UHCC December 2007 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Liberal Arts (LBRT)

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): 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)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
The demand continues to be strong despite the decline of 1% of majors from the previous year. The efficiency of the program, with its increase in course offering, has resulted in a reduction of the average class size from 24 in Fall 2004 to 21 in Fall 2006. The effectiveness of the program, as seen in the number of degrees awarded increased from 95 in Fall 2004 to 109 in Fall 2006. This is a good trend. The value of the AA degree, as discussed in the analysis section is one that needs to be further explored, not just among faculty, but also in the business community. The adding of three new fields in Banner, pre-major, educational objectives, and career goals will help to delineate life long learners from AA degree seekers. The work on joining the UH multi-campus Foundations Board is to be commended, for by joining this board, our students will be able to transfer with fewer obstacles.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
1. Revised AA was approved by the UH President, for implementation in f08.
2. Prepared the required portfolio of documentation to join the UH multi-campus Foundations Board, which will simplify articulation issues between MCC and other campuses for all Foundations courses and allow a greater level of autonomy in the development of curriculum.
3. Curriculum proposals: course modifications (11), new (10); credential modifications (3), new (3).

Part III. Action Plan
1. Request continued support of a Liberal Arts program coordinator.
2. Support implementation of the newly approved AA degree by offering information/training sessions.
3. Support development of designation in Banner of Liberal Arts categories (i.e. degree-seeking, transfer, life long learner) to better counsel and track student progress and success.
4. Support development of Banner system to track graduates and transferees.
5. Continue to closely monitor enrollment numbers.
6. Offer more sections in Social Sciences, English, Math, Spanish, Biology.

7. Utilize more fully the University Center for liberal arts classes.

Part IV. Resource Implications *(physical, human, financial)*
Tie the Recommendations and Resource Implications with specific data for individual disciplines. For example, a request for a fulltime sociology teacher would be reasonable given the fact that all the sociology classes, when offered, fill to capacity. This cannot be said for the geography and political science classes.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
Actions must be taken to address the great job demand. The efficiency of the program has increased by the decrease in the number of classes offered. The fill rate of 77.8% in Fall 2006 versus 51.25% in Fall 2004 is a result of the decrease in the number of classes offered. Persistence rates have declined over the last three years, going from 78.69% to 64.06% to 61.82%.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
1. Matched curriculum to program SLOs ala Ruth Steil and implemented rubric to assess and generate data on student achievement of SLOs.
2. Curriculum proposals: course modifications (3); credential modification (1).

Part III. Action Plan
1. Continue to actively participate in program student advising.
2. Continue to develop program and course assessment of student learning outcomes.
3. Refine the curriculum in the capstone course by selecting the appropriate projects for the course.
4. Continue curriculum evaluation and revision for program improvement and to meet professional standards.
5. Continue to articulate with four-year colleges in Hawai'i to facilitate transfer for our accounting students.
6. Continue to improve our accounting students' job skills to meet community needs.
7. Continue to research, examine, include new software & general ledger packages for our accounting computer courses.
8. Work with the Accounting Advisory Board to market the Accounting program.
9. Offer the program courses in the evening to meet the needs of the employed community

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Part IV. Resource Implications (physical, human, financial)
Connect the request for additional positions with data.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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

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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)
Demand data shows an increase of majors from 26 in 2006 to 32 in 2006. Increase in student semester hours of 173 in 2005 to 245 in 2006. Average class size of 10 with a full rate of 31.3% is bothersome but understandable given the fact that this is a new program. Persistence decline from 92.3% to 81.25% is something that needs attention.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
Curriculum proposal: credential modification (1).
Results of prior year's action plan:
1. Completed Comprehensive Program Review by due date.
2. Hired third ABIT faculty member.
3. Responded to issues raised in earlier WASC team visit and ACSCU Commission letter granting Candidacy.
4. Completed procedures for ACCJC and ACSCU team visit on October 23-26, 2006; favorable results moved timeline for initial accreditation up to spring 2007.
5. Graduated first ABIT class in spring 2007, with three students graduating.
6. Augmented general education curriculum to include a stronger liberal arts component with offering of HUM 390V – Topic: Changes and Choices.
7. Initiated distance delivery of ABIT courses, by cabling or internetting: ICS 390v, ICS 320, BUS 320, BUS 415, MGT 310, and MKT 310.
8. Continued marketing and recruitment of students through college fairs and outreach visits.
9. Established a pool of adjunct faculty and initiated open recruitment via the UH employment webpage WORKATUH and the MCC homepage.
10. Addressed definition of applied research and scholarship for faculty within the program; faculty will produce an annual research report tying FROs to applied research.
11. Increase of program enrollment is in progress.
12. Hired ABIT counselor, who has been proactive in advising students, marketing program, and recruiting students from Maui, the State, and on the mainland.

13. Obtained student feedback via exit interviews conducted by the ABIT counselor of students enrolled in the final capstone course.
14. Prepared drafts of curricular grids for program SLOs.
15. Updated curriculum, notably HUM 400 and ICS 463.
16. Requested continuation of scholarship opportunities from Maui Land and Pineapple.

Part III. Action Plan

1. Review and modify ABIT Curriculum.
2. Negotiate agreement with West Oahu, Manoa, and Hilo to accept ABIT upper division courses.
3. Negotiate with other UHCC to coordinate their lower division programs for easy interface with ABIT program.
4. Actively recruit ABIT students with targeted marketing.
5. Support efforts to change the College name so as to remove the "community" identifier.
6. Explore alternative entry tracks for completing a baccalaureate degree in the ABIT program.
7. Support faculty research.
8. Purchase software and hardware that will assist students in preparation of presentations, websites, video streaming, audio-streaming, and encoding taped classes for online delivery.
9. Offer additional ABIT courses in the online, cable, and other distance modalities.
10. Communicate ABIT needs in IT to campus services and support.
11. Provide full student support services, including advising, tutoring, counseling, and library services that increase student retention and success in a learning centered environment.
12. Complete 2007–08 annual instructional program review.

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

Include ABIT's needs and how they tie into the program.

Posted to College website at:

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

UHCC December 2007 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 (or provide link): 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)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
The occupational demand continues to be strong and the number of majors has increased from 87 in Fall 2004 to 99 in Fall 2006; however, the student semester hours declined from 900 in Fall 2004 to638 in Fall 2006. Average class size has increased in the general business calasses from 23 in Fall 2004 to 36 in Fall 2006. Class fit numbers look very odd with 82.02% in Fall 2004 and 205.85% in Fall 2006 (This is due to spuriously high BLAW with 620% fill reported on a ODS download.) The efficiency rate of 63.64 in Fall 2006 is an increase from 59.77 in Fall 2004.

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

Results of prior year's action plan
1. Request for another faculty member in the program was not approved.

Part III. Action Plan
1. To improve the counseling for the program; this year we added the STAR system.
2. To increase staffing for the program.

Part IV. Resource Implications (physical, human, financial)
Request of an additional faculty member for the program should be framed based on data and the Business Career's programmatic relationship with ABIT.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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)*		
Healthy	*Cautionary*	*Unhealthy*
X		

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

The number of majors is on a downward trend from 71 in Fall 2004 to 62 in Fall 2006. However, the SSH has increased over that same period of time from 946 to 1010. The average class size has dropped from 25.61 to 20.43 as has the fill rate, which dropped from 80.37% to 30.05%. This is dramatic. The number of degrees awarded has been uneven with 15 in Fall 2004, 5 in Fall 2005, and 12 in Fall 2006.

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

Curriculum proposals: course modifications (2).
Business Technology website was created.
Medical Office Specialty AAS3 was added to the Business Technology Curriculum.
Students involved in service learning projects; and in Leaders in Future Technology club.

Part III. Action Plan

Implement new Business Technology Medical Office Specialty program.
Update all course outlines with SLO's and assessment information.
Improve student mentoring, advising and class scheduling with more faculty involvement.
Track retention rate from semester to semester and spring to fall.
Design a placement in employment database.
Purchase new smartboard projectors for three classrooms.

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

Continue to tap sources of revenue for your equipment requests.

Posted to College website at:

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

UHCC December 2007 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Food Service (FSER)

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 Food Services 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)*		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
In terms of the data provided by the institutional research office, the demand for the program is uneven. While the number of majors for the last three years is about the same (131, 132, 130), the more disconcerting decline is in the average class size that fell from 16.72 in Fall 2004 to 14.47 in Fall 2006. This ties with the increase in the number of classes under 10 which went from 2 in Fall 2004 to 6 in Fall 2006. Efficiency in terms of persistence has improved from 69.23 in Fall 2004 to 74.62% in Fall 2006. The effectiveness indicator, number of degrees earned, also showed an increase from a low 15 in Fall 2004 to 24 in Fall 2006. The trend is positive.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
1. Work on the UHCC Articulation Agreement led to next year's goal of requesting a program name change to Culinary Arts through Curriculum Committee process.
2. Developed two program elective classes. As financial resources for elective classes are non-existent, these two classes have not even been offered for enrollment.

Results of prior year's action plan:
1. To enact better assessment of student learning objectives, an APT was secured through Perkins and Native Hawaiian grants to develop an individualized work based learning environment.
2. To improve math competencies, tutors were made available.

Part III. Action Plan
1. Develop tangible marketing strategies to capitalize program branding.
2. Create and implement Standard Operation Procedures Manual (SOP's).
3. Prioritize program re-mapping.
4. Establish Fiscal Operating Standards (FOS's).
5. Implement evening curriculum and continue outreach programs.
6. Establish a self-generated Annual Report.
7. More closely monitor laboratory expenses while assuring students are able to practice and master cooking and baking

competencies using reasonable amounts of food and supplies.

8. Concentrate on student recruitment, program completion, and successful transition to positions in industry. Increase partnership with local PCNCs.
9. Expand class offerings into the evening. 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 various other non-credit offerings.
12. Review SLO's and refine implementation grid.
13. Develop and pilot Summer Sushi Academy.
14. Develop strategic summer plans for the instructional and operational component of program and the Pa'ina facility.
15. Re-evaluate assessment tools currently used to measure course competencies and SLOs.
16. Develop leadership skills in new faculty to assert greater leadership on campus, in industry, and in community.
17. Embrace continued positive relations with administration to assure that support from the College for its instructional and operational responsibilities is reasonable, fair, and equitable.

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

Be as specific as possible in describing what funding sources the program will be pursing as it seeks additional positions. Attach to the requests the recommendations of the AFC Accrediting Commission.

Posted to College website at:

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

UHCC December 2007 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)
The occupational demand is one that is robust. As explained in your document, this has translated into students being hired before their completion of their certificate or degrees. However, the trend for earned certificates and degree has increased from a low of three AAS degrees in 2003 to a high of thirteen in 2006. The efficiency of the program, however, is concerning as the average class size dropped from 22 in Fall 2001 to 15 in Fall 2006, and the class fit rate fell from 67.68% in Fall 2004 to 21.66% in Fall 2006. This is a dramatic drop.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
1. Submitted modification to CO.
2. Articulation agreement with local high schools revised so that only high school completers of the Academy of 2-year Hospitality & Tourism program are eligible to apply for the college credit.

Results of prior year's action plan:
1. Start on accreditation self-study: documents being gathered.
2. Continue to develop plans for courses at West Maui and Kihei; develop video streaming online and cable courses: Hospitality Law offered in Lahaina was cancelled due to low enrollment. Offered HOST 20 on cable, and HOST 101 and HOST 250 were available for the first time online.
3. Participate in resource development opportunities: Participated in Golf Tournament and program was a recipient of proceeds.

Part III. Action Plan
1. Establish itself as the preferred educational destination in hospitality management by obtaining accreditation through the Commission on Accreditation for Hospitality Management (CAHM).
2. Provide individuals employed in the hospitality industry an opportunity to expand knowledge and upgrade skills for career

advancement through: onsite video-streamed courses; specialized short-term offerings leading to certification (i.e., through t American Hotel & Lodging Association) via Office of Continuing Education & Training (OCET); work with TIM to bring professional development seminars to Maui; work with the Maui Hotel & Lodging Association to secure funding for professional development programs.

3. Expand focus of program via topics courses tailored to industry/community needs and integrate Hawaiian cultural education within the existing curriculum to effectively support "cultural tourism."

4. Utilize West Maui Center and Kihei Tech Park facility to serve the training/education needs of hotels in the Lahaina and Wai areas.

5. Develop an enrollment management/marketing strategy to recruit students (locally, nationally, internationally), including enhanced work with high school advisors.

6. Expand classroom delivery to build enrollment, e.g., online courses to meet the scheduling needs of industry professionals.

7. Create a website for the HOST program.

8. Develop an alumni association and alumni directory/newsletter.

9. Continue to track graduates by sending out graduate surveys, developing an online version.

10. Design a classroom/learning lab specifically for HOST students to accommodate front office and housekeeping simulations (i.e., computers with property management systems, equipment, etc.)

11. Work with hotels to create department rotation for coop ed students and a management trainee program for graduates.

12. Create a Hospitality & Tourism club to enable networking in the industry and involvement with activities outside the classroom environment, with an eye toward increasing retention.

13. Continue to articulate courses to various institutions.

14. Develop an enrollment management system.

15. Hire a HOST full-time faculty member (Fall 2008).

16. Complete a Memorandum of Agreement (MOA) between MCC and hotels on Maui, waiving a hotel's introductory pay for A graduates of the MCC Hospitality & Tourism program.

17. Work with TIM faculty/consortium to allow HOST students to complete online the upper division courses leading to the TIM bachelor's degree.

18. Change the A.A.S. degree offering to an A.S. degree.

Part IV. Resource Implications (physical, human, financial
Include approximate costs of the program needs.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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)
The number of majors increased from 17 in Fall 2004 to 19 in Fall 2006, and number of semester hours increased from 129 in Fall 2004 to 153 in Fall 2006. Efficiency at 54.4% is low and needs attention as does the effectiveness in terms of persistence, which fell from 82.35% in Fall 2004 to 68.42% in Fall 2006.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
Curriculum proposals: course modification (1), new (1); credential modification (1)..
Under Memorandum of Understanding with the Maui Police Department, enabled police recruits to receive 21 credits for successful completion of the MPD Police Recruit School after earning 12 credits at the college.
Convened two advisory committee meetings to collect information that resulted in several curriculum changes.

Part III. Action Plan
1. Continue to convene the AJ Advisory Committee and pay heed to their advice.
2. Increase program marketing.
3. Continue curriculum evaluation and program streamlining.
4. Continue to seek well-qualified, enthusiastic instructors that can diversify this one-person program.

Part IV. Resource Implications (physical, human, financial)
Justify the need for a tenure track position based on data.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
There is a definite decline in majors (180 in Fall 2004 to 137 in Fall 2006) which is reflected in a decline in student semester hours (905 in Fall 2004 to 693 in Fall 2006) and FTE (60.34 in Fall 2004 to 46.2 in Fall 2006). When this kind of decline in numbers occur, it also has impact on the efficiency of the program as seen in the decline of the average class size from 22.45 in Fall 2004 to 12.01 in Fall 2006 and class fit (95.3 to 59.17). Effectiveness in terms of persistence is constant as the 60% level. Program coordinator had 96 advising appointments in 2006-07.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
1. Gained approval for new CO in Youth Practitioner Certificate of Competence.
2. Other curriculum proposals: course modifications (4), new (1); credential modifications (2).
3. Hired new faculty member in early childhood.

Part III. Action Plan
Strategies to improve number of majors
1. Ensure students are classified as Human Services majors via the "Change of Information" form.
2. Expand offerings to meet community needs, e.g. offering Youth Practitioner course on SkyBridge.
3. Continue engagement with P3 grant to develop online/hybrid course delivery.
4. Work with PATCH and OCET to offer the noncredit-to-credit capstone for ED 170 (Work with Infants and Toddlers), ensuring participants are classified as HSER majors.
5. Consider strategies for enhancing coursework in the underdeveloped Educational Paraprofessional market.

Strategies to improve efficiency
1. Continue letters to human services agencies and early childhood programs.
2. Consider more courses to meet potential Youth Development Practitioner needs, in addition to the newly developed HSER 130.
3. Continue assessment work with assessment coordinator.

Strategies to improve effectiveness

1. Track students who qualify for certificates and encourage students to apply.
2. Continue to collect student data on goals through the student information sheet.
3. Continue to provide academic advising for students.
4. Pursue technology for Hale classrooms through Perkins grant.

Part IV. Resource Implications (*physical, human, financial*)
The Resource Implications section includes the idea of expansion of the program with the hiring of lecturers. When the data warrants such an expansion, discussion can occur.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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							

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)*		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program *(strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)*
Overall, the program is very strong with evidence to support its effectiveness. The demand for more nurses is very clear, and your efforts to find multiple ways to increase the number of graduates are very commendable.

Significant Program Actions *(new certificates, stop-out, gain/loss of positions, results of prior year's action plan)*
1. An additional LPN class with a Sp07 entry date was enabled with the hiring of 4 additional faculty positions funded by County of Maui.
2. Curriculum proposals: course modifications (1), credential modification (1).

Part III. Action plan
1. Continue to work with County of Maui and State officials to secure support for nursing program expansion to meet community need at all levels of preparation.
2. Secure 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 Bachelor of Science in nursing program on Maui (appendix p. 11-16).
4. Revise graduate and employer surveys for 2007 to allow more systematic reporting of results in the Systematic Program Evaluation.

Part IV. Resource Implications *(physical, human, financial)*
Continue work on seeking external funding for the nursing program. As outlined in the section, Resource Implications, the program is a high cost program, so external funding from sources such as the Oral Health Initiative and Maui County, and the other small granting sources such as Perkins, all contribute to the financial health of the program.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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

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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)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
The receiving of full accreditation in 2006, speaks clearly to the high quality of the program. The effectiveness of the program with persistence rates from 90-100% is very commendable. The efficiency rate as demonstrated via average class size has dropped from a high of 19 in Fall 2003 to 12 in Fall 2006. This same trend is seen in the number of majors in the program that went from a high of 32 in Fall 2004 to 15 in Fall 2006.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
1. Full Accreditation (without reporting requirements) earned from ADA CODA.
2. DENT 120 Dental Office Management approved by curriculum committee.

Part III. Action Plan
Outcomes Assessment Plan will be implemented by sending survey to current and former students and their employers.

Part IV. Resource Implications (physical, human, financial)
Speak to the financial health and stability of the program. While the program is needed, the tie between need and financial obligations must be balanced.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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*)
The efficiency factor in terms of average class size of 10 and 45% fill rate are consistent with the low number of majors but needs attention. The effectiveness data of the program is also bothersome as the persistence has dropped from 90.48% in 2004 to 61.20% in 2006. The analysis shows a link with high employment demand and school enrollments.

Significant Program Actions (*new certificates, stop-out, gain/loss of positions, results of prior year's action plan*)
New course (1) requested.
Prior Yr. Action plan:
1. Agriculture & Natural Resource Awareness Day was set, in consultation with high school ag teachers, for Feb08.
2. Development of tissue culture lab in conjunction with Baldwin H.S. did not work out. After looking at the cost/benefit of doing our own stand-alone lab, it was decided to use the money instead to replace aging greenhouse benches to be closer to industry standards and increase quality of product.
3. USDA CREES grant has enabled exploration of a degree more focused on Natural Resources. An Authorization to Plan proposal was put together for an interdisciplinary degree, and a new agriculture course was developed for submittal to curriculum committee in Fall '07.
4. A 2-year rotation of classes has continued. Difficulty comes in deciding which courses to offer on a 3-4 year cycle. The strong labor market has affected student enrollment.
5. Meetings were held with counterpart at HawCC to compare SLOs and assessment methods, and program SLOs have been adjusted.

Part III. Action Plan
1. Hold Agriculture & Natural Resources Awareness Day in February 2008, augmenting recruit of high school students with an MCC Ag packet.
2. Obtain and implement Turning Point system in Spring 2008, to enhance student classroom interaction and provide real-time assessment of SLOs.
3. Collaborate with Lau'ulu, AJ, and science faculty on developing a Natural Resources degree; evaluate UH Hilo and UH

Manoa Mahi'ai programs for applicability to MCC; assist in data gathering.

4. Implement laptop cart provided by Ho'okahua to create a computer lab in AG 104, and request a wireless connection.
5. Collaborate with University Center and Oregon State to create an e-campus pathway for students to earn a general agriculture BS degree online here on Maui.
6. Use para-professional help via USDA grant to improve native plant gardens on campus as a living lab for agriculture and ethnobotanical classes.
7. Work closely with new SLIM director for curriculum and campus sustainability programs.

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

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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)		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
The occupational demand continues to grow. Collision repair facilities have grown over the last 5 years from 3 – 5 large shops, to almost 8 – 10 large shops and from 10 to 17 – 20 smaller shops. The number of declared majors decreased from 14 in 2004 to 10 in 2006 as many of the students are working and attending classes part time and do not consider themselves majors. The fulltime students are declared majors. Average class size and fill rate are satisfactory with 88.75% fill rate and average class size of 14.20 students in the classroom capacity of 16 stations. Persistence of majors is falling from 57.14 in 2004 to 40 in 2006 with only 2 degrees earned in 2006.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
        The implementation of IICAR curriculum into the ABRP Program was completed in the 2006-2007 academic year. IICAR is an acronym for Inter-Industry Conference on Auto Collision Repair. They are a non-profit organization that works hand in hand with auto manufacturers, equipment manufactures, and product manufacturers to provide the latest information and training on collision and corrosion repairs, as well as refinishing procedures. NATEF/ASE use the IICAR training requirements as the standard for their ASE technician certification.

Part III. Action Plan.

Retaining students is at the forefront as a major issue for the ABRP Program. I have been trying to produce a much more "user friendly format" for the module for the students. An effort to incorporate more computer skills related assignments, such as WEB CT instruction for certain subject areas related to auto body repair, students being able to take their test and quizzes on line is foremost as my next project for the program. I have already secured on-line information and training cds and dvds for the students.

Using a lecturer or student help to retain students in the program by being able to provide more support for the

students while they are actively participating in laboratory and classroom activities.

Creating a contract between the ABRP Program, the student, and their employer to encourage the student to remain in school and receive a degree. This was suggested by an employer who has been trying to have former students from the ABRP Program and now employed by him, to return to school and graduate with a degree from the ABRP Program.

Part IV. Resource Implications (physical, human, financial)
Tie resource implication needs to the data. There are CTE funds that could assist in acquiring some of the small equipment.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
The strength of the program is in the industry's demand for qualified automotive employees (415 current position openings). Program majors increased from 44 majors in 2001 to 60 in 2006. Average class size increased from 14 to 16 and a fill rate of 97% show the efficiency of the program. The number of degrees and/or certificates awarded increase from 1 in 2001 to 9 in 2006, but the number is still not strong.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
Curriculum proposals: course modifications (4); credential modification (1).

Part III. Action Plan
Create curriculum grids aligned to National Automotive Technicians Education Foundation (NATEF) outcomes.

Part IV. Resource Implications (physical, human, financial)
Connect data to your resource requests, such as extending the program coordinator's position to an 11 month position.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Building Maintenance (BLMP)

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 program is to prepare students in general building maintenance of large or small structures. The program also acquaints students with various building trades should they desire to explore different trades prior to selecting a specialization.

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)

Data elements are low in value because program is under revision.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
This program has been absorbed by the Sustainable Construction Technology program which has combined all of the building trades under one construction technology umbrella (welding, drafting, carpentry, building maintenance and sustainable technology.).

Part III. Action Plan
New program will be in place beginning Fall 2008.
Convene advisory committee to explore ways of reaching the community with respect to program visibility, enrollment and job opportunities.

Part IV. Resource Implications (physical, human, financial)
Consolidation of programs is expected to realize a budgetary savings and improve program efficiency.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Carpentry (CARP)

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): Carpentry Technology is an Associate in Applied Science degree program that covers the principles of building construction. It is designed to prepare students for employment as a carpenter, focusing on the knowledge, attitudes, and skills necessary for success in residential and commercial construction.

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)

Data elements are low in value because program is under revision.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
This program has been absorbed by the Sustainable Construction Technology program which has combined all of the building trades under one construction technology umbrella (welding, drafting, carpentry, building maintenance and sustainable technology.).

Part III. Action Plan
New program will be in place beginning Fall 2008.
Convene advisory committee to explore ways of reaching the community with respect to program visibility, enrollment and job opportunities.

Part IV. Resource Implications (physical, human, financial)
Consolidation of programs is expected to realize a budgetary savings and improve program efficiency.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Drafting (DRAF)

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

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Program Mission Statement (or provide link): Drafting Technology is a Certificate of Achievement program that covers the principles of architectural drafting. It is designed to prepare students for employment as a Drafter, focusing on the knowledge, attitudes, and skills necessary for success in residential and commercial construction.

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)

Data elements are low in value because program is under revision.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
This program has been absorbed by the Sustainable Construction Technology program which has combined all of the building trades under one construction technology umbrella (welding, drafting, carpentry, building maintenance and sustainable technology.).

Part III. Action Plan
New program will be effective Fall 2008.
Convene advisory committee to explore ways of reaching the community with respect to program visibility, enrollment and job opportunities.

Part IV. Resource Implications (physical, human, financial)
Consolidation of programs is expected to realize a budgetary savings and improve program efficiency.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 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)		
Healthy	*Cautionary*	*Unhealthy*
X		

Part II. Analysis of Program (strengths & weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data)
Student demand for the program has declined dramatically from Fall 2001 (82 majors) to Fall 2006 (59 majors). However, the SSH numbers has greatly increased over that same period of time (123 SSH to 215 SSH). The average class size has also dramatically increased from 10 in Fall 2001 to 19 in Fall 2006. This is a clear sign of the efficiency of the program. There appears to be inconsistency in the class fit rate whereby the MAPS data say the class fit is 79.9% and the UHCC data say the class fit in Fall 2006 is 45.24%. This calls for a discussion with our institutional research office. The number of degrees offered dropped from 9 to 4 between Fall 2001 and Fall 2006; however, the number of certificates went from 0 to 7 within that same time period. The action plan to move towards two degrees may address this issue.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
Curriculum proposals: course modifications (6), new (3); credential modification (1).
Worked with Kauai CC and Hawaii CC to form the Hawaii Photonics Alliance.

Part III. Action Plan
Return to the original program structure with two AS degrees. Remove High Performance Computing Specialty and offer two degrees: Electronics Engineering Technology (EET) and Computer Engineering Technology (CET).
The Hawaii Photonics Alliance is working 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)
Several grants are currently under review to support ECET 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 2007 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

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

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)*

The UHCC and MAPS data say that the number of majors in your program has risen over the last three years, going from 20 in Fall 2004 to 25 in Fall 2006. However, more impressive is the average class size, which has risen from 25 to 46 over the same time period and the fill rate which is 113%. The graduation rate continues to be low; however, there may be valid reasons for this low rate. The persistence rate has been rising, going from 73.68% in Fall 2004 to 88.00% in Fall 2006. The program, under your guidance, 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)*
Updating curriculum to include more writing assignments, field trips. Open lab for student projects. Faculty advising and counseling. Assisting several students to be accepted into mainland fashion schools.

Part III. Action Plan
Incorporate service project into program. Continue efforts focused on developing student projects dealing with sustainability. Recycling fabrics and clothing . Continue to purchase new industrial sewing machines.

Part IV. Resource Implications *(physical, human, financial)*
Continue plan to purchase industrial sewing machines to replace old equipment.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Sustainable 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 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.

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)

Date elements are low in value because program is under revision.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
This program has been absorbed by the Sustainable Construction Technology program which has combined all of the building trades under one construction technology umbrella (welding, drafting, carpentry, building maintenance and sustainable technology.).

Part III. Action Plan
New program will be effective Fall 2008.
Develop curriculum for web-based delivery
Convene advisory committee to explore ways of reaching the community with respect to program visibility, enrollment and job opportunities.

Part IV. Resource Implications (physical, human, financial)
Consolidation of programs is expected to realize a budgetary savings and improve program efficiency.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html

UHCC December 2007 Coversheet –
Annual Instructional Program Review

College: Maui Community College

Program: Welding (WELD)

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

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Program Mission Statement (or provide link): Welding is a Certificate of Achievement program that covers the principle welding processes: oxyacetylene, electric arc, TIG, and MIG welding equipment. It is designed to prepare students for employment as a welder, focusing on the knowledge, attitudes, and skills necessary for success in residential and commercial construction.

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)

Data elements are low in value because program is under revision.

Significant Program Actions (new certificates, stop-out, gain/loss of positions, results of prior year's action plan)
This program has been absorbed by the Sustainable Construction Technology program which has combined all of the building trades under one construction technology umbrella (welding, drafting, carpentry, building maintenance and sustainable technology.).

Part III. Action Plan
New program will be effective in Fall 2008.
Convene advisory committee to explore ways of reaching the community with respect to program visibility, enrollment and job opportunities.

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

Consolidation of programs is expected to realize a budgetary savings and improve program efficiency.

Posted to College website at:
http://maui.hawaii.edu/faculty/program_review.html