UHCC December 2009 Coversheet –
Annual Instructional Program Review

College:　Maui Community College

Program:　Liberal Arts

Credentials Offered	AA	AS	ATS	AAS	CA	CC	CO	ASC	
	X							X	

Program Description:　The AA degree is a two-year liberal arts degree, consisting of at least 60 credits numbered 100 level or higher, that provides students with the foundation and breadth to function successfully, both as citizens and as lifelong learners.

Program Mission Statement:　Provide students with an Associate in Arts degree and/or to prepare them for transfer to a baccalaureate degree program at a 4-year college; and to provide a sequence of English classes designed to meet the liberal arts needs of ESL students.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*

Part II.　Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*

- Number of majors dramatically increased, from 1,239 to 2,034 from F07 to F09, which is attributed to adults returning for schooling during this time of economic decline and fewer jobs.
- AA degree graduates have held steady just under 100 for the last three years and is expected to increase when the upsurge in majors earn their credits. However, many of these students, while classified as Liberal Arts, are not pursuing the AA degree and may not return to MCC when the economy rebounds. Such would negatively affect the program persistence rate, as well as the percent graduates.
- FTE has decreased slightly suggesting many more majors are enrolled part-time. As such, fewer will be able to complete an AA degree in 2 or 3 years, and any increase in credentials awarded will lag behind the enrollment increase.
- Unclassified count has declined, from 643 to 388, reflecting policy of shifting into Liberal Arts many who would have previously have Unclassified. Implication is that Liberal Arts can expect to see lower persistence and graduation rates in upcoming years from these students who may not be committed to a Liberal Arts education.
- During the last three semesters of dramatic growth, the program has sustained its efficiency in filling classes and maintaining class size.
- SSH for majors in Liberal Arts classes has increased two-fold, an accurate reflection of the recent and sharp upsurge in demand. But the volume is partially the result of students who are not committed to earning the degree, and when the economy improves are likely to pursue job opportunities and take fewer credits. At that time, SSH will drop significantly.
- Number of majors per FTE BOR appointed faculty for 2008-09 (45.5) has risen sharply due to dependence on lecturers to meet the sharp incline in majors, especially apparent in English, Math, and the Social Sciences.
- Number of Liberal Arts classes almost doubled while the number of FTE BOR appointed faculty has decreased from 35.5 to 34.6. More hiring of faculty is needed, especially as enrollments continue to rise.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*

- New AA degree was implemented and catalog modified accordingly. A cohort is on track to earn the new degree.
- New SLOs (5) were identified and added to the catalog.
- Catalog was updated to include Category Designation codes.
- MCC Foundations Board reviewed and re-certified all Foundations courses, enabling seamless transfer of credits to other colleges.
- MCC Foundations Board approved 5 additional courses to meet the hallmarks for Foundations:
- Program completed its portfolio and was incorporated into the UH multi-campus HAP Board.

Part III. Action Plan

- Pay particular attention to filling positions in the social sciences, English, and math.
- Develop competencies to align with AA degree SLOs and publish these in the next catalog.
- Clarify SLO requirements for lab courses in the Environmental Awareness category.
- Supply better options to satisfy the Information Retrieval requirement (credit by exam, self-paced delivery, or expanded offerings).
- Add Diversification codes to the next catalog.
- Find a way to track graduates and transferees to institutions outside the UH system.
- Develop a method to distinguish and track the three categories of Liberal Arts students (degree-seeking, transfer, life-long learner), to improve the accuracy of statistical evaluation.
- Continue to discuss the possibility of creating a more specific, limited AA program within the broad area of general education for those pursuing the degree vis-à-vis lifelong learners or those intending to transfer.
- Continue the appointment and support of a liberal arts coordinator.
- Support the continuing implementation of the AA degree through information sessions for faculty, staff, and students.
- Support the counseling department needs for resources to serve the large student population earning the AA degree.
- Involve more faculty in the volunteer faculty advising initiative.
- Support efforts to identify and schedule classes that are graduation requirements for individual students.

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

- Obtain full-time, tenure-track faculty positions in the following under-staffed areas: English and math – due to increases in liberal arts majors and in CTE areas supported by Liberal Arts; geography/GIS, sociology, political science – critical curricular areas currently unsupported by BOR appointed faculty.
- Support increased counseling services for transcript evaluation, recruitment/transfer, career counseling, and general counseling. There is also need for a counseling services director.
- Secure assigned time for the liberal arts coordinator.
- Request office space, equipment/technology, library resources, staff development opportunities, clerical support, and funds for curriculum/course development, classroom equipment, and security.

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

College: Maui Community College

Program: Accounting (ACC)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X				

Program Description: The Accounting program is designed to prepare students for entry-level positions in the accounting profession within government and private business as an Account Clerk or Accounting Assistant with completion of the CA and as a Bookkeeper with completion of the AAS degree.

Program Mission Statement: The mission of the Accounting Program at Maui Community College (MCC) is to prepare graduates to be productive professionals who can make responsible business decisions in a changing global environment.

OVERALL PROGRAM HEALTH (check one)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths
- Program continues to be viable and marketable with high student demand, an increase by 38 percent in majors in the past 5 years, and an 80 percent fill rate for F07 realized by offering fewer classes and allowing over-enrolled classes.
- High percentage of majors (100%) successfully completed their academic skills and vocational courses with a C or better, as seen by Perkins 1P2.
- The standards for Academic Achievement are no longer available, however, 1P2 standards are 100 percent. The program exceeded the latter standard in each of these achievements.
- Program continues to train students who become employed in a related field or transfer to a 4-year institution.
- Courses are offered via multiple distance education modes, increasing SSH by making the program accessible statewide, especially to those at Molokai, Lana, and Hana, and to those with conflicting work schedules.
- Program has offered appropriate courses to enable students to continue through the program, both during the day as well as evening hours.
- Faculty members have varied strengths and provide expertise in all classes in the curriculum.
- Program has been articulated with the UH-West Oahu BA in Business Administration offered in Maui County.
- Participating in assessment workshops has enhanced retention by enabling clearer definition of goals.
- Advisory Board is very supportive and helpful with curriculum and program outcomes.

Challenges
- Competition with baccalaureate programs on Maui has drawn off students seeking degrees beyond the AAS.
- Economic realities of living in Hawaii mean students have difficulty getting time off from work to attend classes. They enroll in fewer credits each term and take longer to graduate, thereby negatively affecting persistence and completions.
- Students tend to enroll in accounting courses for the job skills and are not degree-seeking.
- Job market does not value an AAS degree.
- Retention and persistence is affected by the rigor of accounting courses compared to other business courses, despite efforts at SLOs, tutoring, and flexibility in scheduling exams and assignments.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
- Program assessment has been implemented. Program map is developed and utilized to assess coverage of SLOs. For 3 years a scoring rubric was used in ACC 132 to assess attainment of SLOs. As a result of the data, SLOs were rewritten.
- ACC 132 prerequisites were changed through the curriculum process as a result of SLO assessment data.

Part III. Action Plan

- Focus on retention and persistence without sacrificing rigor by participating in program advising and assessment.
- Continue the work on assessment by developing specified rubrics and collecting evidence
- Meet industry and student needs by continuing to evaluate and enhance curriculum: attend PCC meetings on systemwide PLOs and SLOs, continue to articulate with 4-year colleges to facilitate transfer, finalize the MauCC/UHWO agreement, continue to examine and use new software and general ledger packages, and update the QuickBooks® software on an annual basis.
- Work with the Advisory Board to market the program by developing a formal marketing plan.
- Continue offering program courses in the evening to meet needs of the employed community – minimum of two/term.

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

- Hire at least one new tenured-track faculty, as the program grows,
- Maintain Transitional Specialist position to assist with recruitment and retention, especially making community contacts.
- Purchase elmos, projectors, computers, and software for classrooms and faculty offices to provide relevant education.

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Applied Business & Information Technology (ABIT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	BAS	
									X	

Program Description: Applied Business & Information Technology combines a curriculum including business, information technology, and liberal arts that emphasizes entrepreneurship and small-to-medium sized business management.

Program Mission Statement: The mission of the ABIT program is to prepare graduates to be productive professionals who can make responsible business decisions and use information technology wisely in a changing world.

OVERALL PROGRAM HEALTH (check one)		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
- Statistics on demand to fill new and replacement positions offered an encouraging forecast for potential students: number of projected jobs increased from 9 to 25 on Maui alone.
- Demand from students decreased in F08, when major count went down from 45 to 32. The drop can be attributed to the time it takes for a new lower division aspirant to reach the level of a declared major. Due to international financial uncertainty, the college witnessed an unprecedented enrollment increase. It will take approximately 2 years before these numbers are reflected in the ABIT program
- Efficiency has increased, as seen by average class size of 11.9 from the previous 8.6. Class fill rate was relatively low at 36 percent, but has increased to 49 percent.
- Persistence of majors from 80 percent (2007) to this year's 91.8 percent is a welcome indicator of increasing strength in counseling, teaching, and recruitment support services.
- Course completion rate of 91 percent is a marked improvement compared to the previous 87.2 percent.
- In summary, the rate of program growth and strength is dependent on effective recruitment in county and state, on the mainland, and internationally.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
- Program curriculum was approved by ABIT Committee and BSH department, and returned by Curriculum Committee for clarification. Plans are to resubmit, reducing requirements from 127 to 120 credits, eliminating BUS 301 orientation course, and converting BUS 120 from a required lower division course to an elective.
- Previously negotiated agreements with West Oahu, Manoa, and Hilo went into effect, to satisfy their requirements with ABIT courses. West Oahu students primarily did this. Articulation is planned for new courses (ENG 377, BUS 420).
- Regarding articulation with lower division UHCCs, an agreement with KauCC has concluded to facilitate entry of their BTEC graduates into ABIT.
- Active mainland and international recruitment is stalled because the college name change did not occur. Other recruitment took place at KapCC and LeeCC by teaching distance classes, visiting KauCC College Transfer Fair, sending over 155,000 e-mails via LinkedIn and Facebook, participating in Hawaii Angels (venture capital) and Tech Hui (entrepreneurial association). With limited staffing these efforts may take some time to show "fruits."
- Name change was conditional on a 2nd BAS program. Approval of BAS in applied engineering triggered the change from WASC junior to senior commission. It is anticipated the MCC administration will act on the name change in 2009-10.
- Alternative entry tracks were explored: reducing number of required entry courses and converting some to electives. Major campaign is planned to attract liberal arts and undecided majors. Expanded distance offerings were accomplished with online MKT 400 and BUS 301. Additional ICS and humanities courses are anticipated F10.
- Software, hardware, and subscription purchases were: Adobe Creative Suite 4, Microsoft Office 2007, CAMTASIA,

SNAGIT, Presentation Pro; 3 desktop computers, 3 backup drives; and Marketing Pro and Clipart subscriptions.
- Work with other programs to create a better interface with ABIT was achieved with BUSC; BTEC in discussions about needed curriculum changes. It appears ECET students entering ABIT would need a year of remedial work.
- Communicate ABIT needs to campus IT services was achieved: Computing Services supports ABIT e-commerce server; ABIT student was hired in bringing up the new ABIT server and creating accounts/backups; new computers were installed for KAA 219 and its software installed as well in TLC and KLMA Computer Lab for students to work on projects outside of class. Tutoring was limited by lack of students with sufficient expertise to tutor others.

Part III. Action Plan

- ABIT Committee has served its purpose and will be disbanded. The program will function in concert with other baccalaureate programs.
- Address issues raised by the Curriculum Committee in its first review of program changes.
- Examine administrative structure that ABIT is housed, perhaps engaging with other emerging baccalaureate environment.
- Continue to recruit to bolster the ranks of the students at: student fairs, student orientations, high schools, county organizations and agencies, media, other UHCC, and to MauCC liberal arts majors.
- Continue applied research obligations with emphasis on practical outcomes that benefit the community, county, or state.
- Apply for change of program status from provisional to permanent
- Support the name change of the college from Maui Community College to UH Maui, in keeping with the evolving mission of the college and its accreditation transfer from the WASC junior to senior commission.
- Continue to serve as entrepreneurship and management community consultant to various community groups, e.g., Center of Excellence in Aging with Aloha.
- Explore use of more online courses to enable access to a larger student universe.
- Prepare an annual budget that reflects the desire to distribute laptop computers to all ABIT students.
- Enlarge the pool of adjunct lecturers to be ready to cope with increasing enrollments envisioned in the next 24 months.
- Fund and develop an alumni-tracking software. After testing, the software will be made available to the rest of the college for use in tracking alumni of other programs.
- Aggressively pursue the use of all available modalities for advising students into appropriate course placement, insuring their persistence in the program, and consistently tracking their progress.
- Demonstrate the fruits of applied research and present updates to the community in college and public forums, contingent on approval of research projects by the Research Committee.
- Continue pursuit of offering an Advanced Entrepreneurship and Advanced IT certificate to provide opportunities to increase entrepreneurial skills, targeting professionals in accounting, medicine, dentistry, engineering, and architecture.
- Further develop Advisory Board membership and integrate their advice and support into the program's mission.
- Budget and fund the ABIT Study Center in Ka Lama so as to provide equipment and furniture for use by ABIT project groups and other 4-year baccalaureate students.

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

- Employ 2 students to assist in student recruitment, data mining, information analysis, query tracking, server maintenance.
- Purchase hardware: ABIT backup server, new laptops for ABIT portable projector.
- Costs to refurbish Cyber Café for ABIT use.
- Purchase miscellaneous supplies: annual subscriptions and memberships, research and library books, videos, office supplies, brochures.
- Fund conferences and Faculty Development: Seminars in Assessment and Accreditation, Hawaii International Business Conference, NYU Conference
- Cover marketing expenses: Purchased Research, Travel/Fair Participation in Neighbor Islands
- Instructional Services: lecturers Faculty Research Costs ABIT Clerical Support Student manpower (tracking ABIT graduates)

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Business Careers (BUSC)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X		X		

Program Description: The Business Careers program provides learning designed for those who wish to acquire or upgrade skills and knowledge in business, communication, writing, and mathematics. The AAS is articulated with the UH West Oahu BABA offered in Maui County and as the first two years for the ABIT Bachelor's degree at MCC.

Program Mission Statement: The Business Careers program provides quality credit instruction to students and business professionals who wish an affordable education in a supportive environment. The program provides the first two years of a business education that can be used to enhance career possibilities and as a springboard for additional education.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
- Strong continual growth in majors.
- Most majors end up working in business.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
- Last year we added the STAR system to improve counseling for majors.

Part III. Action Plan
- Hire another full-time faculty.

Part IV. Resource Implications *(physical, human, financial)*
- Hire another full-time faculty.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php

U HCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Business Technology (BTEC)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

Program Description: The Business Technology career ladder is competency based and focuses on the skills, knowledge, and attitudes needed to prepare for office positions in government or industry.

Program Mission Statement: The Business Technology program envisions an international state-of-the-art technological curriculum that meets current and emerging Maui County education and computer training needs through innovative, high quality programs offered in motivating learning environments.

OVERALL PROGRAM HEALTH (check one)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths
- Students are able to attain a high level of academic achievement.
- Students receive a high level of support in academic advising and job placement.
- Graduates succeed in a variety of occupations that would be unavailable to them without the program.
- Graduates are able to fill jobs that are in high demand in both governmental and private sectors.
- Some graduates are going on to pursue 4-year degrees.
- Program enjoys significant recognition and support from the community and industries.
- Curriculum is well designed, efficient, and meets student needs in nearly all areas.
- Program enjoys good prospects for student recruitment and future growth.
- Program is seamlessly articulated with all UHCC Business Technology programs.
- Effective procedures for ongoing assessment of student learning have been adopted.
- Availability of coursework through distance education has significantly increased.
- Program has kept pace with rapid change in computer hardware and software currently used by mainstream business.

Challenges
- Program is facing a serious reduction in participation by full-time BOR faculty.
- Specializations in the last AAS semester have led to a persistent problem of low-enrolled and cancelled classes.
- Program needs to improve the rate of persistence for both entering students and those nearing completion of the degree.
- Number of certificates and degrees awarded needs to be raised, as well as student and employer awareness of the importance of such degrees.
- Contact with graduates after they enter the workforce needs heightening.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
- Curriculum revisions were approved and implemented to provide more flexibility in Specialties.
- Significant progress was made on Assessment, including assessing SLOs and reporting results in at least one contract renewal and reviewing CCOWIQ grids and SLOs as an on-going activity.
- Fill BOR faculty position to replace Sum09 retiree was started in F09.
- Remove BUSN122 as a required course was completed.
- Minor curriculum changes requested by the PCC in F08 were completed.
- Contacting near completers resulted in one student returning to continue working on a degree.
- At staff meetings, discussing student concerns to take into account in decision-making was implemented.
- Participate in venues for student recruitment was incorporated into responsibilities of the transition specialist.

- Some progress was made at creating an alumni group, including the Facebook website to contact alumni.
- Advisory Committee plans were completed, including scheduling regular meetings covering curriculum actions, assessment results and progress, and review of SLOs.
- Development of new online classes made significant progress.
- Funding was secured for the Adobe Creative Suite software needed for BUSN 157.
- Funding for new computers in KLMA 207 was completed.

Part III. Action Plan

- Hire full-time BOR faculty member to replace retiree.
- Complete curriculum revisions to provide more flexibility to students in the Legal Office specialty.
- Design and produce a brochure outlining options for completing some degree requirements through distance education.
- Design and produce a document to facilitate transfer to ABIT or to Business Administration at West Oahu
- Establish a regular procedure to contact majors who will qualify for a certificate/degree at the end of each semester, encouraging them to apply early for their credential.
- Encourage former students near graduation to complete their degree.
- At regular staff meetings, continue to discuss student concerns to take into account in decision-making.
- Update program webpages utilizing the systemwide template and reflecting in-process curriculum changes.
- Continue to explore creating an alumni group.
- Take assessment to the next level: utilize the rubric in Sp10 BUSN 292 class, include additional PLOs, review recent information, set up a confidential storage procedure for portfolios, review and improve CCOWIQ ratings for each class.
- For courses subject to the 5-year review, by October 2010 update CCOWIQ grids, SLOs, and course outlines for compliance with current standards; process curriculum actions as needed.
- Continue to develop new online classes and improve online delivery methods.
- Obtain funding for the purchase and installation of a projector, Elmo, and new computers for KLMA 201.

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

- Hire BOR faculty member to replace retiree.
- Produce a brochure outlining how majors can complete some degree requirements through distance education.
- Purchase and install new computers, a projector, and an Elmo for Ka Lama.201 (supported through technology fees?).
- Funding initial set up of an alumni group, to be later sustained by fundraisers and donations.
- Advisory Committee meetings small incidental costs.

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Culinary Arts (FSER, CULN)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

Program Description: The Culinary Arts career ladder program is based on three levels of competencies offered in three specialty areas: Culinary Arts, Baking, and Restaurant Supervision.

Program Mission Statement: The Culinary Arts program of Maui Community College envisions itself as a world-class culinary arts training center for the State of Hawaii.

OVERALL PROGRAM HEALTH (check one)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

- Interest in the culinary profession is staggering, augmented by TV food shows, aging population focus on food selection for wellness, tourist interests in cultural food traditions, and support for preparing farm fresh products. Maui's continuing designation as *Best Island in the World* provides substantial marketability for its restaurant industry.
- Goals of students vary. A significant number come with remedial background. Increasingly, students come with advanced degrees in various fields and take culinary and baking classes for professional or self-development. This new student dynamic has created a charmed sense of competition where academic achievement is valued, leadership encouraged, skill appreciated, and determination rewarded.
- Under the slowing economy, more students realize the importance of a degree to secure job placement.
- Classes that enroll less than 10 students increased slightly, although the fill rate remained consistent around 83 percent, pointing to a need to continue marketing efforts.
- Certificates awarded grew immensely (372) from only 48 in 2006, due to a new tracking procedure developed by culinary-assigned counselor and Perkins-funded retention specialist.
- Perkins numbers, on the whole, are above the standards set.
- We believe our curriculum, faculty, and their ability to teach, especially as they relate to student successes, to be our greatest strength.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

- Program name change to Culinary Arts was completed, with competencies in all classes moved to the 100-level consistent with the UHCC articulation agreement.
- Industry validation was realized through assessment of SLOs and capstone experiences.
- Program streamlined assistance for students via the New Student Orientation early registration, Culinary Arts student orientation, culinary career shadowing, Paina Experience Tours, and the First Six Graduation Ceremony.
- Program is committed to actively encourage and assist graduates to apply for national sanitation and safety certification through the National Restaurant Association's ServSafe® Training and Certification program.
- 71 majors benefited from the Netbook pilot initiative for improving outcomes, via a $1.5 million donation to MCC.
- Credit offerings have been expanded into the evening hours.
- Services are expanding on Saturday mornings to support the community Swap Meet.
- Program received RDP funding to provide Culinary Boot Camp classes to the island of Lanai.
- Product development activities applied student innovation in products including Ono Gelato Company, Wailua Chocolate Company, and Old Lahaina Luau.
- Program initiated the Culinary Arts Gourmet Travel Club that has enabled students to visit Napa Valley.
- Vacuum pack food storage system was purchased to extend product shelf life and introduce students to the new packing technology.

- Captains of Industry Mentorship was developed where 2nd semester students interview and shadow an industry mentor to gain insights into career pathways.
- Maui Culinary Academy released its first-ever cookbook *Taste of Maui*, a diverse collection of 130 recipes from chef instructors, graduates, and friends of the program.
- Perkins and program funds were used to provide an intensive 5-day workshop in the art of sous vide technology, which will be incorporated into daily kitchen labs and tied to cost control.

Part III. Action Plan
New Strategies to Improve Major Counts
- Issue program certificates consistently.
- Ensure students in program classes are properly classified as majors.
- Increase scholarships/financial aids programs.
- Secure grant funding to advance R&D activities for students.
- Develop online/hybrid delivery for applicable classes via Perkins funding to reduce student travel to campus.
- Work with industry to further develop summer internship opportunities.
- Expand non-credit course offerings to community and visiting tourists.
- Expand industry validation of program SLOs through increased capstone experiences.
- Expand partnerships with Workforce Development and Corrections to connect educational opportunities.
- Investigate Furlough Friday enhancement programs for DOE food service instructors.

Strategies to Improve Efficiency
- Increase formal visits to industry to view best practices.
- Analyze data from Student Satisfaction Surveys each semester.
- Develop Summer Pre-Culinary Training program.
- Seek Perkins funding for program re-mapping activities to improve efficiency by offering year-round programming.

Strategies to Improve Effectiveness
- Continue to utilize Student Learning Center.
- Continue to use math tutors in MATH 50H.
- Review CULN 293v employer evaluations to determine student work readiness.
- Work with institutional researcher to refine data required for reports.
- Continue work with assessment of program and class SLOs.
- Continue to build on faculty strengths in networking with industry and developing partnerships with the community.
- Continue to pursue technology resources to enhance teaching and student experiences through Perkins opportunities.
- Continue to track student success in program gatekeeper courses. Address issues to improve retention and persistence.

Part IV. Resource Implications *(physical, human, financial)*
- Capital for repair and maintenance of kitchen equipment, refrigeration units, furniture, floors, walls, light fixtures, point of sales systems, classroom computers, and miscellaneous other costs associated with the facility and its high use.
- Establish a line item budget for R&M cost over the next five years.
- Complete the energy audit for exhaust hoods, refrigeration units, lighting, and A/C to decrease energy cost.
- Hire staff to support enrollment growth including clerical support, new lecturers to teach additional courses in a non-credit/ professional development format, a 1.0 APT, conversion of 3 full-time lectureships to 3 non-tenure track full-time positions to lend greater stability.
- Re-instate Perkins retention and recruitment specialist.
- Initiate a casual hire position for development of non-credit and short-term industry based training classes, credit based evening offerings, and operational food production needs
- Enhance operations through the managed services of Sodexo: purchasing of supplies, operating hours, profitability, productivity, and marketing.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Hospitality & Tourism (HOST)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

Program Description: The Hospitality & Tourism program focuses on developing the skills, knowledge, and attitudes needed for success in the hospitality industry, including small or large hotels, food establishments, and other sites in the visitor industry. Students may earn certification provided by the American Hotel & Lodging Association (AH&LA) in selected Hospitality & Tourism courses.

Program Mission Statement: The Hospitality & Tourism program envisions a world-class program that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The program empowers students to achieve their highest potential as informed, responsible, and productive members of our island, national, and global societies.

OVERALL PROGRAM HEALTH (check one)		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
- Employment demand is high. Tourism is the chief generator of employment in the state. In Maui County, 45 percent of all jobs are visitor related.
- Downward trend in program efficiency is directly related to limited growth of majors. Recruiting had focused on high school students. Now in place are more aggressive recruiting efforts targeting a wider audience; and through a Perkins grant a Transition Specialist was hired in F08.
- The 3 percent increase in persistence is attributed to group advising sessions and early intervention strategies implemented by faculty, counselor, and Transition Specialist. .
- Job placement is high, with 4 of 5 recent graduates employed in a hospitality-related field.
- Advisory committee members validated all program learning outcomes in Sp09, and in response to their feedback curriculum continues to be modified.
- Work has begun in preparing a preliminary report for program accreditation through the Accreditation Commission for Programs in Hospitality Administration (ACPHA).
- Internship/practicum component is integrated in the curriculum: 450 hours of related work is required for the AAS degree; site visits are incorporated in all classes; and industry leaders serve as guest speakers – giving students the opportunity to experience firsthand the complexity of managing a hotel.
- Selected courses are tied to industry certification through the American Hotel & Lodging Association curriculum.
- Advisory committee has played in an integral role in curriculum as well as resource development.
- Curriculum includes partnerships with the Maui Hotel & Lodging Association as well as hotels in the community. Students assist in hotel/community events (e.g., Kupuna Dinner, Sheraton Maui) and work with industry leaders in completing capstone course projects, allowing students to begin networking early in their hospitality career.
- All HOST program courses have SLOs linked to course content requirements. An assessment project has lead to developing more robust SLOs (2-3 robust SLOs instead of 19) and expanding assessment tools (e.g., individual/group projects, portfolio, written reflections, article analysis).

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
- A second full-time faculty member was hired to expanded offerings.
- Hospitality Law (HOST 260) was initiated online. More online courses are planned to capture students unable to attend day classes on the Kahului campus.
- PCC modified the articulation agreement. Campuses will submit curriculum changes by F09.

- MCC Hospitality Club, Hui Ho`okipa, was formed to provide networking opportunities for students with hospitality and tourism leaders. Club members participated in community service and fundraising activities.
- Program orientation was held in Sp09 in collaboration with business technology and accounting. Although attendance was minimal due to several factors, orientation sessions will be scheduled for subsequent semesters to familiarize students with program and college requirements.
- Vacancy of Hale Haumana in F08 presents a potential 12-unit authentic teaching lab. Advisory committee is committed to providing leadership to bring the project to fruition, and industry leaders have already committed numerous resources and worked on preliminary plans.
- Faculty and student exchange occurred in F08. Vice Chancellor visited institutions in China to explore expanding the program. A Memorandum of Agreement is proposed with two universities indicating interest.

Part III. Action Plan

- Collaborate with Workforce Readiness to identify additional internship sites for majors.
- Re-evaluate requirements for program certificates to ensure alignment with workforce standards.
- Create a plan with the Lahaina Ed Center on how best to serve the training/education needs of students and industry professionals on the west side.
- Continue discussions to develop credit/non-credit certification courses.
- Apply for accreditation in F09. Compile self study by F09, review by HOST advisory committee in Sp10, and submit report by June/July 2010.
- Work collaboratively with the transition specialist to represent HOST in collegewide recruitment efforts.
- Track progress of all HOST students by the end of F09.
- Enhance HOST website with updated program information and install an interactive graduate site for networking.
- Develop a Memorandum of Agreement between program and Shanghai Normal University.
- Work through county processes to establish Hale Haumana as a teaching laboratory.
- Continue work with the Advisory Committee on building design and securing resources for Hale Haumana project.

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

- Brochures, DVD presentation, and a HOST webpage for marketing and recruitment.
- Professional development conferences and seminars to enhance instructional delivery, and memberships in hospitality-related organizations.
- Videos, DVDs and other Instructional Resources to supplement instructional delivery; including subscriptions to HOST-related publications.

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Administration of Justice (AJ)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X		X		

Program Description: The Administration of Justice program provides general academic knowledge and theory pertaining to the criminal justice system, and meets the pre-service and in-service needs of those in law enforcement, private security, and other fields related to administration of justice.

Program Mission Statement: The Administration of Justice program is a learner-centered program that prepares students to work in the criminal justice system; to meet pre-service needs of those preparing for careers in law enforcement, private security, or other fields related to administration of justice; and to meet various in-service educational and training needs of professionals in the administration of justice field.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
- EMSI data supports that the current and future job market for AJ related careers is extremely promising.
- Number of declared majors has risen, from 22 to 32.
- Fill rate (along with class size) has shown an increase, from 54 to 64 percent.
- Persistence tends to fluctuate, from 82 to 50 percent, based on trends in the economy and career field
- There is inconsistency in the number of degrees/certificates awarded in data provided by Star and Program Review.
- According to the Perkins IV Core Indicators, the program has maintained or improved performance in almost all areas, with goals for 5 of the 6 indicators either met or exceeded (exception: 2P1).

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
- Maui Police Department has expressed an interest in having cadets finish the program and move directly into MPD without taking the civil service test.
- Advisory Committee has reviewed and validated program SLOs to current industry standards and practices.

Part III. Action Plan
- Actively promote the program and increase the number of declared majors by 50 percent.
- Increase total number of degrees and certificates granted by the program.
- Address retention and persistence issues to minimize students leaving the program without clear educational goals.
- Develop a comprehensive system of assessment to further align campus, course, and student learning outcomes.
- Develop curriculum that can translate into effective distance and online-based courses.
- Articulate with Bachelor degree in Criminal Justice at Chaminade University of Honolulu.

Part IV. Resource Implications *(physical, human, financial)*
- The AJ coordinator position is on a non-tenure basis that draws from the department's lectureship funds and curtails the availability of other lecturer-taught classes.
- Course instruction is supplemented by the addition of one to two lecturers per semester.
- Additional equipment, teaching materials, visual aids, supplies, and services have not been purchased for several years in an attempt to exhaust previously accumulated supplies.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Human Services (HSER)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
		X			X	X	X		

Program Description: The Human Services program is designed to prepare students to work with people of all ages. The curriculum is organized around a core of courses that provide skills and knowledge needed by human service workers.

Program Mission Statement: The Human Services program is a learner-centered program that prepares students to work in human services and/or early childhood education. It also provides professional development opportunities for those currently working in human services or early childhood education.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
- Program offers 3 different AS degrees – general, substance abuse, and early childhood education.
- Data from Hiwi.org and Maui News Sunday ads (8/08-7/09) show a strong demand for both the HSER and ECE degrees.
- A challenge is that goals of students vary. A significant number come with advanced degrees and take classes for professional development.   "Super waivered" individuals are hired by DHS as long as they work toward qualifications for the job – some pursue an associate while others already have a BA (or higher) and work on the 12 credits in early childhood needed to meet licensing regulations.
- A new demand is ARRA funding for Head Start and Early Head Start staff, who must meet higher staff qualifications set in the reauthorization of Head Start.
- Class fill rates rose to 69 percent (from 64 percent in F07).
- Persistence of majors from fall to spring (66%) is affected by so many majors coming for professional development or for substance abuse counseling courses, who may meet their goal with just 1-3 classes.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
- New Early Childhood Option I Certificate of Completion acknowledges the 12 credits in ECE that someone with a BA in a field other than ECE/Child Development/Elementary Education needs to qualify as a preschool teacher in Hawaii.
- First hybrid Internet class, ED/FAMR 140–Guidance of Children in Groups, was offered.
- Building on the strengths of faculty in professionalism and partnerships: Many involvements were cited.
- Assessment is an ongoing progress. Full report is attached to program review document.
- Toward advanced degrees for Maui County students, BSW is tentatively to be offered by UHM beginning F11. Articulation agreement with UHM College of Education is currently being signed, allowing students with the HSER AS with ECE specialization from 2006 on to qualify more easily for the UHM BEd Early Childhood specialization.
- Regarding work with institutional researcher to refine data required for report, IR on the whole has been able to provide more data in more accessible formats this year.

Part III. Action Plan
- Gain Board of Regents approval to separate ECE from HSER.
- Develop Authorization to Plan for a proposed Bachelor in Applied Human Services.
- Assure that majors are classified as such, by completing the Change of Information form.
- Expand offerings to meet community need on the human services side of the program (e.g., HSER 10 – Health Navigator.
- Engage in P3 grant to the UHCC to develop online/hybrid versions of 10 common core courses
- Recruitment efforts will continue: with letters sent each semester to human services agencies and early childhood programs, and brochures/flyers made available at community events.

- ECE hopes to see better class fill rates with the online courses.
- Program will track students who qualify for certificates and encourage students to apply for the certificates.
- Faculty will continue to collect student data on goals through the student information sheet.
- Faculty will continue to provide academic advising for students.

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

- Faculty Hale could use a facelift, as its paint is peeling. Replacement of louvers with glass windows may minimize dust and provide a cleaner look. :
- Office space is at a premium in the Faculty Hale and needed for lecturers – there is no open office, and several offices are shared.
- As online courses are developed and delivered, instructors require updated computers. One ECE faculty needs a laptop.

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Allied Health – Nursing Career Ladder (ANURS, PNURS)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
		X			X	X	X		

Program Description: Graduates with the CA are prepared to work as a Practical Nurse under the supervision of a registered nurse or a physician, while AS graduates are prepared to work in beginning level positions as a Registered Nurse, in hospitals, extended care facilities, private nursing agencies, home health agencies, clinics, and physician offices.

Program Mission Statement: The Nursing program is committed to providing an educationally sound, comprehensive program of study which recognizes the trends in health care delivery that indicate increased complexity and variation in future health care settings and environments.

OVERALL PROGRAM HEALTH (check one)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
Strengths
- Strong student demand, based on number of qualified applicants (85) per available stations (40) each semester.
- Continued success on completion of NCLEX-PN and NCLEX-RN licensure exams.
- Continued graduate and employer satisfaction.
- Effective recruitment and mentoring of new faculty who are completing MSN programs to become tenure leading.
- Support for experience faculty who are completing PhD programs.
- Acquisition of resources to allow integration of technology.
- Strong partnerships with clinical agencies.

Weakness
- Demand for RNs in Hawaii between 2006-20 is expected to grow by 28 percent, while supply is expected to grow by only 8.9 percent, increasing shortfall from 11 to 24 percent.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
- Hawaii Statewide Nursing Consortium curriculum was developed, approved, and implemented.
- Construction of nursing portables with classroom, lab, and offices was completed to accommodate program expansion.
- Nursing coordination was divided into positions, 1st and 2nd levels, to allow for more manageable workload.
- Required HES1 PN-Exit test score was increased for admission to 2nd level, in response to decreased retention in 2008-09 NURS 256/L classes.

Part III. Action Plan
- Continue content development and transition to new Hawaii Statewide Nursing Consortia curriculum. First associate degree graduates are anticipated May 2012, and BSN graduates in May 2013.
- Work with data sources to obtain more accurate system data to support program review.
- Recruit new Masters and PhD prepared faculty in preparation for anticipated faculty requirements.

Part IV. Resource Implications (*physical, human, financial*)
- Nursing program is a high cost program due to high-demand faculty salaries and 1:10 student /faculty ratio mandated by the Hawaii Board of Nursing for patient safety.
- Federal, state, and county financial grants heavily support program operations.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php

College: Maui Community College

Program: Allied Health – Dental Assisting (DENT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
						X			

Program Description: The Dental Assisting program prepares individuals to work as a Chairside Assistant in dental offices and settings.

Program Mission Statement: The Allied Health program is committed to providing an educationally sound, comprehensive program of study which recognizes the trends in health care delivery that indicate increased complexity and variation in future health care settings and environments.

OVERALL PROGRAM HEALTH (check one)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
Strengths
- Graduation rate is high, ranging from 90-100 percent over the 7 years of the program.
- Number of qualified applicants has increased due to determined promotion, via local newspaper advertising of monthly orientations, high school career-shadowing, career fairs, and orientations.
- Program has strong community support from dentists, who provide direct instruction, externships, and financial support for equipment/supplies, student travel to professional conventions on Oahu, and scholarships.
- Students and faculty actively participate in community oral health education by attending school recruitment, health fairs, and community activities, e.g., organized/funded the Baby Dental Packet Project bringing dental info and oral cleaning aids to every baby (annual est. 1,900) born at MMMC, informed pediatricians on proper dental education for all children.
- Students now have access to computer testing on campus for Dental Assisting National Board Exam, resulting in increased student success. 93 percent in 2009 passed on the first attempt.
- Graduates demonstrate interest in continuing education, with one or more each year continuing at UHM Dental Hygiene BS program. Many are enrolled in the Dental Hygiene AS program, or in the prerequisite course for it.

Weaknesses
- Students continue to declare Liberal Arts, instead of Dental, as their major due to slightly increased financial aid, making stats on majors not reflective of actual students enrolled. Beginning F09, all DENT students must declare DENT as their major before registering for DENT courses, effecting more accurate data.
- Students and community dentists have indicated a need for increased clinical experiences prior to the spring term. All required clinical hours by ADACODA accreditation were completed. In F09, clinical practice began at the MOHC, as well as voluntary clinical hours.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
- Full accreditation (without reporting requirements) was awarded by ADACODA. (2006)
- DENT 120 Dental Office Management was approved by the curriculum committee. (2006)
- Dental Hygiene AS degree program was approved by Board of Regents (2007), enabling majors access to the next rung of the dental career ladder.
- Dental Assisting/Dental Hygiene AS received initial accreditation by ADACODA. (2009)
- 1.0 FTE position for the AS Dental Hygiene program was filled in Sp09.
- 1.0 FTE lecturer position was allocated for F10.
- Oral Health Initiative grant funded a lecturer in Sp08 to write the required ADACODA self study prior to admission of students into the AS Dental Hygiene program.

Part III. Action Plan

- Continue implementation of Outcomes Assessment Plan. Send surveys to graduates and employers.
- Assist students with DANB testing, including computer mock testing and material review.
- Continue heavy recruitment at high school career fairs, service-learning activities, BIOL 100 classes (prerequisite to DA program), high school and program orientations, and career shadowing programs.
- Require DENT students to declare DENT as their major to register for Dental Assisting courses.
- Encourage students to take advantage of increased hours of clinical practice at the Maui Oral Health Center, and shadowing and assisting staff dentists.
- Continue the highly successful Netbook project, enabling student access to all course information, PowerPoints, outlines, discussion groups, announcements, and grades.
- Continue service-learning with emphasis on community education and the Baby Dental Packet Project.
- Produce, fund, and print a baby dental brochure to replace the discontinued DOH brochure.

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

- Program requires significant resources for a clinical facility for students to gain hands-on dental and patient care skills, at the Maui Oral Health Center and Mobile Dental Van currently funded by Department of Labor, RDP, Perkins, Maui County, DHS, HDS, HMSA, and state legislature. Continued support is needed.
- Long-term plans include conversion of current science building, after the new building is built, into an allied health building to include an Oral Health Center with training facilities for Dental Assisting/Dental Hygiene and patient services.

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Agriculture & Natural Resources (AG)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

Program Description: Agriculture & Natural Resources provides instruction at facilities on Maui and Molokai for those wishing training, retraining, or skills upgrading in the field of agriculture and those wishing to transfer to a 4-year college or university.

Program Mission Statement: We envision a program that will provide high quality instruction in agriculture, horticulture, and natural resource management with an emphasis on sustainability.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
Strengths
- Many students are or become entrepreneurs, which evidences high demand for a skilled workforce in horticulture and natural resource management.
- Program is very effective with non-traditional students, as reflected by Perkins data.
- Program is also fairly effective on persistence, given that many majors are working adults.
- Program provides a wide range of courses with academic vigor in separate areas of expertise that serve this decentralized industry.
- Outreach to community is noteworthy, e.g., public plant sales, cooperation with MEDB to host a tour/education program for middle school students, taro variety display with CTAHR, taro field day and poi tasting with front page Maui News coverage, and donations of native plants and huli to youth/school groups.
- Cooperation with others is significant, including providing test space in greenhouse for CTAHR, chemistry faculty/students on biofuels, and biotech student on gall wasps; curriculum shared with UH Hilo and LeeCC; and plans, tents, and tables loaned for campus events and community groups like Na Pua Noeau.

Weaknesses
- There is lack of public awareness of the opportunities in agriculture/horticulture/natural resources.
- Starting salaries are not high related to the amount of work required.
- Recruitment has always been a challenge.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
- Proposal was finalized for an AS degree in Cultural and Natural Resource.
- MCC classes were articulated with the College of Agriculture at Oregon State University to create an online BS degree for program graduates.   Signing of the memorandum of understanding is anticipated F09.
- Advisory Committee validated SLOs.
- Perkins money purchased hand and power tools to enhance hands-on learning experiences, particularly for women.
- Taro Variety Display and field day was successfully staged in conjunction with the Smithsonian Key Ingredients traveling exhibition.
- The 1-cr course for clients of the USDA farm service did not have enough enrolment, along with a non-credit course Farm Record Keeping.

Part III. Action Plan

- Continue to advocate for the CNRM A.S. degree.
- Implement as Program Director for the Malama 'Ahupua'a grant beginning September 1, 2009.
- Facilitate a Memorandum of Understanding with the eCampus at Oregon State University.
- Now that Curriculum Central is running, review all course outlines in Sp10, examining SLOs and PLOs for alignment and assessment tools.
- Follow assessment plans and make adjustments as needed.
- In conjunction with course outline updates, the Sustainable Tropical Crop Production A.A.S. degree will be examined.
- Increase marketing, recruitment and student tracking
- Coordinate and conduct an Agriculture and Natural Resources Awareness Day in February 2010.

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

- Physical plant is in fairly good shape, but needs constant maintenance.
- Plant sales will continue to support program by purchasing all Ag supplies (soil, pots, chemicals, fertilizer, irrigation parts, seed) as well as instructional supplies (videos, books, technology).
- With tightening budgets, a concern is that student help money may not be available. Program relies heavily on student help to get many things done such as living lab materials, grounds, and facilities.

Posted to College Website at:

http://www.maui.hawaii.edu/faculty/program_review.php

Annual Instructional Program Review

College: Maui Community College

Program: Automotive Technology (AMT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X		X		

Program Description: The Automotive Technology program trains students for employment in automotive service and repair.

Program Mission Statement: The mission of the Automotive Technology program is to provide exemplary entry-level technicians in the automotive and related fields and update the skills of technicians in the field, leading them to becoming lifelong learners.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
- Program is in process of working towards National Automotive Teachers Education Foundation (NATEF) certification.
- Curriculum and SLOs are industry-driven and follow NATEF task standards.
- While new equipment was gained toward meeting NATEF standards, program continues to be challenged without adequate funding to meet all equipment needs.
- Two non-traditional graduates and 6 non-traditional students participate, although non-traditional enrollment continues to be limited. Recruitment continues at career fairs, high school visits, and college tours. Perkins assists with purchases of books and tools for non-traditional students.
- Instructors assist students in finding employment and actively refer students to dealership and industry.
- In the area of completion, counselors and instructors actively work to assist students in the application for graduation.
- Students are not seeing the value of a college degree since it is not essential for placement in industry. Industry requires ASE certifications. In order to become ASE certified, the student must complete at least two years of full-time employment. Many majors test and pass ASE tests during their first year in the program, and find it more feasible to begin working rather than complete a degree.
- Graduates are few but not indicative of how many are working in the field. Many students complete automotive courses but not general educational courses. Students are encouraged to earn a credential but the urge to work full-time is great.
- Program regularly receives calls from potential employers to request candidates for hire. Most automotive students are attending classes and working at least part-time by the 2nd year.
- Historically, students who enter this program have weak English, math, and study skills, work full- or part-time, and are not prepared for the rigor of attaining a college education.
- Time is scheduled during class for TLC and Co-op to lecture and help with job preparation and resume writing.
- Articulation agreement with the DOE enables high school automotive students who complete a specified task list to receive 3 college credits in lieu of the introductory AMT 20.
- Program provides opportunities for student involvement in related activities, including preparing several entries for the county fair parade; modifying student vehicles for Maui Raceway Park; and recruiting vintage cars, compact vehicles, and racecars for display at the Kiwani Keiki Fest festival.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
- Program continues to generate funds to pay for shop supplies, equipment repair, and replacement of broken tools. Funds are generated from auto repair, particularly in the Diagnostic and Repair (AMT 60) class. Funds have increased, as the result of better shop management and increase in class size.
- Partnering with the community has brought significant donations of equipment. Vehicle lifts, tire machines, and wheel balancers and testers valued at approximately $8-10,000 were donated by Firestone of Hawaii.
- Research into updated curriculum began during the last program reporting period, and textbooks and materials were

ordered and used. It was found they were expensive and illustrations were not clear. Another user-friendlier textbook will be tried.
- This was the first year of a shadowing program. High school students spent a day participating with college students gaining hands-on experience in the classroom and lab.
- To address equipment needs for NATEF certification, Perkins funds were awarded to purchase updated scanners, shelving to organize the tool room, and a security system for inventory control. O&M completed installation of the equipment at the end of the semester, which will be tested out in the new term.
- Work to integrate general education has continued with a second year of team-teaching. The new physics instructor and coordinator worked together to teach applied physics. Students reported grasping the lessons more effectively. ENG 55 instructor found success in using the NATEF curriculum, which is also used by the speech instructor. The coordinator continues as a member of the White Paper Committee to address strategies for student success. Majors are connected with TLC staff for study skills support.
- Instructors have begun to track students for classes needed to complete for graduation and encouraging them to increase their GPA.

Part III. Action Plan
- Continue to recruit students, including non-traditional, via college fairs, shop tours, career fairs, and school visitations.
- Work with counselor to increase number who apply/receive certificates: promote benefits of earning certificates/degrees, as industry does not require them.
- Continue participation on White Paper Committee to increase strategies to address success of remedial students.
- Continue participation on Non-Traditional Committee to continue recruitment and retention of students.
- Continue work with general ed instructors who teach required AMT courses, e.g., team-teaching PHYS 50.
- Continue to bring in TLC tutors to AMT classes for developing learning and study skills
- Continue towards NATEF certification.
- Pursue 11-month position for program coordinator.

Part IV. Resource Implications *(physical, human, financial)*
- Pursue funds to purchase items necessary to bring program up to NATEF standards, including supplies, equipment, and hands-on trainers.
- Other resource implications: G-funds for 11-month automotive position; Perkins funding for non-traditional students, White Paper Committee, and Program Improvement; and support from counseling, TLC, Co-op, and general education instructors.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Electronic & Computer Engineering Technology (ECET)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
		X			X	X			

Program Description: The Electronic & Computer Engineering Technology program provides students with the skills and knowledge required for entry level employment in high-technology industry as electronic technicians, telecom technicians, network administrators, Windows/Unix system administrators, or high performance computer technicians.

Program Mission Statement: The mission of the Electronic & Computer Engineering Technology program is to provide students relevant and rigorous training for entry-level engineering technology positions in Maui County.

OVERALL PROGRAM HEALTH (check one)		
Healthy	***Cautionary***	***Unhealthy***
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
- Student demand has increased since 2003, remaining stable between 2005 and 2008. Enrollment in some classes has doubled. To fill the demand, some fall-only classes were taught in the spring.
- Efficiency has increased, with a 54 percent increase in the average class size (from 14 to 19), and the class fill rate reached 88 percent.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
- NSF 5-year grant awarded for $2.8M in partnership with UH IfA.
- UH IfA faculty involved in curriculum development.
- New courses in electro-optics implemented.
- Teaching teams of visiting faculty facilitate inquiry in two classes each semester.
- Akamai internship program.
- Po'okela high school bridge program.
- New faculty hired.
- Two positions in recruitment.
- New laboratory equipped and configured.
- Engineering software tools installed.

Part III. Action Plan
- Follow up on SOC code modifications and ensure data collection is providing valid statistics
- Review AS program to meet BAS entry requirements. Include SLO review and course outline updates, making SLOs very clear.
- Develop assessment rubrics for AS classes and program.
- Review MATH 107 and PHYS 105 for compliance with BAS entry requirements.
- Review PHYS 105 lab content and integrate labs into syllabus.
- Hire lecturer to fill behind staff who works on NSF grant and BAS program development.
- Develop and update prototype mill labs, labview courses, matlab materials, and cad labs for lower division courses.
- Develop additional student workstations in KAA 217.to reduce multiple-student usage of lab stations.
- Install Windows 7 and migrate software applications to new platform. Includes software application updates.
- Develop program orientation materials for AS and BAS students.
- Develop academic planning tools for counseling and coordinate with counseling.
- Hire ICS and ETRO faculty for program support, with ICS faculty developing AS lower division ICS courses in Linux

sysad and programming using engineering tools; and ETRO faculty developing photonics coursework for lower division and upper division curriculum.
- Connect lab-to-lab polycom with Hawaii and KauCC Engineering Technology programs. Pilot activities.
- Develop MauCC pre engineering with KapCC to send more students to Manoa Engineering. Work.
- Develop BAS curricular materials for review in STEM and curriculum committee by Sp10.
- Involve ICS faculty in ECET and ET programmatic activities, such as course development, lab development, recruitment, data analysis, web site development would be desirable.

Part IV. Resource Implications *(physical, human, financial)*
- Recruit and fill 2 faculty positions for upper and lower division courses in engineering technology (one ET, one ICS).
- Start professional development for ET program coordinator to build program credentials.
- Implement Akamai Workforce Initiative, a five-year NSF grant awarded the program and Institute for Astronomy working jointly on AS and BAS curricular materials with the Institute for Science and Engineering Educators.
- Expend RDP funds Phase I by hiring one person. For ET program development, draft Phase II application and budget.
- Renew grants in Marine Animal Life Tracking, Pacific Disaster Center
- Implement Boston University Photonics Center award.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php

College: Maui Community College

Program: Fashion Technology (FT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X			

Program Description: The Fashion Technology program provides comprehensive training in apparel production and fashion design required by entrepreneurs and businesses in the fashion industry.

Program Mission Statement: The Fashion Technology program mission is to provide basic training in apparel production and fashion design, including the technical skills required for job entry and retraining for the garment industry, and upgrading of garment construction, pattern making, and current market skills for individual and entrepreneurs.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
- Data in standard employment reports are so general that most jobs where program graduates are working get buried. Just one job title is listed: tailor, dressmakers, sewers. Drilling down would include fashion jobs in: retail sales and marketing (designer boutiques, department stores, jewelry stores, galleries), entertainment and tourist industries (uniforms/costumes), interior and exterior furnishings, educational institutions, and entrepreneurship.
- Student demand has changed recently with younger full-time students that lean toward entrepreneurship, compared to older students with other obligations who attend only on a part-time basis.
- Employment is readily available. Calls to the program every week request students for assistance with pattern making, sample sewing, custom sewing, fashion illustration, and retail fashion sales.
- Efficiency is curtailed by limited workstations (14). Acquisition of 2 new machines now accommodates 15-16 students.
- Fill rate at 105.4 percent reflects compromises made for students desperate to attend classes in spite of no available machine, who share equipment, take exercises home, do extra lab time, and use the instructor's machine. Classes continue to close early in the registration process.
- A weakness is that there is just one full-time faculty member who doubles as instructor and program coordinator, supplemented by a single lecture-taught class in the spring. Lecturers are needed with new and different ideas to expand offerings and increase program breadth, and to support assigned time activities.
- Many donations from the sewing community provide daily instructional supplies: G-funds are minimal. Each year, one new industrial sewer is purchased with program foundation donations or with yearend G-funds.
- Effectiveness as measured by persistence of majors has increased to 74 percent, compared to 61 percent the preceding year. More students are attending full-time and receiving financial aid thus their obligation to continue each semester.
- More students are seeking completion, so the number graduating is slowly increasing – 8 in this year compared to 4 the year before. Closer tracking of majors by the program counselor and coordinator should add to graduation rates in the future. Students need to have a 2-year degree before being accepted into a Bachelors program outside the UH.
- Transferring students increased this year from 0, to 3 who transferred to a 4-year institution and an art/fashion school.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
- Two student ambassadors were identified to lead in coordinating promotional efforts, which resulted in an enormous jump in off-campus promotional activities, e.g., college fairs, Molokai Hoolaulea fashion show, Art of Trash fashion show, and Maui swap meet.
- On-campus marketing activities included a library display, participation in the Smithsonian Institute Key Ingredients exhibit, and "Unmasked" College and Career Day.
- Newest Topics course *Introduction to Fashion Entrepreneurship* was developed at the request of students and taught by an advisory committee member who brought real-world experiences into the classroom.

- At request of the non-credit program, the program provided a week's work of art/fashion activities for the younger students at Kids Campus, taught by a graduate and a current student.
- More concentrated effort was put on advising and working closely with a counselor to track the progress of majors.
- Assessment efforts continue, with learning objectives and courses constantly reviewed as to relevance to industry trends.
- LA-based uniform company that developed the new line of Hawaiian Airlines uniforms asked for assistance in fitting Maui-based employees. Program coordinator organized the activity and work schedules, and 8 students were hired to assist in this real world experience. One student continues the job to fit Oahu-based employees.
- To keep up with latest happenings in the industry, students are encouraged to attend fashion shows, such as HonCC, where travel costs were partially funded by RDP.

Part III. Action Plan
- With the continuing support of the Maui swap meet organization, future activities will include fundraising events.
- Expand student participation in real-world situations: showcase activities such as fashion shows, college and community activities, and guest speakers.
- Continue marketing efforts by identifying student ambassadors to represent the program at various events.
- Expand program by offering introductory construction courses both semesters; scheduling at various times to accommodate different groups of students; and hiring new lecturers

Part IV. Resource Implications *(physical, human, financial)*
- Hire lecturers with new and different ideas to expand offerings and increase program breadth, and to support assigned time activities.
- Purchase new equipment to replace broken or outdated equipment.
- Secure funds for student assistant to support program activity.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php

UHCC December 2009 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Sustainable Construction Technology (SUSC)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
						X	X		

Program Description: Sustainable Construction Technology prepares students in general building construction and maintenance of large or small structures, and allows students to explore different construction trades prior to selecting a specialization.

Program Mission Statement: Sustainable Construction Technology is an Associate in Applied Science degree program that covers the principles of renewable energy and energy management. It is designed to prepare students for employment as a technician in design, installation, and maintenance of renewable systems, focusing on the knowledge, attitudes, and skills necessary for success in the field; and to be an umbrella subsuming aspects of sustainable construction in building maintenance, drafting, carpentry, and welding.

OVERALL PROGRAM HEALTH *(check one)*		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
- Program enrollment has steadily grown, except in non-traditional participation. Plans are to work with the Perkins coordinator to help recruit more non-traditional students.
- Perkins indicators show program graduates are few, but this does not reflect how many are working in the field. The urge to work full-time is great. Instructors/counselors have aggressively worked to move students through the "paper process" of applying for degrees and certificates.
- Program is working with the construction unions for job placement upon completion of courses when there are openings.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
- Previous long-term faculty retired, and new program coordinator was hired in May 2009.
- Re-roofing the carpentry building with upgrade of electrical power is delayed to Sum10 due to current economic situation. Therefore, equipment was not upgraded to make this a universal shop for all SCT and apprentice programs.
- Although students were unable to install PV panels on the roof due to delay in structural plans, they were trained to erect and dismantle scaffolds using the safety harness.
- Updated textbooks and materials were acquired to meet industry standards, new power tools for safety standards, and supplies for work standards.
- Shadowing program was initiated. High school students spent class time participating with college students while gaining hands-on experience.
- Articulation agreement with the statewide DOE enabled high school students who complete two years in building construction (w/ B or better) to receive 3 program credits.

Part III. Action Plan
- Continue to recruit including non-traditional students via college fairs, shop tours, career fairs, and school visitations.
- Work with Non-Traditional Committee to continue recruitment and retention of non-traditional students.
- Work with counselor to increase number of students who apply for and receive certificates.
- Continue cleaning and transforming the carpentry, maintenance, and welding shops to enable more efficient use including green building equipment.
- Increase efforts with Service Learning, especially with Habitat for Humanity, to provide hands-on practice in varied skills and trades.
- Review and update the curriculum to align with developing industry trends, while ensuring the basics, including verbal and computational skills, are covered.

- Pursue certification of LEED or NAHB.
- Work with the sustainable science program to align sustainable course offerings.

Part IV. Resource Implications (physical, human, financial)
- Request funding for the latest technology tools and materials.
- Continue working with RDP for grants.
- Upgrade training videos for safety and equipment use.

Posted to College Website at:
http://www.maui.hawaii.edu/faculty/program_review.php http://www.maui.hawaii.edu/faculty/program_review.php