

UH MAUI COLLEGE
UNIVERSITY OF HAWAII CENTER
2013-2014 PROGRAM REVIEW

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I. INTRODUCTION

A. Background, Mission, and Vision

UH Center Background

The University of Hawai'i Center (UH Center) at UH Maui College is a Board of Regents instituted program that facilitates intercampus cooperation and serves as a receive site and community point-of-contact for bachelors and graduate degrees (see Center website at: uctrmaui.hawaii.edu).

Locally, the UH Center is the institutional unit responsible for facilitating cooperation and partnering with external bachelor's and graduate programs. In addition to needs assessment and planning responsibilities, the Center provides a broad range of support services (e.g. local point-of-contact for pre-admissions advising; classroom scheduling; publicity and recruitment; library, proctoring, Web and videoconferencing services).

The Center does not confer credits or degrees, but provides support services for the delivery of accredited bachelor's and graduate programs to Maui County sites. After program commitments are obtained, the UH Center provides local support services to sustain students in these programs. The conceptual flow of students through the Center is illustrated in figure 1, the UH Center Pathways Flowchart.

UH Center Mission

The mission of the UH Center is to provide Maui County residents access to a selection of bachelor's and graduate degrees.

UH Center Vision

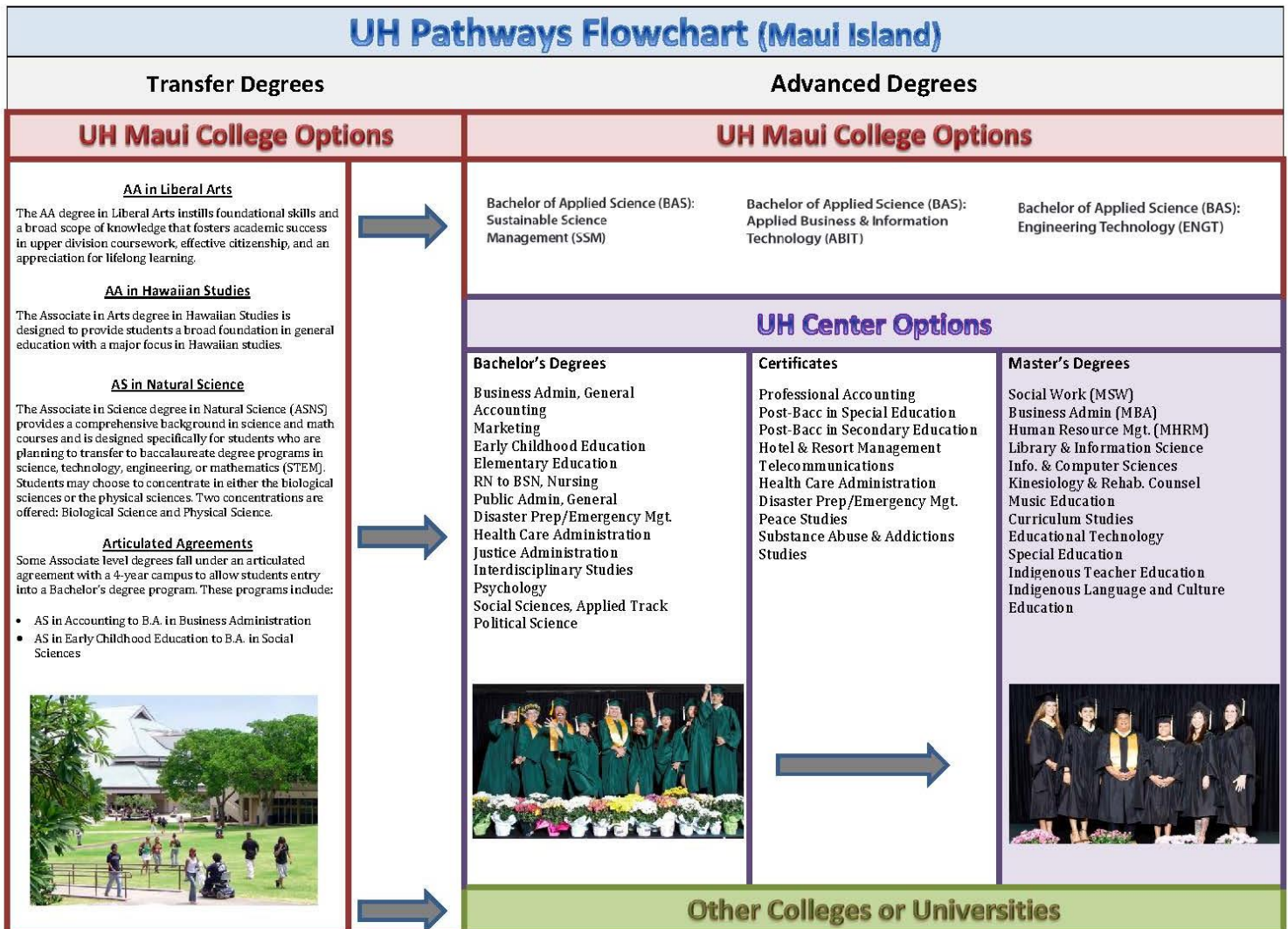
The UH Center vision is to enrich the lives of Maui County residents by offering local access to bachelor's and graduate degrees that increase the educational capital of the state. It is the aim of the Center to increase the number of students participating in and completing degree programs, particularly Native Hawaiians, low-income students, and those from underserved regions (see [UH System Strategic Plan Goal 2](#) and [UH System Strategic Outcomes and Performance Measures 2008-2015](#)).

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We strive for program offerings that:

- are comparable to residential, on-campus programs in cost and are accessible county-wide,
- are comparable in quality to UH on-campus programs
- use innovative delivery methods and a curricular design geared toward meeting the needs of non-traditional students, and
- build inter-institutional partnerships comparable to University Centers across the nation.

Figure 1. UH Center Degree Pathways Flowchart



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B. Degree Programs Offered

Table 1 below is an updated listing of the **37 UH programs** -- fourteen bachelor's programs, ten certificate programs, and thirteen master's programs – currently facilitated by the UH Center.

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Table 1. UH Center Facilitated Degree Programs

| Distance Education Degrees & Certificates Available on Maui (REV 12/14/13) | | Weblinks | | Fall Sem'13 | Spring Sem'14 |
|---|--|----------|--------------|----------------|------------------|
| <u>BUSINESS</u> | | | UH Campus | App Due | App Due |
| BA, Business Admin, Accounting | uctrmaui.hawaii.edu/ba-acc/ | | W Oahu | 8/1/13 | 12/1/13 |
| BA, Business Admin, General Business Admin | uctrmaui.hawaii.edu/ba-gbus/ | | W Oahu | 8/1/13 | 12/1/13 |
| BA, Business Admin, Marketing | uctrmaui.hawaii.edu/ba-mkt/ | | W Oahu | 8/1/13 | 12/1/13 |
| MBA, Master of Business Admin | shidler.hawaii.edu/distance-emba | | Manoa | 05/01/14 | Fall Only |
| MHRM, Master of Human Resource Management | shidler.hawaii.edu/mhrm | | Manoa | 06/01/14 | Fall Only |
| Graduate Certificate in Professional Accounting | shidler.hawaii.edu/gcpa | | Manoa | 5/1/13 | Fall Only |
| <u>EDUCATION</u> | | | | | |
| BA, Social Sciences, Early Childhood Education | uctrmaui.hawaii.edu/ba-ecce/ | | W Oahu | 8/1/13 | 12/1/13 |
| BEEd, Elementary Education | coe.hawaii.edu/academics/institute-teacher-education/bed | | Manoa | 3/1/13 | 12/1/13 |
| Kahuawaiola, Indigenous Teacher Education | olelo.hawaii.edu/kwo/ | | Hilo | 12/1/12 | Fall Only |
| MA, Indigenous Language and Culture Education | olelo.hawaii.edu/khuok/ma_hoonaaauao.php | | Hilo | 2/1/13 | Fall Only |
| MA, Music Education | hawaii.edu/uhammusic/degrees/MA_MusEd_Online.htm | | Manoa | 1/15/13 | N/A |
| MEd, Curriculum Studies, Middle Level Emphasis | coe.hawaii.edu/academics/curriculum-studies/med-cs | | Manoa | 3/1/13 | Fall Only |
| MEd, Educational Technology | coe.hawaii.edu/academics/educational-technology/med-online | | Manoa | 2/1/13 | N/A |
| MEd, Special Education | coe.hawaii.edu/academics/special-education/med | | Manoa | 3/1/13 | 10/1/13 |
| MA, Teaching | hilo.hawaii.edu/catalog/master-of-teaching-mat.html | | Hilo | N/A | N/A |
| Post-Bacc Certificate in Secondary Education | coe.hawaii.edu/academics/institute-teacher-education/pbc-secondary/ | | Manoa | 12/1/13 | 9/1/13 |
| Post-Bacc Certificate in Special Education | coe.hawaii.edu/academics/special-education/post-bac | | Manoa | 3/1/13 | 9/1/13 |
| <u>HOSPITALITY INDUSTRY</u> | | | | | |
| Certificate, Travel Industry, Hotel & Resort Mgmt | tim.hawaii.edu/default.aspx | | Manoa | 5/1/13 | 10/1/13 |
| <u>INFORMATION AND COMPUTER SCIENCES</u> | | | | | |
| MLISC, Master of Library & Information Science | www.hawaii.edu/lis/program/ | | Manoa | 4/1/13 | 11/1/13 |
| MS, Information & Computer Sciences | ics.hawaii.edu/academics/graduate-programs/m-s-in-ics | | Manoa | 2/1/13 | 9/1/13 |
| Cert, Telecommunication & Info Resource Mgmt | tirm.tipq.net/ | | Manoa | 5/1/13 | 10/1/13 |
| <u>MEDICAL and HEALTH CARE</u> | | | | | |
| RN to BSN, Nursing | nursing.hawaii.edu/regular_RN_BS | | Manoa | 1/5/13 | 7/1/2013 |
| MS, Nursing | nursing.hawaii.edu/ms-in-nursing.html | | Manoa | 4/1/13 | Fall Only |
| MS, Kinesiology & Rehabilitation Science | coe.hawaii.edu/node/629 | | Manoa | 3/1/13 | Fall Only |
| Certificate, Health Care Admin | uctrmaui.hawaii.edu/cert-hca/ | | W Oahu | 8/1/13 | 12/1/13 |
| RN to BSN, Nursing | hilo.hawaii.edu/academics/dl/RNtoBSN.php | | Hilo | 1/15/13 | Fall Only |
| <u>PUBLIC ADMINISTRATION</u> | | | | | |
| BA, Public Admin, Disaster Prep & Emergency Mgmt | uctrmaui.hawaii.edu/dpem/ | | W Oahu | 8/1/13 | 12/1/13 |
| BA, Public Admin, General Public Admin | uctrmaui.hawaii.edu/ba-gpuba/ | | W Oahu | 8/1/13 | 12/1/13 |
| BA, Public Admin, Health Care Admin | uctrmaui.hawaii.edu/ba-puba-hca/ | | W Oahu | 8/1/13 | 12/1/13 |
| BA, Public Admin, Justice Admin | uctrmaui.hawaii.edu/ba-puba-just/ | | W Oahu | 8/1/13 | 12/1/13 |
| Certificate, Disaster Prep & Emergency Mgmt | uctrmaui.hawaii.edu/cert-dpem/ | | W Oahu | 8/1/13 | 12/1/13 |
| <u>SOCIAL RELATIONS / HUMAN SERVICES</u> | | | | | |
| BA, Interdisciplinary Studies | outreach.hawaii.edu/credit/maui/default.asp | | Manoa | 05/01/13 | 10/1/13 |
| BA, Social Sciences, Applied Track | uctrmaui.hawaii.edu/ba-bass/ | | W Oahu | 8/1/13 | 12/1/13 |
| BA, Social Sciences, Political Science | uctrmaui.hawaii.edu/ba-pols/ | | W Oahu | 8/1/13 | 12/1/13 |
| MSW, Master in Social Work | hawaii.edu/sswork/de/ | | Manoa | 12/15/12 | Fall Only |
| Certificate, Substance Abuse & Addictions Studies | uctrmaui.hawaii.edu/cert-csaas/ | | W Oahu | 8/1/13 | 12/1/13 |
| Certificate, Peace Studies | peaceinstitute.hawaii.edu/degrees-and-certificates.html | | Manoa | 5/1/13 | 10/1/13 |

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C. UH Center Administration, Faculty, and Staff

The UH Center is comprised of 3.00 FTE core staff consisting of the director, a secretary, and an Administrative, Professional and Technical (APT) staff. The APT staff completed her third year of service in June 2014. The secretary completed her first year of service in July 2014.

The Center also funds 2.50 FTE and casual hire support positions that are located in their UHMC functional units. These positions include a librarian, counselor, quarter-time Molokai APT support position, and casual hire proctors trained by the UHMC Learning Center. The vacant Molokai APT position was filled in June 2013. The counselor position was filled in July 2014.

Table 2. UH Center Faculty and Staff

| Name | Title/Rank/FTE | UH Center Service | Credentials and Qualifications |
|------------------------------|------------------------------------|--------------------------|--|
| Core Staff: | | | |
| T. Karen Hanada | Director, M05, 1.00 FTE | 17 years | BA, MBA; 30 years UH service |
| Melissa L. Mauliola | Secretary, SR14, 1.00 FTE | 1 year | 1 year UH service |
| Nancy Ooki | APT Support, PBB, 1.00 FTE | 3 years | BA, MA; 7 years UH service |
| Distributed Staff: | | | |
| Lillian Mangum | Librarian, C3C11, 1.00 FTE | 22 years | BA, MLIS; 22 years UH service |
| Vacant as of 10/2013 | Counselor, C2C11, 1.00 FTE | Incumbent retired | Casual hires until position was filled on 7/1/14 |
| Theresa Tamanaha | Molokai APT Support, PBA, 0.25 FTE | 0.5 years | AA, BA |
| Learning Center Proctor Pool | Hourly, 0.25 FTE | Casual Hires | AA minimum, bachelor's preferred |

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D. Program Learning Outcomes (PLOs)

UH Center PLOs were developed with the objective of having prospective students possess knowledge and awareness to contact the UH Center for:

- information on what bachelor's and graduate level distance learning programs are available at each particular location,
- assistance with applying for a program and registering for classes,
- advising services, and
- assistance with needs for library, testing, and other support services.

In addition, for the distance learning students who are already admitted into a program and enrolled in courses, the following PLOs measure student access to programs locally unavailable through home campus UHMC, student enrollment, student retention, and student graduation:

- the number of high-demand degrees offered through the Center,
- the number of classified, unduplicated students headcount, and
- the number of graduates per academic year.

UH Center goals, objectives, and PLOs for the 2013-2014 annual review period are listed in Table 3 below. Our discussions regarding descriptive and definitional challenges, assessment objectives, and metrics are ongoing in regular staff meetings and collaboration group meetings. UH Center staff and our collaboration group representatives continue to re-evaluate the relevance of PLOs and metrics. PLOs, action strategies, and metrics are adjusted when evaluation and assessment discussions indicate changes are beneficial.

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**Table 3. UH Strategic Plan Goals and Objectives and
Their Relationship to UH Center Goals, Action Strategies, and PLOs**

| UH Strategic Plan Goals and Objectives | UH Center Goals | UH Center Action Strategies | UH Center Program Learning Outcomes (PLOs) | 2013-14 UH Center Progress |
|---|---|---|---|--|
| Degrees & Certificates Awarded – UH | | | | |
| To increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions. | Continue offering bachelor's and graduate degrees at Kahului campus; extend offerings to UHMC outreach sites. | Coordinate with UHMC VCAA Office, UHMC Ed Center Coordinators, UH Center Directors, and sending campus representatives to support program delivery to Kahului campus and UHMC outreach sites. | <p>Average number of graduates per year will stabilize in relation to size of program offerings and partner programs capacity.</p> <p>UH Center unduplicated headcount enrollment will stabilize.</p> | <p>Number of AY 2013-14 graduates totaled 82; 3-year cumulative average number of graduates totaled 90 graduates which is a 23% increase from the previous comprehensive review cycle average of 73 graduates per year.</p> <p>AY 2013-14 headcount of 348 increased by 19% from the previous comprehensive review cycle average of 293.</p> |

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| UH Strategic Plan Goals and Objectives | UH Center Goals | UH Center Action Strategies | UH Center Program Learning Outcomes (PLOs) | 2013-14 UH Center Progress |
|--|--|--|---|--|
| Degrees & Certificates Awarded – UH | | | | |
| | <p>Improve UHMC transfer rate into UH Center programs.</p> | <p>Coordinate with UHMC VCAA Office to make available a 2-3 year schedule of lower division offerings aligned with upper division entrance and prerequisite requirements.</p> <p>Work with faculty, counselors, and support services staff to identify and track UH Center pre-majors and increase the number of students receiving lower division advising support in preparation for transfer into UH Center Programs.</p> | <p>Number of students transferring into UH Center supported programs will increase.</p> <p>Number of UHMC transfer credentials awarded (i.e., AA/AS/AAS) will increase.</p> <p>Retention of pre-major students will increase.</p> | <p>Participated in UHMC Department Chair Meetings and Outreach Center discussions regarding scheduling and distance learning classes. Recurring issue is lack of faculty interest in teaching distance courses.</p> <p>Number of contacts increased by 9% from 2,997 in 2012-13 to 3,273 in 2013-14.</p> <p>UHMC Counseling Department reported that they advised 367 prospective UH Center students, a 5% decrease from last year.</p> <p>UHMC Distance Librarian reports 29 presentations were made for UHH, UH Manoa, and UHWO students at Kahului campus and UHMC outreach centers.</p> <p>UH Center staff began development of transfer student data report.</p> |

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| UH Strategic Plan Goals and Objectives | UH Center Goals | UH Center Action Strategies | UH Center Program Learning Outcomes (PLOs) | 2013-14 UH Center Progress |
|--|---|--|--|---|
| Degrees & Certificates Awarded – UH | | | | |
| | <p>Increase awareness of UH Center program offerings and optimize enrollment</p> <p>Continue planning and logistical support services for delivery of high-demand programs.</p> | <p>Increase marketing, advertising, and needs assessment activities</p> <p>Continue to work with partner program representatives, UH Center Directors, UHMC VCAA Office and Outreach Center Coordinators, and UH System wide representatives and advisory groups, to plan new and return program delivery.</p> <p>Obtain commitments for new programs and the return of high- demand programs.</p> | <p>Number of public inquiries for program information will increase.</p> <p>Number of degree programs offered on a multi-year schedule will stabilize.</p> <p>Number of programs offered on a predictable, cyclical basis will stabilize.</p> | <p>As reflected above, public contacts for information on programs increased 9%.</p> <p>Began planning new activities in response to fall 2013 graduates survey identifying need for more social networking activities and training to use technology and/or tech support in general.</p> <p>Began website revision.</p> <p>Maintained a marketing schedule to present degrees at 64 public information tables and workshops; presentations made at UHMC Lana'i, Molokai, and Lahaina Education Centers.</p> <p>UHMC Molokai Campus continued to sustain approximately 20 bachelors, post-baccalaureate and graduate students.</p> |

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| UHMC Strategic Plan Goals and Objectives | UH Center Goals | UH Center Action Strategies | UH Center Program Learning Outcomes (PLOs) | 2013-14 UH Center Progress |
|--|---|---|---|---|
| UH Output in Work Shortage Areas | | | | |
| To address critical workforce shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment. | Routinize scheduling of lower division prerequisites, recruiting, advising, and support services activities in support of students in bachelor's and graduate programs. | <p>Coordinate with UHMC VCAA Office, UHMC Education Center Coordinators, academic support and student services support staff, and sending campus representatives to provide continuing upper division and graduate level recruiting and support services at outreach sites.</p> <p>Create and administer scheduling and support services assessment survey.</p> | Survey results will indicate an increase in the number of prospective students who are able to: 1) contact UH Center and UHMC Education Centers and learn what programs are available at a particular site; 2) understand how to obtain advising, apply for a program, register for classes; and 3) know whom to contact for library, testing, and other support services. | <p>Conducting Degree Prep Workshop and Student Orientation evaluation surveys after each event to gauge public understanding and needs.</p> <p>Graduate learner and support services assessment survey conducted on a semi-annual basis. Survey is ongoing and given one semester post-graduation.</p> <p>UH Center staff conducted informational sessions at UHMC Lana'i (2), Molokai Education Centers (2), and Lahaina Education Center (1).</p> |

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| UHMC Strategic Plan Goals and Objectives | UH Center Goals | UH Center Action Strategies | UH Center Program Learning Outcomes (PLOs) | 2013-14 UH Center Progress |
|--|---|---|---|---|
| UH Output in Work Shortage Areas | | | | |
| | <p>Implement program review and assessment activities.</p> <p>Expand data reporting and enrollment management activities.</p> | <p>Annual review scheduled for the period AY 2014-15 with a comprehensive review due for AY 2012-2016.</p> <p>Work with UHMC Institutional Researcher, UHMC Student Services staff, and sending campus representatives to develop student tracking (i.e., transfer and completion) reports.</p> | <p>UH Center degree offerings and support services will be adjusted based on program review recommendations.</p> <p>UH Center services and planning activities are adjusted based on enrollment and tracking reports.</p> | <p>Programs decreased to 37 UH programs -- 14 bachelor's programs, 10 certificate programs, and 13 master's programs (UHH stopped-out BA Psychology).</p> <p>See Table 4 "Contacts Report."</p> |

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The high level of inter-campus coordination necessary to institutionalize common inter-campus metrics and routinize regular data collection is not yet in place. Regardless, as our previous comprehensive program reviews illustrate, we continue to request assistance with systemic data collection from UHMC, UH System and partner campus representatives.

Our UH Center Collaboration Group of partner campus representatives continues documenting services to our public with our Student Contacts Report. Table 4 below is the summary report of 2013-14 contacts activity and reflects a total of 3,273 inquiries handled by our group, showing a 9% increase from last year's total of 2,997 inquiries.

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Table 4. UH Center Student Contacts Report AY 2013-14

Student Contacts AY 2013-2014

| | | YTD | JUL | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE |
|-----------------|-----------------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| UHMC | UHMC | 201 | 15 | 30 | 48 | 13 | 41 | 6 | 5 | 6 | 24 | 8 | 3 | 2 |
| UHH | UHH | 64 | 2 | 5 | 5 | 10 | 11 | 8 | 5 | 2 | 9 | 2 | 5 | 0 |
| Bachelor's | | 57 | 2 | 5 | 5 | 10 | 11 | 8 | 5 | 2 | 2 | 2 | 5 | 0 |
| | Psychology | 27 | 1 | 1 | 4 | 0 | 8 | 5 | 3 | 2 | 1 | 1 | 1 | 0 |
| | Nursing | 9 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 3 | 0 |
| | MARE | 21 | 1 | 3 | 1 | 8 | 3 | 1 | 2 | 0 | 1 | 0 | 1 | 0 |
| Master's | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Indig Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | MA-Teaching | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Certificates | | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 |
| | Kahuawaiola | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 |
| UHWO | UHWO | 424 | 11 | 67 | 32 | 18 | 70 | 9 | 43 | 21 | 23 | 66 | 26 | 38 |
| Bachelor's | | 417 | 11 | 66 | 32 | 18 | 70 | 9 | 43 | 21 | 21 | 62 | 26 | 38 |
| | Bus Admin | 102 | 5 | 6 | 8 | 6 | 14 | 2 | 11 | 4 | 8 | 20 | 6 | 12 |
| | Accounting | 81 | 1 | 17 | 3 | 1 | 25 | 4 | 2 | 1 | 3 | 11 | 4 | 9 |
| | Marketing | 5 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 3 |
| | Pub Ad, General | 45 | 0 | 14 | 7 | 1 | 4 | 1 | 6 | 0 | 4 | 4 | 0 | 4 |
| | Pub Ad, Health | 16 | 0 | 6 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 4 | 1 | 0 |
| | Pub Ad, Justice | 24 | 0 | 10 | 0 | 0 | 3 | 0 | 9 | 0 | 0 | 0 | 2 | 0 |
| | Pub Ad, Dis Prep | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | Soc Sci, Applied | 115 | 3 | 10 | 11 | 7 | 17 | 2 | 12 | 8 | 4 | 21 | 11 | 9 |
| | Soc Sci, Early Child | 15 | 2 | 1 | 2 | 1 | 5 | 0 | 3 | 0 | 0 | 0 | 1 | 0 |
| | Soc Sci, Political | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 1 | 0 | 1 | 1 |
| Certificates | | 7 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 |
| | Disaster Prep | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Health Care Admin | 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 |
| | Substance Abuse | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UH MANOA | UH MANOA | 2380 | 72 | 329 | 176 | 146 | 235 | 200 | 259 | 129 | 190 | 230 | 185 | 229 |
| Bachelor's | | 1377 | 43 | 166 | 69 | 67 | 163 | 113 | 163 | 97 | 102 | 123 | 117 | 154 |
| | Elementary Educ | 930 | 29 | 145 | 53 | 48 | 115 | 78 | 119 | 65 | 60 | 68 | 71 | 79 |
| | Interdisc Studies | 263 | 12 | 9 | 7 | 12 | 32 | 15 | 30 | 16 | 30 | 28 | 20 | 52 |
| | Nursing | 184 | 2 | 12 | 9 | 7 | 16 | 20 | 14 | 16 | 12 | 27 | 26 | 23 |
| Master's | | 251 | 3 | 8 | 14 | 17 | 24 | 22 | 24 | 19 | 18 | 40 | 28 | 34 |
| | Accounting | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Bus Admin | 50 | 0 | 8 | 6 | 5 | 0 | 0 | 5 | 1 | 2 | 9 | 1 | 13 |
| | Rehab Counseling | 32 | 2 | 0 | 4 | 0 | 4 | 3 | 0 | 0 | 0 | 10 | 8 | 1 |
| | Curriculum Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Ed Admin | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| | Ed Tech | 64 | 0 | 0 | 0 | 7 | 11 | 13 | 0 | 4 | 4 | 2 | 10 | 13 |
| | Special Education | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| | Human Res Mgmt | 45 | 0 | 0 | 0 | 4 | 0 | 5 | 11 | 8 | 4 | 2 | 4 | 7 |
| | Lib/Info Sci | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 0 | 0 |
| | Info & Comp Sci | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Nursing | 3 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Social Work | 36 | 0 | 0 | 2 | 0 | 8 | 1 | 8 | 6 | 4 | 4 | 3 | 0 |
| Certificates | | 752 | 26 | 155 | 93 | 62 | 48 | 65 | 72 | 13 | 70 | 67 | 40 | 41 |
| | Post-Bacc, Secondary | 435 | 19 | 92 | 53 | 42 | 32 | 42 | 34 | 7 | 32 | 34 | 22 | 26 |
| | Post-Bacc, Special Ed | 310 | 7 | 61 | 40 | 20 | 16 | 23 | 38 | 5 | 35 | 33 | 18 | 14 |
| | Telecom/Info Res Mgmt | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Travel Industry Mgmt | 4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| | Peace Studies | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 |
| OTHER | OTHER | 204 | 5 | 23 | 15 | 17 | 18 | 6 | 24 | 17 | 21 | 26 | 8 | 24 |
| TOTAL | TOTAL | 3273 | 105 | 454 | 276 | 204 | 375 | 229 | 336 | 175 | 267 | 332 | 227 | 293 |

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Our APT staff has continued work on pre-admissions marketing and advising activities increased from 62 to 64 activities. Table 5 below is a summary of the activities completed during this review year.

Table 5. UH Center Student Contacts Report AY 2013-14

| | Shopping Center Table | Public Library | Transfer Fair | Other Public Events | Outreach Center | Campus Orientation | Campus Table | Other Campus Event | Degree Prep Workshop | DL Student Orientation | Total |
|-----------|-----------------------------|-------------------|------------------|---------------------------|--------------------|-----------------------|-----------------|--------------------------|-------------------------|---------------------------|-------|
| July | 1 | 1 | | | | | | 1 | 1 | | 4 |
| August | 2 | | | | 2 | 2 | | | | 1 | 7 |
| September | 1 | | | | | 1 | 1 | 1 | 1 | | 5 |
| October | 2 | | | 4 | | | 1 | | 1 | | 8 |
| November | 2 | | 2 | 1 | | | 1 | | 1 | 1 | 8 |
| December | 2 | | | | | | | | 1 | | 3 |
| January | 1 | | | | | 1 | 1 | 2 | | 1 | 6 |
| February | 1 | | | | 1 | | 1 | 1 | 1 | | 5 |
| March | 1 | | | | | | 1 | | 1 | | 3 |
| April | 1 | 2 | 1 | 1 | | | 1 | | 1 | | 7 |
| May | 1 | | | | | | | 1 | 1 | | 3 |
| June | 1 | | | | | 1 | 1 | 1 | 1 | | 5 |
| | 16 | 3 | 3 | 6 | 3 | 5 | 8 | 7 | 10 | 3 | 64 |

Note: Tables at Queen Kaahumanu Center were not available from January, 2014 due to cancelled contract. Walmart was the replacement.

We continue to support the Oregon State University (OSU) Degree Partnership Agreement in effect and are working through the implementation of the joint financial aid and registration processes between our campuses. Data exchange between OSU's and UH student information systems is pending action in various UH offices and the monitoring of student status has been conducted manually in the interim.

After a year-and-a-half of discussion between UHMC and UH Hilo representatives, the effort to collaborate and partner with Hilo on marine/ocean sciences baccalaureate programming was cancelled. In addition, their distance learning BA Psychology program stopped-out. Consequently, we expressed to the UHH VCAA Office our concern regarding the ability of students currently in the program to complete their degrees and the need for UHH to offer courses so that the students can complete their degrees rather than repeatedly offering the same courses students had already completed. We continue to collaborate with UH Hilo for their pharmacy and nursing programs.

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The graduate satisfaction survey we put into effect two years ago was revised and we are in the process of administering the survey on a semi-annual basis and will continue to assess the data we collect and make programmatic adjustments. Based on our survey findings, we have started planning student networking activities aimed at improving retention and student success.

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II. QUANTITATIVE INDICATORS FOR ANNUAL REVIEW

A. Occupational Demand

1. Table 6 below is our analysis of the Short-Term Occupational Forecasts, 2012-2014, STATE (source: State of Hawaii Department of Labor and Industrial Relations www.hiwi.org). It illustrates that the majority of job opening trends identified in the previous year's program review still stand. Demand for business, education, health care, social services, and teacher certification credentialing programs continues. These are largely career-related workforce credentialing programs.

The listing of UH Center facilitated degrees in the "Relevant UH Center Degree Offerings" column indicates that the UH Center offers access to many of the four-year and graduate degree programs needed by Maui County residents to meet educational requirements for jobs requiring bachelor's or higher preparation. Where UH Center does not offer a degree for a particular occupation, UHMC or another UH campus likely offers a qualifying credential.

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Table 6. Short-Term Occupational Forecast

| | | Avg. Ann. Growth | Total Avg. Ann. Openings | Distance Learning | | |
|----|--|------------------|--------------------------|-------------------|-----------------|-----------------|
| | Occupation Title | | | Education | Bachelors | Masters |
| 1 | Cost Estimators | 7.1% | 90 | Bachelor's | | |
| 3 | Airline Pilots, Copilots, and Flight Engineers | 4.7% | 60 | Bachelor's | | |
| 4 | Meeting, Convention, and Event Planners | 4.3% | 30 | Bachelor's | | |
| 6 | Film and Video Editors | 4.1% | ** | Bachelor's | | |
| 8 | Market Research Analysts and Marketing Specialists | 4.0% | 50 | Bachelor's | BA, BUS ADMIN | MBA |
| 9 | Database Administrators | 3.9% | 10 | Bachelor's | | MS, ICS |
| 10 | Captains, Mates, and Pilots of Water Vessels | 3.8% | 50 | Bachelor's | | |
| 11 | Financial Examiners | 3.7% | ** | Bachelor's | BA, BUS ADMIN | Grad. CPA |
| 12 | Aerospace Engineers | 3.7% | ** | Bachelor's | | |
| 13 | Software Developers, Systems Software | 3.6% | 20 | Bachelor's | | MS, ICS |
| 14 | Interpreters and Translators | 3.6% | 20 | Bachelor's | | |
| 16 | Museum Technicians and Conservators | 3.3% | ** | Bachelor's | | |
| 17 | Health and Safety Engineers, Except Mining Safety Engineers and Inspectors | 3.2% | 10 | Bachelor's | | |
| 18 | Credit Analysts | 3.2% | ** | Bachelor's | BA, BUS ADMIN | |
| 22 | Health Educators | 3.1% | 20 | Bachelor's | BSN | MSN |
| 25 | Training and Development Specialists | 3.0% | 30 | Bachelor's | | |
| 27 | Network and Computer Systems Administrators | 2.9% | 60 | Bachelor's | | MS, ICS |
| 28 | Software Developers, Applications | 2.8% | 30 | Bachelor's | | MS, ICS |
| 33 | Education Administrators, All Other | 2.7% | 10 | Bachelor's | | MEd |
| 36 | Special Education Teachers, Preschool, Kindergarten, and Elementary School | 2.7% | 70 | Bachelor's | PBC, Special Ed | MEd, Special Ed |
| 40 | Financial Analysts | 2.6% | 20 | Bachelor's | BA, BUS ADMIN | MBA |
| 42 | Probation Officers and Correctional Treatment Specialists | 2.6% | ** | Bachelor's | BA, JUST ADMIN | |
| 47 | Designers, All Other | 2.5% | 10 | Bachelor's | | |
| 48 | Training and Development Managers | 2.5% | 10 | Bachelor's | | |
| 50 | Information Security Analysts, Web Developers, and Computer Network Architects | 2.5% | 50 | Bachelor's | | MS, ICS |
| 53 | Kindergarten Teachers, Except Special Education | 2.4% | ** | Bachelor's | BEd | MEd |
| 54 | Vocational Education Teachers, Postsecondary | 2.4% | 30 | Bachelor's | | |
| 55 | Multimedia Artists and Animators | 2.4% | 20 | Bachelor's | | |
| 57 | Marketing Managers | 2.4% | 30 | Bachelor's | BA, BUS ADMIN | |
| 63 | Elementary School Teachers, Except Special Education | 2.3% | 240 | Bachelor's | BEd | MEd |

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| | | Avg. Ann. Growth | Total Avg. Ann. Openings | Distance Learning | | |
|-----|---|---------------------|--------------------------------|-------------------|------------------|-----------|
| | Occupation Title | | | Education | Bachelors | Masters |
| 64 | Computer Systems Analysts | 2.3% | 40 | Bachelor's | | MS, ICS |
| 66 | Middle School Teachers, Except Special and Career/Technical Education | 2.3% | 70 | Bachelor's | | MEd, Tech |
| 67 | Recreational Therapists | 2.3% | ** | Bachelor's | | |
| 68 | Computer and Information Systems Managers | 2.3% | 20 | Bachelor's | | MS, ICS |
| 69 | Human Resources Managers | 2.3% | 20 | Bachelor's | BAIS | MHRM |
| 77 | Personal Financial Advisors | 2.2% | 10 | Bachelor's | BA, BUS ADMIN | |
| 84 | Camera Operators, Television, Video, and Motion Picture | 2.1% | 10 | Bachelor's | | |
| 86 | Commercial and Industrial Designers | 2.1% | 10 | Bachelor's | | |
| 87 | Advertising and Promotions Managers | 2.1% | 10 | Bachelor's | BA, BUS ADMIN | |
| 89 | Producers and Directors | 2.1% | 20 | Bachelor's | | |
| 90 | Computer Hardware Engineers | 2.1% | 10 | Bachelor's | | |
| 91 | Archivists | 2.0% | ** | Bachelor's | | MLISc |
| 93 | Public Relations Specialists | 2.0% | 40 | Bachelor's | BAIS | |
| 100 | Sales Managers | 2.0% | 90 | Bachelor's | BA, BUS ADMIN | |
| 102 | Life Scientists, All Other | 1.9% | ** | Bachelor's | | |
| 103 | Community and Social Service Specialists, All Other | 1.9% | 60 | Bachelor's | | |
| 104 | Technical Writers | 1.9% | ** | Bachelor's | | |
| 105 | Mental Health and Substance Abuse Social Workers | 1.9% | 10 | Bachelor's | CERT, SAAS | |
| 106 | Tax Examiners and Collectors, and Revenue Agents | 1.9% | 10 | Bachelor's | BA, BUS ADMIN | |
| 107 | Adult Basic and Secondary Education and Literacy Teachers and Instructors | 1.9% | 20 | Bachelor's | | |
| 109 | Interior Designers | 1.8% | 10 | Bachelor's | | |
| 110 | Medical and Health Services Managers | 1.8% | 40 | Bachelor's | BA, HEALTH ADMIN | MSN |
| 111 | Compliance Officers | 1.8% | 40 | Bachelor's | BAIS | |
| 115 | Teachers and Instructors, All Other | 1.8% | 260 | Bachelor's | BEd | |
| 117 | Accountants and Auditors | 1.8% | 190 | Bachelor's | BA, BUS ADMIN | |
| 118 | Purchasing Managers | 1.7% | 10 | Bachelor's | BA, BUS ADMIN | |
| 120 | Recreation Workers | 1.7% | 50 | Bachelor's | | |
| 121 | Sales Representatives, Wholesale & Manufacturing, Tech. & Sci. Prod. | 1.7% | 30 | Bachelor's | | |
| 123 | Financial Managers | 1.6% | 80 | Bachelor's | BA, BUS ADMIN | |
| 124 | Human Resources, Training, and Labor Relations Specialists, All Other | 1.6% | 60 | Bachelor's | BAIS | MHRM |
| 127 | Healthcare Practitioners and Technical Workers, All Other | 1.6% | 20 | Bachelor's | | |
| 128 | Dietitians and Nutritionists | 1.6% | 10 | Bachelor's | | |
| 129 | Physical Scientists, All Other | 1.6% | 10 | Bachelor's | | |

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| | | Avg. Ann. Growth | Total Avg. Ann. Openings | Distance Learning | | |
|-----|--|---------------------|--------------------------------|-------------------|--------------------|------------|
| | Occupation Title | | | Education | Bachelors | Masters |
| 132 | Management Analysts | 1.5% | 80 | Bachelor's | BA, BUS ADMIN | |
| 134 | Art Directors | 1.5% | 10 | Bachelor's | | |
| 135 | Electrical Engineers | 1.5% | 30 | Bachelor's | | |
| 137 | Chief Executives | 1.5% | 80 | Bachelor's | | |
| 139 | Compensation, Benefits, and Job Analysis Specialists | 1.5% | 10 | Bachelor's | BAIS | MHRM |
| 141 | Insurance Underwriters | 1.4% | 20 | Bachelor's | BA, BUS ADMIN | |
| 143 | Industrial Production Managers | 1.4% | 10 | Bachelor's | | |
| 145 | Survey Researchers | 1.4% | 10 | Bachelor's | | |
| 147 | Secondary School Teachers, Except Special and Career/Technical Education | 1.4% | 170 | Bachelor's | PBC, Secondary Ed. | MEd, Tech |
| 149 | Operations Research Analysts | 1.4% | 10 | Bachelor's | | |
| 150 | Logisticians | 1.4% | 20 | Bachelor's | | |
| 151 | Architectural and Engineering Managers | 1.4% | 20 | Bachelor's | | |
| 152 | Graphic Designers | 1.4% | 40 | Bachelor's | | |
| 153 | Soil and Plant Scientists | 1.4% | 10 | Bachelor's | | |
| 154 | Emergency Management Directors | 1.4% | ** | Bachelor's | BA, DPEM | |
| 155 | Public Relations and Fundraising Managers | 1.4% | 10 | Bachelor's | | |
| 156 | Mechanical Engineers | 1.4% | 30 | Bachelor's | | |
| 157 | Social and Community Service Managers | 1.4% | 20 | Bachelor's | BA, SOC SCI | |
| 158 | Cartographers and Photogrammetrists | 1.4% | ** | Bachelor's | | |
| 159 | Music Directors and Composers | 1.3% | 10 | Bachelor's | | MEd, Music |
| 161 | Environmental Scientists and Specialists, Including Health | 1.3% | 30 | Bachelor's | | |
| 162 | Child, Family, and School Social Workers | 1.3% | 80 | Bachelor's | BA, SOC SCI | MSW |
| 163 | Clergy | 1.3% | 20 | Bachelor's | | |
| 164 | Civil Engineers | 1.3% | 70 | Bachelor's | | |
| 169 | Education Administrators, Preschool and Childcare Center/Program | 1.2% | 10 | Bachelor's | | |
| 171 | Compensation and Benefits Managers | 1.2% | 10 | Bachelor's | | MHRM |
| 174 | Credit Counselors | 1.1% | ** | Bachelor's | BA, BUS ADMIN | |
| 175 | Budget Analysts | 1.1% | 10 | Bachelor's | BA, BUS ADMIN | |
| 176 | Writers and Authors | 1.1% | 20 | Bachelor's | | |
| 177 | Environmental Engineers | 1.1% | 10 | Bachelor's | | |
| 179 | Surveyors | 1.1% | 10 | Bachelor's | | |
| 180 | Architects, Except Landscape and Naval | 1.1% | 20 | Bachelor's | | |
| 181 | Education, Training, and Library Workers, All Other | 1.1% | 10 | Bachelor's | BAIS | MLISc |
| 182 | Computer Programmers | 1.0% | 30 | Bachelor's | | MS, ICS |
| 185 | Zoologists and Wildlife Biologists | 1.0% | 10 | Bachelor's | | |
| 186 | Landscape Architects | 1.0% | 10 | Bachelor's | | |

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| | | Avg. Ann. Growth | Total Avg. Ann. Openings | Distance Learning | | |
|-----|--|---------------------|--------------------------------|-------------------|--------------------|---------|
| | Occupation Title | | | Education | Bachelors | Masters |
| 187 | Financial Specialists, All Other | 1.0% | 40 | Bachelor's | BA, BUS ADMIN | |
| 189 | Chemists | 0.9% | 10 | Bachelor's | | |
| 190 | Medical and Clinical Laboratory Technologists | 0.9% | 20 | Bachelor's | | |
| 192 | Social Scientists and Related Workers, All Other | 0.8% | 20 | Bachelor's | BA, SOC SCI | |
| 193 | Occupational Health and Safety Specialists | 0.8% | 20 | Bachelor's | | |
| 195 | Economists | 0.7% | ** | Bachelor's | BA, BUS ADMIN | |
| 198 | Microbiologists | 0.7% | ** | Bachelor's | | |
| 200 | Natural Sciences Managers | 0.6% | 10 | Bachelor's | | |
| 201 | Atmospheric and Space Scientists | 0.6% | ** | Bachelor's | | |
| 202 | Social Workers, All Other | 0.6% | 10 | Bachelor's | BA, SOC SCI | MSW |
| 204 | Securities, Commodities, and Financial Services Sales Agents | 0.5% | 20 | Bachelor's | BA, BUS ADMIN | |
| 205 | Radio and Television Announcers | 0.5% | 10 | Bachelor's | | |
| 206 | Geoscientists, Except Hydrologists and Geographers | 0.4% | ** | Bachelor's | | |
| 207 | Legislators | 0.4% | ** | Bachelor's | BA, POL SCI | |
| 209 | Engineers, All Other | 0.3% | 20 | Bachelor's | | |
| 211 | Conservation Scientists | 0.3% | ** | Bachelor's | | |
| 212 | Electronics Engineers, Except Computer | 0.3% | 10 | Bachelor's | | |
| 213 | Reporters and Correspondents | 0.2% | 10 | Bachelor's | | |
| 214 | Editors | 0.2% | 10 | Bachelor's | | |
| 215 | Industrial Engineers | 0.0% | ** | Bachelor's | | |
| 216 | Marine Engineers and Naval Architects | 0.0% | ** | Bachelor's | | |
| 217 | Computer Occupations, All Other | -0.1% | 30 | Bachelor's | | MS, ICS |
| 219 | Biological Technicians | -0.2% | 30 | Bachelor's | | |
| 5 | Medical Scientists, Except Epidemiologists | 4.2% | 10 | Doctoral or prof. | | |
| 19 | Anthropology and Archeology Teachers, Postsecondary | 3.1% | ** | Doctoral or prof. | BA, SOC SCI | |
| 26 | Physics Teachers, Postsecondary | 3.0% | ** | Doctoral or prof. | | |
| 29 | Art, Drama, and Music Teachers, Postsecondary | 2.8% | 20 | Doctoral or prof. | | |
| 30 | Foreign Language and Literature Teachers, Postsecondary | 2.8% | 10 | Doctoral or prof. | | |
| 31 | Pharmacists | 2.8% | 60 | Doctoral or prof. | | |
| 32 | Political Science Teachers, Postsecondary | 2.8% | ** | Doctoral or prof. | BA, POL SCI | |
| 34 | Physical Therapists | 2.7% | 30 | Doctoral or prof. | | |
| 35 | Economics Teachers, Postsecondary | 2.7% | ** | Doctoral or prof. | PBC, Secondary Ed. | |
| 37 | Philosophy and Religion Teachers, Postsecondary | 2.7% | 10 | Doctoral or prof. | | |
| 44 | Business Teachers, Postsecondary | 2.6% | 10 | Doctoral or prof. | | |

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| | | Avg. Ann. Growth | Total Avg. Ann. Openings | Distance Learning | | |
|-----|--|---------------------|--------------------------------|-------------------|--------------------|---------|
| | Occupation Title | | | Education | Bachelors | Masters |
| 45 | Psychiatrists | 2.5% | 10 | Doctoral or prof. | BA, PSY | |
| 49 | History Teachers, Postsecondary | 2.5% | 10 | Doctoral or prof. | PBC, Secondary Ed. | |
| 51 | Education Teachers, Postsecondary | 2.5% | 30 | Doctoral or prof. | | |
| 52 | Psychology Teachers, Postsecondary | 2.4% | 10 | Doctoral or prof. | BA, PSY | |
| 56 | Audiologists | 2.4% | ** | Doctoral or prof. | | |
| 58 | Chemistry Teachers, Postsecondary | 2.3% | ** | Doctoral or prof. | | |
| 59 | Communications Teachers, Postsecondary | 2.3% | 10 | Doctoral or prof. | | |
| 61 | Health Specialties Teachers, Postsecondary | 2.3% | 10 | Doctoral or prof. | BSN-RN | |
| 62 | English Language and Literature Teachers, Postsecondary | 2.3% | 20 | Doctoral or prof. | | |
| 65 | Criminal Justice and Law Enforcement Teachers, Postsecondary | 2.3% | 10 | Doctoral or prof. | BA, JUST ADMIN | |
| 70 | Computer Science Teachers, Postsecondary | 2.3% | 10 | Doctoral or prof. | | MS, ICS |
| 73 | Biological Science Teachers, Postsecondary | 2.3% | 20 | Doctoral or prof. | | |
| 74 | Clinical, Counseling, and School Psychologists | 2.2% | 50 | Doctoral or prof. | | |
| 75 | Optometrists | 2.2% | 20 | Doctoral or prof. | | |
| 76 | Sociology Teachers, Postsecondary | 2.2% | 10 | Doctoral or prof. | | |
| 78 | Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary | 2.2% | 10 | Doctoral or prof. | | |
| 81 | Mathematical Science Teachers, Postsecondary | 2.2% | 10 | Doctoral or prof. | PBC, Secondary Ed. | |
| 94 | Astronomers | 2.0% | 10 | Doctoral or prof. | | |
| 101 | Family and General Practitioners | 1.9% | 30 | Doctoral or prof. | | |
| 108 | Internists, General | 1.9% | 20 | Doctoral or prof. | | |
| 112 | Chiropractors | 1.8% | 10 | Doctoral or prof. | | |
| 113 | Obstetricians and Gynecologists | 1.8% | 10 | Doctoral or prof. | | |
| 114 | Physicists | 1.8% | ** | Doctoral or prof. | | |
| 119 | Computer and Information Research Scientists | 1.7% | ** | Doctoral or prof. | | MS, ICS |
| 122 | Pediatricians, General | 1.7% | ** | Doctoral or prof. | | |
| 146 | Veterinarians | 1.4% | ** | Doctoral or prof. | | |
| 167 | Dentists, General | 1.3% | 30 | Doctoral or prof. | | |
| 168 | Geography Teachers, Postsecondary | 1.3% | 0 | Doctoral or prof. | | |
| 184 | Physicians and Surgeons, All Other | 1.0% | 20 | Doctoral or prof. | | |
| 191 | Lawyers | 0.9% | 60 | Doctoral or prof. | | |
| 194 | Biological Scientists, All Other | 0.8% | 10 | Doctoral or prof. | | |
| 2 | Curators | 5.0% | 10 | Master's | BA, SOC SCI | MLISc |
| 23 | Recreation and Fitness Studies Teachers, Postsecondary | 3.1% | ** | Master's | | |

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| | | Avg. Ann. Growth | Total Avg. Ann. Openings | Distance Learning | | |
|-----|--|---------------------|--------------------------------|-------------------|-----------------------|-----------|
| | Occupation Title | | | Education | Bachelors | Masters |
| 24 | Healthcare Social Workers | 3.0% | 30 | Master's | BA, HEALTH ADMIN | MSW |
| 38 | Education Administrators, Postsecondary | 2.6% | 10 | Master's | | MEd |
| 41 | Instructional Coordinators | 2.6% | 40 | Master's | | |
| 46 | Marriage and Family Therapists | 2.5% | ** | Master's | | |
| 79 | Postsecondary Teachers, All Other | 2.2% | 10 | Master's | PBC, Secondary Ed. | |
| 82 | Rehabilitation Counselors | 2.1% | 10 | Master's | | MS, REHAB |
| 83 | Educational, Guidance, School, and Vocational Counselors | 2.1% | 60 | Master's | | |
| 85 | Nursing Instructors and Teachers, Postsecondary | 2.1% | ** | Master's | | |
| 92 | Occupational Therapists | 2.0% | 10 | Master's | | |
| 95 | Health Diagnosing and Treating Practitioners, All Other | 2.0% | 20 | Master's | | |
| 96 | Counselors, All Other | 2.0% | ** | Master's | | |
| 125 | Urban and Regional Planners | 1.6% | 20 | Master's | | |
| 126 | Education Administrators, Elementary and Secondary School | 1.6% | 40 | Master's | | MEd |
| 131 | Librarians | 1.5% | 30 | Master's | | MLISc |
| 136 | Speech-Language Pathologists | 1.5% | 10 | Master's | | |
| 138 | Mental Health Counselors | 1.5% | ** | Master's | | |
| 140 | Psychologists, All Other | 1.5% | 10 | Master's | B | |
| 142 | Physician Assistants | 1.4% | 10 | Master's | | |
| 170 | Statisticians | 1.2% | 10 | Master's | | |
| 183 | Anthropologists and Archeologists | 1.0% | 10 | Master's | BAIS | |

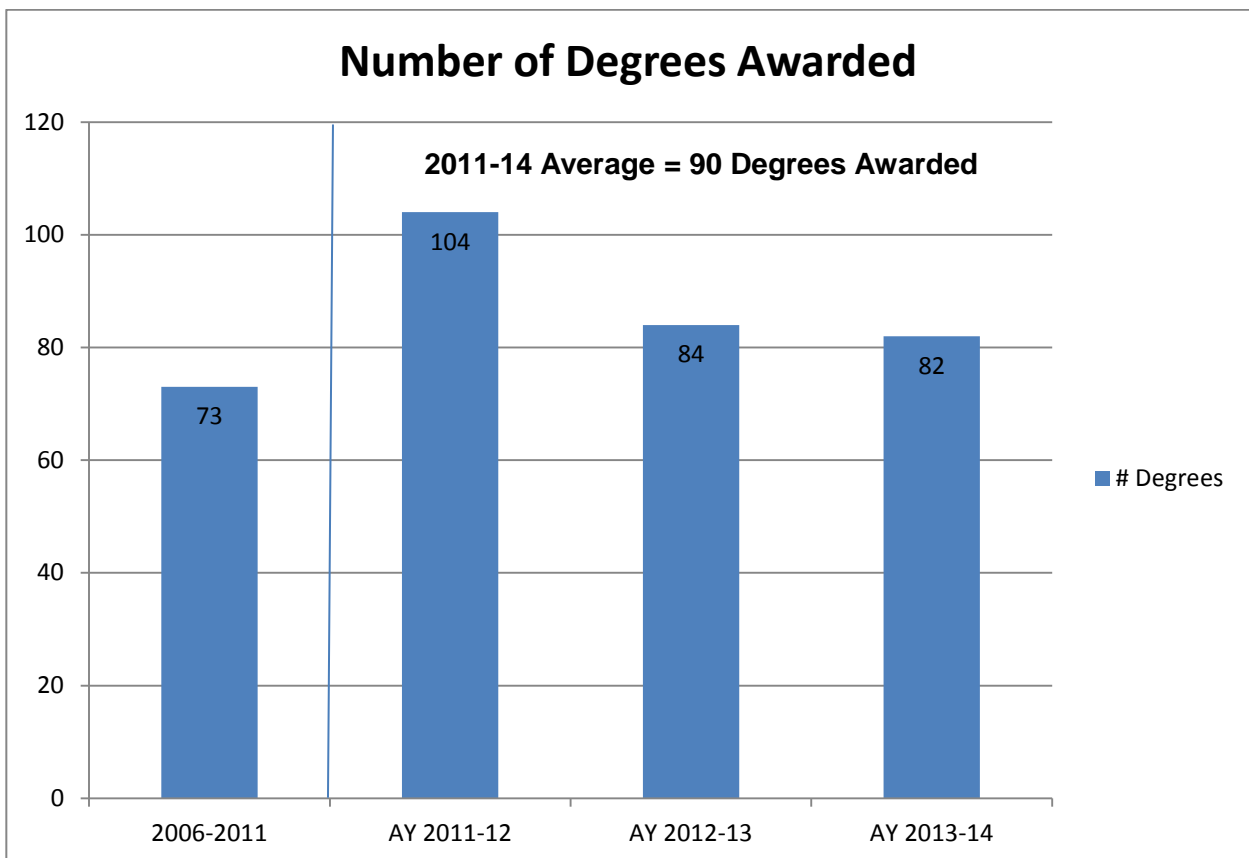
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B. Metrics for the Review Period 2013-14

1. Number of Degrees and Certificates Awarded

For AY 2011-2012, 2012-2013 and AY 2013-2014, the average is 90 degrees awarded. For the previous 5-year cycle an average number of 73 students graduated per year, which amounts to an increase of 23%.

**Figure 2. UH Center Number of Graduates 2011-14
(2006-11 Average = 73, 2011-14 Average = 90)**



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2. Number of Classified, Unduplicated Student Headcount

Fall 2013 headcount increased by 7.7%, or 25 students, in comparison to the headcount in the previous academic year.

Figure 3. UH Center Fall 2013-14 Student Headcount

| | |
|---------------|------|
| Fall 2012 | 323* |
| Fall 2013 | 348 |
| +/- Average | 7.7% |
| +/- Headcount | 25 |

*Updating fall 2012 headcount to include UH Hilo Psychology students on Maui, who were no longer included in their official distance learning enrollment report last year. Because these psychology students were not included in the fall 2012 data, our headcount was underreported as 302.

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III. ANALYSIS OF PROGRAM

A. Significant Program Actions

1. APT Position

The incumbent in our APT position continues to progress (see Table 5). Marketing and recruiting activities have increased through regular scheduling of these activities. Pre-admissions advising and retention support activities have also increased and the positive impact of these efforts will manifest in the coming semesters.

In response to student comments and graduate survey feedback, the need for additional staff support has become apparent. Students have commented, especially for those distance programs that are largely online, a need for study space and bonding opportunities to develop stable learning communities.

2. Marketing and Branding Activities

We continued to produce UH Center print materials (see appendix for examples) and to expand our online presence during the 2013-14 year. With the redesign of the current website, a new branding palette is being developed that will be applied to marketing materials moving forward.

For the 2014-15 year, the UH Center will continue with the following activities:

- web and newspaper print advertising (e.g. EdVenture)
- informational meetings and community events
- print brochure and flyer distributions
- recruiting tables
- social media presence (e.g. Facebook page, Twitter, Google+)

3. Equipment, Facilities and Technical Support

We completed classroom furniture replacement in Laulima 102. The new desks improve classroom utility and the ability to quickly reconfigure and clean the room. The old furniture was very heavy, difficult to reconfigure, and was causing morale problems.

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We completed computer replacement in the Laulima 108 computer classroom. The previous year's budget did not allow for total replacement of aging computers and we were finally able to complete replacement of obsolete computers this year.

4. Intercampus Partnerships

We worked with UHMC colleagues on planning and executing the first joint UHMC and UH Center commencement ceremony. Continuing a joint commencement ceremony would require changes to meet the quality of ceremony UH Center students received in a separate ceremony.

Work continues on partnerships with UH Hilo. The Center also continues to facilitate the OSU BS General Agriculture Degree Partnership program. We have inquired about the feasibility of working with OSU on an on-line BA Psychology program.

B. Strengths and Weaknesses

1. Strength: Providing Access to Locally Unavailable Programs

The UH Center, Maui, continues to lead the UH system in terms of the number of programs facilitated (37 programs), the numbers of continuing students served and the number of credentials awarded.

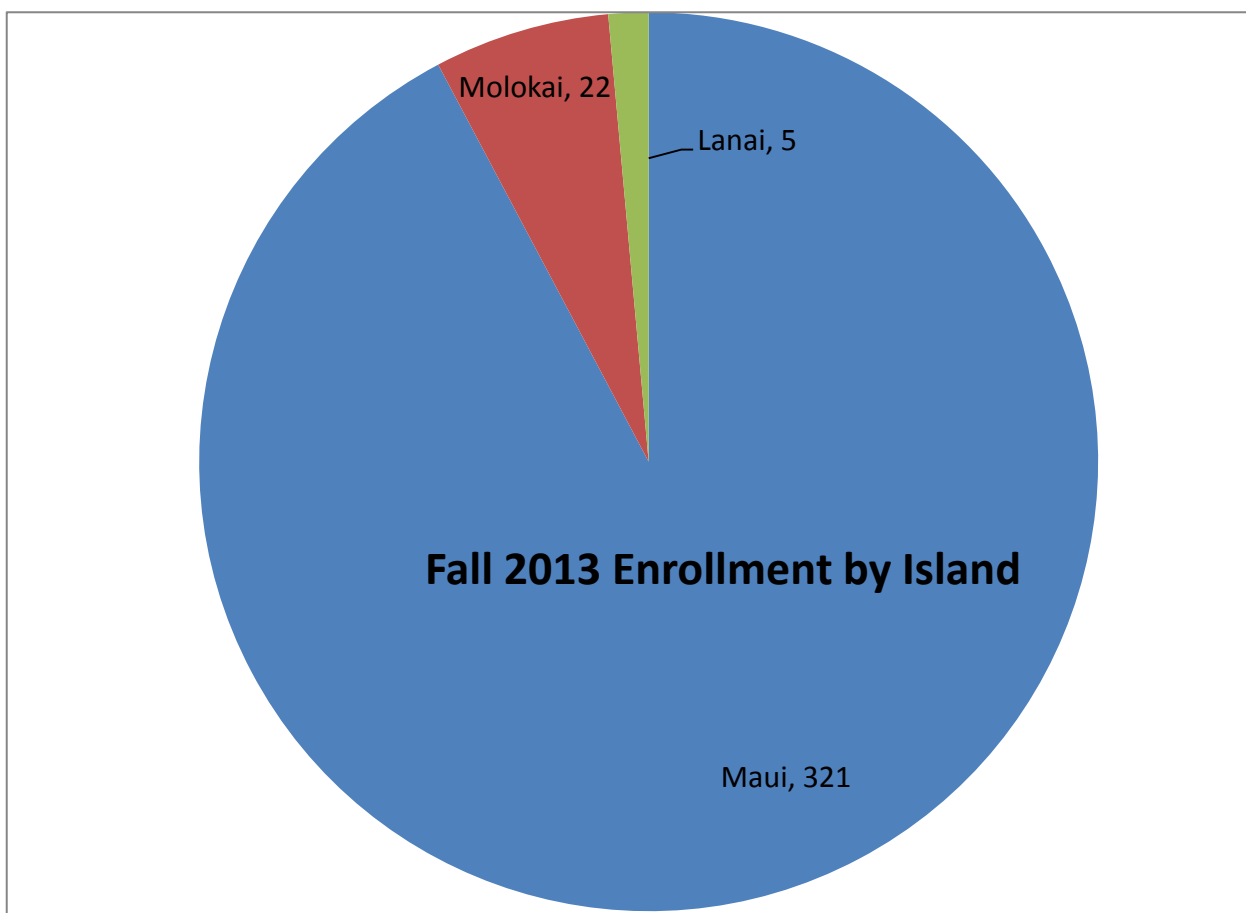
We have consistently met community needs and supported workforce developments with degrees not offered by UHMC but are in demand by residents and employers. Our graduate survey has confirmed that graduates of UH Center support programs are finding employment or being promoted after receiving their degrees.

We have continued marketing and recruiting services to outreach sites in Kihei, Lahaina, and Molokai and began service to Lana'i.

To improve information dissemination regarding the programs UH Center supports, we continually review our web presence and social media outreach efforts to better connect with technology savvy students and the public. A major revision began this program review year and is still in progress.

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Figure 4. UH Center Fall 2013 Students by Island



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2. Weakness: Brand Recognition

Gains have been made and work continues on marketing and branding activities as described in section A.2. However, our survey revealed that we do not have strong, ubiquitous brand recognition yet. To strengthen our identity, we are working on a major website revision.

In addition, UH Center is proposing a rearrangement of classrooms and offices to better accommodate the needs of the department.

With the current configuration of classrooms, UH Center is responsible for scheduling and attending classes and meetings taking place in our currently assigned rooms of Laulima 102, 108, and 214. Since the UH Center offices are located on the second floor, control of these rooms can be challenging.

If the center were able to move its classrooms upstairs to the same hallway where the offices are located, it would help to develop and solidify the department as an actual “center” and to give it more identity within the campus.

As the center continues to grow, the number of partner campus support personnel needing office space is also increasing. This has made it challenging to provide student counseling in a private area, especially within shared office space. The current process is to ask other office mates to leave the premises if unscheduled students appear with questions. Some offices also house 2 advisors from different campuses, which make the logistics of student counseling and privacy even more challenging.

Finally, University Center currently shares the upstairs hallway with CTE grant staff, which adds to some confusion of our identity. If we are able to secure the last 2 offices in the hallway it would allow us to create a solidified space and have enough room to ensure privacy for student counseling.

By have a solid presence in one hallway through a combination of classrooms and offices, University Center would be seen as a place for distance learning students to go.

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IV. ACTION PLAN

A. Plans for 2014-15

For the 2014-15 academic year, the primary UH Center goals are to continue planning, support services, and marketing/recruiting events as follows:

- Revise and rebrand website; expand social media reach by integrating with website and other media outlets.
- Develop stronger connections to Maui County businesses by working with HR departments, hotels, and State agencies.
- Continue the number of public and campus-based information tables (see Appendix).
- Update workshops and presentations to better target audience.
- Continue to train new secretary.
- Create opportunities (e.g. learning communities, student areas, tutoring, computer lab, etc.) that allow UH Center students to network and access support services as a means of increasing persistence and retention.
- Develop more resources and sources of information for current UH Center students.
- Develop more video pieces for UH Center website and marketing events.
- Continue working with instructional units and counseling department to improve the student transfer rate into UH Center facilitated programs.
- Continue replacement of outdated equipment and equipment beyond economical repair.
- Work with UH System offices to improve statewide collaboration and planning for distance learning programs and support services.

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- Continue working with UH System offices to obtain system-wide access to data regarding distance learning students at our site to improve our tracking and student support efforts.

B. Budget for 2014-15

Basic operational support activities, marketing, recruitment, and urgent equipment replacement activities are planned and budgeted for the 2014-15 year.

In addition, a 1.00 FTE APT Instructional and Student Support is requested to address the increased workload described in Section A above relating to improvement of student persistence, retention, and transfer rates.

APPENDIX A

Spring 2014

UH Center Commencement Documents

UH MAUI COLLEGE
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SPRING 2014 COMMENCEMENT LISTING

**Graduation Candidates – Masters and Bachelor Degrees
University Center, Maui**

Hilo

**Masters
Arts**

Indigenous Language

Ka'ala Fay Camara *
Linda Linker *

**Bachelor of Arts
Psychology**

Brian Wittman *

Mānoa

Masters

**Business
Administration**

Anthony Arakaki
Seth Brink *
Corey Egami
Stacey Fukuda *
Brooke Guth *
Scot Kerivan
Christine Pawliuk *
Rachel Philips *
Shauna Russell
Mila Salvador *
Marc Takamori *

Education

Educational Technology

Kelley Dudoit *
Tami Saito *

**Human Resource
Management**

Sulinn Aipa *
Shawna Martin * **
Kelly Pearson *
Sharon Tom *

Nursing

Jessica Caudill *

Social Work

Britney Borges *
Margaret Bullard *
Ashley Canillo *
Jacqueline Cockett *
Anne Fitzpatrick *
Lauren Gurat *

**Post-Baccalaureate
Certificate**

Special Education

Brook Cretton * **
Glen Eastman *
Linda Marrs *
Ian Wade *
James Walls

Secondary Education

Felipe Barroga * **
Leslie Farthing *
Jordan Helle *
Kathryn Lutz *

Bachelor of Arts

Interdisciplinary Studies

Joshua Akana
Constantine Aldrin
Noelle Aviles
Joshua Babila
Raynette Bista *
Leolani Corpuz *
Pedro Faingnaert *
Ronald Fukushima
Jezelyn Gonsalves *
Lori Lei Ishikawa *
Jamie Reynolds *
Tezrah Rivera * **
Dané Sadang
Joyce Sagayaga
Amanda Schaefer * **
Jessica Short
Amie Stokes *
Tracey Takase *

**Bachelor of Education
Elementary Education**

Kristy Bartunek * **
Catherine Borgia
Justin Cayaban *
Aiza Mae Corpuz *
Johanness Magliba
Shanin Sado
Jo Anne Sula *

**Bachelor of Science
Nursing**

Kelsey Awai
Maelene Ivy Bulosan *
Janette Kofler * **
Shauntei McFarlin * **
Miralisa Sotelo *

Certificates

Peace Studies

Joshua Akana
Noelle Aviles
Raynette Bista *
Pedro Faingnaert *

West O'ahu

Bachelor of Arts

Business Administration

Tara Furukawa (*Accounting*) *
Krysten Orian (*Accounting*)
Brandon Russell (*Accounting*) *
George Schooler (*Accounting*)
Chelsea Van Dyke-Spitzer (*Accounting*)
Juanita Reyher-Colon (*General Business*)
Johan Ryan (*General Business*)
Jake Topinio (*General Business*) **
Kimberly Bartolome (*Marketing*)

Justice Administration

Michael Tuckfield * **

Social Sciences

Stephanie Hedani * **
Harlan Nakanishi
Chelsea Rabago **

Public Administration

Kristy Pang
Michael Tuckfield * **

Certificates

**Disaster Preparedness and
Emergency Management**

Kristy Pang
Michael Tuckfield * **

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COMMENCEMENT PHOTOS



Student Speakers



Master's Candidates

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Congratulations



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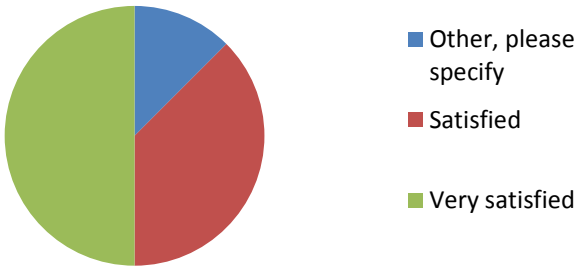
APPENDIX B

Other Supporting Documents

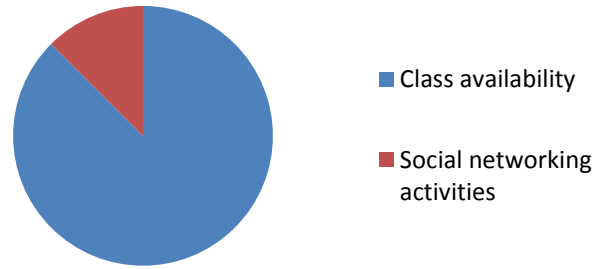
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**Sample Responses from Summer 2013-Fall 2013
Graduate Satisfaction Survey (N=8)**

**How satisfied were you with
the support services from
University Center ?**



**Which area of on-island
support services needs the
most improvement?**



**Why was the outreach and distance learning degree
format important to you?**

