Electronics Technology







At a minimum, each program or unit Annual Program Review Update shall include measures described in <u>UHCCP 5.202</u>. Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

The Program's mission is to produce graduates who are technically competent, can communicate and work with others effectively, demonstrate responsible citizenship, leadership and an awareness of the global context of their work.

Part I. Program Description

Date of Last	2018
Comprehensive	
Review	
Date Website Last	2017
Reviewed/Updated	
Target Student	Click or tap here to enter text.
Population	
External Factor(s)	Click or tap here to enter text.
that Affected the	
Program or Unit	

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all <u>Instructional programs</u> and <u>Academic</u> <u>Support</u> programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by <u>UHCCP 5.202</u> that are not provided as ARPD (<u>Administrative Service</u> programs and some Student Support <u>programs</u>) under review in table format below (EP 5.202 and UHCCP 5.202).

2019 Kaua'i Community College ARPD

Program: Electronics Technology

The Overall Program Health is Cautionary

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

Demand indicators provided by the UH system with one CIP code state 1 (one) county prorated job is available. But, by remaining in contact with graduates and local employers, the program is able to report that all the graduates get employed. Furthermore, the local high tech employers come to the program building and try to recruit students for technician positions even before they graduate. The demand is far greater than the number of students graduating from the program. This program believes the Unhealthy indicator for Demand is inaccurate.

Efficiency indicator of Cautionary depends on fill rate and majors to FTE BOR appointed faculty. The program fill rate is 64.2%. The program would need to fill approximately two more seats to achieve a healthy rating of 75%, or approximately two more students.

Effectiveness Indicator is Healthy with 69% persistence fall to spring and 11 unduplicated degrees and certificates awarded.

All Perkins Core Indicators are unmet this year. Some explaination comes from the fact that students were hired before they completed their degree. Non-trad also remains a difficult indicator to meet, but the program's actuals are in line with mainland schools for Electronics Technology.

A reduction in the amount of student internships available impacted the program enrollment. Also, enrollment for the entire campus is down. Program: Electronics Technology

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

- 1. List of the PSLOs.
- 2. Indicate PLSOs that were assessed in the year of this APRU.
- 3. Assessment findings.
- 4. Changes that have been made as a result of the assessment findings.
- 5. Next planned assessment date.

PSLO	Assessed During this APRU Cycle	Findings Improvements Implemented		Next Assessment Date
	(Y or N)			Date
1. Demonstrat e an appropriate mastery of the knowledge, techniques, and skills in the use of contemporary tools of electronics technology	No	Due to the PSLOs written in a high level style, they are not assessable with our Via LiveText System.	New PSLOs that are quantitatively assessable and aligned with the curriculum are proposed	Spring 2020
2. Demonstrat e theoretical and technical knowledge of components, systems, and control processes that govern the outcomes of systems for purposes of operation, maintenance, and improvement.	No	Due to the PSLOs written in a high level style, they are not assessable with our Via LiveText System.	New PSLOs that are quantitatively assessable and aligned with the curriculum are proposed	Spring 2020
3. Apply current technical knowledge in the analysis and solution of technical problems	No	Due to the PSLOs written in a high level style, they are not assessable with our Via LiveText System.	New PSLOs that are quantitatively assessable and aligned with the curriculum are proposed	Spring 2020

effectively on teams interacting with all levels of personnel, fully adding to the dynamics of the groupPSLOs written in a high level style, they are with our Via LiveText System.are quantitatively assessable and aligned with the curriculum are proposed5.NoDue to the PSLOS written in a high level in a high level system.New PSLOs that quantitatively assessable and are are quantitatively assessable and are are quantitatively orally, in writing, and by means of the various electronic communicationNoDue to the PSLOS written are tim a high level system.New PSLOs that are assessable and aligned with the curriculum are proposed6.Exhibit professional, ethical, and social responsibilities showing a respect for diversity and an awareness of contemporary professional, societal, and global insustesNoDue to the put to the professional, system.Spring 20207.Explain the NoNoDue to the put to the professional, societal, and global issuesNoDue to the put to the put to the put to the professional, societal, and global issuesNoDue to the put to the put to the put to the put to the professional, societal, and global issuesSpring 20207.Explain the vith our Via and continuous professional and continuousNoDue to the put to the put to the put to the put to the put to the put to the professional, societal, and global issuesNoDue to the put to the put to the put to the put		.		N. DOLG 1	
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4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan	Anticipated Outcome	Actual Outcome
Recruit students	improved Efficiency Indicator	Click or tap here to enter
	and Perkins core indicators	text.

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

GIS courses are an elective in the Electronics Technology program, which would also lead to local jobs. Currently, there is no instructor.

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic	Achieved (Y	Benchmark	Desired	Actual	Unit of
Goal or	or N)?		Outcome	Outcome	Measure
Priority**					
Maintain	Yes	Click or tap	Hire a tech to	Program still	Click or
program		here to enter	continue	had a	tap here to
assets		text.	program	dedicate	enter text.
			support	technician to	
				care for	
				assets, but	
				this is now	
				discontinued	
Upgrade	No	Click or tap	Click or tap	no funding	Click or
existing (grant		here to enter	here to enter		tap here to
funded)		text.	text.		enter text.
computers					
Offer	No	Click or tap	Click or tap	Instructors	Click or
CompTIA		here to enter	here to enter	already	tap here to
security and		text.	text.	teaching on	enter text.
Network				overload for	

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
classes (not CISCO vendor specific)				past year, so no time to implement	
Grow on-line engineering courses	No	Click or tap here to enter text.	enrollment >10	enrollment <4 and lack of system cooporation	Click or tap here to enter text.

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

Ultimately not meeting the first 3 goals will mean the program falls behind. Due to the large amount of high tech equipment used for teaching electronics, a dedicated technician is needed, but this position was grant funded and no longer exists. Faculty can not focus on teaching and program growth with much equipment to maintain. This campus has the best equipped lab in the state and students here are very fortunate, but it needs to be maintained. On line engineering courses are offered, but other UH campuses need to cooperate so that

enrollment will be sufficient.

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic	Benchmark	Desired	Unit of	Year(s)
	Goal/Priority (List		Outcome	Measure	Implemented
	number)				
Hire a	Goal 9, Goal 13	Click or tap	high tech	Click or tap	indefinite
technician		here to enter	equipment	here to	
		text.	and state of	enter text.	
			the art labs		
			are		
			maintained		

5. **Resource Implications**

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

□ I am NOT requiring resources for my program/unit.

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

Program Goal	Maintain program assets
Resource Requested*	permanent electronic/mechanical technician
Cost and Vendor	Click or tap here to enter text.
Annual Recurring Cost	\$60,000
Useful Life of Resource	indefinite
Person(s) Responsible and Collaborators	G.Purvinis, R. Swanson, G. Talbo note: Tech can support entire Trades division, not just Electronics
Timeline	asap

*An approved ITAC Request Form must be attached for all technology requests