University of Hawai'i

MAUI COMMUNITY COLLEGE

PROGRAM

Health

INDICATORS

AY 2005-06
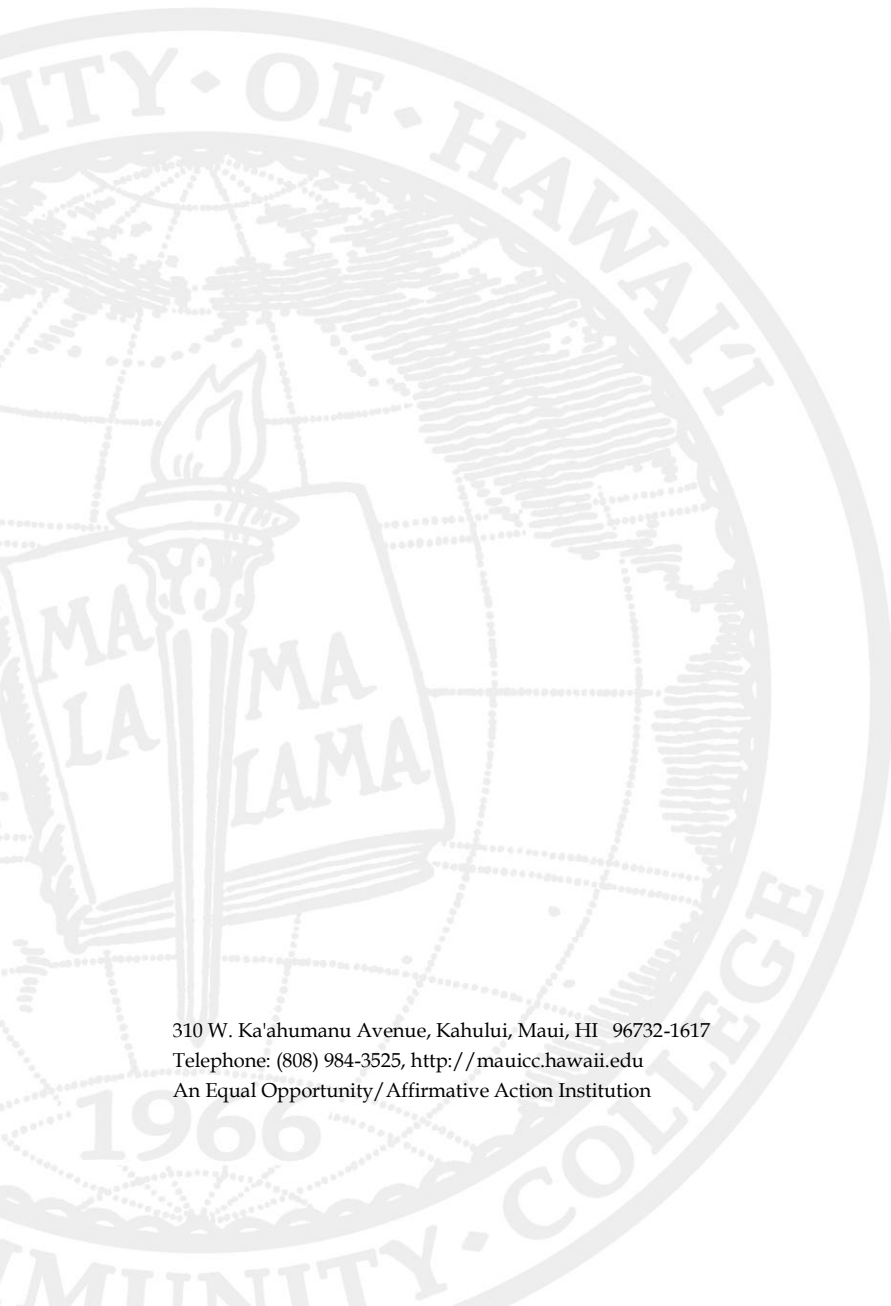
PART I – CAMPUS OVERALL SUMMARY

A. Vision/Mission for Vocational Education at the Campus

Mission: Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

Vision: We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Campus AY 2005-06 Perkins III Core Indicator Reports

	Perkins III Core Indicator	*Baseline*	*Performance*	*+/–*
1P1	Academic Achievement	81.81%	86.50%	+
1P2	Vocational Skills	90.00%	89.84%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	24.87%	-
3P1	Placement: Employment	71.00%	73.96%	+
3P2	Retention: Employment	90.00%	92.96%	+
4P1	Nontraditional Participation	14.18%	14.86%	+
4P2	Nontraditional Completion	12.86%	14.47%	+

C. Executive Summary of Overall Vocational Programs and Plans for the Future

A total of 18 programs are reviewed here. Several MCC technical programs contain more than a single program, i.e., subsumed under Agricultural Careers are the Kahului and Molokai programs and subsumed under the Nursing Career Ladder are programs in Associate Degree Nursing, Practical Nursing, and Dental Assisting. The summary of Healthy, Cautionary, and Unhealthy marks appears in the table below.

Category	*Ttl*	*Healthy*	*Cautionary*	*Unhealthy*
Overall Program Status	18	9	9	-
Overall Program Demand	18	6	9	3
Overall Program Efficiency	18	5	11	2
Overall Program Outcome	18	8	8	2

Collectively, the technical programs are not unhealthy, although several areas of concern exist. Overall program strengths include strong community support, with good enrollment and outcome metrics to meet a diversified clientele from a small population base. Certain programs continue to struggle with low enrollment and program completion. A major thrust in activity at the College for the coming year will be to bring the institution into compliance with recommendations of the accreditation committee for implementing student learning outcomes and program assessments.

DATA DICTIONARY & SOURCES

- **Annual Job Openings:** EMSI Labor Demand data for the state and for Maui County. The alignment of majors to areas of occupation was approved by each college's Career Tech Ed rep.

- **Majors:** Extracted from computer report generated on Fall 2004 Banner enrollment, written by MCC Computer Specialist Kris Shibano.

- **Sections Taught:** Calculated from Discoverer Banner Enrollment Report generated three weeks after Fall 2004 semester began (Sept. 4, 2004) and excludes canceled classes.

- **Program Coverage:** Calculated by dividing no. actual course offerings by no. proclaimed course offerings. Source of actual offerings is Discoverer Banner Enrollment Report generated three weeks after Fall 2004 semester began (Sept. 4, 2004). Proclaimed offering is formulated by "program maps" published in the MCC 2004-05 General Catalog.

- **Sections Over-Enrolled:** Reports no. classes where teacher let in students beyond the class limit (i.e., no. sections where actual class size exceeds maximum class size). Source is Discoverer Banner Enrollment Report run three weeks after Fall 2004 began (Sept. 4, 2004).

- **Average Class Size:** Calculated by the arithmetic mean (no. registrations divided by no. classes). Source is Discoverer Banner Enrollment Report generated three weeks after Fall 2004 semester began (Sept. 4, 2004).

- **Small Classes:** Shows no. classes registering nine or fewer students (excluding classes with a maximum less than ten). Source is Discoverer Banner Enrollment Report generated three weeks after Fall 2004 semester began (Sept. 4, 2004).

- **Advisory Committee Updated:** Considers whether the program advisory committee met (yes) or did not meet (no) during the studied year (AY 2004-05).

- **Lecturer-Taught Classes:** Counts no. classes taught by non-faculty. Source is Discoverer Banner Enrollment Report run three weeks after Fall 2004 semester began (Sept. 4, 2004).

- **Credits Earned Ratio:** Calculated as total no. completion grades (A, B, C, D, Cr, I/passing, Audit) divided by no. enrollees after drops, on a 3-section sample of program campus classes. Source is Fall 2004 Banner grade report, written by MCC Computer Specialist Brad Duran.

- **Satisfied with Academic Prep:** Calculated as no. students indicating "Very Satisfied" or "Satisfied" with academic preparation divided by no. students responding to that item. Source is Graduate & Leaver Survey (Spring 2004), based on majors attending Fall 2002 and/or Spring 2004 term who did not attend MCC in Fall 2004.

- **Work in Related Field:** Calculated as no. students stating current job is "Closely Related" or "Indirectly Related" to training received divided by no. respondents who reported working. Source is Graduate & Leaver Survey (Spring 2004), based on majors attending Fall 2003 and/or Spring 2004 term who did not attend MCC in Fall 2004.

- **Graduation Rate:** Calculated as no. graduates divided by no. majors. Majors were computer generated from Fall 2004 Banner enrollment by MCC Computer Specialist Kris Shibano. Graduates were gleaned from the Spring 2004 MCC Graduation Ceremony program.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

ACCOUNTING

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

The Accounting program at Maui Community College has been a continual activity of the Business Division since the Maui Technical School era. Since its incorporation within the University of Hawaii Community College System in 1966, the Accounting program has reflected an increase in enrollment while meeting its objectives to serve the post-secondary educational needs in accounting for the residents of Maui County.

PROGRAM DESCRIPTION

Under the new campus re-organization, the Accounting program is administered through the Business & Hospitality (BSH) Unit at Maui Community College. Two full-time and two part-time instructors staff it, as well as lecturers hired each semester as needed. The Accounting program offers the Certificate of Achievement and the Association in Applied Science degrees. Students are prepared for entry-level positions as bookkeepers and junior accountants in private industries as well as governmental agencies.

PROGRAM GOALS

The goals of the Accounting program are as follows:

1. To prepare and place accounting majors for entry-level positions in accounting-related occupations.

2. To help students prepare for transfer to a four-year institution.

3. To provide students with accounting work experience through the Cooperative Education program.

4. To promote ethical responsibility in the accounting profession.

5. To provide support courses for other programs.

6. To provide individuals with basic accounting skills for personal use.

7. To help employees within the accounting profession upgrade job skills and knowledge.

PROGRAM STAFF

Regular Faculty:

- Diane M. Meyer, MBA, Professor
- David Grooms, MBA, Assistant Professor
- Johanna B. Moore, MBA, Instructor
- Robyn Klein, MSAcc, Assistant Professor

Lecturers

- Jennifer Agdeppa

PROGRAM ADVISORY COMMITTEE

Four years ago the community advisory committees for the following programs were combined under a single umbrella: Accounting, Business Careers, Business Technology, Hotel Operations, and Cooperative Education. Members of the AY 2004-05 Business and Hospitality Advisory Committee that met on April 20, 2005 are:

Rhonda Alexander-Monkres
Human Resources Director, Kamehameha Schools, Maui Campus

Corinne Arquero
General Manager, MHDC Properties, Inc.

Stephanie Hall
Administrative Assistant, Maui Land & Pine

Letticia Hedani
Supervising Law Technician, Dept. of Prosecuting Attorney-County of Maui

Roen Hirose
CPA, Hirose, Kato, & Martin

Barb Hughes
CPS, Maui Memorial Medical Center

Ron Kawahara
CPA, Ronald A. Kawahara & Co, CPA's Inc.

Lisa Kono-Tateishi
Office Manager, Tateishi & Associates Attorneys

Lynn Kreig
Personnel Management Specialist Dept. of Personnel Services, County of Maui

Wesley Lo
Chief Financial Officer, Maui Memorial Medial Center

Deanna Moon
Jr. Web Developer, Akimeka

Merle Minami-Shima
Dir/Human Resources, Maui Electric Co.

CharlAnn Nakamoto
Director of Human Resources, Maui Prince

Kim Ryan
Assistant Director, Aloha Airlines-Maui

Marilyn Niwao-Roberts
Niwao & Roberts, CPAs

Alvin Santander
Bank of Hawaii-Wailuku

Nelson Tanaka
Island Manager, Verizon Hawaii

Susan Watanabe
Community Representative

ACCOUNTING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Satis.	Actual	+/-
Annual Job Openings: Maui County	50	60	12	-
Annual Job Openings: Hawaii State	500	600	42	-
No. Student Majors	60	80	60	=
No. Sections Taught *(No. faculty = 4.0)*	12	15	10	-
Pau Hana demand *(3pm+, Sat)*	1	1	2	+
Outreach demand *(Molokai , Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

	Min.	Satis.	Actual	+/-
Average Class Size: Max = 24 - 30	18	22	20.1	=
No. Small Classes: ≤ 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	68%	-
Advisory Committee updated *(April 20, 2005)*	Yes	Yes	Yes	+
Lecturer-Taught Classes	17%	67%	15%	-

PROGRAM OUTCOMES

	Min.	Satis.	Actual	+/-
Credits Earned Ratio	65%	70%	75%	+
Satisfied with Academic Prep *(n = 8)*	80%	90%	100%	+
Work in Related Field *(n = 7)*	65%	80%	100%	+
Graduation Rate *(n=23)*	5%	15%	38%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/-
1P1	Academic Achievement	81.81%	80.00%	-
1P2	Vocational Skills	90.00%	85.71%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	9.52%	-
3P1	Placement: Employment	71.00%	61.54%	-
3P2	Retention: Employment	90.00%	87.50%	-
4P1	Nontraditional Participation	14.18%	12.68%	-
4P2	Nontraditional Completion	12.86%	0.00%	-

PROGRAM ANALYSIS

Strengths

- The faculty in the Accounting program has different strengths and provides expertise in all classes in the Accounting curriculum.

- The Accounting program offers its courses via multiple distance education modes, making the program accessible to students statewide, but especially those students on Molokai, Lana'i, and Hana, as well as students on Maui who cannot attend classes due to work schedules.

- By training a continuing high level of students each semester, the Accounting program continues to be a viable and marketable program for our community.

- The Accounting program continues to train a high level of students who become employed in a related field or transfer to a four-year degree institution.

- The Accounting program has offered appropriate courses to enable students to continue through the program, both during the day as well as select courses during evening hours and through SkyBridge and cable.

- The Accounting program has been able to accommodate the student demand for classroom seats by over-enrolling classes beyond the maximum and by absorbing wait-listed students into appropriate courses.

- Accounting courses have been raised to 100-level to reflect difficulty of courses and to facilitate articulation with 4-year institutions.

- The Accounting program has been articulated with the UH-West O'ahu BA in Business Administration offered in Maui County.

- The Program Coordinator and faculty are participating in Assessment Workshops in AY 2003-2004 and have done preliminary work towards having the program meet student learning outcomes and assessment requirements.

- The Joint Business & Hospitality Advisory Board has been very supportive of the Accounting program and helpful with curriculum decisions.

- A 300 level course, ACC 300 – Intermediate Financial Accounting I, has been added to the curriculum in support of the baccalaureate Applied Business and Information Technology (ABIT) degree. The course was first offered during the Spring 2005 semester.

Weaknesses

- The number of Accounting graduates is high (23) compared to some other MCC programs. However, the percent graduates compared to majors continues to be moderate (38%) due to a number of factors, such as:

  - Economic realities of living in Hawaii.

- Job market does not value an AS degree.
- Student goals - re-training vs. degree seeking.
- Student expectations vs. reality.
- Inadequate counseling when choosing a major.
- Inadequate guidance of students during their college career.
- More 4-year students and effects of Distance Ed Programs.
- Rigor of the accounting courses.

PLAN OF ACTION

Previous Action Plans:

1. The faculty will become more active in Accounting program student advising.
    In progress. Advising for Fall 2005 was scheduled for April 11, 2005.

2. Continue to develop assessment of student learning outcomes and explore developing a capstone experience for the Accounting program.
    Completed. Student learning outcomes for all accounting courses have been updated to conform to the assessment format as established by the Curriculum and Assessment Committees. These were included in a Comprehensive Program Review submitted to the Assessment Committee on September 15, 2004.
    In progress. Investigation of a possible capstone experience continues.

3. Revise curriculum to facilitate students moving through the program.
    Completed. Based on the results of the Comprehensive Program Review, no revisions to the Accounting Program were required at this time.

4. Continue and expand articulation with four-year colleges in Hawaiʻi to facilitate transfer for our Accounting students.
    Completed. The articulation agreement between MCC and UHWO was renewed allowing for smoother transition into the UHWO four-year accounting degree program. In addition, initial discussions have occurred with UH Manoa and UH Hilo to substitute ACC 124 and ACC 125 for ACC 201.

5. To improve skills for our Accounting students and to meet community needs, continue to research, examine and include new spreadsheet software and general ledger packages for our Accounting computer courses.
    Completed. QuickBooks and Excel continue to be the accepted software programs in use by the accounting in Maui County, and continue to be used in appropriate accounting courses.

6. Continue to develop courses using technology, including online classes and putting course information in Web-CT format.
    In progress. Courses via SkyBridge and cable continue to be offered. Discussions have begun on the possibility of offering a limited number of accounting courses on-line. All teaching instructors are currently using Web-Ct in their courses.

7. The Accounting faculty will each have a website to facility access by students.
    In progress. Two of the four accounting faculty have developed faculty homepages to provide updated information for students and other interested parties.

New Plans for AY 2006-07+:

1.   The Accounting faculty will continue with formal academic advising each semester as well as providing individual academic advising to students as needed.

2.   Continue to refine program and course assessment of student learning outcomes in relation to system wide standards and explore developing a capstone experience for the Accounting program.

3.   Revise curriculum as needed to facilitate students moving through the program as needed.

4.   Continue to articulate with four-year colleges in Hawaiʻi to facilitate transfer for our accounting students. Renew the articulation agreement with UHWO for students entering their four-year baccalaureate program in accounting.

5.   To improve our accounting students skills and to meet community needs, continue to research, examine and include new spreadsheet software and general ledger packages for our Accounting computer courses.

6.   Complete annual assessment report for the accounting program for submission on September 15, 2006.

BUSINESS CAREERS

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
X		

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

The Business Careers program was instituted in Fall 1990 as a name change from the Sales and Marketing program, which was originally approved in Spring 1973 as the Distributive Education program. With the name change to Business Careers, program content and direction were broadened and the academic rigor of the program increased. Three areas of specialization were established: Supervision, Small Business Management, and Marketing.

In Fall 1997, the program was restructured and all courses re-numbered to above 100.   An articulation agreement with UH-West Oahu was signed in Fall 1999, so that an AAS in a Business Careers specialization is transferable to UH-West Oahu. In Fall 2001, the program was again restructured to allow for more flexibility in courses taken by students and to accommodate the growing number of students who plan to transfer to UH-West Oahu.

In Fall 2003, another restructuring was completed to provided three tracks: AAS only, UH West Oahu BABA leading, and finally a third track leading to the proposed BAS in Applied Business and Information Technology (ABIT), which is the first MCC baccalaureate level degree.

The full Business Careers program is offered at the Kahului campus. At the three outreach sites (Molokai, Lanai, and Hana), courses are available via cable and SkyBridge; and on Molokai and Lanai, island-based and Maui-based instructors present courses.

PROGRAM DESCRIPTION

Under the new campus re-organization, the Business Careers program is administered through the Business & Hospitality (BSH) Unit at Maui Community College. The BUSC program offered through Spring 2000 the Certificate of Achievement in Business Careers and the Associate in Applied Science degree in each of three specialization areas: Supervision, Small Business Management, and Marketing. In Fall 2001 a Certificate of Competence in Leadership was added.

Under the new restructuring Certificates of Competence in Marketing and e-Marketing were added. The three specialization areas were dropped and the three tracks described above were added. In Fall 2004, there will be seven Certificates of Competence, an AA degree in Business Careers, and the three AAS degrees: AAS only, UH West Oahu BABA leading and one for the proposed ABIT offered by MCC.

PROGRAM GOALS

The goals of the Business Careers program are:

1. To train individuals for employment in a variety of business occupations, including supervision, small business management, sales and marketing among many others.

2. To help employees in the business community to upgrade their job skills and knowledge.

3. To provide business education for majors in other programs.

4. To help students who plan to transfer to a baccalaureate level business program.

5. To provide students with work experience through the Cooperative Education program.

6. To provide individuals with business skills and knowledge for their personal use or interest.

PROGRAM STAFF

A 1.0 tenure-track position and lecturers officially staff the Business Careers program, as of Spring 2004. In actuality the program has more staffing than this. Additionally, five other tenured faculty members from other disciplines contribute to the stability of the Business Careers program.

Regular Faculty

–   Richard Miller, MSBA, Assistant Professor (*BUSC/Business Technology*), Program Coordinator
–   B.K. Griesemer, MBA, MA Psychology; Professor (*Psychology/ABIT, supporting faculty member*)
–   Robyn Klein, MS in Accounting, Assistant Professor (*EEO Officer, supporting faculty member*)
–   Don Sprinkle, BA (*on loan from Food Service program*)
–   Lorelle Peros, MBA (*on loan from Hotel Operations program*)

Lecturers: Kahului Campus

–   Joseph Scuro, JD
–   Judy Johnston, MBA

Outreach

–   Marti Wukelic, BA Business, Hana Coordinator/Instructor
–   Cheryl Corbiell, MBA (Molokai)

PROGRAM ADVISORY COMMITTEE

The community advisory committees were combined under a single umbrella for all business-type programs: Accounting, Business Careers, Business Technology, Hotel Operations, and Cooperative Education.   The AY 2004-05 combined Business and Hospitality Advisory Committee, which met on April 20, 2005, includes:

Corrine Arquero
General Manager, MHDC Properties, Inc.

Loretta Mendez
Asst Office Manager, Second Circuit Court

Rhonda Alexander-Monkres
Human Rsrc Dir, Kamehameha Schools-Maui

Deanna Moon
Junior Web Developer, Akimeka

Sandy Aipa
Payroll Admin/Human Rsrc, Cutter of Maui

Merle Minami-Shima
Human Resources Dir, Maui Electric Co.

Lani Correa
Executive Director, Maui Hotel Association

CharlAnn Nakamoto
Human Resources Dir, Maui Prince Hotel

Stephanie Hall
Administrative Assistant, Maui Land & Pine

Marilyn Niwao-Roberts
CPA, Matsuyama, Niwao & Associates

Letticia Hedani
Supervg Law Techn, Prosecuting Attn Ofc

Joan Padgett
Community Representative

Barb Hughes
CPS, Maui Memorial Medical Center

Sarah Neilson
Human Rsrc Asst Dir, Aloha Airlines–Maui

Roen Hiros
CPA, Hirose, Kato & Martin

Alvin Santander
Busn Banking Ofcr, Bank of Hawaii–Wailuku

Ron Kawahara
CPA, Ronald A. Kawahara & Co., CPA's Inc.

Cheryl Takamiya
Human Resources Asst Dir, Wailea Marriott

Lisa Kono-Tateishi
Office Manager, Tateishi & Associates

Winslow Tanabe
Island Manager, Verizon Hawaii

Lynn Kreig
Personnel Mgt Spec, County Personnel Srvc

Susan Watanabe
Community Representative

Wesley Lo
Director, Maui Memorial Medical Center

BUSINESS CAREERS HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	20	40	1	-
Annual Job Openings: Hawaii State	100	200	2	-
No. Student Majors	50	70	82	+
No. Sections Taught * *(No. faculty=1.5)*	7	9	10	+
Pau Hana demand *(3pm+, Sat)*	1	1	0	-
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	2	+
No. Sections Over-Enrolled	0	0	3	+
Program Cycle coverage	99%	99%	75%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 24-30*	15	20	26.7	+
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)**	70%	85%	95%	+
Advisory Committee updated *April 20, 2005*	Yes	Yes	Yes	+
Lecturer-Taught Classes*	17%	to 67%	30%	+

Excludes outreach.

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	72%	+
Satisfied with Academic Prep *(n=2)*	80%	90%	100%	+
Work in Related Field *(n=2)*	65%	80%	50%	-
Graduation Rate (n= 15)	5%	15%	18%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	82.14%	+
1P2	Vocational Skills	90.00%	75.86%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	20.69%	-
3P1	Placement: Employment	71.00%	50.00%	-
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	0.00%	-
4P2	Nontraditional Completion	12.86%	N/A	

PROGRAM ANALYSIS

Strengths

The Business Careers program counts the following among its strengths:

- The number of majors is high -- generally between 80 – 100 students.

- The numerous certificates and degrees offer a variety of educational options to a small population base.

- BUSC has traditionally had day, night, and outreach programs, and plans to continue this service to non-traditional learners as the budget allows.

- The BUSC program has a large number of students and graduates who continue their education at baccalaureate granting institutions.

- BUSC has a core of lecturers who return as needed to teach both at the Kahului campus and in outreach.

- The program has been articulated with the UH-West Oahu BA in Business Administration offered in Maui County.

- Faculty members have a continuing and active dialogue with colleagues at the other UH community and baccalaureate colleges.

- BUSC is under continuous evaluation and revision, being restructured again for Fall 2004.

- The program has seven Certificates of Competence: Supervision I and II, Entrepreneurship I and II, Marketing and e-Marketing and Leadership Training, in addition to a Certificate of Achievement and three AS degree options.

- Program courses are number at 100+, which helps with transferability to other colleges.

- BUS/COM 130: Business Communication–Oral has been approved as a pre-requisite course by UH-Manoa College of Business Administration.

- The counselor assigned to the program has provided much needed stability and an additional link with students.

- As the ABIT baccalaureate degree becomes a reality, BUSC will provide the platform for the first two years. Students may receive an AAS in Business Careers as they progress toward a BAS in ABIT. This pathway will revive and strengthen the program in many ways. The program is presently in revision to accommodate such a possibility.

- The joint Business & Hospitality Advisory Committee has been very helpful in providing feedback to the program on its courses and goals.

- The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has completed the preliminary work towards having the program meet student learning outcome and assessment requirements.

Weaknesses

The Business Careers program considers its weaknesses to be:

- Computers in the Ka Lama are 8-9 years old and cannot keep up with the newer programs, so they crash. An infusion of funds to replace these computers is needed to maintain the quality of education for business majors.

- The new Program Coordinator was selected and is currently learning the duties of program coordination. Although the former Program Coordinator continues to participate in a support position for the program, there will be a learning curve for the new Program Coordinator.

- While BUSC now has a Program Coordinator who teaches in the program, officially he is not assigned 1.0 to the program. And although on-loan faculty and lecturers consistently teach in the program, the program is continually under-staffed, considering the number of majors. As the ABIT degree becomes a reality, this situation will become increasingly critical.

- Because of the above, students may not be receiving sufficient counseling.

PLAN OF ACTION

Previous Action Plans:

1. Increase the number of faculty who are assigned to the program by at least 1.0 position, preferably 1.5, by the start of Fall 2006.
   Stalled. No money to do this, although the student demand justifies moving in this direction.

2. Strengthen student advising. Integrate work done by counselors, program faculty, and lecturers in this area. Increase number of students who complete certificates or degrees. The new Program Coordinator has made this a priority.
   In progress. More is being done in this direction. An advising session is set up over SkyBridge to Molokai, Lanai, and Hana. All BUSC majors were sent an email inviting them to the open advising session over SkyBridge. The ABIT counselor will also be available to talk about BUSC students transferring on to the ABIT.

3. Complete program assessment project.
   Completed. The Business Careers program is up-to-date with its program review requirements so far. The SLOs are completed for all courses, course curriculum is upgraded with SLOs as needed, and the written assignments are completed. Also, on April 20,the joint Business Advisory Committee provide input regarding what they want from our students.

4. Continually assess the program and its outcomes. Revise program as needed.
   In progress. SLOs were put in; getting feedback from the Advisory Committee.

New Plans for AY 2006-07+:

1. Plan a program faculty meeting on SkyBridge so Hana coordinator/MBUSC Instructor and outreach lecturers can attend, to discuss innovative programming.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

BUSINESS TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
X		

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

Secretarial Science courses were already an important part of the curriculum when Maui Vocational School became Maui Technical School in 1958 and Maui Community College in 1966. Secretarial Science was one of the original Associate in Science degree programs authorized by the University of Hawaii Community College system in 1966. A short while later in 1968, the General Office Training program was initiated.

Since their inauguration, both programs have undergone substantial changes. These changes included a change of name to Office Administration & Technology, and a career-ladder curriculum: ascending from two Certificates of Completion through a Certificate of Achievement, to an Associate in Applied Science degree with four specialties. In 2003 the University of Hawaii system-wide Program Coordinating Council upgraded the program to the 100+ level and re-named the program Business Technology. The College then upgraded to a full career-ladder, ascending from one Certificate of Competency in Basic Office Skills/Pre Business Technology, and upgraded the Associate in Applied Science to four specialties.

PROGRAM DESCRIPTION

The Business Technology career ladder is competency based and focuses on the skills, knowledge, and attitudes needed to prepare individuals for employment in office positions in government or industry. Sequences of courses include both business, language arts, and general offerings to broaden student background and enhance employment and promotion possibilities. Under the Business Technology umbrella are offered a Certificate of Competence (Basic Office Skills/Pre-Business Technology), Certificate of Completion (Business Technology), a Certificate of Achievement (Business Technology), and an Associate in Applied Science degree (Business Technology) with four specialties: Information Processing Specialty, Legal Office Specialty, Medical Office Specialty, and Health Unit Coordinator. Additional English, speech, and math requirements are required to ensure a higher level of speaking, writing, and math skills for graduates. The evening schedule of classes every semester includes all courses required for the Certificate of Competence in Basic Office Skills/Pre-Business Technology.

Under the campus re-organization, the Business Technology program is administered through the Business & Hospitality (BSH) Unit. Its courses are equipment intensive, notably in computers, which run in both the DOS and Windows environments. Other pieces of equipment include transcribers, calculators, electronic typewriters, and a facsimile workstation.

PROGRAM GOALS

The objectives of the Business Technology program include the following:

1. To provide instruction that will prepare students with the skills, knowledge, and attitudes for entry level into general office, stenographic, and information processing occupations.

2. To provide office workers regular or short-term courses for upgrading skills and knowledge.

3. To provide instruction in clerical, office, and computer skills for individuals in other fields.

4. To provide clerical, office, and computer instruction as cross-training for other occupations and for personal use.

5. To provide opportunities for students to gain cooperative work experience in office occupations while attending college.

6. To develop partnerships with the community by providing instruction which prepares secretaries to qualify for Professional Secretary status.

7. To provide Business Technology training skills for work force development programs within Maui County.

PROGRAM STAFF

The faculty includes three full-time, tenure-track instructors (of which two are assigned part-time to the Business Technology program), one full-time non-tenured instructor, and numerous lecturers.

Regular Faculty

–   Kuuipo Lum, BS; Assistant Professor
–   Charles Carletta, BA, MA
–   Rick Miller, BS, MS; Assistant Professor (0.50 FTE)
–   Cyrilla Pascual, BA, MA; Instructor (temporarily assigned to Co-op)

Lecturers: Kahului

–   Kari Agarano, RN
–   Shirley DePonte, BS, BEd, MEd
–   Jackie Taylor, AS, BA

Lecturers: Molokai

–   Rob Brown, MBA
–   Barbara Helm, 2-yrs Highline College, plus experience: Sales Consultant, Liberty House

PROGRAM ADVISORY COMMITTEE

The community advisory committees were combined under a single umbrella for all business-type programs: Accounting, Business Careers, Business Technology, Hotel Operations, and Cooperative Education. The AY 2004-05 Business & Hospitality Advisory Committee is:

Corinne Arquero
General Manager, McDonalds of Hawaii

Loretta Myers
Human Resources, Grand Wailea Resorts

Rhonda Alexander-Monkers
HR Director, Kamehameha Schools– Maui

CharlAnn Nakamoto
Director Human Resources, Maui Prince Hotel

Lori Fernandez
Employment Manager, Maui Marriott

Marilyn Niwao–Roberts, CPA
Matsuyama, Niwao & Associates

Stephanie Hall,
Administrative Assistant, Maui Land & Pine

Cheryl Takamiya
Manager Human Resources, Outrigger Wailea

Roen Hirose, CPA
Hirose & Kato

Kay Tamarabuchi
Financial Advisor, Morgan Stanley

Ron Kawahara, CPA
Ronald A. Kawahara & Co., CPA's Inc.

Jackie Taylor
Administrative Assistant, Maui Land & Pine

Lisa Kono–Tateishi
Office Manager, Tateishi & Associates

Terry Vencl
President, Maui Hotel Association

Lynn Kreig
Director of County Dept. of Personnel Services

Susan Watanabe
Financial Advisor, Morgan Stanley

Loretta Mendez
Assistant Office Manger, Second Circuit Court

Carole Kawagoe
Workforce Development, State Labor Dept.

Merle Minami–Shima
Director Human Resources, Maui Electric Co.

BUSINESS TECHNOLOGY HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/-
Annual Job Openings: Maui County	20	40	1	-
Annual Job Openings: Hawaii State	100	200	2	-
No. Student Majors	75	100	74	-
No. Sections Taught *(No. faculty = 2.5)*	12	15	20	+
Pau Hana demand *(3pm+, Sat)*	1	1	5	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	3	+
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	60%	-

PROGRAM EFFICIENCY

	Min.	Sat.	Act.	+/-
Average Class Size: Max = 19-24*	15	17	18.6	+
No. Small Classes: ≤ 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)***	70%	85%	86%	+
Advisory Committee updated *(April 20, 2005)*	yes	yes	yes	+
Lecturer-Taught Classes**	17%	to 67%	35%	+

 Excludes Outreach: average = 16.3.
**Excludes Outreach: fit = 88%, lecturer-taught = 100%.*

PROGRAM OUTCOMES

	Min.	Sat.	Act.	+/-
Credits Earned Ratio	65%	70%	88%	+
Satisfied with Academic Prep *(n=4)*	80%	90%	100%	+
Work in Related Field *(n=3)*	65%	80%	67%	=
Graduation Rate *(n=33)*	5%	15%	45%	+

PERKINS III CORE INDICATORS

	For BT (Business Tech)	*Baseline*	*Performance*	*+/-*
1P1	Academic Achievement	81.81%	80.00%	-
1P2	Vocational Skills	90.00%	85.71%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	9.52%	-
3P1	Placement: Employment	71.00%	61.54%	-
3P2	Retention: Employment	90.00%	87.50%	-
4P1	Nontraditional Participation	14.18%	12.68%	-
4P2	Nontraditional Completion	12.86%	0.00%	-
	For OAT (Office Information & Tech)	*Baseline*	*Performance*	*+/-*
1P1	Academic Achievement	81.81%	80.00%	-
1P2	Vocational Skills	90.00%	85.71%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	9.52%	-
3P1	Placement: Employment	71.00%	61.54%	-
3P2	Retention: Employment	90.00%	87.50%	-
4P1	Nontraditional Participation	14.18%	12.68%	-
4P2	Nontraditional Completion	12.86%	0.00%	-

Strengths

- The number of Business Technology majors is between 95 and 120 students.

- Hawaiian cultural values component has successfully improved instruction by encouraging students to share responsibility, to come to work on time, and to stay late to get the job done. All academic achievements are important, but essential to a Business Technology major are good and industrious men and women who have the integrity, respect, and strength of character to practice sound ethics.

- The Business Technology program has a number of student and graduates who continue their education at baccalaureate granting institutions. Students articulate with the UH-West Oahu BA in Business Administration program offered in Maui County.

- Course completion and graduation rates have been enhanced with the development of faculty advising procedures, including maintaining a portfolio on every major.

- Program name change to Business Technology was approved in Spring 2003. This PCC-based curriculum is upgraded to the 100+ level, which helps transferability to other colleges.

- The counselor assigned to the program has provided stability and an additional link with students. The UH Outreach counselor has also provided much-needed stability and support to the students articulating towards their 4-year degree.

- Language arts, math, and speech skills have been elevated in the Business Technology core.

- The Certificate of Completion Medical Assistant I curriculum was approved in Spring 2004.

- Office simulation is the capstone course for the Business Technology program. It includes an integrated database, spreadsheet and word processing office simulation case study, Internet research, advanced presentation, and troubleshooting skills. Students develop a portfolio that is used to assess their Business Technology competencies. This portfolio further assists in measuring whether the Business Technology curriculum meets the program's proposed learner outcome and assessment requirements.

- The strong joint Business & Hospitality Advisory Committee has been very crucial in providing feedback to the program on its courses and goals. Students in the capstone course work with the Program Coordinator to organize, coordinate, and facilitate the Advisory Committee meeting.

- Multiple community partnerships: Hui Malama, Maui Memorial Medical Center, Kaiser Permanente Medical Clinic, Maui Research & Technology Center, MHDC Properties Inc, Maui Electric Company, VITEC, and International Administrative Assistant Professionals (IAAP).

- Within the state and on Maui, administrative support and clerical positions are plentiful. The challenges for the Business Technology program are to (a) identify and track its majors, (b) train these majors to become the high-performance employees needed for these positions, and (c) to provide articulation to 4-year universities, i.e., UH-Manoa, UH-West Oahu, and UH-Hilo.

- For the past two years the Regent's Award has been awarded to a Business Technology graduate, and the 2003 co-valedictorian was a Business Technology graduate.

- Graduates are easily hired in the growing business community, even during recessional environments. The Maui News shows an average of seven openings in the office field every week. The pay, however, is not commensurate with the increasingly high level of technical skills expected, including computer and language proficiency.

- The Business Technology Tech Center is up and running. The Center provides a bridge experience for Business Technology majors, enabling them to gain practical, hands-on experiences on campus, under supervision of instructors, before beginning their Cooperative Education requirement in the community. The Tech Center accepts clerical jobs from students and the community, raises funds by typing reports for English classes at $1 per page. This revenue center enables students to learn the value of their typing skills, while earning for the program to purchase equipment and supplies, and exceeding the insufficient G-funded budget for these expenses. Typing and dictation proficiency tests are also administered in the Tech Center for students and community members seeking private and civil service positions. In partnership with the State, County, and Maui Electric Company, clerical proficiency tests are administered by the Business Technology faculty.

- Computers in Ka Lama 207 have been replaced and upgraded.

- The Business Technology capstone course has provided service-learning (civic engagement) activities to the low-income housing projects for the past four years. UH, Maui College partnered with HCDCH to install a learning computer center at the Kahekili Housing site and upgraded the learning computer center at the Makani-Kai Hale site. Students at this housing project range from 5 years to 70, and they are given instruction in computer literacy, Internet search, keyboarding, and word processing skills. The Business Technology students further assist the residents with downloading and printing of housing, rental assistance, food stamps, and Medicaid application forms.

- Business Technology faculty developed an on-line WebCT curriculum survey that retrieved student individual assessment of the technological competencies taught in the BCIS 161 curriculum.

- Chuck Carletta is Advisor of the MCC Peace Club and is also Treasurer for Maui Peace Action. Kuuipo Lum is the Chair of the University of Hawaii System Business Technology Program Coordinating Council and also serves as Ways and Means Chair for the Hawaii Business Education Association. Cyrilla Pascual serves as Membership Chair for the International Administrative Assistant Professionals and is an Advisor for the Kabatak (Filipino) Club on campus. Faculty members attend state and national conferences and workshops, often at personal expense.

- Regular program meetings are held where faculty members model the shared decision-making process they teach to their students and program curriculum assessment models.

- The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has done the preliminary work towards meeting learner outcome and assessment requirements. The Program Coordinator also assisted the HOPER Program Coordinator develop the HOPER learner outcomes and assessment requirements.

Weaknesses

– Transfer of a full-time tenure track faculty out of Business Technology has affected the student enrollment count in the program. Student advising and her program assessment and development of SLOs is left to one full-time tenure track faculty member.

– Release time for the Business Technology program coordinator is lacking. The program coordinator also chairs and coordinates the joint Business & Hospitality Advisory Committee. In AY 2005-06 Business Technology will be supported by 3 full time faculty and 2 lecturers and a temporary decrease of 1 full time counselor. This faculty to student ratio situation will drastically increase the amount of time the program coordinator is expected to perform student-advising sessions, as well as resolve the trouble shooting problems of the computers in the Business Technology classrooms. No matter what kind of microcomputer you're fixing, you need a valid troubleshooting process to prevent circular reasoning and root causes "slipping through the cracks."

– A major problem in keeping an accurate list of majors locally is the Banner computer system, which has been unable to retain majors with their proper major designation once the "Change of Information" form is completed and submitted for processing. On the other hand, some intended Business Technology majors enter the College under another major designation and do not complete the change form, i.e., Health Unit Coordinator majors. For these reasons, the SIS major counts are often not a true reflection of the actual number of majors.

– Decreased lecturer funds AY 2003-04 meant no offerings at the Kahului campus and decreased courses on Molokai and Lanai. No evening courses were offered at the Kahului campus, which caused a decline in the program cycle coverage, and program efficiency lecture taught classes.

– Although a lecturer was upgraded to an Instructor position at the Maui site, staffing is too heavily reliant on lecturers on Molokai.

– A computer lab (Ka Lama 201) is in dire need of upgrade. Ka Lama 202 lab, which has been loaned out to the STEM project, has been upgraded and is not used by Business Technology.

PLAN OF ACTION

Previous Action Plans:

1. Seek assistance from resource development staff for underwriting support to purchase new computers for Ka Lama 202. The current computers are nine years old and are obsolete. Previously used by Continuing Education-VITEC, the Business Technology program will now use Ka Lama 202 full–time for future classes.
    Stalled: Dean has said to hold off on this.

2. Purchase software upgrades consistent with new textbooks and "state of the art" technology.
    Pending. WordPerfect software must be upgraded to version 12. Currently version 8 resides on the computers.

3. Offer evening courses. No evening courses were offered in the fall and spring of AY 2003-04.
    Completed. Evening offerings were re-instated in Fall 2003.

4. Re-structure the coordination of monthly student advising sessions.
    Pending. Couldn't be done with one position.

5. Review student on-line assessment of the BCIS 161 curriculum. Use data to measure student learner outcomes and Business Technology curriculum program assessment.
    On-going. Currently two sections of BCIS 161 are offered with WebCT, and the other one without. Research has shown the Liberal Arts students do not want WebCT; they are less comfortable with the computers than are the tech majors.

New Plans for AY 2006-07+:

1. Can't be done with one position.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

FOOD SERVICE

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

The Food Service program was first offered provisionally in 1977 – as a program separate from the Hotel Operations program – for the granting of the Certificate of Achievement and the Associate in Science degree. The Board of Regents granted approval of its continuance in 1981 and its establishment as a permanent program in 1982.

The Food Service program merges instruction with campus food services for students, staff, faculty, and the community. Course offerings and scheduling are interfaced with campus activities and the needs for food services and program curricular and financial requirements.

PROGRAM DESCRIPTION

The Food Service curriculum has been carefully planned and organized to offer progressive blocks of courses that allow for: seven Certificates of Competence; one Certificate of Completion intended to help students find work in specific areas; a Certificate of Achievement in Culinary Arts; and an Associate in Applied Science degree in Food Service with specializations in Baking, Culinary Arts, and Restaurant Supervision. The AAS degree program with specializations in Baking or Culinary Arts is accredited by the nationally recognized American Culinary Federation Accrediting Commission.

The Food Service program combines instruction with campus food services for students, staff, faculty, and the community, prepares students for successful careers in culinary arts or baking, and provides opportunities and training to current employees for professional advancement. A recent endeavor, funded by grants, involves a food related research and development component to the program. Students participate in the development of entrepreneurial projects using food items on Maui and bringing the product to a marketable and ready–to-sell stage.

PROGRAM GOALS

The primary goal of the Food Service program is to continue to provide quality relevant and challenging culinary education that meets or exceeds national standards at all professional levels. Short-term goals include evaluation of overall program competencies and the development of a measurement tool to help instructors and students better realize specific learning objectives and outcomes. The program will also continue its research and development component and expand to other food products. The program is also exploring the development of its own short term training packages to meet secondary high school and industry needs. The program itself as a source of revenue generation is developing non-credit offerings.

PROGRAM STAFF

Regular Faculty

- Robert Santos, BA, AOS; Professor, tenured; Program Coordinator
- Darryl DelaCruz, BS, CA; Instructor, tenured
- Teresa M. G. Shurilla; Instructor, tenure track
- Ben Marquez, AS; Instructor, non-tenure track
- Chris Speere, AA, AS; Assistant Professor, tenured
- Don Sprinkle, BBA; Assistant Professor; tenured

Lecturers

- Dean Louie
- Karen Robbins, BS, MS
- Tom Lelli, AS
- Juli Umetsu

Staff

- Wanda Shin, Cafeteria Helper
- Kyle Kawakami, APT
- Sally Cool, assistant operations manager
- Doug Paul, assistant operations manager
- Various positions as cook, dishwashers, and general utility (as required for operation)

PROGRAM ADVISORY COMMITTEE

The membership of the Food Service Advisory Committee, which met on , includes:

Bryan Ashlock, Executive Chef
Food & Beverage Director, Sheraton Maui

Clark Hashimoto
Director, UHM - CTAHR

William Bailey, MCC Graduate
Sous Chef, Grand Wailea Resort & Hotel

Mark Hetzel
Executive Pastry Chef, Maui Wedding Cakes

Jeff Cabiles
Owner, Simply Sweets Bakery

Marcella Holokai, MCC Graduate
Food Service Mgr, Wailuku Elementary School

Patrick Callarec
Chez Paul Restaurant

Kevin Kimizuka, Manager Workforce
Development, State Dept. of Labor

Bob Cambra
Executive Chef, Waterfront Restaurant

DK Kodama, Executive Chef
Owner, Sansei Restaurant & Sushi Bar

Jason Carpio
Sous Chef, Hyatt Regency Maui

Nelson Okumura
President, VIP Foodservice, Inc.

Ron Daniels
Chef Instructor, Job Corps Hawaii

Tylun Pang
Executive Chef, Fairmont Kea Lani Hotel

Tom Fairbanks
Food & Beverage Director, Kaanapali Beach

Joey Macadangdang
Executive Chef, Roy's Kihei

Eric Faivre
Grand Wailea Hotel & Spa

Ed Santos
Owner, Manana Garage

Greg Gaspar
Makena Prince Hotel

Reyn Tateyama
Kamehameha Schools

Harold Hardcastle
Owner, The Bakery

FOOD SERVICE HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	100	125	22	-
Annual Job Openings: Hawaii State	1000	1230	126	-
No. Student Majors	60	80	57	-
No. Sections Taught (No. faculty = 6.0)	20	25	36	+
Pau Hana demand (3pm+, Sat)	1	1	5	+
Outreach demand (Molokai, Lanai, Hana)	0	0	0	=
Alternative delivery access (sky, cable, web, self-paced)	0	0	0	=
No. Sections Over-Enrolled	0	0	10	+
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

Average Class Size: Max = 24-30	15	20	17.3	=
Average Class Size: Max = 15	11	13	15.9	+
No. Small Classes: < 9	0	0	2	-
Class Fit (actual enrollment/max enrollment)	70%	85%	83%	=
Advisory Committee updated ()	yes	yes	no	-
Lecturer-Taught Classes	17%	to 67%	36%	+

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	84%	+
Satisfied with Academic Prep (n=10)	80%	90%	100%	+
Work in Related Field (n=9)	65%	80%	89%	+
Graduation Rate (n=57)	5%	15%	45%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	70.73%	-
1P2	Vocational Skills	90.00%	85.71%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	35.71%	-
3P1	Placement: Employment	71.00%	85.71%	+
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	N/A	
4P2	Nontraditional Completion	12.86%	N/A	

PROGRAM ANALYSIS

Strengths

– The quality and commitment of its faculty, staff, and students continue to be the greatest strengths of the Food Service program. The number of faculty possessing baccalaureate degrees adds a dimension not often found in a professional/technical program. Another strength of this program is the ability of the faculty and staff to: motivate; challenge; offer a wealth of new information; integrate information taught in other programs and general education courses into Food Service courses; work to bring relevance to material taught; help each student to develop and overcome any area of weakness and strength; pay attention to each student's overall development as a responsible and caring citizen of the community; and help each to realize his/her educational and professional goal.

– The program is now operating in a state of the art, brand new facility that has all the required equipment to adequately train students for a professional career in culinary arts. There is adequate space for the current students and has much room for program growth.

– Scheduling of the Food Service curriculum is offered in a manner which nurtures student feelings of belonging to a Food Service family/ohana, allows faculty to monitor student progress, and is part of the program's own student support system which encourages students to continue and complete their individual goals. The faculty carefully oversees progress of student majors. Student activities, such as New Student Orientation, "First Six" Graduation Ceremony, Garde Manger mystery basket, catering, field work-experiences, industry field trips, industry partnerships, research and development, and culinary competitions, have the secondary goal of strengthening support for our students by members of the community, the College, student family and friends, faculty, and industry employers.

– Another strength lies in the relationships and partnerships the Food Service program has fostered with the MCCA, the industry, professional organizations, philanthropic and service organizations, and the Department of Education. These partnerships have increased program participation in industry-sponsored activities throughout the county and state. A junior team of five (5) students continues to compete to win the right to represent Hawaii and the western regional of the ACF. Four students competed in the National Chaine des Rotisseurs "Young Commis" competition in Honolulu. Just recently, one student won first place in the statewide competition for the HMSA Healthy Recipe contest.

– Every semester, students compete in the Student Culinary Challenge, which is the final practical examination for students enrolled in the capstone Garde Manger course. Industry chefs serve as judges, who encourage the development of partnerships with them and allows chefs to share experiences and expertise with students.

– Our Advisory Committee and industry are committed to helping us continue to meet and exceed ACF graduation standards in order to meet the competitive needs of Maui – voted the best island in the world, with the best resorts in the world! The community helped us to earn 7-year re-accreditation of our AAS degree in both culinary arts and baking specialties by the American Culinary Federation Accrediting Commission.

– The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has done the preliminary work towards having the program meet learner outcome and assessment requirements.

Weaknesses

_ Our greatest asset – the new facility called Pa`ina – also presents a weakness because of the great expense in operating a large facility. The new facility is enclosed and requires air conditioning. The design of the building ties air conditioning with the hood exhaust system and in most cases, the whole building must be turned on for proper airflow and make-up air. The massive amount of exhaust hoods requires frequent cleaning and maintenance at a very large expense. The college has taken away any maintenance/janitorial support and, consequently, employees of the operation are maintaining janitorial work.

There are many deficiencies in the building design and workmanship. Countless work-hours have been spent and will continue to be spent in addressing the problems with refrigeration, humidity, door locking systems, water heaters, sound systems, lights, and many others. Some pieces of equipment have not been used yet because either the installation was not correct or electrical plugs were not properly provided.

Components of total instruction are still yet to be installed in the facility. There are large television sets, video monitors, and projectors waiting for installation because of staffing shortages at the college.

– The program has continued to grow even though state general funding has decreased. Greater pressures to increase revenue from student-produced food force instructors to focus time on production, at the expense of instruction. There is great need to add a second full-time tenure-leading position in baking, two others in the culinary arts, and a third in the front-of-the-house, to assure quality instruction and long term growth and planning as we grow into this new facility. Clerical, cafeteria management, and janitorial positions funded through general funds are being requested to meet present and future needs of the program.

PLAN OF ACTION

Previous Action Plans:

1. A business plan guides our growth, development, and daily operation. The plan calls for self-sustainability for the program, where our income will be able to cover all the operational and instructional needs for the program. Systems are being developed that control costs, daily production, inventory, and staff scheduling. Operation and instruction components are working together to keep our facility in good condition and to make possible the proper training and practice so students prepared for a career in culinary arts.
    In progress. A person with an accounting background has been hired (on board now for 6-weeks), and has tweaked the original business plan. This, through several meetings with administration, has allowed the program to pinpoint areas of financial feasibility and diagnose areas of improvement.

2. The program is seeking a continuation of grant monies to continue to assist in increasing student learning potential by establishing work-based learning stations monitored by instructors and staff. The first year was fairly successful and templates for monitoring of work-based stations have been developed for some of the areas. A continuation will allow for other templates to be developed. Having an extra person in the kitchen production areas with the students has helped tremendously and a continuation of the grant proposals will certainly be of value.
    In progress. The second area of work-based tracking templates has been completed. The program is now putting together the template for the third continuation.

3. Two new positions (non–tenure track) were added to culinary arts and an unfilled (due to retirement) tenure leading position will be filled soon.
    Completed. Two positions were filled, one a non-tenure track and the other the tenure-track position vacated at the retirement of the previous Program Coordinator. The program would benefit from converting the non-tenure position to a tenured track position, in order to provide stability to the program.

4. Stronger emphasis will be placed on offering training packages in innovative and more flexible formats to increase the number of students trained in the facility. A larger demand on the program has developed because of the appeal of the Pa`ina facility to the campus population, as well as the general public and business community. More students will contribute to overall food production and should help to alleviate the demand on the normal degree-seeking students.
    In progress. An agreement has been solidified with OCET to work together on training packages. The program has proposed four possible dates and is searching for an instructor.

5. There have been slow but steady streams of work being done to alleviate the facility deficiencies that exist. Lists have been prepared and meetings with our Director of Administrative Services, the state Department of General Services, and the appropriate contractors and subcontractors have been on-going to find solutions to the areas of concern.
    In progress. Bids for the jobs were advertised and a contract awarded; but the final details are still being worked out. Work is supposed to start this summer. Numerous other deficiencies still need to be addressed.

6. We are also seeking solutions to have our own control of air conditioning and temperatures in the facility. Our own control will give us greater flexibility in spur of the moment or changes in food and catering functions.
    Cannot be completed. We have found out that the cost of this would be exorbitant.

7. An advertising and marketing plan will also help us increase the total revenue to the program as well as letting more people know of the educational opportunities at the MCC Food Service program. Increasing revenue will allow for greater learning potential to the students. A greater enrollment will also assist in meeting the demand for food service at the facility.
    In progress. The program now has a considerably better website that allows customers to gain more information about available food service options – access menus, make reservations through the website. As a result, revenue sales have gone up and the feedback received from viewers has been positive.

New Plans for AY 2006-07+:

1. Pursue other not-for credit potential revenue sources to increase operating revenues.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

HOTEL OPERATIONS

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

The Hotel Operations Program at Maui Community College has been an activity of the College since 1970. Since its incorporation within the University of Hawaii Community College system, the program has had an exceptional increase in enrollment from 16 to over 133 majors at one point. The program has met its goals in serving the post-secondary educational needs for the Hospitality Industry. The program has trained students of Maui County (Maui, Molokai, and Lanai), out-of state, and foreign countries including Micronesia, Japan, China, Korea, Norway, Sweden, Germany, Brazil, and Argentina. In 2005, the course alpha was changed from HOPE (Hotel Operations) to HOST (Hospitality & Tourism), reflecting the recommendation of the UH Community College Program Coordinating Committee to change the program name to Hospitality & Tourism.

PROGRAM DESCRIPTION

Under the new campus reorganization, the Hotel Operations Program is administered through the Business & Hospitality (BSH) Unit at Maui Community College. The Hotel Operations Program offers the Certificate of Completion, the Certificate of Achievement, and the Associate in Applied Science degree. Students are prepared for entry-level line and entry-level supervisory positions in the hotel industry.

PROGRAM STAFF

Regular Faculty

–   Lorelle A. Solanzo Peros (Program Coordinator & Instructor)
    BBA, Travel Industry Management, UH-Manoa
    MBA, University of the Pacific

    Debra Nakama (Articulation Coordinator)
    BA, Med, PhD, UH-Manoa

Lecturer

–   Keith Shibuya
    Director of Event Operations, Renaissance Kapalua Bay Hotel & Ocean Villas

PROGRAM ADVISORY COMMITTEE

A Hospitality Advisory Committee was formed in June 2004. Members and meeting dates include:

Aipa, Kui	Nakamoto, CharlAnn (Chair)
Controller	Director of Human Resources
Napili Kai Beach Resort	Maui Prince Hotel
Belmonte, Leah	Neilson, Sarah
Human Resources Manager	Human Resources Generalist
Renaissance Wailea Beach Resort	Aloha Airlines
Cano, Javier	Rabang, Chris
General Manager	Rooms Division Manager
Ritz-Carlton Kapalua	Westin Ka'anapali Ocean Resort Villas
Cosgrove, Kelley	Shibuya, Keith
Hotel Manager	Catering & Conference Svc Manager Kapalua
Fairmont Kea Lani	Bay Hotel
Gilliland, Lance K.	Sugiyama, Kazuyo
General Manager	Director of Human Resources
Embassy Vacation Resort	Maui Beach Hotel
Ikuta, Ann	Takamiya, Cheryl
Director of Revenue Management	Director of Human Resources
Four Seasons Resort Maui	Wailea Marriott
Inamasu, Wendell	Tarpey, Jeff
Group Events Coordinator	General Manager
Wailea Golf Resort, Inc.	United Airlines
Lewin, Barry	White, Mike
General Manager	General Manager
Hyatt Regency Resort & Spa	Ka'anapali Beach Hotel
McGovern, Andrew	Yamazaki, Tets (Vice Chair)
Director of Personnel Services	Director of Property Operations
Maui Marriott Resort and Ocean Club	Sheraton Maui

Summer & Fall 2004	*Spring 2005*
June 16, 2004	January 20, 2005
July 1, 2004	February 17, 2005
July 15, 2004	March 17, 2005
August 12, 2004	April 14, 2005
August 26, 2004	May 19, 2005
October 14, 2004	June 16, 2005
November 22, 2004	
December 9, 2004	

HOTEL OPERATIONS HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	30	60	9	-
Annual Job Openings: Hawaii State	300	600	42	-
No. Student Majors	40	60	66	+
No. Sections Taught *(No. faculty = 1.0)*	5	5	5	=
Pau Hana demand *(3pm+, Sat)*	1	1	0	-
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle Coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

Average Class Size: Max = 24-30	18	22	22.6	+
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	78%	=
Advisory Committee updated	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	0%	-

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	80%	+
Satisfied with Academic Prep *(n=3)*	80%	90%	100%	+
Work in Related Field *(n=2)*	65%	80%	100%	+
Graduation Rate *(n=15)*	5%	15%	23%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	88.00%	+
1P2	Vocational Skills	90.00%	82.14%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	35.71%	-
3P1	Placement: Employment	71.00%	66.67%	-
3P2	Retention: Employment	90.00%	75.00%	-
4P1	Nontraditional Participation	14.18%	30.56%	+
4P2	Nontraditional Completion	12.86%	20.00%	+

PROGRAM ANALYSIS

Strengths

–   Hospitality Advisory Committee members have a wide variety of expertise and have consistently met monthly to review curriculum and provide input for curriculum redesign.

–   Consistently good enrollment and a relatively large number of majors for a single-person program are strengths of the program.

–   Industry demand for workers remains consistent.

–   The program experiences strong support from hotels & resorts within the community in providing job shadowing, site visit, and other project based learning opportunities for students.

–   Vocational education counselors and Program Coordinator are part of Maui Community College Strategic Education Management Team in which Hotel Operations majors are tracked for progress and retention.

–   Program Coordinator participated in the Assessment Workshops and has aligned learning outcomes of courses with assessment requirements.

–   Program Coordinator completed a Program Review in Fall 2004 and has completed work on curriculum redesign based on program analyses.

–   Program Coordinator has earned certification (Certified Hospitality Educator) through the American Hotel & Lodging Association and thus national standards and requirements have been integrated into course curriculum.

–   Program Coordinator is a member of the Systemwide Hospitality & Travel Consortium (made up of representatives from KapiolaniCC, KauaiCC, HawaiiCC, LeewardCC, UH TIM School, etc.) and articulation agreements are being discussed among all campuses to provide students the opportunity of seamless transfer among campuses.

Weaknesses

–   Lack of funds for additional lecturers to meet demand for the evening, for possible expansion of the HOPER program, and to circumvent challenges associated with a single-person program.

–   Lack of hands-on updated computer software (Property Management System), equipment, and lab space for Front Office Operations course.

–   Program does not include short-term training for individuals already in the field of hospitality who wish to upgrade specific skills.

–   Articulation agreement between UNLV & MCC is no longer honored since UNLV has

upgraded their curriculum.

– Lack of articulation agreements for Hotel courses with UH TIM School, KapiolaniCC,
   KauaiCC, and HawaiiCC does not provide a seamless transfer for students.

– Limited number of Hotel elective courses available at MCC.

– Program does not address the community needs for trained personnel in areas within the
   hospitality industry including transportation, leisure and recreation services, etc.

PLAN OF ACTION

Previous Action Plans:

1. Redesign HOPER curriculum to include courses numbered 100 and above to be consistent
   with the UH system and PCC goals.
   Completed. Curriculum proposals were submitted in the Fall 2004 semester and formally
   approved in the Spring 2005 semester.

2. Upgrade and articulate introductory course(s) with UNLV.
   In progress.

3. Expand program to include programmatic strands aligned to travel & tourism careers.
   In progress. Special topics courses have been identified.

4. Update all course outlines and student learning outcomes to meet assessment goals.
   Completed Fall 2004.

5. Develop new Hotel Operations courses to incorporate variety and rigor into curriculum.
   Completed Fall 2004.

6. Design a capstone course to be taken during the last semester, enabling students to apply
   and integrate knowledge learned into a final project-based assignment.
   Completed Fall 2004.

7. Meet with Hotel Operations PCC in Fall 2004 to review curriculum and establish articulation
   agreements.
   Planned. PCC will meet in May 2005 to complete articulation agreements for 5 hotel courses.

8. Complete program assessment to ensure program meets specific learner outcomes and
   assessment requirements.
   Completed Program Review in Fall 2004.

9. Develop sequence of courses to include certification in specific areas (i.e., Human Resources,
   Rooms, Sales) for individuals already in the industry who wish to upgrade job skills.
   In progress. Professional development workshops with course certifications are being
   discussed in conjunction with the Maui Hotel Association.

10. Align certification with national standards (AH&LA & CHRIE).
    In progress. Program Coordinator participated in the Summer 2004 Return to Industry Program.

11. Continue to interface with industry professionals to ensure curriculum meets the needs of prospective employers.
    In progress. Used InnStar software for Front Office course (note: need to research and find a more updated and user-friendly program).

12. Utilize front office software in the curriculum to expose students to hotel property management systems.
    In progress. Completed group advising in Fall 2004 and Spring 2005. Case management ongoing.

13. Continue to work with counselors to track progress and retention rate of all HOPER majors.
    Ongoing.

14. Work in conjunction with the job placement coordinator to monitor student progress and ensure completion of Cooperative Education requirements.
    In progress. Created Hospitality Advisory Committee in Summer 2004. Participated in RTI project in Summer 2004.

15. Continue to develop partnerships within the hotel/resort community by participating in Advisory Committee meetings and the Return to Industry project (funded by Perkins).
    In progress. Participated in career fairs in the high schools during the Fall 2004 and Spring 2005 semesters.

16. Continue to work with Academy of Travel & Tourism (AOTT) coordinators from the Lahainaluna, Maui, and Baldwin high schools to recruit students for the HOPER program
    In progress. Offered Orientation to Hotels course but enrollment was minimal. Need to work on enrollment management strategy for outreach sites.

17. Offer outreach courses to build enrollment in areas such as Molokai, Lanai, and Hana,
    In progress. Discussions have begun through the System-wide Hospitality & Travel Consortium

18. Work with PCC to examine the possibility of collaborating resources and offering distance courses via HITS, cable, videostreaming, etc.
    In progress. Met with Dean Walter Jamieson (UH TIM School) and Erika Lacro (Dean of Student Services) in Summer 2004 to discuss articulation agreements. Articulation meeting between UH and PCC is scheduled for May 2005.

19. Meet with UH Manoa faculty regarding alignment of curricula.
    In progress.

New Plans for AY 2006-07+:

1   Implement new curriculum/programmatic changes in the Fall 2005 semester.

2.   Change the program name from HOPER (Hotel Operations) to HOST (Hospitality & Tourism) to align with PCC requirements.

3.   Complete articulation agreements of designated courses with Hotel Operations PCC and UH TIM School.

4.   Articulate introductory courses with UNLV.

5.   Prepare for program accreditation by attending the CHRIE conference.

6.   Work with Hospitality Advisory Committee to:

   • Develop an enrollment management strategy
   • Create a brochure to market redesigned curriculum
   • Raise funds to prepare for CHRIE accreditation, scholarships, etc.

7.   Work with UH Hospitality & Travel Consortium to examine the possibility of collaborating resources and offering distance courses via video streaming, online, etc.

8.   Work with Maui Hotel Association to create professional development workshops for professionals in the industry who wish to upgrade their skills.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

ADMINISTRATION OF JUSTICE

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

When initiated in 1971, this program was titled Police Science. In 1981, the Program Coordinator began expanding the curriculum to a broader student clientele with offerings in criminal justice, private security, and corrections. In 1983, the Board of Regents changed the program name to Criminal Justice, and subsequently to Administration of Justice for consistency across all campuses in the University of Hawaii Community College system.

Some Administration of Justice courses were offered in an 8-week format for the first time in Fall 1983, to accommodate police officers working six, seven, or eight-week shifts. Later at the request of police officers and with support from Advisory Committee members, the Program Coordinator adjusted the 8-week format to a 7-week format. To add additional flexibility to the Administration of Justice program, courses are offered via the College Cable Channel since Spring 1987. AJ classes are broadcast on a live and repeat basis for greater access by police, sheriff, security, and adult corrections officers, and others who work a shift schedule. It should be noted that the AJ program has been without a Coordinator/full-time faculty member for a total of four years, as of Fall 2005.

PROGRAM DESCRIPTION

The Administration of Justice program is one of three Public Service programs at the College. The AJ program staff had included one full-time faculty member who resigned to take a position on the Mainland. The AJ position has remained empty due to budget constraints. Currently several part-time lecturers teach in the program.

The AJ program is competency-based and stresses both theoretical and hands-on practical application of classroom information. Upon completion of requisite coursework in AJ and Liberal Arts, students receive a Certificate of Achievement (CA) and/or an Associate in Applied Science (AAS) degree. AJ majors are eligible also to receive any one of six Certificates of Competence in Law Enforcement, Corrections, and Private Security. Police Officers may receive up to 21 AJ credits for completing basic police training as required by government law enforcement agencies, after successfully earning 12 credits at the College. The College recognizes the need to revamp the current curriculum; however the task needs the involvement of a program specialist and awaits the filling of the Coordinator position.

PROGRAM GOALS

The Administration of Justice program serves the following broad purposes:

1. To provide general academic knowledge, concepts, and theory pertaining to the criminal justice system.

2. To meet the pre-service needs of those preparing for careers in law enforcement, private security, or other fields related to administration of justice, particularly in light of the increased need since 9/11 for addressing security issues in our County as well as the nation.

3. To meet various in-service educational and training needs of professionals in the administration of justice field.

PROGRAM STAFF

Regular Faculty

– Kathryn Fletcher, Acting Program Coordinator

Lecturers

– Bobby Hill, MBA in Business Administration; Lt., Maui Police Dept.
– Philip Lowenthal, Esq., JD
– Joe Scuro, JD

PROGRAM ADVISORY COMMITTEE

Members of the AY 2004-05 Administration of Justice Advisory Committee are listed below. The AJ advisory Committee met August 12, 2004, September 30, 2004, and continues to hold e-mail meetings in 2005. Members have validated student-learning outcomes for the AJ program and made significant recommendations for continuing role of the AJ program in the community.

Bobby Au Transportation Security Administration	Philip Lowenthal, Chair Attorney at Law
Ron Brock Freeman Guards	Danny Matsura Maui Police Department
Robert Cole Realtor, Cole Corp Real Estate	Dwayne Nitta Director of Security, Grand Wailea Resort
Pat Elf Former Police Commissioner – Maui Chapter	Thomas Philips Chief, Maui Police Department
Clinton Fukushima Director of Security, Westin Maui Hotel	Patrick Sniffen Commander, Maui Sheriff's Office
James Hirano Corrections Supervisor	Matt Stevenson Director of Security, Four Seasons Hotel
Michael Kahoohanohano Maui Police Department – Hana District	Howard Tagomori Transportation Security Administration
Lowery Leong Transportation Security Administration	Ron Vought Maui Police Department

ADMINISTRATION OF JUSTICE HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	30	60	10	-
Annual Job Openings: Hawaii State	300	600	60	-
No. Student Majors	40	60	17	-
No. Sections Taught *(No. faculty = 0.0)*	5	5	2	-
Pau Hana demand *(3pm+, Sat)*	1	1	1	=
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	1	+
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	40%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 30	20	24	21.5	=
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	72%	=
Advisory Committee updated *Aug 12, 2004 & Sept 30, 2004*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	100%	-

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	79%	+
Satisfied with Academic Prep *(n=2)*	80%	90%	100%	+
Work in Related Field *(n=2)*	65%	80%	50%	-
Graduation Rate *(n=5)*	5%	15%	29%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	100.00%	+
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	33.33%	-
3P1	Placement: Employment	71.00%	100.00%	+
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	45.00%	+
4P2	Nontraditional Completion	12.86%	100.00%	+

PROGRAM ANALYSIS

Strengths

- The number of student majors has dropped to 17, obviously attributable to the lack of a Coordinator to market the program as well as to advise and mentor those already in the program. The lack of a Coordinator/full time faculty also explains the decrease in number of sections taught and the program cycle coverage, as well as the fact that 100 percent of the classes are taught by lecturers. However the overall effectiveness and efficiency of the AJ program continues as specified by the Program Health Indicators. Five students graduated last semester, despite the lack of direction and support for this program. This expression of student persistence demonstrates a clear need for the AJ program to continue, be strengthened, and allowed to reach its potential.

- The AJ Program is continuing to fulfill its Memorandum of Understanding (1996) with the Maui Police Department, enabling police recruits to receive 21 credits for successful completion of the MPD Police Recruit School after earning 12 credits at the College.

- The Maui Police Department has expressed an interest in having cadets finish the AJ program and directly into MPD without taking the civil service test. Our AS degree holders can also take the civil service test two years earlier in order to advance to Sergeant.

- The Advisory Committee states that job opportunities, other that MPD, also exist for our students, especially in the area of civil defense, homeland and private security.

- The Maui Police Department has advised strongly that MCC continue and expand the AJ program. The Department has expressed interest in working with the College on curriculum development including updating courses and placing more emphasis on such liberal arts areas as communication skills.

Weakness

- The AJ Program has had no Coordinator since the Fall of 2001. This severely limits program development and sustainability. There are three "minus" marks accrued in the Program Health Indicators (low major count, decreased course offerings, over-dependence on lecturers), all of which can be directly ascribed to the lack of leadership a Program Coordinator would provide.

- We are not able to offer the complete Program Cycle because we do not have a faculty member for AJ, but rather must depend on lecturers.

- Updating the curriculum, essential in light of the 9/11 attack and especially critical in the areas of homeland and airport security, has not been addressed due to the lack of a Program Coordinator/faculty.

PLAN OF ACTION

Previous Action Plans:

1. Update the Advisory Committee and hold meetings to discuss appropriate curriculum to meet community and program needs.

    Completed. The Advisory Committee of the AJ program has been a vital link to the community and their needs. The College will continue to facilitate these meetings and pay heed to the advice and guidance of the Maui community.

2. Fill a position to coordinate and teach in the program and to update curriculum.

    In progress. In spite of frequent requests for authorization to advertise and fill the position, the AJ Coordinator/Instructor position is still vacant. According to the Chief of the Maui Police Department and member of the Advisory Committee, Tom Philips, "I need someone to coordinate the AJ Program." The entire Advisory Committee concurs. Therefore, our first strategy must be to fill the vacant faculty position for Administration of Justice. It has been suggested that the position might have a teaching load in the AJ program itself of three classes a semester, with other compatible courses from the Liberal Arts or another program being used to fill the 15 credits. An example might be three AJ classes and two Sociology classes. This partnership would effectively expand the AJ offerings and address the Program Cycle coverage, while contributing to other high demand areas.

New Plans for AY 2006-07+:

1. Increase program marketing. The Program Coordinator would be able to market the AJ program, advise and mentor students, and work on updating curriculum with appropriate community input.

2. Reduce overdependence on lecturers. The use of lecturers would be far more successful as there would be input from several different sources for the students to draw on.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

HUMAN SERVICES

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

The Board of Regents approved the Human Services program in 1971. Courses were taught by lecturers and instructors who had full-time assignments in related areas, until the Spring of 1978 when a full-time Instructor/Program Coordinator was hired. A half–time instructor was hired to teach Social Service courses in fall 1982, and another half-time instructor was hired in fall 1983 to teach courses in Early Childhood Education. In fall 1992, a full-time instructor was hired to oversee the building of Na Ho'omaka Pono, the campus childcare center/lab school. When the center opened, the instructor became the lab instructor/coordinator for Human Services practicum students at the center, as well as instructor of other early childhood courses.

The original Program Coordinator retired at the end of 1999, and the lab instructor took on Program Coordinator duties. In Spring 2000, the HSERV program had just one filled 1.0 position and three vacant positions: one full-time and two half-time. This year two 1.0 positions were filled, one focused on Early Childhood Education, and the other (created from the two 0.5 positions) on Social Services. The Early Childhood position was filled in Fall 2000.

In June 2002 the Early Childhood Education faculty resigned, leaving the position vacant. Due to enrollment numbers, the position was left unfilled for the present time. Enrollment came back up, but budget constraints left the position unfilled. In the '05 biennium budget proposal to the Hawai'i State Legislature is a proposed Early Childhood Education position.

PROGRAM DESCRIPTION

The Human Services program is one of three Public Services programs at Maui Community College. The program is staffed by three full–time faculty (one position vacant), as well as lecturers hired each semester. The Human Services Program currently offers five Certificates of Competence: Case Management, Substance Abuse Counseling I and II, Home Visitor, and Preschool Child Development Associate. There are two Certificates of Completion: for Early Childhood Education and for Substance Abuse Counseling. There is a written agreement with the Alcohol and Drug Abuse Division (ADAD) of the state Dept. of Health that acknowledges that the AS degree that includes the two Certificates of Competence in Substance Abuse Counseling meets 2000 of the 6000 hours of education and experience required for state certification as a Certified Substance Abuse Counselor (CSAC). The program also offers a Certificate of Achievement and an AS degree in Human Services, with specialization in Substance Abuse Counseling or in Early Childhood Education.

Courses are offered at three outreach areas -- Hana, Lanai, and Molokai -- as well as on the Kahului campus. Courses are offered on a rotating basis -- morning, afternoon and evening -- to accommodate the scheduling needs of pre- and in-service students.

Students who complete the Certificate of Completion in Early Childhood Education and an AS degree with an early childhood emphasis and one year of experience, are qualified to be preschool teachers. Those who complete the degree with a social services emphasis are hired in positions such as outreach worker or program director in social service agencies. In-service students already employed in the field take courses to upgrade skills and move into positions with more responsibility and higher salaries. Students from other majors take Human Services courses to meet social science and public service requirements.

PROGRAM GOALS

The goals of the Human Service program are:

1. To prepare entry level human services workers for employment in Early Childhood programs, Social Service agencies, and related fields.

2. To provide opportunities for human services personnel already employed to upgrade their skills and, when appropriate, to obtain certification, which will allow for job advancement.

3. To provide a variety of course offerings both for students meeting degree requirements in other programs and for lifelong learners.

PROGRAM STAFF

The Human Services program is staffed by three full–time tenure–track, supplemented by part–time lecturers.

Regular Faculty *(one position vacant)*

- Elaine Yamashita, MEd in Elementary Education; Assistant Instructor and Program Coordinator, tenured June 1997
- Lee Stein, MSW, CSAC; Instructor in Social Services

Lecturers

- Linda Brown, MS in Education
- Cynthia Cary, MSW
- Christina Cowell, MA
- Patricia Tholen, BA and post baccalaureate certificate
- Wayne Watkins, BEd

- Kathy Bennett *(Molokai)*
- Nannette Grambusch *(Molokai)*
- Rebecca Takashima *(Molokai)*

PROGRAM ADVISORY COMMITTEE

The AY 2004-05 Human Services Advisory Committee, which met in March 2005 by email, includes these members:

Paula Ambre	Lyn McNeff
Maui Farm, Inc.	MEO Head Start
Desiree Canha	Poni Medeiros
MEO Community Services	Kamehameha Preschools
Judd Cunningham	Ricky Melchor
Aloha House	Center for Independent Living
Lucy Feinberg	Stacey Moniz
Maui Family Support Services	Women Helping Women
Christina Fisher	Mike Morris
County Substance Abuse Continuum	CEO, Maui Family YMCA
Carol Hayashida	Iris Mountcastle
Department of Human Services Licensing	Queen Lili`uokalani Children's Center
Roy Katsuda	Carlayna Nakamura
Hale Mahaolu	Hale Makua
Andrea Kaumehiwa	Gail Raikes
DOE RISE Coordinator	MFSS Early Head Start
Ann Lang	Christine Taylor
Ka Hale a Ke Ola	Owner, The Nanny Connection
Terry Lock	Wayne Watkins
Coord, County Early Childhood Ed & Care	MCC Lecturer

Wanda McMaster
MCC Professor (Retired)

HUMAN SERVICES HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	50	80	7	-
Annual Job Openings: Hawaii State	100	150	77	-
No. Student Majors	60	80	182	+
No. Sections Taught *(No. faculty= 2.0)*	10	12	14	+
Pau Hana demand *(3pm+, Sat)*	1	1	9	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	2	+
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	2	+
No. Sections Over-Enrolled	0	0	3	+
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

Average Class Size: Max = 25 *	15	18	23.0	+
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)**	70%	85%	90%	+
Advisory Committee updated *March 2005 by email*	yes	yes	email	=
Lecturer-Taught Classes**	17%	to 67%	50%	+

 *Note: Excludes Practicum w/5&12 max: avg = 6.5, fit = 76%; excludes Outreach: avg = 33.5, fit = 134%.
 **Note: Excludes Outreach: lecturer-taught = 100%.

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	74%	+
Satisfied with Academic Prep *(n=10)*	80%	90%	100%	+
Work in Related Field *(n=9)*	65%	80%	78%	=
Graduation Rate *(n=15)*	5%	15%	8%	=

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	91.23%	+
1P2	Vocational Skills	90.00%	98.57%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	17.14%	-
3P1	Placement: Employment	71.00%	88.89%	+
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	7.84%	-
4P2	Nontraditional Completion	12.86%	5.88%	-

PROGRAM ANALYSIS

Strengths

– The program has worked with the Rural Development Project in training Education Assistants for the state Dept. of Education and also providing consultation on the development of courses for the new federal job classification of Youth Practitioner.

– The program has also worked with PATCH (People Attentive to Children) to align an existing course (ED 170) with the community based non-credit training PATCH offers for people who work with infants and toddlers. A non-credit to credit process has been developed for Human Services courses to meet the needs of the early childhood, education assistant, and human services arenas.

– The program is adaptable to student needs, notably in scheduling of classes by rotating classes to late afternoons and evenings.

– Courses and programs are generally offered at most outreach areas as well as on campus. On-campus faculty work with outreach instructors as well as teach outreach courses.

– The Molokai Education Center has a strong Human Services component. The Molokai Counselor and the Molokai Coordinator work hard to meet student needs on Molokai.

– Faculty members are qualified and able to teach courses across the broad field of Human Services, enabling the program to offer a wide variety of classes. Among us we have diverse approaches while philosophically in sync. This diversity in teaching styles benefits our diverse student population.

– Regular program meetings are held where faculty members model the shared decision-making process they teach to their students.

– Instructors provide a great deal of support for students - both academic and personal as appropriate. Instructors are aware of the impact the personal part of a student's life has on academic success.

– The program serves a large number of in-service students. Pre-service students find jobs in the field when they graduate.

– The Human Services program has strong links to the community. Faculty members are active participants in Human Service community agencies and therefore gain first-hand knowledge of trends in delivery of service, training needs, and employment opportunities in the field. Collaboration with the community is also demonstrated with the on-campus accredited MEO/MCC Head Start.

– The social services side of the program has stabilized enrollment and offered two courses over SkyBridge in AY 2004-05. In Spring 2005, two SkyBridge classes (SOSE and FAMR) were offered, due to demand from outreach sites.

– The Department of Education has been drawn into interactions with the program with the Felix consent decree and the "No Child Left Behind" federal initiative.

– The Human Services program has positive regard from the community.

– Faculty members attend state and national conferences and workshops, often using personal funds.

– Faculty utilize community connections such as the Maui Non-Profit Executive Director Group, the Judiciary, the Hawaii Association for the Education of Young Children, and Good Beginnings Maui County to keep current on community needs and inform the community on trends in human services and education.

– Human Services is the largest career program at the College, showing steady growth over the years on campus and at all three outreach sites.

– Lee Stein has served as a consultant to the State Judiciary and on the Maui United Way Board. Lee received both the Excellence in Teaching and the Hung Ho and Elizabeth Ching Faculty Services to Community awards in 2003.

– Elaine Yamashita has been elected to a four-year term on the National Association for the Education of Young Children (NAEYC) Governing Board. Her term is June 2004 – May 2008.

– The Early Childhood PCC is working on a baccalaureate degree in Early Childhood Education with UH-West Oahu through a P20 planning grant. The work is continuing through May 2005 and into the summer and next academic year, pending funding.

– Program Coordinator finished the new Annual Program Review in September 2004.

– The developing Baccalaureate Degree with UHWO includes a common AS degree in Early Childhood among the four colleges that provide ECE programs: Honolulu, Kaua'i, Hawai'i, and Maui. The common degree will have consistent outcomes and goals and will articulate into the proposed Baccalaureate degree.

– A grant from the State Dept. of Human Services to Maui Community College has faculty Lee Stein partly on assigned time, overseeing a statewide project to upgrade the training of Child Welfare Service workers.

Weaknesses

– Not enough second level education courses due to lack of funding.

– Unfilled position places hardship on full-time faculty. With so many initiative s going on, the position needs to be filled to maximize the program for the community.

– Links with business community.

– Lack of facilities.

– Limited resources.

PLAN OF ACTION

Previous Action Plans:

1. Continue to advocate for filling the vacant position, given the number of majors, the need in the community for early childhood educators, and the initiatives in early childhood that require faculty initiatives.
   In progress: Biennium '05 budget proposal to Legislature includes an Early Childhood Education position. Outcome in April 2005, when Legislature ends

2. Once position is filled, one possible way to link with the business community is through the Chamber of Commerce. Working on those relationships takes time, and having another full-time faculty to share the program workload would allow at least one of the faculty to begin cultivating those relationships.
   In progress: Position not filled/funded yet (March 2005).

3. Continue conversations with Good Beginnings Maui County, the Maui County Early Childhood Resource Coordinator, and other organizations to strategize funding for building of an infant/toddler center on campus.
   In progress: Stalled for now. Good Beginnings Maui Coordinator is in Washington D.C. for a year on a Head Start Fellowship.

4. Build arguments for the need for commitment and investment in the Human Services program in this time of very limited resources. Will need to accumulate data to support this argument.
   In progress: New statewide data on the economic impact of early childhood education in Hawai'i and nationwide studies on the economic impact of ECE are now available.

5. Continue current initiatives as much as possible, given the limited faculty time available.
   In progress: Current initiatives (Bachelor's in ECE) continuing, much work to take place during summer 2005 (curriculum and program changes). New initiative from DHS is funded by DHS.

New Plans for AY 2006-07+: All of the above, plus –

1. Collect post-graduation data on graduates and leavers from program.

2. Begin to use this and other data to analyze and improve program.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

NURSING CAREER LADDER

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
X		

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

DENTAL ASSISTING

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

The Nursing Career Ladder program began as an Associate in Science degree program in 1969. The Practical Nursing component with the Certificate of Achievement was instituted in 1976 and the Nurse Aide Training program began in 1977. Nursing in-service courses were added in 1984. The Dental Assisting Certificate of Completion was approved beginning with the Fall 2003 term. Certificates of Competence were added in Adult Residential Care Home Operator (ARCH), Personal Care Attendant, and Medication Assistant. All programs and the in-service courses were established in response to community needs.

PROGRAM DESCRIPTION

The Nursing Career Ladder program centers around three levels of competencies. The first level takes one semester and leads to a Certificate of Completion as a nurse aide. Completion of Nurse Aide Training is recommended but is not required for entrance into the Practical Nursing program. Graduates are eligible to take the Omnibus Reconciliation Act Examinations, and are prepared to work in hospitals, extended care facilities, private nursing agencies, and home health under the supervision of a licensed practical nurse or registered nurse.

Practical Nurse (PN) graduates receive a Certificate of Achievement in Practical Nursing and are eligible to take the National Council of State Boards of Nursing-Practical Nursing (NCLEX-PN) Examination. Practical nurses are prepared to work for hospitals, extended care facilities, private nursing agencies, home health, clinics, and physician offices under the supervision of a registered nurse or a physician.

PN graduates or licensed practical nurses who demonstrate motivation, academic ability, and clinical skills may continue to the Associate Degree Nursing (ADN) program, which leads to an Associate in Science degree in Nursing. Graduates are eligible to take the National Council of State Boards of Nursing-Registered Nursing (NCLEX-RN) Examination and can articulate directly into Bachelor of Science in Nursing programs. Registered nurses with the associate degree are prepared for positions in hospitals, extended care facilities, clinics, physician offices, private nursing agencies, and home health.

PROGRAM GOALS

The Nursing Career Ladder program serves the following broad purposes:

1. To provide individual counseling pre-enrollment and throughout the program to encourage students to achieve their maximum capacity as they progress in the Nursing Career Ladder.

2. To prepare highly qualified nurse aide, practical nurse, and associated degree nursing graduates who are successful on the certifying or licensing exam, and meet employer expectations.

3. To respond to community and statewide needs for continuing education for graduate nurses and other health care providers.

4. To provide leadership in Maui County as the community responds to the changing health care environment.

PROGRAM ADMISSION REQUIREMENTS

Admission to Maui Community College does not signify admission to the MCC Nursing Career Ladder programs. The requirements for admission to the Nurse Aide, Practical Nursing, and Associate Degree Nursing, and Dental Assisting programs are explained in the program section of the MCC College Catalogue.

NURSING PROGRAM STAFF

Regular Faculty

- Nancy K. Johnson, Assistant Professor, Allied Health Unit Chair; Associate Professor, RN, MSN,APRN, tenured
- Doris Casey, BSN, MSN, Assistant Professor, tenured
- Denise Cohen, BSN, MSN, APRN-BC, Assistant Professor, tenured
- Patricia Duckworth, RN, MSN, APRN, Instructor
- Lynn Fox, RN, Ph.D., Instructor
- Mary Francl, RN, MSN, Instructor
- Malia Johnson, MSN, EdD, Assistant Professor, tenured
- Marge Kelm, BSN, MSN, Associate Professor, tenured (sabbatical 1/05-12/05)
- Julie McGee, RN, MN, Instructor
- Rosemary Perreira, BSN, MSN, Assistant Professor, tenured
- Carol Petith-Zbiciak, RN, MSN, APRN-BC, Instructor
- Rosalie Schriber, Instructor; BSN
- Terri Ulichney, RN, MSN, Instructor
- Jim White, RN, MS, Instructor
- Maggie White, RN, BSN, Instructor

Nursing Counselor

- Colleen Tester, BA, MSW, part-time (0.5) Instructor: Nursing Counseling

Lecturers

- Anita Ciarlegilo, Lecturer for Pharmacology; BS, Ph.D. post-doctorate in Pharmacology
- Charlotte Flavin, RN, BSN, MSN, Lecturer
- Charlotte Fusato, RN, MSN, Lecturer for ARCH
- Loraine Krauss, RN, BSN, Lecturer for Nurse Aide Training
- Kathleen Mumford, RN, BSN, Lecturer for Nurse Aide Training
- Elaine Slavinsky, RN, MA, Lecturer for Medical Assistant
- Loly Solar, RN, MSN, Lecturer for Practical Nursing
- Mary Anne Wuest, RN, BSN, Lecturer for Nurse Aide Training
- Bobbie Willis, RN, BSN, Lecturer for Associate Degree Nursing
- Carol White, RN, BSN, Lecturer for Nurse Aide Training

Clerical Staff

- Lenore Knobel, Clerk Stenographer
- Debra Wood, 0.5 Clerk Typist

NURSING ADVISORY COMMITTEE

Members of the AY 2004-05 Nursing Career Ladder Advisory Committee follow. The committee will meet during Nursing Week on May 9, 2005.

Tiffany Benton	Gigi Olsten
Hale Makua	Public Health Nursing
Mary Lou Carter	Karen Oura
Kula Hospital, DON	Maui Memorial Medical Center
Mai-ling Chang	Henry Pohndorf
Hui No Ke Ola Pono	Community Representative
Gina Edgar	Kathleen Street
Community Clinic of Maui	Public Health, Kula Hospital
Dana Howeth	George Talbot, M.D.
Community Clinic of Maui	Kaiser/Maui Memorial Medical Center
Jim Kahler	Lorraine Tamaribuchi
Hale Makua Home Health	Community Representative
Roy Katsuda	Barbara Tanner, R.N.
Hale Mahaolu	Board of Nursing
William Kepler, M.D.	Laurie Tomas
Maui Clinic	Hale Makua
Shirley Kodani	John Tomoso
Maui Medical Group	Maui County Office of Aging
Joanna Liu	Martha Turner
Care Resources	Kaiser
Wendy Milovina	Meyer Ueoka
Community Representative	Community Representative
Jim O'Brien	Marianne Vasquez
Community Representative	Maui Memorial Medical Center

DENTAL ASSISTING PROGRAM STAFF

Faculty

–   June Vierra, RDH, BSBM, MBA

Lecturers

–   Joyce Yamada, RDH, MS
–   Daniel Mayeda, DDS
–   Althea Shiotsugu, BSBM, MBA

DENTAL ASSISTING ADVISORY COMMITTEE

Members of the AY 2004-05 Dental Assisting Advisory Committee follow. The committee met on Feb 16, 2005.

Mickey Damerell, DDS, MS	Neil C. Nunokawa, DDS
Orthodontics	Private Practice
Peter Fay, DMD	Veronica Smith, CDA
Private Practice	Maui Oral Health Initiative
Donna Harty, RDH	Wendie Schwab, DDS
Maui Oral Health Initiatives	Private Practice
Gen Iinuma	Mara Tavaras, CDA
Department of Health	Private Practice
Ted Kanamori, DDS	Fumio Tsuji, DDS
Private Practice	Hawaii Family Dental Center
Frank Kihara, DDS	Steve Williams, DDS
Private Practice	Maui Oral Health Initiative
Daniel Mayeda, DDS	Elsa Wittbold, RDH, DDS
Private Practice	Private Practice
Cindy Nakamura, CDA	
Private Practice	

ASSOCIATE DEGREE NURSING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/-
Annual Job Openings: Maui County	25	30	32	+
Annual Job Openings: State *(see below)* *Labor Dept. projects 3,350*	200	250	273	+
No. Majors *(Note: Banner has ADN majors = 68 students)*	35	38	41	+
No. Sections Taught *(No. faculty = 4)*	4	4	4	=
Pau Hana demand *(3pm+, Sat)*	1	1	0	-
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	1	+
No. Sections Over-Enrolled	0	0	1	+
Program Cycle coverage	99%	99%	100%	+

Supply & Demand Projections for FTE RNs in Hawaii: *(Also, see Attachment on Hawaii's Nursing Workforce Shortage.)*

Year	FTE Supply	FTE Demand	Sup - Demand	Shortage
2000	7237	8278	-1041	–12.6%
2005	7650	9168	-1518	–16.6%
2010	7922	10,189	-2267	–22.3%
2015	8052	11,402	-3350	–29.4%
2020	8239	12,832	-4593	–35.8%

Bureau of the Census, Current Population Reports, Population Projections: States, 1995-2025; P25-1131, May 1997.

PROGRAM EFFICIENCY

	Min	Sat	Act	+/-
Class Fit *(41 students/40 slots)*	70%	85%	103%	+
Advisory Committee updated *May 9, 2005*	yes	yes	yes	+
Accreditation by National League for Nursing*	yes	yes	yes	+

*Note: Full Accreditation through 2007.

PROGRAM OUTCOMES

	Min	Sat	Act	+/-
Graduation Rate *(2003-04: 20 grads of 22 enrollees)*	5%	15%	91%	+
Satisfied with Academic Prep *(n=9)* *(grad-leaver survey)*	80%	90%	100%	+
Satisfied with Academic Prep *(n=17)* *(department survey)*	80%	90%	94%	+
Employer Satisfaction *(5-point scale)* *(department survey)*	3.1	3.9	4.1	+
Work in Related Field *(n=8)* *(grad-leaver survey)*	65%	80%	100%	+
Work in Related Field *(n=20)* *(department survey)*	65%	80%	100%	+
Nursing Exam Passing Rate: ** 1st time = 85% of20; Retest = 95% of 20.*	85%	89%	95%	+

*Note: Maui testing site closed: students travel to Oahu to test.

PERKINS III CORE INDICATORS

		Baseline	Performance	+/-
1P1	Academic Achievement	81.81%	100.00%	+
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	50.00%	+
3P1	Placement: Employment	71.00%	88.24%	+
3P2	Retention: Employment	90.00%	86.67%	-
4P1	Nontraditional Participation	14.18%	12.86%	-
4P2	Nontraditional Completion	12.86%	16.00%	+

PRACTICAL NURSING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings in Maui County	15	18	10	-
Annual Job Openings in Hawaii State	100	125	74	-
No. Majors (Note: Banner has PN majors = 56 students)	45	48	51	+
Pre-Nursing List: No. names	40	80	380	+
No. Sections Taught * (No. faculty = 5.5)	5	5	6	+
Pau Hana demand (3pm+, Sat)	1	1	0	-
Outreach demand (Molokai, Lanai, Hana)	0	0	0	=
Alternative delivery access (sky, cable, web, self-paced)	0	0	0	=
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

	Min.	Sat.	Act.	+/–
Class Fit: 51 PNs/ 50 slots	80%	90%	102%	+
Lecturer-Taught Classes	5%	10%	7%	=

PROGRAM OUTCOMES

	Min.	Sat.	Act.	+/–
Graduation Rate (2003-04: 39 grads/43 enrollees)	80%	85%	91%	+
Employer Satisfaction (5-point scale) (department survey)	3.1	3.9	4.0	+
Satisfied with Academic Prep (n=0) (grad-leaver survey)	80%	90%	n/a	=
Work in Related Field (n=0) (grad-leaver survey)	65%	80%	n/a	=
Nursing Exam Passing Rate: * 1st time = 97% of39; Retest = 97% of390.	85%	89%	97%	+

 *Note: Maui testing site closed: students travel to Oahu to test.

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	100.00%	+
1P2	Vocational Skills	90.00%	94.44%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	27.78%	-
3P1	Placement: Employment	71.00%	0.00%	-
3P2	Retention: Employment	90.00%	N/A	
4P1	Nontraditional Participation	14.18%	14.81%	+
4P2	Nontraditional Completion	12.86%	15.38%	+

NURSE AIDE TRAINING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings in Maui County:	20	30		
Labor Department Projections *(2001)*			40	+
Nursing Advisory Committee survey/mtg *(12/95, 3/96)*			78	+
Annual Job Openings in Hawaii State:	200	300		
Labor Department Projections *(2000)*			460	+
Hawaii Health Care Assn *(1994)*			265	+
No. Lab Sections Taught*	3	4	8	+
Pau Hana demand *(3pm+, Sat)*	1	1	8	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	8	+
No. Labs Over-Enrolled	0	0	1	+

Note.– In Spring term, all sections were externally funded except two taught by faculty member.

PROGRAM EFFICIENCY

Average Lab Class Size: Max = 10	9	10	9.8	=
Lab Class Fit *(actual enrollment/max enrollment)**	90%	95%	98%	+
No. Small Classes: < 9*	0	0	3	-
Lecturer-Taught Sections**	17%	to 67%	38%	+

Note: Faculty instructed theory class over cable plus 2 labs.

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	93%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	50.00%	-
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	0.00%	-
3P1	Placement: Employment	71.00%	N/A	
3P2	Retention: Employment	90.00%	N/A	
4P1	Nontraditional Participation	14.18%	0.00%	-
4P2	Nontraditional Completion	12.86%	N/A	

DENTAL ASSISTING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	15	18	9	-
Annual Job Openings: Hawaii State	30	50	57	+
No. Student Majors	15	20	32	+
No. Sections Taught *(No. faculty= 0.0)*	4	4	4	=
Pau Hana demand *(3pm+, Sat)*	1	1	1	=
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

Average Class Size: Max = 20	14	17	17.5	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	88%	+
No. Small Classes: < 9	0	0	0	+
Advisory Committee updated *(Feb 16, 2005)*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	100%	-
Accreditation by Am. Dental Assoc Commission on Dental*	yes	yes	yes	+

*Note: Accreditation with reporting requirement January 2004.

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	100%	+
Satisfied with Academic Prep *(n=5) (grad-leaver survey)*	80%	90%	100%	+
Work in Related Field *(n=3)* *(grad-leaver survey)*	65%	80%	33%	–
Graduation Rate *(n=14 of 17 enrollees in AY 2003-04)*	5%	15%	82%	+

PERKINS III CORE INDICATORS -- Program is too new for data.

		Baseline	Performance	+/–
1P1	Academic Achievement			
1P2	Vocational Skills			
2P1	Diploma/Equivalent/Degree/Credential			
3P1	Placement: Employment			
3P2	Retention: Employment			
4P1	Nontraditional Participation			
4P2	Nontraditional Completion			

NURSING PRE- AND IN-SERVICE HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
No. Sections Taught * *(No. faculty= 0.0)*	0	1	11	+
Pau Hana demand *(3pm+, Sat)*	1	1	2	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	7	+
No. Sections Over-Enrolled	0	0	0	=

Note: (1) NURS 10 – Vital Signs/History (F)
(1ea) NURS 12, 13, 14 – ARCH (F)
(1) NURS 50 – Health Unit Coordinator (F)
(1) NURS 261 - Nurse In-Service; over Internet statewide. (Sp)
(1) NURS 263 - RN in-service; over Internet statewide. (F)
(1ea) PHRM 103, 104, 105 - Med Assistant (F)
(5) PHRM 203 - Nurse In-Service; over Internet statewide. (F, Sp)

PROGRAM EFFICIENCY

Average Class Size: Max = 20-30*	15	18	19.1	+
Class Fit* *(actual enrollment/max enrollment)*	70%	85%	71%	=
No. Small Classes: < 9*	0	0	2	-
Lecturer-Taught Sections	17%	to 85%	82%	+

Note: NURS 261 & 263 taught beyond regular load w/o overload pay. Two "lo" classes were externally funded.

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	82%	+

PROGRAM ANALYSIS

Strengths

– High student demand for Nurse Aide Training, Practical Nursing, Associate Degree Nursing, and Dental Assisting.

– High employment rates for graduates from all programs.

– Strong graduate performance on NCLEX-PN licensure exam and Dental Certification Exam.

– Improved results on NCLEX-RN Exam in response to strategies implemented in 2003 and 2004.

– Videostream of A D N classes implemented for WEB delivery.

– Employer satisfaction with graduates from all programs.

– Strong Nursing and Dental Assisting Program Advisory Committees.

– External funding for Nurse Aide Training, Dental Assisting Program, Maui Oral Health Initiative, and Part-time A D N Program.

– MCC Nurse Aide Curriculum was first Community College program to be certified by Department of Health under new 2005 guidelines.

– Multiple community partnerships: Hawaii Medical Service Association, Hui No Ke Ola Pono, County of Maui, Department of Labor Rural Development Project, and Hawaii Department of Human Services.

Weaknesses

– Qualified nursing faculty with Master of Science in Nursing and recent clinical experience have been difficult to recruit.

– Demand for nursing program far exceeds available space in the program. This creates frustration in the community because of predicted nursing shortage.

– Community need for Dental Hygienists is currently unmet.

PLAN OF ACTION

Previous Action Plans:

1. Qualified Nursing Faculty
   In progress. The UH community Colleges placed a national advertisement in the *American Nurse* and on the American Nurses Association website to recruit faculty.

   Maui Community College worked with Statewide Nursing Taskforce to publish, "Hawaii's Health in the Balance: A Report on the State of the Nursing Workforce", October 2004 to make legislators and public aware of the serious shortage.

2. Demand for Nursing Program Admission
   In progress. Maui Community College worked with Statewide Nursing Taskforce to publish, "Hawaii's Health in the Balance: A Report on the State of the Nursing Workforce" (October 2004) to make legislators and public aware of the serious shortage of nursing faculty and the impact of the shortage on the preparation of new nurses.

   MCC Nursing Program is working with Rural Development Project and Tripler Medical Center to develop on-line skills training modules to make most efficient use of nursing faculty.

3. Community Demand for Dental Assisting and AS Dental Hygiene
   Plans are to secure approval from the Board of Regents for expanding the current Certificate of Completion program to a Dental Career Ladder program, offering the Certificate of Achievement in Dental Assisting and the Associate in Science degree in Dental Hygiene beginning with AY 2006-07.

   In progress. Maui Community College obtained Board of Regents Approval for the Maui Oral Health Initiative.

New Plans for AY 2004-05+:

1. Expand use of on-line resources including tutorials for basic nursing skill laboratory instruction.

2. Explore addition of BSN option as MCC moves to 4-year college.

3. Provide PN Program via distance delivery of didactic instruction to Molokai if a cohort of students completes nursing prerequisite courses.

4. Initiate Career Ladder Dental Assisting/Associate Degree Dental Hygiene in fall 2006.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

AGRICULTURAL CAREERS

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

The Agricultural Careers program was proposed in 1971 and approved by the Board of Regents in 1975. The County of Maui, as well as community firms and organizations, contributed funds for the purchase of equipment and supplies and for building a greenhouse. The curriculum was extended to the island of Molokai in Fall 1981 and a 28-acre Molokai Farm instructional site established. In January 1994, an Agriculture building with a classroom, lab, and new 10,700-ft. greenhouse was completed on the campus.

PROGRAM DESCRIPTION

The Agriculture Careers program offers hands-on training in a variety of careers of agriculture. Credentials are offered in five areas: Turfgrass, Nursery Management, Sustainable Tropical Crop Production, Floriculture Management, and Horticulture & Landscape Maintenance. The program offers the Associate in Applied Science degree in two areas, the Certificate of Achievement in four areas, and the Certificate of Completion in two areas. Beginning with the Fall 2004, the program has initiated three Certificates of Competence and an additional Certificate of Completion.

Agriculture Careers prepares students to obtain their Bachelor degree at 4-year institutions. Ag courses are articulated with the University of Hawaii-Hilo. Some courses meet program requirements in Agriculture at the University of Hawaii-Manoa and will transfer to mainland institutions.

Under the new campus re-organization, the Agriculture Careers program is administered through the Science, Technologies, Electronics, Mathematics (STEM) Unit at Maui Community College. The program has curricula and facilities on Maui and Molokai. One full-time faculty and a full-time APT Ag Technician are based on Maui. The Maui farm includes two (2) acres of turf including a 2-tee golf green and fairway and 1.5 acres of vegetable fields.

PROGRAM GOALS

1. To provide graduates with the necessary skills and knowledge to enter a wide range of positions available in the agriculture field.

2. To provide retraining or upgrading for those already employed in agriculture related endeavors.

3. To provide first and second year instruction for those students who wish to transfer to a 4-year college or university.

4. To provide courses of study for those interested in agriculture for avocation reasons.

PROGRAM STAFF

Regular Faculty

– Ann Emmsley, MS in Plant Protection & Pest Management; Program Coordinator/Instructor

Lecturers

– Mark O'Conner, PhD in Horticulture; Owner, Poinsettia Farm
– Jerry Caires, 7 yrs. experience in golf course maintenance
– Russ Dooge, Superintendent, Waikapu Golf Course

Technician

– William Jacintho, Maui

ADVISORY COMMITTEES

Members of the campus AY 2004-05 Agricultural Advisory Committee are:

Bobby Brooks Maui Land & Pine	Norman Nagata Agent, UH Extension Service
Cheryl McGrath, MCC Graduate Research Technician, Monsanto Corp.	Reny Platz Farm Supervisor, Maui Tropical Plantation

Members of the campus AY 2004-05 Turfgrass Advisory Committee are:

Lionel Brash Assistant Superintendent, Maui Lani	Douglas Myer Asst. Superintendent, Waiehu Golf Course
Russell Dooge Superintendent, Waikapu	Steve Olson Superintendent, Wailea Golf Course
Dan Honma Superintendent, Makena Golf Course	James Tavares Owner, GrassMasters

A joint committee meeting of the Turfgrass and Agricultural Advisory Committees is planned for May 6, 2005.

AGRICULTURAL CAREERS–KAHULUI HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	20	25	<10	-
Annual Job Openings: Hawaii State	50	75	2	-
No. Student Majors	20	30	12	-
No. Sections Taught *(No. faculty = 1.0)*	4	4	3	-
Pau Hana demand *(3pm+, Sat)*	1	1	2	+
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	50%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 24	12	15	14.7	=
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	61%	-
Advisory Committee updated *May 6, 2005*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	0%	-

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	85%	+
Satisfied with Academic Prep *(n = 3)*	80%	90%	100%	+
Work in Related Field *(n = 2)*	65%	80%	100%	+
Graduation Rate *(n = 7)*	5%	15%	35%	+

PERKINS III CORE INDICATORS (Maui & Molokai)

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	87.50%	+
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	0.00%	-
3P1	Placement: Employment	71.00%	66.67%	-
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	43.75%	+
4P2	Nontraditional Completion	12.86%	100.00%	+

AGRICULTURAL CAREERS–MOLOKAI HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	*Min.*	*Sat.*	*Act.*	*+/–*
No. Student Majors	20	30	6	-
No. Sections Taught *(No. faculty = 1.0)*	4	4	1	-
Pau Hana demand *(3pm+, Sat)*	1	1	0	-
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	0%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 16	12	15	39.0	+
No. Small Classes: ≤ 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	162%	+
Advisory Committee updated	yes	yes	no	-
Lecturer-Taught Classes	17%	to 67%	0%	-

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	15%	-
Satisfied with Academic Prep *(n = 2)*	80%	90%	100%	+
Work in Related Field *(n = 2)*	65%	80%	50%	–
Graduation Rate *(n = 0)*	5%	15%	0%	-

PROGRAM ANALYSIS

Strengths

– The Agricultural Careers program on Molokai has benefited from a USDA grant that enabled the offering of a successful series of 1-credit Agricultural Topics classes.

– The program offers evening classes to facilitate in-service training. Most courses (exceptions are those requiring daylight for field work) are offered at night at least every two years, so that people working full-time can access training and/or a degree.

– Job demand for Agriculture Careers remains very high in both the county and the state. Jobs exceed the supply of trained workers. For example, Monsanto, Inc. and Maui Land & Pine call regularly for interns.

– The high rate of in-service training and placement in the field supports the job demand data.

– The Ag curriculum is diverse. A variety of courses are offered that encompasses very different types of knowledge and expertise.

– Strong support for student scholarships from industry. Two separate sources provide landscape and general agriculture scholarships.

– A Needs Assessment in Spring 1998 reaffirmed community demand for trained agriculture workers.

– The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has done the grids for each standard.

Weaknesses

– The low graduation rate is a reflection of many students who are attending to upgrade their knowledge in specific areas and do not intend to pursue a degree. It also is due to the very low rate of full-time students. Most students work full-time and take one or two courses per semester, so it takes many years for them to acquire a degree.

– Acquiring equipment that meets industry and safety standards is a challenge, as much of the equipment is quite costly. Quality mowing equipment for turf is acutely needed on Maui.

– Program cycle coverage is slower, as now only one faculty is assigned on Maui. This affects Molokai as well, as this influences the exchange of faculty between facilities.

PLAN OF ACTION

Previous Action Plans:

1. Establish a more rigid course cycle for completing a 2-year program, so that students can better plan their educational pathway and to improve course enrollments.
   Completed. A course cycle through 2007 has been developed and articulated with students and counselors. The AG program has been successful in following the plan.

2. Utilize funds from a USDA grant to continue modification of the current Agriculture program and to make any determined corrections. The program plans to expand from traditional agriculture to be subsumed under Natural Resources, which would include other areas such as biotechnology, conservation management, and cultural recreation. The Natural Resources nomenclature is chosen to be consistent with the Dept. of Education Career Pathway in Natural Resources, to increase familiarity of the program potential to high school students.
   In progress. Received Curriculum Committee and faculty senate approvals in Spring 2004 for a program name change to *Agriculture & Natural Resources,* which is pending full approval from the administration. Student help was hired who completed landscaping of the new community Recycle Area, located on campus outside the Ag building.

3. Hold another Agriculture and National Resources Awareness Day in cooperation with the high schools for recruitment and promotion of careers and education. The exhibition/seminar fair has been successfully offered the last two years.
   Completed. A fabulous 2-day Agriculture and National Resources Awareness Day was held on campus in March 2004. On the first day, pre-schoolers were invited to participate in the petting zoo, planting, fruitfly display, nature walk, microscope viewing, plant-printed shirts, vegetable stir-fry, coloring books, Paena farm-to-table lunch and tasting. MCC students and high schoolers were teachers for some of the pre-school activities. On the second day, freshmen through seniors from three high schools on Maui participated in industry displays, lectures, hands-on demonstrations, and lunch.

4. Work on promotional materials, such as web pages, brochures, and other advertising.
   In progress. A meeting is planned with the Dean regarding funds for an up-to-date brochure.

5. Continue contacts with community and industry associations to monitor trends.
   In progress. The AG Tech is still serving on the Farm Service committee and on the Mayor's Advisory Committee. Both the Coordinator and AG Tech are members of MALP., the Farm Bureau, and the Native Hawaiian Plan Society.

6. Continue development of a student database.
   In progress. The data technician put together a student major database. It now needs updating and monitoring of student major progress.

7. Continue working with the Maui Land & Pine Kapalua Farms to provide student internships towards increasing interest in careers in natural resources, agriculture, aquaculture, and information technology.
   In progress. Much activity this year. One MCC student has interned at Maui Land & Pine Kapalua Farms and will attend Earth University in Costa Rica next year. A steering committee has been formed for the Sustainable Living Institute of Maui (SLIM) .

8. Continue working with Lauulu, the MCC Hawaiian faculty and staff hui, towards development of natural resource interdisciplinary degrees at the College.
   In progress. Title III funds were used to develop two new Hawaiian studies courses in ethnobotony. The Coordinator has created a preliminary curriculum and applied for a 3-year USDA grant to shepherd a natural resources curriculum through the UH system, including Needs Assessment, Authorization to Plan, and a proposal for an AAS degree in Natural Resources housed under the Agricultural and Natural Resources program.

New Plans for AY 2006-07+:

1. Investigate the creation of a tissue-culture lab, in conjunction with a USDA grant. The lab could be used by Biotech instructors as well and community partners such as CTHAR and Maui Nui Botanical Garden to tie in campus labs with industry and strengthen community ties.

2. Hold another Agriculture and National Resources Awareness Day in cooperation with the high schools for recruitment and promotion of careers and education, in Spring 2006.

AUTO BODY REPAIR & PAINTING

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

The Auto Body Repair & Painting program has been in continuous operation since the time of the Maui Technical School. The program transferred to the University of Hawaii Community College system in 1966. The Auto Body Repair & Painting program strives to meet the needs and demands of the auto body industry.

PROGRAM GOALS

The goals of the Auto Body Repair and Painting Program are:

1. To prepare students for entry level positions either in the corrosion repair or automotive refinishing areas of the auto body trade or into a related trade.

2. To provide technicians in the trade an opportunity to upgrade skills or cross-train into either the collision repair or refinishing areas of the auto body industry.

3. To provide students with auto collision or refinishing work experience through the Cooperative Education program.

4. To provide individuals an opportunity to develop basic auto collision or refinishing skills for personal enrichment.

PROGRAM STAFF

Regular Faculty

–   Dennis Tanga, ABRP Program Coordinator, Assistant Professor CC, tenured
        Associate in Arts-Liberal Arts
        Associate in Science Degree (ABRP)
        State of Hawaii Licensed Mechanic

PROGRAM ADVISORY COMMITTEE

Members of the AY 2005-05 Auto Body Repair & Painting Advisory Committee are:

Jerry Kawahara	Dennis Kinoshita
H & S Garden and Paint, Chairperson	State Farm Insurance (Claims Office)
Pat Lindgren	Mike Tamanaha
Precision Auto Body	Hisamoto Body & Fender

AUTO BODY REPAIR & PAINTING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	12	15	1	-
Annual Job Openings: Hawaii State	40	50	-3	-
No. Student Majors	20	30	15	-
No. Sections Taught (No. faculty= 1.0)	5	5	5	=
Pau Hana demand (3pm+, Sat)	1	1	2	+
Outreach demand (Molokai, Lanai, Hana)	0	0	0	=
Alternative delivery access (sky, cable, web, self-paced)	0	0	5	+
No. Sections Over-Enrolled	0	0	1	+
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

Average Class Size: Max = 16	12	14	14.2	+
No. Small Classes: < 9	0	0	1	-
Class Fit (actual enrollment/max enrollment)	70%	85%	89%	+
Advisory Committee updated	yes	yes	no	-
Lecturer-Taught Classes	17%	to 67%	0%	-

PROGRAM OUTCOMES

Credits Earned Ratio (Self-Paced)	65%	70%	78%	+
Satisfied with Academic Prep (n=1)	80%	90%	100%	+
Work in Related Field (n=1)	65%	80%	100%	+
Graduation Rate (n=0)	5%	15%	0%	-

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	100.00%	+
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	25.00%	-
3P1	Placement: Employment	71.00%	N/A	
3P2	Retention: Employment	90.00%	N/A	
4P1	Nontraditional Participation	14.18%	6.67%	-
4P2	Nontraditional Completion	12.86%	0.00%	-

PROGRAM ANALYSIS

Strengths

– The ABRP program is presented in a self-paced format. This format opens the schedule and enables more students to access ABRP instruction, because at any one time so many different courses are offered concurrently. This approach is responsible for boosting ABRP enrollments to 37 majors in Fall 1993 from six majors in Fall 1991.

– By offering night classes in the concurrent format, the ABRP program effectively offers a wide array of in-service training for technicians currently working in the auto body or related trade to gain promotion or advancement.

– ABRP program also services non-traditional students through the self-paced format that circumvents difficulties with shift schedules.

– Multiple evening and day offerings of all the courses for each semester enables students to enter the ABRP program in any semester, day or evening.

– Flexible scheduling provides to students from other trades the opportunity to strengthen skills in certain areas to be able to cross-train into the auto body trade.

– The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has done the preliminary work towards having the program meet learner outcome and assessment requirements.

Weaknesses

– Students are not finishing their modules in a timely manner and often take an Incomplete or a No grade.

– Students receiving Incomplete often do not return to the program.

PLAN OF ACTION

Previous Action Plans:

1.   The implementing of the Inter-Industry Conference on Auto Collision Repair (I-CAR) curriculum package has been ongoing for about three years.   This action should be completed by the AY 2004. This curriculum package presents to the students enrolled in the ABRP Program a quality education in the collision, corrosion, and refinishing knowledge and techniques encountered in the auto repair industry.
Completed.

2.   Along with the I-CAR curriculum implementation, a revision of the ABRP Program self-paced modules has been initiated to utilize the I-CAR curriculum package. There will be minor curriculum and content changes to the self-paced modules.   Also planned is the rearranging of the self-paced modules to enhance student progress in the ABRP program and to hopefully strengthen retention of students in the program, regardless if they are full-time, part-time, or in-service training students.
In progress. Plans are now to revamp curriculum to foster participation from non-credit students (see new action plan below). Many current program students are already working in the field and are not interested in taking the full program and related program requirements like physics.

New Plans for AY 2006-07+:

1.   The ABRP Program has been and will continue to examine the feasibility of combining credit and non-credit classes together during the same class period.   This combination will allow more in-service training options to the community.   The action will necessitate development of a new curriculum and set of standards for the non-credit students. Many of the afternoon and evening students, who are already working in the trade or a related trade, prefer not to be enrolled in the whole program.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

AUTOMOTIVE TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
X		

Overall Program Demand:

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
X		

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

The Automotive Technology program has been continually providing an educational service to the Community College system since the change over from the Maui Technical School in 1966. The philosophy of the Automotive program is and has been to provide the automotive industry here on Maui with productive skilled workers as well as productive citizens for Maui County.

PROGRAM DESCRIPTION

Automotive Technology is one of the eight Career-Vocational programs in Science, Technologies, Electronics, Mathematics (STEM) Unit at Maui Community College. The Automotive program offers both a Certificate in Achievement and Associate in Applied Science degree, along with three Certificates of Competence. Students are prepared for entry-level positions as a helper to technicians, apprentice, or third class technician in both private industries as well as government agencies.

PROGRAM GOALS

1. To prepare and place automotive majors in entry-level positions in the automotive field and automotive-related occupations.

2. To provide employees already in the automotive profession with the skills and knowledge for technical upgrading.

3. To prepare students who want to continue and transfer to a 4-year university.

4. To provide support courses to other MCC programs.

5. To provide students with an option of Cooperative Education gaining work experience while taking Automotive courses.

6. To provide individuals with the basic automotive skills to enhance their personal knowledge.

PROGRAM STAFF

Automotive Technology operates with two full-time Instructors and several Lecturers.

Regular Faculty

–   Hollis Lee, Assistant Professor CC, Coordinator & Instructor, hired 1983; tenured 6/89.
     Certificate, Airframe and Power Plant Mechanics, Northrop Institute Technology (1969)
     Associate in Arts, Liberal Arts, MCC (1976)
     Associate in Science, Automotive Technology, MCC (1977)
     Bachelor in Education, Trades and Industries, University of Hawaii (1982)
     Certifications and Licenses:
             FAA – Airframe and Power Plant Mechanic License
             State of Hawaii – Automotive Mechanic License
             ASE – Certified Master Technician
             ASE – Advanced Level Engine Performance

- Thomas Hussey, Assistant Professor, tenured 1998
  - Certificate of Achievement, Automotive Technology (1978)
  - Associate in Applied Science, Automotive Technology (1998)
  - Certifications and Licenses:
    - State of Hawaii – Automotive Mechanic License
    - ASE – Automotive Parts Specialist
    - ASE – Certified Master Technician
    - ASE – Certified Engine Machinist
    - Oshkosh – Certified Crash/Rescue Truck Maintenance
    - ASE Certified Undercar Specialist

Lecturers

- Tim Hultquist
  - Course: Fuel System – AMT 40B; Ignition Systems – AMT 40G; Intro – AMT 20
  - ASE Certified Master Technician
  - ASE – Advanced Level Engine Performance

- Herman Villiarimo
  - Course: Intro – AMT 20; Small Engine Repair – AMT 80; Brakes – AMT 53
  - ASE Certified Master Technician

- Kyle Takushi
  - Course: Intro – AMT 20; Ignition Systems – AMT 40B
  - ASE Certified Master Technician

- L.J. Vista
  - Course: Brakes – AMT 20; Brakes – AMT 53
  - ASE Certified Master Technician

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PROGRAM ADVISORY COMMITTEE

</div>

The Automotive Technology Advisory Committee met once so far in this AY 2004–05, on December 15, 2004. The members are:

Gail Fujimoto	George Seriguchi
Hawaii Consumer Complaints, Maui Office	MCC Automotive Instructor Retired
Tim Hultquist	Bryan DePowell
Technician, Island Dodge	Vice President of Sales, CarQuest Auto Parts
Nathan Perreira	Dennis Sasai
Owner, Pacific Repair	AMT/ABRP Instructor, Lahaina High School
Karl Takushi	Ivan Watanabe
A & K Auto Repair	Parts Manager, Jim Falks Valley Isle Motors

AUTOMOTIVE TECHNOLOGY HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	24	40	8	-
Annual Job Openings: Hawaii State	40	80	4	-
No. Student Majors	30	45	58	+
No. Sections Taught *(No. faculty= 2.0)*	8	8	9	+
Pau Hana demand *(3pm+, Sat)*	1	1	3	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	2	+
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

Average Class Size: Max = 16*	12	14	15.0	+
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)**	70%	85%	94%	+
Advisory Committee updated *Dec 15, 2004*	yes	yes	yes	+
Lecturer-Taught Classes*	17%	to 67%	33%	+

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	84%	+
Satisfied with Academic Prep *(n=0)*	80%	90%	n/a	=
Work in Related Field *(n=0)*	65%	80%	n/a	=
Graduation Rate *(n=2)*	5%	15%	3%	-

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	82.61%	+
1P2	Vocational Skills	90.00%	69.23%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	15.38%	-
3P1	Placement: Employment	71.00%	66.67%	-
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	6.06%	-
4P2	Nontraditional Completion	12.86%	14.29%	+

PROGRAM ANALYSIS

Strengths

– Automotive Technology is a very healthy program. Most health indicators exceed the satisfactory level.

– The Automotive Technology program continues to meet the needs of the local automotive industry.   Instructors receive frequent calls for referrals.

– The success of the Automotive program is in the effective working relationship and teaching abilities of the instructors.

– The MCC Automotive Shop has been designated the Maui Training Center for Checkers Auto Parts and Standard Motor & Marine Supplies AC Delco. Auto Technicians living on Maui now have access to this training, which before was held only at HonoCC. The companies donate tools to the MCC program, whereas before only HonoCC was the beneficiary.

– Automotive Technology has developed a 3-year plan for upgrading to conform to NATEF standards. Toward this end, the AMT program applied for and received Carl Perkins vocational education grants totaling $145,309, including $44,842 for equipment and supplies, and $3,570 for travel. New equipment is still is still lacking and students are unable to complete the tasks NATEF requires. In the past the program counted on the donation of new cars for students to practice on, but the new cars have were not donated in sufficient supply. The program is now planning to acquire task trainers, which will can be programmed to give students the practice they need.

– The Valley Isle Timing Association awards a $1,000 scholarship each year to an AMT major.

– The graduate numbers (CA and AAS) may be low but our students, even without the certificate or degree, are being employed and are using the skills learned in this program. The three Certificates of Competence are very successful, with many awarded each semester.

– The School-to-Work program has been an important link to high school automotive programs here in Maui County since 1990. The high school automotive student, after completing a set of tasks, can apply for and receive three credits for the Introduction to Mechanics course at the College. The agreement was re-certified in Spring 2004 with Lahainaluna, Baldwin and Maui High Schools.

– The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has done the preliminary work towards having the program meet learner outcome and assessment requirements.

Weaknesses

– A major weakness is how the College has neither plan nor monies for acquiring the equipment that new cars require. MCC Automotive students are unable to learn how to repair the newer models until such equipment is acquired, and the College again budgets for an instructional Equipment List. Mainland colleges are now using trainers in lieu of new cars or equipment, but even the trainers would required a budget to purchase.

– There are no college monies for tools and supplies. The program depends on the funds generated from making repairs during class assignments and from selling re-conditioned cars to cover the cost of supplies and tools.

– Beginning classes are waitlisted. But the program is unable to add additional classes because the shop facility is already used to the maximum days, evenings, and Saturdays.

– Adequate storage is a problem for engines, transmissions, and other mockups and tools when the class is not offered. The transmissions right now, for example, are stored above the bathroom on an old wooden shelf. A safer metal rack is needed, or two (Matson) containers.

– The instructional and supply budget has been cut by 100 percent over the last nine years. This shortage has left the program at less than status quo. We have been forced to implement a shop service fee, and then raise the fee from $10 to $15, to make up for the lack of budget.

– Instructors are spread thin from many responsibilities besides teaching: constructing demonstration & practice mock-ups; tool room management; disposing old practice vehicles; making visitations to schools; scheduling customer cars; in addition to the budget, reports, schedules, ordering supplies/equipment. The College should consider hiring an APT shared with other technical programs to assist with supra-classroom requirements.

PLAN OF ACTION

Previous Action Plans:

1. Instructors have prepared equipment list and trainers, to be submitted to Rural Development Project and to Title III for funding.

   Pending. Proposals were turned in Summer 2004 and bounced back in October, requesting more information on how the equipment would benefit the program as a money maker.

2. Because of budget restraints, we cannot address other issues.

New Plans for AY 2006-07+:

1. Fill position vacated at the retirement of the full-time faculty effective June 1, 2005.

2. Purchase cleaning pad and oil preparation to meet EPA standards.

3. Propose an Automotive Academy for Hawaiian students with Kamehameha Schools and Alu Like, teaching AMT 20 – Intro in Summer 4-week session ((MTWR @ 5 hr/da), testing-taking and other study skills.

BUILDING MAINTENANCE

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
		X

PROGRAM HISTORY

During the early 1970's as construction of large and small hotels and condominiums reached a peak never seen before on Maui, it became clear there was a need to train building maintenance workers to maintain these structures at peak efficiency as the buildings grew older. In 1971, the Building Maintenance program took over the shop from the Machinist program (as that program was phased out) and began to train workers in the science of facilities upkeep and repair. The Building Maintenance program is technically oriented to produce skilled entry-level workers in a variety of needed repairs and maintenance functions. The program also provides technically competent workers for those companies servicing the facilities upkeep and repair industry.

PROGRAM DESCRIPTION

Maintenance workers repair, operate, and maintain complex building systems such as the building envelope, water, sewer, air conditioning, electrical, and electronic components. They keep up the outward appearance of structures by weatherproofing, glazing, painting, texturing, and masonry. The Building Maintenance program has multiple purposes. It prepares students in general building maintenance of large and small structures. It acquaints students with various building trades to explore different options prior to selecting a specialization. It also serves the community with introductory trades courses. Program courses are generally organized in a "trade format" so that each building system (e.g., plumbing, electrical) is explored thoroughly as part of an individual course. Each course has both a theoretical and a practical component; success in the program requires mastery of each phase.

PROGRAM GOALS

The goals of the Building Maintenance program are as follows:

1. To prepare and place building maintenance majors for entry-level positions in maintenance-related occupations.

2. To help currently employed building maintenance workers upgrade job skills & knowledge.

3. To provide support courses for other programs.

4. To provide students with building maintenance work experience through the Cooperative Education program.

5. To help students develop information sources to continue their quest for knowledge in a rapidly changing world, including computer usage and Internet access.

6. To provide limited on-campus practical maintenance projects for students where the educational value of the work performed is enhanced by such projects.

7. To provide individuals with practical building maintenance skills for personal use.

8. To develop critical thinking and complex problem-solving skills to enable students to deal with multiple failures in building systems.

OTHER PROGRAM INFORMATION

Basic hand tools are required for students in the program. Shop focuses on typical operations encountered in a normal maintenance situation. Exercises are geared toward producing a useful product or solving a typical maintenance problem. Safety is emphasized, as well as skill development in the use of both hand and power tools. Additional courses taught by the Welding and Carpentry programs (as well as basic math and English) are required to earn a Certificate of Achievement.

PROGRAM STAFF

Regular Faculty

– Mark Slattery, Assistant Professor, Program Coordinator
  AA, Liberal Arts, Maui Community College
  BA, Professional Studies/Business Administration, UH-West Oahu
  Hawaii State Supervising Electrician's License
  Certified, Universal Refrigerant Recycling
  25+ years experience in all phases of construction and training on the mainland, in Hawaii, and throughout the US-Associated Pacific Island Nations

– Don Ainsworth, Lecturer of BLDM courses, STEC Coordinator
  MEd, VocTech Administration and Supervision, Colorado State University
  BEd, VocTech Building Construction Technology, Colorado State University
  General Contractor, Property Manager, Real Estate License
  30+ years experience as general contractor, property manager, post-secondary Building Maintenance instructor in Hawaii and the Mainland

Lecturers

– Wayne K. Segundo, Lecturer for OSH and HLTH courses

PROGRAM ADVISORY COMMITTEE

The Building Maintenance Advisory Committee was organized with emphasis on participation by individuals acting in and/or providing services to the maintenance facilities where our majors will work. Members of the AY 2004-05 Building Maintenance Advisory Committee are:

Clark Abbott	David Marrs
Manager, Sherwin Williams Paints	Manager, Marmac Ace Hardware
Bob Jones	Diane Sandate
Board Director, Nani Kai Hale	Manager, Cosco Supply

BUILDING MAINTENANCE HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	14	18	28	+
Annual Job Openings: Hawaii State	40	80	124	+
No. Student Majors	20	30	11	-
No. Sections Taught *(No. faculty= 1.0)*	5	5	6	+
Pau Hana demand *(3pm+, Sat)*	1	1	3	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	1	+
Program Cycle coverage	99%	99%	100%	+

PROGRAM EFFICIENCY

	Min.	Sat.	Act.	+/–
Average Class Size: Max = 16	12	14	15.5	+
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	89%	+
Advisory Committee updated	yes	yes	no	-
Lecturer-Taught Classes	17%	to 67%	20%	+

PROGRAM OUTCOMES

	Min.	Sat.	Act.	+/–
Credits Earned Ratio	65%	70%	58%	-
Satisfied with Academic Prep *(n=0)*	80%	90%	n/a	=
Work in Related Field *(n=0)*	65%	80%	n/a	=
Graduation Rate *(n=3)*	5%	15%	27%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	100.00%	+
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	0.00%	-
3P1	Placement: Employment	71.00%	N/A	
3P2	Retention: Employment	90.00%	N/A	
4P1	Nontraditional Participation	14.18%	7.69%	-
4P2	Nontraditional Completion	12.86%	50.00%	+

Note: There was no data provided on BLMP majors. Above data is for APBM majors, the Apprentice Building Maintenance major offered only by HonoluluCC.

PROGRAM ANALYSIS

Strengths

– Hands-On Maintenance Projects: Student hands-on projects on campus and for non-profits (e.g., Habilitat) are very successful if they align with the objectives of the course. Since the agency/department pays for the cost of materials, live jobs give students more practice than what the limited BLDM supply budget could provide. Projects give students a feeling of completing something, while providing needed repairs in a cost-effective manner.

– Modularized Workbook: Each class in the program has a modularized workbook written locally to accompany the textbook and provide in-depth learning for each student. The workbook includes: vocabulary exercises, homework assignments, shop projects, library assignments, equipment pricing and repair exercises, etc.

– Alternative Delivery: The delivery format is a major strength of the program. Some classes are regularly offered evenings on campus and in outreach.

– The Program Coordinator participated in the Assessment Workshop for Program Coordinators in AY 2002-2003 and has done the preliminary work towards having the program meet learner outcome and assessment requirements.

Weaknesses

– Certificate of Achievement Only: BLDM Program should be expanded to offer wider offerings such as Supervision, Management, and additional trade courses for students who are employed in one- or two-person facilities. The Advisory Committee is supportive of this concept. This concept is being addressed through a proposed merger of all construction trade programs under a single construction Technology umbrella.

– Computational and Communication Skills of Incoming Students: Many students are surprised to discover the extensive amount of information that must be understood by the Maintenance Technician, and their skills are not advanced enough to continue at a satisfactory rate. Extensive assistance is needed to overcome difficulties. Vocational Technical programs have worked with the Math Department to address Vocational Math courses to boost student success rates.

– Age of Building: The shop facility was constructed in 1947; it is now 58 years old. Poor lighting, limited storage, fumes from adjacent roadways, and no external fenced area for storage are all current operational problems. Students have "recycled" air conditioning equipment, doors, fans, and light fixtures from the old Student Services building and from dealers in the community to upgrade systems and deal with many of the problems enumerated here.

– One Instructor: Having one full-time instructor stretches instructional strengths over a broad area. Approaches are being made with other programs to share instructional skills. STEC and BLDM instructors are developing a "core" of classes common to both programs for flexibility of instruction.

–   The cyclic pattern of enrollment in the BLDM program may lead to misunderstanding of the effectiveness of the Building Maintenance program. The BLDM enrollments have an inverse relationship with employment in the economy: the more hours students work (approaching full employment), the less likely they will enroll in BLDM classes.

PLAN OF ACTION

New Plans for AY 2006-07+:

1.   Continue melding building construction programs of Carpentry, Building Maintenance, Drafting, and Welding under one Construction Technology umbrella.

2.   Student Data Base: The BLDM program has indexed a student database dating to 1977. Although the work is time consuming, it yields valuable data and is now current. The file lists relevant data on every student since 1977 including place of employment, career goals, and follow-up address. The file now needs upgrading from Apple format to MSWord.

3.   Continue working with non-profit community agencies (e.g. Habilitat) to build and maintain structures for low-income participants while providing greater hands-on experience for BLDM students.

4.   Continue upgrading classroom and shop facilities, especially by installing DVD equipment to incorporate upgraded program software.

5.   The Program Coordinator has applied for sabbatical leave in AY 2005-06. The sabbatic will give an opportunity to hire lecturers for the program and to evaluate their progress in teaching the various program courses.

6.   Explore a "capstone experience" curriculum modification.   While continuing to teach theory in the specific BLDM course (e.g., electricity, plumbing, etc.), offer the labs as a multi-trade live-job practicum.   This approach would give students the full trade experience.

7.   A more active role will be taken to ask majors who are not designated as majors in Banner to complete the Change of Major form.

8.   Since Advisory Committee members have difficulty meeting on campus for a regular meeting, the Program Coordinator will implement a quarterly informational newsletter for distribution to committee members, and then meet with them on an individual or small group basis, if their attendance at a regular meeting continues to be difficult.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

CARPENTRY TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
		X

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
X		

PROGRAM HISTORY

The Carpentry Technology program is a comprehensive two-year course of study and training with emphasis towards employment in the construction industry. The program was established in the days of the Maui Technical School and transferred to the University of Hawaii Community College system in 1966.

Enrollment in the Carpentry program declined in the early 1980's. Modularized, self-paced courses of 2-credits each were developed and initially offered in the fall of 1984 to enhance access to a breadth of courses at multiple times. Enrollment increased temporarily. With the acceleration of construction during the late 1980's, the Carpentry apprenticeship program began recruiting students. Offering courses during the evenings on-campus and weekends on Molokai increased the number of majors in the early 1990's.

During the AY 2003-2004 the curriculum was revised to address the national skills standards for the residential and light commercial construction industry. These standards were developed by the National Association of Home Builders through their Home Builders Institute. The Maui Community College Academic Senate approved these curricular changes, and the revised curriculum is being taught beginning with the fall semester 2004.

PROGRAM DESCRIPTION

Carpenters are employed in almost every type of construction activity. Carpentry is an occupation requiring the ability to layout, cut, join, and shape wood and other materials to form a quality product. All courses in the Carpentry program have been upgraded to reflect national standards. Hand tools, safety equipment, and work clothes are required for enrollment. Graduation from this program provides an excellent entry level for those desiring to enter the carpentry apprenticeship program.

PROGRAM GOALS

1. To prepare students for employment in non-union construction companies, or material retail outlets, or entry into the Carpentry apprenticeship-training program.

2. To develop in students a world-of-work attitude.

3. To develop a marketable skill in carpentry.

4. To provide support courses for other vocational programs.

5. To provide life long avocation skills.

6. To provide training in specific areas related to carpentry.

PROGRAM FACULTY

Regular Faculty

- Don Ainsworth, MEd, VocTech Admin & Supervision, Program Developer and Coordinator

Lecturer

– Keoki Raymond

PROGRAM ADVISORY COMMITTEE

The members of the AY 2004-05 Carpentry Technology Advisory Committee follow. A joint advisory committee meeting for Sustainable Technology, Drafting, Welding, and Carpentry is planned for late May, 2005.

Thomas Arisumi
Vice President, Arisumi Brothers, Inc.

Joel W. Chapman
Aloha Builders Co., Inc.

Henry E. Lindsey
Lindsey Building & Co.

Alvin Yoshimori
Gima Yoshimori Miyabara Deguchi, Architects

Mark S. Beauchamp
General Contractor

Clement Enomoto
County Supervising Building Plans Examiner

Marvin Tengan
MCC Apprenticeship Coordinator

CARPENTRY HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	14	18	16	=
Annual Job Openings: Hawaii State	40	70	79	+
No. Student Majors	20	30	12	-
No. Sections Taught *(No. faculty= 0.0)*	5	5	2	-
Pau Hana demand *(3pm+, Sat)*	1	1	0	-
Outreach demand *(Molokai, Lanai, Hana)*	0	0	1	+
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	20%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 16	12	14	8.0	-
No. Small Classes: < 9	0	0	1	-
Class Fit *(actual enrollment/max enrollment)*	70%	85%	50%	-
Advisory Committee updated *(May 2005)*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	100%	-

Outreach fit=63%

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	75%	+
Satisfied with Academic Prep *(n=1)*	80%	90%	100%	+
Work in Related Field *(n=1)*	65%	80%	100%	+
Graduation Rate *(n=3)*	5%	15%	25%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	N/A	
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	0.00%	-
3P1	Placement: Employment	71.00%	N/A	
3P2	Retention: Employment	90.00%	N/A	
4P1	Nontraditional Participation	14.18%	33.33%	+
4P2	Nontraditional Completion	12.86%	N/A	

PROGRAM ANALYSIS

Strengths

– Non-credit evening classes were offered at the Kahului campus to react to increased student demand for basic skills courses.

– Building Maintenance students require two CARP courses.

– Live jobs have a positive impact by increasing enrollment and providing hands-on activities for the students and an income stream for the program.

– The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has completed the program learner outcome and assessment requirements for the new courses.

– Program cost is low because a lecturer teaches most of the classes.

Weakness

– Most Carpentry students are not full-time and register for only one or two courses.

– Maximum class size is 16 students because of safety issues with respect to supervision of students during the hands-on portions of the curriculum.

– Most students do not enroll in the recommended series of courses per semester, thereby are not able to graduate within two years.

PLAN OF ACTION

Previous Action Plans:

1. Students have expressed interest in a broader coverage of construction options, including "green" building, electrical wiring, furniture making, furniture refinishing, plumbing, and owner-builder training. Such courses will be offered as needed.
    In progress. Non-credit courses in light furniture making and topics chosen by the students were offered. Demand is high for this type of course but instructors are few especially now with the construction boom. MCC instructor salaries cannot compare with the high salaries skilled workers can get there.

2. Several courses that are now taught in other technical programs on campus will be standardized to decrease the number of sections (usually under enrolled) offered.
    Completed. CARP Blueprint Reading class was dropped from the curriculum, eliminating its duplication with the Building Maintenance blueprint course (BLPT 22). BLPT 22 was modified so now one course satisfies both programs.

3. In Fall 2004, the new courses for the AAS in Carpentry approved by the National Association of Home Builders through their Home Builders Institute will be offered. These curricular changes will allow the College to keep up with trends in the industry and to increase demand for the Carpentry program.
    Completed. Changes were implemented beginning with the Fall 2004 term.

4. Continue with recruiting activities to provide sufficient interest to expand the program offering to an AAS degree.
    In progress. Staged an Open House and Orientation, which was advertised in the Maui News, to recruit and orient students for Sustainable Technology, Carpentry, Drafting, Welding, and Building Maintenance programs, in August 2004. Also, participated in the College Day Fair and the Energy Fair at the Kaahumanu Center.

New Plans for AY 2006-07+:

1. Continue melding building construction programs of Carpentry, Building Maintenance, Drafting, and Welding under one umbrella.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

DRAFTING TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
		X

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
		X

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

The Drafting Technology program is a 1-year course of study and training with emphasis towards employment in the construction industry. The program was established in the days of the Maui Technical School and transferred to the University of Hawaii Community College system in 1966.

Enrollment in the Drafting program declined in the late 1970's. This decline prompted the decision to put the program on "stop-out" status until the fall of 2001, when the program was updated initiating CAD for all Drafting courses. As a result of consulting with the Drafting PCC, the program now matches the Drafting offerings at Honolulu Community College. Beginning Fall 2002 the new CAD courses were offered in the evening hours only; to provide access to those currently employed.

PROGRAM DESCRIPTION

Drafting Technology is a Certificate of Achievement program that covers drafting principles of building construction. It is designed to prepare students for employment as architectural or engineering technicians. The program focuses on the knowledge, attitudes, and skills necessary for success in residential and commercial design and working drawings.

PROGRAM GOALS

1. To prepare students for employment with building construction related design companies.

2. To develop in students a world-of-work attitude.

3. To develop a marketable skill in drafting.

4. To provide support courses for other vocational programs.

5. To provide life long avocation skills.

6. To provide training in specific areas related to drafting and design.

PROGRAM FACULTY

Regular Faculty

- Don Ainsworth, MEd, VocTech Admin & Supervision, Program Developer and Coordinator

Lecturers

- Will McThewson - Basic AutoCAD, Civil AutoCAD

- Dean Johnston - Graphics

- Marie Kimmey – Design and Working Drawings

PROGRAM ADVISORY COMMITTEE

The members of the AY 2004-05 Drafting Technology Advisory Committee follow. *(A joint advisory committee meeting for Sustainable Technology, Drafting, Welding, and Carpentry is planned for late May 2005.*

Thomas Arisumi	Joel W. Chapman
Vice President, Arisumi Brothers, Inc.	Aloha Builders Co., Inc.
Henry E. Lindsey	Alvin Yoshimori
Lindsey Building & Co.	Gima Yoshimori Miyabara Deguchi, Architects
Mark S. Beauchamp	Clement Enomoto
General Contractor	County Supervising Building Plans Examiner
Marvin Tengan	
MCC Apprenticeship Coordinator	

DRAFTING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	14	18	0	-
Annual Job Openings: Hawaii State	40	60	7	-
No. Student Majors	20	30	5	-
No. Sections Taught *(No. faculty= 0.0)*	4	5	2	-
Pau Hana demand *(3pm+, Sat)*	1	1	2	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	66%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 24	18	20	10.0	-
No. Small Classes: ≤ 9	0	0	1	-
Class Fit *(actual enrollment/max enrollment)*	70%	85%	50%	-
Advisory Committee updated *(May 2005)*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	100%	-

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	78%	+
Satisfied with Academic Prep *(n=0)*	80%	90%	n/a	=
Work in Related Field *(n=0)*	65%	80%	n/a	=
Graduation Rate *(n=1)*	5%	15%	20%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	0.00%	-
1P2	Vocational Skills	90.00%	66.67%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	33.33%	-
3P1	Placement: Employment	71.00%	N/A	
3P2	Retention: Employment	90.00%	N/A	
4P1	Nontraditional Participation	14.18%	20.00%	+
4P2	Nontraditional Completion	12.86%	0.00%	-

PROGRAM ANALYSIS

Strengths

–   In the AY 2005-06 we had more applicants for the basic AutoCAD course than the computer lab could accommodate.

–   All Drafting classes were offered during the evening hours to provide access to students currently employed during the day who might be interested in the drafting field and to those already working as drafters an opportunity to upgrade their skills.

–   The incorporation of CAD has increased the number of students taking Drafting/AEC courses.

–   The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and has completed the program learner outcome and assessment requirements for the new courses.

–   Program cost is low because lecturers teach all of the CAD classes, and one of the required courses is available online from Honolulu CC.

Weakness

-   Most students do not enroll in the recommended series of courses per semester, thereby are not able to graduate within two years.

-   We have delayed the expansion of the program to include an AAS degree until the completion rate for the 1-year certificate improves.

PLAN OF ACTION

Previous Action Plans:

1.   Continue with recruiting activities to provide sufficient interest to expand the program offering to an AAS degree.
     In progress. Staged an Open House and Orientation, which was advertised in the Maui News, to recruit and orient students for Sustainable Technology, Carpentry, Drafting, Welding, and Building Maintenance programs, in August 2004. Also, participated in the College Day Fair and the Energy Fair at the Kaahumanu Center.

New Plans for AY 2006-07+:

1.   Continue melding building construction programs of Carpentry, Building Maintenance, Drafting, and Welding under one umbrella.

ELECTRONIC & COMPUTER ENGINEERING TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
X		

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

Maui Community College received approval from the Board of Regents to initiate the Electronic & Computer Engineering Technology (ECET) program in fall 1996, the first new campus program in 18 years. The ECET program was implemented with a grant from the National Science Foundation - Advance Technology Education project. In 2003 ECET was granted permanent program status by the Board of Regents.   In 2004, the ECET curriculum was modified to meet the needs of local industry and to implement a new line of study in high performance computing (HPC). New courses were implemented as part of a new National Science Foundation grant to establish Maui Community College as a Regional Education and Training Center in HPC.   The College also was awarded a grant to implement the National Center of Excellence in High Performance Computing on Maui at the Kihei Research and Technology Park

PROGRAM DESCRIPTION

The Electronics and Computer Engineering Technology program provides students with the knowledge and skills required for entry level employment in high-technology industry as electronic technicians, network administrators, PC system administrators, or high performance computer technicians. The ECET program offers a career-ladder with three levels of competency: (1) A Certificate of Completion for coursework in Electronics and Computer fundamentals; (2) a Certificate of Achievement with preparation for A+ computer technician and Cisco CCNA network technician industry certifications; and (3) an Associate in Science Degree with a choice of three specialties. The specialties provide training in:

– High Performance Computing (HPC) Technology, which focuses on installation, maintenance, and programming of HPC cluster computers. *(The National Science Foundation funds MCC as a National Center of Excellence in High Performance Computing Technology).*

– Networking Technology including Windows & Unix system administration, routers, and hubs.

– Electronics Technology, including robotics, amplifiers, power supplies, computer hardware.

PROGRAM GOALS

1. To prepare and place Electronic and Computer Engineering Technology majors in entry-level positions in technology related occupations.

2. To provide employees already in related fields with the skills and knowledge for technical upgrading.

3. To prepare students who wish to transfer to a four-year institution.

4. To provide support courses to other programs.

5. To facilitate transition to the workplace through Internship and Cooperative Education.

6. To provide individuals with the basic skills used electronics and computer technology.

PROGRAM STAFF

The ECET program generally operates with one instructor and two lecturers.   ICS classes are provided from the ICS department or group.

Regular Faculty

– Mark Hoffman, BS EEE , Program Coordinator and Instructor in Electronics
– Sandra Swanson, MS, Instructor in Computer Science
– Dan Kruse, MS, Instructor in Computer Science

Lecturers

– Stuart Zinner, BS
– John Lightfoot

PROGRAM ADVISORY COMMITTEE

The AY 2006-07 Electronic & Computer Engineering Technology Advisory Committee includes the following members. A meeting is planned for June 9, 2005.

James Cannon Verizon Hawaii	Wayne Lewis Cisco Academy Training Center
Andrew Dphi Manager, Akimeka LLC	Mike Mayberry UH Institute for Astronomy at Haleakala
Albert Esquibel Northrop Grumman	William Medieros GIS Manager, County Dept. Management
Joseph Janni Director Emeritus, AFOSR	Sharon Mielbrecht Specialist, Pacific Disaster Center
Stuart Jefferies Director, Umex Maui Scientific Rsch Cntr	Dan O'Connell Director, MOSIAC Oceanit
Mark Harmer President, Harmer Communications	Michael Reiley Director, Textron Systems-Hawaii
Rusty Hughes Manager, Trex Enterprises	Joe Ritter Director Optical Systems, SAIC
Lisa Hunter Director Ed/HR, Adaptive Optics Center	Tak Sugimura Business Development Manager
Steve Karwoski Manager, Pacific Technology, SAIC	Leslie Wilkins Director, Maui Econ Development Board
Curt Leonard Manager, Oceanit	

ELECTRONIC & COMPUTER ENGINEERING TECHNOLOGY HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	28	40	1	-
Annual Job Openings: Hawaii State	150	180	2	-
No. Student Majors	50	65	51	=
No. Sections Taught *(No. faculty= 3.0)*	12	15	19	+
Pau Hana demand *(3pm+, Sat)*	1	1	4	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	3	+
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	100%	+

Note: Includes ICS 100.

PROGRAM EFFICIENCY

Average Class Size: Max = 24-28 *	18	20	19.3	=
No. Small Classes: < 9	0	0	4	-
Class Fit *(actual enrollment/max enrollment)*	70%	85%	71%	=
Advisory Committee updated *June 9, 2005*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	53%	+

Note: Excludes classes with max of 15-18 = 10.0.

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	76%	+
Satisfied with Academic Prep *(n=2)*	80%	90%	50%	-
Work in Related Field *(n=2)*	65%	80%	0%	-
Graduation Rate *(n=10)*	5%	15%	20%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	86.67%	+
1P2	Vocational Skills	90.00%	100.00%	+
2P1	Diploma/Equivalent/Degree/Credential	36.00%	12.50%	-
3P1	Placement: Employment	71.00%	25.00%	-
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	27.87%	+
4P2	Nontraditional Completion	12.86%	33.33%	+

PROGRAM ANALYSIS

Strengths

– The ECET program provides a broad engineering training to enable students to work in a variety of industries on Maui.

– The program has good ties to local engineering companies and provides excellent internship opportunities.

– ECET has new curriculum to meet local industry requirements.

– ECET has National Science Foundation funding as a Regional Education and Training Center in High Performance Computing.

– ECET works closely with the Center for Adaptive Optics to provide training and internships in optics instrumentation and computer science in astronomy.

– ECET works with the National Science Foundation – Institute for Inquiry to provide exciting lab science exercises and inquiry techniques for MCC students.

– ECET provides preparation for A+ and CCNA industry certifications.

– ECET robotics courses use similar technology to ICS 111 and 211.

Weaknesses

– ECET should develop more hands-on laboratory work to meet goals set by TCUP and NSF.

– The new ECET curriculum cannot be delivered via distance education technologies, due to the extensive cost of purchasing laboratory equipment for outreach sites.

– ECET needs funding for new laboratory equipment. The current equipment is in need of replacement.

– The self-paced laboratory exercises are not up up-to-date.

– ICS and ECET could be better integrated in the Unit structure. ICS and ECET could work for common goals.

– There is no alternative instructor for many ECET courses. If the instructor is sick, class has to be cancelled.

– Funding for lab assistance is needed.

PLAN OF ACTION

Previous Action Plans:

1. Add High Performance Computing standards to program goals. Continue to develop curriculum for High Performance Computing degree option.
   Done.

2. Add HPC blade or rack type computing to program activities.
   In progress. Equipment list is prepared; but money has not been released.

3. Add network security standards to program goals.
   Done.

4. Update the master schedule for all ECET classes/instructors/lecturers/resources.
   Done.

5. Update Electronics Technician classes to use multi-sim.
   Done.

6. Update Computer Technician classes – focus digital on robotics.
   Done.

7. Add new science learning techniques to ETRO and PHYS.
   In progress. Completed PHYS 105.

8. Continue to build internship network of host companies.
   In progress. Advisory Committee is now represented by every high tech company in Kihei. Coordinator meets informally with members once a month.

9. Investigate ways to deliver via distance.
   In progress. Incorporate NIDA machines.

New Plans for AY 2006-07+:

1. Modify program map. Consideration will be given to the KauCC map of offering courses for both first and second year students.

2. Add new Certificates. Consider Mini-Certs especially for outreach students, on repair of basic equipment like faxes, etc.

3. Build High Performance Computer (HPC) program.

4. Add adaptive optics/telescope technology subject matter to Electronics.

5. Work on NSF-ATE planning grant for adaptive optics.

6. Build internship program.

FASHION TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
		X

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

The Fashion Technology program at Maui Community College has been in existence since this campus was known as Maui Technical School, when the program was called Apparel Design and Construction. The name was changed to Fashion Technology in Fall 1985 in keeping with the broadened scope to provide training for career opportunities in the emerging fashion field. A community needs assessment (1997) supported continuation of the Fashion Technology program in a restructured format to meet employment demand from a variety of sectors, including retail.

PROGRAM DESCRIPTION

The Fashion Technology program is one of eight programs in the Science, Technologies, Electronics, Mathematics (STEM) Unit. The program provides options in post-secondary education for individuals interested in the field of garment design and manufacturing. *(The term "garment" is used here to include the various soft goods products beyond just clothing, such as accessories (bags, hats, jewelry), home furnishings (slipcovers, curtains, pillows, linen, quilts), outdoor gear (sails, surfboard covers, auto seat covers), and business/tourism goods (wine bottle bags, golf accessories, wheelchair packs).* Courses range from basic clothing construction to pattern making to fashion design.

The intent of the program is to prepare individuals for entry into the fashion industry, for entrepreneurship, and for skills upgrading. For those desiring completion, the program offers several options including three Certificates of Completion (Seamstress, Fashion-Fabric Salesperson, Dressmaker), a Certificate of Achievement, and the Associate in Applied Science degree. *(Note - The Dressmaker CertCo is offered on an as-needed basis.)*

PROGRAM GOALS

The goals of the Fashion Technology program are as follows:

1. To prepare students with the necessary skills to enter the garment industry.

2. To prepare students with practical knowledge and skills to set up their own design and/or manufacturing business.

3. To provide students with introductory level courses for transfer to a 4-year institution.

4. To provide specialized skill upgrading for those already in a garment-related field.

5. To provide instruction to individuals seeking to supplement their household income.

6. To assist in job placement for students desiring employment in the fashion industry.

PROGRAM STAFF

Regular Faculty

- Cheryl N. Maeda, Associate Professor, Program Coordinator, tenured; BS

Lecturers

- Donna Brown, AS
- Anne Miyashiro, MA
- Diane Alba-Means

PROGRAM ADVISORY COMMITTEE

Members of the AY 2004-05 Fashion Technology Advisory Committee, which will meet on May 20, 2005, are:

Pat Chiaco	Patti Pottorff
Chiaco Co.	Biasa Rose Boutique
Ann Krezel	Leona Rocha Wilson
Blue Ginger	Vogue Butterick Co. & Fashionetics
Bette Nomura	Marilyn Sameshima
Baldwin High School, rtd.	Sew Special Too

FASHION TECHNOLOGY HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: County	14	18	0	-
Annual Job Openings: Hawaii State	40	80	-4	-
No. Student Majors	20	30	20	=
No. Sections Taught *(No. faculty = 1.0)*	5	5	5	=
Pau Hana demand *(3pm+, Sat)*	1	1	0	-
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	80%	-

Needs Assessment Annual Job Openings – 141; includes entrepreneurs and high-end fashion retailing.

PROGRAM EFFICIENCY

Average Class Size: Max = 14-16	11	13	11.2	=
No. Small Classes: < 9	0	0	2	-
Class Fit *(actual enrollment/max enrollment)*	70%	85%	78%	=
Advisory Committee updated *(May 20, 2005)*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	25%	+

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	76%	+
Satisfied with Academic Prep *(n=2)*	80%	90%	100%	+
Work in Related Field *(n=2)*	65%	80%	50%	-
Graduation Rate *(n=16)*	5%	15%	80%	+

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	100.00%	+
1P2	Vocational Skills	90.00%	80.00%	-
2P1	Diploma/Equivalent/Degree/Credential	36.00%	0.00%	-
3P1	Placement: Employment	71.00%	66.67%	-
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	4.17%	-
4P2	Nontraditional Completion	12.86%	0.00%	-

PROGRAM ANALYSIS

Strengths

– Last Spring 2005 the program graduated its largest class ever, at 10 students (16 credentials). All graduates found full-time employment in a fashion-related business or in their own clothing business, and one went on to pursue a Bachelor's degree at the prestigious Fashion Institute of Technology in New York City.

– Students desiring work in the fashion industry acquire skills at MCC that make them highly marketable anywhere. For those willing to work, there is always employment, with opportunities for advancement. For example, one graduate, after first serving as Bridal Consultant and then Buyer for Saison des Brides on Maui, secured the position as General Manager for St. Pucci Originals on Rodeo Drive in Hollywood. She has since gone on to open her own company designing and marketing Hawaiian quilt and crossstitch kits, as well as couture childrenswear featuring quilted accents.

– Other students enter the program specifically for skills upgrading. An example is of a student who designs and manufactures bathing suits in Brazil. She lacked the sewing construction and fashion sketching skills to effectively communicate her design ideas to the sewing contractors, and so enrolled in courses specially to learn these skills.

– Classes are structured around a lecture/lab format that promotes group interaction at different levels for all students. For instance, in the lecture portion, while receiving teacher input, students work in pairs or small groups to apply or develop ideas into quick applications, and also utilize research and presentation skills.

– The lab provides real time practice moving from design idea (through fulfilling of course requirements) to paper template creation (through applying lecture theory) to fabric manipulation (through implementing techniques learned in earlier classes on samples). Various assignments alter the circumstances of the process by setting up group projects, client/designer relationships, and community-service opportunities. In all, new problems are encountered, both technical and social, and methods to challenge those opportunities are developed.

– Visibility of the industry on Maui is obvious and expands beyond what is traditional. New entrants to the industry are not recorded by the usual statistics, and may be better seen in the entrepreneur, wholesale, and small manufacturing areas. "Made in Maui" is a significant merchandising asset — no better illustrated than the aloha wear sold on every retail block. Several current students are exporting items designed and sewn on Maui to Italy and Brazil.

– A Needs Assessment for Employment Opportunities on Maui (Pezzoli, 1996) was completed showing the anticipated demand for trained workers in this field to be about 14.1 per year over the next five years.

– The FT sewing lab is equipped with a variety of sewing machines, dressforms, cutting tables, and supplies. Learning conditions are enhanced since relocation to the FT classroom/lab in the refurbished Hookipa building. The smaller space is compensated for by the addition of air conditioning, which means less dust, less rust, and no wind to blow about the patterns.

– The FT lab is kept open every day after scheduled classes so students are able to complete their assignments and projects.

– New sections, especially of beginning classes, are added periodically.

– Waitlist enrollees are advised of other classes available that may fit their needs, and usually take advantage of the information.

– Program change was made so students can earn a CC after one semester if desired.

– Selected courses incorporate actual situations and problem solving that students who are currently employed encounter on the job.

– Fashion Technology serves as a resource for businesses, the community, and graduates who are employed in the field or owners of their own fashion business. The program receives regular calls from businesses and the community requesting students who could provide sewing, patternmaking, and sketching services.

– Many community businesses call for information, and the program provides consultation services on a regular basis. Recently, a new restaurant called for advice on uniform designs to match the overall theme and atmosphere of the interior setting.

– Community support in terms of material, skills, and money has been steady and heartfelt, and response for help, such as manpower for displays or demonstrations or emergency repairs, is reliable. Note that Leona Rocha and William Wilson are extremely devoted and demonstrative supporters; however, their 2001 donation of $100,000 was a general scholarship fund for MCC, and not available to the FT program directly.

– As instructional funds have decreased over the years, the program has been challenged to raise funds to support instruction and for equipment repair. A program-wide project was to design and produce one-of-a-kind bags with donated fabric. We doubled our goal selling the bags at the MCC Hoolaulea this past March 2004.

Weaknesses

– Fall 1998 curriculum changes were initiated to remove low-enrolled advanced pattern class. This scheduling change has resulted in insufficient garments to put on a fashion show every year. The abbreviated show staged during the 2002 Career Day at Ka'ahumanu Center brought great attendance and enthusiasm to the FT program.

– Program began offering courses in the evening beginning with the Fall 2001 semester. However, due to lack of funding, we were unable to continue the evening offerings.

– Word-of-mouth is the way news travels in this industry, given the small size of the island. Employment opportunities often come through the program instructors and from talking with those already working. People refer one another, as job opportunities arise. Therefore, job statistics from unemployment filing and help wanted ads do not reflect the demand for qualified workers.

– Recognition is not strong that the fashion industry is a viable one. Women need opportunities available for their improvement so they have marketable skills. If their options

are taken away in the occupational area, they have few other choices to attain self-reliance and independence. Fashion Technology is one of the few programs that gives participants a marketable skill in a field that can be performed from their home and still allow them to manage and maintain family responsibilities. Successful graduates who have real life stories are brought in as guest speakers and stories or printed media are shared with students so they realize that although distant from the "mainland", stranded on an island, if you have a passion for something, you can do it.

–   Statistics do not track students who move out of state and find employment in the industry. The Program Coordinator encourages students to keep her informed once they leave the island or as they go into their own business ventures.

–   Industrial equipment repair can cause work stoppage when a major problem occurs because qualified technicians need to be flown in from Oahu. Moreover, because there are only three companies based on Oahu to service the entire garment industry and schools, a small outer island school on a zero capital-spending budget must struggle to get attention. Minor troubleshooting has been handled by other MCC faculty in the automotive and construction programs, via telephone, or by a local repair shop.

–   Budget constraints have limited the purchase of new, updated equipment. As machines become obsolete, there are no funds for replacement or major repairs. There has been an increase of equipment repairs in the past few years as the useful lifespan of important pieces approach the point where machine parts require replacement in order to properly function. It is foreseeable that shortly graduates will not have experience on the equipment common in the workplace. Fashion Technology program continues to receive community donations through the UH Foundation, designating some money to purchase a new machine every four years.

–   Class sizes are limited to equipment availability and facility limitations. Each student in the sewing classes needs one general-purpose machine. Technical settings must be adjusted for any one project, so (unlike a computer) a sewing machine cannot be shared among students each working on an individual project. There are few specialized machines at present, causing a backlog and waiting line. Layout tables, critical for patternmaking and fabric cutout, are double-teamed already, despite the difficulties especially for beginners.

PLAN OF ACTION

Previous Action Plans:

1.   Offer a non-credit course in the Summer 2004 session.
     Completed. The non-credit class was designed and scheduled; but not enough enrollment, so the class was cancelled.

2.   An ongoing effort is to develop the FT website.
     In progress. The Program Coordinator has lined up a professional designer, developed the website concept, and provided him with photos and text for the site. It is hoped that the designer will have the site up and running by the end of this term.

3.   Equipment shortage: The Fashion Technology program plans to designate some of the community donations through the UH Foundation to purchase a new machine every four

years. Equipment funds will also be requested through a technology grant, so computer patternmaking can eventually become a part of the FT curriculum.
In progress. One new machine was purchased in 2004. A technology grant from RDP was planned, but the program is now being asked to consider instead writing an RDP grant to develop a curriculum track for Interior Design. This track is an outgrowth of student evaluations from the MCC non-credit class in Interior Design, where students have requested a full program with certification in the area.

4. Community involvement: The FT program plans to continue community service activities as long as fabric donations keep coming into the program. In the past FT students have worked on a variety of service projects for Kula Hospital, Hale Makua, and Imua Rehab.
In progress. Consultation is a regular process, whereby public calls for advice on such topics as pattern making, sewing up a prototype before sending a design to the manufacturer, discussing cost-effectiveness, referral to designers, etc. These involvements give students an opportunity to network with the community

   Recently a member of the Maui community originally from Cameroon requested advice regarding setting up clothing manufacturing on Maui from African prints. The Design Studio class was presented with the African-inspired fabrics, and students were asked to choose a print and construct a garment along African cultural lines. The donor will select winning design. Students will continue to own the design while the donor owns the garment, which will be used as a basis for a manufacturing prototype.

5. Participation in performing arts: Students will continue to be encouraged to get involved in community theatre or art productions. In the past, graduates volunteered their sewing services for *Broadway Babes* and *Phantom of the Opera.*
In progress. The FT program has a popular display at the MCC library as part of the college art show there. Called *Trash to Art,* students' re-purposed recyclables are on display. The exhibit was featured in the *Haleakala Times*.   In addition, the FT program is considering a formal presentation featuring the African designs for the fabric consultant, his representatives, and a potential a storeowner.

6. Program overview: Program requirements will be discussed and reviewed with input from the advisory committee and Honolulu Community College fashion program. The program assessment project underway for accreditation could result in specific changes to the learner outcomes and the curriculum.
In progress. Program Coordinator has participated in the college Assessment process and has completed the SLOs for the FT program. At this time, no curriculum revisions are planned.

7. A product life program proposal is being developed to provide hands-on decision making and operations experience for advanced students. Each semester, FT products will be decided. Design and manufacture will be implemented along with marketing and sales.
In progress. The program is considering the RDP project on Interior Design instead.

New Plans for AY 2006-07+:

1. Another area that sometimes affects graduation rates is that students tend to take courses in their major and don't want to finish the English, math, etc. Since math plays such a vital role in fashion, an attempt to make math user-friendlier was made by proposing development of a fashion math workbook. Plans are to implement an EPSCOR mini-grant to write a FT content-specific math workbook.

TYPICAL FASHION TECHNOLOGY JOBS

Statistics on job openings do not reflect the many real world opportunities, which involve cottage industry, teaching, jobs hidden under larger umbrellas, and the non-design careers available in the fashion field. The variety below shows sewing-related job situations that FT students have held:

–   Independent Stockbroker developing mutual funds focused around fashion and beauty; also starting an Internet business promoting fashion and gift items made exclusively on Maui.

–   Show Coordinator for Sanyo Transworld, Ltd., a Japanese corporation that promotes up and coming designers. Left the island and attending fashion school on the mainland.

–   Production Manager for a children's clothing manufacturer in Ashland, Oregon. Recently relocated to LA to work in costuming.

–   Restorer for Bishop Museum costume department; also hired by local manufacturer, You and Me Naturally. Now working for Gucci.

–   Designer/Patternmaker with Liz Clairborne (New Jersey); now with Columbia Sportswear (Oregon).

–   Makeup Artist employed by MAC, the "hottest" makeup line (with RuPaul, their spokesperson and donating a percent profit to AIDS.)

–   Marketing logo gift items to large corporations; sewing insulated cold drink containers & canvas bags.

–   Retail ranging from clothing sales to fabric sales to manager, at: Macys, Hilo, HattieTiffany, Grand Wailea Shops, Maui Water Wear, Shops at Wailea.

–   Head of alterations department, employed by Four Seasons.

–   Hawaiian quilt and cross-stitch designer.

–   Manager, UltrHawaii - machine embroidery.

–   Designing table linens for Four Seasons Maui and Arizona.

–   Transfer: UH textile and clothing program; Fashion Institute of Technology (FIT) in New York; FIDM

–   Bridal Consultant, Saison des Brides.

–   Wardrobe Coordinator for the movie industry and catalog/magazine shoots. Jobs include: Gary Collins Home Show, German movie, CocaCola, GTE; and Playboy, Banana Republic, J. Crew, and Modern Bride magazine layouts shot on location in Maui.

–   Self-employed in sewing-related manufacturing, including: upholstery, restaurant uniforms, wedding gowns, costumes, medical uniforms, exotic dancewear.

MAUI COMMUNITY COLLEGE
AY 2005-06 Program Health Indicator Report

SUSTAINABLE TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
		X

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
	X	

PROGRAM HISTORY

The Sustainable Technology program had its inception in Spring 2001 when the University of Hawaii Board of Reagents approved the program. It provides for an Associate in Applied Science degree and a Certificate of Achievement in Sustainable Technology, with four Certificates of Competence exit points in Energy Management, Energy Production, Energy Control, and Biomass Energy Processes.

The program meets a growing need in Maui County where no such education and training existed. Maui County has seen a growth in companies and consumers who are moving to sustainable systems to improve energy efficiency and competitiveness. In light of the state's dependence upon shipping in fuel for energy production, there is a growing need for persons knowledgeable in the installation, function, retrofit, maintenance, and repair of systems that reduce the island's dependence on oil-based electricity.

PROGRAM GOALS

The Sustainable Technology program provides the opportunity to members of our community, county, and state for pre-employment entry and intermediate level skills as well as in-service training on implementing energy-saving systems in buildings and structures. The mission of the STEC program is to provide:

1. Knowledge and skills on the design, construction, and repair of "green" buildings that employ energy conservation methods, recycled construction materials, and such renewable power sources such as wind, sun, biomass and other sustainable technologies

2. Skills on the use of computer-controlled equipment and related diagnostics for reducing electrical consumption.

3. Strong theoretical background in the field of electricity and electrical power production and management as a basis for student adaptation to rapid changes in the field of electrical conservation.

PROGRAM STAFF

Regular Faculty

- Don Ainsworth, MEd, VocTech Admin & Supervision, Program Developer and Coordinator

Lecturers

- William Bennett, Solar Thermal & Energy Control
- Jeff Lahl, Solar Electric
- Brian Kealoha, Lighting and Energy Management

PROGRAM ADVISORY COMMITTEE

The members of the AY 2004-05 Sustainable Technology Advisory Committee follow. A joint advisory committee meeting for Sustainable Technology, Drafting, Welding, and Carpentry is planned for late May, 2005.

Dick Doran
Aloha Plastic Recycling

Kalvin Kobayashi
County of Maui OED

Brian Kealoha
Maui Electric Company

Tom Reed
Aloha Glass Recycling

Mike Williams
Miyake Building Materials

Nicolas Oosterveen
Nick Oosterveen Designs

Larry Zolezzi
Pacific BioDiesel

SUSTAINABLE TECHNOLOGY HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	14	18	2	-
Annual Job Openings: Hawaii State	40	80	5	-
No. Student Majors	20	30	3	-
No. Sections Taught *(No. faculty = 1.0)*	5	5	0	-
Pau Hana demand *(3pm+, Sat)*	1	1	0	-
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	0	=
Program Cycle coverage	99%	99%	0%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 20	14	16	0.0	-
No. Small Classes: < 9	0	0	0	=
Class Fit *(actual enrollment/max enrollment)*	70%	85%	n/a	=
Advisory Committee updated *(May 2005)*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	0%	-

PROGRAM OUTCOMES

Credits Earned Ratio	65%	70%	n/a	=
Satisfied with Academic Prep *(n=0)*	80%	90%	n/a	=
Work in Related Field *(n=0)*	65%	80%	n/a	=
Graduation Rate *(n=1)*	5%	15%	33%	+

PERKINS III CORE INDICATORS*

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	N/A	
1P2	Vocational Skills	90.00%	N/A	
2P1	Diploma/Equivalent/Degree/Credential	36.00%	N/A	
3P1	Placement: Employment	71.00%	100.00%	+
3P2	Retention: Employment	90.00%	100.00%	+
4P1	Nontraditional Participation	14.18%	33.33%	+
4P2	Nontraditional Completion	12.86%	N/A	

* This is a new program, so most Perkins Core Indicators cannot yet be computed.

PROGRAM ANALYSIS

Strengths

– The STEC program provides skills on the use of computer-controlled equipment and related diagnostics for reducing electrical consumption.

– STEC gives a strong theoretical background in the field of electricity and electrical power production and management as a basis for student adaptation to rapid changes in the field of electrical conservation.

– Program is "cutting edge" technology, providing skills training for systems just coming into their own with respect to cost, reliability, and widespread use.

– Due to the availability of highly qualified lecturers, the program is relatively low cost with respect to faculty. Hands-on training for students provides low cost acquisition and maintenance of sustainable systems and energy management initiatives on campus.

– The Program Coordinator completed Assessment Workshops for Program Coordinators in AY 2004-05 and has done the work towards having the program meet learner outcome and assessment requirements.

Weaknesses

– The program is new, not widely known, with enrollment minimums limitations.

– The sustainable technology is still more expensive than conventional systems, although the margin is getting smaller every year.

– The student population base is relatively small for a new technology.

PLAN OF ACTION

Previous Action Plans:

1. To continue publicizing the program through newspaper, coordinator visits to high school, and participation in annual college day activities and energy fair activities.
   In progress. Participated in the College Day Fair and the Energy Fair at the Kaahumanu Center. Staged an Open House and Orientation, which was advertised in the Maui News, to recruit and orient students for Sustainable Technology, Carpentry, Drafting, Welding, and Building Maintenance programs, in August 2004.

2. To continue working with our community partners, Maui Electric Company and the County of Maui, to encourage enrollment in the program.
   In progress. MECO Renewable Energy Engineers, who are also MCC lecturers, participated in the College Day Fair and the Energy Fair at the Kaahumanu Center.

3. To develop the curriculum for web-based delivery. This alternative delivery will allow us to gain enrollment from Lana`i, Molokai, and Hana, in addition to expanding access to residents in the greater Kahului area.
   In progress. We are pursuing videostreaming. Proposed Title III grant would provide funds for required hardware.

4. Continue with recruiting activities to provide sufficient interest to expand the program offering to an AAS degree.
   In progress. Staged an Open House and Orientation, which was advertised in the Maui News, to recruit and orient students for Sustainable Technology, Carpentry, Drafting, Welding, and Building Maintenance programs, in August 2004. Also, participated in the College Day Fair and the Energy Fair at the Kaahumanu Center.

New Plans for AY 2006-07+:

1. Complete Provisional Program Review.

WELDING TECHNOLOGY

Overall Program Status:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Demand:

Healthy	Cautionary	Unhealthy
	X	

Overall Program Efficiency:

Healthy	Cautionary	Unhealthy
X		

Overall Program Outcome:

Healthy	Cautionary	Unhealthy
		X

PROGRAM HISTORY

The Welding program had its inception in 1958 when Maui Community College was known as the Maui Technical School. Welding was offered to supplement the trade majors, and then combined with sheetmetal into a welding and sheetmetal program. The curriculum was later incorporated into a more general industrial technology program. The College started the Welding program in AY 1970-71 by offering a Certificate of Achievement to fill an on-going demand for workers with welding skills.

When the one full-time instructor resigned just prior to the Fall 1996 semester, sections were cut back in number and taught by a lecturer in a self-paced format, enabling 13 modules to be offered in a single section. A needs assessment was conducted to estimate current and future employment needs on Maui for persons with welding skills. Results supported continuation of the Welding program in a redesigned format to continue serving community demand for workers trained in welding.

Beginning Fall 2003, Welding courses were limited to one section each semester to provide courses required by the Automotive, Carpentry, and Building Maintenance programs.

PROGRAM DESCRIPTION

The Welding curriculum at Maui Community College offers three Certificates of Completion (in Basic Welding, Intermediate Welding, and Welding for Trades) and a Certificate of Achievement. The Welding program was modified to a self-paced, individualized instruction format. The program now may offer ten 2-credit courses and three 1-credit courses simultaneously, which makes scheduling very flexible for the program as well as the student.

The mission of the Welding program is to provide students with the entry-level welding skill needed for employment and also to provide skills upgrading for those already employed. The program remains very flexible to accommodate the needs of business and industry by offering courses in the evening and in a self-paced format.

PROGRAM GOALS

The goals of the Welding program are as follows:

1. To prepare students for entry-level employment in a welding or welding-related field.

2. To provide welding skills upgrading for those that are presently employed.

3. To provide welding skills that meet national skill standards for entry-level welders.

4. To provide the student a means of developing good work habits.

5. To provide support courses for other programs.

6. To provide a healthy work experience for those enrolled in Cooperative Education.

PROGRAM STAFF

Regular Faculty

- Don Ainsworth, , MEd, VocTech Admin & Supervision, Program Developer and Coordinator

Lecturer

– Mark Morimoto, former faculty member for Welding program on campus

PROGRAM ADVISORY COMMITTEE

The members of the AY 2004-05 Welding Advisory Committee follow. A joint advisory committee meeting for Sustainable Technology, Drafting, Welding, and Carpentry is planned for late May, 2005.

Mike Lum (chair)	Harvey Makii
Hawaiian Commercial & Sugar Co., Ltd.	Maui Electric Co.
Emmons Connell	Randy Montalvo
Gaspro	Lahainaluna High School

WELDING HEALTH INDICATORS

PROGRAM DEMAND/CENTRALITY

Indicators	Min.	Sat.	Act.	+/–
Annual Job Openings: Maui County	14	18	0	-
Annual Job Openings: Hawaii State	40	60	-1	-
No. Student Majors	20	30	4	-
No. Sections Taught *(No. faculty= 0.0)*	4	5	2	-
Pau Hana demand *(3pm+, Sat)*	1	1	2	+
Outreach demand *(Molokai, Lanai, Hana)*	0	0	0	=
Alternative delivery access *(sky, cable, web, self-paced)*	0	0	0	=
No. Sections Over-Enrolled	0	0	1	+
Program Cycle coverage	99%	99%	0%	-

PROGRAM EFFICIENCY

Average Class Size: Max = 16	12	14	21.0	+
No. Small Classes: < 9	0	0	0	+
Class Fit *(actual enrollment/max enrollment)*	70%	85%	131%	+
Advisory Committee updated *(May 2005)*	yes	yes	yes	+
Lecturer-Taught Classes	17%	to 67%	100%	-

PROGRAM OUTCOMES

Credits Earned Ratio *(self-paced)*	65%	70%	66%	=
Satisfied with Academic Prep *(n=0)*	80%	90%	n/a	=
Work in Related Field *(n=0)*	65%	80%	n/a	=
Graduation Rate *(n=0)*	5%	15%	0%	-

PERKINS III CORE INDICATORS

		Baseline	Performance	+/–
1P1	Academic Achievement	81.81%	N/A	
1P2	Vocational Skills	90.00%	N/A	
2P1	Diploma/Equivalent/Degree/Credential	36.00%	N/A	
3P1	Placement: Employment	71.00%	N/A	
3P2	Retention: Employment	90.00%	N/A	
4P1	Nontraditional Participation	14.18%	25.00%	+
4P2	Nontraditional Completion	12.86%	0.00%	-

PROGRAM ANALYSIS

Strengths

–   Welding is a basic skill for many different trades and the program provides cross training for other tradespersons, such as electricians, carpenters, mechanics, plumbers, sheet metal workers, and iron workers. Workers within these trades will occasionally use welding skills on the job. And, tradespersons with skills at welding are the more valued employees.

An example of this is the electrician-installing conduit with no brackets to attach them, so must weld brackets in place. Another example is the sheet metal worker installing a kitchen exhaust duct that must be fully welded to pass fire codes. The ironworker must weld the rebar that is being erected so it doesn't shift when the concrete is poured. These workers are more efficient and productive when they possess basic welding skills.

–   A student survey was conducted to find the best time to offer Welding courses. This survey has aided in the planning and scheduling of courses in the future.

–   The Welding program changed the way in which courses are offered. Self-paced or individualized instructional modules were constructed using VEA funds to purchase and develop related instructional materials.

–   Shiny silver Mylar labels were produced utilizing "R" account funds. These labels are placed on projects that are done by Welding students in order to increase visibility of the program. The label states "Made with pride by the Welding students of Maui Community College." The label promotes not only the program, but also the pride and care that goes into the projects that are fabricated. The label also gives public visibility to show what we are all about at the Welding program of Maui Community College.

–   The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-03 and has done the work towards having the program meet learner outcome and assessment requirements.

Weaknesses

–   With very limited resources, the Welding program functioned with fewer supplies and also the restocking of the various supplies. The program was very creative in modifying learning exercises to utilize limited supplies. This can be continued in the future, but the trade-off is that the student will "waste" time by implementing these measures.

–   Due to limited funds, the program currently offers just one concurrent section with the courses required by majors of other vocational programs (AMT, BLDM).

–   Because the single section is filled, many potential students are unable to gain access to welding training.

PLAN OF ACTION

Previous Action Plans:
1. To continue providing training for the construction and automotive trades.
   In progress. Scheduling is organized around the courses designed to provide training for the construction and automotive trades.

New Plans for AY 2006-07+:

1. Continue melding building construction programs of Carpentry, Building Maintenance, Drafting, and Welding under one umbrella.