**Program Review Executive Summary 2016-17**

**Instruction**

For academic year 2016-17, the Career and Technical Education (CTE) and the Liberal Arts programs submitted a total of 22 instructional and three developmental program reviews. Each CTE review included a special emphasis on an overall assessment of their outcomes at both the course and program levels. As a result of this program review process, during the 2016-17 academic year, programs continue to make progress mapping their courses to the Program Learning Outcomes (PLOs) of their program, and each program continues to seek validation and support of their PLOs from their respective advisory committees. Additionally, programs continue mapping college-wide student learning outcomes (CASLOs) into their course and program analysis. For academic year 2016-17, special emphasis was placed on Oral Communication.

Health call indicators continued to be monitored during the 2016-17 period.  Seven programs were classified as healthy (six more than academic year 2015-16), Fifteen were ranked as cautionary (seven less than academic year 2015-16), and no program received an overall unhealthy rating (no change from academic year 2015-16). For academic year 2016-17, the college met all six of the Perkins indicators. This is an improvement over 2015-16 when the college met five of the six indicators; but fell short for 2P1 (Completion) for the second straight year. Department Chairs, Program Coordinators, Counselors, and Career Link have been made aware of this information and have been are challenged to continue to improve on the indicators during the 2017-8 academic year.

In June 2016 the Board of Regents approved a new Associate in Science degree in Creative Media for the Fall 2016 semester. This program integrates the elements of audio, video, still images, animation, text, and data for the delivery of interactive content and is a project-based program designed to deepen understanding of a highly technical and constantly evolving field.

During January 31-February 2, 2017 UH Mai underwent a special accreditation visit from WASC Senior College and University Commission as part of its 2014-2022 accreditation cycle. The visiting team was impressed with UH Maui’s progress and provided six commendations. The team also issued three recommendations to be addressed and requested a progress report to be submitted by March 1, 2018. The progress report should include updates of the College’s Enrollment Plan, program review and assessment since last Accreditation visit, and assessment of the College’s student success initiatives.

On May 12, 2017 UH Maui College submitted a Substantive Change request to the WASC Senior College and University Commission for an online Associate of Arts (AA) degree as required should more than 50% of a program be available to students via distance education. The proposal was approved during August, 2017.

At the June 1, 2017 Board of Regents, UH Maui College’s Applied Business and Information Technology (ABIT) and Sustainable Science Management Bachelors of Applied Science (BAS) programs were approved as established programs by the Board of Regents. It is anticipated that UH Maui’s third BAS degree in Engineering Technology (ENGT) will presented for apprval as an established program by the BOR during Spring 2018.

**Support Programs**

UH Maui College Academic Support programs including the four outreach centers at Hana, Lahaina, Lanai, and Molokai, the University Center, Learning Center (TLC), and Continuing Education (OCET) also submitted annual program reviews for academic year 2016-17. Program review documents confirm the essential role of Academic Support Programs providing access and support for students throughout the college.

**Vision and Planning**

UH Maui College will continue to refine its assessment process that was establish by a collaborative effort of campus members with special emphasis on methods to increase student learning and adding value to the student experience so students are well prepared to enter the workforce, transfer into baccalaureate degree progreams, and become productive citizens of the community. The College will continue to follow up with program coordinators to link resource requirements to evidence of student learning outcome achievement. Moreover, the College will identify policy, planning and budget considerations, as well as best practices, emerging from the program review process.

The UH Maui College strategic planning and assessment process is guided by a Vision, Mission, Core Values and Institutional Learning Outcomes that are grounded in how UH Maui College “Inspires Learning” among our students, within our community and among colleagues.  This rubric driven process is being led by faculty and staff members with strong support from administration and input from program advisory committees.  Each year UH Maui College degree programs collect and review evidence of a program level student learning outcome at an exit level course appropriate for each program.   Parallel to this review, an assessment team reviews one general education learning outcome, also at an exit level course at the level appropriate for each program.  The outcome of this process is a list of recommendations that often emerge into planning priorities.   In some cases these recommendations involve requests for funding, however, most recommendations relate to pedagogical improvements.   This process is repeated annually, moving on to the review of the next program and general education outcome.  Over time, each program and general education outcome is reviewed and then the process begins again in earnest.

This planning and assessment process creates a form of shared governance that establishes integrity as we advocate for our students, engage all constituents, and to sustain our position as the leading institution of higher education in Maui County. Moreover, this shared governance insures that we speak with a common language as we continually improve while addressing community needs and opportunities.