

Electronics Technology



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

2019 Kaua'i Community College ARPD

Program: Electronics Technology

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). 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 Comprehensive Review	2018
Date Website Last Reviewed/Updated	2017
Target Student Population	Click or tap here to enter text.
External Factor(s) that Affected the Program or Unit	Click or tap here to enter text.

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 [Instructional programs](#) and [Academic Support](#) 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 [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

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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 explanation 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.

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.

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1. Demonstrate 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. Demonstrate 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

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<p>4. Function effectively on teams interacting with all levels of personnel, fully participating, and adding to the dynamics of the group</p>	<p>No</p>	<p>Due to the PSLOs written in a high level style, they are not assessable with our Via LiveText System.</p>	<p>New PSLOs that are quantitatively assessable and aligned with the curriculum are proposed</p>	<p>Spring 2020</p>
<p>5. Communicate effectively orally, in writing, and by means of the various electronic communication devices.</p>	<p>No</p>	<p>Due to the PSLOs written in a high level style, they are not assessable with our Via LiveText System.</p>	<p>New PSLOs that are quantitatively assessable and aligned with the curriculum are proposed</p>	<p>Spring 2020</p>
<p>6. Exhibit professional, ethical, and social responsibilities showing a respect for diversity and an awareness of contemporary professional, societal, and global issues</p>	<p>No</p>	<p>Due to the PSLOs written in a high level style, they are not assessable with our Via LiveText System.</p>	<p>New PSLOs that are quantitatively assessable and aligned with the curriculum are proposed</p>	<p>Spring 2020</p>
<p>7. Explain the importance of commitment to quality, timeliness, and continuous professional improvement in adapting to emerging technologies</p>	<p>No</p>	<p>Due to the PSLOs written in a high level style, they are not assessable with our Via LiveText System.</p>	<p>New PSLOs that are quantitatively assessable and aligned with the curriculum are proposed</p>	<p>Spring 2020</p>

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

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

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**