

UH Maui College, Molokai Comprehensive Program Review-2010

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

UH Maui College, Molokai Program: Molokai Education Center and Molokai Farm

The Molokai 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 Program title. However, whenever appropriate, the two programs may contribute separate statements.

Mission

Molokai Education Center

The Molokai Education Center serves as the focal point for higher education for the University of Hawaii system on the island of Molokai. We serve our island residents from high school students to senior citizens by providing a wide range of credit and non-credit courses, certificate and associate degree programs as part of UH Maui 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 its curriculum and services.

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 amenities will welcome and nourish all who attend.

Realization of this vision has been a challenge, but we are glad to be taking the initial steps towards implementation. In fiscal year 2008-2009 Senate Bill 708 and House Bill 1833 were approved granting UH Maui College \$500,000 for the purchase of 3 acres of adjoining land to begin implementation of phase II of the original Molokai Education Center development plan of 1998. Administrators from the UH system and UH Maui College met with the landowner, Molokai Ranch, Limited twice in 2009/2010 to discuss the appraisal and possible purchase of the property. Talks are currently ongoing.



Unfortunately, \$100,000 for Long Range Development Planning, which was a part of the list of Capital Improvements Projects for University of Hawaii, did not make it into the final budget request to the Legislature. We are hopeful that funding for long range development planning will be carried over to the next biennium budget request. The Molokai community anxiously awaits the outcome of these actions so that they can see some movement towards the expansion of on-island higher education opportunities.

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 UHMC Molokai students tend to be 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 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 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 overall UH Maui 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 that specifically target Molokai students.

Occupational Demand (Career Technical Education Programs)

1. Annual new and replacement positions in the State

The Comprehensive State Plan for Workforce Development 2009-2014-First Year Report sums up the role of education in workforce development: "In Hawaii generally, education pays, meaning that on average, the more you learn the more you earn." This statement attests to the strong role that institutions of higher education will play in preparing Hawaii's residents for high wage positions.

The document lists four top priorities for workforce development in year one of its comprehensive review. The four priorities are:

- Improve the delivery of timely education and training to prepare current and future workers for high-demand occupations
- Focus more attention on upgrading the skills of incumbent workers
- Expand the labor pool in the face of anticipated long-term labor shortage
- Address workforce housing

To address priority one, the Workforce Development Council (WDC) hopes to begin collecting significant educational and workforce data from statewide partners in order to assess our current situation and identify the areas needing the most improvement or attention. In our previous program review, we noted having difficulty identifying workforce trends and training needs because there is a lack of communication with on-island employers and data specific to Molokai. As the WDC develops statewide information, it will be easier for each county to use these figures as a starting point to address what is happening in their individual communities.

Focusing more attention on upgrading the skills of incumbent workers is an issue that has been repeated in several previous reports. In the 2008 report, it was noted that there will be growing demand for short term certificate programs that increase the skills of those already employed. The community college system was identified as the place where employers could go to have this need satisfied.

Also written in the 2008 report, was the significance of having short-term training opportunities available "in areas such as Certified Nurse Aides ("CNAs"), and occupations requiring a commercial driver license." UH Maui College, Molokai continues to satisfy this need locally by offering the Nurse Aide Training course each Spring semester. The program continues to thrive by reaching the enrollment maximum each time it is offered, often resulting in the development of a waitlist filled with students who are eager to join the program. In addition, the Molokai program developed the curriculum for the Therapeutic Activity Aide Certificate program in Spring 2010, which promises to be an innovative approach to managing rural health care. This certificate program is gaining national attention and is being piloted as a potential model for therapeutic care throughout the nation.

Included in the third goal of expanding the labor pool, is the desire to create a "Green Jobs Initiative." The Molokai community is excited about the prospect of sustainability and has hosted public events such as the 2009 "Sustainability Conference" to harness ideas from throughout local and national communities

on how we can be a part of this movement towards environmental responsibility. Federal programs are currently looking at ways to partner with UH Maui College, Molokai to build "Green Curriculum" in an effort to prepare our residents for this growing workforce trend. Short-term certificate cycles in Sustainable Construction Technology are being offered in the current 2010-2011 school year and are being partially funded by the Rural Development project. In addition, the Molokai Coordinator has been working with the Chelsea Group to develop a plan to make our facility energy efficient to generate savings in our operating costs.

The number of high school graduates requiring developmental courses upon entry to the community college system was also addressed. As the First Year Report states, "the need for remediation courses (courses below 100 level for AA students and below required courses for AS students) reveals that many students are ill-prepared graduates for lifelong learning, and may experience less successful school outcomes." With this previously being identified as a problem on Molokai, several grants have been written to address this need through the Pookela program. The Pookela program has funded instructor salaries, which allowed high school students to attend remedial classes at no charge. Those who successfully complete the remedial courses during their high school career graduate ready to take courses at the college level. By getting a head start, these students are better prepared to reach their college and career goals.

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. Objectives relating to educational opportunities that UHMC, Molokai 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.

The current unemployment rate of 13.9% for the month of August 2010 speaks to the level of economic difficulty being faced by Molokai residents. The island is currently suffering the highest level of unemployment in the state making it obvious that the labor market needs to be expanded in order for any dramatic difference to be made.

The most recent comprehensive planning document to be written by Molokai community members is entitled, "Molokai-Future of A Hawaiian Island." This document features a section dealing specifically with higher education. It advocates for the following objectives:

- Support the continued expansion of the community college on Molokai.
- Promote workshops that empower our community (Hawaiian Rights, Land Use Laws, Water Rights, Community and Political Processes, etc.).

- Support the efforts to create a performing arts center and theater.
- Establish and support additional educational opportunities, such as vocational schools.

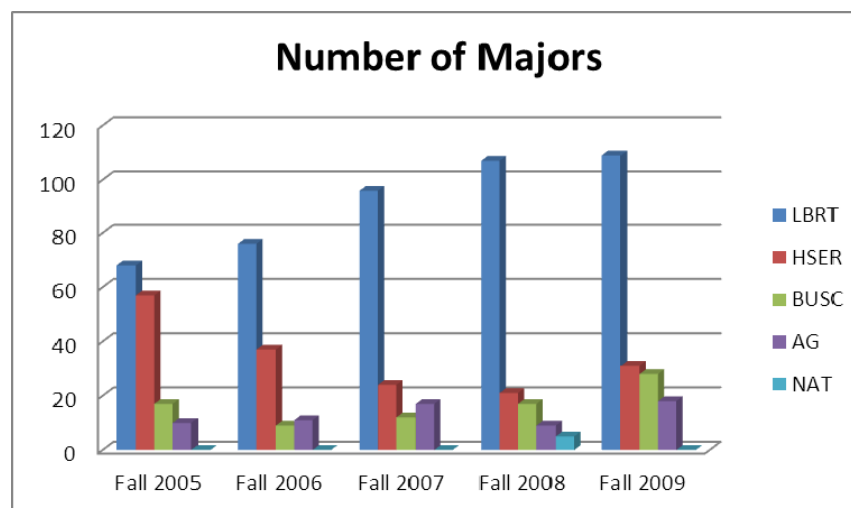
Vocational skill development is seen as one of the main educational drivers to assist our residents in finding high skill, high wage employment while still being allowed to live on-island. The plan states, “too many of Molokai’s practical jobs are being filled by skilled off-island workers.” It continues, “these are essential jobs necessary in maintaining the existing infrastructure of Molokai and are not necessarily related to new construction or development.” Examples of vocational areas include:

- General construction
- Plumbing
- Electrical
- Roofing
- AC/Refrigeration
- Solar/Renewable Energy
- Automobile Maintenance and Repair
- Computer Repair
- Landscaping/Nursery
- Heavy Equipment Operating
- Masonry
- Flight Maintenance
- Civil Service (Police & Fire Fighting)

3. Number of majors

Liberal Arts continues to be the most popular major amongst UH Maui College, Molokai students. This alludes to the fact that many students are preparing themselves for higher educational opportunities. This idea is further supported by the growing number of distance education students enrolled in four year programs throughout the UH System. The steady growth of the liberal arts program propels much of the curriculum planning to circulate around the needs of these students.

The significant numbers of Human Services majors in the 2006-2007 academic year was due to many needing associate degrees as part of the No Child Left Behind Act. The decline in majors in subsequent years shows that their needs were met. The number of Nurse Aide majors has been declining due to the fact that many students have listed their major as Liberal Arts because they plan to further their education after earning their certification, or because they cannot receive financial aid assistance as a Nurse Aide Training major.



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 Program only gathers data on total SSH per semester and that data is shown in the chart below (#6).

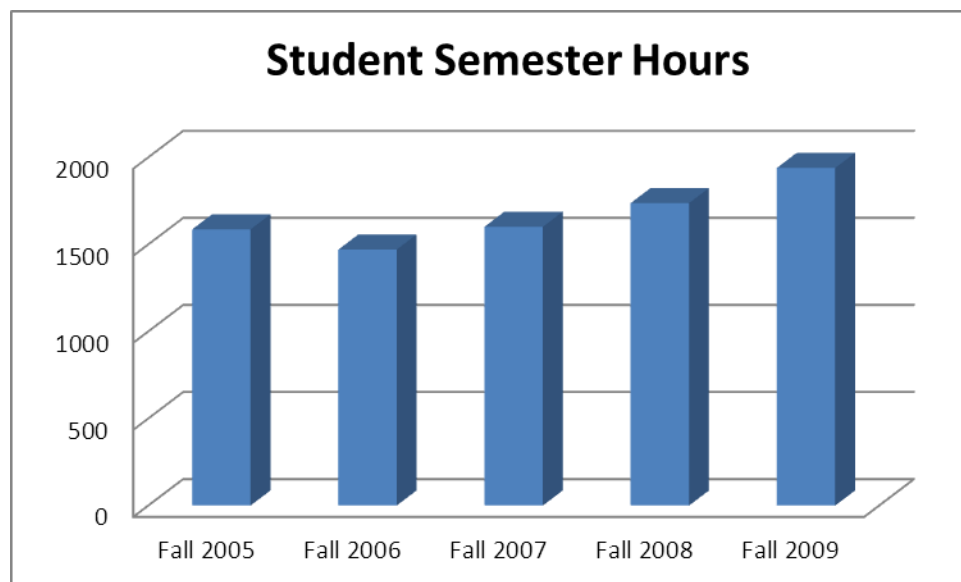
5. Student semester hours for non-program majors in all program classes

The Student Semester Hours (SSH) data is not broken down for non-program majors in all program classes. The Molokai 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

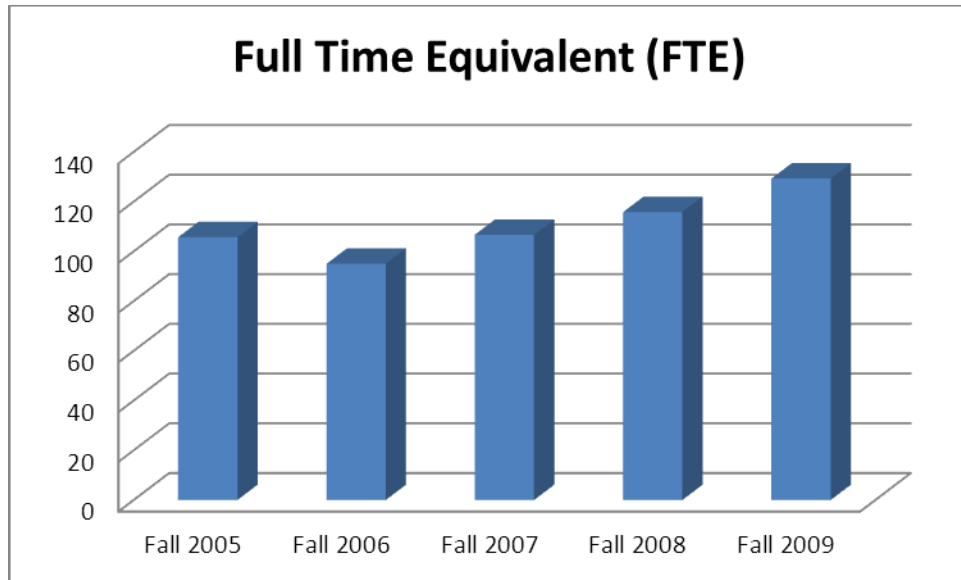
Considering the small population of the island, the limited classes and programs from which to choose, the lecturer-based instructional program, the socio-economic status of island residents, and the rising cost of higher education, UH Maui College, Molokai is consistently performing at a high level in terms of meeting the demand within a climate of limited resources.

The chart below reveals gradual increases of SSH over the period being evaluated. This increase in SSH despite steady enrollment numbers illustrates that we may be experiencing a growth in full time students, whereas our program traditionally served a large majority of part-time students. This shift should result in higher completion numbers in the future as our students will be able to reach their academic goals in a shorter amount of time.



7. FTE program enrollment

Besides a small dip in AY 2006-2007, we have also experienced steady growth in FTE. This illustrates that we are attracting a more serious group of students who are capable of taking more credits per semester. This also equates to a larger collection of tuition and fees.



8. Number of classes taught

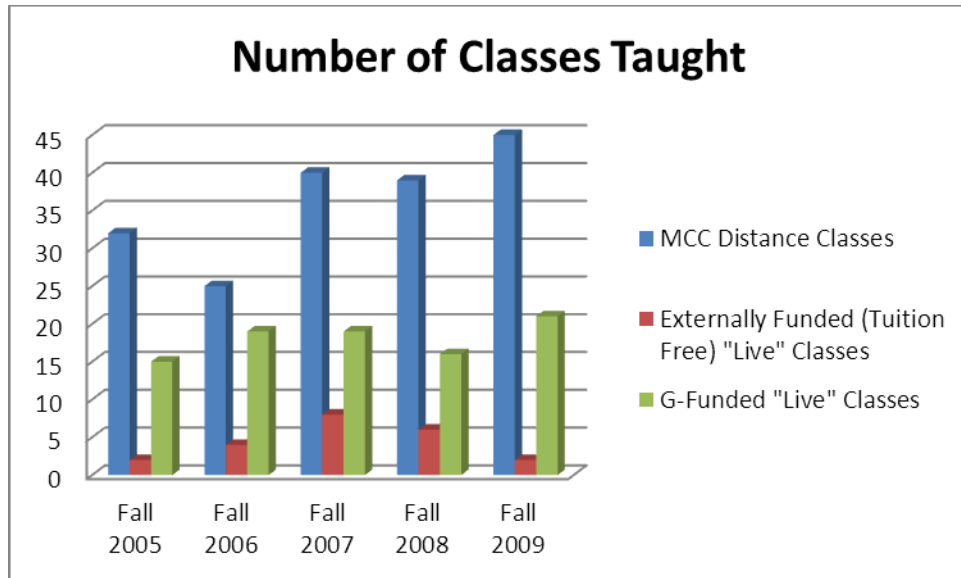
The Molokai Program is sometimes mistaken as a “distance education outpost” for UH Maui College. Nothing could be further from the truth. While the chart below shows that Molokai students receive the highest number of classes via distance education (SkyBridge/HITS, cable TV, and Internet), enrollments 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.

The number of course offerings on Molokai has had a direct impact on enrollment. In order to continue increasing enrollment, FTE, and SSH, we need to steadily increase the options our students have in course selection.

An increased instructional budget allocation can assist the Molokai Program in being able to provide sufficient classes to recruit a larger and more diverse student body. It also would allow the Molokai Program to provide more classes to assist students in reaching their educational goals in a timely manner. Having pre-requisite courses for degree programs offered on a regular basis will support the retention of students. This will in turn lead to better retention, persistence, and completion numbers.

The loss of a faculty member in Spring 2009 with the departure of the Pookela Program has also increased the need for more lecturer funds. The classes which were once subsidized by this federal program are an added expense to the lecturers’ budget.

As the program looks towards avenues for growth, it has also become apparent that Molokai can serve as a broadcast site to other campuses. Currently, there are a growing number of online courses with Molokai instructors and there is room for expansion to other distance delivery methods.



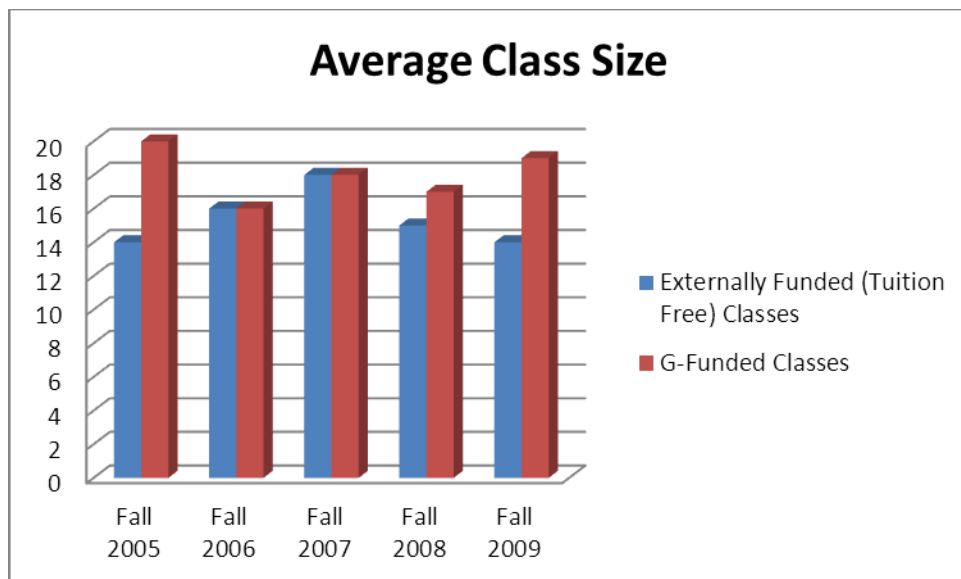
9. Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)

Based on the above data, it is evident that UH Maui College, Molokai is an integral part of UH Maui College. By contributing record high enrollment numbers, SSH, and FTE, we are assisting our home campus and the greater University of Hawaii system in achieving the common goal of increasing services to a larger group of students. We also continue to serve upwards of 70% of Native Hawaiian students each semester making UHMC, Molokai the most Hawaiian campus throughout the state.

B. Efficiency

10. Average class size

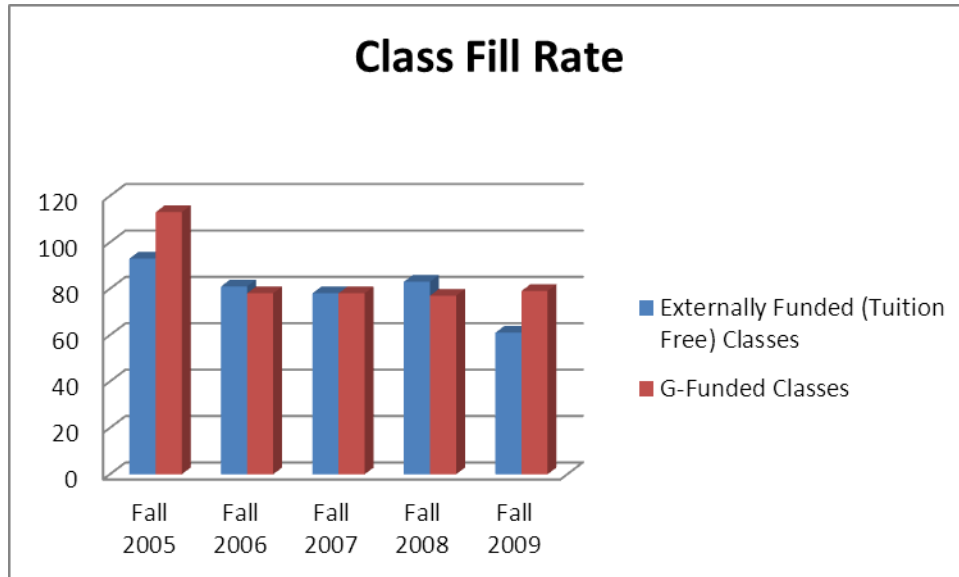
Throughout the last five academic years, the average class size of "live" on-site courses at UH Maui College, Molokai has remained mostly around 15-20 students. There were only two instances where the average size in externally funded courses dipped slightly below 15. With the limited number of general use instructional classrooms at the Molokai Education Center, we are often limited to the number of seats we are allowed to provide on any given night.



11. Class fill rate

The class fill rate for general funded courses has remained around 75-80% throughout the five year period being evaluated. This solidifies that effective curriculum planning is occurring and the courses being offered are relevant to our students' educational goals.

There was far more fluctuation in the federally funded courses, with a dramatically lower percentage in Fall 2009. During the Fall 2009 semester, the Pookela program was cut. When the loss of funding occurred, students were then required to pay tuition for these courses. As a result, some of them had to drop the course because they could not afford it. When this occurred, it was too late to recruit new students to fill the class.



12. FTE of BOR appointed program faculty

Up until the 2009-2010 academic year, there were 4 full-time (4.0FTE) faculty positions on Molokai, three of which were "G-funded" and one of which was federally funded. All four of the faculty members were eleven-month appointments and have a majority of their time assigned to other than instructional duties. The positions were:

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

As of Fall 2009, the number of faculty has dropped to three total, as our federally funded faculty member did not have her grant renewed. This was a devastating blow to our already low count of on-campus faculty members.

13. Student/Faculty Ratio

The majority of instruction on Molokai is handled by a quality pool of part-time lecturers. None of the three remaining faculty are in full-time instructional positions so the Student/Faculty Ratio does not really apply.

14. Number of Majors per FTE faculty

Data on the Number of Majors is not broken down per faculty member as each is not responsible for an individual program but contributes to all.

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

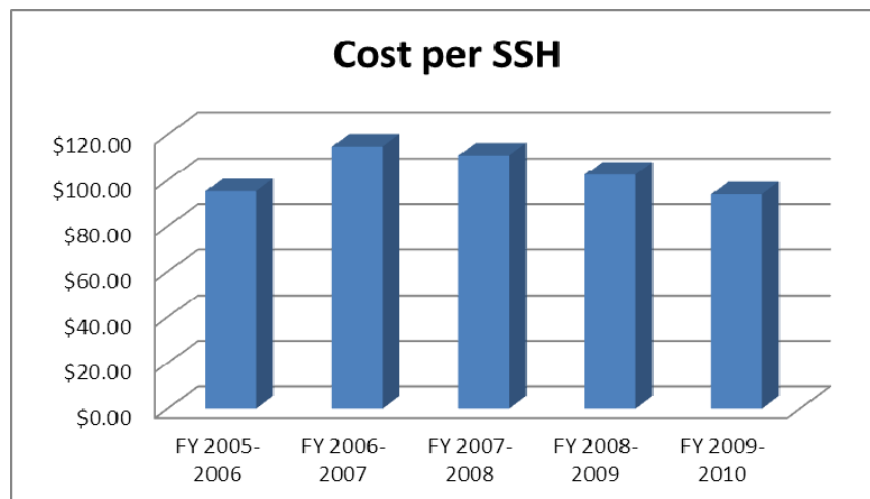
A summary of the Molokai Program Budget appears below. Personnel costs include faculty, APT, and Civil Service salaries, collective bargaining adjustments, lecturers' salaries, and student help funds. The supplies budget covers all instructional and operational costs and includes travel, marketing and other related expenditures. There has been no money allocated for equipment in the past five fiscal years. Since there is no equipment allocation, the Molokai program relies on occasional grant funding and the tech fee to upgrade equipment needs.

Fiscal Year	Personnel	Supplies & Services	Equipment	Total Budget
FY 2005-2006	\$269,271	\$11,000	\$0	\$280,271
FY 2006-2007	\$309,089	\$11,000	\$0	\$320,089
FY 2007-2008	\$342,134	\$11,000	\$0	\$353,134
FY 2008-2009	\$341,944	\$11,000	\$0	\$352,944
FY 2009-2010	\$370,994	\$11,000	\$0	\$381,994

16. Cost per Student Semester Hour

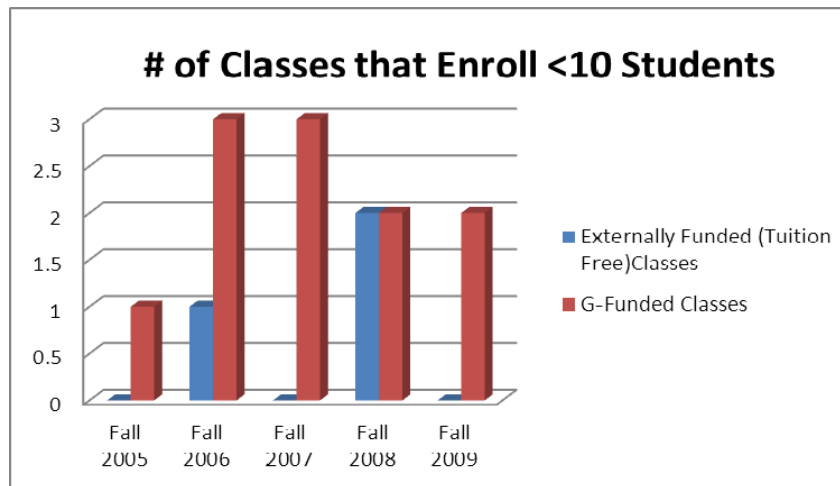
The Cost per Student Semester Hour was determined by using the total Program Budget Allocation divided by the total SSH per academic year. The consistent increase in SSH with no significant budget increase has led to a decrease in cost per SSH. Considering the limited resources available to the Molokai Program, it is obvious that the Molokai Program is working efficiently with the available resources. It is dangerous, however, to assume that this continued efficiency can occur with a growing number of students. As the student body increases and diversifies, so will the needs of our campus.

In addition, the current economic climate does not allow for reliance on federal funds to consistently supplement the program cost. It has become increasingly apparent that during economically difficult times, federally funded programs suffer a loss in personnel and/or funding. As this occurs, the college is left with gaps in service, which could ultimately affect student performance. Reliance on wavering sources of funding is not an effective way to operate.



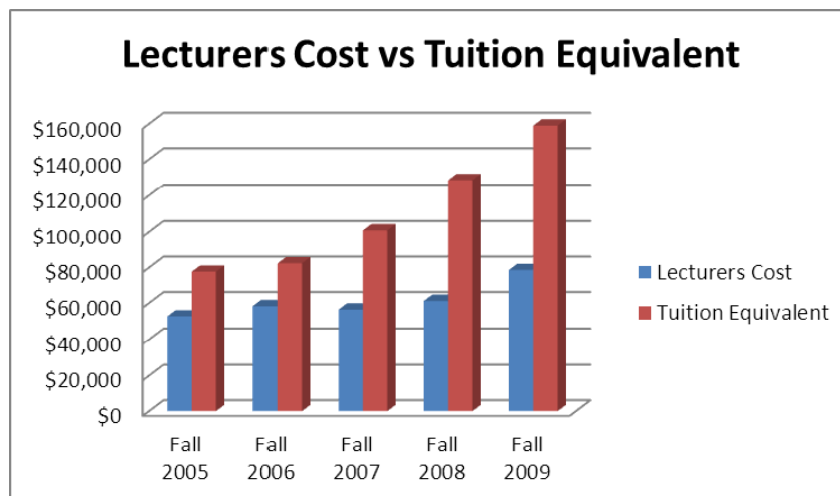
17. Number of classes that enroll less than ten students

A goal of the Molokai Program is never to have low-enrolled classes. However, keeping the low-enrolled courses at or below 3 total for the past five academic years may be acceptable with further explanation. A large majority of the classes low enrolled were in the Agriculture program. With the recent trend of "green" lifestyles and careers on the rise, in addition to the growing number of agriculture majors, we expect that in future semesters enrolling students in Agriculture courses will no longer be a problem.



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 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 program 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 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.

In the 2009-2010 fiscal year, we encountered escalated hardship as Pookela, a federally funded program, was no longer in existence. Their program typically offered between 3-5 courses per semester equating to an average of approximately 100 seats per semester. Without funding support from Pookela we had to rely on enrollment growth funds to maintain the number of "live" classes we normally offer. If the lecturer allocation is not increased, new external funds are not accessed, or we no longer have access to enrollment growth funds, we will have to turn away many potential students because we do not have the

classroom seats available for them. However, from the chart above, it is evident that while the Molokai Program does not operate within its allotted budget, it brings in more than enough tuition to cover the lecturers costs.

	Total Allocated	Total Expended	Lecturer Pay/Credit - Steps A/B/C		
Fiscal 2005/2006	\$83,000	\$ 99,105	1125/	1352/	1580
Fiscal 2006/2007	\$83,630	\$109,758	1169/	1405/	1642
Fiscal 2007/2008	\$83,630	\$112,131	1215/	1460/	1707
Fiscal 2008/2009	\$76,469	\$121,915	1263/	1518/	1774
Fiscal 2009/2010	\$76,499	\$154,299	1200/	1442/	1685

By comparing this chart with the bar graph above, it becomes apparent that each academic year, UH Maui College, Molokai is able to generate tuition equivalent double to what is expended on lecturers.

C. Effectiveness

19. Persistence of majors Fall to Spring

Beginning in 2009/2010, a new formula was used to track persistence rates. However, we are unable to backtrack and apply this formula to previous years as we did not monitor some of the crucial data elements needed to compute the rate. This being said, our persistence rate from Fall2009 to Spring2010 using the new formula was 64.1%. We expect the persistence rate to steadily increase in future semesters since we now know what data needs to be tracked and are finding ways to do so.

20. Number of degrees and certificates earned (annual)

Certificate cycles available to Molokai students in the past five years are shown by major. It must be noted that some students exit the program after earning a certificate, which is their planned course of study. Other students routinely skip a few semesters and return to complete coursework, therefore, they cannot be neatly tracked as a cohort within the prescribed certificate cycles. The following list details the certificates and the associate degrees earned by academic year during the comprehensive review period. In summary, the impressive total of credentials earned across all majors includes:

Certificates of Competence	206
Certificates of Completion	15
Certificates of Achievement	21
Academic Subject Certificates	5
Associate Degrees	78

Accounting

Associate in Applied Science	
ACC Completion AY 2007/2008	1 student

Administration of Justice

Certificate of Competence, Law Enforcement I	
Completion AY 2007/2008	1 student

Agriculture and Natural Resources

Certificate of Competence, Nursery Production	
Completion AY 2007/2008	4 students

Certificate of Competence, Pest Management	
Completion AY 2007/2008	5 students

Certificate of Competence, Landscape Maintenance	
Completion AY 2007/2008	3 students

Certificate of Competence, Ag Science	
Completion AY 2007/2008	3 students
Completion AY 2009/2010	13 students

Certificate of Completion, Sustainable Tropical Crop Production	
Completion AY 2006/2007	5 students
Completion AY 2007/2008	1 student
Completion AY 2008/2009	1 student

Certificate of Achievement	
Completion AY 2007/2008	3 students

Associate in Applied Science Degrees	
AG Completion AY 2007/2008	2 students

Allied Health

Certificate of Competence, Adult Residential Care Home Operator	
Completion AY 2005/2006	3 students

Certificate of Competence, Nurse Aide Training	
Completion AY 2005/2006	8 students
Completion AY 2006/2007	17 students
Completion AY 2007/2008	7 students
Completion AY 2008/2009	20 students
Completion AY 2009/2010	8 students

Business Careers

Certificate of Competence, Supervision I	
Completion AY 2005/2006	3 students
Completion AY 2006/2007	2 students
Completion AY 2007/2008	5 students
Completion AY 2008/2009	17 students
Completion AY 2009/2010	10 students

Certificate of Competence, Supervision II	
Completion AY 2005/2006	1 student
Completion AY 2007/2008	1 student

Certificate of Competence, Marketing	
Completion AY 2008/2009	13 students
Completion AY 2009/2010	5 students

Certificate of Competence, Entrepreneurship I	
Completion AY 2005/2006	6 students
Completion AY 2007/2008	2 students
Completion AY 2009/2010	4 students

Certificate of Competence, Entrepreneurship II	
Completion AY 2006/2007	1 student
Completion AY 2007/2008	2 student

Certificate of Achievement, Business Careers	
Completion AY 2005/2006	4 students
Completion AY 2007/2008	2 students

Associate in Applied Science Degrees	
BUSC Completion AY 2005/2006	2 students
BUSC Completion AY 2006/2007	1 student
BUSC Completion AY 2007/2008	2 students
BUSC Completion AY 2009/2010	5 students

Hawaiian Studies

Academic Subject Certificate, Hawaiian Studies	
Completion AY 2008/2009	2 students

Completion AY 2009/2010	3 students
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Hospitality & Tourism

Certificate of Completion	
Completion AY 2005/2006	1 student

Human Services

Certificate of Competence, Case Management	
Completion AY 2005/2006	5 students
Completion AY 2006/2007	2 students
Completion AY 2007/2008	1 student
Completion AY 2009/2010	2 students

Certificate of Competence, Preschool Child Development Associate	
Completion AY 2005/2006	1 student
Completion AY 2007/2008	11 students
Completion AY 2009/2010	2 students

Certificate of Competence, Substance Abuse Counseling I	
Completion AY 2006/2007	3 students
Completion AY 2007/2008	1 student
Completion AY 2008/2009	10 students
Completion AY 2009/2010	1 student

Certificate of Competence, Substance Abuse Counseling II	
Completion AY 2006/2007	2 students
Completion AY 2007/2008	2 students
Completion AY 2008/2009	7 students

Certificate of Completion, Substance Abuse Counseling	
Completion AY 2006/2007	2 students
Completion AY 2007/2008	2 students
Completion AY 2009/2010	1 student

Certificate of Completion, Early Childhood Education	
Completion AY 2005/2006	2 students
Completion AY 2006/2007	1 student

Certificate of Achievement, Human Services	
Completion AY 2006/2007	6 students
Completion AY 2007/2008	5 students
Completion AY 2008/2009	1 student

Associate in Science Degrees	
HSER Completion AY 2005/2006	2 students
HSER Completion AY 2006/2007	8 students
HSER Completion AY 2007/2008	7 students
HSER Completion AY 2008/2009	2 students
HSER Completion AY 2009/2010	5 students

Liberal Arts

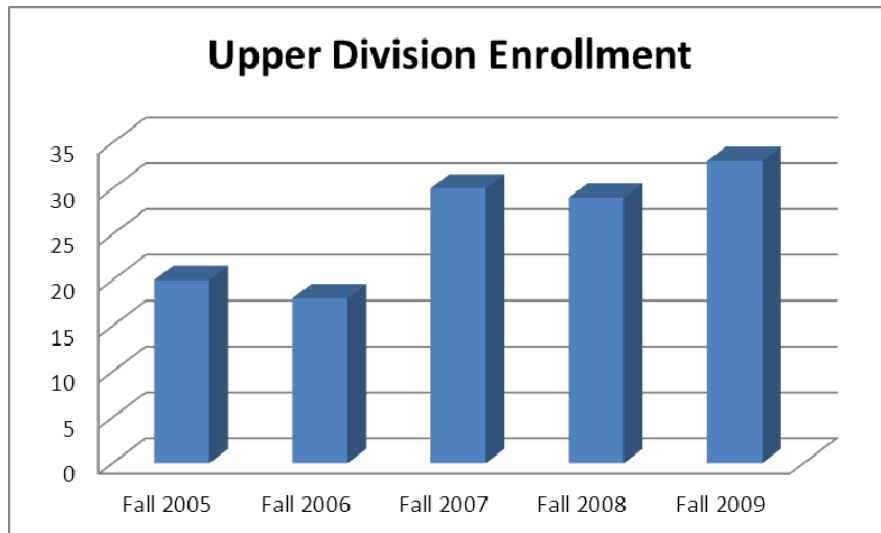
Associate in Arts Degrees	
LBRT Completion AY 2005/2006	5 students
LBRT Completion AY 2006/2007	14 students
LBRT Completion AY 2007/2008	11 students
LBRT Completion AY 2008/2009	6 students
LBRT Completion AY 2009/2010	5 students

Sustainable Construction Technology

Certificate of Competence, Energy Production	
Completion AY 2009/2010	1 student

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 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 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. 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.

The escalation in number of students in upper division degree programs illustrates that Molokai students are progressively becoming more ambitious in their educational goals. As students strive to obtain higher degrees, the Molokai Program needs to prepare itself to adjust for a shift in consumer needs. In the past, our students were primarily seeking associate degrees, but there is growing evidence to indicate that the long term goal for a higher percentage of students includes transferring out to four year bachelor degree programs.

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">• 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.• Nurse Aide Training meets the high workforce demand in the health care industry.• Addition of the Therapeutic Activity Aide Certificate Program, with curriculum developed on Molokai, is an innovative approach to developing workforce opportunity and satisfying the growing health care needs of the rural Molokai community.• 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.• Strong community support and initial planning occurring in creating educational opportunities for those interested in "Green Jobs."• Federally funded programs assisting high school students taking remedial college courses so they can graduate and enroll at college level English and Math.• 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.• The Human Services program met the need for Educational Assistants (EA) to earn associate degrees by 2006 in order to retain employment.• The University Center, Maui continues to meet students demand for a variety of upper division coursework.• The State of Hawaii Workforce Development Office is looking to UH Community Colleges to provide training to address the projected labor shortage in Hawaii.• Community Colleges will play an integral role in increasing the skill level of incumbent workers through short-term classes and degree programs. For example, Maui CC, Molokai has partnered with RDP to offer a series of just in time computer training.	<ul style="list-style-type: none">• Inability to provide associate degree opportunities in health care due to a lack of science facilities.• Lack of proper science facilities also prohibits the UHMC, Molokai 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.• Lack of personnel to develop non-credit courses has resulted in our inability to offer short-term training programs to address Molokai employer/employee needs.• Molokai still has the highest unemployment rate in the state at 13.9% in the month of August 2010.• Lack of 9-month instructional faculty position for Hawaiian Language/Culture for Molokai while lecturer funds are being used instead. There is a huge demand for the position and the largest percentage of Native Hawaiian students anywhere in the UH system, but no Molokai position. New positions on the main campus have not met the need for Molokai.• Not having vocational facilities prohibits us from offering programs that could lead to high demand, high wage employment opportunities for those on island as identified in the planning document, "Molokai-Future of a Hawaiian Island."• A declining number of externally funded courses results in the need to create more government funded sections resulting in higher instructional costs for the college.• Nurse Aide Training majors cannot qualify for financial aid, therefore, declare other majors making it difficult to track persistence.• The number of externally funded "tuition free" classes offered has declined placing a heavier financial burden on Molokai students.

<ul style="list-style-type: none"> SSH and FTE are at an all-time high at UHMC, Molokai in the 2009-2010 academic year. The increase in FTE results in higher tuition revenue generation. The unduplicated student count in the 2007-2008 academic year set a record for the highest enrollment in the history of the Molokai program. The increase in the amount of classes being offered through all delivery methods has resulted in more options for Molokai students. The larger student body equates to more community members being served. CTE majors are beginning to enroll more students and showed increases in the AY 2009-2010. UHMC Molokai serves the highest percentage of Native Hawaiian students in the UH system. 	
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Efficiency

<p><i>Strengths</i></p> <ul style="list-style-type: none"> The average class size has remained consistent between 15-20 students throughout the five year period for "g" funded courses. The class fill rate remained between 75%-80% for "g" funded courses over the five year period. The average class size for "g" funded courses is continuing on an upward trend. The cost per student semester hours showed steady decline over the three year period being reviewed. This can be attributed to the increasing student semester hours. The number of courses that enroll fewer than 10 students has never exceeded 3 from Fall 2005 - Fall 2010. Its average through this three year period was 2. The UHMC, Molokai invests a majority of its financial resources to fund quality lecturers contributing to the local economy. The tuition equivalent of the number of student semester hours taken exceeds the expense for lecturers each academic year from 2005/2006 through 2009/2010. Being a small program, all staff can routinely perform duties outside of their regular positions or assist in areas where there is no staff. 	<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> Relying on lecturers instead of regular faculty weakens the program and is extremely inefficient. It does not invite curricula development, stability, or campus and program development. An inadequate budget for lecturers, in lieu of regular faculty, further compounds the problem. 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. Limited classroom space is hindering the center from achieving better class fill rates. When federally funded programs do well, g-funded classes suffer and vice-versa. This is based on which classes get assigned to the larger rooms and can therefore accommodate more students. The closure of the Pookela program resulted in the loss of a 1.0 FTE faculty member. This brought the total faculty count from 4 to 3.
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Effectiveness

<p><i>Strengths</i></p> <ul style="list-style-type: none"> The persistence rate of 64.1% from Fall 2009-Spring 2010 exceeds the current rate of 60% at the UHMC home campus. 	<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> Difficulty tracking true completion rates for programs lasting 3 semesters or longer because many of our students are non-traditional and
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<ul style="list-style-type: none"> • A new formula for calculating persistence has made it easier to provide relevant data. • A total of 325 certificates and degrees were awarded over five years. This equates to an average of 65 graduates per year. • The completion numbers for Molokai are impressive considering the many limitations the program faces. The number of Molokai students in University of Hawaii Upper Division Programs has remained healthy and was at its highest point ever in the 2009-2010 academic year. • 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. 	<p>take longer than the normal cycle to complete their certificate or degree.</p> <ul style="list-style-type: none"> • Difficulty constructing data sets specifically for Molokai because information specific to the program is compounded with data from UHMC's home campus and other outreach centers.
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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 Comprehensive 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 Program focuses on Liberal Arts, Agriculture & Natural Resources, 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.

A quick review of the Item # 20 above summarizes the new and continuing certificate cycles that were offered from Fall 2006-Spring 2009. The associate degree programs are full-time and ongoing so that students 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. The Molokai Program worked with Molokai RDP in AY 2007/2008 to support instructional costs for computer classes, which allowed the students to attend tuition-free. A special Farm Recordkeeping Class was scheduled for the USDA Farm Service Agency (FSA) for students who were recipients of their agricultural loans. Lastly, the Molokai Education Center worked with the Pookela NHCTEP in 2008-2009 to provide tuition-free opportunities for Native Hawaiian students. These externally funded classes greatly contributed to increased enrollments and reach Molokai residents who do not normally attend college.

The Therapeutic Activity Aide Program was also added to our list of certificates in Spring 2010. Recruitment for the first cohort was very successful resulting in a fully enrolled program. With the demand for training in the health care industry on the rise, our plan is to carefully grow this program to assure maximum program effectiveness.

Gain/Loss of Positions

From Fall 2005-Spring 2010, the Molokai Program, with the use of g-funds, 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 to serve both Molokai and Lanai students. This came 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 here and 30 students on Lanai have realized increased satisfaction, retention, progress and success due in part to this permanent counselor position.

The second, a 1.0 FTE Institutional Support position was, created through a legislative add-on and filled in Spring 2007. The addition of this staff member with research support responsibilities has allowed the Molokai Program to complete many of the action plan items such as the Marketing Plan, Needs Assessment Surveys and a revised Business Plan. The hiring of this individual also addressed the need for increased admissions and student services support as requested in our previous Comprehensive Review.

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 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. While the Agriculture & Natural Resources program is experiencing a boost in enrollment, it is becoming increasingly evident that the 1.0 FTE Assistant Professor/Farm Manager cannot adequately maintain a 28-acre site single-handedly while also teaching. The restoration of this position is fair and is warranted to upkeep the site and increase field and greenhouse production.

In addition to the changes in the number of g-funded positions there have also been significant changes in the federal positions housed at UH Maui College, Molokai. First, the Educational Opportunity Center (EOC) Educational Specialist position was cut from 40 hours per week to 30 hours per week. Shortly after this adjustment was made, the position was vacated. At the time of hiring to fill the position, the position type was also dropped from a PBB to PBA. After additional turnover, in Spring 2009, the position was finally re-posted at 40 hours per week. The pattern for this position has been to fill with casual hire for long periods of time before permanently hiring and this has resulted in constant turnover. Without an on-site financial aid staff member, this turnover has hurt students immensely as the EOC is the front line liaison to the campus for student financial matters.

A second federal program affected was Student Support Services. The SSSP position was cut down from 30 hours per week to 20 hours per week and finally 15 hours per week by Spring 2010. The decrease in hours has resulted in the counselor having to serve a smaller group of students. With enrollment at an all-time high in the past few academic years, these reductions in hours could not have come at a worse time.

The third program affected was Na Pua Noeau. In Fall 2009, they were notified that due to budget reductions they would have to close their Pathways program. This resulted in the loss of a 1.0 FTE position and an entire program aimed at promoting careers in STEM and providing outreach to Native Hawaiian high school students to encourage them to attend college. This devastating blow to the program was followed with another, as it was announced that the .50 FTE Clerk would also lose her position at the end of September 2010.

Finally, the Pookela program also had to cease operations during the period evaluated in this Comprehensive Review. In Fall 2009 it was announced that their grant proposal was not approved resulting in the loss of a 1.0 FTE faculty member. This dropped our already sparse faculty count from 4 to 3. This scope of this program was very broad and touched Native Hawaiian students from high school to college. Many students benefited from the assistance provided through Pookela and it was a tragic loss for UHMC, Molokai.

With the loss of many essential staff members, it is obvious that the use of federally-funded positions to handle duties that are routinely the responsibility of generally funded staff at other colleges can no longer be considered as a viable staffing solution on Molokai and should not be allowed to continue. When the students suffer gaps in service as a result of the fickle nature of grant funding, it affects their ability to thrive. The unequal service provided to them puts them at a disadvantage to students at the main campus.

Results of Prior Year's Action Plan

The Molokai Program submitted a Comprehensive Program Review in 2004/2005 and Annual Program Reviews in 2005/2006, 2006/2007, 2007/2008, and 2008-2009. All documents contained the same Mission and Vision statements as the current Comprehensive Program Review and many of the same goals.

Throughout the five year period being evaluated, acquisition of land for expansion has clearly been the top priority for UHMC, Molokai. Failure to act when the purchase agreement between the land owner and the college was still valid is proving to be a hindrance to current negotiations. Although legislative funds have been earmarked for the purchase, the transaction has been stalled. Negotiations are still underway and we are hoping that an agreement can be reached soon since the funding will expire on June 30, 2012. The purchase is paramount to realizing our vision for the Molokai Program.

Due to the lack of additional land for expansion there still remains inadequate instructional and office space. The current facility only allows for six classes to run concurrently at any given time; three live classes and three distance classes. The growing student enrollment coupled with our inability to offer more classes makes it difficult for students to reach full time status and get 12 credit hours. They are often forced to attend at less than full time status or take internet courses from throughout the UH system to make up the difference.

When the current UHMC, Molokai facility was first built 10 years ago, two offices were planned as lecturer spaces. With the influx of federally funded programs housed at the college, however, they have consumed all of our available offices. Therefore, lecturers do not have a designated area in which they can prepare for classes or meet with students. Instead, they have to use the multi-purpose conference area which is also used for meetings and video-conferencing. Our lecturer count is now at approximately 20-22 per semester and we expect this number to continue upwards. It is necessary that we provide a sufficient area for lecturers who are the foundation of instruction on Molokai.

In addition to the land, there is still much unmet need in personnel. Below is a listing of positions that were requested in previous program reviews which have yet to be approved:

- Contract Security Services
- (.50 FTE) Agricultural Technician - funded, but unfilled
- (.75 FTE) Distance Education Night Coordinator
- (1.0 FTE) Financial Aid Officer
- (9 Month, BOR Approved) Hawaiian Studies Faculty

It is interesting to note here that faculty and other positions were identified as needed in the Molokai Academic Development Plan as far back as 1988 and yet are still unfilled:

- 1.0 Instructional position - Hawaiian Language - 1992
- .50 Instructional position - Carpentry (now Sustainable Technology) - BI 95-97
- 1.0 Instructional position - Nursing - included in BI 1993-95 campus budget request
- 2 .50 FTE lectureships converted to instructional positions in ACC/OAT (now BUSN)- BI 1993-95
- 1.0 Instructional position- Food Service to rotate in outreach sites- BI 1993-95

Clearly, requests for new positions are not limited to the past five years of this comprehensive review; faculty and other positions have been requested and justified for over twenty years, yet the positions are created and housed on the main campus.

Increased financial allocations are also an outstanding issue from previous program reviews. Requests were made to increase the lecturers and supplies and services budget. The creation of a marketing budget was also asked for. In addition, the farm budget remains inadequate to properly provide coursework and maintain the programs equipment and its 28 acre site.

Since the last Comprehensive Program Review was written in AY 2004/2005, there have been many critical upgrades to the program. The creation of two 1.0 FTE positions, a Counselor and Institutional Support person have tremendously benefited UHMC, Molokai. There was also a split in the 1.0 General Laborer

position so that a .50 Janitorial position could be established to maintain the interior of the facility. As a result, the building is in optimal condition with equal attention being taken to maintain both the inside and outside area.

Perkins funding also allowed for the creation of two new positions; a .50 Agricultural Technician and .50 Distance Education Support. The distance education piece was carried into the current 2010-2011 academic year and grew to .75 FTE, but the Agriculture position was cut. These positions will continue to be advocated for as essential to our campus. The use of Federal funding will be utilized where available, but in the absence, the program suffers until both are institutionalized.

Funding through Perkins was also made available to purchase a new tractor for the Agriculture program. This was required to provide students with training adequate to meet current workforce industry standard. Students have responded with great enthusiasm to the new piece of equipment and each semester AG 232 Farm Tractor & Equipment Operation has been offered it has reached its enrollment maximum, which is evidence of a strong demand for this type of training. In addition to the tractor, the Agriculture program is expected to receive a greenhouse renovation in the 2010/2011 academic year.

Another positive result from past Program Reviews was that in Spring 2007 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 that came with the facility in 1999. They also allowed us to rebuild some of the older computers and move them to other areas of the facility and to the Molokai Farm.

Progress is gradually being made toward achieving some of our goals, but there are still many areas of unsatisfied need. Since many have not come to fruition, they are resubmitted in this year's document along with other needs.

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

Part III. Action Plan

In order to gain a better understanding of the UH Maui College, Molokai as well as provide a course for the future, the following list of documents and programs were created in the past three years. 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 the community, they will support the Molokai Program's 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.
- Ho'olaulea-On March 6, 2009, UHMC, Molokai hosted its second community college fair. The event was held on campus and featured exhibitors from throughout the UH system. Also included, were various scholarship providers from throughout the state. The event was very well-attended and brought in between 800-1,000 attendees. Primary sources of funding came from Gear Up. UHMC declined offering financial assistance to help the event come to fruition in previous years, and therefore, was not approached this year.
- 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 UHMC, Molokai 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 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 and elementary schools on the island.
- Spring 2009 Current Student Needs Assessment Survey-In Spring 2009, a needs assessment survey was distributed to 200 current students. There was a response rate of 60%. From the survey results we were able to determine what students like the most about UHMC, Molokai and what areas need improvement. We also received feedback on what students think the future direction of the college should be.
- Spring 2010 Molokai Census-This survey was created to update the data collected in previous needs assessment surveys. It provided an overview of the current student demographic on Molokai.
- Spring 2007 Molokai High School Juniors and Seniors Needs Assessment Survey-The Molokai High School junior and senior classes received a needs assessment survey in Spring 2007. The survey was administered to 205 students and received a 64% response rate. The data indicated what perceptions high school students have of UHMC, Molokai. 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 of 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.
- UHMC Molokai 2007 Business Plan-A business plan was drafted for the Molokai Program 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.
- Gear Up Grant-UHMC has been a recipient of Gear Up funds from the 2006-2007 academic year. The funding was housed at Kahului, but based on the Title 1 status of Molokai High School and Hana High School, with the idea of increasing service to these low income areas. Over the four year period UHMC, Molokai's responsibility gradually increased from being dependent on the home campus's Financial Aid Office to running the grant independently. In the past three academic years, UHMC, Molokai developed their own activities and worked with RCUH and UHMC Kahului's Business Office to process their own requisitions and travel. From the 2008-2009 grant year, Molokai was awarded its own funds and was responsible for managing the grant completely outside of the funds awarded to the Kahului and Hana sites.
- Just in Time Tuition Free Computer Classes-UHMC, Molokai in partnership with Rural Development Project has offered two semesters of tuition-free computer classes for Molokai residents. The classes covered a large spectrum of computer capabilities from the very basic beginner courses to more advanced applications such as Adobe Illustrator. Students who attended were able to apply the skills they attained to their current jobs to make them more efficient in the workplace.
- USDA Farm Service Agency Scholarship-Thanks to a donation made to the University of Hawaii Foundation, over 30 Molokai farmers were able to attend a Farm Business Recordkeeping class at the Molokai Farm. Students learned the basics of business planning by collecting current information on their personal assets and liabilities and then planning for the upcoming year's income and expenses.

- UHMC, Molokai Commencement Ceremony-In Spring 2008, UHMC, Molokai hosted a commencement ceremony for graduates from the past four years. In attendance were a group of highly distinguished guests including President David McClain, Chair of the Board of Regents, Allan Landon, and Vice President for Community Colleges, John Morton. The event recognized the hard work of all students who obtained degrees and certificates over this period of time. It also served to inspire others in the community to pursue higher education.
- Website Re-Development-A long overdue make-over was given to the UHMC, Molokai website in the Summer of 2008. Staff worked hard to create a design that would allow students to navigate through the information with ease. The new website allowed the Molokai Program to showcase the beautiful landscape of Molokai and to increase the information available to students on the web. This project was funded by the University of Hawaii Center, Maui.
- New Logo-Also in the Summer of 2008 UHMC, Molokai was given a new logo which created an identity for the center that is separate from the home campus in Kahului. The logo, also funded by the University of Hawaii Center, Maui, was applied to all marketing material which included folders and fliers. Creating a separate identity specifically for Molokai will help the center to market itself directly to its target audience and create a recognizable brand. The logo was updated in Spring 2010 to acknowledge the name change to UH Maui College.
- Ohana Grant-Initiated in Fall 2008, the Ohana Grant laptop loaner program has been facilitated on Molokai with a participant base of approximately 60 students per semester. The UHMC, Molokai staff has provided training opportunities and technical support to students.
- Farm Development Plan-Administrators and staff collaborated with the Molokai Farm Manager to develop an action plan for the 2009-2010 academic year in an effort to revitalize the agriculture program on Molokai. It is currently in its implementation phase.
- Perkins Grants-UHMC, Molokai submitted two Perkins proposals in Spring 2009 for the 2009-2010 academic year. Both proposals sought to add .50 casual hire positions to the limited staff. One position was approved for the Molokai Agriculture program and a second was approved for distance education services. In addition to the positions, the farm proposal also included the purchase of a brand new tractor for farm operations to assist in implementing its development plan.
- Monthly Reporting-At the Chancellor's request, the Molokai program has been submitting monthly reports on recruitment, persistence, and retention activities as well as enrollment numbers and the local economic situation.

As the template for program review changes, UHMC, Molokai will be re-evaluating its mission and vision and will set measurable goals for the 2010-2011 academic year and beyond. More attention will be given to setting measures for assessment and defining strategies for evaluation of the programs status.

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

Physical

Land Acquisition

In order to carry out our mission and vision, the Molokai Program must secure additional land for UH Maui College, Molokai.

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. 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 toward this immediate goal for Molokai.

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

Institutionalize Distance Education Support

The Molokai Program receives between 60-64 hours of programming per week and has a staff of 1.0 FTE whose responsibilities also include serving as liaison to the Computing Center, Media Center, Learning Resource Center, and Library. During the five year review period, the position devoted 20 hours to covering the technology side of distance education responsibilities, leaving 40-44 hours to be managed by student help. In the current academic year, the staff has had to be pulled away from covering the technology responsibilities due to the increase in test proctoring duties. What is evident is that we are going backwards due to the increased demands on a single employee trying to cover all academic support duties. This situation needs to change. Student assistants may be able to cover afternoon programming under the supervision of staff, but should not be given full responsibility of handling tests, quizzes, and other confidential information in the evenings when no other staff are working. There have also been consistent problems with students not showing up for their scheduled shifts resulting in staff having to do overloads.

Looking at the big picture, the best case scenario is to split the current duties and responsibilities of the 1.0 APT position in half so that this position would retain Distance Education, Library and Learning Resource Center functions and a new permanent 1.0 FTE position would be hired and assigned Distance Education, Media/Technology, and Computing Center functions. Both positions having distance education responsibilities is important because of the difference in work schedules (one during regular office hours and the other with a late afternoon/evening schedule) and the volume of work to be completed. In the interim, however, a Perkins .75 FTE position was created to address some of the concerns. While it satisfies the immediate need, the Perkins grant has a limited focus, therefore, cannot serve our entire student body and cover all the duties that are necessary.

Students who are partaking in distance education are increasing at a rate which demands more than the current 1.0 FTE Academic Support person can effectively manage alone. Distance Education responsibilities have left our library and learning center neglected and students are missing out on the services that they could normally get in these areas.

Part Time Agricultural Technician

The second human resource needed is for the Molokai Farm. The Molokai Farm has twenty-eight acres, a new classroom/resource center facility which opened in August 2007, an old office facility, an old greenhouse, an old restroom, and a storage area. There are currently 16 majors and one full-time employee, James Boswell, Farm Manager/Assistant Professor.

- The new facility has one large room that is divided by an accordion door separating the classroom from the resource center. The classroom houses 16 students while the resource center has six computer stations for student and community use along with an agricultural library and other resources.
- 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 unfilled since 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, harvest and sell greenhouse 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 perform 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 performing 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

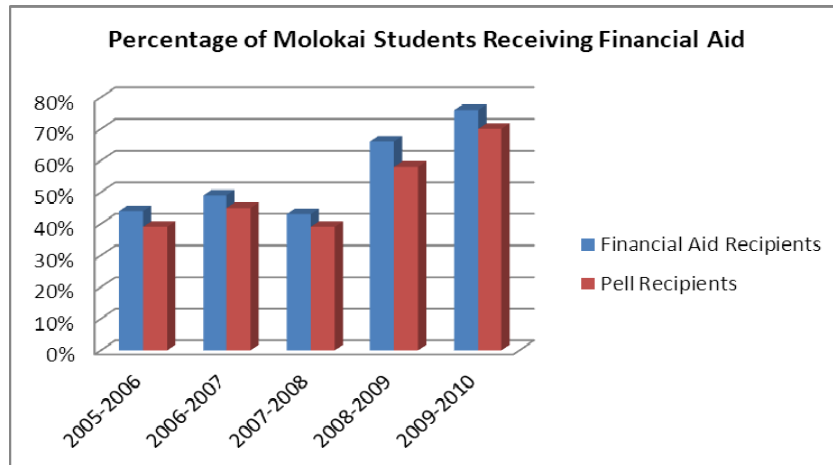
The cost of the .50 FTE APT position is estimated to be about \$24,078 including fringe. However, the position does not need to be established or requested as it is already in the position count, is budgeted, and just needs approval from administration to be filled.

During the 2009-2010 academic year a .50 FTE Perkins position was funded to assist with responsibilities at the farm. Over this period, the Agriculture Program saw a boost in enrollment. The Perkins hire was able to assist the farm manager with non-instructional duties so the farm manager could focus on instructional needs. Crop production increased, they were able to clean many areas of the farm, and conduct outreach activities. Despite these momentous gains in the program, the re-application for Perkins funds was not approved. This restores the farm to its previous condition and hinders the further growth of the program.

Financial Aid Officer

The Educational Opportunity Center (EOC) Educational Specialist has been responsible for all financial aid assistance on Molokai for decades. In addition to services including pre-admissions counseling, application assistance, and distribution of scholarship information, the person on Molokai must also address questions from students that are normally directed to the Financial Aid Office on Maui. This increases the person's responsibility level because they must understand the loan process, the Banner financial aid system, and other pertinent financial aid information. Until recently EOC has been highly effective, however, changes in the position type, weekly hours, and high turnover since January 2007 have resulted in the instability of financial aid assistance available to UHMC, Molokai students at the same time that student enrollments are increasing.

The graph below illustrates the percentage of Molokai students receiving financial aid over a five-year period. The first bar represents students on any type of financial aid, while the second bar shows Pell recipients only.



It became apparent in AY 2007-2008 that the EOC was not able to provide sufficient service to the Molokai Program. As enrollment went up, the number of students receiving financial aid dropped. Also, in a needs assessment survey distributed in Spring 2009, 27% of students responded that financial aid contributed to their previous inability to attend college.

Although the 2008-2009 and 2009-2010 data illustrating tremendous growth in financial aid recipients is somewhat reassuring, we are still in need of a more permanent position. Part of this increased success may be the result of the hiring of a Gear Up Assistant coordinator who has been helping to relieve some of the duties required by EOC at Molokai High School. Gear Up has been providing services to the young adults which has freed up the EOC counselor to work more hours at the education center. With a continuous decrease in federal Gear Up funding, it is anticipated that by fiscal year 2011-2012 we will no longer be able to hire a staff member using the grant funds, putting additional burden back on the EOC counselor. Another factor to consider is that there were two different EOC counselors in place during the 2008-2009 and the 2009-2010 academic year that were responsible for the dramatic increases and both are no longer staff members because they left the position for more promising employment opportunities.

This compelling data has led the Molokai Program to believe that there is an immediate need to institutionalize a 1.0 FTE Financial Aid position using general funds. With the fluctuation in commitment from federally funded programs, it is extremely important that we have a secure position available to service students on Molokai. Since financial aid plays such an integral role in a student's ability to attend college, we find the creation of this position of utmost importance.

Contract Security Services

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 100 students routinely attend evening classes from Monday - Thursday nights each semester
- Approximately 75% of these students are female
- No regular staff have evening hours past 5:15PM
- Student assistants and lecturers "cover" the facility at 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 UH Maui College, Molokai suggests the following:

- Contracting outside security services from 8:00- 10:00 PM, 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.

Instructor- Hawaiian Language and Culture

A 9-month instructional faculty position in Hawaiian Language and Culture is warranted on Molokai due to the enrollment numbers of Native Hawaiian students UH Maui College. Molokai has consistently enrolled 70-75% Native Hawaiian students, by far the highest in the UH system. This instructional position was first identified in the Molokai Academic Development Plan (ADP) 1992-1998 to meet the college-wide Priority #6 in the Maui Community College ADP which was, "To identify and develop appropriate international dimensions to MCC's curricula." The Molokai ADP 1992-1998 went further to state that the College will seek a 1.0 Instructional position to support this activity because it also satisfies Priority # 2: "To improve the quality of instructional programs and academic support services throughout Maui County." Unfortunately, the College did not follow through on this initiative, and in fact, has not invested in instructional faculty positions for Molokai in over 20 years.

The University of Hawaii System-wide Strategic Plan 2002- 2010 also identifies serving Native Hawaiians as a priority in Goal 3: A Model Local, Regional, and Global University, Objective 2: "To strengthen the crucial role that the University of Hawaii system performs for the indigenous people and general population of Hawaii by actively preserving and perpetuating Hawaiian culture, language, and values."

UH Maui College had one Hawaiian Studies faculty member for the better part of the past 20 years. In 2005, local legislators were supportive of the need to increase instructional capacity in this area and proposed two new positions for the College. These same legislators met with Molokai staff and suggested that a third position could be housed on Molokai, which we enthusiastically supported. When the legislative session completed, there were three positions for the College; however, without specifically stating that one position was for Molokai, all three went to the main campus and were filled. At this point, our only recourse is to request a 9-month instructional faculty position for Molokai at a cost of \$61,506 (includes fringe).

Financial

Supplies and Services Budget

For the past five years, the Molokai Program has been operating on a limited Supplies and Services budget of \$11,000. This modest amount is expected to cover office supplies, equipment, travel, marketing, and other general expenses for both the Molokai Education Center and Molokai Farm. With the growth in the student body and number of staff members, plus inflation, \$11,000 will not be sufficient to cover all expenses in coming years. In addition, with the expiration of the agreement with the Rural Development Project to pay half the expense of the only copier at the college, our funds are stretched even farther than normal. The cost of maintaining the basic supplies and services are increasing, but at the same time there is no increased allocation for operating expenses. A modest increase of \$2000 per year is warranted so that operational expenses for both facilities are covered.

Marketing Budget

A strong marketing plan was developed for UHMC, Molokai in Spring 2007, but had to be scaled back as UH Maui College offered 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 own Molokai campus could afford. The actions in the plan that were carried out were funded through the general supplies and services budget. Since marketing is an essential piece in ensuring the growth and expansion of UH Maui College and since there appears to be a sizable marketing budget, we hope that some of the resources allocated to the main campus will be set aside for Molokai projects.

Instructional Budget

The instructional budget allocated to the hiring of Molokai Program lecturers has consistently been decreased over a five year period. This is not logical considering the cost of lecturers' pay normally increases each year except for the unusual economic downturn in 2009/2010. Fortunately, each semester UH Maui College has allowed Molokai to spend more than originally allocated due to strong enrollments which more than cover the cost of salaries. However, as a lecturer-based program, a larger original allocation would guarantee increased class offerings, more registrations, and more students.

Financial Proposal for UHMC, Molokai

The following is a budget outlining the additional costs involved in providing the UHMC, Molokai with all the requested resource implications:

Description	Cost
Annual Recurring Expenses	
Security	\$7,000
1.0 FTE Financial Aid Counselor, APT PBA (incl. fringe)	\$48,155
1.0 FTE 9 month Hawaiian Language/Culture Faculty (incl. fringe)	\$68,345
1.0 FTE Distance Education Academic Support Specialist, APT PBA (incl. fringe)	\$48,155
Increased Supplies and Services Budget	\$2,000
Marketing Budget	\$2,500
Increased Instructional Allocation (per academic year)	\$41,370
Total	\$210,686

Also mentioned throughout this document is the need for an additional position to develop non-credit courses. It has been omitted from the current financial proposal because it is not of highest priority and will be addressed in later program reviews.

Financial Proposal for UHMC, Molokai Farm

In May 2009, a plan to revitalize the Molokai Farm was developed. The plan included obtaining a new tractor for hands-on training and farm maintenance; certifying 3 acres of land for organic crop production; expanding on existing curriculum to include organic crop production practices; general clean-up of the farm to include brush removal and establishing new windbreaks; and obtaining a part-time student position to assist the Instructor/Farm Manager in accomplishing the goals of the plan. To date, the following has been achieved:

- Part-time casual hire employed from 10/09 to 06/10. Casual hire assisted in propagating plants for sale; conducted farm tractor/equipment operations training; and participated in the high school career day presentation.
- New tractor and attachments arrived in 04/2010. Tractor is being used to do general clean-up (removal of shrubs & debris) around the farm; and train students in safe use and proper operations; and land preparations for organic crops.
- Two of three acres has been prepared for planting of organic crops. First phase of papaya planting occurred in summer 2010. Seedlings for second incremental planting have been started.
- Propagation of grass and shrubs around the buildings are on-going.

At one time there were two full-time APT Ag Tech positions that assisted in all farm activities. Now, only the Instructor/Farm Manager position is there. To accomplish the goals set forth in the Molokai Farm plan, the release of the \$24,078 is being requested to fund the .50 FTE Ag Position. The Farm budget was in the red and then frozen. For the past few years, no supplies monies were allocated. Now that the Farm budget is back in the black, a new budget allocation is warranted. A one- time infusion of \$9,000 is requested for repairs and maintenance of tractors used for classes and land prep around farm. An Ag supplies budget of \$12,000 is also requested to purchase plant materials for sales, for student use, ingredients for soilless medium, growth regulators, fertilizers, pesticides, pots, irrigation fittings/valves, and other required supplies and hardware. A \$2,500 diesel budget will be utilized to run the tractor classes and land maintenance.

Description	Cost
Annual Recurring Expenses	
.50 FTE Position at UHMC Molokai Farm (incl. fringe)	\$24,078
Tractor Maintenance/Repair	\$9,000
Agriculture Supplies, Hardware, and Infrastructure	\$12,000
Tractor Diesel	\$2,500
Total	\$47,578

UH Maui College, Molokai

Summary-Data at a Glance

Fall 2005

Unduplicated students:	212
Student Sem. Hrs. (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. Hrs. (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. Hrs. (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. Hrs. (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

Fall 2007

Unduplicated students:	247
Student Sem. Hrs. (SSH):	1601
FTE:	106.7
Tuition equivalent:	\$100,863
Lecturers cost:	\$56,418
Hawaiian/Part Hawaiian:	71%
LBRT Majors:	96
HSER Majors:	24
BUSC Majors	12
AG Majors:	17

Spring 2008

Unduplicated students:	213
Student Sem. Hrs. (SSH):	1581
FTE:	105.4
Tuition equivalent:	\$99,603
Lecturers cost:	\$60,836
Hawaiian/Part Hawaiian:	68%
LBRT Majors:	88
HSER Majors:	21
BUSC Majors:	8
AG Majors:	8
NAT Majors:	3

Fall 2008

Unduplicated students:	222
Student Sem. Hrs. (SSH):	1737
FTE:	115.8
Tuition equivalent:	\$128,538
Lecturers cost:	\$61,206
Hawaiian/Part Hawaiian:	67%
LBRT Majors:	107
HSER Majors:	21
BUSC Majors:	17
AG Majors:	9
NAT Majors:	5

Spring 2009

Unduplicated students:	189
Student Sem. Hrs. (SSH):	1574
FTE:	104.9
Tuition equivalent:	\$116,476
Lecturers cost:	\$60,709
Hawaiian/Part Hawaiian:	75%
LBRT Majors:	102
HSER Majors:	23
BUSC Majors:	12
AG Majors:	11
NAT Majors:	1

Fall 2009

Unduplicated students:	240
Student Sem. Hrs. (SSH):	1939
FTE:	129.3
Tuition equivalent:	\$158,998
Lecturers cost:	\$78,660
Hawaiian/Part Hawaiian	67%
LBRT Majors:	112
HSER Majors:	31
BUSC Majors	26
AG Majors:	16

Spring 2010

Unduplicated students:	228
Student Sem. Hrs. (SSH):	2127
FTE:	141.8
Tuition equivalent:	\$168,033
Lecturers cost:	\$75,693
Hawaiian/Part Hawaiian	70%
LBRT Majors:	122
HSER Majors:	35
BUSC Majors	22
AG Majors:	16
NAT Majors	0

Addendum

Individual Program Updates

Counseling

The counseling services at the Molokai Education Center have improved drastically with the hiring of a 1.0 FTE Molokai/Lanai Counselor. With the addition of this position, the Molokai program can now provide a comprehensive array of services to foster student success.

In addition to an increase in support services provided to the students, the counselor is also able to provide data on retention, persistence and completion. These are essential indicators that show the programs strengths and weaknesses.

With the hiring of a general funded counselor, which replaced the federally funded part-time Perkins counselor, students were ensured increased reliable service. Federally funded programs are still used as a supplement, but are no longer the foundation. This is a more effective approach to ensuring the constancy of the program and is the model for which all other services should follow.

Distance Education

The tremendous growth of the distance delivered courses over the five year period being reviewed is an upward trend that is expected to continue. With the increase in distance programs and classes the demand for proctoring services, support for upper division and students from other campuses, technological equipment and physical space is on the rise.

In 2006, when a 1.0 FTE position was created to service Distance Education, Library, Learning Center and Media it was manageable for one person. It has become increasingly difficult, however, for one person to maintain all these academic support duties. There is a disparity in the amount of time spent in the individual areas, with more attention being given to media and distance education. Library and learning center services are suffering as a result. The distance education librarian who services Molokai is only able to visit the Molokai Education Center approximately one time per semester which is too little to service the needs of all of the on-campus and distance students. It makes sense at some point to divide the duties into two full-time positions.

EOC

The Educational Opportunity Center is a federally funded program housed at the Molokai Education Center which is aimed at providing access to post-secondary education to first generation and low-income students. Many Molokai residents fall into the target demographic their program aims to serve, therefore, the position has been filled for over 25 years and is a valuable asset to the college.

In recent years, however, the effectiveness of the program has been diminishing as a result of the unstable nature of grants. From 2007-2010, four different employees held the position. Most of them were subject to prolonged periods of being employed as casual hires before given the opportunity to apply for the permanent position. Over this time period, the position was downgraded in broadband classification and reduced in hours. The reduction was a result of poor planning by the program director and when funding fell short, the Molokai employee was the only one to make a sacrifice.

In recent years it has become increasingly apparent that perhaps our students would be more adequately served with an institutionalized financial aid officer. The EOC counselor has been spending less time doing

outreach at Molokai High School, has been servicing more walk-ins than appointments, and is tracking much more financial aid outreach than application assistance. On Maui, EOC counterparts can direct all financial aid inquiries to the Financial Aid department, while on Molokai, the EOC counselor cannot do the same. They are burdened with performing job functions that are normally carried out by generally funded employees.

The most important thing to consider, however, is that students suffer a loss of this vital assistance with the high turnover and instability of this position. It is difficult to recruit new students and encourage retention without having someone available to assist with financial aid. Ending the reliance on grant funds for mission critical positions such as financial aid is of utmost importance for the Molokai program to reach its vision and goals.

Rural Development Project

The Molokai Rural Development Project (MRDP) is part of the Hawaii Statewide Rural Development Project, an initiative spearheaded by Senator Daniel Inouye for the purpose of rural workforce and economic development on all major Hawaiian islands. Funds from the Department of Labor are administered through the University of Hawaii, which draws upon the existence and strengths of its rural community colleges to deliver programs to their respective island populations.

While many proposals in the beginning of the Comprehensive Program Review period focused on Agriculture, a more recent shift to professions in health care has been made. In the 2009-2010 academic year the primary project being funded by MRPD was the initiation of the Therapeutic Activity Aide program. The focus in upcoming years will be to continue to address opportunities in the health care industries and expand projects in sustainable construction technology.

Na Pua Noeau

Although Na Pua Noeau has seen an increase in the number of students they are serving, their budgets continue to decrease resulting in the loss of programs and positions. In the past 2 academic years they have lost a full-time and part-time employee and operate on smaller budget allocations.

Current negotiations are underway to institutionalize the Na Pua Noeau program which would make it part of the University of Hawaii and move them away from the competitive environment surrounding grant funded non-profits.

Pookela

The Pookela program, with its focus on Career and Technical Education, helped to increase Native Hawaiian participation in higher education. The program consistently contributed to enrollment numbers and subsidized the cost of education for many. Although the focus of the grant shifted annually, the program always contributed to the overall mission at the UH Maui College, Molokai.

In Fall 2009, the program was ended when their grant proposal was denied. The grant proposal provided to be a promising opportunity for the center and focused on career and education opportunities in the Automotive, Construction, and Agriculture industry. It would have promised the Molokai program \$800,000 over a period of three years.

Although enrollment numbers were maintained after the departure of the program, their assistance has been missed. Many of the duties assigned to the program director were divided up amongst remaining

staff members. The closure of the program resulted in the loss of a 1.0 Faculty member, bringing our already low count from four to three.

SSSP/Pai Ka Mana

Pai Ka Mana, Student Support Services Program (SSSP) is a federally funded program by the U.S. Department of Education. The mission of SSSP is to assist low income, disabled, and first generation college students in obtaining the knowledge and skills necessary to successfully complete a baccalaureate degree. It is a program designed for students who have the potential and motivation to succeed, but require academic, financial, and/or emotional support.

The support counselor assigned to Molokai to fulfill the duties of this grant started at 30 hours per week and was gradually reduced to 15 hours per week. The decrease in working hours consequently resulted in a reduced case load. In Fall 2010, the Molokai SSSP counselor resigned creating a gap in service for the Molokai students in this program. Efforts to provide support to Molokai students are currently being handled by Maui staff during this transition period.

Maintenance

There are two .50FTE generally funded Operations and Maintenance staff located at the Molokai Education Center facility. The Janitor position has been filled and remained throughout this review period. The General Laborer II position for grounds and building maintenance has been frozen since the resignation of the employee in February 2010. As a result, the grounds and facility are starting to experience many problems, some of which required immediate response. As a result, a letter to the Governor was written asking for an exception to hire during the freeze due to student health and safety issues. There has been no response at the time of this submission.