UH Maui College, Molokai

Program Review 2016/2017

I. Summative Data

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| **Demand Indicators** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| *Unduplicated Student Enrollment*  Fall  Spring | 191  151 | 206  171 | 185  151 |
| *Student Semester Hours (SSH)*  Fall  Spring | 1547  1287 | 1552  1185 | 1405  1067 |
| *Full-time Equivalent (FTE) Enrollment*  Fall  Spring | 103  86 | 103  79 | 94  71 |
| *Tuition Equivalent*  Fall  Spring | $178,782  $149,344 | $186,240  $142,200 | $177,030  $134,442 |
| *Lecturers Cost*  Fall  Spring | $94,887  $85,560 | $99,301  $88,150 | $80,572  $69,270 |
| *Total Number of Classes Taught – On-site*  Fall  Spring | 29  27 | 21  17 | 18  21 |
| *Total Number of Classes Offered – Distance*  Fall  Spring | 69  69 | 74  72 | 70  77 |
| *Total Number of Classes Originated – Distance*  Fall  Spring | 5  5 | 4  5 | 7  5 |
| *Total Number of Students in Classes Originated – Distance*  Fall  Spring | 115  98 | 92  100 | 124  107 |
| *Percent Native Hawaiian Students*  Fall  Spring | 78%  78% | 82%  81% | 83%  74% |

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| **Efficiency Indicators** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| *Average Class Size*  Fall  Spring | 13  12 | 13  12 | 17  17 |
| *Fill Rate*  Fall  Spring | 62%  53% | 61%  60% | 70%  48% |
| *Faculty Student Ratio*  Fall  Spring | 3:191  3:151 | 3:206  3:171 | 3:185  3:151 |

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| **Effectiveness Indicators** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| *Successful Completion (C or Higher)*  Fall  Spring | 79%  76% | 75%  80% | 75%  77% |
| *Successful Completion (C or Higher)*  *Native Hawaiian Students*  Fall | 77% | 73% | 80% |
| *Persistence (Fall to Spring)* | 66% | 71% | 66% |
| *Persistence (Fall to Spring)*  *Native Hawaiian Students* | 62% | 58% | 55% |
| *Associate Degrees Awarded* | 14 | 23 | 8 |
| *Certificates Awarded* | 37 | 15 | 15 |

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| **Early Admit Program Indicators** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| *SPEA Enrollment*  Fall  Spring | 14  12 | 37  51 | 54  55 |
| *Number of Credits Enrolled In*  Fall  Spring | 53  43 | 128  168 | 209  201 |
| *Successful Completion (C or Higher)*  Fall  Spring | 100%  100% | 93%  83% | 85%  92% |
| *Native Hawaiian Student Enrollment*  Fall  Spring | 57%  67% | 68%  80% | 80%  69% |
| *Successful Completion (C or Higher)-NH*  Fall  Spring | 100%  100% | 97%  70% | 73%  67% |
| *Enrollment in “Sheltered” Courses*  Fall  Spring |  | 18  31 | 27  31 |
| *Retention Rate in “Sheltered” Courses*  Fall  Spring |  | 94%  74% | 75%  94% |

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| **Upper Division Enrollment**  **(Baccalaureate, Masters, Doctoral)** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| *Enrollment by Campus*  UH Manoa  UH West Oahu  UH Maui College-ABIT  UH Hilo |  | 9  \*  5  0 | 13  16  5  0 |
| *Overall Upper Division Enrollment*  Fall |  | 14 | 34 |
| *UH IRO Data-Number of Molokai residents enrolled throughout UH system*  Fall |  | 339 | 307 |

\*Data not available.

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| **First-Year Success Rates** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| *Number of First Time Freshman*  Fall |  | 27 | 30 |
| *Enrollment Status*  Fall  Full-time  Part-Time |  | 13  14 | 15  15 |
| *Retention*  Fall |  | 52% | 53% |
| *Persistence*  Fall-Fall |  | 44% | 43% |
| *Number of First Time Freshman-Direct from HS*  Fall |  | 14 | 18 |
| *Retention*  Fall |  | 43% | 61% |
| *Persistence*  Fall-Fall |  | 57% | 50% |

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| **Developmental Courses** | **AY 14-15** | **AY 15-16** | **AY 16-17** |
| *Retention-Math 75*  Fall  Spring | 68%  10% | 52%  54% | 79%  57% |
| *Retention-Math 82*  Fall  Spring | 64%  61% | 50%  71% | 83%  40% |
| *Retention-ENG 19*  Fall |  | 50% | 75% |
| *Retention-ENG 22*  Fall  Spring |  | 50%  82% | n/a  n/a |
| *Retention ENG 90V/100*  Fall  Pass rate for ENG 90V/100  Pass rate for ENG 100 only  Spring  Pass rate for ENG 90V/100  Pass rate for ENG 100 only |  |  | 48%  48%  56%  53% |

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 Molokai staff and faculty team developed a set of five program goals. Each academic year, UH Maui College, Molokai (UHMC, Molokai) will focus directly on one program goal based on the following timeline:

AY 15-16: High School Initiatives: Early Admit & Transition Support

**AY 16-17: Develop non-credit programs.**

AY 18-19: Improve freshman persistence rates

AY 19-20: Increase professional development opportunities

AY 20-21: Initiate a vocational training program

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

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| **Program Goals** | **Mapping Program Goal to Activity, Course, Project, or other Initiative** | **Assessment Tool and Methods of Utilization** | **Analyzing Results** | **Plan & Implementation** |
| Program Goal 1:  High School Initiatives: Early Admit & Transition Support | **Early Admit**  Seek out opportunities to sustain grant based early admit programs that are successful and support statewide efforts to institutionalize these programs.  Initiate activities that prepare 8th and 9th grade students for early admit opportunities.  Collaborate with MHS Counselor to make the early admit process more efficient & streamlined.  **Transition Support:**  Develop new marketing material that is aligned with the preferences of Generation Z.  Collaborate with programs with high school youth to expand college/career transition support and workshops.  Develop regular outreach events/activities to encourage enrollment at UHMC, Molokai after graduation from MHS & Akaula. | **Early Admit**  Methods: Track “Early Admit Program Indicators” to evaluate program health and effectiveness.  **Transition Support:**  Methods:  Monitor direct from high school enrollment and the retention and persistence of these students.  Tool: Molokai Enrollment Reports | Analysis of Early Admit program indicators:  # of students enrolled Class of 2015: 14  Class of 2016: 18  Retention (First Fall): Fall 2015 43%  Fall 2016 61%  Persistence (Fall-Fall): Fall 15-16 57%  Fall 16-17 50% | Target:  -UHMC Molokai will aim to recruit 15 or more high school graduates per Fall semester.  Retention rates will be improved to 50% or higher by Fall 2016.  Persistence Rates will be improved to 60% or higher. |
| Program Goal 2:  Develop non-credit programs. | Develop a fee structure and agreement with OCET.  Seek external funding to provide scholarships to support student enrollment.  Evaluate workforce training needs that are better aligned with non-credit vs. credit.  Conduct summative assessments for each course to gauge course effectiveness and participant needs for additional training. | Methods: Meet with advisory committee and community partners to survey training needs and plan courses.  Tools: Qualitative feedback from advisory committee meeting minutes and discussions with program partners. | Spring 2017  Course Offered:  1  Number Enrolled:  9  Revenue Generated:  $1103  Participant Feedback:  Negative | Offer a minimum of one non-credit course per year (reach sufficient enrollment & generate revenue). |
| Program Goal 3: Improve freshman persistence rates. | Initiate support activities for first time freshmen from high school.  Redesign New Student Orientation activities to focus on growth mindset, culture, relevance of a college education and career and pathways exploration.  Expand “just-in-time” support videos and announcements.  Mandatory enrollment in Perkins student support program for all first time CTE students.  Mandatory initial counseling appointment to include goal setting and pathway development.  Develop summer bridge for high school students.  Monitor strategies that develop from the Student Success Committee in regards to pathways and innovative support mechanisms and programs. | Methods: Track first time freshman retention and persistence.  Methods: Track first time freshman direct from high school separately to gauge differences between traditional and non-traditional freshman.  Tools: Molokai Enrollment Report. | Number of Freshman-Classified First Time:  Fall 2015-27  Fall 2016-30  Number of Freshman-Classified First Time Direct from HS:  Fall 2015-13  Fall 2016-15  Retention:  Fall 2015-52%  Fall 2016-53%  Fall – Fall Persistence: Fall 2015-44%  Fall 2016-43% | Target: Increase freshman persistence rate to 65% by Spring 2019.  Increase direct from HS persistence rate to 50% or better by Fall 2019. |
| Program Goal 4:  Increase professional development (PD) opportunities | Develop a needs assessment for lecturers PD needs/desires and initiate a PD program based on the results.  Encourage activities that build stronger connections to departments to ensure inclusion in curriculum development and changes.  Continue monthly professional development for UHMC staff.  Initiate an evaluation process for gauging effectiveness of various PD sessions and the need for future training.  Collaborate with The Learning Center to provide training opportunities for student workers/tutors.  Center professional development around annual program goals. | Methods: Needs assessment to evaluate and analyze training needs.  Tool: Lecturer needs assessment.  Method: Track effectiveness of monthly PD sessions for staff and develop future topics based on feedback.  Tool: Evaluation Surveys of PD workshops. | Results of Lecturers Needs Assessment:  Results of Staff PD Evaluations: | Target(s) will be developed once baseline data is collected. |
| Program Goal 5:  Initiate a vocational training program | Certificate of Competence in Small Equipment Repair:  Elec 23, Maint 20/60   * Locate instructors * Identify course supply needs * Find adequate location (potentially Molokai Farm)   Develop the program so early admit students can participate  Target Native Hawaiian males and other populations underrepresented in higher education  Evaluate how Perkins resources can be leveraged to support the program. | Methods: Track number of students enrolled.  Methods: Track demographic indicators of enrollment group (age, race, gender, major)  Tool: Class List | Enrollment:  Gender Breakdown:  High School/Adult Breakdown: | Target Enrollment: 15 students  % Early Admit: 20%  % Male: 50%  % NH: 50% |

**Advisory Committee Update**

The Molokai advisory met in October 2016. This was shortly after a presentation was made to Governor David Ige. Much of what was shared with the Governor was relayed to the advisory committee. The presentation included program information and enrollment data. A specific focus was made on the growth of early admit programs and the current funding and support services available to students. The advisory committee provided supportive feedback regarding the programming currently offered.

The second part of the presentation focused on the expansion of the Molokai facility. The advisory committee expressed concerns with budgetary constraints that took the projection from a 3-bay multi-function instructional space to an open structure halau. They wanted to explore opportunities to solicit partnership funds so that the vision for the additional facility could be realized and significant cutbacks would not have to be made. The design company, KYA, has since explored other options and has found a more cost effective means of construction by pursuing a modular structure. The current facility design includes walls and partitions as originally planned.

The assistance of the advisory committee was solicited to identify local workforce and training needs suited for both credit and non-credit programs. There was a lot of excitement and positive feedback around offering vocational programs for both the adult population as well as high school students. There was also a mentioned need for QuickBooks training for small businesses and self-employed individuals. This served as the catalyst for offering our first non-credit course in QuickBooks in January 2017.

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

The goal for the program year was to develop a non-credit class. The purpose was to explore the feasibility of developing programming in the area of non-credit instruction. The pilot course served as a means to understand the protocol and system for delivering non-credit instruction in collaboration with the Office of Continuing Education and Training (OCET) department at the Kahului campus.

The course that was selected for the pilot was QuickBooks. The demand for the course was made clear after the 2016 Molokai Business Conference. Many of the conference participants noted that while the one-day workshop that they attended at the conference was helpful, there was a desire for continued training.

The conference was held in August so we had about four months to research the process and set up the course logistics for the target instructional date of January 2017. The main logistical details included hiring an instructor, pricing the course, exploring scholarship opportunities, developing marketing material, recruiting and registering students and selecting and installing software.

There were many logistical barriers that arose in the planning process. First, the original instructor was terminated which forced us to locate a new instructor. Second, there were delays in getting scholarship approvals from the Workforce Development office which created uncertainty for students interested in registering. Finally, there were troubles with the software options. QuickBooks online was originally suggested for the course by the initial instructor (who was terminated). However, midway through the course the new instructor found that this was not the best option for the students, so we quickly purchased and installed the desktop version.

Unfortunately, these obstacles influenced the quality of the class. The students rated the course and instructor poorly. One student requested a refund which was granted by OCET. Several lessons were learned through the process. First, the course should have been offered for particular level of user; beginning, intermediate or advanced. The diversity of the students created difficulty for the instructor to address each individual’s needs. Second, timing of the courses is important. The course was offered close to the start of the semester for credit classes. Having to manage credit and non-credit instruction at the same time was difficult on the staff. Summer may be a better time for non-credit programs. Third, selecting the right software for the course is of critical importance. The instructor needs to spend adequate time exploring software features before determining which one to use.

While there are continued opportunities in non-credit instruction, we have to be careful to balance what can be done well within our staffing capacity. Credit instruction continues to be the main priority for UHMC Molokai. If future non-credit courses are offered there will be careful consideration as to the potential value it adds to the program as well as if we have the staffing capacity to ensure quality course delivery.

III. Action Plan

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

A few key observations were made based on the programs data matrixes. First, it is important to note that there was a 5% decline in Fall to Spring persistence for the overall Molokai student population. Furthermore, Native Hawaiian students persisted at an even lower rate. Persistence for Native Hawaiian students was less by 10% (66% for overall student population versus 55% for Native Hawaiian students).

The achievement gap for Native Hawaiian students’ needs to be researched further to develop specific strategies to increase persistence rates. As indicated in the UH Community College’s Strategic Directions report for Fall 2017, UH Maui College did not meet its Native Hawaiian graduation benchmark. Persistence needs to be addressed first to result in better graduation rates. UHMC Molokai has requested a Hawaiian Studies Faculty position to focus on instruction and student success initiatives.

To address persistence for the overall student population, a barrier study was conducted by our CTE Transition Specialist to identify what common barriers for students exist. A plan is being developed that includes linking students to external community resources for addressing these barriers. The results of this report will be highlighted in our 17-18 program review.

Second, the number of associate degrees in the current academic year decreased. This is another area in the UH Community College’s Strategic Directions report for Fall 2017 where UH Maui College fell short of its benchmark. In Spring 2016, the Molokai program hosted its quadrennial commencement exercises. There was a large group of students in that particular year that hurried to finish their degrees and certificates so that they could participate in the commencement ceremony. Programs are now in the process of rebuilding and we are hoping to see our graduation numbers begin to rise again. Another factor impacting completion rates, is the growth in early college participation. These students are often non-degree seeking and transfer to another campus upon high school graduation. This results in a departure from UHMC without earning a credential.

Third, freshman success rates have been low and is an area of continued concern. There were no significant changes in freshman retention or persistence from last program year. We recruited a slightly larger group in this year and more of them were high school graduates. The high school graduates have been performing better than the overall freshman group. Addressing freshman success rates is our focus area for the 17-18 program year. The significant changes to our First Year Experience program will be reported in our next program review. These changes are being made with intentions to impact retention and persistence for this particular group.

Fourth, retention rates in most developmental courses on Molokai have improved. The math success rates were better and we are currently preparing for a shift in curriculum. It is difficult to compare success rates over the years when a critical variable is the curriculum and instructional methods for the courses. In the 17-18 academic year, further changes are being proposed which will affect what can be offered on Molokai. Starting Fall 2018, Molokai will focus on the non-STEM pathway courses which is Math 75X-Math 115. We are requesting that the Math department explore methods of offering Math 82 via distance delivery so STEM majors can get access to the Math 82-Math 103 option.

In English, there were also significant changes to curriculum and instructional strategies. In collaboration with the English department, we developed a 1 credit co-requisite to ENG 100 called ENG 90V. This co-requisite model replaced ENG 22 as a standalone class. Instead, students who place into ENG 22 register for ENG 90V and ENG 100 simultaneously. The results show that those in the co-requisite course are doing the same, or better that those who placed directly into ENG 100. This is promising data and we are working with the English department to institutionalize this co-requisite model.

The fifth area requiring attention is enrollment. Enrollment from last program year decreased by 21 students. As a result, we have had to get creative with our recruitment, marketing and programming. For example, in Fall 2016 the NURS 100 course was brought back to Molokai. This helped to attract 10 additional students. We also increased our outreach to Molokai High School by offering workshops entitled “Popcorn & Presentation” where we targeted seniors in high school to provide information on the opportunities at UHMC Molokai.

Finally, particular areas of highlight for the program year include increases to upper division enrollment and continued success in early admit participation. The Distance Education Coordinator on Molokai has been doing an outstanding job of sharing program and degree information from the University Center with Molokai residents. As a result, there has been an increase in the past year. Many of our staff have also been serving as role models for our community by pursing advanced degrees.

There has been continued growth and success in early admit programs on Molokai. The enrollment numbers have grown, however, more surprisingly the number of credits taken per semester has risen sharply (128 in Fall 2015 compared with 209 in Fall 2016). The retention rates for high school students is by far higher than that of the overall student population (85% in Fall compared with 75% for overall student population). Furthermore, the impact on transition to college is evident in the Hawaii P-20 College and Career Readiness Indicator (CCRI) Report for Molokai High School. College enrollment at Molokai High School has rose from 36% in 2014 to 58% in 2016 (+22%). The high school has not only met, but slightly exceeded the statewide average of college going rates in 2016. According to the CCRI report, approximately half of the students who enrolled in college from Molokai High School remained at the University of Hawaii; with the majority attending community colleges.

Early admit programs were at a critical crossroads in the 16-17 program year. In Spring 2017 the funding for the Hookui Project and the Castle Foundation grant that supported Early College High School expired. Fortunately, Molokai was awarded a Kamehameha Schools grant entitled the “Hoʻokele Project” to sustain and grow early admit opportunities. In addition, the state legislature also approved $1 mil to fund early college courses. These programs were implemented and will be reported on further in the 17-18 program year.

**Resource Implications**

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

An additional $250,000 of planning funds was requested through the University of Hawaii Community College’s minor CIP funds. The funding has been approved by the UH System Office, however, the monies are pending the Governor’s approval for release. This design phase will include drafting construction ready plans and concluding the permitting processes. The anticipated timeline is that this work will be completed in a year’s timeframe. In the 18-19 academic year, UH Maui College will request $3.5mil in construction funds to complete the project. The request will again be made through the UHCC system’s minor CIP budget.

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

**Distance Education Support**

The need for additional distance education support was satisfied through re-organization of personnel duties in the 16-17 program year. In Spring 2017, the Molokai Institutional Support (1.0 FTE, PBA) position was vacated. This vacancy created an opportunity to address the immediate priority of ensuring a staff presence after 4:30pm when the majority of our classes are held and students are on campus. The position was converted to Instructional and Student Support (1.0 FTE, PBB) and relocated from our Business and Student Support Office to The Learning Center.

This change has benefitted the program. Students and lectuers now have the support of a full-time staff member dedicated to serving their needs in the evenings. The learning center hours have been expanded to 9pm Monday through Thursday which has increased accessibility to technology and high speeed internet, tutoring, and library resources. There is also a greater sense of security with having a staff member responsible for locking the builiding up on a nightly basis. This adjustmnet has also reduced the need for other staff to work in excess of 40 hours a week and remain on-call when emergencies arise.

**Financial Aid/Student Services (1.0 FTE)**

A full time position is being requested to institutionalize services provided by the Educational Opportunity Center (EOC) grant. EOC has been servicing Molokai for over 20 years by providing admissions, scholarship and financial aid support. The services provided on Molokai, however, are heavily focused on financial aid assistance and the depth to which services are provided exceed what is expected on Maui by the Kahului counselors in the program. The justification for this is that there are no services which EOC can refer students to for follow-up.

Furthermore, the EOC grant limits who can be serviced by the program. These limitations result in a small population of students who are not able to get the help they need to access college admissions, FAFSA and financial aid services. The college can no longer rely on a grant funded program to provide services that should be institutionalized. Institutionalization of this position would ensure a commitment to providing Molokai students with the required services they need to access and pay for their higher education pursuits.

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| Position | Cost | Justification & Data |
| .50 Financial Aid Officer/Student Services APT PBA | Total Request: $42,120 | -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.  -Transition of Institutional Support position from the Business and Student Services to The Learning Center left a gap in services.  -Merging admissions and financial aid support would create a “one-stop” approach to addressing the two most critical components required for college enrollment.  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 (25 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 freshmen Welcome event 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.  -83% of the students attending UHMC, Molokai are of Native Hawaiian ancestry.  -Native Hawaiian student persistence rate was 55% in Fall 2016 compared with 66% for the overall student population.  -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.  -In the 16-17 academic year a total of 30 credits in Hawaiian Language and Hawaiian studies courses were offered.  -This position has been identified as a need and requested in Molokai program review documents since 1992 (25 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 & English Faculty Positions ($54,084/yr. plus fringe each)*

To adequately address developmental math and English 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 respective departments 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 and English each semester. In order for the position to be established, the departments would have to be willing to allow the faculty to offer courses via distance education delivery. This would allow the faculty member to reach the required workload for a nine-month position. The math position has been identified in the Liberal Arts Program Review and was close to being funded in AY 12-13 but as of AY 16-17, 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 basis for the assessment plan was historically developed based on feedback gathered from the evaluation of the program’s Comprehensive Program Review. This review was submitted in the 14-15 academic year and no evaluative materials has been provided to the program to develop assessment strategies. In lieu of this, the program has instead focused on developing more robust data tables to guide annual assessment. These data tracking tables allow the program to keep constant attention on important indicators that align with the overall campus and UHCC strategic plans.

**Summary**

The 16-17 program year brought significant programming and staff changes. Nā Pua Noʻeau closed their program on Molokai. This was the only program aimed at developing the college-going aspirations of youth in grades K-12. There has been a significant impact on the island; especially during the school breaks when the program would normally host workshops. No other program has been able to fill that gap for our community.

Two position vacancies also occurred. Our Institutional Support personnel vacated the position and our Farm Manager retired. The Institutional Support position was redescribed and as a result was not filled for six months. It took a year before the Farm Manager position was filled. During these periods, the staff at UHMC Molokai worked to cover the most critical gaps. This often resulted in working outside of normal job duties and taking on overload assignments in some situations.

In addition to being short-staffed, the growth in early admit demanded a lot of attention to get the program running and refining processes to work towards higher efficiency. There were new admissions critieria to learn, different challenges in the classroom, students support protocol adjustments, and more. This consumed a large amount of time and energy across the staff team to learn how to best support this new demographic.

All vacated positions were filled by Fall 2017 and an Early Admit Program Coordinator has been hired to manage those programs. In addition, with the loss of Nā Pua Noʻeau, we gained a full time employee under the Ka Hikina O Ka Lā program which has helped to provide early admit support and different opportunties for Native Hawaiian students currently enrolled in college.

The 17-18 program year was started on a much stronger foundation. Now that the Molokai team is fully staffed, we can begin to look criticially at our data matrixes to devise strategies to address high-need areas. Data collection will be restructured so that information is delivered on a timely basis. We have also revamped our First Year Experience program in anticipation of that being our primary area of focus in the coming year.