

**MAUI COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW 2005-2006
APPLIED BUSINESS AND INFORMATION TECHNOLOGY
PROGRAM (ABIT)**

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October 30, 2006

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Note:

Annual Assessment Reviews for the ABIT Program were completed for academic years 2003-2004 and 2004-2005 even though the program was not an officially recognized program, in anticipation of the scheduled March 15-17, 2005 review by the Accrediting Commission for Senior Colleges and Universities (ACSCU) and the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The WASC Senior Commission took action to approve the ABIT Program for Candidacy through July 15, 2009 during its June 15-17, 2005 annual meeting (Appendix A) based on a report submitted by an ACSCU/ACCJC team that visited Maui Community College (Maui CC) during the period March 15-17, 2005 to review the ABIT program for candidacy or initial accreditation (Appendix B).

As a result of the above action, beginning academic year 2005-2006, the ABIT Program will be included in the college's program review process (Appendix C). Meanwhile, Maui CC's accreditation with ACCJC continues. As a result of the above actions, a new policy and a proposed schedule and process was developed by both Commissions (ACSCU and ACCJC) for Maui CC for the next three years:

Oct 2006 - A team for the ACCJC regularly scheduled comprehensive review of Maui CC to be joined by a team member from ACSCU who will review the ABIT program. Maui CC will include a section of its report to ACCJC that will respond to the June 2005 ACSCU Commission action letter and recommendations of the March 2005 visiting team. The institution's report to ACCJC, including the section addressing the ABIT program, is due to both Commission offices by September 5, 2006.

Jan 2007 - The report of the October 2006 visiting team will be provided to both Commissions. The ACCJC Commission will take action as appropriate. The ACSCU team member section of the report on the ABIT program will be considered by the ACSCU Commission as a Special Visit team report.

May 2007 – Maui CC graduates first ABIT class

Oct 2007 - Review for ACSCU initial accreditation will include two ACSCU team members and one ACCJC team member. The institution's report will focus on any recommendations from the fall 2006 team member reports and February 2007 ACSCU Commission action letter and any comments from the ACCJC Commission, as appropriate. Topics addressed in the initial accreditation institution report should include the baccalaureate in the UH

community college system planning; funding for the ABIT program; ABIT faculty qualifications, expertise, workload, and expectations for scholarship and research; general education; technology and information resources support; student learning results for the program; and graduates' employment and transcripts, among other relevant topics in the context of ACSCU Standards and Criteria for Review. The institution's report will be due August 1, 2007.

Feb 2008 - The Joint ACCJC/ACSCU Committee will convene on the first morning of the ACSCU Commission meeting to receive the 10/07 institution and team reports and related documents and to consider ACSCU initial accreditation for Maui CC. If the decision is affirmative, the Joint Committee has authority to act on behalf of both Commissions to reaffirm accreditation by the ACCJC and to grant Initial Accreditation by the ACSCU. If the Joint Committee intends to deny accreditation, it will present this as a recommendation to the full Senior College Commission. A decision by the ACSCU to grant initial accreditation is contingent upon continuing reaffirmation of institutional accreditation without sanction by the ACCJC.

In preparation for a status review by a representative of ACSCU in conjunction with the ACCJC scheduled comprehensive review of the college scheduled for the period October 23-26, 2006, a Comprehensive Program Review is presented below.

For clarification, it should be noted that discussions in this review are confined to the upper two years of an overall four-year program. Discussions for the first two years can be found in reviews for the Business Careers III program that is the lower division path to acceptance to the ABIT program. In addition, because of specific documents unique to the ABIT program, Appendices A-G from the instructions have been modified.

I. OVERVIEW OF THE PROGRAM

A. *Mission and Vision of the College:*

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.

Maui Community College envisions a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. *Mission and Vision of the Program:*

The mission of the ABIT Program at Maui CC is to prepare graduates to be productive professionals who can make responsible business decisions and use information technology wisely in a changing world. This mission

statement will be published in the 2006-07 College catalog (page 27) and will be included in all formal publications related to the ABIT program.

The ABIT Program mission is congruent with the mission of Maui CC in that the program offers credit educational opportunities and strives to create a student focused educational environment that emphasizes high quality teaching and learning. As with the college, the ABIT Program serves a diverse student population, many of who are first generation university students, and we are responsive to the needs of both traditional and non-traditional students whose life experiences and commitment to learning enrich the overall educational environment.

In addition, the ABIT Program is designed to be increasingly recognized by our stakeholders for preparing self-confident, competent graduates able to perform effectively in a changing environment. We recognize the following stakeholders as principal partners to our success:

- Students and Alumni
- College Administration and Faculty
- Employer/Business Community
- Local Community
- Governmental and non-Governmental organizations

The goals for the ABIT Program can be summarized as follows:

- To prepare graduates to develop and own, operate, and/or manage small-mid size businesses;
- To work in management and technology positions in a variety of local and global business setting;
- To help students prepare for entrance into graduate studies.

Attainment of program goals is based upon program outcomes. Program outcomes describe specific skills, attitudes, and abilities to be mastered by learners completing a program. They can be used to communicate performance expectations to potential students, new faculty, and industry partners. Program outcome assessment provides a method for continuous improvement of the program. Outcomes must be measured by collection of specific performance data on an annual basis. The analysis of the data gathered is then used to suggest program improvements. To accomplish these program goals, the following learning outcomes for the ABIT program have been established:

Upon successful completion of the ABIT Program, the student should be able to:

- 1.1 Demonstrate in written or oral form appropriate knowledge of the principles of the essential business disciplines of accounting, economics, finance, law, management, and marketing;
- 1.2 Apply knowledge of essential business disciplines and use business research methods to analyze information in order to develop solid business plans and strategies, and make effective and efficient business decisions;
- 1.3 Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships;
- 2.1 Demonstrate in written or oral form appropriate knowledge of the principles of computer literacy, computer troubleshooting, networking, computer applications and e-commerce;
- 2.2 Utilize technological tools (e.g., the internet) to conduct business-related research;
- 2.3 Demonstrate knowledge of operating system, database, word processing, spreadsheet, presentation and web development applications by designing, creating, viewing, saving, retrieving and editing appropriate files;
- 2.4 Apply knowledge of Graphical User Interface (GUI) and Event-Driven Programming (EDP) to designing, creating, and testing computer programs;
- 2.5 Apply knowledge of E-commerce by designing, creating, and testing appropriate E-commerce sites using development tools
- 3.1 Apply critical thinking skills to evaluate information, solve problems, and make decisions;
- 3.2 Use information retrieval and technology;
- 3.3 Apply quantitative reasoning to enhance independent or group decision-making skills;
- 3.4 Communicate effectively with others utilizing appropriate forms of oral communication methods including multimedia presentations that

applying information technologies and serve particular audiences and purposes; and

3.5 Demonstrate an appropriate level of written communication.

C. Relation to Maui CC Strategic Plan:

As an educational program, the ABIT Program will address the following priority goal objectives identified within Maui CC's 2003-2010 Strategic Plan:

- 1.1 - Achieve a shared institutional culture that makes student learning and success the responsibility of all
- 1.3 - Develop and implement a comprehensive evaluation system for regular review of all educational and student service programs
- 2.1 - Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH University system and with other public and private educational, governmental, and business institutions
- 3.1 - Establish Maui CC as a preferred educational and training destination for local, national, and international students

D. Program Faculty (full and part-time):

The ABIT program is currently led by its Program Coordinator David Grooms, Associate Professor CC. Mr. Grooms joined Maui CC in August 1996, holds a Master of Business Administration degree from California State University, Bakersfield, and a Master of Science degree in Geology and Geophysics from the University of Hawai'i Manoa. His courses for ABIT include Intermediate Financial Accounting and Principles of Finance. Mr. Grooms has also taught both financial and managerial accounting at the upper division level for the University of Hawai'i West O'ahu. Prior to coming to Maui CC, Mr. Grooms worked at Occidental Petroleum; and, was a small business owner in Bakersfield, California.

In June 2005, the University of Hawai'i Board of Regents approved three full time tenure-track faculty general fund positions specific to the ABIT program. As a result of this action, our two ABIT faculty already on staff, Drs. Rafael Boritzer and Margaret Christensen were converted to tenure-track status at the Assistant Professor CC level effective August 1, 2005. In addition, we are nearing the completion of the hiring process for a third PhD faculty in the area of the Liberal Arts as suggested in the WASC Visiting Team Report. The selected candidate should begin duties on August 1, 2006 and, in addition to the faculty's teaching and research responsibilities, will

take over the leadership effort to streamline the general education component of the ABIT program.

These changes for ABIT faculty illustrate the goal to provide sustainable funding for the ABIT program by University of Hawai'i leadership. Faculty vitae as follows:

Rafael Boritzer, PhD, Assistant Professor CC join Maui CC in August 2004 and was granted tenure-track status beginning Fall 2005. Dr. Boritzer has earned a Doctor of Education degree from Columbia University, a Master of Business Administration degree from Fairleigh Dickinson University, and a Master of Arts in Sociology and Political Science from New School University. Additional sociology training includes a Ph.D. (ABD) at the New School, and two years of graduate study at UH Manoa.

His courses include, management, and marketing, in the lower and upper division at Maui CC. Dr. Boritzer is responsible for the curriculum development of the ABIT business courses, and the formulation and execution of a marketing plan, for the ABIT Program.

Prior to coming to Maui CC, Dr. Boritzer worked at the American University in Cyprus, Swinburne University of Technology (Israel Campus), Hawaii Pacific University, ADL Data Systems, and a variety of global consulting assignments.

Margaret Christensen, PhD, Assistant Professor CC, joined Maui CC in July 2004 as Webmaster, and moved to the ABIT Faculty position in September 2004. She was converted to tenure-track status beginning in August 2005.

She holds a PhD in computer science from Temple University. She earned her master's degree in mathematics education and her undergraduate degree from Cornell University.

Prior to joining Maui CC, she was Information Science and Technology Department chair and associate professor at Cabrini College in Radnor, PA. She taught at the University of North Carolina, was an assistant professor at Drexel University in Philadelphia and had been acting director of the Computer Science Program at Swarthmore College in Pennsylvania where she initiated Swarthmore's connection to the Internet.

Since 1995, Christensen has been president of her consulting firm, M. Christensen Associates, Inc., Multimedia, teaching Web development to Philadelphia Webmasters. Her company has created Web sites for a prestigious list of clients including Philadelphia's largest manufacturer and largest convention, and south New Jersey's largest health care system.

She holds a patent for “Geri-Mouse,” a user interface device for elderly people in nursing homes, which simplifies accessing and utilizing the Internet.

E. *Program Interactions:*

As part of the accreditation process leading to initial accreditation with Accrediting Commission for Senior and Junior Colleges and Universities (ACSCU) of the Western Association of Schools and Colleges (WASC), a team from ACSCU and ACCJC visited Maui CC during the period March 15-17, 2005 to conduct a review of the ABIT Program for advancement to candidacy status or initial accreditation. A subsequent positive report from the visiting team resulted in Maui CC being recognized as a Candidate for Accreditation through July 15, 2009 by the ACSCU Commission at its June 16-17, 2005 meeting (Appendix A). This status is a preliminary affiliation with the Commission awarded for a maximum period of four years. A follow up visit to consider granting the ABIT Program initial accreditation is currently scheduled for Fall 2007.

During academic year 2004-05 an ABIT Advisory Committee was formed consisting of seven community members (Appendix D). The committee held its initial meeting in March 2005 to discuss the roles and responsibilities of the committee members. A second meeting was held in May 2005 to review the results the of the WASC visit in March, present the proposed marketing plan, and review the program curriculum and outcomes. At both meetings the committee members expressed their support for the program and praised the program’s overall structure. It was also agreed that feedback from committee members on the program outcomes and curriculum would be on the agenda for the next meeting scheduled sometime during Fall 2006.

Maui Land and Pineapple Corp. granted six scholarships for ABIT students totaling \$14,400 beginning Fall 2005. These scholarships expire this academic year but we are hopeful that Maui Land and Pine will continue their partnership with Maui CC and the ABIT program and extend these awards.

Textron Systems Corporation has also granted an annual scholarship award totaling \$1,000 for students interested in pursuing an ABIT degree.

II. CURRICULUM AND STUDENTS

A. *General Education Standards (COWIQs), program goals, and student learning outcomes):*

Five pre-determined assessment standards have developed for the University of Hawai‘i Community College System and were chosen by the Maui CC assessment committee to be used for course and program assessment (Appendix E):

- Standard 1: Written Communication;

- Standard 2: Quantitative Reasoning;
- Standard 3: Information Retrieval and Technology;
- Standard 4: Oral Communication; and,
- Standard 5: Critical Thinking.

B. *COWIQ and program goals curricular grids:*

To provide consistency across disciplines, the following 0-3 coding for all curricular grids was developed for use in all program/course assessment by program coordinators and the assessment committee leadership:

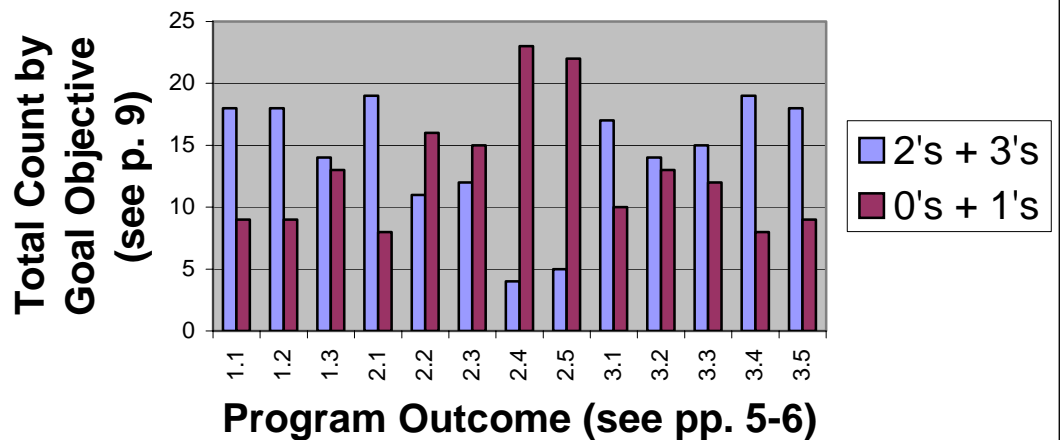
- 3 Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the learner outcome. The learner outcome is the focus of the class.
- 2 Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the course.
- 1 Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome.
- 0 No Emphasis: The student does not address this learner outcome.

During academic year 2003-2004, curricular grids were completed for business and ICS courses in the ABIT Program using these pre-determined standards mentioned above (Appendix E).

During academic year 2004-2005, following the recommendations from the assessment committee, the work was expanded to include COWIQ outcomes for all courses in the ABIT Program (Appendix E).

For academic 2005-2006, the period covered by this review, Program Learning Outcomes were finalized, and linked to the program's business and information technology courses (Appendix E). The frequency graph that follows illustrates the program outcomes (x-axis), and the total number of ratings for goal objective ratings of 2's plus 3's, and 0's plus 1's (y-axis), for all business and ICS classes required for the ABIT program excluding the upper division specialization courses. Data for the general education courses are not yet available. These ratings were the result of a collaborative effort among the current ABIT faculty, David Grooms, Rafael Boritzer, and Margaret Christensen.

ABIT Program Outcomes Frequency Graph



Ratings of two and above (see page 9) indicate that a course evaluates the student on the outcome, but may (e.g. 3), or may not (e.g. 2), be the focus of the course. For initial assessment purposes, ABIT faculty have agreed that ratings of 2 or higher establishes the benchmark that a program outcome is being assessed. Based on the established benchmark, it can be seen from the graph that all program outcomes are currently being assessed to various degrees by business and information technology courses. It is also suggested that assessment of certain program outcomes will strengthen when lower division and upper division general education courses are included in the results.

It needs to be stressed that this is preliminary data and the other interpretations may be possible; however, at this point in time it appears that all of the program outcomes are being assessed. We will be reviewing the data in more detail and provide a more detailed analysis upon receipt of the general education course data relating to program outcomes.

C. *Student Achievement:*

In addition to addressing Program Health Indicators (PHI's), the ABIT program review will be modified to include baccalaureate level. This work will be part of the program development. However, initial PHI's for ABIT have been included in the table that follows:below:

ABIT Program Health Indicators (PHI) for Fall 2005

PHI Indicator	Fall 2005
Number of Majors	26
Number of Classes Taught	7
Average Class Size	10
Student Semester Hours (SSH)	173
FTE Program Enrollment	12
Full Time Equivalent (FTE) Workload	1.6
Annual Degrees & Certificates Earned: Total Number	N/A
Degrees & Certificates: Number & Rate	N/A
Certificates of Completion Earned	N/A

- D. *Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs):*
PHI's for the ABIT program were not available from the previous year Annual Assessment Report.
- E. *Changes made in accord with the recommendations of the previous program review for Perkins measures:*
Perkins measures were not available from the previous year Annual Assessment Report.
- F. *Measurable Benchmarks:*
A preliminary benchmark for program assessment has been established and applied to program outcomes. This was discussed in section II B (see pages 9-10). Further benchmarks are anticipated as the program matures.
- G. *Program/Certificate/Degree Standards and their SLOs:*
Upon successful completion of the ABIT Program, students will be granted a Bachelor of Applied Science degree. The linkage of program learning outcomes to the degree requirements will be a significant part of a required capstone course that will be taken in the student's senior year.
- H. *Program trends, including student goals, enrollment trends, retention, and time of completion:*
Currently, three classifications of ABIT and potential ABIT students are recognized:
- Classified – students enrolled at Maui CC who qualifying at junior or higher level and who have declared themselves ABIT majors and have completed the required lower division entrance courses;
 - Provisional – students enrolled at Maui CC who qualifying at junior or higher level who have declared themselves ABIT majors, but who have not completed the required lower division entrance courses; and,

- Pre-ABIT – students enrolled at Maui CC and completing lower division requirements in the Business Careers Option III pathway that leads directly into the ABIT program.

Specific course requirements to meet each of these classifications have been approved by the college's ABIT Committee, Curriculum Committee, and the Academic Senate, and will be included on page 17 of the 2005-2006 Maui CC catalog (also see Appendix F).

The table below shows the ABIT program enrollment figures for the initial two semesters of the program:

Semester	Classified ABIT	Provisional ABIT	Total ABIT	pre-ABIT (BUSC III)	Total
Fall 2005	0	26	26	31	57
Spring 2006	8	28	36	33	69

The upper division curriculum was initiated beginning in Fall 2005 with the offering of seven courses followed by an additional seven course offerings in Spring 2006. It is anticipated that there will be three-four graduates from the program for the Spring 2007 term, which will satisfy the WASC requirement of a graduating a class prior to being visited for a review for initial accreditation. It is anticipated that initial accreditation will be attained in Spring 2008, following a fall 2007 ASCSCU reviewing team visit.

Enrollments in upper division courses totaled 68 students (average ten students per class) in Fall 2005 and 56 students (average eight students per course) in Spring 2006. Course retention rates averaged 96% and 98%, respectively, with an overall retention rate of 97%. Refer to the table on the next page for details.

These enrollments are lower than expected and are attributed to many of the provisional ABIT students continuing to satisfy their lower division prerequisites. Enrollments at the upper division level are expected to increase in the future as provisional and pre-ABIT students complete their prerequisite courses. This fact is supported by the projected increase in Fall 2006 enrollments over Fall 2005 enrollments (79 versus 71), an increase of 11.3%. Challenges encountered in our recruiting efforts also include the use of 'Community' in the college name, and the program's lack of accreditation.

Course Enrollment Retention Table Fall 2005 – Spring 2006

(includes projections for Fall 2006)

	Total	Total	Total	Fall 2005	Fall 2005	Fall 2005	Spring 2006	Spring 2006	Spring 2006	Fall 2006
Course	Initial	Final	Percent	Initial	Final	Percent	Initial	Final	Percent	Projected
ACC 300	9	9	100%	9	9	100%				8
BUS 301	21	20	95%	21	20	95%				15
BUS 318	9	9	100%				9	9	100%	
BUS 320	11	10	91%	11	10	91%				
BUS 322	4	4	100%				4	4	100%	
BUS 420	3	3	100%				3	3	100%	
MGT 310	5	4	100%	5	4	80%				10
MGT 400	6	6	100%	6	6	100%				
MKT 300	11	11	100%				11	11	100%	5
ENG 310	14	13	93%				14	13	93%	
PHIL 323										8
PSY/COM 353										15
ICS 320	8	8	100%	8	8	100%				9
ICS 340	12	12	100%				12	12	100%	
ICS 360	11	11	100%	11	11	100%				4
ICS 385	4	4	100%				4	4	100%	
ICS 420										4
Totals	128	124	97%	71	68	96%	57	56	98%	79

I. Changes in field; resources; shifts to respond to changes:

Changes in the fields of business and information technology program are anticipated and will be addressed as they arise.

Two research projects were initiated during academic year 2005-2006. Dr. Boritzer is investigating cultural influences in the establishment of businesses in Maui County. Using the case study methodology, he is studying ethnic entrepreneurship in the Hawaiian Islands, in particular the field of entrepreneurial networking. It is hoped that the study will shed light on ethnic entrepreneurship and the role of formal institutions in the development and growth of such entrepreneurial vectors.

Dr. Christensen has begun an entrepreneurial Information Technology Center (IT Center), initially asking whether Maui CC and its students can be agents for the advancement of information technology for the island. Contracts are accepted for commercial IT work, to be done by students and/or staff under faculty supervision. Students are paid and gain real-world experience, and the community gains expertise. In addition, Dr. Christensen will present a paper at the Islands of the World Conference being held at MCC July 29-August 3, 2006, that addresses some of the issues encountered in transition from a two-year- to a four-year school.

J. Major curricular changes since last review:

During academic year 2005-2006 one new specialization course was added to the ABIT curriculum: ICS 463, Human Computer Interaction (Appendix G). This course was developed by Dr. Margaret Christensen and offers the application of concepts and methodologies of human factors, psychology and software engineering to address ergonomic, cognitive, and social factors in the design and evaluation of human-computer systems.

One area that the WASC visiting team pointed out in their visiting team report received during Summer 2005 was that some upper division ABIT courses may have overly ambitious student learning outcomes. As a result of this comment, ABIT faculty have been reviewing course outlines for all upper division ABIT courses to determine ways the student learning outcomes can be combined or generalized without compromising course content. Rafael Boritzer has begun the review of all upper division business courses, while Margaret Christensen is conducting the review of Information Technology courses. Our new ABIT general education faculty will be reviewing the student learning outlines for upper division general education courses as part of his duties beginning August 1, 2006. It is planned to submit any modifications to the student learning outcomes and/or assessment methods to the college's Curriculum Committee in Fall 2006. Two examples these modifications are also included in Appendix G.

K. Student advising and the degree to which faculty participate in the mentoring of students:

Currently the ABIT program has no formal mentoring program in place. Faculty hold scheduled office hours that are published in their syllabi and posted on each faculty's office door. All faculty have an open-door policy where students may visit them as needed for student advising, mentoring, and learning assistance over and beyond scheduled office hours. This added assistance is well received by students as evidenced in their student course evaluations.

An ABIT orientation course, BUS 301, was taught for the first time in fall 2005 over a single weekend, and provided an over view of the program and information on the transition from lower division to upper division work. Team-taught by ABIT faculty, the course is required of all new students admitted to the program as either a classified or provisional student. Feedback on the course was positive (see Appendix G) and plans are to utilize the feedback to modify as needed.

The ABIT counselor, Crystal Alberto, also conducts advising as well as recruitment (Appendix H). Some of her activities for academic year 2005-2006 are presented below:

Advising Activities

62 Provisional/Classified ABIT
68 BUSC Option III
283 potential student contacts
413 Total first time contacts

Informational Sessions

Month (2006)	#of Attendees	#of students who enrolled into program
February	8	1
March	6	1
May	3	2

Recruitment at Mainland College Fairs (Appendix H)

Number of Fairs attended : 7
Approximate number of student contact: 500

Other Recruitments Events

Kamehameha Schools Career Day
Maui County Fair
Maui Technology and Internet Expo
School visits to Maui High, Baldwin High, King Kekaulike High

L. Opportunities for student involvement in program-related organizations, clubs, and governance:

The Business & Information Technology Corporation, a student-based organization with a membership of 18 ABIT students, has developed a program that will enrich both social and professional leadership skills among a variety of academic disciplines in the field of Applied Business and Information Technology. The objective of this organization is to develop members of the management and technology community by fostering growth and enriched relationships both socially and professionally. Initial board meetings have been held to define projects and activities that will encourage other students of the ABIT program to join the club. Currently Rafael Boritzer is acting as the club's faculty advisor.

Rotaract was formed in Spring 2006. Lee Stein and Margaret Christensen were initial advisors who were joined by Rafael Boritzer and David Grooms. An ABIT student, Laycie-Ann Tobosa was elected as the club's first President. The club's website is found at <http://www.myspace.com/rotaractclubofmcc>. Rotaract Club is a program under Rotary that focuses the four Avenues of Service: Community Service, International Service, Vocational Service & Club Service. This organization gives students the opportunity to serve both the communities on Maui and communities internationally. Rotaract also

gives young professionals the opportunity to network with other young professionals, go job shadowing for careers of your interest and build on their skills and knowledge.

M. Use of lecturers to teach courses; related concerns:

It was recognized at the inception of the ABIT program that a single four-year degree embedded within a community college environment could not justify a full spectrum of PhD faculty to teach the number of upper division courses that would be required in the curriculum. For this reason, the program proposal included a money request for adjunct faculty to complement three proposed full time faculty positions which have subsequently been filled.

Recognizing the WASC Visiting Team's concern regarding sufficient faculty to limit the number of required courses from the same instructor and the number of preparations per instructor, a concerted effort has been made to utilize adjunct faculty and/or faculty currently on staff to supplement upper division teaching loads.

The ABIT program upper division business core consists of courses in management, marketing, accounting, and finance. During fall 2005 and spring 2006, these courses were distributed between Dr. Rafael Boritzer and other qualified faculty. Dr. Boritzer taught management and marketing; while David Grooms, ABIT Program Coordinator, taught accounting and finance. This division of teaching duties will continue in the fall 2006 semester. In addition, discussions are underway with select community members who have expressed an interest in joining the Maui CC in an adjunct faculty role.

During spring 2006, Dr. Renee Riley, Maui CC English Professor, taught the upper division research and writing course (ENG 310). This was the only upper division general education course that has been offered to date. Upper division general education courses offered this fall will be taught by our new general education faculty. In addition, as part of his assigned duties, the new faculty member will be responsible for recruiting adjunct faculty to support the general education component of the program.

Information Technology faculty recruitment at the PhD level has been more of a challenge due to Maui being a small island community. Currently most of the lower division information technology courses required for the ABIT program are taught by Maui CC faculty; however, all upper division courses are being covered by ABIT faculty member Dr. Margaret Christensen. Efforts will continue to secure adjunct faculty in this discipline, with goals of reducing the number of courses a student takes from one instructor (e.g., not more than four) and of reducing the number of distinct course preparations for instructors each semester to a moderate number.

N. Admission policy:

Admission requirements for the ABIT Program are in the Maui CC General College Catalog which is printed in hard copy, CD disc, and online at the Maui CC homepage (<http://www.maui.hawaii.edu/>). These requirements are reviewed on a regular basis for changes as needed.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates:

Job placement is available through a variety of sources at Maui CC, including Cooperative Education, Directed Studies, Topics Courses, and Work Practicum. Details of these opportunities are in the College Catalog, or at: <http://www.hawaii.edu/maui/coop/>. Specific job placement at the baccalaureate level will be included as the program develops.

P. Articulation with high schools, community colleges, and four-year Institutions:

The college has agreements with other institutions enabling students to meet admission requirements and/ or to transfer lower credits. Agreements for ABIT Program are not currently in place but discussions are ongoing to provide articulation for appropriate ABIT Program courses, and the college will continue to provide transfer opportunities with two and four-year institutions as appropriate. As these opportunities are constantly changing and expanding, students are encouraged to meet with a counselor before starting on a course of study leading to a transfer program.

Q. Centers or Institutes:

The college serves Moloka'i, Lana'i, and Hana through outreach education centers. Credit classes, self-paced labs, and eClasses taught through cable, interactive TV, and the Internet provide educational access to all the people of Maui County.

The Office of Continuing Education and Training (OCET) serves the educational, cultural, and special needs of Maui County by sponsoring activities for continuing education and by offering non-credit classes to the general public, businesses, apprentices, and journey workers.

The University of Hawai'i Center, Maui brokers the delivery of bachelor and graduate programs from other campuses to Maui County. Degree programs and courses originate from University of Hawai'i system campuses: UH-Manoa, UH-Hilo, UH-West O'ahu, and UH Community Colleges. The Center works in partnership with these campuses to expand instructional offerings. Classes are taught by professors on-site or through distance learning such as the Internet or the Hawai'i Interactive Television System (HITS). Programs are designed to accommodate the students' work and family responsibilities.

III. STAFF SUPPORT AND FACILITIES:

A. *Professional and Clerical staff:*

During academic year 2005-2006 the Rural Development Project (RDP) provided funds for a full time counselor to support the ABIT program; and, the position was filled beginning September 2005. Crystal Alberto, was hired effective September 1, 2005 and, with the help of ABIT faculty, has helped spearhead the recruitment effort. She is also responsible for counseling, advising, and record keeping for all ABIT and pre-ABIT students. Effective July 1, 2006, by Board of Regents and legislature approved in May 2005, this counselor position will be converted from Rural Development Project (RDP) funding to funding by general funds.

B. *Space and equipment for instruction:*

ABIT courses are taught in the Ka Lama building, mostly in room 107 and in Ka'a'ike 218 and 219. Instructional equipment in Ka Lama 107 consists of an overhead projector, Elmo, computer with Internet access, and video, each with projection capabilities. Currently these are considered adequate but upgrades of computer equipment and the Elmo will be needed in the next one to two years to keep up with software needs.

The ICS classes for ABIT use two classrooms, Ka'a'ike 218 and 219. ICS 214 was taught in Ka'a'ike 218. ICS 100, 320, 340, 360, 385, 420 are taught in Ka'a'ike 219. ICS 463 will be taught in Ka'a'ike 218 in spring of 2007. In addition, upper level courses depend upon the ABIT server where students can create databases, web forms, active server pages, XML, XSL, and DTD's for building e-commerce sites. In addition, four computers have been designated for the purpose of allowing students to learn how to install and configure operating systems, IIS, network connections, and database management programs needed for e-commerce.

Software will need continual upgrading to stay current. Computers will need replacement. Time and expertise are needed for system administration of the ABIT server. Because the server is so critical to the instructional program, a back-up server should be obtained for when the main server goes down.

C. *Space and equipment for research, e.g. institutional:*

ABIT students are not responsible for research as part of their graduation requirements.

D. *Space and equipment for external grants:*

There are currently no external grants specific to the ABIT program and there is no space and/or equipment set aside for student projects funded by external grants.

IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS:

A. *Description of programs delivered off-campus or via distance delivery*

Modes:

No distance education courses for the ABIT program were offered during academic year 2005-2006. During summer 2006, two pilot online courses are planned: Dr. Rafael Boritzer will teach BUS 415, Entrepreneurial Business Planning. This course teaches development and implementation of business plans and includes research, writing, and presentations.

Dr. Margaret Christensen will also offer a new course, ICS 390v Artificial Intelligence during summer 2006. This course includes the foundations, scope, and problems of artificial intelligence.

In addition two courses are planned for online instruction for the fall 2006 semester: ICS 320, taught by Dr. Margaret Christensen, that introduces general concepts of information systems and e-commerce; and, MGT 310, taught by Dr. Rafael Boritzer, that introduces activities and skills needed to successfully manage both domestic and international organizations with an emphasis on decision-making.

ABIT faculty and staff will review feedback from these teachings during fall 2006 in anticipation of possible spring 2007 offerings. A further discussion of the findings and recommendations will be included in the next Annual Review.

B. *Faculty, student support, and facilities:*

1. Qualifications of distance faculty (full and part time):

Faculty qualifications of the ABIT faculty were discussed under Section ID, pages. 6-8.

2. Available Student Support:

- a. *Access to faculty:* Students have good access to all instructors. Each instructor maintains appropriate office hours that are post on their office doors as well as listed in course syllabi. Students at remote locations have less direct access but can communicate through telephone, mail, or email. Faculty are always available by appointment, and also make their email addresses and office telephone numbers available to students.
- b. *Academic advising:* Academic advising is available to all students by appointment. Student services maintains a full-time counselor devoted to the accounting program as part of their duties. Faculty also serve as advisors as needed. The staff available limits advising at remote locations.

- c. *Financial aid advising:* Financial aid counseling is available through the college's financial aid office. There are currently three scholarships available. Recipients are chosen by financial aid personnel and faculty on a need basis as determined by the criteria for each scholarship. Applications are available for all students who qualify, including remote locations. For additional financial aid opportunities, please refer to the college catalog (attached) or visit: mauicc.Hawaii.edu/catalog/pdf/contents.html.
- d. *Library materials and resources:* Library materials are sufficient to support students at the MCC campus but limited at remote locations except through the Internet. More and more students are using the Internet for assistance rather than personal visits. Some books are outdated and discussions are currently underway to secure updated materials as needed. Additional details of the MCC library are found in the college catalog (Attached) or visit the MCC library webpage at: www.hawaii.edu/maui/library/.
- e. *Tutorial support:* Faculty are available for one-on-one or group tutoring. Scheduled tutorial sessions have proved non-productive at the MCC site. Attendance was low to nil and sessions were discontinued. Remote tutoring has proved successful using, telephone, email, and teleconferencing.
- f. *Media and/or computer tech:* Most students utilize the Business Lab in the Ka Lama building that is staffed by student techs who assist students with their needs. Other computers access centers include The Learning Center (TLC), library, and remote locations.
- g. *Clerical support:* ABIT resides within the Business & Hospitality Unit that has a full time secretary. Secretarial staff are also available at remote sites.
- h. *Proctoring:* Available at The Learning Center (TLC) as needed by faculty or staff. Proctoring is also available at the remote sites.

3. Space and equipment for instruction

The Media Center provides a variety of services for faculty and staff in the form of assistance in multi-media planning, preparation and use, and equipment utilization for instructional purposes. The Media Center also operates a 24/7 cable television station offering courses throughout Maui

County. Also part of the telecommunications system is SkyBridge and the Hawai'i Interactive Television System (HITS). SkyBridge is a digital microwave interactive television network, linking specially equipped classrooms on Lana'i, Moloka'i, and Hana with the MCC campus in Kahului for live, two-way televised classes. HITS links the entire University of Hawai'i system for two-way interactive televised classes from any UH campus statewide.

- C. Evidence that the educational student learning outcomes of each program are being met:
Data is not currently available. Will need to collect and evaluate.
- D. Evidence that the educational effectiveness of off-campus or distance delivered programs is comparable to on-campus programs (including assessment of student learning outcomes, student retention, and student satisfaction):
Data is not currently available. Will need to collect and evaluate.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

- A. *Summary statement*
Accomplishment of last academic year's goals have been discussed throughout this document and are summarized below:

2005 - 2006 Goals

Commence marketing the ABIT Program (Accomplished and on going):

An aggressive market effort was begun in fall 2006 after the ABIT program was advanced to Candidacy status, including on campus recruitment, statewide recruitment, and two mainland college fair trips (Appendix H);

Increase enrollment in the program (Accomplished and ongoing)

Enrollments in the ABIT program increased from 26 in Fall 2005 to 36 students in Spring 2006, an increase of 38.5%. Enrollments are expected to continue to increase as the program matures and marketing efforts continue;

Hire third faculty to strengthen general education component of the program as recommended by WASC Senior Commission (Accomplished):

Interviews are underway for a third faculty for the program in the area of the Humanities. It is anticipated this person will begin duties effective August 1, 2006. The new faculty will be working to broaden the liberal arts component of the program as suggested by ACSCU;

Hire ABIT Program counselor position (Accomplished):

The ABIT counselor position was filled effective September 1, 2005 through RDP funds. Effective July 1, 2006 this position was converted to a general funded position;

Add appropriate elective course to strengthen the upper level curriculum (Accomplished):

One additional information technology specialization course, ICS 463, has been added to the ABIT curriculum. As a result of the summer course offering in Artificial Intelligence, this course may be submitted to the Curriculum Committee during the Fall 2006 semester;

Obtain student feedback regarding satisfaction with the program to date (Deficient):

Program evaluation has been limited to feedback from BUS 301, the upper division ABIT orientation course (Appendix G). Results of these surveys have been positive. A formal written program evaluation will be developed during academic year 2006-07 and will be used to obtain feedback from the graduates, as well as other students in the program;

Prepare curricular grids for program outcomes (On going)

A program grid was completed utilizing data from the program's business and information technology courses and was discussed fully on pages 9-11. The grid is available in Appendix E). With the addition of our new general faculty member, it is anticipated that future work will add remaining courses in the program to the data base;

Update curriculum as needed (on going):

Course outlines are under review to consolidate student learning outcomes as requested by the WASC Visiting Team. Two examples of modified outlines appear in Appendix G;

Seek additional scholarship opportunities (On going)

Maui Land and Pineapple Corp. granted six scholarships for ABIT students totaling \$14,400 beginning Fall 2005. These scholarships expire this academic year but we are hopeful that Maui Land and Pine will continue their partnership with Maui CC and the ABIT program and extend these awards.

Textron Systems Corporation has also granted an annual scholarship award totaling \$1,000 for students interested in pursuing an ABIT degree. Additional scholarship opportunities are reviewed as they become available;

Prepare Comprehensive Program Report 2005-2006 (In Progress)

Scheduled completion date is October 30, 2006.

B. *Plans for next year:*

2006 – 2007 Goals

- Complete the 2005 – 2006 Comprehensive Program Review by due date of October 30, 2006;
- Complete hiring process for third ABIT faculty;
- Respond, prior to the October 23-26, 2006 visit of the ACCJC and ACSCU accrediting teams, to the issues raised in the WASC Team visit of March 15-17, 2005 and the ACSCU Commission letter granting Candidacy;
- Participate in fall 2006 team visit by the ACCJC and ACSCU scheduled for October 23-26, 2006;
- Graduate first ABIT class in spring 2007;
- Revisit the general education curriculum, especially at the upper division level, for possible modifications to include a stronger liberal arts component;
- Begin offering selected ABIT course through distance education;
- Continue to market and recruit students for the program through college fairs, outreach visits, and other opportunities as they arise;
- Establish a pool of adjunct faculty;
- Begin addressing applied research and scholarship for faculty within the program who hold such accountability as part of their primary duties; define the research process, facilities and resources needed to support these responsibilities;
- Formalize and implement a written program evaluation beginning with Spring 2007 graduates

C. Budget for next year

Financial support for ABIT continues as the program begins to grow; but, Maui CC remains cognizant of the caution of the ACCJC not to detract from the College's on going programs and continuing commitments. Consistent with the planned ABIT budgetary expenditures, three general fund faculty positions, previously funded through Rural Development Project (RDP) funding, remain allocated to the ABIT program with a total dollar allocation increase from \$151,033 in academic year 2006 to \$189,256 in academic year 2007. These positions have been filled with one each in the disciplines of business, information technology, and general education. In addition an ABIT program counselor position, also previously funded with RDP funds, was converted to general funds effective July 1, 2006. Further position requests are anticipated as the program matures, and we are confident in support from the Board of Regents as well as the Legislature.

Additional RDP funding for calendar year 2006 to support the program totals \$82,538 to cover anticipated costs for adjunct faculty, marketing and travel, and other program support costs such equipment and library needs, and other

ABIT costs. RDP funds are support personnel in the computer support area, library, and media to support ABIT. The table that follows summarizes RDP funding for calendar year 2006:

**ABIT Program – RDP Allocated Funds
Calendar Year 2006**

Project	Dollar Budget
Personnel	\$10,521
Fringe Benefits	274
Travel	5,000
Supplies	54,243
<u>Other Costs</u>	<u>14,500</u>
Totals	<u>\$82,538</u>

At the same time discussions at the campus and system levels continue that will lead to Maui CC and UH System decisions regarding resources that may be realized in the next legislative session as well as those which may require a longer period to resolve. All discussions at these levels continue to be very supportive of the ABIT program.

As projected in earlier ABIT budgets, the contribution of non-resident student tuitions will be part of the long-term financing strategy of the program; and, construction is currently underway on the privately funded 400-bed student housing project that will permit international, mainland, Hana, and off-island students to have access to the ABIT program. Initial completion of the first 100 beds is scheduled for later this year.

The long-term prospects for the ABIT program remain positive. Resources continue to materialize to support the program as well as the plan and vision of the College; and, and both the Board of Regents and the Legislature continue to support the growth of the program both in actions and allocations. These are promising signs for long-term program and institutional financial health.

APPENDICES

- A. ACSCU Candidacy Letter dated June 29, 2005
- B. ACSCU/ACCJC Team Report
- C. Maui CC program Review Report Instructions
- D. Program Advisory Committee Membership
- E. COWIQ Grids
- F. ABIT Program Entrance Requirements
- G. Curriculum
- H. College Fair Reports

APPENDIX A

(ACSCU Candidacy Letter dated June 29, 2005)



June 29, 2005

Clyde Sakamoto
Chancellor
Maui Community College
310 Kaahumanu Avenue
Kahului, HI 96732

Dear Chancellor Sakamoto:

At its meeting on June 16-17, 2005, the Commission considered the report of the evaluation team that visited Maui Community College (MCC) on March 15-17, 2005, for Candidacy or Initial Accreditation under the Policy on Joint Accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC). The Commission also had access to the *Addendum to the Eligibility Requirement Application to Add a Bachelor of Applied Science in Applied Business and Information Technology (ABIT)* and your response to the team report, dated May 22, 2005. The Commission found the opportunity to discuss the review with you and David Grooms, ABIT Program Coordinator, helpful in better understanding Maui Community College and the comments of the visiting team.

The March 2005 visiting team was convened following Maui's successful application for a Substantive Change from ACCJC in January 2004. On June 1, 2004, a Panel of the Eligibility Committee of the WASC Accrediting Commission for Senior Colleges and Universities (ACSCU) reviewed the Eligibility application from Maui Community College to add the Bachelor of Applied Science degree in Applied Business and Information Technology (ABIT).

The Eligibility Panel found that Maui Community College met the Senior College Commission Eligibility Criteria for the new ABIT degree program and granted Eligibility for the program through June 30, 2007. The Panel was highly complimentary of the comprehensiveness, clarity, and quality of the Eligibility application and recommended that MCC be reviewed for Candidacy or Initial Accreditation for the ABIT degree.

Given its strong Eligibility application, the visit date was scheduled for March 2005, and MCC was asked to prepare an abbreviated report for the visiting team, specifically to (1) update any issues and data from its Eligibility application; (2) respond to the Eligibility Panel's July 28, 2004 letter; and (3) describe its progress on plans for the ABIT program. The visiting team then organized its review of Maui's report and the visit under the general framework of the ACSCU Standards

Chair
John D. Wiley
California State University, Fresno

Vice Chair
Shirley G. Lingenfelter
Fuller Theological Seminary

Doris Alpert
Pacific Union

James R. Appleton
University of Arkansas

Ursula Marie Beaudry
Loma Linda University

Mark Bookman
University of Utah

Barbara Cambridge
American Association for
Higher Education

James Dean Campbell
University of Southern California

Kenneth S. Chan
Grandval College

Carrie Dersch
Community and Junior College
Commission Representative

Aimee Dore
University of California, Los Angeles

Lawrence Gould
Pacific Union

Maureen Hughes
California State University, Stanislaus

Christina Muelch
University of California, Berkeley

Tamara Muehl
California State Polytechnic
University, Pomona

Thomas H. Robinson
School's Commission Representative

Beverly P. Ryder
Alliant International

Elaine Denise Roberts
Hawaii Pacific University

Mary K. Tietze
Portland State University

Hans Y. Tseng
University of Hawaii, Manoa

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of Accreditation, with special assignments for general education and the ABIT curriculum, faculty, assessment, and learning outcomes. The team report contains a number of suggestions and recommendations that the Commission endorses and to which it urges the College's full attention. Additionally, the Commission highlights the following areas for consideration:

The ABIT Program Structure, Curriculum, and Faculty. The team report describes the ABIT program as one that is appropriate in content, curriculum, faculty staffing, structure, requirements, learning objectives, facilities, equipment, and nomenclature for the baccalaureate, consistent with Criteria for Review 2.1 and 2.2 in the ACSCU Standards of Accreditation. Community, political, and employer interest and support for the program on Maui has been significant and substantial, and includes considerable financial and scholarship start-up support.

The team report states, "The ABIT development team has made great progress in developing a program responsive to community needs and consistent with the essence of MCC's mission, even as it takes the institution to an expansion of its scope of activities." In anticipation of MCC's and the System consideration of a possible move to a four-year institution with multiple bachelor degree programs, the team made several recommendations to facilitate the transition to a baccalaureate structure and culture, and urged particular attention to the role of scholarship in faculty work expectations and in the learning process, and in the terms, conditions, and processes for faculty hiring and promotion. These recommendations will need to be addressed, whether or not MCC moves to develop additional baccalaureate degrees.

Funding for the Program. The Commission understands that Maui has the option of reallocating internal funding to support the ABIT program, and it also acknowledged the caution of the ACCJC that the program not detract from the College's ongoing programs and continuing commitments. While start-up funding for the initiation of the ABIT program has been generous, the long-term viability of the program will depend on the attraction of adequate numbers of students and ongoing institutional funding from the Legislature. Your response to the team report indicated that the three new faculty positions supported as high priorities by the President's Office in the legislature budget were recently funded. The commitment by the mayor of Maui to support the program with \$1 million to be matched by the College has been promised, but the money has not been allocated in the next funding cycle. The Commission still needs to be assured that the ABIT program will have long-term support to sustain the program and demonstrate the adequacy of fiscal resources (Criterion for Review 3.5)

General Education. The team found a clear rationale and structure for general education courses within the ABIT program that meet Criterion for Review 2.2. The faculty and the Curriculum Committee have developed an approval process for new general education courses that requires the faculty member to specify how the proposed course meets the

specific general education area criteria. Learning outcomes/competencies are made explicit in the general education course syllabi. The team recommended inclusion of the College's statement of general education philosophy and purpose in the next edition of the College Catalog. The Commission noted in your response to the team report that you and the Dean of Instruction and ABIT program leadership are reviewing the general education contribution to the program for possible modifications to strengthen the program in this area. It further noted that one of the three recently approved faculty positions will be assigned to general education. MCC will need to assess student-learning results in relation to the overall general education outcomes as well as in relation to specific course outcomes. If the College were to consider additional four-year programs, it would need to expand the general education courses more broadly, with courses being less directly linked to the ABIT program and more directly linked to support of the upper division curriculum that would need to be developed.

Program Review and Assessment of Student Learning. The Commission understood that all of the community colleges in Hawaii are on warning by the ACCJC, in part, for inadequate program review processes. Although Maui Community College's articulation for the program review process with the system-wide office is not yet fully defined, the team found that the ABIT program has a well-structured internal program review process in place. This process is designed to compare student-learning objectives with evidence of student learning at the course and program levels. Both direct and indirect measures of learning are employed, with attention to ACSCU Criterion for Review 2.7. Last year, the ABIT Program undertook a preliminary program review with just the first two years of its curriculum. The visiting team recommended that this preliminary program review be repeated in spring 2006 when the junior and senior year ABIT courses have been implemented, and in anticipation of Maui's next ACCJC comprehensive review in fall 2006. The Commission endorses this recommendation.

The Commission also concurred with the visiting team recommendation that the faculty review the number of learning outcomes for the program to determine whether there are too many outcomes for effective evaluation or whether the learning outcomes might be grouped to make the assessment process less complicated. The Commission noted from your response to the team report that the faculty review of the learning outcomes has already begun.

The Commission acted to:

1. Receive the report on Candidacy/Initial Accreditation for the ABIT program of Maui Community College.
2. Grant Candidacy through July 15, 2009 for the ABIT program under the Policy on Joint Accreditation with the Accrediting Commission for Community and Junior Colleges. Accreditation is limited to this single ABIT program.

Institutions granted the status of Candidacy must use the statement on page 11 in the *How to Become Accredited* manual if they wish to describe this status publicly. Accreditation at the associate degree level remains within the purview of the ACCJC.

3. Tentatively schedule the review for Initial Accreditation during MCC's next ACCJC comprehensive visit for accreditation in fall 2006, pending the outcomes of a Senior College Commission study reviewing whether to continue or modify the Policy on Joint Accreditation with ACCJC. If the Initial Accreditation review of the ABIT program occurs as tentatively scheduled, MCC is requested to include its response to these issues and the other recommendations of the visiting team in the section of the self-study dealing with the ABIT program.
4. Permit the ABIT program to continue to enroll students and implement the fourth year of the baccalaureate program beginning with fall 2005.

This action is limited to approval of Candidacy of the ABIT program only. Any decision to add other baccalaureate programs will require a separate and independent review process requesting transfer of accreditation and application to the Accrediting Commission of Senior Colleges and Universities as a baccalaureate level institution. The Commission understands that the University of Hawaii will undertake a study during the next six months to determine future directions for community colleges in the UH System, and it requested that Commission staff be kept informed of the results of that study.

The College will be listed in the WASC Annual Directory under both the Accrediting Commission for Community and Junior Colleges and the Accrediting Commission for Senior Colleges and Universities. Federal law requires that the Commission address and phone number appear wherever you publish your accreditation status. To avoid confusion, references to the Senior College Commission status should be limited to references to the ABIT program. Institutions granted the status of Candidate for Accreditation under ACSCU Standards must use the following statement whenever they describe that status publicly.

"The ABIT program of Maui Community College has been recognized as a Candidate for Accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of four years. Candidacy is an indication that the ABIT program of MCC is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation."

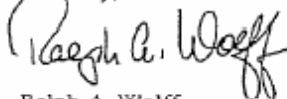
Institutions granted Candidacy are required to:

1. Submit an Annual Report form in the format required by the Commission.
2. Keep the Commission informed of any significant changes or developments, especially those required to have prior approval by the Commission Substantive Change Policy and of any changes in the College's accreditation status with ACCJC.
3. Pay Annual Membership Dues calculated on the FTE of the ABIT Program.

In accordance with Commission policy, we request that you send a copy of this letter to David McClain, President of the University of Hawaii System. Please confirm with me that you have done so.

On behalf of the Commission, I wish to extend my congratulations to the College community for the quality of institutional planning and implementation of the ABIT program. Please do not hesitate to contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Ralph A. Wolff
Executive Director

Cc: John D. Welty
Diane Meyer
Barbara Beno
Members of the team
Elizabeth Griego

APPENDIX B
(WASC Team Report of May 8, 2005)



March 11, 2005

TEAM ROSTER AND TITLE PAGE

Maui Community College
310 Kaahumanu Avenue
Kahului, HI 96732
(808) 984-3238

Date of Visit: March 15-17, 2005

Type of Visit: Initial Accreditation

Chief Executive Officer:

Clyde Sakamoto, Chancellor

Accreditation Liaison Officer:

Diane M. Meyer, Professor, Business

WASC Staff:

Elizabeth Griego, Associate Director

WASC ACSCU Chair:

Eduardo M. Ochoa

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Sonoma State University

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WASC Member from ACSCU:

Bro. Bernard J. Ploeger, S.M.

Executive Vice President and Provost

Chaminade University of Honolulu

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Over

Maui Community College

WASC ACSCU Initial Accreditation/Candidacy Visit Team Report

May 8, 2005

Institutional and Visit Context

Maui Community College (MCC) is one of the seven community colleges in the University of Hawaii System. It serves the three islands of Maui County (Molokai, Lanai, and Maui) and serves about 3,000 students. It has operated under this name as an AA and AS degree granting institution since 1966, having originated as a vocational school in 1931. MCC was initially accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1970. MCC is seeking joint accreditation by ACCJC and the Accrediting Commission for Senior Colleges and Universities (ACSCU) for a single baccalaureate program in Applied Business and Information Technology (ABIT). Preceding this proposal, MCC was approved for a Substantive Change for the ABIT program by the ACCJC in January 2004 and for Eligibility for Initial Accreditation or Candidacy by ACSCU in July 2004. This visit is pursuant to MCC's request for Initial Accreditation/Candidacy by ACSCU.

In addition to a general review of the institution's compliance with ACSCU's Accreditation Standards, this visit focused on issues identified in the ACSCU Eligibility Review Committee letter dated July 28, 2004, to wit:

1. Refinement and assessment of learning outcomes of ABIT curriculum;
2. Support services for baccalaureate students;
3. Clarification of the scope of general education courses;
4. Sustained financial viability of the ABIT program;
5. Process of program review.

Institutional Report and Supporting Evidence

MCC submitted a very thorough and well-documented Eligibility Report to ACSCU's Eligibility Review Committee. The Committee's reviewing panel found that MCC met all 21 criteria for Eligibility.¹ In preparation for MCC's Initial Accreditation visit, the panel requested that MCC prepare an addendum to their Eligibility Report of no more than 35 pages to address:

- critical areas of concern identified in the July 28 letter and in the ACCJC letter dated June 2004;
- the four accreditation standards of the Senior Commission.

However, subsequent to this letter, MCC received instructions from ACSCU staff² that modified these instructions. MCC was instructed to submit an addendum of no more than 15 pages covering the following:

- a. Update of any issues and data from Eligibility Report;
- b. Response to the July 28 letter;
- c. Description of progress on plans for the ABIT program.

Specifically, MCC was not asked in the revised instructions to explicitly address the four ACSCU Accreditation Standards. MCC's report followed the revised guidelines, with main sections on Program Update (a), Progress on Plans for the Program (c); and Response to Eligibility Panel's Review (b). The report did not include a Comprehensive Review of the institution vis-à-vis the four ACSCU Standards, which is normally done when an institution is considered for Initial Accreditation. However, the addendum was thorough in responding to its charge, and allowed the visiting team to evaluate the areas it addressed.

¹ AACSU letter dated July 28, 2004, Appendix A of MCC *Addendum to Eligibility Report*, December 10, 2004.

² E-mail message dated September 23, 2004, *ibid*.

Team Review Process

The visiting team arrived on campus the afternoon of Tuesday, March 15, 2005, and departed late afternoon on Thursday, March 17. The team organized itself primarily around the ACSCU Standards. Bernard Ploeger was responsible for Standards 1 and 3; Donald Berz covered Standard 2 and the General Education Curriculum; Eduardo Ochoa addressed Standard 4 and the ABIT curriculum, faculty, assessment, and learning outcomes.

Team Findings, Analysis, and Recommendations

Standard 1

Given the nature of this visit – the review of the addition of a single four-year degree in Applied Business and Information Technology (ABIT) - the focus of inquiry under Standard 1 was Criteria 1.2, consistency of offering this program with the mission of Maui Community College (MCC). That MCC continues as an institution accredited by the Junior Commission of WASC and seeing no evidence to the contrary, it is appropriate to judge MCC in compliance with the other criteria of Standard 1.

Although the issue at present is the initiation of a single four-year degree, it is clear in discussion with the leadership of MCC that the intent is to propose to the UH System leadership and the UH Board of Regents additional four-year programs at some indefinite future time. To make such programs economically viable both in themselves and a source of support for other campus purposes, there is intent to recruit a significant proportion of students from the US mainland and from foreign countries. Clearly, any expansion in the degrees to be offered and the intentional recruitment of off-island and out-of-state students would be beyond the traditional mission of a community college.

The evolution of the mission of MCC is clearly understood and is a conscious part of the strategic plan of MCC. It is based on the judgment that service to the residents of Maui County requires the addition of selected four-year degrees and is linked to sustaining Maui County's rapid economic growth. In speaking with the University of Hawaii President and members of the Board of Regents of the University of Hawaii, it is clear that they are supportive of the addition of this program and, while not as yet having authorized anything beyond ABIT, open to the approval of the offering of other four-year degrees at MCC in the future, in the context of overall System-wide decisions about priorities for program expansion at each of the System's 10 campuses.

The University leadership believes the priority given to the support of the three additional faculty members for the ABIT program assures funding in the next State's budget. Offering further evidence of public support for the evolution of MCC's character was the announcement by the Maui Mayor's Office (during the course of the Team's visit) of its proposed budget for the coming year. Part of the press release read: "We are proposing that the county invest \$1 million in MCC to encourage the creation of a four-year college program on Maui. This investment would show companies that are considering moving here that we are serious about growing our workforce. And the college could use these funds to leverage outside private investment." However, this support proposal by the Maui Mayor has not yet been endorsed by the Maui County Council.

Consistent with the community support of the program, an external advisory board has been formed to advise on the program's curricula and structures and community needs.

Within the campus community there was evidence of strong support for the planned evolution of mission. Although there were some concerns expressed about

whether MCC's commitment to its non-degree and associate level students would be lessened, there were also comments indicating an appreciation for the fact that MCC would continue to be open in admission allowing any students to pursue the prerequisites of the ABIT program, with admission to ABIT being upon the completion of the first two years of work. Other internal concerns about the initiation of the ABIT program related to adequate staffing and related logistical matters, not to the evolution in mission the program represents.

In summary, MCC's leadership is to be commended for leading the constituencies of MCC in a reflection on its mission and developing a widely shared and supported vision of the future. Such an evolution has the possibility for creating significant controversy, but in this case the Chancellor and MCC's leadership team have effectively managed to avoid divisive processes.

It may be noted that within the materials provided to the visiting team and prepared by MCC during the fall of 2004, there were some variations in the use of the terms "mission" and "goals" for the ABIT program and the elements included (compare Appendix D: A Preliminary Marketing Research and Implementation Proposal, unnumbered page 2 and Appendix: G Maui Community College Annual Assessment 2003-2004: ABIT 9/15/04, pages 1-2). These discrepancies, however, have been corrected in the marketing proposal subsequent to receipt of the visiting team's materials.

Recommendation

That the statement of mission of the ABIT program be finalized and used consistently in all official communications.

Standard 2

Achieving Educational Objectives through Core Functions

General Education

The General Education component of the ABIT Program is clearly identified based on a philosophy and rationale that emphasizes that general education should expand a student's basic skills, values, and general knowledge to encourage a broad based appreciation and understanding of the world and value of life-long learning. At the lower division level the general education curriculum pattern introduces content and methodology of the major areas of knowledge. The program provided a list of approved courses that may be used to fulfill general education requirements in the areas of English Communication, Humanities, Natural Science and Social Sciences. The skill standards in the areas of Critical Thinking, Information Retrieval and Technology, Oral Communication, Quantitative Reasoning, and Written Communication represent minimum learning outcomes for students who will have completed their general education experiences. These learning outcomes/competencies are made explicit in the general education course syllabi. (CFR 2.6)

As designed, students in the ABIT Program must complete a solid foundation of lower division courses distributed across the liberal arts and introductions to the major components of the program. The general education program includes five courses at the upper division level. They consist of an orientation course to the ABIT Program and courses in research and writing, conflict resolution/management, professional ethics, and intercultural communication. The upper division core courses, while delivering discipline/specific skills and knowledge, are also designed to continue to develop broad critical thinking and communication skills, an understanding of diversity, and the ethical

awareness essential to good citizenship and life-long learning as well as being successful in business. Of the total 127 credits required for graduation, 52 credits (41%) represent general education requirements—39 at the lower division level and 13 at the upper division level.

Based on a review of the individual catalogs of the University of Hawaii campuses at Manoa, Hilo, and West Oahu, the ABIT general education courses do follow a similar pattern. In particular, it shall be noted that the ABIT upper division general education courses appear to follow a comparable/compatible pattern with the upper division general education requirements at the University of Hawaii senior campuses.

Since the initial ABIT program submission, the college has continued to reflect on its general education requirements and to engage in clarifying the scope of select general education courses. This observation is based on discussions with members of the campus Curriculum Committee and Academic Senate, a review of its draft document on the general education component, and the report from the General Education Revision Committee. This has been in response to questions raised about the extent to which courses such as “Bus 130/Com 130: Business Communication - Oral” could be regarded as humanities courses.

As part of the college’s Baccalaureate Curriculum development team (BCDT), a special general education committee was designated to look at the general education curriculum. The committee consisted of MCC faculty educated both within and outside of the UH system to provide a wider range of expertise. Members of the committee researched general education curricula within the UH system as well as other colleges to determine courses that would benefit the students in the ABIT program. Additional input on general education needs was provided during focus groups with community leaders as

well as by program advisory committees. The results of these efforts were discussed at length in each of the educational units of the college, the campus Curriculum Committee, and finally approved by the Academic Senate. (CFR 2.4) The faculty expressed confidence that the general education options provide adequate opportunities for students to become a broadly educated person, with knowledge and skills for continuing life-long learning.

Of particular note is the fact that when faculty members submit courses for general education consideration they must address how the course meets the specific general education area criteria. The course outline is measured against the general education component criteria—which were developed by the Curriculum Committee—and approved by the Academic Senate prior to being added to the general education list. The lower division requirements are spelled out carefully in the college's catalog, on the website, and in advising materials. However, for the ABIT program upper-division general education requirements await similar communication (CFR 2.12). A review of the course syllabi confirms that college level standards are explicit (CFR 2.6).

The above notwithstanding—and since the overall character of the general education portion of the ABIT program is to focus primarily on supporting the major—the college is encouraged to continue to reflect on its philosophy of general education and its role in preparing the baccalaureate student for life-long learning. Furthermore, the college is encouraged to include a statement of general education philosophy and purpose in future catalog publications. (CFR 2.12)

In summary, the ABIT Program provides students the opportunity to adequately meet the general education requirements. The competencies in oral and written communications, scientific and quantitative reasoning, critical analysis/logical thinking,

information technology, social attitudes, and appreciation for diversity are generally well provided.

Although students completing the general education requirements will have the opportunity to demonstrate their competencies as they move through the ABIT program, it is noted that this area presents an additional opportunity for revisiting and refining student learning outcomes and evaluation as an indicator of student success.

Based on a review of the general education course syllabi, meetings and discussions with select Curriculum Committee and Academic Senate faculty members, a review of the college's initial Annual Assessment Review of the ABIT Program, and a review of the individual catalogs of the University of Hawaii campuses at UH Hilo, Manoa, and West Oahu, the General Education component of the ABIT program has been addressed in accord with the standard (CFR 2.2).

Scholarship and Creative Activity

The college is advised to pay particular attention to the increased expectations of the ACSCU for faculty scholarship and creative activity (CFR 2.8, CFR 2.9)

Program Review/Evaluation/Assessment of Student Learning

As evidenced by the college's required Progress Report on Program Review and Evaluation submitted to the Accrediting Commission for Community and Junior Colleges, the Western Association of Schools and College, Maui Community College has developed and implemented a comprehensive program review and evaluation process for its educational program (CFR 2.7). In response to the requirement WASC formerly acknowledged *"the efforts that the college has made to develop and implement a program review process that is meaningful for the college, employs data analysis, and results in institutional plans for improvement that appear to be acted upon."* (January 31, 2005 letter

from the Executive Director to Maui Community College Chancellor). Furthermore, the college has put in place a program review that is designed to compare student learning objectives (what students are expected to learn) to student learning outcomes (what is actually learned) at both the course and program level as students progress through the program. For the ABIT Program the college has conducted a preliminary program review (CFR 2.7). The college's program review calls for an annual review with a comprehensive review of a program every five years. Since ABIT program's implementation is in its early stages and since the program has only experienced a preliminary annual review it is recommended that the ABIT program undergo a comprehensive review as part of its next accreditation.

Furthermore, a process is underway to link general education course student learning outcomes to five pre-determined assessment standards developed for all the community colleges of the University of Hawaii system. The process is being designed to provide a seamless set of student learning outcomes embedded at the system, program, and course level. The objective is to provide a tool to determine if the goals of the program are being met with the current curriculum as well as pointing out areas where improvement is needed (CFR 2.7).

The program learning assessment component will call for it to be a continuous process with a focus on student learning at the course level. Defining and measuring learner outcomes, and insuring that the course learner outcomes translate to those defined for the ABIT Program will be an ongoing agenda. A review of the course (syllabi) as evidenced by the learning assessment evaluation process will support this effort. The team was impressed by how, as provided, course syllabi systematically mapped course contents to program learning outcomes and laid them out clearly and in standard form.

However, while the structures are very good the college could benefit from a critical review of the specific outcomes: in a number of cases the number of learning outcomes specified appears to be overly ambitious. The college may wish to consider grouping the current student learning outcomes into broader categories so that courses will run more smoothly and students can better grasp the scope of what is expected of them.

Based on other Maui College program reviews, the college has and continues to develop assessment using a variety of instruments and methods which entail direct as well as indirect indicators of learning.

Support for Student Learning

Based on meetings with library and academic support staff, the ABIT faculty as well as a review of the current and proposed future ABIT budgets, the library and support services appear to minimally be able to support the upper division of the ABIT degree program (CFR 2.13). At the time of the special visit the development and implementation of the program was primarily dependent on “soft” money. Library staff expressed concern that if the program were to grow beyond its currently anticipated minimal level, additional funding for increased library databases, books, and materials would be necessary.

In support of the ABIT program, a library assistant position has recently been authorized and a half-time computing support services specialist position has been filled. A response to a job offer for a full-time ABIT counselor is pending.

During the course of the Team visit, members met with the newly hired part-time support personnel in financial aid and counseling. Their hire seems fully proportionate to the initially anticipated size of the ABIT student enrollments and perhaps of benefit to other students at MCC. Members of the academic support staff generally are aware of the possible challenges related to the intentional recruitment of additional international and US

mainland students. Some co-curricular dimensions of the ABIT program are still to be determined (e.g., will MCC offer non-need based aid to out-of-state students? Will MCC directly support student life activities in the privately developed housing?). It is advised that the College anticipate and plan for these additional services likely to be required for a different student population.

Beyond ongoing grants, stable and continuing financial support from the University of Hawaii system for the program needs to be solidified (CFR 2.13). Through its governance and budgeting prioritization processes the college has established the ABIT program as its number one priority in the forthcoming budget cycle.

In a meeting with the team Chair, the University of Hawaii Regents and the University's Interim President expressed strong support for the program. During our visit, the Mayor of Maui County announced that his proposed county budget—not yet approved by the City Council—includes \$1 million in support of the four-year degree ABIT program (to be matched by the college) over a multi-year period.

Recommendations

- That the Committee charged with the review of General Education requirements note that the general education courses in baccalaureate degrees should be more broadly reflective of the liberal arts tradition, and not specifically tied to the major. (CFR2.2)
- That the college's statement of general education philosophy and purpose be included in the college catalog and other appropriate communications. (CFR 2.12)
- That the college undertake a critical review of those course syllabi that have a number of specified learning outcomes which appear to be overly ambitious. The college may wish to consider placing the student learning outcomes in categories so that the courses will run smoother, and the students will be able to grasp better the scope of what is expected of them. (CFR 2.6, CFR 2.7)

- That the college pay particular attention to the increased expectations of the ACSCU for faculty scholarship and creative activity (CFR 2.8, CFR 2.9).
- That the ABIT program undergo a comprehensive program review as part of its next accreditation. (CFR 2.7)

Standard 3

Developing and Applying Resources and Organizational Structures to Ensure Sustainability

In anticipation of the initiation of the ABIT program, two new members of the faculty have been hired to provide leadership in the business and computer science portions of the program, respectively. Both have significant university-level experience and hold earned doctorates in fields appropriate to their areas of instruction and have been heavily involved in the design of the ABIT program in collaboration with current members of the MCC faculty. Projections are for the hiring of a third faculty member in AY 06-07. Given the very limited number of students at present the current number of full-time faculty is judged appropriate. A concern raised and acknowledged – specifically in the information technology portion of the curriculum – is that if the currently identified faculty were to teach all of the ABIT major courses (16 in business and 11 in information technology) a student would be required to take a large number of courses from a single instructor. The provision for additional adjunct faculty in the ABIT projected budget (Appendix F) may address this concern.

MCC acknowledges that the addition of faculty with responsibility for a four-year program will require that new arrangements for their terms and conditions of service be made:

MCC seeks an equitable framework, both actual and perceived, so as to ensure sustained collaboration and a sense of ownership among all MCC faculty

members. At the same time, it is recognized that policies established for the ABIT faculty must accommodate upper division and applied research responsibilities that may be unique from other faculty. The campus, with the leadership of the UHPA union, is currently reviewing the responsibilities and assignments for the ABIT faculty, and it is presently anticipated that the existing collective bargaining agreement will guide faculty performance at the upper division level. Other external reviewers with upper division expertise and experience may be invited to participate in such reviews. (May 2004 submission, pg. 9).

To date, MCC has taken an *ad hoc* approach to the appointment of the ABIT faculty, an approach supported in interviews with the campus leadership of the bargaining unit and the executive committee of MCC's Academic Senate. Committees have been constituted (e.g., the Baccalaureate Committee) to explore the consequences of offering four-year degrees and hiring faculty with different workload expectations and will be bringing forward recommendations. This gradual approach to the resolution of questions raised is understandable and prudent. On the other hand, questions of expectations of faculty as a basis of tenure and promotion decisions are very significant and too much delay in formalizing the new appointments could cause difficulties.

As reported in Standard 1, MCC possesses fully adequate, even generous start-up funds for the initiation of the ABIT program. In addition to the general program development support, two Maui-based companies have provided a total of about \$50,000 of scholarship support for local students. Of course, the long-run viability of the ABIT and other four-year degree programs will depend in large measure, on the success MCC has in attracting a core of students from Maui, complemented by a significant number of US mainland and international students. An evaluation of this prospect is beyond the scope of the visit, but start-up resources are at a sufficient level to allow the building of enrollments over multiple years.

As indicated in MCC's self-study, they have acquired significant funding for new facilities in the past ten years. These facilities are well-equipped with computer laboratories and instructional technologies. Support staffing is less generous in number but reported to be competent and service-oriented. The leadership of MCC is keenly aware of the need to be able to sustain and support these assets once in place and one-time funding is ended. As explained in Standard 1, the acquisition of non-resident tuition associated with ABIT is a key to the plan for the sustainability of MCC overall. In particular, the Board of Regents of the University of Hawaii is considering the approval of a system-wide technology fee. It was indicated that if approved, this fee would result in approximately \$390,000 of additional income to MCC. At least in the foreseeable future, the leadership has made the on-going maintenance of the resources that support the ABIT program a high priority and have in place a credible plan for securing the necessary financial resources.

The Criteria for Review related to "Organizational Structures and Decision-Making Processes" (3.8 to 3.11) are primarily associated with MCC as an educational institution taken as a whole and accreditation by the Junior Commission is presumably evidence of compliance. MCC's processes of planning, consultation and decision-making seem to have been used to good effect in the evolution in mission that the support of the ABIT proposal represents.

Recommendations
<ul style="list-style-type: none">That MCC work to structure ABIT curricular offerings and to employ adjunct faculty to insure that a student may complete the degree without having to take an excessive number of required courses from the same instructor (e.g., not more than four) and that instructors have a moderate number of distinct course preparations each semester (Standard 3.2).

- That MCC formalize the terms, conditions and expectations for faculty hired to support the offering of a four-year degree in a timely manner—e.g., prior to additional new hires and/or incumbents becoming eligible for tenure and promotion (Standard 3.3).

Standard 4 – Creating an Organization Committed to Learning and Improvement

4.1-4.3 Strategic Thinking and Planning

MCC has an active and effective strategic planning process, which is linked to the setting of priorities and resource allocation. Its current strategic plan includes development of appropriate sustainable baccalaureate degrees as an action strategy to achieve the objective of supporting the county and state economy. Its current proposal for the ABIL program is thus an implementation initiative consistent with MCC's strategic plan.

The process of program review and assessment of program effectiveness is also represented as capable of leading to shifting resources to maximize educational effectiveness in support of MCC's strategic priorities.

The institution has established learning outcomes for its programs and through its program review has a process for assessing how well they are being achieved.

In keeping with the best traditions of community colleges, MCC is very sensitive and responsive to community needs. Its leadership has a clear vision of the possible futures for its community and economy, and is moving in a proactive fashion to help the community achieve the best-case scenarios of economic diversification and avoid extreme polarization of income and wealth. Moreover, the vision and strategies to implement it appear to be widely shared by the campus community. MCC is commended for its accomplishments in this area.

4.4-4.8 Commitment to Learning and Improvement

As documented in the Eligibility Report and confirmed in meetings with faculty and administrators of MCC, the College is fully engaged and committed to assessment of student learning outcomes, in gauging them relative to explicitly articulated learning goals and objectives for its programs, and in modifying and improving its programs informed by the results of that inquiry process.

Of particular note is the responsiveness of MCC to its stakeholders in the surrounding community, a distinct tradition of community colleges strongly present in MCC. That responsiveness is at the heart of the decision to expand into the baccalaureate ABIT program. The institution's faculty and administrators are aware that this expansion, while building on this element of their tradition, will take the institution into new territory. They understand that faculty roles and responsibilities, for example, will be different in baccalaureate programs than in technical and Associates programs. It is clear, however, that those conversations have only just begun.

In particular, the role of research and scholarship in the work of faculty members in support of this program and any future baccalaureates will have to be defined. Expectations of performance and appropriate reward structures will have to be articulated. Policies and procedures embodying these understandings will have to be crafted and implemented. As currently configured, MCC's retention, tenure, and promotion policies do not reflect this new emergent reality for the institution, and do not match the norms of a baccalaureate-granting institution.

Recommendation:

That MCC engage in institution-wide reflection and inquiry into the kind of academic culture (including faculty roles and rewards and how scholarship supports the

teaching mission in a baccalaureate-granting institution) that it will need to develop as it prepares to expand its scope of programs to include a four year program.

That the College develop subsequent explicit policy and procedures embodying the shared understanding of faculty roles and rewards in the new academic environment that includes a four-year program.

Institutional Readiness for Accreditation

In ascertaining MCC's readiness for AACSU accreditation, this report will consider first the five areas identified in the July 28, 2004 letter from ACSCU and then present additional areas deserving of attention in relation to the four Accreditation Standards of ACSCU.

ABIT Learning Outcomes

MCC is commended for developing a complete set of expanded course outlines for the ABIT program of unusual comprehensiveness, including course objectives, student learning outcomes, text and materials, recommended course requirements and evaluation, and methods of instruction. The consistent and thorough structure of these outlines is reflective of current best practices in higher education.

However, the team is concerned that the sheer number of learning outcomes in most courses is too detailed and will prove difficult to assess how effectively they are being achieved.

Support Services for Baccalaureate Students

MCC has moved to initially address this area by adding staff in financial and counseling. The existing student services infrastructure should also provide additional support in the near and medium term.

General Education

The lower division general education program at MCC is consistent with senior institutions in the University of Hawaii system and allows MCC students to transfer with full credit to those campuses. MCC has been responsive in continuing its review of the Business Communication - Oral course to insure its content meet the expectations of a Humanities course.

The College should take additional steps to publicize and raise awareness of its GE philosophy statement among faculty and students, and continue to reflect on the appropriateness of its GE program for its ABIT program and any subsequent baccalaureate programs that may be developed.

ABIT Financial Viability

The UH system and MCC in particular is not currently funded on an enrollment basis by the State. In recent years, funding for UH has been flat, even though enrollment has increased. This has meant in effect that MCC's funding has been cut on a per-student basis. Additional growth would aggravate this situation. However, this is a problem that affects MCC institution-wide and is not unique to the ABIT program. Moreover, MCC has a strategic planning and program review process that gives the institution the ability to redirect resources from low- to high-priority programs effectively. Thus, even on a flat budget scenario, this program would most likely be funded given its high priority to MCC and the external community.

In addition, the UH budget request includes funding for three new faculty lines for the ABIT program. Taking this factor into account—in addition to MCC's demonstrated prowess in securing US Department of Labor funding for workforce development—the team concluded that this is not an area of concern for this program.

Program Review

MCC and all the other community colleges in the University of Hawaii are currently under Warning by the ACCJC for deficiencies in their program review processes. However, these Warnings were issued by ACCJC with the clear intent to have the UH system address their concerns at a system-wide level. In fact, the Warning letter to MCC includes a remarkable paragraph singling out MCC for praise for its campus-based program review protocol. The process includes streamlined annual reviews of all programs and in-depth reviews every five years.

In particular, ABIT went through an annual review, even though it had not yet officially started. At the structural level, the team had no concerns with MCC's program review protocol, although an in-depth review would be advisable in short order to assess progress in the areas of concern identified elsewhere in this report.

Major Recommendations and Summary of Findings

In summary, we found MCC to be a dynamic institution with effective leadership, committed faculty and staff, and a strongly engaged external community. The ABIT development team has made great progress in developing a program responsive to community needs and consistent with the essence of MCC's mission, even as it takes the institution to an expansion of its scope of activities. A great deal of good work has gone into the program's development, and the results reflect this. The common thread of our remaining concerns and the recommendations below is the landmark changes in institutional culture and organization associated with any eventual transition to being a four-year institution.

Our major recommendations are that MCC should:

1. Continue to study the appropriateness of its general education curriculum for the learning objectives of baccalaureate degrees and consider revising it to a stronger liberal-arts orientation in support of ABIT and any subsequent four-year programs
2. Streamline the learning outcomes of its ABIT courses to facilitate assessment of educational effectiveness
3. Engage in institutional reflection on the changed roles of faculty as it transitions to a four-year institution, particularly the role of scholarship in faculty work and in the learning process; formalize the terms, conditions and expectations for faculty hired to support the offering of the ABIT program and any subsequent four-year degree programs in a timely manner—e.g., prior to additional new hires and/or incumbents becoming eligible for tenure and promotion
4. Work to structure ABIT curricular offerings and to employ sufficient adjunct faculty to limit the number of required courses from the same instructor and the number of preparations per instructor
5. Conduct a comprehensive program review of ABIT as soon as practicable, but no later than prior to the next institutional accreditation visit.

APPENDIX C
(Maui CC program Review Report Instructions)

MAUI COMMUNITY COLLEGE SELF-STUDY GUIDE FOR ANNUAL ASSESSMENTS AND COMPREHENSIVE PROGRAM REVIEWS

Note: **Annual Assessments** cover only sections I, II, and V of the Self-Study Guide.

Comprehensive Program Reviews cover sections I, II, III, IV, and V of the Self-Study Guide.

(Instructions for writing your Annual Assessment Report or your Comprehensive Program Review Report are in bold.)

I. OVERVIEW OF THE PROGRAM

E. Mission and Vision of the College

The mission and vision of Maui Community College are on the first page of the MCC Strategic Plan.

F. Mission and Vision of the Program

1. Program vision for the next five years
2. Contribution of the program to the Mission of MCC
3. Goals of the program (See Appendix A)
4. Student Learning Outcomes (SLOs) of the program (See Appendix B)

Write your program's mission and vision for the next five years and discuss how they contribute to the MCC mission and vision. Explain the connection between the goals of your program and the student learning outcomes of the program.

G. Relation to MCC Strategic Plan

Read over the MCC Strategic Plan Action Strategies, paying special attention to those chosen as priorities for this past year, and describe the relationships your program has to any of them.

D. Program Faculty (full and part-time)

1. Faculty by rank
2. Faculty by length of service
3. Faculty qualifications or credentials
4. Faculty areas of expertise
5. Faculty turnover during the past seven years

6. Faculty appointments and attrition
7. Faculty's currency in the field of study

Give the information listed in 1-7 about each faculty member (full and part-time) in your program. Describe how the teachers in your program keep updated on any changes in your field of study. Tell how this affects student learning outcomes.

- R. Ways in which program interacts with:
1. Community groups
 2. Professional associations
 3. PCCs
 4. National accreditation bodies
 5. Other key organizations

Describe the interactions your program has with external groups or organizations. Tell who the members of the groups are, giving names, professions, and qualifications, when applicable. In each instance, tell the goal of the interaction and the outcome. Tell how these interactions affect student learning outcomes.

II. CURRICULUM AND STUDENTS

- C. General Education Standards (COWIQs), program goals, and student learning outcomes (See Appendices C, A, B)

Discuss the five standards currently in place (COWIQs) to assess students in your program. (Critical thinking, oral communication, written communication, information technology, and quantitative reasoning.) Tell which ones are assessed as student learning outcomes for your program. Tell which ones may be taught and practiced but not assessed. Connect program goals with student learning outcomes.

- D. COWIQ and program goals curricular grids (See Appendix D)

Explain the step-by-step development of the curricular grid for your program. Tell how many faculty members were involved and how you gained consensus. Tell how you use this assessment strategy to enhance student learning outcomes. Tell what you learned about your program while constructing the grid.

- E. Student Achievement (See Appendices E and F)
1. PHIs
 2. Perkins
 3. Other student achievement measures

Describe your program's progress, using data from PHI's, Perkins, and any other student achievement measures available. Explain the significance of the information and what actions you plan to take because of it.

- D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)
1. Recommendations followed
 2. Recommendations not followed

3. Reasons for not following recommendations
4. Implementation timeline for changes

Describe any changes recommended by a previous program review for PHIs, covering 1-4. Describe the outcomes of any changes made.

- E. Changes made in accord with the recommendations of the previous program review for Perkins measures
1. Recommendations followed
 2. Recommendations not followed
 3. Reasons for not following recommendations
 4. Implementation timeline for changes

Describe any changes recommended by a previous program review for Perkins measures, covering 1-4. Describe the outcomes of any changes made.

- S. Measurable Benchmarks
1. Value added
 2. Achievement
 - a. Internal criteria
 - b. External criteria
 3. Peer college benchmarks

List and describe all measurable benchmarks, 1-3, in your program. Tell how you know that your students have achieved the benchmarks. Describe your assessment of each benchmark. Describe any changes recommended by a previous program review of benchmarks. Describe the outcomes of any changes made.

- T. Program/Certificate/Degree Standards and their SLOs (See Appendices C and G)

List your program certificates and connect them with program standards and student learning outcomes.

- U. Program trends, including student goals, enrollment trends, retention, and time of completion

Describe the goals of students who are enrolled in your program. Tell what percentage of your students earn certificates or degrees and if some may enroll to take specific classes to upgrade their skills. Use data to discuss current and past enrollment, retention, and average time of completion.

- V. Changes in field; resources; shifts to respond to changes
1. No additional resources
 2. Moderate additional resources
 3. Major additional resources

Describe any changes in the field of study for your program. Tell what you have done or plan to do to adjust to these changes and what additional resources, if any, are or will be required. Tell any plans you have to find external resources.

W. Major curricular changes since last review

Describe any major curricular changes since your last review. Tell why a change was made and how the curricular grid and other assessment strategies influenced the decision. Discuss any support courses that are needed for your program and how readily available they are.

X. Student advising and the degree to which faculty participate in the mentoring of students

Describe how accessible faculty in your program are to students, both inside and outside the classroom. Tell how many and to what degree faculty members advise and mentor students. Describe any effort to encourage faculty mentoring activities. Discuss any data you have on the effectiveness of faculty mentoring.

Y. Opportunities for student involvement in program-related organizations, clubs, and governance

Describe how much and to what degree students in your program are involved in organizations, clubs, student government, and the governance of the program. Tell how students are encouraged to attend meetings and planning sessions.

Z. Use of lecturers to teach courses; related concerns

Describe the number and qualifications of lecturers who teach in your program. Identify any concerns about how this might affect student learning outcomes.

AA. Admission policy

Describe the admission policy for your program and any prerequisites students must complete before being admitted. Discuss how well this is working and if you plan to make any changes.

BB. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

Describe any program or College job placement procedures in existence for graduates of your program. Tell what they are and how successful they are. Describe the future job prospects for your graduates. Tell where your information comes from and how often it is updated. For instance, tell how often you survey local business and industry and what local and state government job predictors you use to gather your evidence.

CC. Articulation with high schools, community colleges, and four-year institutions

Describe your articulation agreements with high schools, community colleges, and four-year institutions. Tell how these came about and what your program regularly does to support them.

DD. Centers or Institutes

Describe any Centers or Institutes on campus. Tell what kinds of relationships, e.g. articulation, that you have with them. Tell how easy or how difficult it is for your students to enroll in classes or programs offered.

III. STAFF SUPPORT AND FACILITIES

E. Professional and Clerical staff

List any professional and/or clerical staff positions that serve your program. Describe their duties and tell how each position's responsibilities support student learning outcomes.

F. Space and equipment for instruction

Describe the space and equipment used for the instruction of students in your program. Tell if this is adequate for the present and long-term goals of the program. Give data and evidence to back up any need for additional space and/or equipment. Discuss any external funding possibilities (grants, Perkins funds, RDP funds), and any fund-raising activities your program has been, is, or will be involved in.

G. Space and equipment for research, e.g. institutional

Describe the space and equipment used by students for research in your program. Tell if this is adequate for the present and long-term goals of the program. Give data and evidence to back up any need for additional space and/or equipment for research. Discuss any external fund-raising possibilities and activities.

H. Space and equipment for external grants

Describe the space and equipment used by students for projects funded by external grants in your program. Tell if this is adequate for the present and long-term goals of the program. Give data and evidence to back up any need for additional space and/or equipment for external grants. Discuss external fund-raising activities.

IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS

A. Description of programs delivered off-campus or via distance delivery modes

Describe any courses in your program that are delivered off-campus or via distance delivery. Describe the mode of delivery, the number of students served, and the success of students taking the courses in this manner. Cite data to compare with the success of students taking courses on campus.

E. Faculty, student support, and facilities

1. Qualifications of distance faculty (full and part-time)

- a. Faculty by rank
- b. Faculty by length of service
- c. Faculty qualifications or credentials
- d. Faculty areas of expertise
- e. Faculty turnover during the past seven years

- f. Faculty appointments and attrition
- g. Faculty's currency in delivering distance education courses

Give the information listed in a-g about each member of the full-time and part-time faculty teaching either off-campus or distance delivery classes in your program.

Compare their qualifications with faculty who teach courses on campus.

Tell how the teachers are trained in distance education skills and practices.

2. Available Student Support

- a. Access to faculty
- b. Academic advising
- c. Financial aid advising
- d. Library materials and resources
- e. Tutorial support
- f. Media and/or computer tech
- g. Clerical support
- h. Proctoring

Give information, a-h, about support for students in your program taking classes either off-campus or by distance delivery. Use evidence and data to confirm your information. Describe assessment strategies for student support for your program, a-h. Compare the student support offered to students taking classes on the campus to that offered to distance students.

3. Space and equipment for instruction

- a. Sending site
- b. Receiving site

Describe the space and equipment available for instruction at each distance education sending and receiving site. Discuss adequacy of both; tell how this affects your SLOs.

- F. Evidence that the educational student learning outcomes of each program are being met

Tell how you and your faculty know that the student learning outcomes of your program are being met for your distance students.

- G. Evidence that the educational effectiveness of off-campus or distance delivered programs is comparable to on-campus programs (including assessment of student learning outcomes, student retention, and student satisfaction).

Cite the data that you use for evidence to prove that the educational effectiveness of off-campus or distance courses in your program is comparable to that of on-campus courses in your program.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

Tell whether or not your program goals, general education standards, and student achievement measures were met. If they were, you have validated your program. If they were not, tell why not.

B. Plans for next year

Describe your plan of action for next year. Tell how you plan to meet goals and SLOs not yet attained. Describe your plans for setting any new goals and SLOs and implementing them. Describe your assessment strategies.

C. Budget for next year

Describe the budget that will be needed next year in order to implement the program's new goals and SLOs. List any possible sources for revenue.

D. BOR questions

The following questions are those asked by the UH Board of Regents about all established programs. Use the checklist to be sure that you have addressed each one in your Annual Assessment or your Comprehensive Program Review.

- ☐ Is the program organized to meet its objectives (student learning outcomes?)
- ☐ Is the program meeting the student learning outcomes?
- ☐ Are program resources adequate?
- ☐ Is the program efficient?
- ☐ Does your review provide evidence of a quality program?
- ☐ Are the program outcomes compatible with the student learning outcomes?
- ☐ Are the program student learning outcomes still appropriate functions of the college and university?

REQUIRED APPENDICES

- A. Goals of the Program
- B. SLOs of the Program
- C. General Education Standards
- D. COWIQ Curricular Grid
- E. PHIs
- F. Perkins Performance Indicators
- G. Program Map

Document revised June 28, 2004

APPENDIX D
(Program Advisory Committee Membership)

**2005 –2006 Advisory Board for the Applied Business and Information
Technology Program (ABIT) at Maui Community College**

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APPENDIX E

(COWIQ Grids)

GENERAL EDUCATION ACADEMIC SKILL STANDARDS

The following academic skill standards for critical thinking, information retrieval and technology, oral communication, quantitative reasoning, and written communication represent the minimum outcomes expected of students who have completed their general education experiences. Each course included in the general education curriculum should address at least one these academic skill standards.

Standard 1: Written Communication

- 1.1 Use writing to discover and articulate ideas.
- 1.2 Identify and analyze the audience and purpose for any intended communication.
- 1.3 Choose language, style, and organization appropriate to particular purposes and audiences.
- 1.4 Gather information and document sources appropriately.
- 1.5 Express a main idea as a thesis, hypothesis, or other appropriate statement.
- 1.6 Develop a main idea clearly and concisely with appropriate content.
- 1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
- 1.8 Demonstrate proficiency in revision and editing.
- 1.9 Develop a personal voice in written communication.

Standard 2: Quantitative Reasoning

- 2.1 Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
- 2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
- 2.3 Communicate clearly and concisely the methods and results of quantitative problem solving.
- 2.4 Formulate and test hypotheses using numerical experimentation.

- 2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
- 2.6 Assess the validity of statistical conclusions.

Standard 3: Information Retrieval and Technology

- 3.1 Use print and electronic information technology ethically and responsibly.
- 3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.
- 3.3 Recognize, identify, and define an information need.
- 3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.
- 3.5 Create, manage, organize, and communicate information through electronic media.
- 3.6 Recognize changing technologies and make informed choices about their appropriateness and use.

Standard 4: Oral Communication

- 4.1 Identify and analyze the audience and purpose of any intended communication.
- 4.2 Gather, evaluate, select, and organize information for the communication.
- 4.3 Use language, techniques, and strategies appropriate to the audience and occasion.
- 4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.
- 4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.
- 4.6 Use competent oral expression to initiate and sustain discussions.

Standard 5: Critical Thinking

- 5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.
- 5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.
- 5.3 Formulate research questions that require descriptive and explanatory analyses.
- 5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
- 5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
- 5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
- 5.7 Synthesize information from various sources, drawing appropriate conclusions.
- 5.8 Communicate clearly and concisely the methods and results of logical reasoning.
- 5.9 Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

APPENDIX F
(ABIT Program Entrance Requirements)

Applied Business and Information Technology
Admission Requirements from the MAUI CC 2005-2006 General Catalog
(Developed prior to receiving Candidacy from WASC)

Bachelor of Applied Science Degree (B.A.S.) in Applied Business and Information Technology (ABIT)

Accreditation for this degree is pending from the Senior Commission of the Western Association of Schools and Colleges (WASC). The Bachelor of Applied Science (B.A.S.) degree is granted to students completing a four-year program. Only courses 100 and above can be applied toward this degree.

Applied Business and Information Technology (ABIT) Admissions Requirements

For admission to the Maui Community College ABIT program, students must first meet the MAUI CC admission requirements. Admission to MAUI CC does not guarantee admission to the ABIT program.

- A. A student may apply for admission as a classified student in the ABIT program upon successful completion of one of the following admission requirements:
1. Completion of the Business Careers Option III (*see page 32*) with a cumulative GPA of 2.5 or higher in all courses attempted; **or**
 2. Completion of an Associates of Arts (AA) degree or higher from an accredited institution with a cumulative GPA of 2.5 or higher in all courses attempted, and completion of the following pre-ABIT course requirements with a grade of C or better:

ACC 201 or ACC 124 and 125, ACC 202, BCIS 161 or ICS 100, BCIS 162 or ICS 115, BUS 120 or ECON 130, ECON 131, ENG 100 and 209, IS 106*, and MATH 115.
 3. Completion of an Associate of Applied Science (AAS) or Associate of Science (AS) degree from an accredited institution that includes 54 or more transferable semester credits with a cumulative GPA of 2.5 or higher in all courses attempted, and completion of pre-ABIT course requirements as outlined in A.2.

B. A student may apply for admission as a provisional student in the ABIT program upon successful completion of the following admission requirements:

1. Completion of 45 or more transferable semester credits from an accredited institution with a cumulative GPA of 2.5 or higher in all courses attempted. Classified status will be assigned with completion of 54 lower division transferable credits and completion of pre-ABIT course requirements as outlined in A.2.
2. Approval of the ABIT Committee.

** Note: IS 106 may be waived with: 1) proof of completion of 30 transferable credits of 100 level or higher courses and a cumulative GPA of 2.5, or 2) consent from ABIT Program Coordinator.*

ABIT Requirements

1. Pre-ABIT (29)

Completion of pre-ABIT courses as outlined in A.2.

2. Business core (31):

ACC 300, BLAW 200, BUS 120, 301 (to be taken first semester after acceptance), 318, 320, 415, ECON 130, MGT 310, 400, and MKT 300.

3. Information Technology core (21):

BCIS 180, ICS 214, 320, 340, 360, 385, and 420.

4. Specialization elective courses (6 credits from the following):

BUS 322 or 420 or MKT 400.

5. General education courses (27):

BUS/COM 130 or COM 145 or 210, COM 459, ENG 310, HWST 107 or 231 or HIST 284, MATH 135 or higher, PSY 100 or SOC 100, PHIL 323, PSY/COM 353, SP 251.

6. Capstone course (6):

BUS 495 to be taken the last semester with approval of the ABIT Committee.

7. Natural Science (7):

Seven credits to include at least one physical and one biological science. At least one of the courses must include a lab.

8. Writing Intensive (15):

Minimum of 15 credits of writing intensive courses at the 100-level or higher; at least six credits in 100-299 level courses and at least six credits in 300-level or higher.

9. Minimum of 127 non-repeated qualifying credit hours

ABIT majors are required to earn letter grades (e.g. A, B, C, etc.) in all courses required for the ABIT program.

10. Grade Point Average:

At least a 2.0 MAUI CC cumulative GPA as well as a 2.5 GPA in courses required for the ABIT major. A grade of C or better is required in all upper division courses.

11. Graduation Requirement:

To be awarded the B.A.S. degree, a student must complete an Application for Graduation form obtained from Student Services. *See Academic Calendar on page 144 for deadline.*

12. Residency Requirement:

A minimum of 30 credit hours must be taken at MAUI CC and a minimum of eight upper division courses (24 credits) in Business or Information Technology including the capstone course.

ABIT Program Path Table Linking Entrance Requirements, Course Sequencing, and Program Outcomes

(Program Outcomes are general program outcomes and are not course specific)

Entrance Requirements	Semester 1	Semester 2	Semester 3	Semester 4	Program Outcomes
Completion of Business Careers Option III with cumulative GPA of 2.5 or higher	BUS 301		PHIL 323		Demonstrate in written or oral form appropriate knowledge of the principles of the essential business disciplines and computer literacy
Completion of an AA degree or higher with a cumulative GPA of 2.5 or higher; and, completion of pre-ABIT courses listed below			PSY/COM 353		Apply knowledge of essential business disciplines and use business and technological research methods to analyze information in order to develop solid business plans and strategies, and make effective and efficient business decisions
Completion of and AAS degree with 54 or more semester credits with a cumulative GPA of 2.5 or higher and completion of pre-ABIT courses listed below		BUS 318			Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships
(Provisional acceptance) – completion of 45 or more semester credits with cumulative GPA of 2.5 or higher	ACC 300				Demonstrate in written or oral form appropriate knowledge of the principles of computer literacy, computer troubleshooting, networking, computer applications and e-commerce
(Provisional acceptance) – Approval of the ABIT Committee	MGT 310		BUS 415		Utilize technological tools (e.g., the internet) to conduct business-related research
Pre-ABIT courses: ACC 201/202 or ACC 124 & 125/202;	MKT 300	BUS 320	MGT 400		Demonstrate knowledge of operating system, database, word processing, spreadsheet, presentation and web development applications by designing, creating, viewing, saving, retrieving and editing appropriate files
Pre-ABIT courses: BUSN 150 or ICS 100; BUSN 151 or ICS 115;				BUS 495 (Capstone) ABIT Committee Approval)	Apply knowledge of Graphical User Interface (GUI) and Event-Driven Programming (EDP) to designing, creating, and testing computer programs
Pre-ABIT courses: IS 106; BUS 120 or ECON 130; ECON 131	ICS 320	ICS 340			Apply knowledge of E-commerce by designing, creating, and testing appropriate E-commerce sites using development tools
Pre-ABIT courses: ENG 100 & 209 ;	ICS 360	ICS 385	ICS 420		Apply critical thinking skills to evaluate information, solve problems, and make decisions
Pre-ABIT courses: MATH 115				Electives (6 credits)	Use information retrieval and technology to solve business problems
					Apply quantitative reasoning to enhance independent or group decision-making skills
					Communicate effectively with others utilizing appropriate forms of oral communication methods including multimedia presentations that applying information technologies and serve particular audiences and purposes
		ENG 310		COM 459	Demonstrate an appropriate level of written communication

APPENDIX G

(Curriculum)

Applied Business and Information Technology

BUS 301 Student Evaluations– Fall 2006

We would appreciate your feedback about the course. The information will be very useful in planning for the next session. Please rate the topics below and add your comments. Hand in your completed form before you leave. Eleven students – ten returned evaluation forms.

	1 – Excellent	2	3	4	5 - Poor
Check-in	10				
A) Friday					
Introductions	9	1			
Icebreaker	9	1			
Goal Setting	9	1			
B) Saturday					
Webhead I	8	2			
Money Hunt	6	2	2		
Advisory Panel	6	3	1		
Myers Briggs	9	1			
Library	6	3		1	
C) Sunday					
Webhead II	9	1			
Presentations	6	4			
Global strategies	7	3			
Webhead III	7	3			

Comments:

1. *What I liked best about the course was:*
 - a. The webhead was best, but painful for me
 - b. Getting to know my fellow students who can and will serve as a support system
 - c. Webhead
 - d. Food
 - e. I loved the course because it gave me a lot of notion of the ABIT program. It fulfilled my needs of all of the questions that I had in the back of my mind. Very important to have this kind of a class.
 - f. I liked all aspects of the course and the weekend
 - g. The interaction with teams and the advisory panel
 - h. Food was provided
 - i. Learning about teamwork and understanding how others process information

**Applied Business and Information Technology
BUS 301 Student Evaluations– Fall 2006**

2. ***I wish more time were spent on:***

- a. Advisory panel/Current ABIT students
- b. Advisory panel
- c. Webhead
- d. Eating subway and pizza
- e. Food
- f. Bonding activities
- g. Webhead
- h. Webhead

3. ***I wish less time were spent on:***

- a. Videos, I liked the people interactions
- b. Library was helpful, but very boring
- c. Non food
- d. Videos
- e. Videos, more interaction
- f. Presentations
- g. Money hunt

4. ***Additional suggestions or comments:***

- a. More coffee
- b. Great workshop
- c. Enjoyed the course
- d. More food
- e. Thanks and congratulations for the awesome job!
- f. Continue this. I believe this concept of getting to know your fellow peers and staff- greatly increases a students chances of successfully completing the ABIT program. Familiarity with staff makes for a more comfortable environment.
- g. The class was really good!!
- h. None!
- i. Excellent orientation program

Applied Business and Information Technology
BUS 301 – Fall 2005
Summary Results

We would appreciate your feedback about the course. The information will be very useful in planning for the next session. Please rate the topics below and add your comments. Hand in your completed form before you leave.

	1 – Excellent	2	3	4	5 - Poor
Registration and Check-ins	17				
D) Friday					
Welcome and Introductions	19				
Icebreaker Exercise	14	2	2		
Goal Setting Exercise	12	3	3		
E) Saturday					
Support Search Exercise	12	4	1		
Money Hunt Exercise	12	7			
Advisory Panel Discussion	19				
Myers Briggs Exercise	17	2			
F) Sunday					
Capstone Discussion	14	5			
Go Venture Exercise	12	6		1	

Comments:

1. **What I liked best about the course was:**
 - a. the group, the support, the content
 - b. learned a ton of info on how things will be over the next 2 years
 - c. getting to know everyone and doing Myer's Briggs
 - d. the length of the course, the faculty
 - e. getting to know both the students and the faculty better
 - f. felt like I was part of the ABIT family
 - g. Icebreak
 - h. Teamwork from students and faculty
 - i. The chance to interact with people of like mind and goals. The opportunity to learn from experienced instructors.

- j. It was really informative on the goals and on what is going to be learned in this program. Support search, and getting to know everyone
 - k. The teachers, the people, each other, and all the subject – NOT BORING ☺
 - l. Welcome and introductions, advisory panel
 - m. Overall, Great!
 - n. I liked the group interaction, information search, and Venture
 - o. The connection with classmates and the superior faculty
 - p. Money Hunt was one of my favorites; along with Go Venture. Hope we are able to get a copy☺
- 2. I wish more time were spent on:**
- a. Capstone project information
 - b. Capstone
 - c. Go venture, advisory panel, Myers Briggs
 - d. Everything was well planned out
 - e. Go Venture
 - f. Lecturers from all the different instructors
 - g. I thought the activities were well balanced
 - h. Goal setting
 - i. Go venture
 - j. Explaining in more detail about the capstone. Money Hunt was very informative & wished we had more time to watch more of it
- 3. I wish less time were spent on:**
- a. Support search exercise
 - b. Go Venture
 - c. Everything was well planned out
 - d. Wish duration was shortened to 6 hours
 - e. Lunch
 - f. Eating
 - g. I thought the activities were well balanced
 - h. Money Hunt
 - i. None, everything was excellent
 - j. Go Venture-good for freshmen that have had little experience in BUS courses
 - k. Although the Myers Briggs exercise was somewhat useful, I think we should breeze over it
- 4. Additional suggestions or comments:**
- a. keep up the good work
 - b. Great job! Good staff, great support
 - c. Great job
 - d. It's really an enjoyable orientation
 - e. Great job
 - f. Not to make it all in one weekend
 - g. Maybe some advising about how our classes schedule will look like and what we can expect (# classes/amt of classes) in the coming years

- h. This was a great class
- i. Goal setting exercise a little off the mark. Some students were clueless in how to schedule aspects of a marketing plan
- j. Next we should each have advisory board member explain their part in the ABIT planning, etc. Snacks & lunch was a plus, keeps us going throughout the day.
Thanks for the chocolates 😊

Maui Community College
Course Outline
(Original SLO's)

1. Alpha and Number: Accounting 300
 ACC 300

 Course Title: Intermediate Financial Accounting I

 Credits: Three (3)

 Date of Outline: November 1, 2004 (D. Grooms)

2. Course Description: Emphasizes the application of generally
 accepted accounting principles to the
 preparation and use of financial statements in
 decision-making. Special emphasis placed on
 recognition and measurement of revenues, cash,
 receivables, inventories, property, plant and
 equipment, depreciation and depletion, and
 intangibles. Includes use of spreadsheets.

3. Contact hours/Type: Three (3) hours/Lecture

4. Prerequisites: ACC 202, or consent

 Corequisites:

 Recommended Preparation: BCIS 161 or ICS 100

Approved By _____

Date _____

5. General Course Objective

Provides comprehensive coverage of the tools needed to prepare and evaluate corporate financial statements. Focuses on the conceptual and technical problems in measuring earnings, cash flows, liquidity, capital structure, and evaluating the quality of its assets through an analysis of its financial statements.

For detailed information on how ACC 300 focuses on the Maui Community College general education standards, see the attached curricular grids.

ACC 300 fulfills the three credits of the 21 credit, upper division business requirement for the ABIT degree.

6. Student Learning Outcomes

For assessment purposes, these are linked to #7. Recommended Course Content

On successful completion of this course, the student will be able to

- a. identify the objectives of financial reporting, the need for accounting standards, and the basic elements of the major financial statements;
- b. identify the major policy-setting bodies and their role in the standard-setting process;
- c. explain the nature generally accepted accounting principles (GAAP) and the issues related to ethics and financial accounting;
- d. describe the conceptual framework of accounting, the objectives of reporting, and the qualitative characteristics of accounting information, basic assumptions, and the application of basic accounting principles;
- e. identify steps in the accounting cycle, record transactions in journals, post to ledger accounts, and prepare a trial balance;
- f. explain the reasons for preparing adjusting entries, prepare a 10-column worksheet, and journalize and post closing entries;
- g. prepare single-step and multi-step income statements;
- h. explain how irregular items, comprehensive income, and EPS are reported;
- i. prepare a statement of change in retained earnings, a classified balance sheet, and identify information requiring supplemental disclosure;
- j. identify the major components and prepare a Statement of Cash Flows;
- k. explain accounting issues related to recognition, valuation, disposition, and reporting of accounts and notes receivable;
- l. distinguish between perpetual and periodic inventory systems, costs included in inventory purchase, associated adjusting entries, and the effects of inventory errors on the financial statements;
- m. calculate the value of ending inventories using specific identification, average cost, FIFO, LIFO, and dollar-value LIFO methods;
- n. explain and apply the lower of cost or market rule;
- o. explain the relative sales value method and the accounting issues related to purchase commitments;

- p. determine ending inventory by the gross profit and retail inventory methods and explain how inventory is reported and analyzed;
- q. describe the major characteristics of property, plant, and equipment and identify the costs included in the initial valuation of land, buildings, and equipment;
- r. describe the accounting for self-constructed assets and interest capitalization;
- s. define the key elements of depreciation and depletion, and prepare appropriate schedules using the various GAAP methods;
- t. describe the accounting treatment for costs subsequent to acquisition and the accounting treatment for the disposal of property, plant, and equipment;
- u. define intangible asset and goodwill and explain the procedure for valuing, amortizing, and reporting both;
- v. describe the accounting procedures for research and development costs;
- w. define current liabilities and describe how they are classified, valued, and reported;
- x. identify employee-related liabilities and explain how they are recorded and reported;
- y. explain the accounting for different types of loss contingencies; and
- z. use spreadsheet to prepare and/or analyze reports.

7. Recommended Course Content and Approximate Time Spent on Each Topic
Linked to # 6. Student Learning Outcomes

1-2 Weeks:	Financial Accounting and Accounting Standards (a, b, c)
1-2 Weeks:	Central Framework Underlying Financial Accounting (a, b, c, d)
1-2 Weeks:	The Accounting Information System (b, c, d, e, f, i)
1-2 Weeks	Income Statement, Discontinued Operations, and the Balance Sheet (a, e, f, g, h, z)
1 Week	Statement of Cash Flows (a, j, z)
0-2 Weeks	Accounting and the Time Value of Money (q, r, t, z)
1-2 Weeks	Cash, Cash Controls, and Receivables (a, c, e, j)
1-3 Weeks	Inventory Valuation (l, m, n, o, p)
1-2 Weeks	Acquisition and Disposition of Property, Plant, and Equipment (q, r, t)
1-2 Weeks	Depreciation, Impairments, and Depletion (q, s, z)

- | | |
|-----------|---|
| 1-2 Weeks | Intangible assets, Research and Development Costs, and Goodwill (m, u, v) |
| 1-2 Weeks | Current Liabilities and Contingencies (k, w, x, y) |
| 0-3 Weeks | Special Topics of Interest (a-z) |

8. Text and Materials, Reference Materials, Auxiliary Materials and Content
Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include

Texts:

Kieso, D. et. al. 2004. *Intermediate Accounting*. Wiley & Sons, Hoboken, NJ.
Chasteen, L et. al. 2003. *Intermediate Accounting*. Mc Graw-Hill, San Francisco, CA.

Materials:

Text(s) may be supplemented with:

Accompanying practice set if available
Articles and/or handouts prepared by the instructor
Magazine or newspaper articles

Other

Appropriate films, videos or internet sites
Television programs
Guest speakers
Other instructional aids

9. Recommended Course Requirements and Evaluation

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to

- | | |
|----------|---------------------------------------|
| 40 – 80% | Examinations |
| 0 – 30% | In-class exercises |
| 0 – 40% | Homework |
| 0 – 30% | Practice sets |
| 0 – 30% | Quizzes |
| 20 – 40% | Projects/research |
| 0 – 20% | Attendance and/or class participation |

10. Methods of Instruction

Instructional methods vary considerable with instructors and specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to

- a. Quizzes and other tests with feedback and discussion;
- b. Lectures and class discussions;
- c. Problem solving;
- d. PowerPoint presentations;
- e. Videos, DVDs, CD-ROMs;
- f. Guest speakers;
- g. Group activities;
- h. Oral reports and other student presentations;
- i. Games and simulations;
- j. Homework assignments such as
 - Reading, or watching, and writing summaries and reactions to accounting issues in the media including newspapers, video, magazines, journals;
 - Lectures, web-based material, and other sources;
 - Annual report activities;
 - Reading text and reference material and answering discussion questions;
 - Research environmental issues, and problems;
 - Comprehensive problems;
- k. Web-based assignments and activities;
- l. Reflective journals;
- m. Group and/ or individual research projects with reports or poster presentations;
- n. Study logs and study groups;
- o. Service-Learning, community service, and/or civic engagement projects and other contemporary learning techniques (such as problem-based learning).

Maui Community College
Course Outline
(Revised SLO's)

1. Alpha and Number: Accounting 300
 ACC 300

 Course Title: Intermediate Financial Accounting I

 Credits: Three (3)

 Date of Outline: April 10, 2006 (D. Grooms)

2. Course Description: Emphasizes the application of generally
 accepted accounting principles to the
 preparation and use of financial statements in
 decision-making. Special emphasis placed on
 recognition and measurement of revenues, cash,
 receivables, inventories, property, plant and
 equipment, depreciation and depletion, and
 intangibles. Includes use of spreadsheets.

3. Contact hours/Type: Three (3) hours/Lecture

4. Prerequisites: ACC 202, or consent

 Corequisites:

 Recommended Preparation: BCIS 161 or ICS 100

Approved By _____

Date _____

5. General Course Objective

Provides comprehensive coverage of the tools needed to prepare and evaluate corporate financial statements. Focuses on the conceptual and technical problems in measuring earnings, cash flows, liquidity, capital structure, and evaluating the quality of its assets through an analysis of its financial statements.

For detailed information on how ACC 300 focuses on the Maui Community College general education standards, see the attached curricular grids.

ACC 300 fulfills the three credits of the 21 credit, upper division business requirement for the ABIT degree.

6. Student Learning Outcomes

For assessment purposes, these are linked to #7. Recommended Course Content
On successful completion of this course, the student will be able to:

- a. explain orally or in written for the environment and theoretical structure of financial accounting and the relationship to generally accepted accounting principles (GAAP);
- b. describe and prepare financial documents used in financial accounting including, but not limited to, the income statement, balance sheet, and statement of cash flows;
- c. discuss and solve problems relating to the timing of revenue, income and expense recognition;
- d. explain the concept of the time value of money, calculate present and future values, and make financial decisions;
- e. compare and contrast the various methods of accounting for cash and receivables;
- f. identify the measurement and reporting issues involving inventories and related expenses;
- g. value and record the acquisition, operational costs, and disposition costs associated with tangible and intangible assets, and leases;
- h. demonstrate the appropriate accounting methods used to account for current liabilities and contingencies.

7. Recommended Course Content and Approximate Time Spent on Each Topic

Linked to # 6. Student Learning Outcomes

1-2 Weeks: Environment and theoretical structure of financial accounting (a,)

3-5 Weeks: The accounting process and financial statements (a, b)

- | | |
|------------|--|
| 1-2 Weeks: | Income measurement (a, c) |
| 1-2 Weeks: | Time value of money (a, d) |
| 1-2 Weeks: | Cash and receivables (a, b, e) |
| 2-3 Weeks | Inventories (a, b, f) |
| 1-2 Weeks | Operational Assets (a, b, g) |
| 1-3 Weeks | Current liabilities and contingencies (a, b, h) |
| 0-2 Weeks | Special Topics of Interest (a-h) |
8. Text and Materials, Reference Materials, Auxiliary Materials and Content
Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include
- Texts:*
- Spiceland et. Al., 2006. Intermediate Accounting. Mc Graw-Hill Irwin
Kieso, D. et. al. 2006. Intermediate Accounting. Wiley & Sons
- Materials:*
- Text(s) may be supplemented with:
- Accompanying practice set if available
 - Articles and/or handouts prepared by the instructor
 - Magazine or newspaper articles
- Other
- Appropriate films, videos or internet sites
 - Television programs
 - Guest speakers**
 - Other instructional aids
9. Recommended Course Requirements and Evaluation:
Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to
- | | |
|----------|---------------------------------------|
| 40 – 80% | Examinations |
| 0 – 30% | In-class exercises |
| 0 – 40% | Homework |
| 0 – 30% | Practice sets |
| 0 – 30% | Quizzes |
| 20 – 40% | Projects/research |
| 0 – 20% | Attendance and/or class participation |

10. Methods of Instruction:
Instructional methods vary considerable with instructors and specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to:
- a. Quizzes and other tests with feedback and discussion;
 - b. Lectures and class discussions;
 - c. Problem solving;
 - d. PowerPoint presentations;
 - e. Videos, DVDs, CD-ROMs;
 - f. Guest speakers;
 - g. Group activities;
 - h. Oral reports and other student presentations;
 - i. Games and simulations;
 - j. Homework assignments;
 - k. Web-based assignments and activities;
 - l. Reflective journals;
 - m. Group and/ or individual research projects with reports or poster presentations;
 - n. Study logs and study groups;
 - o. Service-Learning, community service, and/or civic engagement projects and other contemporary learning techniques (such as problem-based learning).

Maui Community College
Course Outline
(Original SLO's)

- | | |
|-------------------------|---|
| 1. Alpha and Number | Communication 459
COM 459 |
| 2. Course Title | Intercultural Communication II |
| Credits | 3 |
| Date of Outline | January 21, 2003
(Updated September 30, 2004) |
| 3. Course Description | Surveys the major factors affecting interpersonal communication between members of different cultures. Focuses on theory, research, and managing intercultural effectiveness. Emphasizes analysis of interactions between U.S. and Asian-Pacific peoples. |
| 4. Contact Hours: | 3 hours/lecture |
| 5. Prerequisites | English 100 with at least a C, or consent |
| Corequisites | none |
| Recommended Preparation | none |

Approved by _____ Date _____

5. General Course Objectives

Generally, Communication 459 will help students become more competent in communication with others of diverse cultural backgrounds by helping them develop the following skills and understandings:

- Expanding one's range of verbal and nonverbal communication skills. More effective communicators have the ability to select and perform communication behaviors appropriate to various contexts.
- Becoming better able to acclimate to new environments. We all experience stress in ambiguous environments. More effective communicators recognize and handle that stress.
- Recognizing the influence one's own culture has had on the way in which one views oneself. More effective communicators understand how they became who they are and are less threatened by those of other backgrounds.
- Expanding one's knowledge of social customs of other cultures. More effective communicators understand how other cultures think and behave.

6. Student Learning Outcomes:

For assessment purposes, these are linked to #7: Recommended Course Content

On successful completion of this course, students will be able to

- define culture by examining a variety of definitions;
- identify and explain the characteristics of culture;
- define and explain subcultures;
- identify five classifications of subcultures; provide two examples of each classification;
- explain cultural universals and list the two types of classification systems studied; list two universals you think should be included, also;
- distinguish between human communication and intercultural communication;
- discuss the impact of encoding, decoding, messages, noise, and feedback in the intercultural communication process;
- list and explain eight common misconceptions about communication that could impact intercultural communication;
- explain why communication and culture are inseparable;
- describe the impact of culture on communication;
- distinguish among intracultural, interethnic, interracial, international, intercultural, and cross-cultural communication;
- identify and explain six reasons why we should study intercultural communication;
- identify one common characteristic of all definitions of culture and its categories;
- briefly explain the intercultural communication process and provide three situations involving intercultural communication;
- describe the selectivity process in perception;
- discuss 3 factors that influence selection;
- describe the role of organization in perception;

- discuss 3 ways people organize and perceive stimuli;
- describe the role of interpretation in perception;
- discuss 5 factors that can affect interpretation;
- explain the role of perception in communication;
- explain what one can do to increase perceptual accuracy;
- define needs and explain the two types of needs;
- identify and compare Maslow's hierarchy of needs with Schutz' classification of interpersonal needs with regard to their usefulness cross-culturally;
- explain the implications of need satisfaction in intercultural communication;
- define values and explain their role in communication;
- identify and discuss the 6 major categories of common values across cultures;
- describe 2 rules related to values for intercultural interaction;
- define beliefs and describe 3 types of beliefs that are considered simple and useful; explain how these relate to reasoning cross-culturally?
- discuss worldview, its incumbent variables, and their impact on communication;
- define attitudes and explain their role in intercultural communication;
- define ethnocentrism, distinguishing between in-groups and out-groups, and list its two functions;
- define stereotyping and identify six characteristics of stereotypes;
- define prejudice and discuss the implications of the definition for intercultural communication;
- discuss the traditional forms of prejudice; provide an example for each form;
- discuss what we can do about prejudice in communication interactions;
- define language;
- briefly discuss 4 important elements of a language and their impact on intercultural communication;
- identify the most important element or characteristic of language, especially in intercultural communication and discuss its implications;
- identify and discuss the 4 types of meaning;
- identify and discuss 5 barriers related to meaning;
- explain the Sapir-Whorf hypothesis and its impact on communication;
- describe the Bernstein hypothesis;
- describe the role of context in communication; compare and contrast low- and high-context cultures;
- articulate the relationship between language and culture, include examples;
- compare and contrast the 6 major types of social institutions cross-culturally;
- discuss the ways societies structure relationships and how the structure can influence communication;
- differentiate between "independent construal of self" and "interdependent construal of self;"
- differentiate between high- and low-context cultures; provide at least five examples;
- define nonverbal behavior and discuss 4 characteristics of nonverbal behavior;

- discuss the nature of nonverbal behavior (the different types or classifications of nonverbal behaviors);
- describe 4 ways to suggest immediacy nonverbally;
- explain the role of nonverbal behavior in intercultural communication;
- describe why it would be important to take into consideration both intentional and unintentional forms of nonverbal communication when communicating interculturally;
- justify the statement that "culture is primarily a nonverbal phenomenon;"
- differentiate between individualism and collectivism as they refer to dimensions of nonverbal communication and culture;
- define and explain appropriate and effective communication;
- analyze and describe how nondominant U.S. cultures such as women, African Americans, people with disabilities, gays and lesbians, and the elderly are kept from obtaining equality, power, and respect by the "dominating culture;"
- identify suggestions one can give for communicating with members of nondominant U. S. cultures; explain any suggestions that hold true for all of the cultures;
- explain what nondominant cultures such as women, African Americans, people with disabilities, gays and lesbians, and the elderly have in common?
- briefly describe the value systems in the U.S. and Japan that affect business practices in each country; discuss the relationship between the cultural values and histories of the different countries;
- define and discuss the importance of the Japanese concept of "face;"
- define cultural or culture shock;
- identify and describe the 6 stages of cultural shock;
- describe the effects of cultural shock;
- discuss how to cope with cultural shock;
- define acculturation and describe the acculturation process;
- discuss 6 stumbling blocks to effective intercultural communication;

7. Recommended Course Content and Approximate Time Spent on Each Topic
Linked to #6: Student Learning Outcomes.

1-3 weeks	Culture and Communication (a)
2-3 weeks	The Roles of Perception, Needs, and Values in Communication (b)
2-3 weeks	Personal Orientation System (b, c)
2-3 weeks	Social Institutions, Social Relationships, and Language (d, e)
2-3 weeks	Nonverbal Communication, Barriers to Effective Communication and Improving Intercultural Communication (f, g, h)
1-2 weeks	Culture Shock (h)

8. Text and Materials, Reference Materials, Auxiliary Materials and Content

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include

Samovar, L. A., & Porter, R. E. (2003). Intercultural communication: A reader, (10th Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Jandt, F. E. (2002). Intercultural communication: An Introduction. (2nd Ed.) Thousand Oaks, CA: Sage Publications, Inc.

Materials:

Text(s) may be supplemented with articles and/or handouts prepared by the instructor; internet research; and library research.

Other:

Films and videos
Guest speakers

9. Recommended Course Requirements and Evaluation

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to

- 25 - 40 % Written and/or oral examinations
- 10 - 30 % In-class exercises
- 0 - 20 % Homework assignments
- 0 - 20 % Quizzes
- 10 - 30 % Journal entries
- 0 - 30 % Case studies
- 0 - 30 % Interviews
- 20 - 30 % Group projects (written and oral class presentations)
- 15 - 30 % Research and/or application paper (written and oral class presentations)
- 0 - 10 % Attendance and/or class participation

10. Methods of Instruction:

Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to

Lectures
Quizzes and other tests with feedback and discussion
In-class exercises, including but not limited to games and simulations

Class discussions

Guest lectures

Audio, visual or mediated presentations including films/videos

Student class presentations

Group or individual projects

Service Learning

Maui Community College
Course Outline
(Revised SLO's)

- | | | |
|----|-------------------------|---|
| 1. | Alpha and Number | Communication 459
COM 459 |
| | Course Title | Intercultural Communication II |
| | Credits | 3 |
| | Date of Outline | July 15, 2006 |
| 2. | Course Description | Surveys the major factors affecting interpersonal communication between members of different cultures. Focuses on theory, research, and managing intercultural effectiveness. Emphasizes analysis of interactions between U.S. and Asian-Pacific peoples. |
| 3. | Contact Hours: | 3 hours/lecture |
| 4. | Prerequisites | English 100 with at least a C, or consent |
| | Corequisites | none |
| | Recommended Preparation | none |

Approved by _____ Date _____

5. General Course Objectives

Generally, Communication 459 will help students become more competent in communication with others of diverse cultural backgrounds by helping them develop the following skills and understandings:

- Expanding one's range of verbal and nonverbal communication skills. More effective communicators have the ability to select and perform communication behaviors appropriate to various contexts.
- Becoming better able to acclimate to new environments. We all experience stress in ambiguous environments. More effective communicators recognize and handle that stress.
- Recognizing the influence one's own culture has had on the way in which one views oneself. More effective communicators understand how they became who they are and are less threatened by those of other backgrounds.
- Expanding one's knowledge of social customs of other cultures. More effective communicators understand how other cultures think and behave.

6. Student Learning Outcomes:

For assessment purposes, these are linked to #7: Recommended Course Content

On successful completion of this course, students will be able to

- a. identify and explain the relationship between culture and communication in intercultural interactions;
- b. define perception and explain its function in intercultural communication;
- c. explain the roles of needs, values, beliefs, and attitudes in one's personal orientation system;
- d. explain the role of language in intercultural communication;
- e. distinguish between collectivist and individualist cultures and the implications for communication;
- f. analyze the role of nonverbal behavior in intercultural communication;
- g. describe how can culture influence our perceptions of appropriate and effective communication;
- h. identify and demonstrate skills that can enhance intercultural communication effectiveness

7. Recommended Course Content and Approximate Time Spent on Each Topic

Linked to #6: Student Learning Outcomes.

1-3 weeks	Culture and Communication (a)
2-3 weeks	The Roles of Perception, Needs, and Values in Communication (b)
2-3 weeks	Personal Orientation System (b, c)
2-3 weeks	Social Institutions, Social Relationships, and Language (d, e)
2-3 weeks	Nonverbal Communication, Barriers to Effective Communication and Improving Intercultural Communication (f, g, h)
1-2 weeks	Culture Shock (h)

8. Text and Materials, Reference Materials, Auxiliary Materials and Content

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include

Samovar, L. A., & Porter, R. E. (2003). Intercultural communication: A reader, (10th Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Jandt, F. E. (2002). Intercultural communication: An Introduction. (2nd Ed.) Thousand Oaks, CA: Sage Publications, Inc.

Materials:

Text(s) may be supplemented with articles and/or handouts prepared by the instructor; internet research; and library research.

Other:

Films and videos
Guest speakers

9. Recommended Course Requirements and Evaluation

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- 25 - 40 % Written and/or oral examinations
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 - 0 - 20 % Homework assignments
 - 0 - 20 % Quizzes
- 10 - 30 % Journal entries
 - 0 - 30 % Case studies
 - 0 - 30 % Interviews
- 20 - 30 % Group projects (written and oral class presentations)
- 15 - 30 % Research and/or application paper (written and oral class presentations)
- 0 - 10 % Attendance and/or class participation

10. Methods of Instruction:

Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to

Lectures
Quizzes and other tests with feedback and discussion

In-class exercises, including but not limited to games and simulations
Class discussions
Guest lectures
Audio, visual or mediated presentations including films/videos
Student class presentations
Group or individual projects
Service Learning

APPENDIX H
(College Fair Reports)

Report on Recruiting Trip to East Coast
Dr. Rafael Boritzer
October 28 to November 7, 2005
NACAC National College Fairs

Philadelphia, Sunday, October 30, 11 a.m. to 4 p.m. Philadelphia Convention Center
(Approx. 15,000 attendees)

Baltimore, Tuesday, November 1, 9 a.m. to 1 p.m., 6 p.m. to 9 p.m.
Wednesday, November 2, 9 a.m. to 12 p.m. Balt. Convention Center
(Approx. 15,000 attendees)

Atlantic City, Thursday, November 3, 9 a.m. to 12:30 p.m., 6 p.m. to 9 p.m. ACCC
(Approx. 5,000 attendees)

At each location the MCC Booth was approximately 8 feet by 6 feet (see attached picture)
The set up time at each location was approximately 30 minutes.

The three fairs were representative of the 47 fairs held in the academic year 2005-2006. Fairs held during the weekdays bus in high school juniors and seniors from the center city and its suburbs. There are approximately 350 colleges (only community college was local one from host city) represented at each fair, staffed by professional recruiters or Admission Officers of the institution. The professional recruiters are paid anywhere from \$ 25,000 to \$ 45,000 annually. The average recruiter attends local, state wide, regional and national college fairs for approximately 90 such appearances.

Schools that are heavily market-dependent (Hawaii Pacific University) may have as many as 9 recruiters, dividing the chores between 7 mainland reps and 2 international reps. When the recruiters are not based at the college they come in for two week orientation and summing up sessions, in the summer.

The average recruiter signs up, one, paying, first year student, at each fair. The average rate of successful enrollment is 1.5% of total verified contacts (filling out data sheet). HPU had 100,000 inquiries in 2003, resulting in 5000 applications, and an entering class of 1500 students in 2004.

Much of the data collected in this report was gathered in informal research, during breaks and meals with representatives, of 20 to 25 schools, e.g., Rockford College, Cleveland State University, Hawaii Pacific University, Roger Williams University, McKendree College, UH Hilo.

The M.C.C. experience at the National College Fairs

The location of our booth at all three fairs was excellent since we were at the central crossroads of the arena. We were prepared with the new CD Rom Viewbook, the small college response folder, the ABIT brochure, and student contact forms. The strategy was to aggressively “sell” our product by initiating conversations with all passer bys. Since we were the only ones showing videos (graciously supplied by the Maui Visitors Bureau) on a 17 inch laptop computer, we managed to attract and talk to the following 328 contacts:

Philadelphia

Business 24 No Specialty 26 Other Majors 36

Baltimore

Business 20 No Specialty 28 Other Majors 45

Atlantic City

Business 30 No Specialty 39 Other Majors 80

It is obvious that our most productive venue was Atlantic City, New Jersey. Besides being a resort and water sports community, the area is heavily influenced by the cosmopolitan area of New York. Philadelphia and Baltimore had a preponderance of inner city students who felt that they wanted to stay in the “Hood” (neighborhood), or not be so far away from home.

Competitive Advantages at the Fair

- a. Only single booth staffed by two people
- b. Only display showing movies on laptop
- c. Only school distributing view books with CD ROMs
- d. Only venue promoting Maui as a place to study
- e. Leader in contact information collection
- f. Using Personal Selling as strategic tool

Competitive Disadvantages

- a. One of two schools having “Community “ in branding display. Students concerned about 4 year degree with 2 year branding.
- b. All the states have community college systems with open enrollment and low tuition.
- c. Did not have name banner for table and wall.
- d. Some of copy in brochure was inappropriate, e.g., “Free Airport Pickup.”

What do we do with the Data?

- a. The data in and of itself is useless, and consequently, must be massaged and followed up, to produce results in the form of students enrollment.
- b. There are several possibilities of pursuing such a follow up, including the following:
 - 1. Take contact sheets and call students, marking results and action on sheet.
 - 2. Prepare EXCEL format spreadsheet with data and input contact date, result and follow up on spreadsheet (see attachment).
 - 3. Prepare data base (possibly ACCESS format) and input data for permanent data mining.

4. Use commercial College Recruiting and Enrollment software so that our goldmine of contacts, does not fall through the cracks, and can be continuously revisited.
- c. In any case, First follow up call or e-mail should take place no later than 30 days after college fair so that we keep the prospect warm to our entreaties and cold to the competition. If no rejection, than second contact is 90 days after show. Additional contacts every ninety days until confirmation of affirmative or negative response, and/or registration.
- d. When students have no e- mail address, using snail mail or SKYPE VOIP telephone is a secondary contact option.

What have we learned?

- a. Student marketing and recruitment is a labor and financial intensive activity.
- b. We have to keep a focus on our objectives, resources, and appropriate market segments (focusing on demographics, psychographics and behavioral attributes).
- c. Student recruitment is not a part time activity.
- d. Implementation mileposts and deadlines are critical, for cost-effective and successful, recruiting activities.

Where should we participate in the future?

In Spring 2006

Honolulu, April 19

San Diego, April 20

Orange County, April 22

Greater Los Angeles, April 23,24

Ventura County, April 25

In Fall 2006

Chicago

Long Island

Seattle

Portland

What other critical issues exist in recruiting students?

1. Search Engine Optimization to bring students to our websites
2. Customer Relationship software (student enrollment and recruiting package)
3. Potential student follow up personnel
4. Early decisions on college fairs participation
5. Name change of MCC
6. Five senses branding
7. Recruiting Agents especially for international students
7. Participation in country wide fairs, especially Turkey, India, in Spring 2006

2006 NACAC College Fairs
April 18-26, 2006
Crystal Alberto

Location	Strengths	Weaknesses	Approximate student contact	Recommend for next year
Ontario, CA	<ul style="list-style-type: none"> Large attendance by students, parents and school counselors Diverse student population Response to MCC positive Both sessions equally busy and well attended 	<ul style="list-style-type: none"> Sometimes too many students at the table and didn't have opportunity to talk to all of them 	300	Yes
San Diego, CA	<ul style="list-style-type: none"> Large population of students Response to MCC positive 	<ul style="list-style-type: none"> Evening session slower than morning session 	250	Yes
Anaheim, CA	<ul style="list-style-type: none"> Spoke with some Native Hawaiian students 	<ul style="list-style-type: none"> Response to MCC not very favorable Students mainly interested in 4 year Universities 	50	No
Los Angeles, CA	<ul style="list-style-type: none"> Well attended by students, parents and counselors Spoke with Native Hawaiians and some Maui Locals Response to MCC favorable 		250	Yes
Ventura, CA	<ul style="list-style-type: none"> Mild attendance by students, parents and counselors Response to MCC favorable 	<ul style="list-style-type: none"> Not many students interested in MCC (too far, attend local CC, attend 4 yr university) 	75	No
San Francisco, CA	<ul style="list-style-type: none"> Response to MCC favorable Mild attendance 	<ul style="list-style-type: none"> Mild interest in MCC 	150	Maybe, other reps recommend WACAC fairs in Northern CA because better attended and more accessible than SF

Comments:

Overall the fairs went well. Majority of attendees were favorable to MCC. CD Rom's worked well and received positive response from students parents and counselors. Most preferred CD Rom to paper brochure. Housing project very popular. Marketing of ABIT caught interest of students and counselors. Counselors very interested in Bachelor's Degree at CC for their students. Counselors would like us to visit their schools while in the area. Would recommend this as opposed to attending Anaheim and Ventura Fairs. WACAC college fair exhibitors receive High School Counselor contact information for High Schools in the area.