken, unused equipment, weeding, trimming, mowing, and planting grass and shrubs adjacent to the new HUD facility, and general upkeep of the area
- assist in greenhouse production and sales
- assist in regenerating the fields for production and sales
- assist in the instruction of AG labs as required
- assist with repair and maintenance of infrastructure such as irrigation system, etc.

The cost of the .50 FTE APT position is estimated to be about \$18,318 plus benefits. However, the position does not need to be established or requested as it is already in the position count and just needs approval from administration to be filled.

## **Financial**

### *Supplies and Services Budget*

For the past three years, the Molokai Education Center has been operating on a limited Supplies and Services budget. In FY 2004-2005 the budget allocation was \$7,000. This amount was increased in the following two fiscal years to \$11,000. This is a modest amount of money and is expected to cover office supplies, equipment, travel, marketing, and other general expenses. With the growth in the student body and number of staff members, in addition to inflation, \$11,000 will not be sufficient to cover the centers entire expenses in coming years. The Molokai Education Center has been able to stretch these funds to cover expenses over the past two fiscal years because of an agreement with the Rural Development Project, who pays for the rental of the facility's copy machine. This assistance can be withdrawn from the Rural Development Project at any time, so should not be depended on when making a determination as to how much the Molokai Education Center is allocated for a given year.

### *Marketing Budget*

A strong marketing plan was developed for the Molokai Education Center in Spring 2007, but had to be scaled back as Maui Community College had no funds to support the initiatives outlined in the plan. Although, the proposal had modest financial requirements, it had to be adjusted to what our Molokai campus could afford. The actions in the plan that were carried out were funded through the general supplies and services budget. As marketing is realized as an essential piece in ensuring the growth and expansion of Maui Community College, we hope that some of the resources allocated to marketing projects will be sectioned off for outer island projects as well to include Molokai.



### *Instructional Budget*

The instructional budget allocated to the Molokai Education Center has consistently been decreased over a three year period. This is not logical considering the cost of instructor's increases each year. Fortunately, each semester Maui Community College has allowed the Center to spend more than originally allocated. We appreciate the past allowances, but would like to see a larger original allocation in the future. A reasonable original allowance would guarantee the Center that none of the proposed classes will be cut. In Fall 2007, the Molokai Education Center experienced its highest enrollment ever and will need a larger instructional budget.

### *Financial Proposal*

The following is a budget outlining the costs involved in providing the Molokai Education Center with all the requested resource implications:

<b>Description</b>	<b>Cost</b>
Land Acquisition (3.21 Acres)*	\$500,000
Security	\$7,000
.50 FTE Position at MCC Farm (includes fringe)	\$24,913
Increased Supplies and Services Budget	\$13,000
Marketing Budget	\$2,500
Increased Instructional Allocation (per academic year)	\$125,000
<b>Total Financial Resource Implications</b>	<b>\$672,413</b>

\*This value reflects the high end estimate.

**Maui Community College  
Molokai Education Center Summary**

**Data at a Glance**

**Fall 2004**

Unduplicated students:	212
Student Sem Hours (SSH):	1386
FTE:	92.4
Tuition equivalent:	\$65,142
Lecturers cost:	\$44,157
Hawaiian/Part Hawaiian	68%
LBRT Majors:	64
HSER Majors:	64
BUSC Majors	18
AG Majors:	2

**Spring 2005**

Unduplicated students:	215
Student Sem Hours (SSH):	1504
FTE:	100.2
Tuition equivalent:	\$70,688
Lecturers cost:	\$41,530
Hawaiian/Part Hawaiian	75%
LBRT Majors:	58
HSER Majors:	56
BUSC Majors	16
AG Majors:	6
NAT Majors	8

**Fall 2005**

Unduplicated students:	212
Student Sem Hours (SSH):	1586
FTE:	105.7
Tuition equivalent:	\$77,714
Lecturers cost:	\$52,707
Hawaiian/Part Hawaiian	70%
LBRT Majors:	68
HSER Majors:	57
BUSC Majors	17
AG Majors:	10

**Spring 2006**

Unduplicated students:	180
Student Sem Hours (SSH):	1357
FTE:	90.4
Tuition equivalent:	\$66,493
Lecturers cost:	\$46,398
Hawaiian/Part Hawaiian	75%
LBRT Majors:	50
HSER Majors:	49
BUSC Majors	14
AG Majors:	8
NAT Majors	8

**Fall 2006**

Unduplicated students:	195
Student Sem Hours (SSH):	1470
FTE:	98
Tuition equivalent:	\$82,320
Lecturers cost:	\$58,261
Hawaiian/Part Hawaiian	73%
LBRT Majors:	76
HSER Majors:	37
BUSC Majors	9
AG Majors:	11

**Spring 2007**

Unduplicated students:	189
Student Sem Hours (SSH):	1317
FTE:	87.8
Tuition equivalent:	\$73,752
Lecturers cost:	\$51,497
Hawaiian/Part Hawaiian	78%
LBRT Majors:	64
HSER Majors:	35
BUSC Majors	6
AG Majors:	7
NAT Majors	11
HOST Majors	10