

Instructional Programs Executive Summary



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY *of* HAWAII®
MAUI COLLEGE

1. Instructional Programs – Executive Summary

Instruction

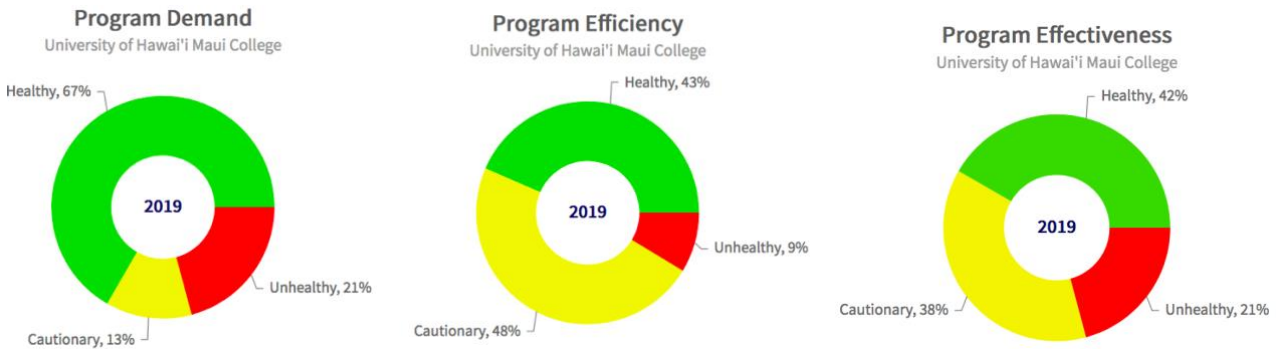
For academic year 2018-19, the Career and Technical Education (CTE) and the General Pre-Professional programs submitted a total of 22 instructional program reviews:

- Administration of Justice
- Agriculture and Natural Resources
- Applied Business and Information Tech
- Automotive Technology
- Business Administration
- Business Technology
- Construction Technology
- Creative Media
- Culinary Arts
- Dental Hygiene
- Early Childhood Education
- Electronics & Computer Engineer Tech
- Engineering Technology
- Fashion Technology
- Hospitality and Tourism
- Human Services
- Nursing: Associate Degree
- Nursing: Practical Nursing
- Sustainable Science Management

- Hawaiian Studies
- Liberal Arts
- Natural Science

Each program analyzed demand, efficiency, and effectiveness indicators; in addition, CTE programs reviewed Perkins Indicators. During the 2019-2020 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 have completed an entire six year cycle of mapping, collecting evidence of, and assessing college-wide student learning outcomes (CASLOs) into their course and program analysis. Health call indicators continued to be monitored during the 2018-2019 period.

2019 University of Hawai'i Maui College ARPD
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Demand indicators refer to the number of new & replacement jobs that are projected within the county and the number of graduates that will likely compete for those positions.

In terms of demand, 16 programs are considered healthy when compared to industry demand and students pursuing a major in those fields have a good chance of employment; 3 require attention; and 5 programs are considered under performing. In terms of efficiency of average class size, fill rate, and number of majors allocated to faculty, 10 programs are considered healthy; 11 programs require attention; and 2 programs are considered under performing. In terms of effectiveness or successful completions, withdrawals, persistence, and transfers to a UH 4-Year campus, 10 programs are considered healthy; 9 programs require attention; and 5 programs are considered under performing.

Department Chairs, Program Coordinators, Counselors, and Career Link have been made aware of this information and have been are challenged to better understand and continue to improve on the indicators during the 2018-2019 academic year.

UH Maui College will continue to refine its assessment process that was established 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 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. Every 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, over the past six years, an assessment team reviewed one general education learning outcome, also at an exit level course at the level appropriate for each program. The outcome of this process was a list of recommendations that often emerged into planning priorities. In some cases these recommendations involved requests for funding, however, most recommendations related to pedagogical improvements. This process was repeated annually, moving on to the review of the next program and general education outcome. Over the six years, each program and general education outcome was reviewed. The college is currently reassessing its assessment review process in order to plan ahead for its next assessment phase.