UHMC Academic Programs and Disciplines Budget Request Prioritization Form

Program/Discipline Requesting: Construction Technology (CTEC)

Title of Request: CTEC Faculty Position: FTE C-2 Instructor Position, 9 month, tenure track

Amount of Request: Base Salary: $54,084 (based on 2017-2021 UHPA/BOR Contract)

Category (Circle the rating that applies)	N/A(0)	Low (1)	Medium (2)	High (3)
Request linked to strategic plan	No linkage to measure	Circle if negligible Linkage to mission and goals with weak justification	Circle if moderate linkage to mission and goals with some justification	**Circle if directly linked to strategic plan with strong justification**

Briefly explain your selection:

Funding for a second CTEC FT Faculty position continues to be the primary budget request for the CTEC program. The position will support student learning and offer students more sections of classes more often allowing for enrollment growth, address issues such as program recruitment and unmet Perkins indicators 5P1 and 5P2 (in relation to support of nontraditional students). Additionally, the position will expedite curriculum development and industry certification of students, and program representation within the college and community, ultimately elevating and reinforcing our graduates' employment potential in the building and construction industry.

Funding for a second FT Faculty position supports the following 2015-2021 UHMC Strategic Directions:

STUDENT SUCCESS- Goal: To build pathways and assure learning

- **Objective 1: Policies and practices to help students enroll in and progress through college**
  a. Design effective and efficient pathways to learning and educational progress for students
  b. Provide relevant courses/programs, support services, and activities that enhance students' intellectual, social, cultural, professional, and personal development
  c. Create and sustain a welcoming, safe, and supportive environment that encourages fuller participation in the College, and promotes behaviors that lead to success
- **Objective 2: Optimal learning environments and effective and timely support for struggling students (especially Native Hawaiian and underrepresented students)**
  a. Establish learning and learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds
- **Objective 3: Evaluation and assessment practices to understand and improve educational effectiveness, especially Native Hawaiian and underrepresented students**
  a. Systematically track, monitor, and share data to improve student success initiatives, especially for underprepared and

UHMC Academic Programs and Disciplines Budget Request Prioritization Form

underrepresented students

b. Improve data collection to inform decisions about program and curriculum that align with current and future needs of stakeholders such as students, government, businesses, community agencies, and industry partners

c. Assess the programs, activities, and services that foster and enrich the student experience

QUALITY OF LEARNING- Goal: To encourage and maintain high-quality learning across the institution

- **Objective 1: A college culture that promotes excellence in teaching and learning for students, faculty and staff.**
  a. Maintain an appropriate level of full-time faculty and staff, including at Outreach centers, to foster quality teaching, learning, innovation, and growth
  d. Support a culture of ethics, achievement, and commitment to the college mission by students, faculty, staff, and administration
  e. Expand educational options for students through external partnerships that advance the College's mission

- **Objective 2: High quality degrees, certificates and courses that meet student, industry, and relevant stakeholder need.**
  a. Develop and maintain a comprehensive process for assessing the quality of student learning at the college, program, and course levels that inspires continuous improvement through 1) identification of best practices and educational gaps and 2) implementation of action plans in response to assessment findings
  b. Provide high-quality distance learning and outreach opportunities for students using assessment practices that ensure parity with classroom-based learning
  c. Track and improve vigorous College-Wide Student Learning Outcomes (CASLO) and Program Learning Outcome (PLO) assessment in response to student/program needs to improve student learning

- **Objective 3: Physical and fiscal support for high-quality teaching and learning.**
  b. Consolidate and coordinate academic support services to expand access for students learning
  d. Assess and align processes for budgeting and disbursement of resources with a focus on student learning

- **Objective 4: Broad support for non-traditional and underprepared students with varied challenges.**
  a. Increase faculty and lecturer participation in professional development on strategies that help students with special needs and disabilities learn and succeed in college
  b. Assess, prioritize, and expand innovative and rigorous developmental education options, including learning communities, accelerated courses, and student tutors in the classroom
  c. Provide processes for students to efficiently receive college credit for appropriate prior learning experiences
  d. Assess and improve appropriate support services that directly impact non-traditional and underprepared students with varied challenges
  e. Pursue grants and other external resources that provide support for underserved populations

UHMC Academic Programs and Disciplines Budget Request Prioritization Form

HAWAI\`I PAPA O KE AO- Goal: To empower Native Hawaiians, the Indigenous People of Hawaiʻi, by creating a model Indigenous-Serving institution of higher education that perpetuates cultural traditions, language, history, and values to promote student success, leadership development, and well-being of ʻohana (family) and community

- **Objective 1: Native Hawaiian students who build on the knowledge and skills of kupuna as a foundation from which to achieve personal and academic success in college and throughout life**
  a. Provide college readiness initiatives for Native Hawaiian youth
  b. Implement culturally responsive and community-based recruitment and retention strategies to increase Native Hawaiian student enrollment, retention, and graduation
  d. Integrate learning experiences that link classroom learning and campus and community engagement
  ii. Maintain an appropriate level of full-time faculty and staff, including at Outreach centers, to promote Native Hawaiian student success
  iii. Utilize institutional research data and multiple pathways and formats to assess Native Hawaiian student success

COMMUNITY NEEDS & WORKFORCE DEVELOPMENT- Goal: To prepare students to meet current and emerging community and workforce needs and opportunities.

- **Objective 1: Continuous evidence-based understanding of community and workforce needs and opportunities**.
  a. Regularly engage employers and community stakeholders to understand community and workforce needs to improve curriculum, program offerings, and college operations
  b. Design and implement research to identify current and future needs of government, businesses, community agencies, and industry partners, as well as statewide and county initiatives and trends
  c. Connect programs and departments with relevant data analysis to respond to new or emerging career, service, and/or entrepreneurial opportunities to support student success
  d. Identify and implement assessment metrics or tools to gauge success of meeting Maui's workforce needs
  e. Integrate campus staff into workforce partnerships and community boards
- **Objective 2: Credit and non-credit curriculum that are connected with relevant community and economic needs.**
  a. Identify, prioritize, and develop academic programs and OCET courses that fit with community and workforce needs
  b. Establish a non-credit to credit class conversion process to meet industry needs when appropriate
  c. Strengthen program advisory committees and stakeholder engagement with programs
  d. Create opportunities to address community projects and needs through experiential learning and demonstration of "real-life" skills

UHMC Academic Programs and Disciplines Budget Request Prioritization Form

- **Objective 3**: **High quality Outreach centers to meet the credit and non-credit needs of the community**
  a. Assess, analyze, and prioritize Outreach program fiscal, curricular, infrastructure, and human resource needs to better meet the needs of the community
  b. Support Outreach programs to respond to prioritized needs
- **Objective 4: Consistent communication with the community about the College's mission and offerings**
  b. Collaborate with other agencies for promotion of higher education throughout the community

SUSTAINABILITY- *Goal: To create a culture of sustainability at UHMC in its communities and environments by embedding sustainability practices and processes throughout the College*
- **Objective 1: An evidence-based understanding of systems on campus for prioritizing sustainable practices and improvements**
  a. Assess and analyze campus systems such as business processes, space allocation, scheduling, technology use, energy and other resource use, and decision-making processes for effectiveness and sustainability, and incorporate these systems into sustainability decision-making processes
  b. Connect relevant programs and departments and recommend improvements and prioritize action based on system analysis
- **Objective 2: Continuous, comprehensive leadership and coordination for UHMC sustainability efforts that promote a dynamic vision and understanding of sustainability**
  c. Develop mechanisms for symbiosis, partnerships, and expansion of net benefits by leveraging sustainable use of resources
- **Objective 3: Significant human, fiscal, and physical campus resource decisions reviewed through a "Sustainability Lens"**
  b. Develop and maintain an ongoing list of priority proposals, as well as facility and human resource needs which will promote sustainable practices on campus and Outreach centers as part of the budget process
  c. Create incentives for the development and implementation of sustainability practices by UHMC internal stakeholders, and to promote community partnerships and collaborations
- **Objective 4: A dynamic UHMC Sustainability Plan using a continuous improvement approach to address College goals, UH System, and UHCC System goals**
  b. Establish, prioritize, and develop symbiotic action strategies for performance targets related to social, cultural, environmental, economic, and other relevant areas to seek sustainability in operations; education, research, and service; planning, administration, and engagement; and cultural and community connections

UHMC Academic Programs and Disciplines Budget Request Prioritization Form

Supported by CASLO and/or PLO assessment	No linkage to measure	Circle if negligible linkage to CASLO and/or PLO assessment	Circle if moderate linkage to CASLO and/or PLO Assessment	Circle if strong linkage to CASLO and/or PLO Assessment

Briefly explain your selection:

The CTEC program's recent name, PLO, map, course, SLO and competency curriculum changes were facilitated by an aggressive advisory committee committed to providing relevance to industry standards and proficiencies. Lecturers for specific trades participate in the PLO and CASLO assessments and are consulted in curriculum and course outline development. However, they are do not have the responsibilities of developing and proposing new curriculum to meet the needs of the community/industry, or are they prepared to do so.

The current single faculty is responsible for the assessment of multiple courses in the industry fields of: Architecture, Blueprint Reading, Carpentry, Electricity, Facilities Maintenance, Masonry, Occupational Safety & Health (OSHA), Painting and Decorating, Plumbing, Preventive Maintenance, Refrigeration and Air Conditioning, Small Equipment Repair, Sustainable Energy and Energy Production, and Welding. Additionally, local industry and the CTEC Advisory Committee consistently request that the program's course, certificate, and degree options be expanded to allow for specific trade specialization and industry recognition and certifications.

As noted in the 2017 CTEC Program Review and responses to ARPD data, now that the program's new PLOs have been linked to SLOs in all course submissions, updating and streamlining the CTEC program map, rigorous PLO assessment is scheduled in order to maintain the credibility of the program's course, certificate and degree offerings.

PLO MAP by COURSE	AEC 110	BLPR 101	CARP 20	CARP 40	CARP 43	ELEC 20	ELEC 23	ENRG 101	ENRG 103	MAIN 20	MAIN 30	MAIN 40	MAIN 50	MAIN 55	MAIN 60	MAIN 65	MAIN 70	OSH 10	WELD 19D
PLO 1	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
PLO 2	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
PLO 3	X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X
PLO 4		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		
PLO 5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PLO 6	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X
PLO 7		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Last PLO Assessment	SP 2017	SP 2017	SP 2017	SP 2017	SP 2017	SP 2015	SP 2015	SP 2017	SP 2017	FA 2016	FA 2016	FA 2016	FA 2016	FA 2016	FA 2016	FA 2016	FA 2016	SP 2017	SP 2015
Next PLO Assessment	FA 2020	SP 2021	FA 2021	FA 2021	SP 2022	SP 2018	SP 2018	FA 2022	FA 2022	FA 2018	FA 2018	SP 2019	SP 2019	FA 2019	FA 2019	SP 2019	SP 2020	FA 2020	FA 2017
Course 5-Year Review Submission Schedule	2021	2021	2021	2021	2021	2018	2018	2022	2022	2019	2019	2019	2019	2019	2020	2020	2020	2022	2018

Although the current single full-time faculty for the program is well versed in the vast majority of trades represented in the CTEC program, PLO and CASLO assessment as well as curriculum development for specific trades related courses would be a shared responsibility based on the new faculty's industry/trade experience.

UHMC Academic Programs and Disciplines Budget Request Prioritization Form

Cost/Benefit (e.g. How many students impacted in relation to cost)	No linkage to measure	Circle if low value compared to cost	Circle if medium value compared to cost	**Circle if high value compared to cost**

Briefly explain your selection:

From CTEC Advisory Committee Recommendation Letter to Chancellor Hokoana, October 15, 2017

*"There are numerous areas that the Program Coordinator could be more productive if the CTEC Program is able to secure a second faculty position. These areas include but not limited to: high school and industry outreach efforts, new class development and aligning of the Program to National Standards to provide additional National recognized certification to the Program and students. As noted in WSCUC accreditation team recommendations from their April 2-5, 2014 and January 31-February 5, 2017 visits, **a program serving more than 60 students** (and **more than 75 in the Fall 2017 semester**), such as the CTEC Program, cannot rely on one individual for perpetuity."*

A second faculty position would aid in addressing the future of growth and sustainability of the program. Although the single program full-time faculty has been quite successful in creating partnerships and articulation agreements with Job Corps and OCET, piloting Prior Learning Assessment (PLA) and credit to non-credit articulation, and developing other initiatives for recruitment, the current workload for a single faculty does not provide the faculty member adequate time to interact and represent the CTEC program, at a consistent level, with all of the potential agencies (DOE, UH System, industry partners, etc.) to expand enrollment and improve curriculum at a pace to meet industry and community needs.

A second faculty position is imperative to responding to recent events prompting the CTEC and other UHMC Voctech programs to develop stronger partnerships with the DOE to develop pathways for high school students to attend trades and apprenticeship classes at UHMC as part of their high school education in response to the federal government agenda to promote "blue collar" training instead of traditional Liberal Arts and Bachelor degrees. Additionally, a second faculty position would facilitate CTEC courses be taught at UHMC Outreach centers based on their local employment needs.

Relationship to Accreditation	No linkage to measure	Highlight if minimal relationship to accreditation	Highlight if some relationship to accreditation	**Highlight if significant relationship to accreditation**

Briefly justify your selection:

From 2008-2013, the program was supported with 3-9 faculty positions, always meeting or exceeding the "Healthy" rating for student to faculty ratio in the scoring rubric. Due to changes in program full-time faculty and administrative budget decisions in Fall 2013 the CTEC program was left with one FT Faculty position representing more than 60 students each academic year with more than 75 registered in Fall 2017. This has forced the program to maintain a "Cautionary" rating since.

Prior to preparing their report for final UHMC's final accreditation, The WSCUC Senior Accreditation Team conducted interviews with program

coordinators with particular focus on larger single-faculty programs and how various challenges were being met and supported. Throughout the accreditation process, the WSCUC Team has continually made recommendations to UHMC, based on faculty-to-student ratios that facilitate program and student success, for faculty count increases for single-faculty programs with disproportionate student to faculty ratios as evidenced in ARPD data, CTEC Program Reviews and Advisory Committee recommendations, and consistently in program and department budget requests from 2013 to present.

The workload of one FT Faculty and the current Program Lecture staff does not support scheduling of classes, or expansion of the programs curriculum to meet industry educational requirements for specific trades, or for students to graduate within 2, or more often, 3 years. As trades course lecturers are traditionally current experts in their specific trade, the majority teach around their "day job" schedules and due to guidelines for class sizes for most CTE/VocTech hands-on lab courses, and with approximately 60-65% part-time student enrollment, students often must postpone graduation for multiple semesters which complicates retention, persistence, and completion issues.
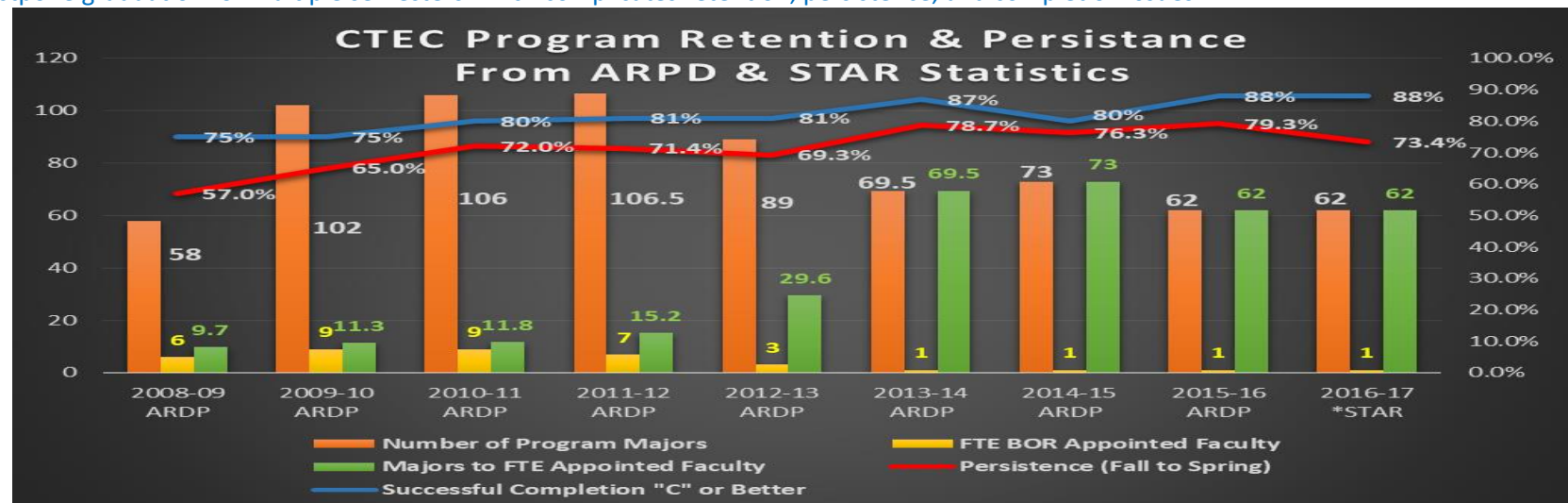
From CTEC Advisory Committee Recommendation Letter to Chancellor Hokoana, October 15, 2017

"The Committee continues to be concerned about the long term success, viability, and sustainability of the CTEC Program with only a single faculty and expressed this concern in previous years' budget recommendations. The CTEC Program functioned with three (or more) full-time faculty until the end of the 2012-2013 academic year. We believe that the teaching requirements and institutional demands placed on the Program Coordinator are well beyond what one person should be required to fulfill."

"The CTEC Program Advisory Committee again unanimously recommends that UHMC Administration conscientiously consider making a priority of the creation and hiring of a second full-time, permanent, Faculty position for the CTEC Program."

UHMC Academic Programs and Disciplines Budget Request Prioritization Form

Safety/Compliance Issue	No linkage to measure	Circle if minimal relationship to safety and/or compliance	**Circle if moderate linkage to safety and/or compliance**	Circle if significant relationship to safety and/or compliance
Briefly justify your selection: A single program faculty for a multiple trades program such as CTEC cannot be expected to keep up with all of the latest industry technicalogical changes and safety concerns related to each trade. Hands-on trades courses have inherent dangers associated with them and must be taught at an instructor to student ratio of 1:16 in many of the CTEC courses due to safety concerns The limited CTEC program lecturer pool is currently unable to offer additional sections of courses to keep up with industry and student demand and current lecturer's schedules. In addition to teaching the required load of courses, a second full-time faculty would share responsibility with the current faculty in the management of the trade shops to keep them compliant with industry safety standards, securing funding for and procuring current industry equipment and resources for the safe training of students, and developing curriculum that meets industry safety standards. Additionally, as UHMC addresses DOE partnerships for early admittance of juvenille students (grades 10-12) to the trades courses, a second faculty position will be essential in providing a safe learning environment.				
Total score for all columns: 0 + 4 + 9= 13	Total score for column: **1 x 0= 0**	Total score for column: **2 x 2= 4**	Total score for column: **3 x 3= 9**	

Briefly add any important information that may be missing from above:

The addition of a second full-time faculty would allow for the CTEC program to:

- Rely on more than one person for the sustainability, safety, and responsibility of a multifaceted, successful program with room to grow
- Respond to and meet multiple WASCUC accreditation and CTEC Advisory Committee recommendations addressing faculty to student ratios
- Convert a significant portion of lecturer covered courses to a full-time position with shop management, curriculum development, and college and community service responsibilities (less assigned time/overload would be required for the current single program faculty)
- Grow through expanded recruitment efforts in high schools and community; and expand industry, educational, and community partnerships
- Focus on recruitment and support of Native Hawai`ian and non-traditional program students
- Run multiple sections of courses to enhance enrollment, persistence and completion of part-time students
- Identify, create, and expand CTEC program curriculum to meet industry workforce requirements and demand
- Offer training with up-to-date equipment, and current and relevant curriculum in a safe learning environment
- Increase UHMC Outreach efforts for workforce training such as the Moloka`i offering of the CTEC Program CO: Small Equipment Repair
- Capitalize on recent partnerships and articulation with OCET in course and certificate development, non-credit to credit alignment, and assessment and award strategies for prior learning
- Represent the CTEC program and UHMC Voctech Department equitably, in relation to the number of students served, in campus and UH System meetings and activities and be prepared to fill committee seats (Curriculum, Sustainability, Strategic Planning, Academic Senate, and other committees) and leadership positions (Department Chair, Program Coordinator etc.) at the end of appointment term or term limits