

**MAUI COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW 2008-2009
APPLIED BUSINESS AND INFORMATION TECHNOLOGY
PROGRAM (ABIT)**

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DECEMBER 11, 2009**

PROGRAM MISSION, DESCRIPTION AND STUDENT LEARNING OUTCOMES

- ***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.

- ***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.

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.

I. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW *

Demand

1. Annual new and replacement positions in the State:	207
2. Annual new and replacement positions in the County:	25
3. Number of majors:	39
4. Student semester hours for program majors in all program classes:	345
5. Student semester hours for non-program majors in all program classes:	137
6. Student semester hours for all program classes:	482
7. FTE program enrollment:	16.1
8. Number of classes taught:	14
Determination of program's health based on demand:	healthy

Efficiency

9. Average class size:	11.9
10. Class fill rate:	49%
11. FTE of BOR appointed program faculty:	2
12. Student/Faculty Ratio:	19.5
13. Number of majors per FTE faculty:	24.5
13a. Analytic FTE Faculty	1.6
14. Program Budget Allocation:	n.a.
15. Cost per Student Semester Hour:	n.a.
16. Number of classes that enroll less than 10 students:	4
Determination of programs health based on Efficiency:	cautionary

Effectiveness

17. Success Completion	85.00
18. Withdrawls	1
19. Persistance	85%
20. Unduplicated Degrees/Certificates Awarded	2

20a. No. Degrees Awarded	2
21. Transfers to UH 4-yr	2
21a. Transfers w/degree from program	0
21b Transfers w/o degree from program	2
Determination of programs health based on Effectiveness:	cautionary
<u>Distance Education-Completely On-line Courses</u>	
22. No. of Distance Education Classes Taught	5
23. Enrollment Distance Education Classes	64
24. Fill Rate	43%
25. Successful Completion	95%
26. Withdrawals	1
27. Persistence	97%

* All the data has been supplied by Dr. Jeannie Pezzoli – MCC Institutional Researcher

II. ANALYSIS OF THE PROGRAM

A. *Strengths and Weaknesses, Opportunities and Threats*

Since ABIT has been an accredited program Since May 2007, the assessment of our strengths and Opportunities has been made possible by additional data provided by the State and the UH System in the past 12 months. In the beginning of the AY 2008-09 the first effects of the recessionary economic environment were reflected in additional student registrants to the school in general. A comprehensive internal recruitment program and an effective support system by faculty and counselors resulted in a growth curve in the above numbers. The State's statistics on new jobs and replacement positions, offered on encouraging forecast for potential students intent on enrolling. On Maui alone, the numbers of projected jobs increased from 9 to 25. Looking at other aspects of the **Demand** matrix, by fall of 2008 we witnessed the fall of the number of ABIT majors from 45 to 32. The reason for the drop can be attributed to the time it takes for a new lower division aspirant to reach the level of a declared major. The good news was that the student semester hours for all program classes rose from 173 in 2007 to 345 in the Fall of 2008. The number of classes taught increased to 14 from the previous year of fall 2007 which totaled 10 classes. In terms of demand we are in the growth stage of the product life cycle and anticipate increased rate of growth as well as absolute growth (at the time of this writing enrollment in some of the ABIT courses has tripled).

In terms of **Efficiency**, we have raised the average class size 11.9 students from our previous 8.6. Our class fill rate was relatively low at 36.13%, but has increased to 49%. Our majors/faculty ratio of 19.5 is down from 24.06 the previous year reflecting the addition of several adjunct faculties.

Our **Effectiveness** and the persistence of majors from 80% in 2007 to this year's 91.8% is a welcome indicator of increasing strength in our counseling, teaching and recruitment support services. A course completion rate of 91% is a marked improvement compared to our previous 87.2%

In summary, our rate of program growth and strength is dependent on meaningful and effective recruitment in county and state, on the mainland, and internationally. Such recruitment requires familiarity with the opportunities and threats in the higher education marketplace, that has become customer driven, sensitive to digitized marketing, nuanced selling techniques and requiring the use of persuasion architecture, converging technologies, and strategic alliances. Due to the international financial uncertainty, we have witnessed an unprecedented enrollment increase in registration and attendance in the college. It will take approximately 2 years before these numbers are reflected in the ABIT Program, since new registrants have to complete a host of lower division prerequisites. Locally focused marketing efforts have been increased by the leadership of the college administration, which has made a priority of *retention* and *persistence* goals. The replacement of a third faculty member in the fall of 2008 further reduced our student faculty ratio.

III. SIGNIFICANT PROGRAM ACTIONS

It is best to begin by revisiting the **2007 – 2008 Goals**

A. Review and Modify the ABIT Curriculum. Curriculum revisions will be reviewed before the winter 2008 break amongst the ABIT faculty and submitted to the ABIT Committee and BHS Department for approval prior to the end of January. When approved will be submitted to curriculum committee.

The program was reviewed, revised and approved by the ABIT Committee and the parent BSH Department. It was submitted to the Curriculum Committee and supported by a personal appearance at the Curriculum Committee's meeting in the fall of 09. The Curriculum Committee has requested further clarification of the proposal prior to continuing its review process. Most probably the ABIT Faculty will resubmit the request for program changes in the fall of 2010. Substantive changes in our final plan included the reduction of the degree requirements from 127 credits to 120 credits, the elimination of the BUS 301 orientation course and the conversion of BUS 120 from a required lower division course to an elective

B. Negotiate agreement with West Oahu, Manoa and Hilo to transfer and accept our upper division courses when mutually advantageous. Courses in the Business, IT, and Humanities upper division not previously submitted for transfer and articulation will be negotiated by the three ABIT faculties with their counterparts in the three baccalaureate institutions prior to April 1, 2009.

Previously negotiated agreements with West Oahu, Manoa and Hilo, went into effect and crossover students, primarily from West Oahu, have taken ABIT courses in satisfaction of their college's program requirements. We plan to seek the articulation of newly planned courses in the Humanities, e.g. ENG 377 and other Business courses yet to be formally acceptable for transfer, e.g. BUS 420.

C. Negotiate with other community colleges in the UH System to coordinate their lower division programs for easy interface with the ABIT Program. While this has been attempted with mixed success, upon approval of our own MCC internal paths by curriculum, this should become easier.

We have concluded an agreement with Kauai Community College to facilitate the entry of their graduates into the ABIT Program from their Business Technology Program.

D. Actively recruit ABIT students with targeted marketing strategies that utilize our limited resources in the most effective and judicious manner. These may include the use of trained student help, joining friendship communities on social networks, search engine optimization and overseas recruitment agencies. This will continue but is dependent on the fiscal situation as well as when the school's name change (Item E) takes place.

The national economic environment with the attendant increase in unemployment has altered the plans of many high school graduates to enter the workforce. Consequently, we have seen a previously unanticipated surge of registrations at the community college level at Maui CC. We anticipate that this surge which began in spring 09 will continue unabated through the 2009-2010 AY. Our name change has not yet occurred, and consequently, we have not activated further mainland or international recruitment efforts. The ABIT Program Coordinator recruited students at Kapiolani Community College and Leeward Community College by teaching classes in Leadership, Marketing and Management in both colleges and delivering a 20 minute "sales pitch" in each class. A visit to Kauai Community College and attendance in their College Transfer Fair has resulted in the recruitment of two students for the fall of 2010. Over 155,000 e-mails were sent out via the LinkedIn network system as well as the Facebook social media network in May to take advantage of students who were still looking for fall 2009 college admission. With limited staffing these efforts may take some time to show "fruits." Other networking by the program has included participation in the Hawaii Angels (venture capital) and the Tech Hui (entrepreneurial association) as venues for trolling for students.

E. Support efforts to change the College's name so as to remove the "community" identifier. This issue is a roadblock in recruitment efforts for a 4 year program.

The plan to submit the name change for action by the UH System was conditioned on the approval of a second Bachelor of Applied Science (B.A.S.) degree Program. This has occurred with the approval of the B.A.S. in Applied Engineering. These developments triggered the change of the college's accreditation from the WASC Junior Commission to the3 WASC Senior Commission. It is anticipated that the name change will be acted on by the UH MCC administration in AY 2009-2010.

F. Explore alternative entry tracks for completing a baccalaureate degree in the ABIT Program. We are exploring several potential tracks which will be tied into the curriculum revisions.

Together with the leadership of the Business Careers Program at MCC we explored a reduction in the number of required courses for entry into the ABIT Program at MCC, we examined the possibility of converting some courses from required to elective status (see further discussion in item A.). We will plan a major campaign in attracting liberal arts majors and "undecided" majors during their first and second semesters at Maui CC. We anticipate that once curriculum changes are made the program may become more attractive to graduates

of other two year programs.

G. Review the fruits of the ABIT faculty applied research agenda. It is currently anticipated that by the first of February 2009, final approval will be granted by the ABIT committee and the administration as regards the research agenda of the ABIT faculty.

The three ABIT faculty members submitted research proposals which received approvals from the Research Review Committee. They are still awaiting final approval from the Administrative level. In the meantime the ABIT faculty members have met with the Chancellor, VCAA, Assistant Dean to formulate new Applied Research Policies and Procedures to be submitted to the Faculty Senate. The research project by the ABIT Faculty included the following: 1. What is the importance of the illustrations of the Waverley novels to subsequent popular interpretations of Scotland and Scottishness, on 19th -century material culture, and what is Scott's specific role in the illustration of his novels?" 2. What are the differences between school learning and on-the-job experience, how should we revise our curricula to best serve our students, and is MCC a part of the vector of information technology dissemination on Maui? 3. How well do patient-targeted financial incentives work when attempting to alter obesity creating behavior?

H. Offer additional ABIT courses in the on-line, cable, and other distance learning modalities. All the business courses except for the capstone Bus 495 are now offered on line or via cable TV. It is anticipated that additional IT and humanities distance learning courses will be offered in summer and fall 2009.

Marketing 400, a business elective was offered on line in the summer of 09 and BUS 301, the ABIT orientation course was offered as a hybrid (in class and on-line combination) course for the first time. We anticipate a humanities class and additional ICS distance learning classes in the fall 2010.

I. Purchase Software and Hardware, which will assist students in the preparation of presentations, websites, video streaming, audio streaming and encoding taped classes for on-line delivery. This is an ongoing process and will continue till May 2009.

The following software was purchased for instructional development and instruction purposes: Adobe Creative Suite 4, Microsoft Office 2007, CAMTASIA, SNAGIT, and Presentation Pro. Subscriptions to Marketing Pro and Clipart were purchased. Three desktop computers and three 1 terra byte backup drives were purchased.

J. Work with Business Careers Program, ECET Programs, and Information and Computer Science Programs to create a better interface with the ABIT program so as to complete a baccalaureate degree at M.C.C. This is being developed together with the ICS courses coordinator. To be integrated in curriculum revisions.

Prior to the revision of the curriculum, discussions were held with BSH dept. members including Business Technology and Business Careers Programs. Their concerns were noted and incorporated into the curriculum proposal submitted in item A, above. ABIT worked with other programs for strategic and tactical goals. An example is collaboration in support

of new high tech industries who wish to employ graduates of lower division and upper division graduates. One such case is a letter of support for a homeland security project on Maui.

After discussing possible changes with BSH dept. members and with ECET faculty, it does not seem feasible to track ECET students into ABIT without at least a year of remedial work.

K. Communicate ABIT IT needs to campus services and support, e.g. Computing Services, The Learning Center, Kalama Computer Lab: Provide full student support services, including advising, tutoring, counseling, and services, that increase student retention and success in a learning centered environment.

Computing Services is supporting the ABIT e-commerce server used for ICS 420 and for the Capstone Project in BUS 495. An ABIT student was hired to help in bringing up the new ABIT server and to help in creating accounts for the server and doing backups. In addition, new computers were purchased for Ka`a`ike 219, and software was installed to support the development of e-commerce projects. That software has also been made available in The Learning Center and in Kalama Computer Lab for students to work on their projects outside of class time. Tutoring has been limited by the lack of students on campus with sufficient expertise to tutor other students.

Complete the 2009 – 2010 ANNUAL INSTRUCTIONAL PROGRAM REVIEW due date of October 26, 2010.

Determination of Program's Overall health

Not available

Part III. ACTION PLAN

- A. The ABIT Committee has served its purpose, i.e., supporting the operational and educational policies and procedures during the program's initiation and journey through the accreditation processes. During this AY 2009-2010 it is the intent of the faculty that the committee be disbanded and that the ABIT Program function in concert, administratively and educationally, with other baccalaureate programs at Maui CC. Consequently, the faculty will initiate discussions for the ABIT Committee's dissolution.
- B. It is the intent of the ABIT Faculty to address the issues raised by the Curriculum Committee in its first review of the Program changes. It will consult with the constituent departments of the ABIT program, i.e., BSH, ICS, and HUM.
- C. The ABIT faculties propose an examination of the administrative structure in which ABIT is housed. Perhaps the college faculty with Administration will create a

management framework that conforms to the reality of the emerging baccalaureate environment, i.e., B.A.S. in Applied Engineering, and other proposed programs.

- D. Recruitment to bolster the ranks of the students enrolled in the program will continue to be a major focus of the faculty and its student counselor. It will intensify its participation at all other available venues, e.g., student fairs, student orientations, high schools, and UH Community Colleges. The faculty will also engage in internal marketing in the college “pitching” the program to the largest group of majors at Maui CC, i.e., the liberal arts majors. The program will continue its outreach to county organizations and agencies including clubs such as Rotary, Kiwanis, and Lions. The social media phenomena present another fertile ground for recruitment purposes. The ABIT Program has its own Facebook and My Space web sites. Our intention is to raise the number of students in the ABIT program from the current 43 to 55.
- E. The program will continue its applied research obligations with emphasis on practical outcomes that benefit the community, county, or state environment which is its host. The Waverly literature research will be presented at a scholarly conference in New York, the obesity related research has participated in a grant application to the Centers for Disease Control and is awaiting a decision on funding so as to be able to define the scope and breadth of its endeavor. The IT Center has possibilities for new contracts and awaits approval from the research committee to recommence operations.
- F. Through the UH System process the program will apply to the Board of Regents for change of status from Provisional to Permanent and support the name change of the college from Maui Community College to UH Maui, in keeping with the evolving mission of the college and its accreditation transfer from the WASC Junior to the Senior Commission.
- G. The program will continue to serve as entrepreneurship and management community consultant to various community groups requiring such expertise, e.g., Center of Excellence in Aging with Aloha.
- H. The ABIT Program will explore the use of more on-line courses so as to enable our program to access to a larger student universe. This in keeping with our previously mentioned recruitment goals. We will do this in consultation with the three component departments in the course offerings.
- I. Although it appears that grant money is available to provide our students with computer hardware and software, we will prepare an annual budget which reflects the desire to distribute laptop computers to all ABIT students, in keeping with the recommendations of the Seton Hall University proposals.
- J. We will enlarge the pool of appropriate adjunct lecturers so as to be ready to cope with increasing enrollments envisioned in the next 24 months.

- K. We will fund and develop an alumni tracking software utilizing the services of ABIT students. After testing, the software will be made available to the rest of the college for use in tracking the alumni of other programs.
- L. We will aggressively pursue the use of all available modalities in advising students in the appropriate courses placement, insuring their persistence in the program and consistently tracking their progress. We will work in close consultation amongst faculty and the Program counselor as we improve on our retention and persistence rates.
- M. In the coming year we will demonstrate the fruits of our applied research agenda and present updates and their relevance to the community in college and public forums. This is contingent of approval of the research projects by the Research Committee.
- N. Continue the pursuit of offering an Advanced Entrepreneurship and Advanced IT certificate programs to provide opportunities for professionals who wish to increase their repertoire of entrepreneurial skills. Plan to particularly target working professional in Accounting, Medicine, Dentistry, Engineering, and Architecture. This will focus on the adult lifelong learner segment of our community.
- O. Further develop and maintain the program's Advisory Board membership and integrate their advice and support into the program's mission.
- P. Budget and fund the ABIT Study Center in Kalama Bldg so as to provide equipment and furniture for use by ABIT project groups and other four year baccalaureate students.

Part IV. RESOURCE IMPLICATIONS

In physical terms there are no required changes in the program as a result of the anticipated Action Plans. In human terms the only incremental cost to the current projections is the employment of two part student helpers to assist in student recruitment, data mining, information analysis, query tracking activities and server maintenance. **ABIT funds are based on the previous year's tuition revenues and this year the budget limit is \$ 99,750.**

Budget for next year

Estimated resources for the development of the **ABIT Program** and the projected budget for **AY 2009 - 2010:**

Hardware:

ABIT Backup Server - \$ 10,000
New Laptops for ABIT students – \$ 13,000
Refurbish Cyber Café for ABIT use: \$ 7,000
Portable Projector: \$ 1,200
Total: \$31,700

Software:

Annual Subscriptions and Memberships-
Total: \$ 1,900

Media:

Research and Library Books - \$ 3000
Videos - \$ 1500
Clipart - \$ 150
Total: \$ 4650

Consumables:

Office supplies - \$ 9,000
Brochures- \$ 7,500
Total: \$ 16,500

Conferences and Faculty Development:

Seminars in Assessment and Accreditation issues - \$ 7000
Hawaii International Business Conference - \$ 1000
NYU Conference - \$1500 – Richard Hill
Total: \$ 9,500

Marketing:

Purchased Research – \$4500
Travel, Fair Participation in Neighbor Islands - \$ 7500
Total: \$ 12,000

Instructional Services:

Full time faculty – Paid directly by legislatively mandated funds

Adjunct Lecturers– \$ 10000
Faculty Research Costs - \$ 10,000
ABIT Clerical Support - \$ 2000
Student manpower (tracking ABIT graduates) - \$ 1500
Total: \$ 23,500

Grand Total:

\$ 99,750