Maui Community College
Progress Report

Appendix
## Table of Contents

<table>
<thead>
<tr>
<th>Appendix Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC Strategic Plan 2003-2010</td>
<td>A.1  3</td>
</tr>
<tr>
<td>MCC Strategic Plan Timeline</td>
<td>A.2  11</td>
</tr>
<tr>
<td>MCC Strategic Plan 2003-2004 Priority Order Action Strategies</td>
<td>A.3  12</td>
</tr>
<tr>
<td>MCC Strategic Plan 2003-2004 Goals Realized</td>
<td>A.4  15</td>
</tr>
<tr>
<td>UH Community College Strategic Plan and MCC Strategic Plan Crosswalk</td>
<td>A.5  26</td>
</tr>
<tr>
<td>MCC Self-Study for Annual Assessments and Comprehensive Program Reviews</td>
<td>A.6  32</td>
</tr>
<tr>
<td>Timeline for Comprehensive Program Reviews</td>
<td>A.7  39</td>
</tr>
<tr>
<td>MCC Annual Assessment Information</td>
<td>A.8  40</td>
</tr>
<tr>
<td>Guidelines for Program Review Validation Teams</td>
<td>A.9  41</td>
</tr>
<tr>
<td>Procedures and Timeline for Annual Assessment and Program Review Validation Teams</td>
<td>A.10 45</td>
</tr>
<tr>
<td>Assessment Plan for the Accounting Program at MCC</td>
<td>A.11 47</td>
</tr>
<tr>
<td>Graduate and Leaver Survey</td>
<td>A.12 74</td>
</tr>
</tbody>
</table>
The College Mission

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.

The Vision

We envision 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.

Functioning as a System

As we meet the educational and training needs of Maui County, we will be functioning as part of a comprehensive, seamless University of Hawai`i system made up of three baccalaureate institutions and seven colleges.

We will partner with each of these, The University of Hawai`i at Manoa, at Hilo, and at West Oahu, and the six colleges on Oahu, Kauai, and Hawai`i, to make equal access across the system a reality for all UH students.

We will collaborate in forming compatible system policies and procedures, making it possible for our students to attend whatever institution best suits their educational and personal needs.

We will be responsive to changing community and student needs, designing and delivering both credit and non-credit classes, programs, and services that meet current and emerging technological and educational challenges.

We will continuously improve and update facilities and technologies at our Education Centers in Hana and on Moloka`i and Lana`i, making sure that the education, training, and service needs of students in those outlying areas are recognized and met.

We will create our own unique identity and at the same time work collaboratively with others in the UH community to realize the benefits of an integrated system brand.
Commitments and Core Values

Overreaching commitments reflect the core values that bind Maui Community College faculty, staff, and students together and contribute to the realization of the College’s vision and mission:

- **Aloha**: The Hawaiian concept of Aloha encompasses a respect for the history, traditions, and culture of Hawai`i and its indigenous people as well as a compassion and caring for the well-being of all people.

- **Collaboration and respect**: Education, training, applied research, and community service are enhanced by a shared use of available resources in an atmosphere of open communication, integrity, and mutual respect.

- **Academic freedom and intellectual rigor**: Faculty in all disciplines challenge their students and themselves to expand their knowledge, embrace intellectual challenges, and prepare for the future.

- **Institutional integrity and service**: A commitment to knowledge, evidence, ethics, responsibility, and truth guides institutional activities and development. A spirit of service infuses all college activities.

- **Access, affordability, and excellence**: The College is committed to offering open access to programs of the highest quality at an affordable cost.

- **Active Learning and discovery**: Learning opportunities that maximize active student engagement and lead to lifelong learning are valued and encouraged.

- **Diversity, fairness, and equity**: The College is committed to ensuring that all populations are represented equitably. Diversity is valued and embraced.

- **Leveraged technology**: Technology is used effectively to enhance instruction and learning and to expand access to educational opportunities through distance education.

- **Hawaiian Islands advantage**: The College is committed to achieving a global advantage by making use of Maui County’s unique cultural and geographic attributes.

- **Innovation and empowerment**: The College is committed to a climate of innovation and empowerment, overcoming resource limitations and making continuous improvement in all aspects of its activities.

- **Accountability and fiscal integrity**: Taxpayers, donors, and students who support the College receive maximum value for time and resources invested.

- **Malama `aina sustainability**: The College supports the Hawaiian concept of Malama `aina—living in harmony with the land—through conservation, sustainable use, and enhancement of the environment.
College Goals

The energies and resources of the College will be focused on achieving five key strategic goals. These will be revisited and updated regularly in order to satisfy recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) and to meet the changing needs of the College and the community.

Goal 1

Educational Effectiveness and Student Success

Embrace a culture of excellence and performance as the hallmarks of effective student learning and success.

Objective 1:
Achieve a shared institutional culture that makes student learning and success the responsibility of all.

Action Strategies
- Maintain all aspects of the College as a learning-centered institution.
- Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities.
- Provide students with access to a seamless UH system with full articulation between all campuses.
- Engage students in active learning.
- Use technology to enhance student learning and the quality and efficiency of student service functions.
- Expand student support, including counseling and academic support services, at Hana, Moloka‘i, and Lana‘i Education Centers.
- Address the need for remedial and developmental programs.
- Facilitate the faculty role as coach, mentor, and tutor.
- Develop and support service learning and community service opportunities.
- Implement a state-of-the-art student information system that supports a continuing relationship with students from recruitment to alumni status.
- Complete instructional and academic support reorganization.
- Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning-centered environment.
- Create seamless instructional and support services, offering academic intervention at the earliest indication that a student is experiencing difficulties.

Objective 2:
Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.

Action Strategies
- Create a learning environment where diversity is valued and embraced.
• Support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect.
• Value and encourage innovation, collaboration, and creativity.
• Encourage excellence in faculty and staff performance by offering opportunities for professional growth and renewal.
• Recognize experimentation and institutional transformation as an ongoing process.
• Continue to recruit and retain a diverse faculty and staff.

Objective 3:
Develop and implement a comprehensive evaluation system for regular review of all educational and student service programs.

Action Strategies
• Establish a comprehensive institutional effectiveness system that integrates assessment with planning, budgeting, and program implementation in a continuous improvement cycle.
• Implement educational program review/assessment and learning outcomes to evaluate and improve student learning.
• Evaluate curriculum to improve student learning.
• Identify student learning goals established by instructional programs.
• Identify and make public expected learning outcomes for degree and certificate programs.

Goal 2
A Learning, Applied Research, and Service Network

Engage in intellectual and educational activities that enable the county of Maui and the state of Hawai‘i to flourish.

Objective 1
Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH system and with other public and private educational, governmental, and business institutions.

Action Strategies
• Foster and maintain a working partnership with the Department of Education that focuses on public education (P-20), teacher education, Hawaiian language and culture education, student preparation, and lifelong learning.
• Expand training and workforce development programs, e.g. Dental Assisting, in coordination with county, state, and industry economic initiatives.
• Include liberal arts education as the foundation for an educated community and a competent workforce.
• Involve faculty in the development of an efficient articulation process based on trust among faculties and on student outcomes and competencies.
• Maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner.
• Maintain affordable, open door access to the College for Hawai‘i residents.
• Cooperate, as appropriate, with other higher education institutions to provide high quality educational services to the county and to the state through such programs as the University of Hawai‘i Center, Maui.
• Develop standards and criteria for awarding credit for learning outside of normal school organizations.
• Support the collaboration of credit-non-credit offerings through coordination of resources and other strategies.
• Facilitate dialogue and discussion with business and community partners to better serve workforce needs.
• Determine the need for emerging specializations in the workplace; create partnerships between college and community representatives to address new program initiatives.
• Reevaluate existing college programs to ascertain relevancy and effectiveness.
• Seek external funding sources, e.g. National Science Foundation, to develop programs that promote economic diversification and high-end technology.
• Partner with the community to identify educational and training needs and to determine how the College can best meet those needs.
• Develop appropriate sustainable baccalaureate degrees.

Objective 2
Provide access for students, faculty, and staff to a first-class information technology infrastructure, support, and services that sustain and enhance instruction, applied research, and administrative services.

Action Strategies
• Maintain and continuously fund basic technology infrastructure, training, and support that improve the efficiency and effectiveness of the entire college community.
• Mainstream institutional response to distance learning and ensure that all professional development and support for technology enhanced teaching, learning, and student services are integrated to benefit campus-based instruction as well as distance learning.
• Acquire needed equipment to meet the on-going technological needs of the college campuses on the three islands.
• Support the request for increased staff in technology development and in academic support.
• Become the primary provider of workforce development and technology training programs in Maui County and promote partnerships for the advancement of technology-based development.

Objective 3
Practice applied research for the discovery of knowledge.

Action Strategies
• Promote applied research through collaboration across disciplines and among campuses.
• Improve physical infrastructure by incorporating new facilities into the revision of the Master Plan, including a new science building; additional nursing, dental, and health classrooms and labs; and additional faculty offices.
• Develop, implement, and support new applied research programs, including electronics engineering technology, computer engineering technology, PC-cluster technology, and biotechnology.
• Provide faculty with professional development opportunities and technical skills to restructure science, math, engineering, and technology courses to meet emerging demands for trained workers.
• Assist the DOE and the US Department of Education in the recruitment and retention of Native Hawaiian students majoring in science, math, engineering, and computer technology.

Goal 3

A Model Local, Regional, and Global College

Transform the profile of the College, positioning it as one of the world’s foremost multicultural centers for island and indigenous studies.

Objective 1
Establish Maui Community College as a preferred educational and training destination for local, national, and international students.

Action Strategies
• Identify and capitalize on strategic markets for profit-generating programs, e.g. short-term training.
• Encourage interaction between international students and students from local ethnic groups.
• Continue support for the study of diverse cultures and languages to support Hawai`i students who wish to explore their cultural roots.
• Expand on- and off-campus intercultural and education abroad opportunities.
• Facilitate worldwide networking and intercultural exchanges involving faculty, visiting scholars, administrative staff, and students.
• Establish and continue partnerships with international education institutions.
• Strengthen the recruitment of international students in both credit and non-credit programs.
• Develop partnerships with private companies to address student housing needs.
• Support the ongoing development of facilities and infrastructure at Hana and on Moloka`i and Lana`i.
• Provide academic support services to promote student retention and academic success.

Objective 2
Strengthen the crucial role that the College performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture, language, and values.

Action Strategies
• Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.
• Use the technological capabilities of the College to provide access to international conferences and workshops for indigenous peoples.
• Facilitate informational workshops in Maui County communities.
• Support full participation of Native Hawaiians in all matters of the College relative to the College’s efforts on affirmative action and equal employment opportunities in its educational mission and as an employer.
• Promote the use of the Hawaiian language at all MCC campuses, as appropriate and consistent with the Hawai‘i State Constitution.
• Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history at all MCC campuses, as consistent with the Hawai‘i State Constitution.
• Encourage Native Hawaiians to practice their language, culture, and traditions at all MCC campuses.
• Plan and facilitate Native Hawaiian leadership development in partnership with community programs and businesses.

Goal 4

Investment in Faculty, Staff, Students, and Their Environment

Recognize and invest in human resources as the key to success and provide an inspiring work environment.

Objective 1:
Create a culture of excellence by recruiting, rewarding, and empowering faculty and staff and fostering a spirit of appreciation for all college employees.

Action Strategies
• Establish competitive and equitable instructional, non-instructional, and academic support faculty and staff workloads that encompass teaching, scholarship, and service to the College and the community at large.
• Improve employment and retirement benefits and raise faculty and staff salaries to competitive levels; ensure fair treatment of all employees.
• Ensure that the College’s teaching and service enterprises are supported by adequate levels of classified support staff and resources.
• Encourage excellence in faculty and staff performance by continually offering opportunities for professional growth and renewal.
• Facilitate faculty, staff, and student participation in collegial governance, including planning, assessment, and communication needs.
• Promote wellness of faculty, staff, and students through education, health, and counseling services and policy guidance.
• Offer opportunities for the development of administrative leadership skills.
• Recognize and reward accomplishments of faculty and staff.
• Develop mechanism to achieve the goal of decreasing instructional and academic support workloads while maintaining necessary and appropriate instructional offerings.
• Seek additional resources to allow faculty and staff opportunities to work in areas of curriculum development, service learning, and support to students.
• Support the development of a strong infrastructure, thereby allowing all faculty and staff the opportunity to better carry out their areas of responsibility.
• Collaborate with other components of the UH system to develop more appropriate personnel and classification procedures.
• Encourage entrepreneurship activities.
Objective 2
Create positive, healthful, resource-efficient, and sustainable physical environments on the campuses of the College.

Action Strategies
• Maintain and improve campus structures and landscaping to ensure the safety of people who use them and to provide an attractive and nurturing learning and working environment.
• Pursue the timely progress of facilities development and establish capital improvement priorities in accordance with the academic priorities of the University system.
• Ensure that new construction and renovation projects maximize environment and economic sustainability principles with attention to the health and well-being of occupants.
• Partner with the communities surrounding the campuses, adding vitality to both campus and community.

Goal 5

Resources and Stewardship

Acquire, allocate, and manage the resources needed to achieve success and exercise responsible stewardship over University assets.

Objective 1
Build an effective public and private constituency whose support provides revenue for the achievement and implementation of Strategic Plan goals.

Action Strategies
• Develop and fund a competitive and fiscally sound enrollment management and marketing plan.
• Develop a transparent policy on the appropriate allocation of financial responsibilities.
• Reallocate resources as needed to ensure support for those programs deemed critical to the goals of Strategic Plan.
• Develop and implement campus sustainability plans for the careful stewardship of natural and man-made resources, the saving of revenue, and the enhancement of the campus experience; serve as a model for the county and state.
• Pursue fundraising strategies in support of college priorities.
• Examine and modify current policies and practices that serve as barriers to student enrollment and retention.
• Develop programs that respond to emerging markets and delivery systems that are responsive to current and prospective students.
• Evaluate the appropriateness, adequacy, and effectiveness of student services and use the results of the evaluation as a basis for improvement.
• Develop marketing, recruitment, and customer service strategies that are responsive to public demands and promote the College as a learning-centered institution.
• Implement retention strategies that encourage continuous enrollment and promote academic success.
Objective 2
Allocate and manage resources to achieve continuing improvement in organization, people, and processes.

Action Strategies
- Develop policy guidelines that ensure the implementation of assigned academic program responsibility consistent with functional responsibility and community needs.
- Conduct a comprehensive review and redesign of administrative and student support processes; leverage information technology and best practices to improve efficiency and effectiveness.
- Encourage risk-taking, reward innovation, and invest in change to reduce costs and paperwork and generate revenue.
- Monitor and improve college functions and provide public accountability.
- Leverage resources to attract government and private sector funding.
- Improve both human resource and financial support for college marketing efforts.
- Use management procedures and planning and budgeting processes that promote the economical, efficient, and effective use of resources.
- Promote low cost access to learning through responsible management of fiscal resources such as tuition and fee revenues, student financial aid, and scholarships.

A.2
MCC Strategic Plan Timeline

The Maui Community College Strategic Plan is the result of a year-long collaborative effort by faculty, staff, students, and community members. It is an evolving document that will be revised as student and community needs dictate.

Schedule of Events

May 2002  Campus Retreat: Mission Statement, Vision Statement, commitments, goals, and core values defined.

Aug. 2002- Jan. 2003 Strategic Plan developed at campus and community open communication sessions.

March 2003 First draft of MCC Strategic Plan completed; unit, department, discipline, and student meetings held; Strategic Plan revised.

April 7-18 2003 Strategic Plan posted on interactive web site and discussed on TV appearances; PSA’s prepared and broadcast; copies sent to Provost’s Advisory Council; reader boards displayed across campus and at College Fair at Queen Ka`ahumanu Center; comments from campus and community solicited.

April 21-25 2003 Strategic Plan revised.

May 3 Campus retreat: Strategic Plan treasure hunt; action strategies discussed and prioritized.
May 5-14  
Strategic Plan finalized; Academic Senate and campus-wide voting completed; action strategies prioritized campus-wide.

Fall 2003  
Units, departments, student government to identify specific tasks that align with Strategic Plan goals and objectives.

Fall 2004  
Community responses to be solicited for revisions.

Campus activity: Strategic Plan revised based on College and community needs.

Celebration of accomplishments.

### A.3

#### UNIVERSITY OF HAWAI'I SYSTEM | MAUI COMMUNITY COLLEGE

University of Hawai‘i System  
Maui Community College

**Strategic Plan**  
2003-2010

**Priority Order**  
**Action Strategies**  
2003 - 2004

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Action Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Provide students with access to a seamless UH system with full articulation between all campuses</td>
</tr>
<tr>
<td>1.1</td>
<td>Expand student support, including counseling and academic support services, at Hana, Molokai, and Lanai Education</td>
</tr>
<tr>
<td>2.1</td>
<td>Develop appropriate sustainable baccalaureate degrees</td>
</tr>
<tr>
<td>5.2</td>
<td>Encourage risk-taking, reward innovation, and invest in change to reduce costs and paper work and generate revenues.</td>
</tr>
<tr>
<td>5.2</td>
<td>Use management procedures for planning and budgeting processes that promote the economical, efficient, and effective use of resources.</td>
</tr>
<tr>
<td>1.1</td>
<td>Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning-centered environment.</td>
</tr>
<tr>
<td>2.2</td>
<td>Support the request for increased staff in technology development and in academic support.</td>
</tr>
</tbody>
</table>
4.1 Ensure that the College’s teaching and service enterprises are supported by adequate levels of classified support staff and resources.

2.3 Improve physical infrastructure by incorporating new facilities into revision of the Master Plan, including a new science building; additional nursing, dental, and health classrooms and labs; and additional faculty offices.

3.1 Provide academic support to promote student retention and academic success

3.2 Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.

4.1 Establish competitive and equitable instructional, non-instructional, and academic support faculty and staff workloads that encompass teaching, scholarship, and service to the College and the community at large.

1.3 Establish comprehensive institutional effectiveness system that integrates assessment with planning, budgeting, and program implementation in a continuous improvement cycle.

1.2 Support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect.

4.1 Improve employment and retirement benefits and raise faculty and staff salaries to competitive levels; ensure fair treatment of all employees.

1.2 Continue to recruit and retain a diverse faculty and staff.

2.2 Acquire needed equipment to meet the on-going technological needs of the college campuses on the three islands.

2.2 Maintain and continuously fund basic technology infrastructure, training, and support that improve the efficiency and effectiveness of the entire college community.

4.1 Encourage excellence in faculty and staff performance by continually offering opportunities for professional growth and renewal.

5.1 Reallocate resources as needed to ensure support for those programs deemed critical to the goals of Strategic Plan

1.2 Create a learning environment where diversity is valued and embraced.
1.2 Encourage excellence in faculty and staff performance by offering opportunities for professional growth and renewal.

2.1 Foster and maintain a working partnership with the Department of Education that focuses on public education (P-20), teacher education, Hawaiian language and culture education, student preparation, and lifelong learning.

2.1 Cooperate, as appropriate, with other higher education institutions to provide high quality educational services to the county and to the state.

4.2 Maintain and improve campus structures and landscaping to ensure the safety of people who use them and to provide an attractive and nurturing learning and working environment.

5.1 Develop marketing, recruitment, and customer service strategies that are responsive to public demands and promote the College as a learning-centered institution.
A.4

Highlights and Details of Progress in Realizing the Goals of our MCC Strategic Plan

The following goals, activities, and outcomes will be revisited and updated regularly in order to meet the changing needs of the College and the community as well as to satisfy recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC) and expectations of the Senior Commission (ACSCU).

Goal 1:
Educational Effectiveness and Student Success

Embrace a culture of excellence and performance as the hallmarks of effective student learning and success.

Objective 1: Achieve a shared institutional culture that makes student learning and success the responsibility of all.

Action Strategies

- Maintain all aspects of the College as a learning-centered institution: provided each major college constituency (academic senate, student government, APT and Civil Service groups, Chancellor’s Advisory Council) on- and off-campus with an orientation to “learning-centered” mission and rationale behind the statement.
- Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities: funded math strategies planning project; introduced wireless, “tegrity” and video streaming facilities on campus; supported WEBCt faculty development sessions; provided faculty and administrative support for AAHE Assessment Conference participation, developed relationship with UH College of Education’s Center for Disabilities to pursue additional resources.
- Provide students with access to a seamless UH system with full articulation between all campuses: provided administrative and faculty resources for participation in articulation discussions.
- Engage students in active learning: provided faculty with expanded “service learning” and cooperative education opportunities; conducted faculty workshops for assessment of active learning outcomes.
- Use technology to enhance student learning and the quality and efficiency of student service functions: funded Banner participation and MyUH portal development; provided Banner training to faculty on faculty use of MyUH portal and to high school counselors as they work with their early admit students.
- Expand student support, including counseling and academic support services, at Hana, Molokai, and Lanai Education Centers: extramural support for Outreach Education Centers available through grants with sustainable support strategies funding accessible through Rural Development Project resources.
• Address the need for remedial and developmental programs: (See references to comprehensive math development study. 2005-07 biennium budget includes request for $141,468 to strengthen the remedial and developmental English and math programs under workforce development.

• Facilitate the faculty role as coach, mentor, and tutor: faculty academic advisement role under development as part of the Student Enrollment Management System

• Develop and support service learning and community service opportunities: (See “service learning” references).

• Implement a state-of-the-art student information system that supports a continuing relationship with students from recruitment to alumni status: (See Banner references).

• Complete instructional and academic support reorganization: conceptual reorganization proposal for the instructional and academic support units completed and reviewed by the college. The official reorganization proposal is in development, to be forwarded for submission to UH Administration and BOR consideration in September '04.

• Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning-centered environment: student educational management flow chart under design. Projected to be pilot-tested in Fall 2004.

• Create seamless instructional and support services, offering academic intervention at the earliest indication that a student is experiencing difficulties: workshops for facilitating faculty-student services professional collaboration on disabilities and Diffusing Difficult Situations provided.

Objective 2:
Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.

Action Strategies

• Create a learning environment where diversity is valued and embraced: provided resources through Title III for Native Hawaiian Studies development, administering $3 million USDE Native Hawaiian Scholarship grant, Po’okela, Ku’ina, Mohala Ka Ike, and other student support services for Hawaiians, supported Kabatak Filipino student organization development with faculty support and Safe Zone workshops. FY 2005-07 Biennium Budget proposal to include funding request for two (2) instructors to the support Hawaiian Studies. Co-curricular activities included Multicultural Day, Japanese Cultural Day, Hawaiian Cultural Day, Filipino Cultural Day, Stop the Hate workshop, Peace Club sponsored celebration in recognition of Martin Luther King.

• Support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect: developing meta-processes to focus on the importance of the content, character and direction of the dialogs under the leadership of the Strategic Plan Steering Committee; draft descriptions completed.

• Value and encourage innovation, collaboration, and creativity: extramurally and RTRF funding for culinary arts, webmaster/marketing, music, information literacy, oral health care, and nursing provided.

• Encourage excellence in faculty and staff performance by offering opportunities for professional growth and renewal: secured staff and faculty development resources through MCC-UH Foundation, Ho’olaule’a, and RTRF funds.

• Recognize experimentation and institutional transformation as an ongoing process: initiated but not yet systematically monitored or assessed.

• Continue to recruit and retain a diverse faculty and staff: Ongoing.
Objective 3:
Develop and implement a comprehensive evaluation system for regular review of all educational and student service programs.

Action Strategies
- Establish a comprehensive institutional effectiveness system that integrates assessment with planning, budgeting, and program implementation in a continuous improvement cycle: **developed with first cycle completed.**
- Implement educational program review/assessment and learning outcomes to evaluate and improve student learning: **workshops on assessment provided to faculty; all learning outcomes for courses to be completed by next year, 60% reported by Assessment Coordinator as already completed.**
- Evaluate curriculum to improve student learning: **continuing Community College Survey on Student Engagement for second year to inform faculty and institution on the characteristic of student learning successes and opportunities for improvement.**
- Identify student learning goals established by instructional programs: **Student Services design of computer-supported Individual Educational Plans (IEPs) underway; such IEPs to build on student DOE records wherever possible.**
- Identify and make public expected learning outcomes for degree and certificate programs: **all program and curricular information currently available on the web; however, access and ease to be improved by Webmaster**

Goal 2

A Learning, Applied Research, and Service Network

Engage in intellectual and educational activities that enable the county of Maui and the state of Hawai`i to flourish.

Objective 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.

Action Strategies
- Foster and maintain a working partnership with the Department of Education that focuses on public education (P-20), teacher education, Hawaiian language and culture education, student preparation, and lifelong learning: **State and District level partnerships exist with MCC-secured RDP funding for Vice-Principal Training; Praxis Pre-professional Skills Test available online through collaboration with UHM COE and Plato; and College-Work-Study/RDP financial aid strategy designed to support 75 Educational Assistants state-wide. Tech Prep and School-to-Work and other collaborative projects continuing. Increased the number of courses identified as meeting the criteria for Running Start from 27 to 62.**
- Expand training and workforce development programs, e.g. Dental Assisting, in coordination with county, state, and industry economic initiatives: **Dental Assistant, Educational Assistant, and Biotech Technician faculty positions requested of past State Supplemental and next Biennium Budget to complement Rural Development and Title III Funds that have started these programs**
• Include liberal arts education as the foundation for an educated community and a competent workforce: **continuing commitment to general education components of two-year and first four-year baccalaureate degrees.**

• Involve faculty in the development of an efficient articulation process based on trust among faculties and on student outcomes and competencies: **faculty supported to participate in system-wide articulation discussions.**

• Maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner: **College is actively participating in online and HITS courseware development and offerings.** System-wide discussions are being held to develop consistent policies, e.g., Dean’s List.

• Maintain affordable, open door access to the College for Hawai`i residents: **creating financial strategies to support lower resident tuitions based on significantly higher nonresident tuition fees.**

• Cooperate, as appropriate, with other higher education institutions to provide high quality educational services to the county and to the state through such programs as the University of Hawai`i Center, Maui: **new Earth University linkage agreement beginning and other international university agreements being maintained.**

• Develop standards and criteria for awarding credit for learning outside of normal school organizations: **learning outcomes-based development will guide establishment of experiential learning for credit policy.**

• Support the collaboration of credit-non-credit offerings through coordination of resources and other strategies: **learning outcomes-based approach may yield more opportunities for “chunking:” noncredit to credit arrangements.** Plans are in place to develop a credit/non-credit career ladder certificate program for maintenance workers in the visitor industry.

• Facilitate dialogue and discussion with business and community partners to better serve workforce needs: **revitalized and consolidated Accounting, Business Careers, Hotel Operations and Office Administration Technology Programs into a single Advisory Committee**

• Determine the need for emerging specializations in the workplace; create partnerships between college and community representatives to address new program initiatives: **established and strengthened relationship with Center for Adaptive Optics and expanded internships with high tech community partners and also appointed a new director for the NSF funded National Center of Excellence for High Performance Computing with mainland partners scheduled to meet June 7-10, 2004; additionally convening RDP Community Advisory Committees around the rural Hawaiian islands (all but Oahu) on a regular basis**

• Reevaluate existing college programs to ascertain relevancy and effectiveness: (See Program Review and WASC references)

• Seek external funding sources, e.g. National Science Foundation, to develop programs that promote economic diversification and high-end technology: **in addition to NSF National Center award, an EPSCOR grant was prepared and is also expected to be funded; applied for ED Share funding which would provide an additional staff person in the Financial Aid office for three years. Expect to know results in July; a HUD project proposal for a Native Hawaiian facility on campus is currently being completed for submission by July 7, 2004.**

• Partner with the community to identify educational and training needs and to determine how the College can best meet those needs: **study conducted in collaboration between WIA and RDP funds last year; Robert Wood Johnson Maui County Community Grant to Hale Makua identifies MCC as one of its partners to address Long-Term Care needs in Hawaii; HC&S, Maui Land & Pine, and the Maui Cattle Company and the Ag Foundation are collaborating to strengthen agriculture on Maui; working with Lanai Community**
Education Committee to identify possible collaboration between DOE and MCC on an expanded public and higher education complex for Lanai.

- Develop appropriate sustainable baccalaureate degrees: a committee has been appointed to examine the potential for other degrees upon the WASC Senior Commission’s approval of the ABIT degree; MCC will also be participating with the UHM Chancellor-led mission clarification process approved by the Council of Chancellors and scheduled to be initiated shortly. Project 2 + 4 and the US-DOL have funded the start-up of the ABIT program, the college has submitted general fund requests for on-going support which included 3.0 faculty positions and associated operating costs.

Objective 2
Provide access for students, faculty, and staff to a first-class information technology infrastructure, support, and services that sustain and enhance instruction, applied research, and administrative services.

Action Strategies
- Maintain and continuously fund basic technology infrastructure, training, and support that improve the efficiency and effectiveness of the entire college community: Banner development supported by a supplemental College investment of $60k to support business, admissions and records, financial aid, instruction, and computing staffing to bootstrap MCC participation; (See references to Webmaster and Wireless support as well as WEBCt, Tegrity, and Streaming Video workshops).
- Mainstream institutional response to distance learning and ensure that all professional development and support for technology enhanced teaching, learning, and student services are integrated to benefit campus-based instruction as well as distance learning: (See previous response)
- Acquire needed equipment to meet the on-going technological needs of the college campuses on the three islands: discussions of technology fees underway on campus to support aging computer replacement and other science and technology related needs. IT support has been placed as high priority in the MauiCC Eight (8) year financial plan.
- Support the request for increased staff in technology development and in academic support: (See references to Banner staffing support and Webmaster)
- Become the primary provider of workforce development and technology training programs in Maui County and promote partnerships for the advancement of technology-based development (See references to Center for Adaptive Optics and NSF projects).

Objective 3
Practice applied research for the discovery of knowledge.

Action Strategies
- Promote applied research through collaboration across disciplines and among campuses: first baccalaureate in Applied Business and Information Technology will initiate and hopefully exemplify applied research metric.
- Improve physical infrastructure by incorporating new facilities into the revision of the Master Plan, including a new science building; additional nursing, dental, and health classrooms and labs; and additional faculty offices: Long-Range Development Plan underway by Helber, Hastert, and Fee consultants; $300k for Science and Allied Health construction project development report appropriated in the Supplemental Budget Session.
• Develop, implement, and support new applied research programs, including electronics engineering technology, computer engineering technology, PC-cluster technology, and biotechnology: curricular revisions: **applied research funding for ABIT, biotech, and other areas currently available through RDP and Title III grants.**

• Provide faculty with professional development opportunities and technical skills to restructure science, math, engineering, and technology courses to meet emerging demands for trained workers: (See reference to staff and faculty professional development funding and curricular development).

• Assist the DOE and the US Department of Education in the recruitment and retention of Native Hawaiian students majoring in science, math, engineering, and computer technology: **current focus of Title III and EPSCOR grants.**

**Goal 3**

**A Model Local, Regional, and Global College**

Transform the profile of the College, positioning it as one of the world’s foremost multicultural centers for island and indigenous studies.

**Objective 1**

Establish Maui Community College as a preferred educational and training destination for local, national, and international students.

**Action Strategies**

• Identify and capitalize on strategic markets for profit-generating programs, e.g. short-term training: **RDP funded Culinary Arts, Oral Care Center and music audio studio projects to create self-support programs.**

• Encourage interaction between international students and students from local ethnic groups: exchange programs between MCC and Japanese colleges expected to be restored after hiatus caused by 9/11; new Costa Rican program under development; and current international students invited twice a year to meet and interact with student government leadership.

• Continue support for the study of diverse cultures and languages to support Hawai`i students who wish to explore their cultural roots: **presently Hawaiian and Japanese languages offered.** MauiCC intends to include a budget request general funds for two (2) faculty positions to support Hawaiian Studies in its FY 2005-07 Biennium Budget proposal. What about the clubs such as the Filipino and Spanish clubs?

• Expand on- and off-campus intercultural and education abroad opportunities: **relationship with Global Islands Network being pursued; World Hula Congress to be hosted on campus in 2005; annual summer opportunities available through Japan exchange program, an opportunity to visit Cuba this summer, and exchange with Earth University in Costa Rica in the near future.**

• Facilitate worldwide networking and intercultural exchanges involving faculty, visiting scholars, administrative staff, and students: **creating student housing to realize this potential with current housing facility possibly being available for faculty housing opportunities.**

• Establish and continue partnerships with international education institutions: (See previous references to linkages, exchanges, and study abroad opportunities).

• Strengthen the recruitment of international students in both credit and non-credit programs: **maintaining arrangements with DormTech for Japanese non-credit students, exploring**
opportunities with Chinese and other Asian, European and Central and South American students.

- Develop partnerships with private companies to address student housing needs: presently developing 400 bed student housing facility with Agora and A&B Properties leadership. (need to bold the second sentence)
- Support the ongoing development of facilities and infrastructure at Hana and on Moloka`i and Lana`i: HUD project supported on Moloka`i, Agriculture Farm to renovate and expand office and classroom facility. Lana`i collaboration with community beginning on establishing an expanded Lana`i Education Center in connection with the Lana`i Education Center complex.
- Provide academic support services to promote student retention and academic success: Special Student Support Services Grant specifically addresses needs of high risk liberal arts students; Perkins funded counselors address needs of high risk career and technical students; WIA Ku`ina Project work with high risk youth to develop skills and plans to access higher ed, join the military or gain employment after high school graduation. (See also earlier references to various student support programs)

Objective 2
Strengthen the crucial role that the College performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture, language, and values.

Action Strategies
- Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians: Lau’ulu group representative appointed to Executive Committee; Title III, HUD, USDE, EPSCOR and other grants include a significant Native Hawaiian emphasis.
- Use the technological capabilities of the College to provide access to international conferences and workshops for indigenous peoples: currently developing streaming video capabilities to deliver World Hula Congress programs over the web.
- Facilitate informational workshops in Maui County communities: presentations provided by Educational Opportunity Center; projects for Department of Hawaiian Home Lands beginning with Paukukalo being specifically pursued through Sandwich Isle Communications and Kamehameha Schools partnership.
- Support full participation of Native Hawaiians in all matters of the College relative to the College’s efforts on affirmative action and equal employment opportunities in its educational mission and as an employer: (See reference to Lau’ulu and Executive Committee participation).
- Promote the use of the Hawaiian language at all MCC campuses, as appropriate and consistent with the Hawai‘i State Constitution: Hawaiian language classes currently being offered at all MCC campuses and Centers. In Spring 2004, implemented the Academic Subject Certificate in Hawaiian Studies which includes language and cultural learning experiences.
- Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history at all MCC campuses, as consistent with the Hawai‘i State Constitution: Currently Title III grant supporting Hawaiian Studies program development.. See previous reference to FY 2005 – 07 Biennium Budget request for Hawaiian Studies.
- Encourage Native Hawaiians to practice their language, culture, and traditions at all MCC campuses: (See previous references).
- Plan and facilitate Native Hawaiian leadership development in partnership with community programs and businesses: identifying Hawaiian community leaders and developing a
community leadership program in collaboration with Decisions Maui, Focus Maui Nui, Chamber of Commerce, MEO, etc.

Goal 4

Investment in Faculty, Staff, Students, and Their Environment

Recognize and invest in human resources as the key to success and provide an inspiring work environment.

Objective 1:
Create a culture of excellence by recruiting, rewarding, and empowering faculty and staff and fostering a spirit of appreciation for all college employees.

Action Strategies

- Establish competitive and equitable instructional, non-instructional, and academic support faculty and staff workloads that encompass teaching, scholarship, and service to the College and the community at large: approaching recognition of contributions through compensation opportunities. (what does this mean?)
- Improve employment and retirement benefits and raise faculty and staff salaries to competitive levels; ensure fair treatment of all employees: being pursued through institutional, program, and individual performance as a basis for collective bargaining agreements.
- Ensure that the College’s teaching and service enterprises are supported by adequate levels of classified support staff and resources: analytical relationships being developed to determine self-support programs and services staffing based on capacity for sustainably generating and accessing all funds. In Fall 2004, plans are to hire one clerical staff and one science lab tech to support instruction.
- Encourage excellence in faculty and staff performance by continually offering opportunities for professional growth and renewal: (See previous references to funding for faculty and staff development).
- Facilitate faculty, staff, and student participation in collegial governance, including planning, assessment, and communication needs: expanded commitments to Strategic Plan and Implementation Retreats, Assessment Workshops, and communications processes. Yearly shared governance retreats provide all campus personnel the opportunity to become engaged in the governance and workings of the College.
- Promote wellness of faculty, staff, and students through education, health, and counseling services and policy guidance: encouraging college-wide participation in governance to design policies as a vehicle to create a healthy environment for professional fulfillment. One Strategic Plan team has taken the lead in providing opportunities for wellness through the offering of workshops on retirement planning and physical exercise.
- Offer opportunities for the development of administrative leadership skills: acknowledged need and future focus.
- Recognize and reward accomplishments of faculty and staff: supported faculty and administrative recognition including NHA Nurse of the Year Nancy Johnson, Francis Davis Award to Gertrude Ueoka and NASPA’s Pillar of the Profession Award to Dean of Students Tagomori, Excellence in Teaching Award Recipient Bob Wehrman and Excellence in Service Award Recipient Stephanie Dudoit.
- Develop mechanism to achieve the goal of decreasing instructional and academic support workloads while maintaining necessary and appropriate instructional offerings: continuing to
examine characteristics of workloads while adding APT staff for Webmaster and Science Lab Technician (See references to Banner support).

- Seek additional resources to allow faculty and staff opportunities to work in areas of curriculum development, service learning, and support to students (See previous references to grant developments in these areas).
- Support the development of a strong infrastructure, thereby allowing all faculty and staff the opportunity to better carry out their areas of responsibility: (See previous references to financial sustainability, facilities and technological directions).
- Collaborate with other components of the UH system to develop more appropriate personnel and classification procedures: (See previous references to “reorg” and mission clarification activities).
- Encourage entrepreneurship activities: (See previous references to self-support and sustainable strategies in all sectors of the college).

Objective 2
Create positive, healthful, resource-efficient, and sustainable physical environments on the campuses of the College.

Action Strategies
- Maintain and improve campus structures and landscaping to ensure the safety of people who use them and to provide an attractive and nurturing learning and working environment: Expanded security hours during the evening for each semester and investigating private support for campus facilities; received campus Master Plan and prepared to work with State Foundation for Culture and the Arts on implementation. General fund Biennium Budget requests for an additional 24 hour, 7 days a week security officer for the college campus and an evening security guard for the student housing site have been prepared. MauiCC also intends to request general funds to support additional janitors, a general laborer for Molokai Education Center and additional repairs and maintenance funds in our FY 2005 – 07 Biennium Budget proposal. (See previous references to Maximo maintenance software, MCCC assistance with repainting facilities).
- Pursue the timely progress of facilities development and establish capital improvement priorities in accordance with the academic priorities of the University system: Supplemental Session supported Student Center Renovation and fire alarm system implementation and began Science and Allied Health facility development.
- Ensure that new construction and renovation projects maximize environment and economic sustainability principles with attention to the health and well-being of occupants: criteria included in LRDP development and future construction.
- Partner with the communities surrounding the campuses and education centers, adding vitality to both campus and community: (See references to Community Advisory Committees for College and RDP and relationships with such initiatives as facilities development on Lana`i and Decisions Maui leadership project).

Goal 5
Resources and Stewardship

Acquire, allocate, and manage the resources needed to achieve success and exercise responsible stewardship over University assets.
Objective 1
Build an effective public and private constituency whose support provides revenue for the achievement and implementation of Strategic Plan goals.

Action Strategies

- Develop and fund a competitive and fiscally sound enrollment management and marketing plan: focusing first on reversing deficits, then addressing permanent financial solutions through near-term introduction of fees and longer-term nonresident-tuition-generated revenues supported by student housing development.

- Develop a transparent policy on the appropriate allocation of financial responsibilities: supported fully functioning Strategic Plan Steering/Implementation, Academic Senate Budget, and Executive Committees to guide financial decisionmaking; institutionalizing these responsibilities through the “reorg” proposals.

- Reallocate resources as needed to ensure support for those programs deemed critical to the goals of Strategic Plan: top two priorities recommended by the Strategic Plan processes will be funded in the next year.

- Develop and fund a competitive and fiscally sound enrollment management and marketing plan: focusing first on reversing deficits, then addressing permanent financial solutions through near-term introduction of fees and longer-term nonresident-tuition-generated revenues supported by student housing development.

- Develop and implement campus sustainability plans for the careful stewardship of natural and man-made resources, the saving of revenue, and the enhancement of the campus experience; serve as a model for the county and state: acquired Maximo software to schedule and monitor systematic facilities and landscape maintenance; enlisting Rural Development Project funds to train Maui Community Correctional Center inmates and Maui Youth at Risk students to assist with painting lower campus buildings.

- Pursue fundraising strategies in support of college priorities: restored campus Ho’olaule’a Concert to support Telethon fund raising and recognition that supported faculty and staff development as well as student leadership; also secured Strong Foundation funds to begin a private-public supported Oral Health Care Center facility (see other sections).

- Examine and modify current policies and practices that serve as barriers to student enrollment and retention: funded comprehensive math development plan; promoting “myUH” portal and new Webmaster position; initiated videostreaming project to support online access for nursing students to classes during non working hours.

- Develop programs that respond to emerging markets and delivery systems that are responsive to current and prospective students: (see initiatives related to nonresident student housing, streaming video, ABIT Sustainable Tech, NSF National Center for High Performance Computing and other projects).

- Evaluate the appropriateness, adequacy, and effectiveness of student services and use the results of the evaluation as a basis for improvement: comprehensive assessment program for student services initiated, first cycle completed.

- Develop marketing, recruitment, and customer service strategies that are responsive to public demands and promote the College as a learning-centered institution: implementing mentor strategies for Harbor Lights, Kamehameha Schools as an approach to peer-to-peer marketing; researching and examining national and international marketing approaches.

- Implement retention strategies that encourage continuous enrollment and promote academic success: (under investigation; no significant progress yet).
Objective 2
Allocate and manage resources to achieve continuing improvement in organization, people, and processes.

Action Strategies

• Develop policy guidelines that ensure the implementation of assigned academic program responsibility consistent with functional responsibility and community needs: support and complete conversion of CCCM to MCC policies by May 1, ‘05

• Conduct a comprehensive review and redesign of administrative and student support processes; leverage information technology and best practices to improve efficiency and effectiveness: Completed first administrative and student services (used a nationally recognized CAS best practice as its standard) processes for the comprehensive cycle of program reviews this year; Instructional and Academic Support program review completed utilizing Program Health Indicators, Voc Ed, MAPS and other available data with an expectation that more data will be available for review next year through system-wide initiatives.

• Encourage risk-taking, reward innovation, and invest in change to reduce costs and paperwork and generate revenue: Self-support strategies initiated and funded through grants for Culinary Arts ($36k), Music ($40k), Library Information Literacy ($18k); Oral Care Center ($64k); webmaster ($42k)

• Monitor and improve college functions and provide public accountability: reconstituted Chancellor’s Advisory Council, posting all major documents and decisions on the College Website, and publishing an Annual Report.

• Leverage resources to attract government and private sector funding: secured present Mayor Arakawa’s commitment to transfer land to UH MCC for student housing and other educational facilities; finalized Maui Electric Company-MCC MOA that will permit the repair and replacement of aging electricity campus infrastructure and MECO investments in College co-generation and other energy efficiency projects while delivering ownership of the MCC power plant to MECO; also obtained commitments from Agora Inc, for a Student Housing development and from HiPac for an R&D Wind Energy project.

• Improve both human resource and financial support for college marketing efforts: Raising College profile in community through Ho’olau’lea Concert on Cable Channel while acknowledging over $154k of gifts; secured resources to appoint a webmaster to market over the web.

• Use management procedures and planning and budgeting processes that promote the economical, efficient, and effective use of resources: finalized continuous improvement planning, data collection and analysis, budgeting priorities, evaluating performance based on end-of-year data, and refining plans; promoting independent budget and accounting in all major programs to be verified against campus budget and expenditure and encumbrances data to reduce salary overpayments, over-expenditures, and to reward efficiencies with direct access to savings or additional revenues generated.

• Promote low cost access to learning through responsible management of fiscal resources such as tuition and fee revenues, student financial aid, and scholarships: awarded 55 MCC-UH Foundation supported scholarships this year.
# A.5

## UH Community College Strategic Plan and Maui Community College Strategic Plan 2003-2010 Crosswalk

<table>
<thead>
<tr>
<th>UH Comm. College Strategic Plan</th>
<th>Maui Community College Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal A: Promote Learning and Teaching for Student Success</td>
<td>Goal 1: Embrace a culture of excellence and performance as the hallmarks of effective student learning and success</td>
</tr>
<tr>
<td>Remedial Developmental Education</td>
<td>Goal 1; Objective 1, Action Strategies Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities</td>
</tr>
<tr>
<td>Student Recruitment and Retention</td>
<td>Goal 1; Objective 1, Action Strategies Implement a state-of-the-art student information system that supports a continuing relationship with students from recruitment to alumni status Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning-centered environment</td>
</tr>
<tr>
<td>Disabled Student Support Services</td>
<td>Goal 5, Objective 1, Action Strategies Examine and modify current policies and practices that serve as barriers to student enrollment and retention Implement retention strategies that encourage continuous enrollment and promote academic success</td>
</tr>
<tr>
<td>Support for Hawaiian Programs</td>
<td>Goal 2; Objective 3; Action Strategy Create seamless instructional and support services, offering academic intervention at the earliest indications that a student is experiencing difficulties</td>
</tr>
</tbody>
</table>
Assist the DOE and the US Department of Education in the recruitment and retention of Native Hawaiian students majoring in science, math, engineering, and computer technology

Goal 3; Objective 2; Action Strategies
Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians

Promote the use of the Hawaiian language at all MCC campuses, as appropriate and consistent with the Hawai‘i State Constitution

Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history at all MCC campuses, as consistent with the Hawai‘i State Constitution

Plan and facilitate Native Hawaiian leadership development in partnership with community programs and businesses

Academic and Student Support Services

Goal 1; Objective 1; Action Strategies
Provide instructional methods, technologies, materials, facilities, and academic support services that accommodate students of varied learning styles, backgrounds, interests, and abilities

Use technology to enhance student learning and the quality and efficiency of student service functions

Expand student support, including counseling and academic support services, at Hana, Moloka‘i, and Lana‘i Education Centers

Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning-centered environment

Goal B: Function as A Seamless State System

Goal 1; Objective 1; Action Strategy
Provide students with access to a seamless UH system with full articulation between all campuses

Goal 2; Objective 1; Action Strategies
Maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner
Involve faculty in the development of an efficient articulation process based on trust among faculties and on student outcomes and competencies

**Student Information System**  
Goal 2; Objective 1; Action Strategy

Implement a state-of-the-art student information system that supports a continuing relationship with students from recruitment to alumni status

**UHCC/DOE Collaboration**  
Goal 2; Objective 1; Action Strategy

Foster and maintain a working partnership with the Department of Education that focuses on public education (P-20), teacher education, Hawaiian language and culture education, student preparation, and lifelong learning

Goal 2; Objective 3; Action Strategy
Assist the DOE and the US Department of Education in the recruitment and retention of Native Hawaiian students majoring in science, math, engineering, and computer technology

**Goal C: Promote Workforce and Economic Development**  
Goal 2; Objective 1
Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH system and with other public and private educational, governmental, and business institutions

**Workforce Development**  
Goal 2; Objective 1; Action Strategies
Expand training and workforce development programs, e.g., Dental Assisting, in coordination with county, state, and industry economic initiatives

Facilitate dialogue and discussion with business and community partners to better serve workforce needs.

Determine the need for emerging specializations in the workplace; create partnerships between college and community representatives to address new program initiatives

**Economic Development**  
Goal 2; Objective 1; Action Strategy
Seek external funding sources, e.g., National Science Foundation, to develop programs that promote economic diversification and high-end technology

**Goal D: Develop Our Human**  
Goal 4; Objective 1
Resources: Recruitment, Retention, and Renewal

Create a culture of excellence by recruiting, rewarding, and empowering faculty and staff and fostering a spirit of appreciation for all college employees

Faculty and Staff salary to 80th percentile

Goal 4; Objective 1; Action Strategies
Establish competitive and equitable instructional, non-instructional, and academic support faculty and staff workloads that encompass teaching, scholarship, and service to the College and the community at large

Improve employment and retirement benefits and raise faculty and staff salaries to competitive levels; ensure fair treatment of all employees

Faculty Teaching Assignment Reduction

Goal 4; Objective 1; Action Strategies
Establish competitive and equitable instructional, non-instructional, and academic support faculty and staff workloads that encompass teaching, scholarship, and service to the College and the community at large

Develop mechanism to achieve the goal of decreasing instructional and academic support workloads while maintaining necessary and appropriate instructional offerings

Leadership Development

Goal 4; Objective 1; Action Strategy
Offer opportunities for the development of administrative leadership skills

Professional and Staff Development

Goal 4; Objective 1; Action Strategies
Encourage excellence in faculty and staff performance by continually offering opportunities for professional growth and renewal

Seek additional resources to allow faculty and staff opportunities to work in areas of curriculum development, service learning, and support to students

Goal E: Develop an Effective, Efficient, and Sustainable Infrastructure to Support Student Learning

Goal 5
Acquire, allocate, and manage the resources needed to achieve success and exercise responsible stewardship over University assets

MIS and Technology Infrastructure

Goal 2; Objective 2; Action Strategies
Maintain and continuously fund basic technology infrastructure, training, and support that improve the efficiency and effectiveness of the entire college community
Acquire needed equipment to meet the on-going technological needs of the college campuses on the three islands

Support the request for increased staff in technology development and in academic support

**Distance Learning Infrastructure**

Goal 2; Objective 2; Action Strategies
Mainstream institutional response to distance learning and ensure that all professional development and support for technology enhanced teaching, learning, and student services are integrated to benefit campus-based instruction as well as distance learning

**Equipment Replacement**

Goal 2; Objective 2: Action Strategies
Acquire needed equipment to meet the on-going technological needs of the college campuses on the three islands

**Student Scholarship Program**

Goal 5: Objective 2; Action Strategy
Promote low cost access to learning through responsible management of fiscal resources such as tuition and fee revenues, student financial aid, and scholarships

**Marketing and Public Information**

Goal 5; Objective 1: Action Strategy
Develop marketing, recruitment, and customer service strategies that are responsive to public demands and promote the College as a learning-centered institution

Goal 5; Objective 2; Action Strategy
Improve both human resource and financial support for college marketing efforts

**Institutional Support**

Goal 4; Objective 2
Create positive, healthful, resource-efficient, and sustainable physical environments on the campuses of the College

Goal 4; Objective 2, Action Strategy
Maintain and improve campus structures and landscaping to ensure the safety of people who use them and to provide an attractive and nurturing learning and working environment
Pursue the timely progress of facilities development and establish capital improvement priorities in accordance with the academic priorities of the University system
Ensure that new construction and renovation projects maximize environment and economic sustainability
principles with attention to the health and well-being of occupants

Partner with the communities surrounding the campuses, adding vitality to both campus and community

January 13, 2004
MAUI COMMUNITY COLLEGE
SELF-STUDY GUIDE FOR
ANNUAL ASSESSMENTS AND
COMPREHENSIVE PROGRAM REVIEWS


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

I. OVERVIEW OF THE PROGRAM
   A. Mission and Vision of the College
      The mission and vision of Maui Community College are on the first page of the MCC Strategic Plan.
   B. 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.
   C. 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.
E. 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

A. 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.

B. 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.

C. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. 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.

K. 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.
L. 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.

M. 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.

N. 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.

O. 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.

P. 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.

Q. 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

A. 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.

B. 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.

C. 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.

D. 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.

B. 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.

C. 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.

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).

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
Maui Community College
Timeline for
Comprehensive Program Reviews

The Comprehensive Program Review will include Parts I, II, III, IV and V of the “Self-Study Guide for Annual Assessments and Comprehensive Program Reviews.” Each program listed below will complete a Comprehensive Program Review every five years, on a rotating basis. Comprehensive Program Review Reports are due to the Vice Chancellor on the third Friday of September.

<table>
<thead>
<tr>
<th>Report due 9/17/04</th>
<th>Nursing</th>
<th>OCET</th>
</tr>
</thead>
</table>
| Covers AY 2003-04  | Allied Health  
|                    | Community Health  
|                    | Dental Assistant  
|                    | Nursing  
|                    | Accounting | |
| Report due 9/16/05 | Administration of Justice  
| Covers AY 2004-05 | Carpentry  
|                    | Welding  
|                    | Drafting  
|                    | Building Maintenance | TLC  
|                    | Molokai |
| Report due 9/15/06 | Human Services  
| Covers AY 2005-06 | Fashion Technology  
|                    | Agriculture  
|                    | Liberal Arts | UHC  
|                    | Lanai Ed Center |
| Report due 09/14/07| Autobody  
| Covers AY 2006-07 | Hotel Operations  
|                    | Auto Mechanics  
|                    | Business Technology | Library  
|                    | Computing Center |
| Report due 09/13/08| Culinary Arts  
| Covers AY 2007-08 | Business Careers  
|                    | Sustainable Technology  
|                    | Electronics & Computer  
|                    | Engineering Technology | Media  
|                    | Hana Ed Center |
A.8

Maui Community College
Annual Assessment Information

An Annual Assessment will be completed by each program, except for those that are doing a Comprehensive Program Review that year. The Annual Assessment Report will include only Parts I, II and V of the “Self-Study Guide for Annual Assessments and Comprehensive Program Reviews.”

The Annual Assessment Report is due to the Vice Chancellor by the third Friday of September of each year. For example, the Annual Assessment Report for AY 2003-04 is due September 17, 2004. This report will cover the program’s progress in establishing student learning outcomes and assessment over the past academic year.

Beginning AY 2004-05, the annual assessments will continue as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Report Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2004-05</td>
<td>September 16, 2005</td>
</tr>
<tr>
<td>AY 2005-06</td>
<td>September 15, 2006</td>
</tr>
</tbody>
</table>

and so on –

This schedule allows program assessment data to be a part of campus planning and resource allocation for the coming academic year.
A.9

Maui Community College
Guidelines for Program Review Validation Teams

July 2004

Annual Assessment and Comprehensive Program Review Validation Teams should follow these guidelines. The format can be adapted to fit the needs of the program being reviewed.

Program Health Indicators (PHI’s) of the vocational programs during the past five to seven years are available for review by team members. This information should be supplemented by reading the original program description and previous program reviews.

Each review team should interview (a) student, (b) faculty, and (c) the department chair(s). The team should also tour departmental facilities and observe their usage. The results of these interviews and observations will form a key part of the report.

GENERAL OVERVIEW

Relevance: How well does the program meet the MCC Strategic Plan?

Suggested Questions:

1. Is the mission of the program aligned with MCC’s mission?
2. How effectively does the program advance the core commitments of the MCC Strategic Plan?
3. Is there evidence that the program is implementing the strategic action strategies of the MCC Strategic Plan?

Comparison: How does the general quality of the program compare with that of similar programs at mainland universities? In the analysis, consider such factors as staff, students, physical facilities, fellowship, scholarships/assistantships, admissions standards, etc.

Suggested Questions:

1. Are the courses of degree-related activities appropriate to the level at which they are offered (i.e., 100-level, 200-level)?
2. Are the courses intellectually challenging and rigorously comprehensive?
3. Does the field of study have a thoughtfully-designed program for its students?

CURRICULUM

Consider the quality of the curriculum and its appropriateness to the program’s educational objectives.
Suggested Questions:

1. Are educational objectives of the program articulated?
2. Is there sufficient evidence that educational objectives are being met? Are students learning outcomes articulated and achievement assessed?
3. Are assessment results used to continuously improve the program?

STUDENTS

Note length of time needed to complete degree requirements, attrition rate, ratio of international to American students and the effect, if any, this may have on the program’s quality.

Current students as well as students who have completed the program should be surveyed.

Suggested Questions:

1. Is the program selective in its admission of students?
2. Are students admitted conditionally? What sort of deficiencies do incoming students have?
3. Is written information delineating program and graduation requirements provided to each entering student?
4. Is there a coordinated program of courses and faculty advising to help students reach their goals?
5. Is the program consistent for all students?
6. Do students feel they have an adequate voice in departmental affairs?
7. Will the field of study take effective action to remedy legitimate student complaints? For example, what is the result if students report a badly-taught course?
8. Are there any problems with harassment or coercion?
9. Is student morale high?

FACULTY

Assess the quality of the faculty using traditional measures of productivity, teaching, excellence, and service.

Suggested Questions:

1. What is the reputation of the program and its faculty? Where do faculty exhibit or perform their works? What awards have they received?
2. Are the faculty accessible to students both inside and outside of the classroom?
3. Are the faculty dedicated in their roles as mentors to their students?

4. Are the faculty available, to student and, providing academic advisory?

5. What is the faculty workload and is it equitable?

6. How is teaching evaluated? What priority does the department place on the quality of teaching?

**DISTANCE DELIVERED PROGRAMS**

Review the distance- or off-campus delivery of programs. Consider whether “distant” students are receiving programs and services of comparable quality to on-campus students.

**Suggested Questions:**

1. What are the qualifications of faculty who are teaching in distance- or off-campus programs? Are their qualifications comparable to faculty teaching in on-campus programs?

2. Do students in distance- or off-campus programs have adequate access to faculty, academic advising, financial aid advising, library materials and resources, etc.?

3. Is there sufficient evidence that educational objectives and student learning outcomes in distance- and off-campus programs are being met?

**PROGRAM ACHIEVEMENTS**

Employing reasonable criteria of achievement (e.g., number of graduates, success in obtaining employment, etc.), describe how the program has met its objectives during the review period. Where has it failed? Does the program meet local, national, and international needs?

**FACILITIES AND SUPPORT FUNDING**

Consider the quality and extent of the department’s relationship to other units of the university; its funding from state, federal, and private sources, including funds obtained for various elements of the program; and physical facilities, e.g., laboratories, computers and word processing equipment, library holdings.

**CONCLUSIONS AND RECOMMENDATIONS**

The final written report should address these broad questions:

- What have been the objectives of the instructional program during the review period?
- In what ways has the program succeeded in achieving these objectives?
- In what ways has it fallen short of these goals?

Comment on both positive and negative aspects of the program. Include recommended actions that should be taken. Pertinent problems and deficiencies that were observed during the review should be noted.
The completed report should be checked with the unit/program coordinator chair for factual accuracy before it submitted. A hard copy and an electronic version of the team report (Word format) should be provided to the OVCAA.

If you have any questions at any stage of the review, please feel free to raise them with the Office of the Vice Chancellor for Academic Affairs. Thanks in advance for your help in this very important task.
University of Hawai‘i Executive Policy E5.202 mandates the periodic examination of academic programs by faculty and administration to determine the extent to which the programs are meeting their objectives and if these objectives remain relevant to the missions of the unit, campus, and University.

Maui Community College’s program review process involves continuous and systematic evaluations of established programs or units on a yearly basis (referred to as the Annual Assessment) with a comprehensive self-study and external validation study every five years (referred to as the Comprehensive Program Review.) The review of all aspects of a program’s or unit’s instructional offerings and campus/community service are undertaken at the same time. The validation process involves two steps. The first step is the validation study by at least a three-member committee made up of on-campus and/or off-campus members as established by the Vice Chancellor for Academic Affairs (VCAA) and academic chairs/directors. The second step is the confirmation of the validation study by the Maui Community College Executive Committee (CEC) led by the Chancellor.

To the extent possible, program reviews are coordinated with accreditation reviews for those departments, schools, or colleges that are evaluated by external accrediting associations. When possible, a self-study report will serve for both external and internal review purposes with information being added as needed to address campus criteria not covered by accreditation standards.

Formation of Teams

Annual Assessment Validation Teams will consist of at least three people. The recommended composition of the team may be (1) a student, (2) a program coordinator from another program, (3) campus support faculty, or (4) community/expert in field. The Program Coordinator for the program being reviewed will serve as a resource person.

The Comprehensive Program Review Validation Teams will consist of four people. Required composition of the Team will be (1) a student, (2) a program coordinator from another program, (3) campus support faculty, and (4) community/expert in field.

Annual Assessment and Comprehensive Program Review Validation Timeline:

1. Report due to VCAA by 3rd Friday of September
2. VCAA gives to Assessment Coordinators by 4th Friday of September
3. Assessment Coordinators review and write comments and pass on to Validation Teams by 2nd Friday in October.
4. Validation Teams do their report and submit to VCAA by 4th Friday of October.
5. VCAA confers with program coordinators by 4th Friday in November.

6. VCAA reports to Executive Committee in December. Reports are used for planning and budgeting recommendations.

7. Executive Committee gives planning and budgeting recommendations to the Chancellor by 4th Friday in January.

8. Chancellor submits report on Comprehensive Program Review Validation Team reports to President and Board of Regents.

In their next year’s report the programs address any recommendations made by all the reviewing bodies on their report of the previous year.
I. OVERVIEW OF THE PROGRAM

D. 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.

We envision 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.

E. Mission and Vision of the Program:
The mission of the Accounting Program at Maui Community College (MCC) is to prepare graduates to be productive professionals who can make responsible business decisions in a changing world. The Accounting program mission is congruent with the mission of MCC in that the program offers credit educational opportunities and strives to create a student focused educational environment that emphasizes high quality teaching and learning. The Accounting program serves a diverse student population, many of whom 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.

The accounting program aspires to be increasingly recognized by our stakeholders for preparing self-confident, competent graduates able to perform effectively in a changing environment. We recognize that the following stakeholders are principal partners in our success:

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

The goals for the accounting program can be summarized as follows:

- To prepare and place accounting majors for entry-level positions in accounting-related occupations
- To help employees within the accounting profession upgrade job skills and knowledge
To help students prepare for transfer to a four-year institution.
To provide support courses for other programs.
To provide students with accounting work experience through the Cooperative Education program
To provide individuals with basic accounting skills for personal use
To promote ethical responsibility in the accounting profession

To accomplish these program goals, learning outcomes have been established. Upon successful completion of the accounting program at MCC students should be able to:

- Apply critical thinking skills to evaluate information, solve problems, and make decisions
- 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 apply information technologies and serve particular audiences and purposes
- Demonstrate an appropriate level of written communication
- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships
- Analyze, explain and record business transactions following General Accepted Accounting Principles (GAAP).
- Prepare, analyze, and interpret financial reports for internal and external users
- Maintain effective accounting systems and controls
- Utilize current technology to complete accounting functions

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.

F. Relation to MCC Strategic Plan:
As an educational program, the accounting program address the following priority goal objectives identified within MCC’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 MCC as a preferred educational and training destination for local, national, and international students

G. Program Faculty (full and part-time):
Currently the Accounting program consists of four faculty:

Diane Meyer, Professor CC, has over 30 years teaching experience. Professor Meyer holds a Master of Business Administration from the University of Hawai‘i Manoa. During her career she has taught numerous accounting courses including: Principles of Accounting I, II and III, Financial and Managerial Accounting, Payroll and Income Tax, Using Computers in Accounting. She has taught distance classes via cable and interactive television, as well as in the traditional classroom on the MCC campus and at the Lana‘i and Moloka‘i Education Centers. Professor Meyer has served as Division Chair of the Business Division, and presently as Unit Chair of the Business and Hospitality Unit.

Professor Meyer has also served on the system-wide AS Degree Task Force, which resulted in a written report, system-wide Program Coordinating Council for Accounting as member and as chair, Convener of business programs at system-wide Excellence in Education conferences, MCC’s graduation committee, the Strategic Plan team committee, the Technical Support committee, and numerous others. She volunteers at the annual Maui Writers Conference as a speaker hostess.

David Grooms, Assistant Professor CC, joined MCC in 1996, and serves as Program Coordinator for the college’s Accounting Program. Mr. Grooms 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 at MCC include introductory financial and managerial accounting and computerized accounting, taught both in the traditional classroom setting and through distance education. Mr. Grooms has also taught both financial and managerial accounting at the upper division level for the University of Hawai‘i West O‘ahu.

In addition to Program Coordinator, Mr. Grooms has served on the Academic Senate’s Executive Committee, is a member of the college’s Curriculum Committee, and is one of three key faculty members heading up MCC’s proposed four-year baccalaureate degree in Applied Business and Information Technology (ABIT). Mr. Grooms also serves as Chairperson for The Maui Farm, a non-for-profit community organization serving troubled youth and their families.

Prior to coming to MCC, Mr. Grooms worked at Occidental Petroleum and was a small business owner in Bakersfield, California.

Johanna (Jan) Moore, Instructor, joined MCC in 1985 as a lecturer, and became a full-time instructor in 2002. Mrs. Moore holds a
Masters of Business Administration degree from the University of Hawai‘i, Manoa. Her courses include introductory financial and managerial accounting, payroll accounting, personal and business income taxation, business math, and finance. The courses are taught both in the traditional classroom setting and through distance education.

Prior to teaching at Maui Community College, Mrs. Moore was employed in the accounting and budgeting department at the Hawaiian Commercial and Sugar Company. Her last position held was cost analyst/cost accountant.

Robyn Klein, Assistant Professor CC, joined MCC as an accounting lecturer in 1997, was hired as an instructor in Cooperative Education in 1998, and currently serves as an instructor in both the Accounting and Business Careers programs. Ms. Klein holds a Master of Science in Accountancy - Tax degree from San Diego State University with AA and BA degrees in history. Current and previous courses include introductory financial and managerial accounting, business communications, Cooperative Education, and Orientation to Employment. The accounting and Cooperative education courses have been taught in both the traditional classroom setting and through distance education.

In addition to business instructor, Ms. Klein is also the Equal Employment Opportunity/Affirmative Action Coordinator for the campus. She is also a Commissioner on the UH Commission on the Status of Women and a member of the Mayor's Affirmative Action Advisory Council for Maui County.

MCC’s accounting faculty are committed to continued improvement and professional development to maintain currency in their fields. This is accomplished through seminars, conferences, workshops, and continual perusal of both electronic and print media for articles pertaining to changes in the field of accounting and accounting education.

Knowledge gained from professional development activities noted above are discussed among program faculty to determine how the changes will impact the program. If necessary, student learning outcomes are adjusted to accommodate the changes. As an example, at the Spring 2004 conference, there was a discussion concerning the need for a not-for-profit accounting course due to the large number of governmental and not-for-profit jobs available in Hawai‘i. As a result we are actively exploring the possibility of adding this type of class to our program. We are developing a course outline, including student learning outcomes, confirming if there is sufficient material for a semester course, and how the course will satisfy the program outcomes and goals.

E. Program Interactions:
Two years ago the committees for the following programs were combined under a single umbrella, Business and Hospitality that included all business-related programs: Accounting, Business Careers, Business Technology, and Hotel Operations. This group meets annually with business community professionals to address feedback on graduate job performance as well as recommendations for curriculum change. These recommendations are reviewed by the accounting faculty and integrated into the program as necessary, including changes in student learning outcomes and program objectives and goals.
Accounting faculty attend the Accounting Commitment to Excellence Conference held annually at a different University of Hawai‘i campus. Topics for discussion at this conference are chosen by faculty at all campuses and reflect current challenges and changes that will affect the profession itself as well as the teaching of accounting. In additions, all accounting faculty are active members of the Hawai‘i Association of Public Accounts (HAPA) and attend regular scheduled meetings to gain feedback from community accountants.

II. CURRICULUM AND STUDENTS

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

As part of the current year’s assessment committee workshops, a process has begun to link these course student learning outcomes to five pre-determined assessment standards developed for the University of Hawai‘i Community College System:

- Standard 1: Written Communication-Summary Table
- Standard 2: Quantitative Reasoning-Summary Table
- Standard 3: Information Retrieval and Technology-Summary Table
- Standard 4: Oral Communication-Summary Table
- Standard 5: Critical Thinking-Summary Table

Details of these standards can be found at in Appendix C or at the following website: http://www.Hawai‘i.edu/ovppp/gened/gedwww.htm.

Ultimately this process will result in seamless set of student learning outcomes embedded at the system, program, and course level. This will 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.

B. COWIQ and program goals curricular grids (See Appendix B):

Starting with the assessment standards, 'circular grids' were developed that include each assessment standard, the specific student learning outcomes expected within each category, and each accounting course in the program to determine how each standard is currently being addressed within the courses embedded in the accounting program. Summary results of these 'circular grids' are presented below, and the complete table for each standard can be found in Appendix B. To provide firm results of the assessment, the following 0-3 coding for the 'circular grid' was developed:

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.
**Assessment of Program Learning Outcomes - Accounting**

**Standard 1: Written Communication-Summary Table**

<table>
<thead>
<tr>
<th>Objective</th>
<th>3's</th>
<th>2's</th>
<th>1's</th>
<th>0's</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Use writing to discover and articulate ideas</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>1.2 Identify and analyze the audience and purpose for any intended</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Choose language, style and organization appropriate to particular</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>purposes and audiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Gather information and document sources appropriately</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.5 Express a main idea as a thesis, hypothesis, and other appropriate</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Develop a main idea clearly and concisely with appropriate content</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>1.7 Demonstrate mastery of the conventions of writing, including grammar,</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>spelling, and mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 Demonstrate proficiency in revision and editing</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>1.9 Develop a personal voice in written communication</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

Key:
3. **Major Emphasis**: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.
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.

**Assessment of Program Learning Outcomes - Accounting**

**Standard 2: Quantitative Reasoning-Summary Table**

<table>
<thead>
<tr>
<th>Objective</th>
<th>3's</th>
<th>2's</th>
<th>1's</th>
<th>0's</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Apply numeric, graphic and symbolic skills and other forms of</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>quantitative reasoning, accurately and appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Demonstrate mastery of mathematical concepts, skills, and applications,</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>using technology when appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Communicate clearly and concisely the methods and results of</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>quantitative problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Formulate and test hypotheses using numerical experimentation</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>2.5 Define quantitative issues and problems, gather relevant information,</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>analyze that information, and present results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Assess the validity of statistical conclusions</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Key:
3. **Major Emphasis**: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.
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.
### Assessment of Program Learning Outcomes - Accounting

#### Standard 3: Information Retrieval and Technology-Summary Table

<table>
<thead>
<tr>
<th></th>
<th>3's</th>
<th>2's</th>
<th>1's</th>
<th>0's</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Use print and electronic information technology ethically and responsibly</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>3.3 Recognize, identify, and define an information need</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3.5 Create, manage, organize, and communicate information through electronic media</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>3.6 Recognize changing technologies and make informed choices about their appropriateness and use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

**Key:**
3. **Major Emphasis**: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.
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.

---

### Assessment of Program Learning Outcomes - Accounting

#### Standard 4: Oral Communication-Summary Table

<table>
<thead>
<tr>
<th></th>
<th>3's</th>
<th>2's</th>
<th>1's</th>
<th>0's</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Identify and analyze the audience and purpose of any intended communication.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>4.2 Gather, evaluate, select, and organize information for the communication.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>4.3 Use language, techniques, and strategies appropriate to the audience and occasion.</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>4.6 Use competent oral expression to initiate and sustain discussion.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

**Key:**
3. **Major Emphasis**: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.
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.
**Assessment of Program Learning Outcomes - Accounting**

**Standard 5: Critical Thinking - Summary Table**

<table>
<thead>
<tr>
<th>5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.</th>
<th>3's</th>
<th>2's</th>
<th>1's</th>
<th>0's</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.</th>
<th>0</th>
<th>1</th>
<th>8</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.3 Formulate research questions that require descriptive and explanatory analyses.</th>
<th>0</th>
<th>0</th>
<th>1</th>
<th>8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</th>
<th>0</th>
<th>1</th>
<th>8</th>
<th>8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</th>
<th>9</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</th>
<th>0</th>
<th>9</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.7 Synthesize information from various sources, drawing appropriate conclusions</th>
<th>9</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.8 Communicate clearly and concisely the methods and results of logical reasoning</th>
<th>7</th>
<th>2</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5.9 Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others</th>
<th>0</th>
<th>0</th>
<th>7</th>
<th>2</th>
</tr>
</thead>
</table>

**Key:**

3. **Major Emphasis:** The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class

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

C. **Student Achievement (See Appendices C and D):**

Currently all Program Health Indicators (PHI’s) are in the healthy category and each of the Perkins II Core Indicators (Appendix F) are being met with the exception of indicators 2P1: "Diploma/Equivalent/Degree/Credential”; and indicator 4P2: “Nontraditional Completion”. The accounting program continues to be strong at the college and the strengths of the program are summarized as follows:

- The faculty in the Accounting program have different strengths and provide expertise in all classes in the Accounting curriculum
- The Accounting program offers its courses via multiple distance education modes, making the program accessible to students statewide, but especially those students on Moloka‘i, Lana‘i, and Hana, as well as students who cannot attend classes due to work schedules
- By training a continuing high level of students each semester, the Accounting program continues to be a viable and marketable program for our community
- The Accounting program continues to train a high level of students who become employed in a related field or transfer to a four-year degree institution
- The Accounting program has offered appropriate courses to enable students to continue through the program, both during the day as well as evening hours
- The Accounting program has been able to accommodate the student demand for classroom seats by over-enrolling classes beyond the maximum and by absorbing wait-listed students into appropriate courses
- Accounting courses have been raised to 100-level to reflect difficulty of courses and to facilitate articulation with 4-year institutions

54
• The Accounting program has been articulated with the UH-West O‘ahu BA in Business Administration offered in Maui County
• The Program Coordinator and faculty are participating in Assessment Workshops in AY 2002-2003 and have done preliminary work towards having the program meet student learning outcomes and assessment requirements
• The Joint Business & Hospitality Advisory Board has been very supportive of the Accounting program and helpful with curriculum decisions.

As strong as any program is, there will always be challenges and opportunities that need to be addressed. Among these are:

• The number of Accounting graduates is high compared to some other MCC programs; however, the percent graduates compared to majors continues to be low due to a number of factors, such as:
  
  Economic realities of living in Hawai‘i.
  Job market does not value for an AAS degree; i.e., low paying
  Student goals - re-training vs. degree seeking.
  Student expectations vs. reality.
  Inadequate counseling when choosing a major.
  Inadequate guidance of students during their college career.
  More four-year students and effects of Distance Ed Programs.
  Rigor of accounting courses

To address the challenges and opportunities as well as building on the strengths of the program, the following action plan has been put into place:

• The accounting faculty will become more active in program student advising
• Continue to develop program and course assessment of student learning outcomes in relation to system wide standards and explore developing a capstone experience for the Accounting program
• Do curriculum revisions to facilitate students moving through the program
• Continue to articulate with four-year colleges in Hawai‘i to facilitate transfer for our accounting students
• To improve skills for our accounting students and to meet community needs, continue to research, examine and include new spreadsheet software and general ledger packages for our Accounting computer courses.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs):
There were no recommendations for Program Health Indicators in the previous program review; however, challenges have been recognized and address in IIC above.

E. Changes made in accord with the recommendations of the previous program review for Perkins measures:
There were no recommendations for Perkins measures in the previous program review; however, challenges have been recognized and address in IIC above.
F. **Measurable Benchmarks:**

Benchmarks have not been established for the accounting program but will be included in the assessment process as it materializes over the next few years.

G. **Program/Certificate/Degree Standards and their SLOs:**

The Accounting program at Maui Community College is designed to prepare students for entry-level positions in the accounting profession within government and private business. Students who select the Accounting program should have the interest and aptitude for computational work. Students are prepared to work as an Account Clerk or Accounting Assistant with completion of the Certificate of Achievement (31 credits), and as a Bookkeeper with completion of the Associate in Applied Science degree (61 credits). With additional education, graduates of this program may become an Accountant or Auditor. Students planning to transfer to the UH-Manoa College of Business Administration or to business programs at UH-Hilo, UH-West O‘ahu, or another college should see a counselor about the requirements for entrance to these schools. These colleges have specific entrance requirements and not all Accounting program courses fulfill these requirements or are transferable. Accounting majors are required to earn letter grades of C or better for accounting courses.

The accounting faculty encourages a culture where by the student assumes responsibility for his learning success. The student learning outcomes and methods of evaluation for each course are clearly stated to empower the student to succeed. The accounting faculty’s professionalism within the classroom promotes diversity, shared experiences, and excellence.

The accounting program meets the diverse needs of its students by providing marketable skills for associate degree seeking students, prerequisite courses and academic advising for transfer students seeking a baccalaureate degree, and current information, technology, and training for lifetime learners.

H. **Program trends, including student goals, enrollment trends, retention, and time of completion:**

The goal of the majority of the students enrolled in accounting program is to graduate with an AAS degree and to obtain employment in the accounting field. The number of students registered as accounting majors has decreased in recent years as the opportunities for students to acquire a baccalaureate degree on Maui has increased. The baccalaureate degree-seeking students are registered as liberal arts or business career majors at MCC; however, the number of students enrolled in financial and managerial accounting courses have remained constant because these classes are required for the bachelor’s degree.

To meet the needs of MCC’s diverse student population, the accounting program schedules its courses at various times during the day through out the year, including summer session, in both the traditional classroom and through distance education. The students who are enrolled in the lunch-time, evening or cable courses are often employed and are attending college part-time; some of these students are seeking degrees, others are upgrading their skills.
I. **Changes in field; resources; shifts to respond to changes**
The course material in the accounting courses is constantly updated to reflect current tax law changes and technological changes. Our accounting program has added an emphasis on ethics as a response to recent current events in the accounting field. In 2003 a course in personal finance was added to the curriculum to help prepare our students for their own financial success. No additional resources were required to make these changes to the program.

J. **Major curricular changes since last review:**
There have been no significant changes since the last review

K. **Student advising and the degree to which faculty participate in the mentoring of students:**
Currently the Accounting program has no formal mentoring program in place. Faculty hold scheduled office hours that are published in their syllabus and posted on each faculty’s office door. Both of the full-time accounting faculty also have WebPages that disseminate information to students.

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. On occasion study periods have been offered but student attendance was poor since most students work one or two jobs outside class and were unable to attend the sessions. For that reason they have been discontinued.

L. **Opportunities for student involvement in program-related organizations, clubs, and governance:**
Currently there is no formal accounting organization or club on campus. Efforts in the past to organize students have been poor due to the nature of Maui Community College students who commonly work more than one job and have family responsibilities.
M. **Use of lecturers to teach courses; related concerns:**
Lecturers are used as needed to ensure a complete offering of courses. Currently we are utilizing one lecturer who is teaching two courses. Jennifer Agdeppa has taught as a lecturer for the past two years. The program coordinator meets regularly with any lecturer to ensure they are prepared and have copies of any course outlines and other materials need to adequately teach the course. Course syllabi are reviewed by the Program Coordinator to ensure required course material is being covered and student learning outcomes are part of the curriculum. Full-time faculty observe the lecturer’s classes periodically to evaluate teaching methods to ensure quality of instruction.

N. **Admission policy:**
The accounting program is an open admission program. Students need only declare themselves an accounting major and satisfy prerequisites for all courses taken.

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 MCC, including Cooperative Education, Directed Studies, Topics Courses, and Work Practicum. Details of these opportunities are in the 2004-2005 College Catalog (Enclosure 1), or at: mauicc.Hawai‘i.edu/catalog/pdf/contents.html, pages 44 and 54.

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 credits. Agreements exist with a variety of colleges both within and outside the UH system. The College continually seeks to provide transfer opportunities with two and four-year institutions. As these opportunities are constantly changing and expanding, it is important that students interested in transferring meet with a counselor before starting on a course of study leading to a transfer program.

Specific to the Accounting program is a renewed agreement for 2003-2005 to facilitate the transfer of students studying Accounting at Maui Community College (MCC) to the University of Hawai‘i – West O‘ahu (UHWO). Students who complete Associate of Applied Science (AAS) degrees in Accounting under the terms of this agreement may transfer to the University of Hawai‘i – West O‘ahu Bachelor of Arts in Business Administration (BABA) degree program as classified students.

Q. **Centers or Institutes:**
The College serves Moloka‘i, Lana‘i, and Hana through outreach education centers. Credit classes, self-paced labs, and e-Classes 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.

Currently the only agreement affecting the Accounting is the agreement with University of Hawai‘i, West O‘ahu, discussed above.

III. STAFF SUPPORT AND FACILITIES

E. Professional and Clerical staff
Information on professional and/or clerical staff positions are currently not available. Topic will be addressed in next review.

F. Space and equipment for instruction:
Accounting courses are taught in the Ka Lama building, mostly in rooms 107 and 204. 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.

Ka lama 204 (a computer classroom) is equipped with 25 computers with monitors. Each computer prints via a server. Computers are running Windows 95 and will need to be replaced prior to Fall 2004 in order to accommodate new software (e.g. QuickBooks 2004) required for some classes.

There is poor quality Elmo and video capability, and the projection equipment is essentially useless. At least two requests have been submitted for upgrades to this room but none has been approved.

Currently no fund-raising, grants, etc. are being pursued by the accounting faculty but foundation money could come available within the next year.

G. Space and equipment for research, e.g. institutional:
The Accounting program is an educational program with no formal student research except as specific course requirement.

H. Space and equipment for external grants:
There are currently no external grants specific to the accounting 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:
Distance education goes out to Moloka‘i, Lana‘i, and Hana as needed at these remote sites. All MCC accounting faculty listed above have taught distance education on occasion. Training has been provided by media personnel and consisted of how to use the equipment.

E. Faculty, student support, and facilities:
1. Qualifications of distance faculty (full and part time):
   Currently all faculty teaching in the Accounting program are qualified and have taught distance education courses as needed.

2. Available Student Support:
   a. **Access to faculty:** Students have good access to all instructors. Each instructor maintains appropriate office hours that are posted 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. Advising at remote locations is limited by the staff available.
   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, pages 52-54.
   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.
f. Clerical support: Accounting resides within the Business & Hospitality Unit that has a full time secretary. Secretarial staff are also available at remote sites.
g. 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.

F. Evidence that the educational student learning outcomes of each program are being met:
Data is not currently available. Will need to collect and evaluate

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):
Data is not currently available. Will need to collect and evaluate.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement:
An examination of the summary tables presented earlier suggests that those student learning outcomes with a high number of 3’s and 2’s are most likely being satisfied by the accounting core or courses. Conversely, those with 1’s and 0’s will need to be supplemented by other courses (general education requirements of electives) from the college curriculum. The results can be summarized as follows:

Standard 1: Written Communication:
The following student learning outcomes appear to be satisfied by the accounting courses currently in place:

1.3 Choose language, style and organization appropriate to particular purposes and audiences
1.4 Gather information and document sources properly

The following student learning outcomes appear to be partially satisfied by the accounting courses currently in place, but may require to be supplemented by other courses from the college curriculum:

1.1 Use writing to discover and articulate ideas
1.2 Identify and analyze the audience and purpose for any intended communication
The following student learning outcomes appear not to be satisfied by the accounting courses currently in place and will need to be supplemented by other courses from the program curriculum:

1.5 Express a main idea as a thesis, hypothesis, and appropriate content
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

The above results are not surprising considering that number calculations and presentation of financial data in numerical form dominate accounting courses. Those student learning outcomes not being satisfied will generally be satisfied in other curriculum requirement for the major, specifically required course such as English 100 (Expository Writing) and English 209 (Business and Managerial Writing).

Standard 2: Quantitative Reasoning:
The following student learning outcomes appear to be satisfied by the accounting courses currently in place:

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, applications, using technology when appropriate
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results

The following student learning outcomes appear not to be satisfied by the accounting courses currently in place and will need to be supplemented by other courses from the college curriculum:

2.4 Formulate and test hypotheses using numerical experimentation
2.6 Assess the validity of statistical conclusions

Again, the above results are not surprising considering that number calculations and presentation of financial data in numerical form dominate accounting courses. Those student learning outcomes not being satisfied will generally be satisfied in other curriculum requirement for the major, specifically required course such as Business 155 (Computational Problems in Business) or Math 100 (Survey of Mathematics) or MATH 203 (Calculus for Business and Social Sciences).

Standard 3: Information Retrieval and Technology:
The following student learning outcomes appear to be satisfied by the accounting courses currently in place:

3.1 Use print and electronic information technology ethically and responsibility
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.

The following student learning outcomes appear to be partially satisfied by the accounting courses currently in place, but may require to be supplemented by other courses from the college curriculum:

3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval.
3.3 Recognize, identify, and define an information need.

The following student learning outcomes appear not to be satisfied by the accounting courses currently in place and will need to be supplemented by other courses from the college curriculum:

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.

Information technology, electronic media, and associated forms of information retrieval and use are changing rapidly within the education community. These changes are difficult to incorporate with core accounting courses without compromising basic accounting curriculum that needs to be taught; however ways to incorporate information retrieval and technology into the course curriculum is constantly being examined. Other courses include BCIS 161 (Intro to Business Computing), BCIS 127 (Word Processing for Business), or courses in the computer science curriculum such as ICS 100 (Computer Literacy and Applications).

**Standard 4: Oral Communication:**
None of the student learning outcomes appear to be satisfied by the accounting courses currently in place.

None student learning outcomes appear to be partially satisfied by the accounting courses currently in place.

All of student learning outcomes appear not to be satisfied by the accounting courses currently in place and will need to be supplemented by other courses from the college curriculum.

Oral communication appears to one of the weakest skills developed within the accounting core courses. Although there is considerable interaction between students as well as the instructors and the students, little formal oral communication skills are developed in the classroom. Oral communication skills are developed in BUS/COM 130 (Business Communication-Oral); however, it may be to the benefit of the program to try and determine other ways to bring oral communication into the accounting core material.
Standard 5: Critical Thinking:
The following student learning outcomes appear to be satisfied by the accounting courses currently in place:

5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.
5.5 Evaluate a problem, distinguish 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.

The following student learning outcomes appear to be partially satisfied by the accounting courses currently in place, but may require to be supplemented by other courses from the college curriculum:

5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.

The following student learning outcomes appear not to be satisfied by the accounting courses currently in place and will need to be supplemented by other courses from the college curriculum:

5.3 Formulate research questions that require descriptive and explanatory analyses.
5.9 Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others.

Again, the above results are not surprising considering that number calculations and presentation of financial data in numerical form dominate accounting courses. Those student learning outcomes not being satisfied will generally be satisfied in other curriculum requirement for the major, specifically required course such as Business 155 (Computational Problems in Business) or Math 100 (Survey of Mathematics) or MATH 203 (Calculus for Business and Social Sciences).

Other courses include BCIS 161 (Intro to Business Computing), BCIS 127 (Word Processing for Business), or courses in the computer science curriculum such as ICS 100 (Computer Literacy and Applications).

B. Plans for next year: To address the challenges and opportunities as well as building on the strengths of the program, the following action plan has been put into place:

- The accounting faculty will become more active in program student advising.
- Continue to develop program and course assessment of student learning outcomes in relation to system wide standards and explore developing a capstone experience for the Accounting program.
• Do curriculum revisions to facilitate students moving through the program.

• Continue to articulate with four-year colleges in Hawai‘i to facilitate transfer for our accounting students.

• To improve skills for our accounting students and to meet community needs, continue to research, examine and include new spreadsheet software and general ledger packages for our Accounting computer courses.

• Prepare Annual Assessment Report for 2004-2005

C.  *Budget for next year:*
Separate budgets for the accounting program are not prepared but are included as part of the overall college budgets.
APPENDICES

H. General Education Standards
I. COWIQ Curricular Grid
J. Program Health Indicators (PHIs) and Perkins Performance Indicators
K. Program Map
L. Course Outlines

APPENDIX
Curricular Grids

Assessment of Program Learning Outcomes - Accounting 2004
Standard 1: Written Communication

<table>
<thead>
<tr>
<th></th>
<th>ACC 124</th>
<th>ACC 125</th>
<th>ACC 132</th>
<th>ACC 134</th>
<th>ACC 137</th>
<th>ACC 150</th>
<th>ACC 155</th>
<th>ACC 201</th>
<th>ACC 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Use writing to discover and articulate ideas</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Identify and analyze the audience and purpose for any intended communication</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Choose language, style and organization appropriate to particular purposes and audiences</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Gather information and document sources appropriately</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1.5 Express a main idea as a thesis, hypothesis, and other appropriate content</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1.6 Develop a main idea clearly and concisely with appropriate content</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.8 Demonstrate proficiency in revision and editing</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.9 Develop a personal voice in written communication</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Key:
3 **Major Emphasis:** The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class
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
<table>
<thead>
<tr>
<th>Standard 2: Quantitative Reasoning</th>
<th>ACC 124</th>
<th>ACC 125</th>
<th>ACC 132</th>
<th>ACC 134</th>
<th>ACC 137</th>
<th>ACC 150</th>
<th>ACC 155</th>
<th>ACC 201</th>
<th>ACC 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Apply numeric, graphic and</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>symbolic skills and other forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of quantitative reasoning,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accurately and appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Demonstrate mastery of</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>mathematical concepts, skills,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and applications, using technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Communicate clearly and</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>concisely the methods and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>results of quantitative problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Formulate and test</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>hypotheses using numerical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experimentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Define quantitative issues</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>and problems, gather relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information, analyze that</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information, and present results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Assess the validity of</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>statistical conclusions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:

3 Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.

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.
Assessment of Program Learning Outcomes - Accounting 2004

Standard 3: Information Retrieval and Technology

<table>
<thead>
<tr>
<th></th>
<th>ACC 124</th>
<th>ACC 125</th>
<th>ACC 132</th>
<th>ACC 134</th>
<th>ACC 137</th>
<th>ACC 150</th>
<th>ACC 155</th>
<th>ACC 201</th>
<th>ACC 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Use print and electronic information technology ethically and responsibly</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.3 Recognize, identify, and define an information need</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3.5 Create, manage, organize, and communicate information through electronic media</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.6 Recognize changing technologies and make informed choices about their appropriateness and use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Key:
- **3 Major Emphasis**: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.
- **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.
### Assessment of Program Learning Outcomes - Accounting 2004

#### Standard 4: Oral Communication

<table>
<thead>
<tr>
<th>Objective</th>
<th>ACC 124</th>
<th>ACC 125</th>
<th>ACC 132</th>
<th>ACC 134</th>
<th>ACC 137</th>
<th>ACC 150</th>
<th>ACC 155</th>
<th>ACC 201</th>
<th>ACC 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Identify and analyze the audience and purpose of any intended communication.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.2 Gather, evaluate, select, and organize information for the communication.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.3 Use language, techniques, and strategies appropriate to the audience and occasion.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.6 Use competent oral expression to initiate and sustain discussion.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Key:**

3  **Major Emphasis:** The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.

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.
### Assessment of Program Learning Outcomes - Accounting 2004
#### Standard 5: Critical Thinking

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ACC 124</th>
<th>ACC 125</th>
<th>ACC 132</th>
<th>ACC 134</th>
<th>ACC 137</th>
<th>ACC 150</th>
<th>ACC 155</th>
<th>ACC 201</th>
<th>ACC 202</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.3 Formulate research questions that require descriptive and explanatory analyses.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5.7 Synthesize information from various sources, drawing appropriate conclusions</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5.8 Communicate clearly and concisely the methods and results of logical reasoning</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5.9 Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Key:**

- **3 Major Emphasis:** The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. 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 class.
- **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.
## Program Health Indicators

### Overall Program Status:

<table>
<thead>
<tr>
<th></th>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Program Demand:

<table>
<thead>
<tr>
<th></th>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Program Efficiency:

<table>
<thead>
<tr>
<th></th>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Program Outcome:

<table>
<thead>
<tr>
<th></th>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Program Demand/Centrality

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Job Openings: Maui County</td>
<td>50</td>
<td>60</td>
<td>46</td>
<td>-</td>
</tr>
<tr>
<td>Annual Job Openings: Hawai‘i State</td>
<td>500</td>
<td>600</td>
<td>1,482</td>
<td>+</td>
</tr>
<tr>
<td>No. Student Majors</td>
<td>60</td>
<td>80</td>
<td>96</td>
<td>+</td>
</tr>
<tr>
<td>No. Sections Taught (No. faculty = 4.0)</td>
<td>12</td>
<td>15</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Pau Hana demand (3pm+, Sat)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>=</td>
</tr>
<tr>
<td>Outreach demand (Moloka‘i, Lana‘i, Hana)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>=</td>
</tr>
<tr>
<td>Alternative delivery access (sky, cable, web, self-paced)</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>No. Sections Over-Enrolled</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Program Cycle coverage</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
<td>+</td>
</tr>
</tbody>
</table>

## Program Efficiency

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size: Max = 24 – 30</td>
<td>18</td>
<td>22</td>
<td>29.1</td>
<td>+</td>
</tr>
<tr>
<td>No. Small Classes: &lt; 10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>+</td>
</tr>
<tr>
<td>Class Fit (actual enrollment/max enrollment)</td>
<td>70%</td>
<td>85%</td>
<td>93%</td>
<td>+</td>
</tr>
<tr>
<td>Advisory Committee updated (April 22, 2004)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>+</td>
</tr>
<tr>
<td>Lecturer-Taught Classes</td>
<td>17%</td>
<td>to 67%</td>
<td>0%</td>
<td>+</td>
</tr>
</tbody>
</table>

## Program Outcomes

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Earned Ratio</td>
<td>65%</td>
<td>70%</td>
<td>69%</td>
<td>=</td>
</tr>
<tr>
<td>Satisfied with Academic Prep (n = 3)</td>
<td>80%</td>
<td>90%</td>
<td>100%</td>
<td>+</td>
</tr>
<tr>
<td>Work in Related Field (n = 2)</td>
<td>65%</td>
<td>80%</td>
<td>100%</td>
<td>+</td>
</tr>
<tr>
<td>Graduation Rate (n = 26)</td>
<td>5%</td>
<td>15%</td>
<td>27%</td>
<td>+</td>
</tr>
</tbody>
</table>
## Perkins III Core Indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline</th>
<th>Performance</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 Academic Achievement</td>
<td>81.56%</td>
<td>94.74%</td>
<td>+</td>
</tr>
<tr>
<td>1P2 Vocational Skills</td>
<td>91.53%</td>
<td>97.62%</td>
<td>+</td>
</tr>
<tr>
<td>2P1 Diploma/Equivalent/Degree/Credential</td>
<td>35.70%</td>
<td>28.57%</td>
<td>-</td>
</tr>
<tr>
<td>3P1 Placement: Employment</td>
<td>70.52%</td>
<td>83.33%</td>
<td>+</td>
</tr>
<tr>
<td>3P2 Retention: Employment</td>
<td>90.13%</td>
<td>100.00%</td>
<td>+</td>
</tr>
<tr>
<td>4P1 Nontraditional Participation</td>
<td>15.94%</td>
<td>18.52%</td>
<td>+</td>
</tr>
<tr>
<td>4P2 Nontraditional Completion</td>
<td>14.34%</td>
<td>11.76%</td>
<td>-</td>
</tr>
</tbody>
</table>
## Program Map

### Requirements for Certificate of Achievement (C.A.): 31 credits
- Accounting 124(3), 125(3), 132(3), 150(3)**
- Business Computing Information Systems 161, or Business/Communication 130(3)
- Information & Computer Science 100 or 115(3)
- Business Computing Information Systems 127(3)
- Business 19(1)

**Note: In place of ACC 124 and ACC 125, students may substitute ACC 201(3) and Business elective (3).**

### Requirements for Associate in Applied Science (A.A.S.) Degree: 61 credits

#### All C.A. courses plus:
- Accounting 134(3), 155(3), 202(3)
- Business electives(9)***
- Humanities elective(3)

**Note: Prerequisite courses to program requirements may not be used as Business electives.**

#### A full-time student would take courses in this sequence:

<table>
<thead>
<tr>
<th>First Semester (Fall)</th>
<th>Credits</th>
<th>Second Semester (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ACC 124 Principles of Accounting II</em>*</td>
<td>3</td>
<td><em>ACC 125 Principles of Accounting II</em>*</td>
<td>3</td>
</tr>
<tr>
<td>*BUS 10 Electronic Printing Calculator</td>
<td>1</td>
<td>*ACC 132 Payroll Accounting</td>
<td>3</td>
</tr>
<tr>
<td>*BUS 155 or MATH 100 or 203</td>
<td>3</td>
<td>*ACC 150 Using Computers in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>*BCIS 127 Word Processing in Business</td>
<td>3</td>
<td>*BCIS 161 or ICS 100 or ICS 115</td>
<td>3</td>
</tr>
<tr>
<td>*ENG 55 or ENG 100</td>
<td>3</td>
<td>*ENG 100 or ENG 209</td>
<td>3</td>
</tr>
<tr>
<td>*BUS/COM 130</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester (Fall)</th>
<th>Credits</th>
<th>Fourth Semester (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 134 Income Tax Preparation</td>
<td>3</td>
<td>ACC 155 Using Spreadsheets in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202 Managerial Accounting</td>
<td>3</td>
<td>Business electives</td>
<td>6</td>
</tr>
<tr>
<td>Business elective</td>
<td>3</td>
<td>Natural Science elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities elective</td>
<td>3</td>
<td>General Education elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science elective</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: Courses required for Certificate of Achievement.
** Note: In place of ACC 124 and ACC 125, students may substitute ACC 201(3) and Business elective (3).
*** Note: Prerequisite courses to program requirements may not be used as Business electives.
Introduction

- Original sample based on 717 students who:
  
  completed at least 30 credits at MauCC in good academic standing and not Unclassified;
  attended MauCC in the Fall 2002 or the Spring 2003 term, or both; and
  did not attend MauCC in the Fall 2003 semester.

- Students were denoted as Liberal Arts or Career, and as Leavers or Grad/Leavers (left after graduating with a Certificate/Degree), resulting in a 2 x 2 design with 4 groups coded as CaL, CaG, LiL, and LiG.

Procedures

- Decision was made to conduct a phone survey, since the response rate has been poor (about 3%) with a mailout survey.

- Interviewing was conducted from January 12 to February 17, 2004.

- The goal was to call each party 2-3 times. Each was called at least once; many who could not be reached were called 2-4 times, and some as much as 6-7 times.

- Phone interviews were conducted by faculty volunteers (22); students (65) given assignment in a speech instructor’s courses; secretary to the assistant dean; student helper; two Perkins hires (restricted to Career student interviews); and the assistant dean — representing 140 staff hours to complete the full project.

Response Rates

- Two of the 717 names were invalid (one was listed twice; the other was designated Invalid with no data.

- Of the 715 names in the valid sample:
  
  44 had neither a contact phone nor a permanent phone listed (6%).
  186 had both listed numbers a wrong number (26%) — disconnect, “moved”, etc.

- Of the residual 485 names with potentially serviceable phone numbers:
  
  272 could not be contacted (56%), even after 551 phone calls (avg. = 2.0 each).
  213 were contacted, for a 44% response rate of serviceable numbers; 30% overall.

- Of the 213 persons contacted:
  
  18 withdrew or otherwise refused to do the survey, resulting in 195 respondents.
Where Attending College Now

**CAL**
- MCC (8)
- MCC – 6 cr.
- MCC – pilot online RN
- MCC University Center
- MCC & UH-Manoa
  Taking EEG course now

**LIL**
- MCC (7)
- MCC – MATH 100
- MCC & KapCC

**LIG**
- KapCC
  - UH-Manoa (12)
  - UH-Hilo (4)
  - UH-Hilo – Psych BA
  - KapCC
  - College on Oahu
  - University North Colorado
  - Biola, CA
  - Oregon
  - Mainland
  - Japan

**UH-Manoa**
- University of Phoenix-Maui (2)

**UH-Hilo**
- Taking off 1 yr.
- Hilo, Hawaii

**University of Portland**

**University of California**

**University of California (2)**

Other Comments

Wish there were more [programs].
Need more classes to choose from.
More teachers, bigger classrooms needed for a better education.
Experience worse than expected: one class - new teacher; otherwise what expected.
Experience judged Poor: Some teachers.
Wishes he could have been in new building. [FSER]
Didn't keep up with cohort. [NURS]

MCC has great counselors that really helped me plan my future.
Can't get Counseling to help w/plan. Gotten weird responses counseling - wants BA. [Referred to UH Center]
Everything is fine except treatment received at registration.
Tuition is too high for out-of-state students; books are too expensive; scholarships for parents should be available.

Unemployed by choice – quit for one year.
Unemployed by choice – going to school.

Had a wonderful experience at MCC.

Respectfully submitted,
Jean A. Pezzoli, PhD