

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I

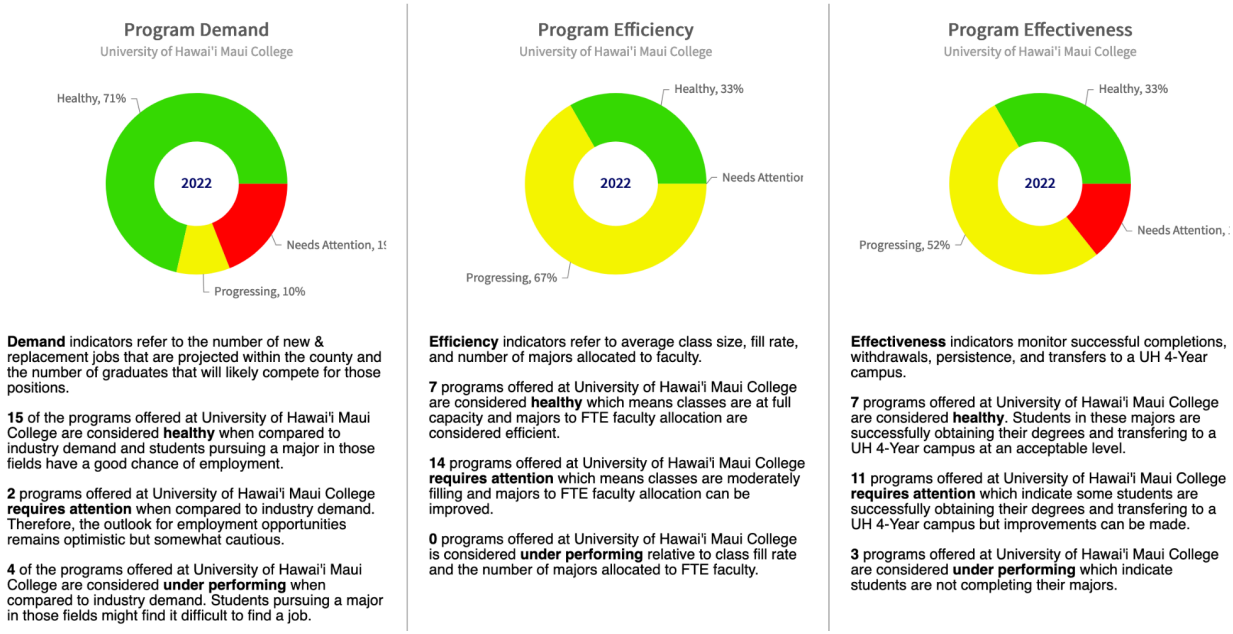
MAUI
COMMUNITY COLLEGE



Instructional Programs
Executive Summary

Executive Summary

For academic year 2021-22, UHMC’s Career and Technical Education (CTE) and the General Pre-Professional programs submitted a total of 20 instructional program reviews. Each program analyzed demand, efficiency, and effectiveness indicators; in addition, CTE programs reviewed Perkins Indicators. A snapshot of the health indicators of all programs is provided below:



Program Demand

ARPD data indicates that 71% of all programs are healthy in program demand. The programs identified as progressing or requiring attention, have been highlighted below with context of the health indicator:

- Applied Business and Information Technology shows as “Needs Attention;”
- Creative Media Positions available show as “2” in the county due to the continued incorrect CIP to SOC alignment. With new codes that include all the occupations related to CM, this should indicate a healthy demand with plenty of replacement positions to align with enrollment.
- Dental Hygiene Positions available show as “13” in the county but with 20 majors. However, 6 majors are reside in Hawai‘i county but attend the UHMC DH program because there are no programs available in Hawai‘i county.
- Fashion Technology is marked “Progressing” as this program is transitioning from an associate program to an academic subject certificate, the change in majors and dta is expected.

- Hawaiian Studies ARPD data indicate the percent change of majors from the prior year dropped by 37%. Academic Affairs will continue to investigate how to better support certain programs and populations that appear to have been more adversely impacted by the pandemic.
- Liberal Arts ARPD data indicate the percent change of majors from the prior year dropped by 14%. Academic Affairs will continue to investigate how to better support certain programs and populations that appear to have been more adversely impacted by the pandemic.

Program Efficiency

ARPD data indicates that 33% of all programs are healthy in program efficiency. The rest are identified as progressing for the following reasons:

- 2 programs (ACC and ECET) do not have full-time faculty due to vacancies and then the hiring moratorium so the ratio of faculty to students appears to be 0
- A few programs (AJ, AG, SSM, HOST) be reviewed by the office of Academic Affairs for fill-rates less than 60%.
- 2 programs (FT and BUSN) appear to have low-fill rates but have both been absorbed into other programs due to program review.
- 5 programs (ABIT, BUSM, CM, HWST, CTEC) indicate a need for more full-time faculty as student to faculty ratios are more than 52.

Program Effectiveness

ARPD data indicates that 33% of all programs are healthy in program effectiveness. Three programs identified as requiring attention, have been highlighted below with context of the health indicator:

- CTEC: While the fall to spring retention has dropped significantly to 54%, this has been attributed to the high demand in the field and return to work by students not needing a degree in the industry. The number of degrees and certificates awarded has remained steady for the past 3 years.
- ECET: the number of degree and certificates awarded has dropped from 13 to 11 over the year as has the number of majors. The office of Academic Affairs will continue to review the program with its program coordinator and faculty.
- HSER: It appears the indicator was based on the fall to spring retention which dropped from 68% to 54%; however, the # of degrees awarded increased from 4 in 2021 to 9 in 2022.

Major Actions

In 2021-2022, UH Maui College completed an accreditation institutional self-study that provided a comprehensive review of all instructional programs, assessment processes, and resource allocation.

As a result, the following strengths were identified as related to instructional programs:

1. Financial decisions and institutional planning based on collaborative, data-driven program review, and assessment: UHMC has strengthened its processes for institutional planning and financial decisions with transparency and collaboration.
2. Student Success at the center of UHMC: Student learning and student success is at the core of the college’s mission and is evident across campus decisions and work. Faculty and staff are knowledgeable and committed to supporting the whole student, ensuring access to the tools necessary for success in education and life. Improved student retention rates and emerging parity between non-Native Hawaiian and Native Hawaiian student retention rates described in component 5 highlight these achievements and continuous improvements.
3. UHMC’s connection with its community: UHMC has always been, at its core, a college that reflects and serves its community. The college is an economic driver and embraces its role in providing the community with living wage jobs and access to higher education.
4. Learning centered: Student learning outcomes and standards of performance are clearly stated, developed, and assessed at the course, program, and, as appropriate, institutional level. Student learning is at the center of planning, budget, and campus decisions. All campus members value their contribution to the student learning experience at UHMC and participate in quality improvement that contributes to student success and high-quality learning.

As a follow up to last year’s executive summary, here is a status update on the previous action steps:

- 1) UH Maui College Office of Academic Affairs will facilitate the drafting of an Academic Master plan in Spring 2022 that is anticipated to inform the campus strategic planning process in fall 2022.

Status: COMPLETED

- 2) ILO review: The Assessment committee will lead a campus-wide vetting and revisioning of the Institutional Learning Outcomes in light of the current accreditation process, review of assessment process, and the UH system-wide general education revision process.

Status: ON-GOING

- 3) Program Improvement: During the 2021-2020 academic year, programs will continue to engage in the following activities to promote efficiency and assure effectiveness:

- Analyze and adjust course rotations, scheduling, and the number of sections offered.
- Analyze and reduce lecturer taught courses when appropriate.
- Validating student learning with advisory and campus groups.
- Revisiting pathways from high school through degree programs

Status: ON-GOING

Action Plan

1. **Program Growth:** Identify program priorities for expansion such as healthcare and education. Expand non-credit to credit opportunities. Expand CTE Early College.
2. **Online learning:** Programs will work on RSI throughout all online courses. The office of Academic Affairs will work with the 9 programs that plan on offering 50% or more of their program as hybrid or online to complete sub-change approvals.
3. **Assessment:** Establish an assessment team to bring together lessons learned from the analysis of CASLO cycle of review, PLO assessment analysis by program coordinators, and General Education revision led by the University of Hawai'i System. This team will be responsible for leading an aligned ILO, PLO, and CASLO assessment process that is manageable, meaningful, and promotes quality, rigor, and improvement for programs.