COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

UH Maui College, Molokai 2014/2015

I. Summative Data

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| **Demand Indicators** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| *Unduplicated Student Enrollment*  Fall  Spring | 254  248 | 262  237 | 230  166 | 195  171 | 191  151 |
| *Full-time Equivalent (FTE) Enrollment*  Fall  Spring | 165  135.6 | 155  131.8 | 136  99 | 109  94 | 103  86 |
| *Student Semester Hours (SSH)*  Fall  Spring | 2472  2034 | 2328  1978 | 2040  1479 | 1634  1404 | 1547  1287 |
| *Tuition Equivalent*  Fall  Spring | $217,563  $178,992 | $225,816  $191,866 | $206,040  $149,379 | $173,204  $148,824 | $178,782  $149,344 |
| *Tech Fees Revenue Based on FTE*  Fall  Spring | $5,940  $4882 | $5580  $4752 | $4,896  $3,564 | $3,924  $3,384 | $4,458  $3,747 |
| *Lecturers Cost*  Fall  Spring | $104,522  $98,511 | $121,374  $117,813 | $105,512  $87,858 | $98,267  $79,335 | $94,887  $85,560 |
| *Total Number of Classes Taught – Live*  Fall  Spring | 26  28 | 26  26 | 24  21 | 24  21 | 29  27 |
| *Total Number of Classes Taught – Distance*  Fall  Spring | 41  51 | 51  38 | 59  58 | 63  71 | 69  69 |
| *Total Number of Classes Originated – Distance*  Fall  Spring | 5  6 | 6  6 | 5  4 | 7  5 | 5  5 |
| *Total Number of Students in Classes Originated – Distance*  Fall  Spring | 134  156 | 150  136 | 90  104 | 152  120 | 115  98 |
| *Percent Native Hawaiian Students*  Fall  Spring | 77%  79% | 76%  78% | 82%  81% | 80%  80% | 78%  78% |

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| --- | --- | --- | --- | --- | --- |
| **Efficiency Indicators** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| *Average Class Size*  Fall  Spring | 20  16 | 17  14 | 17  15 | 15  13 | 13  12 |
| *Fill Rate*  Fall  Spring | 92%  81% | 75%  68% | 68%  68% | 70%  65% | 62%  53% |
| *Faculty Student Ratio*  Fall  Spring | 3:254  3:248 | 3:262  3:237 | 3:230  3:166 | 3:195  3:171 | 3:191  3:151 |

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| **Effectiveness Indicators** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| *Successful Completion (C or Higher)*  Fall  Spring | 78%  67% | 75%  74% | 60%  62% | 63%  76% | 79%  76% |
| *Successful Completion (C or Higher)*  *Native Hawaiian Students*  Fall |  |  | 60% | 62% | 77% |
| *Persistence (Fall to Spring)* | 81% | 77% | 65% | 71% | 66% |
| *Persistence (Fall to Spring)*  *Native Hawaiian Students* |  |  | 60% | 68% | 62% |
| *Unduplicated Associated Degrees Awarded* | 20 | 19 | 23 | 16 | 14 |
| *Unduplicated Certificates Awarded* | 114 | 57 | 38 | 57 | 37 |

II. Analysis

**Program Learning Outcome**

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

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

The PLO was assessed through a set of five program goals. Each academic year, UH Maui College, Molokai (UHMC, Molokai) focused directly on one program goal based on the following timeline:

AY 10-11: Increasing the number of high school graduates applying to UHMC, Molokai

AY 11-12: Decreasing the number of students on academic warning

AY 12-13: Maintaining the level of upper division enrollment

AY 13-14: Increasing the number of students enrolled in distance education courses originating from Molokai.

AY 14-15: Increasing the number of certificates and degrees awarded over a two-year period

**Table 1: Formative Student Learning Outcomes and Program Goals**

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| --- | --- | --- | --- | --- | --- |
| **Student Learning Outcomes (SLO) and/or Program Goals** | **Examples of Achievement Indicators within each SLO** | **Mapping SLO to Activity, Course, Project, or other Initiative** | **Assessment Tool and Methods of Utilization** | **Analyzing Results** | **Plan & Implementation** |
| Program Goal 1:  Focus: AY 2010-11  To increase the number of high school graduates applying to UHMC directly from high school  SLO: Increased awareness of program options on Molokai for local high school graduates. | Continue working with Molokai High School students, parents, teachers and staff through various projects and partnerships. | Gear Up proposals will be submitted to continue outreach projects.  Weekly presence on high school campus will continue.  Advisory class presentations will be conducted. | Tool: Fall applications  Methods: Continue tracking the number of Molokai graduates applying to UHMC. | Number of high school graduates applying to UHMC:  Fall 2010: 24  Fall 2011: 33  Fall 2012: 18  Fall 2013: 21  Fall 2014: 18  Fall 2015: 16  Trends show graduating class sizes are becoming smaller which impacts the number of students applying to UHMC. | Target: +3 student increase per semester starting in Fall 2010 (24) to Fall 2011 (27) to Fall 2012 (30). |
| Comprehensive Review: UHMC, Molokai has sustained outreach efforts to Molokai High School and is actively engaged in partnership efforts to promote student success in high school and increase access to higher education. Hawaii P-20 through the Gear Up grant has continued to fund outreach efforts over the five year period being evaluated. This has provided UHMC, Molokai with the opportunity to develop programs and track different data on community needs and the impact of our various programs and events. The particular measure for this report became difficult to track as we transitioned to online applications and the Molokai campus no longer had access to complete application data. The data reflected in 2015 is based on paper applications only and cannot be verified as complete and accurate. In the future, the program will look at changing the tracking measure to ensure access to data for reporting. Rather than looking at a measure of demand (number of applications), the focus will be on student success in dual-credit programs and for first year students transitioning directly from the high school. | | | | | |
| Program Goal 2:  Focus: AY 2011-12  To decrease the percentage of students on academic warning  SLO: Increased awareness of 1) Academic warning policy and implications, (2) Resources available to keep from falling into academic warning parameters, (3) Procedure for getting out of academic warning. | Initiate a Student Success Campaign in AY 11-12 with an early warning system for at risk students and to increase the students overall knowledge of important deadlines to withdraw, etc. | High risk students will be referred to the Counselor for early intervention  Improved communication with instructors and students will increase knowledge of important dates and deadlines  Freshman Foundation (Molokai New Student Orientation) will be implemented  Perkins grant will focus on CTE student retention and persistence  Maintain peer tutoring program and supplement with volunteer tutors. | Tools: Student Needs Assessment Survey & End of Semester Enrollment Reports  Methods: Tracking percentage changes in awareness and monitoring end of semester student GPA’s. | Awareness of the academic warning policy:  AY 10-11: 59%  AY 11-12: 63%  AY 12-13: 65%  Awareness of consequences resulting from academic warning:  AY 10-11: 55%  AY 11-12: 58%  AY 12-13: 53%  This measure is no longer tracked because the academic warning policy is not being enforced at UHMC.  The average retention rate over four years:  AY 10-11: 73%  AY 11-12: 75%  AY 12-13: 61% AY 13-14: 70%  AY 14-15: 78% | Continue awareness efforts and offering support programs to ensure student success.  Student tutor and mentor programs were developed to provide additional support.  Activities specifically targeting the math lab program were implemented. |
| Comprehensive Review: Student success continues to be a major focus of the faculty, staff and lecturers at UHMC, Molokai. The program monitored retention rates (completing the semester with a GPA of 2.0 or better) as the measure for the program goal. In AY 14-15, the highest average retention rate of 78% was achieved. Molokai lecturers have been actively involved in utilizing the My Success program so the staff can provide personalized early intervention outreach for students who are at-risk. A Perkins funded Transition Support Counselor has also been able to work on improving CTE student success rates so their retention rates are at parity with Liberal Arts majors. What remains to be addressed are achievement gaps for Native Hawaiian students on Molokai. Of the students who were not retained in the Fall 2014 semester, 89% of them were Native Hawaiian. | | | | | |
| Program Goal 3: Focus: AY 2012-13  To maintain the level of upper division enrollment throughout the UH system  SLO: Understanding program options and transfer opportunities and requirements. | Steady streams of UHMC students with associate degrees matriculate to UHWO, UHH, and UHM  Continued dialog with main campus to bring UHMC upper division courses in sequence for Molokai students to earn BAS degrees | Coordinated campus visits to publicize upper division programs  Transfer workshops  Marketing efforts directed towards upper division programming  Inclusion of higher level program information and handouts at all UHMC, Molokai outreach events. | Tools: Needs assessment surveys and upper division enrollment reports by institution.  Methods: Continue tracking changes in awareness with needs assessment surveys and use enrollment reports to capture enrollment numbers by institution and program. | Awareness of bachelor and master degree offerings on Molokai increased by 22% over a five-year period.  Awareness of Upper Division Programs based on Student Needs Assessment.  AY 10-11: 44%  AY 11-12: 55%  AY 12-13: 66%  AY 13-14: 60%  AY 14-15: 66%  Unduplicated Enrollments:  Fall 10: 16  Fall 11: 18  Fall 12: 27  Fall 13: 21  Fall 14: | The number of Molokai students enrolled in upper division programming will be maintained at equal to or greater than 10 per semester.  There will be increased awareness of upper division programming and transfer options by the end of Spring 13. |
| Comprehensive Review: Awareness of bachelor and master degree programs available through distance education has risen by 22% over the five-year period being evaluated. To increase awareness, we have organized and marketed various informational sessions to encourage Molokai residents to continue beyond their associate degree. We have also extended invitations to UH Manoa, UH Hilo and UH West Oahu representatives to attend our campus events and hold face-to-face meetings with interested students. Most Molokai students are choosing to transfer to programs at UH Manoa or UH West Oahu. There has been Molokai student demand to participate in the four-year programs offered at UH Maui College, however, none of the programs have been designed for distance delivery. | | | | | |
| Program Goal 4:  Focus: AY 2013-14  To increase the number of students enrolled in distance education courses originating from Molokai.  SLO: Courses originating from Molokai are offered at a high quality standard. | The number of DE courses will continue to grow and realize high enrollment numbers each semester. | Increase distance education programming originated from Molokai on the UHMC schedule of courses.  Use various methods of distance education instruction including SkyBridge and Internet. | Tools: Enrollment reports and instructor evaluations.  Methods: Enrollment reports will be used to track the number of students. Instructor evaluations will measure the quality of instruction. | Number of classes originated via DE:  AY 10-11: 11  AY 11-12: 12  AY 12-13: 9  AY 13-14: 12  AY 14-15: 10  Number of students enrolled in DE courses:  AY 10-11: 290  AY 11-12: 286  AY 12-13: 207  AY 13-14: 272  AY 14-15: 213 | Instructor evaluations will reveal over 80% of students would recommend the class to another student by Spring 14.  Number of students enrolled in DE courses will exceed 500 by AY 13-14. |
| Comprehensive Review: UHMC, Molokai contributes to enrollment at UH Maui College in ways beyond the traditional face-to-face courses offered on-site. Over the five year period being evaluated, there has been a steady offering of distance education courses originated from the island of Molokai via Skybridge and the Internet. These courses are typically healthy in enrollment and serve students throughout Maui County and the state. There are other highly qualified lecturers on Molokai who have expressed an interest in teaching online. The number of courses we have the capacity to originate is significantly impacted by the Molokai lecturer budget and faculty workloads in the different departments. With our current allocation, is it difficult to increase the distance education capacity without affecting the number of face-to-face courses we can offer. The priority for Molokai funding will always be to service the needs of our students through face-to-face instruction where there is adequate demand. In addition, a lack of instructional faculty positions also impedes our ability to develop distance education curriculum and pedagogy to support students at all the outreach centers. This explains why the target of 500 students enrolled in distance education courses has yet to be met. | | | | | |
| Program Goal 5:  Focus: AY 2014-15  To increase the number of certificates and degrees awarded over a two-year period  SLO: Intellectual growth and building personal confidence and workforce capacity. | A ladder approach to certificates within each major ensures that students can earn a credential and build upon it towards a degree. | Schedule of classes will include more short-term certificate opportunities.  Marketing initiatives focused on earning credentials.  Growth in academic advising opportunities and avenues. | Tools: Counselor database and graduation application spreadsheet.  Method: Students are tracked in cohorts within the certificate programs. Graduation applications will be used to capture total number of graduates per semester. | Total certificates and degrees awarded per academic year.  AY 11-12: 76  AY 12-13: 61  AY 13-14: 73  AY 14-15: 51  No longer awarding Certificates of Professional Development in CTE areas resulted in a dip in the number of certificates awarded in the 14-15 AY. | Target: The projection for AY 11-12 was a 7% increase in the number of certificates/degrees awarded on Molokai (70 total).  The Molokai Commencement of 2012 included more student awardees than previous ceremonies. |
| Comprehensive Review: The majority of Molokai students are attending college part-time. In Fall 2014, 69% of the students were taking less than 12 credits, 27% were taking between 12-14 credits and only 4% were taking 15+ credits. In order to achieve a higher graduation rate in two years, more students would need to be in the 15+ credit group. This goal is particularly challenging for UHMC Molokai to address as a result course availability. Our face-to-face options are significantly less than what is available at the Kahului campus. Only students who are comfortable with the different modalities of distance education can create schedules that consist of 15 or more credits and only in certain majors. Not all programs offer adequate distance education options for our students to graduate in a timely manner. Advising students is a tremendous challenge as they often have to piece together courses from a variety of campuses and need to register early to get the courses they need. Molokai students who are able to graduate in a two year time frame need to be highly motivated, independent and resilient to accomplish this difficult task. The faculty and staff will continue to inform students of the 15 to finish campaign and encourage those who possess the skills and attributes to work towards the goal of registering for 15 credits per semester. For those needing a little more support, our strategy has been to encourage students to work towards certificates on their way towards their associate degree and develop mini-goals within their academic journey. This has worked particularly well in CTE areas where we have developed cohort models to track students on certificate paths and as a result have seen increases in student persistence (Fall 2014-Spring 2015 persistence rate for CTE majors was 76% compared with the overall student body persistence rate of 66%). This model of support can also be applied to LBRT majors if they have focus areas where they would like to earn certificates and can apply the courses to their end goal of an Associate degree. We will work in the future towards scaling this model across all majors to support persistence and program completion. | | | | | |

**Advisory Committee Update**

The UHMC, Molokai advisory committee membership was updated in 2015 to include representatives selected by the new coordinator and recommended by the Chancellor. The board now includes 13 members from various sectors in the community including; agriculture, government, health, private and public education, social services, public service and student representation.

The board gathered twice in 2015 at which time the coordinator provided program updates and solicited feedback on emerging opportunities in the community. Early college opportunities were discussed in length and there was feedback from the board encouraging the development of vocational programs for high school students. There were also discussions around current certificate opportunities and the sharing of program information within our community to boost enrollment.

The majority of meeting time was spent focused on the expansion of the current facility. The board’s primary concern was the $2.25M appropriation for expansion and the deadline to encumber the funds. A request was made to the governor to release $350,000 for planning with the understanding that the University would go back to request $3.5M for construction. The board did not support this plan and wanted the University to use the entire $2.25M that was appropriated. The coordinator will continue to provide updates to the advisory council to inform them of the status of expansion efforts.

**Changes Made to Improve Student Learning & Student Success**

The success rates in developmental math courses continue to be an area that requires monitoring. Based on the data reflected in Chart 1 below, the success rates in the Fall semesters have consistently shown improvement. The highest success rate (66%) was achieved in Fall 2014. This can be attributed to increases in math tutoring support hours, lab availability and proctoring support. Many of these support services were funded through the Muo Ae Title III program.

The same trend did not occur in the Spring semesters where we saw a significant drop in success in Spring 2015. This can be attributed to a lack of transitional support for first-time students starting in the Spring semester. To address this, UHMC, Molokai plans to institutionalize a Spring Freshman Foundation event to provide more support to incoming students and look at ways to expand the first year experience services beyond the Freshman Foundation events.

**Chart 1: Math Lab Retention**

The utilization of My Success has proven to be a helpful tool in providing support to students who are at-risk. Lecturers on Molokai have been strongly encouraged to participate in the campus-wide surveys at targeted times during the semester so staff can follow-up with students who are at-risk. The intervention strategies have ranged from direct mail and email to personalized phone calls or face-to-face appointments to guide students to tutoring services and encourage communication with their instructor to get them back on track. As a result, the retention rate for AY 14-15 was the highest it has been in the past five years at 78%.

For the first time, the Molokai program looked at data comparing the success rates of Native Hawaiian students versus the overall population. Data pulled from the past three years illustrate that achievement gaps exist for Native Hawaiians on Molokai (see Chart 2). While the achievement gaps seem small, a significant number of Native Hawaiian students are not finding success and this needs to be addressed. For example, in the 2014-2015 AY, 87% of the students who did not earn a 2.0 or better were Native Hawaiian and 78% of students who did not persist to the Spring 2015 semester were Native Hawaiian. Strategies will be deployed in the future to address these statistics and a position request has been included in this document to focus on closing the achievement gaps for Native Hawaiian students.

**Chart 2: Persistence and Retention Rates for Native Hawaiian Students**

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The faculty, staff and lecturers on Molokai work together to foster a supportive environment for students. Students have responded positively to these efforts through an annual needs assessment survey where students were asked to rate their overall level of satisfaction with UHMC, Molokai. In Spring 2015, 89% of students said they were satisfied or highly satisfied with UHMC, Molokai (see Chart 3 below). This is the highest level of satisfaction reported in the five-year period of this comprehensive review.

**Chart 3: Molokai Needs Assessment Data**

In the Spring 2015 semester, a joint functional exercise was held at UH Maui College, Molokai to assess emergency preparedness on campus. The exercise involved the simulation of a brush fire requiring an evacuation of the facility. The Molokai Fire Department and American Medical Response (AMR) team were on-site to assist with the simulation and provide guidance and assessment of emergency response protocol. The exercise concluded with an After Action Report that outlined strengths and weaknesses of the emergency response actions taken. Strategies for improvement were provided with specific action items assigned to various administrators and staff. Collectively we will work to address the action items to ensure a safe campus environment for students. Overall, the experience was very beneficial for everyone involved and has made the staff far more equipped and prepared to handle a potential emergency.

**Program SWOT Analysis**

Strengths

* $2.25 Million from the Legislature for UHMC, Molokai campus development allocated in 2013. Of the original allocation, $350,000 has been approved by the Governor for the design of phase II of the Molokai Education Center.
* Completion of UHMC, Molokai LRDP to guide campus development to 2027.
* UHMC, Molokai continues to serve a large percentage of Native Hawaiian students.
* A CTE student persistence model has been developed resulting in steady increases in the persistence rate of students for the past four years (67%, 71%, 73% and 76%). The model will now be scaled across all majors.
* Tuition revenue continuously exceeds the cost of instruction.
* The Ke Kukui Mohala program continues to be successful in helping Molokai High School students and families with post-secondary transition planning. The program’s success was highlighted at the Hawaii P-20 College, Career and Community Readiness (CCCR) Symposium in November 2013 where UHMC, Molokai was invited to share the program model.
* Enrollment management practices were institutionalized in the form of a recruitment and persistence plan that is customized each semester. The plan is developed collaboratively and includes activities, staff assignments and deadline dates.
* Scholarship Aha and Financial Aid Kickoff continued in AY 14-15 to assist current and prospective students with navigating the financial aid process and discovering scholarship opportunities.
* The college successfully leveraged external funding and formed partnerships to support outreach and program development opportunities. Organizations that we have worked with in the past year include: Gear Up, Perkins, EOC, Na Pua No’eau, Mu’o A’e, Molokai High School, Ho’okui, Kuina, Pai Ka Mana, Kahikina O Ka La, Career Link, Native Hawaiian Education Association, and QLCC.
* A student activities fee was initiated in Spring 2013 and the Molokai Student Activities Council was formed to develop on-campus activities and services. By Spring 2015, 67% of the students were satisfied with the activities and events hosted by the council and provided recommendations for activities they would like to see developed. The council also provides leadership development opportunities for students.
* The Perkins CTE Transition counselor conducted a review of CTE student transcripts in the 13-14 AY and found 41 individuals who had earned college credentials that were not posted to their STAR transcript reports. All students were contacted as a follow up and this new procedure is conducted annually to locate students who have earned credentials that are not posted.
* An $8324 ATD Innovations grant was secured to develop and teach HWST 270 online; which is a core requirement for the AA in Hawaiian Studies. The results of the grant were shared at the Hawaii Strategy Institute conference in Spring 2015. The course is sustainable and has been offered every semester since the grant award.
* Computer lab room 106 was upgraded in the summer of 2014. 25 workstations were replaced and the software was upgraded. This allows for training using current technology and prepares our students for transitioning to the workforce.
* The agriculture program hosted ornamental plant sales in May and December to raise funds for classroom supplies and increase awareness about the program.
* Personnel at UHMC, Molokai joined various campus committees including: distance learning, strategic planning, budget, student activities directors, student success, etc.
* UHMC, Molokai partnered with the Kuhao Business Center and Maui Economic Opportunity (MEO) to host the second annual Molokai Business Conference for local entrepreneurs. Fifty Molokai residents attended the event.

Weaknesses

* Difficulty pulling data specifically for Molokai and changes in program formulas made it challenging to track retention and persistence. In addition, the UH online application system does not allow for separation of Molokai applicants for data collection purposes.
* Lack of G-funded staff in an essential area such as Financial Aid must be addressed, especially considering the high percentage of Molokai students receiving financial assistance.
* Lack of faculty positions hinders our ability to develop curriculum, grow program enrollment, address instructional problems, and communicate with department chairs at the main campus.
* Inadequate facilities impede our ability to offer natural science courses, non-credit classes, develop more community partnerships, showcase the arts, etc.
* The Na Pua Noeau program only has funding through December 31 for the Molokai position. The loss of this program would cut the only college preparation program that focuses on the K-12 demographic on island.
* Overall student enrollment, FTE and SSH was the lowest in the 14-15 academic year. This trend is consistent with the enrollment decline at UH Maui college.
* Lack of transitional support programs for incoming Spring semester students has had an impact on student success.

Opportunities

* The acquired land for expansion, the completed Molokai LRDP, and the $350,000 approved for the design of phase II of the Molokai Education Center present opportunities for infrastructure development.
* The County of Maui Molokai Planning Advisory Council (MPAC) is finalizing the draft of the 2015 Molokai Community Plan. The MPAC showed overwhelming support to set aside 15 acres for the expansion the colleges’ physical facility and also included language to support focusing on Native Hawaiian achievement gaps in higher education on Molokai.
* Growth in online course demand throughout the UH system allows an opportunity for Molokai lecturers to originate distance instruction. This provides more course options for students and employment opportunities for lecturers.
* Six students are currently pursuing associate degrees in Technical Studies under the Agriculture program. This indicates demand for programs that align with workforce needs in natural resource conservation agencies.
* The early college programs currently serving Molokai High School include Early College High School, Ho’okui, Running Start and Ka Hikina O Ka La. The chart below represents data from the past three years on the number of students who participated by graduation class and the number of credits earned. We expect that demand for early college courses will continue to grow and will focus on developing models of support to ensure student success.

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| --- | --- | --- |
|  | Students Participated | Credits Earned |
| MHS Class of 2014 | 3 | 25 |
| MHS Class of 2015 | 7 | 30 |
| MHS Class of 2016 | 21 | 123\* |
| MHS Class of 2017 | 17 | 93\* |
| \*This data is based on 100% successful completion of courses by students enrolled in the Fall 2015 semester. | | |

* The courses to earn a certificate in GIS Ecosystem Management were offered through a creative hybrid instructional model to students on Molokai. Four Molokai students successfully completed the courses to earn a Certificate of Competence GIS in Ecosystem Management. Three out of the four are currently working with conservation agencies on Molokai and the fourth is pursuing a Master’s degree in Botany at the UH Manoa. This model can be applied to other certificate based programs.
* With the success of the ATD Innovations project, more opportunities will be explored to offer Hawaiian Studies courses online.
* The UHMC, Molokai website was transitioned to a newer version of Wordpress, therefore allowing for revision and upgrades.
* Steady enrollments continued in the Molokai agriculture program with student interns and mentors lending support to students/staff. Greenhouse plants are generating revenue for the program.
* Student activities funding can sustain projects aimed at student success which were previously funded through grants.
* The system-wide Math and English developmental redesign in the Fall 2016 semester presents an opportunity to shorten the pathway to degrees and the potential to improve success rates.
* The discontinuation of the Compass placement exam allows the opportunity for holistic measures that allow the college to more accurately assess college readiness.

Threats/Challenges

* The organizational structure of UHMC (and the UH system in general) with regards to Education Centers is one which begs for clarification. Without recognition in UH Board of Regents (BOR) policy, the Education Centers are non-entities. They are not stand alone campuses, not University Centers, and not recognized for their role in providing UH classes to their community of learners. An example in AY 13-14 was the confusion over who needed to approve the Molokai LRDP – the BOR, the UH President, the UHCC Vice President, or the UHMC Chancellor. The ambiguity in structure creates hardship in trying to advocate for essential resources and infrastructure development on Molokai.
* The release of the $350,000 for design of phase II of the Molokai Education Center will result in the lapse of $1.9M that was originally appropriated by the legislature. The University administration has agreed to follow up with a request for $3.5M after the design funds are encumbered.
* UHMC is perceived by the UH system to have sufficient infrastructure as a result of the completion of the Science building and 5 other facilities in the recent past. The UHMC, Molokai campus does not benefit from Kahului campus infrastructure improvements; therefore, there is still unmet need.
* Federal program guidelines for EOC limit the assistance the Molokai counselor can provide leaving gaps in service to island residents. EOC’s budgeting woes in AY 14-15 have resulted in program instability and staff hours routinely being adjusted to the detriment of students.
* The majority of face-to-face instruction occurs after 4:30pm Monday through Thursday. There is no staff or faculty position assigned to work these evening hours. The evening hours are managed by student workers. This presents a safety and security concern.
* Lack of facilities/personnel means that Molokai students do not receive a full-service college experience as do other UH students.
* The deer problem at the Molokai Farm has prohibited the instructor from doing any field production projects. Constructing a fence would be the best solution to address the problem.
* Enrollments and FTE have declined along with the rest of the UH system.

III. Action Plan

**Planned Changes to Improve Student Learning & Program Success**

*Recruitment and persistence plan*

Prior to the start of each registration period, the staff at UH Maui College, Molokai meets to outline a recruitment and persistence plan for the following semester. The plan includes a list of activities, the individuals assigned to completing the different tasks and deadline dates. The recruitment section focuses on ways to attract new students to UH Maui College, Molokai in venues such as community events, workforce presentations, high school outreach, etc. The persistence efforts involve data tracking and enrollment management practices to ensure that students are maintaining their progress toward their desired certificate or degree. The plan will be a tool that can be used continuously and provides the flexibility necessary to make changes as new priorities or areas of need emerge.

The plan was first established in Spring 2015 and has proven to be an effective model for guiding the team each semester. By putting the plan to action, the team at UHMC, Molokai was able to increase enrollment from 191 in Fall 2014 to 206 by Fall 2015. This was a significant accomplishment during a time when most other community college campuses in the UH system continued to suffer from enrollment decline.

*First Year Experience and New Student Orientation*

Currently, the Molokai program offers a new student orientation in the Fall semester called “Freshman Foundation” that aims to build a network of support for new students and provide them with basic information to promote student success. Data from 2014 illustrate the importance of this event.  Sixty two percent (62%) of freshman who attended freshman foundation persisted to the following spring.  Of the freshman who did not attend freshman foundation, only 44% persisted to the following Spring.

With the success of Freshman Foundation, there is still continued opportunity to develop a more comprehensive program to address success rates for first-time students. Improving upon first year efforts to include a Spring orientation and broader support for first year students outside of these one-time events will be a future priority. UH Maui College, Molokai has requested staff representation on the first year experience advisory council so we can work with the Kahului campus to share best practices for caring for first-time, non-traditional and returning students.

*Growth in Early College Programs*

There has been significant growth in the demand for high school students wanting to enroll in early college programs. The graduating class of 2014 earned a total of 25 credits by graduation. That number is expected to at least quintuple for the graduating class of 2016. Tracking the graduating class of 2016 will be of great importance to see the impact on these students transition to post-secondary institutions and how their participation in early college programs affects their retention and persistence. It has been rewarding to collaborate with Molokai High School on growing the program and putting the correct support mechanisms into place to ensure student success.

Molokai High School is the current recipient of an Early College High School grant which was funded by the Castle Foundation and is administered by Hawaii P-20. The program is currently in the second year of a three year grant. Data collected through the program along with a qualitative study that will be completed by Hawaii P-20, will provide information we need to assess the program and develop a sustainability model by Fall 2017.

*Lecturer Evaluations*

Lecturer evaluations are completed each semester for all lecturers on Molokai. This data is reviewed by the Molokai Coordinator and a copy is provided to the lecturer and the Vice Chancellor for Academic Affairs. If there is concern regarding the student feedback, dialogue is arranged between the three parties to address the areas of concern.

In order to strengthen the current assessment practices and to ensure the alignment of student learning outcomes in all courses, in Fall 2015, all Molokai lecturers will partake in an evaluation process that includes student evaluations, at least one peer assessment and a self-evaluation. This practice is in accordance with UHCC System Policy 9.104 and will help to strengthen the academic instruction on Molokai.

*Professional Development*

In Spring 2015 a Molokai lecturer and staff member co-hosted a distance learning professional development workshop for the UHMC campus community focused on using Weebly and Video Conferencing to Enhance Student Engagement. The workshop was one of the first professional development opportunities to be offered online. Utilizing distance education technology to support professional development is an area where UHMC can strengthen its service to the outreach sites.

In response to the lack of professional development opportunities for the faculty, staff and lecturers on Molokai, a monthly professional development workshop schedule was created. The workshops include presentations by on-site employees and also include presentations by staff and faculty from the Kahului campus. Assessment measures will be put into place to evaluate the effectiveness of the workshops and their value to the employees on Molokai. Data will be reported in future program reviews.

**Resource Implications**

*Funding for Construction – Multi-Purpose Instructional Facility, Molokai LRDP*

UH Maui College recently received the Governor’s approval to encumber $350,000 for the design of phase II of the Molokai Education Center. This was a significant triumph for the Molokai community, however, significant work still lies ahead. According to the approval memo from the governor, construction for the project is estimated at $3.5M. UH Maui College has agreed to make the expansion a priority by requesting the $3.5M for construction once the design is complete. University, campus and community support will be necessary in securing the construction funds to see the project through to completion.

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

**Distance Education Support (.5 APT Instruction and Student Support + Band Upgrade)**

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| .5 Distance Education Support Specialist, APT PBA + Upgrade Distance Education Specialist to PBB | .5 APT PBA: $19,074  Difference From Band A to B:  $8,364  Total Request: $27,438  Note: The 2010 Molokai Comprehensive program review suggested hiring an additional 1.0 APT position. The total for this position would be $38,148. The option being proposed in this document represents $10,710 in savings from the previous request. | -HITS classes are scheduled M-R 9am-9pm. Two nights per week, UH Center courses run until 10pm. There is a total of 50 hours of HITS classes per week and only one position assigned to distance education and instructional support.  -In addition to Technology & Media, the 1.0 APT position also handles all test proctoring, library and learning center functions on Molokai and hires, trains and schedules all student workers each semester. There are seven student workers in Fall 2015.  -The 1.0 position requires being on call outside of normal work hours, covering all students’ shifts, erratic scheduling, lots of comp time and flexing of work schedules.  -The 2015 UHMC, Molokai Student Needs Assessment Survey revealed 97% of our students participate in distance education courses. One position assigned to meet the needs of close to 200 distance education students is not sufficient to provide tutoring resources, instructional workshops, research assistance, proctoring support, etc.  -The demand for proctoring services has significantly increased as a result of the recommendation by WASC to require all online courses to have at least one proctored assessment each semester.  -UHMC only funds .75 of the current 1.0 APT position.  -There are 20 classes during the week offered after 4:30pm and 206 students attending these courses. There are no g-funded positions assigned to work past 4:30pm and no security guards. This presents a security and safety concern.  -The only night staff position is funded through a Perkins grant which is in its third year of funding.  -Hana, Lanai and Lahaina Education Centers are all closed at night by a staff or faculty member; sometimes along with a student worker.  -Waianae and Kona Education Centers both have security positions assigned to their sites.  -Student safety and the lack of night security/staff have been identified from the 2005 Molokai Comprehensive Program Review (10 years ago) as a priority.  Strategic Planning Alignment:  **Quality of Learning** (Obj 1, A) (Obj 3, B)  **Community Needs & Workforce Development** (Objective 3, A & B) |

**Financial Aid Support (.50 FTE)**

The changes in implementation of the EOC grant on Molokai demand a solution to the lack of Financial Aid staff on Molokai. So that the current EOC staff does not supplant a required College service, at least a half-time position is warranted based on the data below.

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| Position | Cost | Justification & Data |
| .50 Financial Aid Officer, APT PBA | Total Request: $19,074 | -In Fall 2014, 74% of total students on Molokai received Financial Aid. This compares with 55% at UHMC.  -In 2014 the EOC counselor had 290 contacts to address FAFSA, Financial Aid, Scholarship and Financial Literacy. This accounted for 59% of total appointments.  - In 2014 the EOC counselor spent 162 hours on financial aid related appointments. This accounted for 63% of her time. The length of EOC appointments for the Molokai counselor are almost double those of Kahului counselors because there is no Financial Aid office or other programs to refer students to for additional services.  -Per capita income on Molokai is $15,249 compared with $22,033 in Maui County and $21,526 statewide  -32% of the population on Molokai received food stamp benefits compared with 9.3% on Maui and 13.2% statewide  -Molokai High School is a Title I school with 69.3% of the student population on free & reduced lunch. The majority of our youth cannot access higher education without financial assistance. The school has one counseling position for grades 9-12. They rely heavily on the colleges support for college readiness and transition planning.  Strategic Planning Alignment:  **Student Success** (Objective 1, B & C)  **Community Needs & Workforce Development** (Objective 3, A & B)  **HPOKA** (Objective 1, All) |

*9 Month Hawaiian Studies/Hawaiian Language and Student Support Faculty*

A 9-month instructional faculty position in Hawaiian Language/Hawaiian Studies was first identified as a need on Molokai in 1992 (23 years ago). Each semester there are 14 or more credits taught in Hawaiian Language and Hawaiian Studies combined; and the potential and student demand for more distance learning options in this discipline. In addition to instruction, the position would also focus on closing the achievement gaps for Native Hawaiians and other underrepresented minorities in college retention and persistence rates. They would also devise strategies for working with Molokai High School to encourage greater participation by Native Hawaiian students in Early College Programs. In addition, the position would help to integrate regular cultural practices in instruction, events, programs and services on Molokai including the Freshman Foundation and first year experience programs.

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| *9 Month Hawaiian Studies/Hawaiian Language and Student Support Faculty* | Total Request: $54,084 | -60% of Molokai’s population is of Native Hawaiian ancestry compared with 23.4% in Maui County and 19.8% statewide.  -81% of the students attending UHMC, Molokai are of Native Hawaiian ancestry.  -78% of the students that did not persist from Fall 2014 - Spring 2015 were Native Hawaiian.  -87% of the students who did not successfully complete the Fall 2014 semester (less than 2.0 GPA) were Native Hawaiian.  -76.4% of the students attending Molokai High School are Native Hawaiian, while only 45% of dual credit participants are Native Hawaiian.  -20% of the Molokai lecturer budget is regularly allocated to courses in Hawaiian Studies and Hawaiian Language.  -This position has been identified as a need and requested in Molokai program review documents since 1992 (23 years).  Strategic Planning Alignment:  **Quality of Learning** (Obj 1, A) (Obj 4, E)  **Student Success** (Obj 1, A & B) (Obj 2, A)  **Community Needs & Workforce Development** (Objective 3, A & B)  **HPOKA**  (All Objectives) |

*1.0 FTE Molokai Math Faculty Position ($52,008/yr. plus fringe)*

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

UHMC, Molokai currently offers 9 credits of math each semester. In order for the position to be established, the math department would have to be willing to provide assigned time to the faculty member to offer lab hours for all math courses and to develop courses for distance education delivery. This would allow the faculty member to reach the required workload for a nine month position.

With the pending re-design for the developmental math sequence, which is anticipated to launch in Fall 2016, the present would be an ideal time for the establishment of this position on Molokai. This position has been identified in the Liberal Arts Program Review and was close to being funded in AY 12-13 but as of AY 14-15, it remains unfunded.

**Mission and Vision for UH Maui College, Molokai**

***Mission***

We are the University of Hawaii presence on Molokai providing higher education and serving our island.  We empower students to achieve their aspirations and contribute meaningfully to their families and community. University of Hawaii Maui College, Molokai offers a world of knowledge here at home.

***Vision***  
University of Hawaii Maui College, Molokai students thrive in an environment where each individual is encouraged to be the architect of their own future and is provided with the necessary support to help them achieve success. The institution plays an integral part in grooming island residents to be community managers and leaders.  Quality instruction and sufficient facilities and resources provide an educational experience in a rural, low-income area that encourages the attainment of certificates and degrees for a student population of predominately Native Hawaiian learners.  
  
University of Hawaii Maui College, Molokai focuses on addressing comprehensive island-wide educational needs.  Serving as a liaison for upper-division programming encourages students to continue their education beyond associate degree levels.  Outreach services provide opportunities for students K-12 to develop their aspirations and achieve their goals through higher education.

**Assessment Plan**

The assessment plan for UH Maui College, Molokai has been guided by recommendations made by the review committee of the 2010 Comprehensive Program Review team. Progress has been tracked annually to ensure that the recommendations that were provided are being addressed.

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| **Comprehensive Program Review Team Recommendations (2010)** | **Progress (2010-2015)** |
| Actively pursue future development of the campus as outlined in the Master Plan need for more office space and classrooms (e.g. wet lab for sciences). | -Approved Long Range Development Plan (LRDP); presented to the BOR in November 2014  -Secured $2.25M from the State of Hawaii Legislature; request for release of the funds is pending  -Received Governor’s approval to release $350,000 for the design of phase II of the Molokai Education Center. |
| Capture Molokai Campus data distinct from UHMC to more accurately reflect the activity and productivity of Molokai so that further rationale and justification can be supported by this data for facilities development and personnel/budget requests (e.g., completion rates; need for financial aid professional). | -Meeting with UH IRO to discuss possibility of Molokai specific data collection and to refine current methods of data collection and reporting.  -Data collection has increased with the support of the Institutional Support position on Molokai.  -Institutional Support and the Coordinator will work together to develop a calendar for reporting and develop data sets to track and monitor on a regular basis based on identified target areas. |
| Develop less reliance on grant funding for personnel and programs to increase consistency and continuity. | -Hired 1.0 Instructional and Academic Support Specialist using Perkins funds and continue to track data to support institutionalization of the position.  -Continue tracking financial aid demand and limitations of EOC grant to advocate additional positions for Molokai to meet student needs.  -Data has been collected to support the institutionalization of the two positions listed above, but they still lack campus and administrative support for funding. |
| Continue excellent innovative curriculum development activities to address the need for continuing professional development in health, education, and construction and help supply homegrown workforce for nursing, teaching, and green technology jobs. | -Graduated first class of 14 Therapeutic Activity Aide’s in Spring 2011.  -Solar installation certification course provided 15 students training in the sustainable living energy resources field. Four students successfully passed a national exam.  -Launched the ATS in Cultural & Natural Resource Management cohort in Fall 2012 with five majors.  -Successfully secured free round-trip airfare for nine NURS 100 students in Spring 2014 so they could complete required labs on Maui.  -Graduated four Agriculture students with Certificates in GIS Ecosystem Management. |
| Develop distance learning activities further to offer more and varied classes – originate programs from Molokai and utilize the resources you have on island (a number of retired residents with Ph.Ds.’ who want to teach). | -Number of classes originated via Distance Education:  AY 09-10: 10  AY 10-11: 11  AY 11-12: 12  AY 12-13: 9  AY 13-14: 12  AY 14-15: 10  -Received grant award to develop and implement a HWST 270 course. The course is sustainable and has been offered every semester since the grant funds were exhausted. |
| Support students in Running Start programs (currently grant funded) to increase the number of Native Hawaiian high school students enrolled in college classes. This bodes well for future college/university enrollment and supports the community. | -Continued partnership with Ho’okui program, which uses Running Start as a catalyst for preparing Native Hawaiian youth for college.  -Awarded Gear UP grant for the past five years to continue college awareness services to Molokai High School students.  -Began new partnership with Molokai High School to develop Early College High School (ECHS). The first course was offered in Summer 2015 and had 18 students enrolled and a 100% success rate. |
| Resume needs assessment activities. | -Needs assessments are administered at the end of each Spring semester. Most recent assessment took place in Spring 2015. |
| Develop an assessment/evaluation process that is reflective of the broad range of duties and responsibilities carried out by the Molokai Campus faculty and staff. | -Individual staff evaluations attempt to capture the broad scope of work each individual on Molokai performs to provide comprehensive services to our community. |
| Continue to pursue academic-industry partnerships to strengthen the pathway from higher education to employment for your graduates. | -Offered Cooperative Education classes every Spring as an initiative to bridge workforce and education.  -Developed relationships with partnering agencies who have agreed to support UHMC, Molokai interns interested in careers in agriculture and conservation.  -Engaged in a partnership with County of Maui Kuhao Business Center to enhance and showcase current business ventures to stimulate the Molokai economy.  -Modified the focus of the 15-16 Perkins grant to include transition support services for UHMC, Molokai graduates. |

**Summary**

The growth and development of programs and services on Molokai has been tremendous in the past five years. The education center has supported Molokai residents by providing access to higher education and focusing intently on supporting student success. Due to the significant growth, some of the personnel roles established are no longer sufficient, the facilities and grounds are utilized to their fullest potential, and academic program limitations exist. Current operational efficiency and program demand merit personnel and physical resource expansion on Molokai, especially in areas that are critical to student success and which are routinely provided on other campuses throughout the UH system.

Change lies ahead for UH Maui College, Molokai and for the entire community college system. In Fall 2016, some of the larger changes will include the discontinuation of the Compass placement test, restructuring of the developmental Math and English course sequences, strengthening services and programs for first-year students and revising the admissions processes. Instead of approaching such significant change with apprehension, on Molokai this period of huli presents much opportunity to assess, innovate, and improve.

The comprehensive review process has provided the program with the opportunity to assess the past and present and begin to make data-based decisions on what the future will look like. An area that will continue to need significant attention is advocacy for student equality. This includes access to instructional opportunities, student support services, infrastructure and resources for the Molokai community.

The staff will now have the ability to embark on developing a new set of five-year goals that will guide the outreach center through 2020. With great potential to develop new academic opportunities, student support programs and community outreach models, UH Maui College, Molokai will continue to contribute to the University of Hawaii in meaningful ways. Innovation will be highly encouraged and supported to develop instruction and services that address the needs of our community.