

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Liberal Arts

Credentials Offered	AA	AS	ATS	AAS	CA	CC	CO	ASC	

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): Provide students with an Associate in Arts degree and/or to prepare them for transfer to a baccalaureate degree program at a 4-year college; and to provide a sequence of English classes designed to meet the liberal arts needs of ESL students.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

- Curriculum is strong and healthy with continuing growth in numbers (more than half the college enrollment), greater efficiency, and increased degrees and transfer.

Weaknesses

- There still is no tracking system to assess completion of goals of various types of Liberal Arts students and to follow transfer students.
- Liberal Arts is a catchall category for students pursuing a wide variety of goals that may not include an AA degree.
- System and college data gathering is inadequate, with no clear distinction among degree-seeking students, those who take courses for transfer, or those who take one course to fulfill an immediate interest (life-long learners).
- There is need for a base reading level competency at MCC.
- Lecturers, especially in Political Science, Geography, and Sociology, teach a disproportionate number of classes.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

- New AA was implemented in F08.

Part III. Action Plan

- Continue Liberal Arts program review annually with long-term analysis of data.
- Continue appointment and support of a Liberal Arts coordinator.
- Support implementation of new AA degree by offering information/training sessions.
- Work toward development of an AA degree program.
- Review degree SLOs.
- Insert categories for Liberal Arts students (i.e., degree-seeking, transfer, life long learner) in Banner system to better counsel and assess student progress.
- Work to find a way for Banner to track graduates and transfers.
- Fill tenure-track positions in the Social Sciences, especially Geography/GIS, Sociology, Political Science, and in Counseling, especially a Transcript Evaluator.
- Utilize University Center more fully to offer Liberal Arts courses not currently held at MCC.
- Develop an AA Degree brochure to aid in recruitment.

Part IV. Resource Implications (*physical, human, financial*)

1. Fill tenure-track positions in the Social Sciences (Geography/GIS, Sociology, Political Science) and in Counseling (Transcript Evaluator).
2. Along with salaries, these faculty/counseling positions need office space, equipment, library resources, staff development, clerical support, and funds for curriculum/course development, classroom technology, and security.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Accounting (ACC)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X				

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The mission of the Accounting Program at Maui Community College (MCC) is to prepare graduates to be productive professionals who can make responsible business decisions in a changing global environment.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. Instructors have varied expertise covering all classes in the curriculum.
2. Multiple distance deliveries open program to students statewide, especially on Molokai, Lanai, and Hana, and to those who cannot attend classes due to work schedules.
3. Students gain employment in a related field or transfer to a 4-year institution.
4. Students can continue through the program, both during the day as well as evening hours.
5. Program is articulated with the West Oahu BA in Business Administration offered in Maui County.
6. Coordinator and faculty have actively participated in Assessment Workshops.
7. Accounting Advisory Board is very supportive and helpful with curriculum and program outcomes.

Weaknesses

1. Competition with baccalaureate programs has increased. While enrollment is steady in transferable accounting classes, fewer students are taking the vocational classes.
2. Job market does not value an AAS degree.
3. Economic realities of living in Hawaii.
4. Students value job training over degree-seeking.
5. Accounting courses are rigorous compared to other business courses.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Curriculum proposals: course modification (1).
2. Recruitment: Involved with job and career fairs at high schools and MCC campus; shared degree information with high school counselors; distributed brochures to potential students.
3. Retention: Focused on student learning outcomes, which led to clearer lectures and students knowing what is expected of them; instructors made themselves available to students outside of class; students with multiple commitments are accommodated with flexible scheduling of exams and assignments.
4. Assessment workshops: Active participation included developing rubrics and scoring guides that resulted in improved teaching pedagogy and involving Advisory Board with curriculum.
5. Student advising. STAR training: Enabled access to student records to provide program advising.

Part III. Action Plan

Improve retention and persistence –

1. Actively participate in student advising.
2. Use program and course assessment to focus on student learning and make adjustments to improve learning outcomes.

Continue work on assessment –

1. Develop appropriate projects and assessments for capstone course.
2. Develop rubrics to link assignments to student learning outcomes in each accounting course.
3. Begin process of collecting evidence to show student achievement of student learning outcomes.

Meet industry and students needs –

1. Continue revising curriculum as necessary to meet professional standards and community needs.
2. Continue articulation with 4-year Hawaii colleges to facilitate transfer.
3. Continue to examine and adopt new software and general ledger packages.
4. Work with Accounting Advisory Board to market the program.
5. Offer program courses in the evening.

Part IV. Resource Implications (physical, human, financial)

1. Convert non-tenure track position to tenure track, bringing tenured-track positions to two.
2. Purchase up-to-date Elmos, projectors, computers, and software in classrooms and faculty offices.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Applied Business & Information Technology (ABIT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	BAS	
									X	

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The mission of the ABIT program is to prepare graduates to be productive professionals who can make responsible business decisions and use information technology wisely in a changing world.

OVERALL PROGRAM HEALTH (check one)		
Healthy	Cautionary	Unhealthy
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

1. Majors increased from 32 to 45.
2. Average class size has maintained at ten students.
3. Fill rate was extremely low, but at the time the program was unaccredited and with no graduates.
4. The program is in the growth stage of the product life cycle.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Curriculum proposals: course modifications (4), course additions (2).
2. Review and modify the curriculum: Some courses in business, humanities, and information tech were modified and approved. Major curriculum changes will take place in Sp09.
3. Negotiate agreement with West Oahu, Manoa, and Hilo to transfer and accept upper division courses: This is completed and operational.
4. Negotiate with UHCC to coordinate their lower division for easy interface with ABIT: Begun with KauCC.
5. Actively recruit students with targeted marketing strategies: Use of social networks has begun, but awaits the name change and approval of overseas recruitment agencies.
6. Remove "community" from college name: This issue is on the system's agenda.
7. Work with BUSC, ECET, and ICS to create a better interface with ABIT: To be formulated in tandem with curriculum revisions sp09.
8. Explore alternative entry tracks: To be formulated in tandem with curriculum revisions sp09.
9. Support faculty research: Accomplished and ongoing. Applied research policies and procedures are awaiting UH System approval.
10. Purchase software and hardware: Completed and continuing.
11. Offer additional courses by distance modalities: Two additional classes have been added by distance, including BUS 420 on Cable TV and MGT 400 online.
12. Communicate IT needs to campus services: This is a process that has been implemented successfully and is ongoing.
13. Complete the 2007–08 annual program review: Completed

Part III. Action Plan

1. Review and modify the ABIT curriculum.
2. Negotiate agreement with West Oahu, Manoa, and Hilo to transfer and accept ABIT upper division courses when mutually advantageous.
3. Negotiate with UHCC to coordinate their lower division programs for easy interface with ABIT.

4. Actively recruit students with targeted marketing strategies, via trained student help, friendship communities on social networks, search engine optimization, and overseas recruitment agencies.
5. Support efforts to change the College name to remove the “community” identifier, a roadblock to recruitment efforts for a 4-year program.
6. Explore alternative entry tracks for completing a baccalaureate degree.
7. Review the fruits of the ABIT faculty applied research agenda.
8. Offer additional ABIT courses in the online, cable, and other distance modalities.
9. Purchase software and hardware for student preparation of presentations, websites, video streaming, audio streaming, and encoding taped classes for on-line delivery.
10. Work with BUSC, ECET, and ICS to create better interface with ABIT to complete a baccalaureate degree at MCC.
11. Communicate IT needs to campus services and support.
12. Provide full student support services, including advising, tutoring, counseling, and services, to increase student retention and success.
13. Complete the 2008– 09 annual program review due October 26, 2009.

Part IV. Resource Implications *(physical, human, financial)*

1. Hire a lecturer to teach Philosophy
2. Hire two part-time student helpers to assist in student recruitment, data mining, information analysis, query tracking activities, and server maintenance.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Business Careers (BUSC)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X		X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement: The Business Careers program provides quality credit instruction to students and business professionals who wish an affordable education in a supportive environment. The program provides the first two years of a business education that can be used to enhance career possibilities and as a springboard for additional education.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. There is a strong demand for program courses.
2. Program is the largest CareerTec program in the school.

Weaknesses

1. Program has minimal staff.
2. It is by far the largest with only one full time faculty.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Every year we ask for the same thing: another full time faculty member in the program.

Part III. Action Plan

1. Renew career path accreditation with West Oahu BABA program.
2. Increase program counseling.
3. Convince administration to support another full-time faculty member.

Part IV. Resource Implications (physical, human, financial)

1. Hire another full-time faculty.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Business Technology (BTEC)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The BTEC program envisions an international state-of-the-art technological curriculum that meets current and emerging Maui County education and computer training needs through innovative, high quality programs offered in motivating learning environments.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. Program is successful at recruiting new students and meeting industry needs.
2. Effective procedures are implemented for ongoing assessment of student learning.
3. Enhanced academic advising was realized, especially by learning Star and locating a business counselor in business building.
4. Course availability is enhanced by distance technologies.
5. Program has kept pace with mainstream computer hardware and software.
6. Increasing numbers of graduates are pursuing four-year degrees.
7. Program is seamlessly articulated with all UHCC Business Technology programs.

Weaknesses

1. Low-enrolled classes result from inflexible specialized curricula in second year.
2. Persistence needs improvement for both entering students and those nearing completion.
3. Program needs to increase the number of certificates and degrees awarded and raise student and employer awareness of importance of such degrees.
4. Better follow-up is needed with graduates after they enter the workforce.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Drop in program faculty was experienced from 3 to 1 (one on extended leave; another is Department Chair).
2. Student Technology Fee and an arrangement with VITEC upgraded computers in three classrooms.
3. Software was upgraded to OfficeXP Professional 2007 and in Sp09 to Adobe Creative Suite.
4. Significant increase in faculty academic advising was realized via Star training.

Previous Action Plan

1. Collaborate with county Human Resources to develop a recruitment strategy: While instructor is on leave, the instructor/department chair will continue this collaboration.
2. Provide in-service opportunities: Online courses were developed.
3. Investigate work-based learning in health care office setting. Curriculum changes that would accomplish this objective have not been undertaken during the last year.
4. Develop an enrollment management/marketing strategy: Significant progress was made in marketing program on local level, with new program brochure, webpage, and participation in all local job fairs and high school outreach programs.
5. Expand classroom delivery to build enrollment. Online courses have significantly increased.
6. Develop alumni association and alumni directory/newsletter: Will be incorporated in new action plan.

Part III. Action Plan

1. Remove BUSN 122 as a required course.
2. Complete minor curriculum changes requested by PCC in f08.
3. Complete program revisions to provide more flexibility in 2nd year specialties.
4. Encourage unenrolled students near graduation to return and complete their degree.
5. Produce a brochure that outlines degree completion through distance education.
6. Produce a transfer document to facilitate transfer to ABIT and West Oahu BA program.
7. Establish a regular procedure to identify and contact students near graduation to apply for their certificates and degrees early enough to enroll in needed classes.
8. Discuss student concerns at regular staff meetings.
9. Maintain a master list of majors and gain their feedback on program pros and cons.
10. Update program webpages to utilize the new systemwide template.
11. Develop a routine procedure to identify, track, and contact all new students in the program.
12. Explore creation of an alumni group.
13. Take assessment of program SLOs and COWIQs to next level by using assessment rubric in BUSN 292 in the Sp09.
14. Continue to perform assessments of SLOs in each class and to report results in contract renewal documents.
15. Review COWIQ grids and SLOs for all courses subject to curriculum action.
16. Continue to build Advisory Committee, including their involvement with SLOs.
17. Continue to develop new online classes as appropriate.

Part IV. Resource Implications (physical, human, financial)

1. Fill vacant position, if instructor on leave does not return.
2. Purchase Adobe Creative Suite software for BUSN 157 in Sp09.
3. Purchase projector and Elmo for Ka Lama 201 and Ka Lama 209.
4. Replace computers in Ka Lama 207 and establish a new computer classroom when Ka Lama 209 becomes available.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Cooperative Education

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The BTEC program envisions an international state-of-the-art technological curriculum that meets current and emerging Maui County education and computer training needs through innovative, high quality programs offered in motivating learning environments.

OVERALL PROGRAM HEALTH (check one)		
Healthy	Cautionary	Unhealthy
	N/A	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths: (both Co-op and Job Placement)

1. Long-standing partnerships with the business community.
2. Continued commitment and investment by County of Maui grants.
3. Co-op instructional component serves as a standard for UHCC Co-op programs.
4. Career development resources are accessible to students and the community.
5. Retired Coordinator is committed to provide leadership and to advocate on behalf of Co-op and Job Placement in the face of daunting challenges.

Weaknesses:

1. Willingness to assist other campus and community resources with their projects is sometimes a detriment to primary duties.
2. Inability to articulate why different accountability indicators are needed to measure outcomes.
3. Others that the administration has identified for us.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. New Office Assistant was hired, providing stability and responsiveness to customers.
2. Continuation of several grants has infused money, staffing, and new directions (e.g., County, Perkins).
3. Collaboration on various projects has expanded client base (Ku`ina and DHS Project).
4. Graduate Placement project was accepted as a logical administrative request, but it requires its own long-range plan.

Previous Action Plan:

1. Conduct surveys to determine effective elements of the program: Formal surveys were not conducted due to impending retirement of the Coordinator and need to provide continuous training and re-training of staff. The upcoming year, a campus-wide survey will be conducted and should provide valuable insights into directions the program should head.
2. Identify strategies to improve program fill rate: Closer working relationship with CTE coordinators resulted in hiring a Transition Specialist who will focus on recruitment, retention, and credentialing of students in business programs.
3. Create goals that have specific measurable outcomes. See below to design a program review template.
4. Develop a program review template that best serves Co-op needs. This year's format is an improvement over previous format. Appendix I template in may be the beginning of a new design.

Part III. Action Plan

1. Specific details of the action plan are best left to the successor.

Part IV. Resource Implications (physical, human, financial)

2. Co-op and Job Placement operations have outgrown their space. Plan to relocate an(along with other programs like Ku`ina High School Career Liaison into Ka Lama 207 must be consummated as efficiently as possible.
3. If both Job Placement and Co-op services will continue, there must be at least 2.0 FTE professional staff (one faculty, other APT) and the Office Assistant.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Culinary Arts (FSER, CULN)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The Culinary Arts program of Maui Community College envisions itself as a world-class culinary arts training center for the State of Hawaii.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. There is a demand for workers with culinary arts degrees.
2. The rising unemployment situation will prioritize educational qualifications as a prerequisite for entry-level positions. With limited employment opportunities, workers will seek skills enhancement to secure retention in current positions.
3. Class fill rates have increased from 81.41% in 2006 to 83.60% in 2007. Average class size remains consistent, and meets ACF accreditation standards for safety and sanitation in kitchen lab instruction.
4. Awarded certificates grew immensely in 2007 to 316 certificates, from 48 in 2006, based on a new tracking system.

Challenges

1. Student backgrounds vary. Significant numbers enter the program with remedial backgrounds while other students enter with advanced degrees in various fields to take classes for professional or self-development.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Curriculum proposals: course modifications (3), course deletion (1), Articulation Agreement.
2. Major articulation with all UHCCs has progressed to align courses and facilitate transfer of students across the system. Three first semester courses were completed.

Part III. Action Plan

1. Develop tangible marketing strategies to capitalize program branding.
2. Create and implement Standard Operation Procedures Manual (SOPs).
3. Prioritize program re-mapping.
4. Establish Fiscal Operating Standards (FOSs).
5. Implement evening curriculum and continue outreach programs.
6. Establish a self-generated Annual Report.
7. More closely monitor laboratory expenses, working to decrease revolving account deficit and modify curriculum in the area of cost controls.
8. Concentrate on recruitment and increasing the number of students who enter and complete program, and successfully transition to positions in industry. Increase partnership with local PCNCs.
9. Expand class offerings into the evening, and extend operational hours for Paina.
10. Develop short-term certificate training programs tailored to Restaurant Industry needs.
11. Expand non-credit course offerings through Distinguished Master Chef program and other offerings.
12. Review SLOs and refine implementation grid.
13. Develop and pilot Summer Sushi Academy.
14. Develop strategic summer plans for the instructional and operational component.

15. Re-evaluate assessment tools currently used in program to measure course competencies and SLOs.
16. Develop leadership skills in new faculty to assert greater leadership on campus, in industry, and in the community.

Part IV. Resource Implications (physical, human, financial)

1. Continue capital for repair and maintenance of kitchen equipment, refrigeration units, furniture, floors, walls, light fixtures, point of sales systems, classroom computers, and other miscellaneous items.
2. Acquire clerical/secretarial support position.
3. Convert 3 full-time lecturer positions to 3 non-tenure track full-time faculty positions to lend greater stability to the culinary and front-of-the-house sections.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Hospitality & Tourism (HOST)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The Hospitality & Tourism program envisions a world-class program that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The program empowers students to achieve their highest potential as informed, responsible, and productive members of our island, national, and global societies.

OVERALL PROGRAM HEALTH (check one)		
Healthy	Cautionary	Unhealthy
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. Tourism is the chief generator of employment (22.3% of state and 45% of county jobs), providing tremendous opportunities for program graduates.
2. Transition Specialist was Perkins funded in F08 to recruit and orient students and implement an education management system to ensure proper and timely credentialing of certificates and degrees.

Weaknesses

1. Downward trend in the number of majors requires more aggressive recruiting efforts that target a wider audience (beyond the high school Academy of Hospitality & Tourism).
2. A limited number of classes and delivery methods are offered due to limited personnel.
3. Although group advising sessions are conducted every semester, a formal tracking system must be developed to identify students who have not re-enrolled and to ensure students apply for credentialing.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Certificate of Competence, approved in F06, was implemented.
2. New 1.0 FTE faculty position was granted in F07 and screened in Sp08.
3. HOST Program Coordinating Council, in collaboration with the DOE, began discussions on course assessment and vertical integration.

Recommendations from 2001-06 Comprehensive Program Review:

1. Collaborate with VITEC on delivery to reach more students: Discussions have begun, including to offer selected modules or short-term Topics courses using American Hotel & Lodging Association certification curriculum.
2. Develop stronger "bridge" with high school Academies of Hospitality & Tourism: While collaboration has occurred, follow-up sessions are needed throughout the year.
3. Initiate bridge programs with high schools: Coordinator needs to collaborate with department faculty and review modules of existing programs.
4. Network with industry groups: Coordinator is part of the Society for Human Resources Management Education Foundation. Members have served as guest speakers and mock interviewers.
5. Examine recruitment of international and out-of-state students to increase program enrollments: More international options will be explored in collaboration with the new HOST faculty.
6. Review liberal arts majors taking HOST classes: Coordinator has begun identifying those enrolled in the Intro class who plan to transfer to Manoa TIM program. Need to assess how they may be included in the HOST major count.

Updates of Action Plan last year's program review

1. Accreditation: Currently gathering documents on the accreditation process.
2. Utilize the Lahaina Ed Center to serve training needs on the west side: Discussions have been initiated; planning and follow-up meetings are next.
3. Develop an enrollment management system: Coordinator is working in collaboration with the Transition Specialist to ensure the HOST program is represented in recruitment activities islandwide.
4. Expand method of classroom delivery to build enrollment: An online HOST course is scheduled for Sp09.

Part III. Action Plan**Short term**

1. Continue to align with the Manoa Travel Industry Management curriculum.
2. Create TIM 100 course.
3. Update HOST program map
4. Change the AAS degree offering to an AS degree.
5. Evaluate Cooperative Education requirements; create a hotel department rotation to enable exploration of different facets of the hotel industry.
6. Create a plan to serve the training/education needs of students and industry professionals in Lahaina.
7. Continue discussions with OCET/VITEC to develop credit/non-credit certification courses that serve the needs of industry professionals.
8. Consult with Maui Hotel & Lodging Association on industry training needs and development of possible partnerships for education and training seminars.
9. Work with Transition Specialist to devise a recruiting strategy.
10. Expand methods of classroom delivery to build enrollment.
11. Create a Hospitality & Tourism student club to increase retention.
12. Create an online survey for graduates, in lieu of the current mail-out survey.
13. Work with webmaster to enhance HOST website.
14. Update advisory committee membership; fill vacancies due to career advancement of managers.

Long term

1. Accreditation: Continue to gather documents; consult with already accredited 2-year colleges; apply for Council on Hotel, Restaurant, and Institutional Education.
2. Curriculum: Develop a Summer Bridge program enabling high school students to earn college credit while exploring career options; expand focus of current courses; develop Topics courses tailored to industry needs (i.e., Sense of Place).
3. Enrollment: Recruit students nationally and internationally; create articulation agreements with HOST programs nationwide and worldwide to build enrollment.
4. Facilities: Design lab for front office & housekeeping simulations and a library of hospitality& tourism resources.
5. UH System Collaboration: Work to develop the TIM bachelor degree online, with lower division requirements completed at UHCC; articulate upper division HOST courses with TIM; create online resource to share best practices.

Part IV. Resource Implications (*physical, human, financial*)

1. Purchase video streaming equipment to expand course offerings.
2. Acquire marketing materials needed for recruitment.
3. Secure Professional Development funds to participate in conferences, workshops, and seminars.
4. Garner scholarships for HOST majors.
5. Obtain instructional resources including videos, DVDs, and subscriptions to HOST-related publications to supplement instruction.
6. Fund accreditation fees.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Administration of Justice (AJ)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X		X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The Administration of Justice program is a learner-centered program that prepares students to work in the criminal justice system; to meet pre-service needs of those preparing for careers in law enforcement, private security, or other fields related to administration of justice; and to meet various in-service educational and training needs of professionals in the administration of justice field.

OVERALL PROGRAM HEALTH (check one)		
Healthy	Cautionary	Unhealthy
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

1. Student majors have increased from 2004 to today, and this trend is likely to continue.
2. In addition to effective marketing, greater consistency and stability can be seen in the program.
3. Program has functioned without incurring substantial costs for facilities or equipment.
4. Student advising has become an integral component.
5. Program continues to fulfill its Memorandum of Understanding with the Maui Police Department.
6. Maui Police Department has expressed interest in having cadets finish the AJ program and move directly into MPD without taking the civil service test.
7. Maui Police Department has advised strongly that MCC continue and expand the AJ program.
8. Maui Community Correctional Center has expressed interest in a Memorandum of Understanding similar to MPD.
9. Advisory committee was re-established in Sp07 and has met regularly since then.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

Part III. Action Plan

1. Actively promote the program to increase the number of declared majors by 50 percent.
2. Use full and part-time faculty to increase the number of course offerings per semester.
3. Increase total number of degrees and certificates granted by the program.
4. Meet in-service education and training needs of professionals in the field.
5. Foster sensitivity and awareness of the multi-cultural community students will deal with on a professional basis, and practice Native Hawaiian reverence for the *ahupua'a*.

Part IV. Resource Implications (physical, human, financial)

1. Pursue possibility of converting the current program coordinator position to a full-time tenure track position.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Human Services (HSER)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
		X			X	X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The Human Services program is a learner-centered program that prepares students to work in human services and/or early childhood education.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. Program offers three different AS degrees: general, substance abuse, and early childhood.
2. DOH Alcohol and Drug Division accepts the AS degree with SAC Certificate of Completion of Health as equivalent to 1/3 of the requirements for a Certified Substance Abuse Counselor (CSAC).
3. ECE degree is articulated with Honolulu, Hawaii, and Kauai community colleges.
4. AS degree articulates directly into the West Oahu Bachelor in Social Science, Early Childhood Specialization degree, in a unique “2+2” arrangement interspersing major and general education courses.

Challenges

1. Significant numbers of students come with advanced degrees and take classes for professional development, which lowers the number of degrees awarded and persistence of majors when students reach their goal with just a few classes.
2. Non-profit human agencies are desperate for staff; often employees are “super waived” into a position as long as they are working toward qualifications for the job.
3. Count of majors in each area of the program is unclear.
4. There is disparity in data on the number of degrees and certificates awarded.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year’s action plan)

1. Curriculum proposal: New Certificate of Competence in Dynamics of Family Violence
2. HSER 130: Intro to Youth Practitioner was offered for the first time on SkyBridge in Sp08.
3. A 9-credit Certificate of Competence, Dynamics of Family Violence, was initiated in F07.
4. First hybrid Internet class (ED/FAMR 140: Guidance of Children in Groups) was developed with P3 funding and offered in F08.
5. Grants purchased two LCD projectors and a laptop.

Results prior year

1. Continue to build on faculty professionalism and partnerships: Partnerships included DHS improvement project for child protective services workers, UHCC representative on the Act 259 Early Learning Task Force, National Association for Education of Young Children Governing Board, NAEYC Accreditation Council.
2. Pursue recruitment and retention strategies via new retention coordinator: Position was not filled.
3. Continue process for assessing program outcomes: On-going; one program instructor participated in the pilot assessment project in the year of this review; another the year before.
4. Continue discussions with UHM Bachelor in Social Work and with Title 3 team to deliver advanced degrees in Maui County: UHM is set of offer the BSW beginning F09. An articulation agreement with UHM College of Education is currently being finalized.

5. Work with institutional researcher to refine data required for reports: IR on the whole has been able to provide more data in more accessible formats this year.

Part III. Action Plan

1. Ensure students in Human Services classes are classified as Human Services majors.
2. Expand offerings to meet community needs on the human services side of the program.
3. Continue to develop hybrid courses via a P3 grant.
4. Offer the noncredit-to-credit capstone for ED 170: Intro to Working with Infants and Toddlers, working with PATCH and OCET.
5. Participate in Perkins grants on non-traditional gender recruitment and retention.
6. Continue recruitment efforts via mailings to community agencies and flyers on registration tables at community events.
7. Track students who qualify for certificates.
8. Continue to collect student data on goals through the student information sheet.
9. Continue to provide academic advising for students.
10. Certificates that meet student goals will be proposed through curriculum actions.

Part IV. Resource Implications (physical, human, financial)

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Allied Health – Nursing Career Ladder (ANURS, PNURS)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
		X			X	X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The Nursing program is committed to providing an educationally sound, comprehensive program of study which recognizes the trends in health care delivery that indicate increased complexity and variation in future health care settings and environments.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

- National League for Nursing Accrediting Commission (NLNAC) awarded full accreditation from Sp07 to Sp15, identifying these strengths:
 - Strong administrative support.
 - Strong community support.
 - Faculty with strong commitment to the college and program.
 - Chair's ability to write and obtain grants for the program.
 - Designated academic counselor.
 - Designated, part-time MSW counselor available and used by nursing students only.
 - Strong student support services.
 - The Learning Center.
 - Four patient simulators (1 adult, 2 children, 2 infant).
- Exceptional completion and NCLEX 1st pass rates.

Weakness:

- Demand for RNs in Hawaii between 2006 and 2020 is expected to grow by 28%, while supply is expected to grow by only 8.9%, increasing shortfall from 11% to 24%.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

- Four additional faculty positions were secured with funding from Maui County, initiating admission of a second 1st level class in Jan07.
- Six new general-funded positions were filled for F07, including 4 nursing faculty, an academic counselor, and 1.0 APT fiscal position.
- Program expansion has produced 4 cohorts (160 FTE), with AS graduates in May and December and PN in July and December.
- First December PN graduation was held Dec07 and first December ADN graduation will be Dec08, resulting in significant increase in grads. Despite program expansion, grads are far below the number needed in Maui County based on demographic projections from the Hawaii Center on Nursing.
- Statewide Nursing Program: All program instructors are members of the statewide consortium developing an integrated curriculum that will include PN exit, AS exit, and Bachelor of Science in Nursing (BSN) outcomes. Such will address health care challenges facing Maui County requiring more nurses prepared at the BSN level. Curriculum modification was submitted to curriculum committee in Oct08 for admission in F09, enabling first graduates in 2013.

Part III. Action Plan

1. Continue work with county and state officials to continue support for program expansion to meet community need.
2. Secure approval for construction of portable classrooms and laboratory space for expanded nursing program.
3. Continue work on the Statewide Nursing Program that will provide on-going, cost effective access to the BSN on Maui.

Part IV. Resource Implications (physical, human, financial)

1. Nursing program is a high cost program:
 - Faculty salaries were increased in 2006 based on equity and demand.
 - Cost of salary adjustments were offset, in part, by implementation of a \$500/semester professional fee paid by all program students.
 - Hawaii Board of Nursing regulations mandate a 1:10 student faculty ratio during clinical instruction for patient safety.
2. Program management is complex due to requirements for state and national accreditation and the highly competitive admission process.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Allied Health – Dental Assisting (DENT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
						X			

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The Allied Health program is committed to providing an educationally sound, comprehensive program of study which recognizes the trends in health care delivery that indicate increased complexity and variation in future health care settings and environments.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. Program enjoys strong support from community dentists, who provide direct program instruction, externships, and financial support for equipment, supplies, and student travel to annual dental convention on Oahu.
2. Staff actively participate in community service and education by attending health fairs and school recruitments.
3. High graduation rate, ranging from 90-100% over the 5 years of the program.
4. Graduates often continue their education at Dental Hygiene programs at Manoa and MCC.

Weaknesses

1. Outcome Assessment Plan has not been consistently collected and recorded.
2. Not all students took the certification exam; and of those who did, performance is inconsistent, ranging from 72%-100%.
3. System statistics of majors is not reflective of actual dental assisting students enrolled, since dental students declare Liberal Arts, instead of Dental, as their major due to increased financial aid.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Curriculum proposal: Course modification (1).
2. Full Accreditation (without reporting requirements) was earned in 2006.
3. DENT 120: Dental Office Management was approved by curriculum committee in 2006.
4. AS in Dental Hygiene (the next level of a dental assistant) was approved by BOR in 2007.
5. AS in Dental Hygiene was recommended for initial accreditation in 2008.

Part III. Action Plan

1. Implement Outcomes Assessment Plan current students, with surveys sent to graduates & employers.
2. Assist students in DANB testing, including computer mock testing and material review.
3. Continue to heavily recruit students at high school career fairs, service learning activities, BIOL 100 classes (prerequisite to DA program), and career shadowing programs.

Part IV. Resource Implications (physical, human, financial)

1. Continue community and government grants that support the facility requirements. Dental Assisting program requires significant resources due to the need for a clinical facility.
2. Convert science building into an Allied Health building when the new Science building is available, to include an Oral Health Center with training facilities for Dental Assisting/Dental Hygiene and patient services.
3. A 1.0 FTE position for Dental Hygiene was allocated in F08. Oral Health Initiative grants funded a lecturer in Sp08 to write the required ADA CODA Self Study prior to admission of students into the AS Dental Hygiene program.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Agriculture & Natural Resources (AG)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): We envision a program that will provide high quality instruction in agriculture, horticulture, and natural resource management with an emphasis on sustainability.

OVERALL PROGRAM HEALTH (check one)		
Healthy	Cautionary	Unhealthy
		X

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. Array of class offerings is wide.
2. Program has many non-traditional students.
3. Majority of graduates are working in this field – and are quite successful. Energy conservation and other “green” aspects of landscaping will keep this industry growing.
4. Increase in demand for locally grown produce and a dramatic increased political interest in this issue has resulted in more student interest in the sustainable crop production courses and degree.
5. Outreach – with the pumpkin patch, AG awareness day, plant sale, and farmers market – serves the community and gives a positive face to MCC.
6. Staff is dedicated.

Weaknesses

1. Public non-awareness of opportunities in agriculture, horticulture, and natural resources is a limitation. It is neither a glamour field nor one that pays a lot of money for the amount of work required.
2. Retention numbers are affected by high numbers of working adults with limited time for school and by an academically challenging program.
3. While the Molokai branch improves the overall number of majors, it reduces efficiency since the island with its small population base means the number taking Ag classes is often low, as can be on Maui too.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year’s action plan.

1. Curriculum proposals: course addition (1).
2. ATP for “Malama Ahupua’a” or Natural Resources pathway was approved. New course was also approved, AG 265: *Horticulture of Hawaiian Plants*.
3. Biannual Agriculture and Natural Resources day held on February 21 was a great success, with over 200 high school students attending and many, many vendors and activities.
4. Turning point system was purchased for the classroom, giving instant feedback on comprehension of material covered.
5. Wireless connection was installed in AG 104.
6. Laptop cart was successfully used, turning a general lab space into a computer lab.
7. Collaboration with SLIM director resulted in assisting SLIM with plants, tools, and tours, while SLIM coordinated a vermiculture exhibit at Agriculture day.
8. Working closely with the marketing director to promote the program was not possible due to her priority to update the MCC webpage.

Part III. Action Plan

1. Difficulty is and always has been getting enough students into the program. As a single faculty program, it is difficult to focus on everything, and humbly ask any collegewide resources in marketing be directed more pointedly toward some of the smaller programs that seem to need this attention the most.
2. With shift in the economy and interest in locally produced food and the environment, college fairs and community activities will hopefully give better recruitment results than the past few years.
3. Continue collaboration with other agriculture groups, offering a course for USDA Farm Service, work with CTAHR on a display for Smithsonian Key Ingredients event, work with Farm Bureau on their spring Farm Fair, and soil pH testing at Arbor Day.
4. Adjust curriculum, including to modify AG 290 and work on the curriculum for Natural Resources ATP.
5. Continue to try reach an agreement with OSU e.campus to bring an online BS degree in general Ag that will benefit our recent and past AAS graduates.
6. Pursue industry validation of SLOs.

Part IV. Resource Implications (physical, human, financial)

1. Continue to create revenue, since G funds are available only for office supplies.
2. Continue student help funding. There is a concern with tightening budgets that student help money may not be available. Since the program has living materials and grounds to take care of, as well as growing labs, and relies on student help to get many things done.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Auto Body Repair & Painting (ABRP)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X			

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The mission of the Auto Body Repair and Painting program is to provide instruction in the most current repair and refinish technology for all students.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

- Strength:** Industry demand for employees.
- Weakness:** To retain students until they receive a certificate/degree.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

- Significant curriculum enhancements effected this year, with implementation of IICAR curriculum into program completed in 2006-07.

Part III. Action Plan

- Explore aiding student retention and completion by rearranging modules: offer at a specific time or semester so modules students must complete module during that time frame.
- Use WEB CT instruction so students are able to take their test and quizzes online.
- Hire a second instructor: one for first year students, the other for second year.

Part IV. Resource Implications (physical, human, financial)

- Purchase spot welder for collision repair, to replace the antiquated old one that broke beyond repair.
- Hire a second instructor.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Automotive Technology (AMT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X		X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The mission of the Automotive Technology program is to provide exemplary entry-level technicians in the automotive and related fields and update the skills of technicians in the field, leading them to becoming lifelong learners.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

Strengths

1. Majors have increased from 44 in F01 to 62 students.
2. Degrees awarded have increased from 1 in 2001 to 9 in 2006, and 11 in 2007.

Weaknesses

1. Students are allowed to “hold” seats without paying tuition, then drop classes, which results in empty seats and a lower fill rate.
2. High amount of students are not completing the general education requirements and do not graduate.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year’s action plan)

1. Program continues to work towards NATEF certification, by acquiring required equipment; curriculum and student learning outcomes are NATEF and industry driven.
2. Three grants were administered.
3. Program hosted a Summer Academy, introducing college life to at-risk high school students while providing recruitment in the program.
4. Monitoring and support of general education requirements has continued. A try-out to “team-teach” with physics instructors has helped several students gain success. Instructors introduce all classes to the TLC staff for study skill support.

Part III. Action Plan

Part IV. Resource Implications (physical, human, financial)

1. Pursue an 11-month position for the program coordinator.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Electronic & Computer Engineering Technology (ECET)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
		X			X	X			

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The mission of the ECET program is to provide students relevant and rigorous training for entry-level engineering technology positions in Maui County.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

1. Student demand has remained stable from F05 (58 majors) to F07 (62 majors). The fill rate has remained stable as well, around 88%.
2. The number of degrees earned has risen from between 6 in F05 and to 11 in F07.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Curriculum proposals: course modification (1), course addition (2).
2. Worked with KauCC and HawCC to form the Hawaii Photonics Alliance.

Part III. Action Plan

1. Return to the original program structure with two AS degrees.
2. Remove High Performance Computing Specialty and offer two degrees: Electronics Engineering Technology (EET) and Computer Engineering Technology (CET).
3. Work with the Hawaii Photonics Alliance on the goal of providing training at the AS degree level in Optics, Photonics, and related technologies statewide.

Part IV. Resource Implications (physical, human, financial)

1. Several grants are currently under review to support program improvement and development. The UH Office of Research Services and the Chancellor for Community Colleges have indicated a commitment for 4 years to support this effort.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Fashion Technology (FT)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X			

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): The Fashion Technology program mission is to provide basic training in soft goods production and fashion design, including the technical skills required for job entry and retraining for the garment industry, and upgrading of garment construction, pattern making, and current market skills for individual and entrepreneurs.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

1. Majors have leaped, going from 20 in F05 to 36 in F07. More impressive is the fill rate, which is 105%.
2. The persistence rate has dropped going from 80% in F05 to 61% in F07.
3. Program continues to be strong although the occupational demand according to EMSI data is extremely low.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)

1. Curriculum is being updated to include more writing assignments & field trips.
2. Open lab for student projects is operational..
3. Faculty advising and counseling is operational.
4. Several students are applying to mainland fashion schools.

Part III. Action Plan

1. Incorporate service project into program.
2. Continue efforts focused on developing student projects dealing with sustainability.
3. Recycle fabrics and clothing .
4. Continue to purchase new industrial sewing machines.
5. Participate in community weekend Swap Meet when it moves to MCC campus.
6. Recruit fashion entrepreneur to teach special topics classes.

Part IV. Resource Implications (physical, human, financial)

1. Continue plan to purchase industrial sewing machines to replace old equipment.
2. Secure funds for swap meet participation setup (computer hardware, software for silk screening , patternmaking and inventory, packaging materials.)

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2008 Coversheet – Annual Instructional Program Review

College: Maui Community College

Program: Sustainable Construction Technology (SUST)

Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
						X	X		

College Mission Statement (or provide link): 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.
<http://maui.hawaii.edu/about/mission.html>

Program Mission Statement (or provide link): Sustainable Construction Technology is an Associate in Applied Science degree program that covers the principles of renewable energy and energy management. It is designed to prepare students for employment as a technician in design, installation, and maintenance of renewable systems, focusing on the knowledge, attitudes, and skills necessary for success in the field; and to be an umbrella subsuming aspects of sustainable construction in building maintenance, drafting, carpentry, and welding.

OVERALL PROGRAM HEALTH (check one)		
<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)

- Consolidation of four cautionary programs (Welding, Drafting, Building Maintenance, Sustainable Technology) will strengthen the offering of Sustainable Construction Technology (redefined from Carpentry program). It is recognition how the clear line between trades and work assignments has changed.
- Recent and upcoming retirements of two program instructors leave the program without a fulltime permanent faculty coordinator as of Dec 2008.
- Program is conducted in different shop areas built in 1946 along traditional trade divisions. Instruction can be enhanced by their conversion to several “focused” shops, with much of the updating accomplished by students as part of regular coursework under supervision by faculty.
- An RDP grant in fall 2007 trained workers to install a “stand alone” photovoltaic (PV) system. After training ended, PV modules were disassembled and stored for future use.
- Three of the four major shops had their asbestos (transite) roofs replaced with standing-seam metal roofing. The original roofs could not be touched or modified due to the potential toxic nature of the transite. Removal of the transite has permitted another training project: to install a PV system. The shop roofs have long been noted as ideal for PV installation: roof areas are very large, with straight east-west alignment, a direct southern exposure, and tilted at the optimum 22 degrees for our latitude. PV installation on the shop roofs will be a vast improvement over the present small, scattered, inter-tied PV networks on campus, which contribute only a token amount to energy savings.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year’s action plan)

- Major program action has been the formal BOR approval of a synthesized program effective Sp08: Discontinuation of Building Maintenance, Drafting, Welding, and Sustainable Technology programs with aspects of their curriculum subsumed under the Carpentry Technology program pre-titled to Sustainable Construction Technology.
- Two fulltime faculty are/will retire during 2008: one position has been filled, and the other will shortly be advertised for hiring.
- Previous year action plan focused on completing program changes and updating various elements of the curriculum, which is largely accomplished. Some small adjustments may be needed over the next year or two.

Part III. Action Plan

- Complete PV installation on Building Maintenance shop and tie into the electrical grid, as a lab experience for students.
- Repair roadway thermal solar collectors fronting ELEC 23 lab and provide remote instrumentation, as example of affordable solar water heating.

3. Consolidate teaching of classes to enable more efficient use of facilities.
4. Continue faculty advising and increase student tracking.
5. Continue and increase past efforts with Service Learning.
6. Review and update curriculum to keep it in line with developing industry trends, while making sure that the basics (including verbal and computational skills) are adequately covered.
7. Develop a relationship with the Hawaiian Studies program, in recognition of ancient Hawaiian principles of sustainability and respect for the Aina.

Part IV. Resource Implications (physical, human, financial)

1. Hire fulltime faculty with sufficient broad range of skills to replace retiring instructor.
2. Increase lecture pool to add expertise in specialized courses.
3. Equip classrooms with the latest delivery options, including Elmos and computerized overhead projection.
4. Upgrade faculty computers.
5. Review equipment, tools, materials, and software needs, and increase funding to accommodate needs.
6. Costs to update the shops will be compensated by installation of rooftop PV systems that will contribute significantly to cost savings on campus energy costs.
7. Additionally, implementing future program projects that produce natural energy on campus will help to hold the line on costly utilities.

Posted to College website at:

http://maui.hawaii.edu/faculty/program_review.html