MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT 2004-05
APPLIED BUSINESS AND INFORMATION TECHNOLOGY
PROGRAM (ABIT)

Prepared by: David Grooms, Rafael Boritzer,
and Margaret Christensen

September 30, 2005
Note:
An Annual Assessment Review for the ABIT Program was completed for academic year 2003-2004 even though ABIT was only a proposed program, in anticipation of the scheduled March 15-17, 2005 review by Accrediting Commission for Senior Colleges and Universities (ACSCU) of the Western Association of Schools and Colleges (WASC). Although not an official program during the 2004-2005 academic year either, an annual review was performed for continuity and assessment purposes.

The WASC Senior Commission took action to approve the ABIT Program for Candidacy through July 15, 2009 during its June 15-17, 2005 annual meeting.

As a result of the above action, beginning academic year 2005-2006, the ABIT Program will be included in the program review process and assessment reviews will continue to be prepared.

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College:
Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

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.

B. Mission and Vision of the Program:
The mission of the proposed ABIT Program at Maui Community College is to prepare graduates to be productive professionals who can make responsible business decisions and use information technology wisely in a changing world. The ABIT Program mission is congruent with the mission of Maui Community College in that the program offers credit educational opportunities and strives to create a student focused educational environment that emphasizes high quality teaching and learning. As with the college, the ABIT Program serves a diverse student population, many of who are first
generation university students, and we are responsive to the needs of both traditional and non-traditional students whose life experiences and commitment to learning enrich the overall educational environment.

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

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

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

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

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

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

- Demonstrate in written or oral form appropriate knowledge of the principles of the essential business disciplines and computer literacy;

- Apply knowledge of essential business disciplines and use business and technological research methods to analyze information in order to develop solid business plans and strategies, and make effective and efficient business decisions;
• Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships;

• Demonstrate knowledge of operating system, database, word processing, spreadsheet, presentation and web development applications by designing, creating, viewing, saving, retrieving and editing appropriate files;

• Apply knowledge of Graphical User Interface (GUI) and Event-Driven Programming (EDP) to designing, creating, and testing computer programs;

• Apply knowledge of E-commerce by designing, creating, and testing appropriate E-commerce sites using development tools;

• 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 applying information technologies and serve particular audiences and purposes; and

• Demonstrate an appropriate level of written communication.

C. Relation to MCC Strategic Plan:
As an educational program, the ABIT Program will 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

In response to feedback from the assessment committee, details of the relationship of the program outcomes to the above priority goal objectives will be addressed as the program matures.

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

Two new faculty were hired beginning August 2004 and join a team that is refining the ABIT Program. The two new faculty consist of:

**Rafael Boritzer**, PhD, Assistant Professor CC. Dr. Boritzer has earned a Doctor of Education degree from Columbia University, a Master of Business Administration degree from Fairleigh Dickinson University, and a Master of Arts in Sociology and Political Science from New School University. Additional sociology training includes a Ph.D. (ABD) at the New School, and two years of graduate study at UH Manoa.

His courses include introductory financial accounting, management, and marketing, in the lower and upper division at MCC. Dr. Boritzer is responsible for the curriculum development of the ABIT business courses, and the formulation and execution of a marketing plan, for the ABIT Program four-year degree.

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

**Margaret Christensen**, PhD, Assistant Professor CC, joined MCC in July 2004 as Webmaster, and moved to the ABIT Faculty position in September 2004.

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

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

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

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

Additional MCC faculty working with Dr’s. Boritzer and Christensen include:

**BK. Griesemer** is Professor CC, and teaches courses in psychology and business. Professor Griesemer has a Masters of Business Administration from the University of Hawai‘i Manoa and a Masters of Arts in Psychology from Antioch University. She has taught in the traditional classroom setting as well as via cable and inter-active television. In addition, she has taught upper division level courses for the University of Hawai‘i Manoa Outreach in Conflict Resolution and Mediation; and Entrepreneurship courses for the EMBA program at University of Hawai‘i Manoa. Professor Griesemer has been the lead faculty for the team developing the ABIT Program degree. In addition, she is co-host of MCC Today, a weekly cable news show about Maui Community College.

During her career with MCC, Professor Griesemer has chaired MCC’s Curriculum Committee, Assessment Committee, Faculty Senate and Baccalaureate Curriculum Development Team as well as serving as Program Coordinator for the college’s Business Careers Program; and, was the recipient of the University of Hawai‘i Board of Regents - Excellence in Teaching Award and a Merit Award for Teaching Excellence.

Previously Professor Griesemer has served as the Convener of the UH Community College Council of Faculty Senate Chairs (ACCFSC), Co-convener of the All Campus Council of Faculty Senate Chairs-University of Hawai‘i System, and Co-convener of the Coordinating Committee for the General Education Project - University of Hawai‘i System.

In addition, she served as a member on several ACCJC Evaluation Teams, including colleges in California, Hawai‘i and the Pacific; represented Hawai‘i and Pacific colleges on the ACCJC External Review Team in 1994; served as a member of the Standards 1 & 2 Review Task Force; chaired several self-study standard committees, and chaired Standard 3 of the most recent MCC self-study.

Prior to joining the faculty at MCC, Professor Griesemer worked for the Federal Government, in private industry, and for a not-for-profit organization. She continues to be a Corporate Officer in a privately held family corporation. She also provides service to the community and businesses as a facilitator and mediator.
David Grooms, Assistant Professor CC, (http://www2.hawaii.edu/~grooms) 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. 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.

Daniel Kruse is currently a Computer Science Instructor at Maui Community College (MCC) in Kahului, Maui, Hawai‘i, since January of 2001, and is also the current Academic Senate Chair. Daniel holds a Master of Science degree in Computer Science from Marycrest College in Davenport, IA and has worked 15 years for John Deere and IBM, and taught for 8 years at MSTC, a two-year college in Wisconsin. He has also worked on Strategic Planning for IBM, MSTC and MCC, is facilitating process work at MCC, and is active in new program development.

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, the unit where the ABIT Program will reside.

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.

As MCC’s Accreditation Liaison Officer, Professor Meyer has coordinated two ACCJC team visits and two ACCJC interim visits. She also served as chair of the committee preparing the report on Standard 4 in a previous accreditation report.

Catherine Thompson, Ed.D., is an Assistant Professor CC in Communication and serves as Program Coordinator and Assessment Coordinator for the college's Liberal Arts Program. Dr. Thompson holds a joint Doctorate of Education from West Virginia University in Communication Studies and Curriculum and Instruction. Her courses include interpersonal communication, business communication: oral, speech in personal and public settings, and intercultural communication. Dr. Thompson has also taught an upper division undergraduate intercultural communication course for University of Hawai‘i at Hilo and numerous undergraduate and graduate level classes at both West Virginia University and the University of Hawai‘i at Manoa.

Dr. Thompson is a member of the college's Curriculum Committee representing the language arts group (English, communication, learning skills, linguistics, Japanese, Spanish, and speech faculty) and has been co-chair of the College's Assessment Committee during the initiative to upgrade assessment procedures at MCC to meet accreditation standards. In addition, she coordinated the Writing Intensive Program at the College for three years. Her areas of scholarship, which have been published in various journals, textbooks, and workbooks, focus on intercultural and instructional communication. Prior to coming to MCC, Dr. Thompson taught at the University of Hawai‘i at Manoa and at West Virginia University.

E. Program Interactions:

As part of the accreditation process leading to initial accreditation with Accrediting Commission for Senior and Junior Colleges and Universities of the Western Association of Schools and Colleges (WASC), MCC was visited during the period March 15-17, 2005 for a complete review of the ABIT Program. A subsequent positive report from the visiting team resulted in MCC being recognized as a Candidate for Accreditation. This status is a preliminary affiliation with the Commission awarded for a maximum period of four years. A follow up visit to consider granting the ABIT Program initial accreditation is currently scheduled for Fall 2006 or 2007.

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

Maui Land and Pineapple Corp. granted six scholarships for ABIT students totaling $14,400 beginning Fall 2005. These scholarships will continue to be available to ABIT students for a further three years.

Textron Systems Corporation granted an additional one-time scholarship award totaling $1,000.

II. CURRICULUM AND STUDENTS

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

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

- Standard 1: Written Communication;
- Standard 2: Quantitative Reasoning;
- Standard 3: Information Retrieval and Technology;
- Standard 4: Oral Communication; and,
- Standard 5: Critical Thinking.

B. COWIQ and program goals curricular grids:

During academic year 2003-2004, curricular grids were completed for business and ICS courses in the ABIT Program using the pre-determined standards mentioned above. To provide across disciplines, the following 0-3 coding for all curricular grids was developed for use in all program/course assessment by program coordinators and the assessment committee leadership:

3 Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the learner outcome. The learner outcome is the focus of the class.

2 Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the course.
1  **Minor Emphasis:** The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome.

0  **No Emphasis:** The student does not address this learner outcome.

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

In succeeding years this data will be analyzed longitudinally as recommended by the assessment committee in the program review process.

C.  **Student Achievement:**
A detailed program review process will replace PHI’s at the request of ACCJC and ACSCU. This process will be developed and put in place that includes program goals and learning outcomes as well as student learning outcomes at the course level. Assessment of these goals and outcomes along with evidence to support the goals and outcomes will also be required. This work will be part the program development.

D.  **Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs):**
ABIT is a proposed program. PHI’s are not available.

E.  **Changes made in accord with the recommendations of the previous program review for Perkins measures:**
ABIT is a proposed program. Perkins data are not available.

F.  **Measurable Benchmarks:**
Benchmarks for the ABIT Program have not been developed but will be included as the program develops.

G.  **Program/Certificate/Degree Standards and their SLOs:**
Upon successful completion of the ABIT Program, students will be granted a Bachelor of Applied Science degree. The linkage of program learning outcomes to the degree requirements will be a significant part of the required capstone course and will be part of future work.

H.  **Program trends, including student goals, enrollment trends, retention, and time of completion:**
Not applicable since ABIT Program is proposed and, as of spring 2005, no students are officially enrolled in the program.
I. Changes in field; resources; shifts to respond to changes:
Changes in the fields of business and information technology program are anticipated and will be addressed as they arise.

J. Major curricular changes since last review:
The complete curriculum, including entrance requirements (Appendix D), for the ABIT Program was completed and approved by both the Curriculum Committee and the Academic Senate in February 2005.

K. Student advising and the degree to which faculty participate in the mentoring of students:
Student advising, counseling, and mentoring of students will be included in the program development currently underway. It is anticipated that a new counselor for the ABIT Program will be on staff beginning in fall 2005. Interviews of candidates are taking place during spring 2005.

L. Opportunities for student involvement in program-related organizations, clubs, and governance:
These opportunities will be available as program development proceeds.

M. Use of lecturers to teach courses; related concerns:
Lecturers will be used as needed to complement the current faculty and strengthen the program.

N. Admission policy:
Admission requirements for the ABIT Program have been finalized and approved by the Curriculum Committee and Academic Senate. See p. 17 of the Maui Community College General Catalog. These requirements will be reviewed on a regular basis for changes as needed.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates:
Job placement is available through a variety of sources at MCC, including Cooperative Education, Directed Studies, Topics Courses, and Work Practicum. Details of these opportunities are in the 2004-2005 College Catalog, or at: http://www.hawaii.edu/maui/coop/. Specific job placement at the baccalaureate level will be included as the program develops.

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

Q.  **Centers or Institutes:**
The College serves Moloka‘i, Lana‘i, and Hana through outreach education centers. Credit classes, self-paced labs, and eClasses taught through cable, interactive TV, and the Internet provide educational access to all the people of Maui County.

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

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

### III. STAFF SUPPORT AND FACILITIES:

To be added as part of the Comprehensive Program Review

### IV. DISTANCE DELIVERED OFF-CAMPUS PROGRAMS:

To be added during the Comprehensive Program Review

### V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. **Summary statement**

As development of the ABIT Program continues, assessment of the program will continue on a regular basis to refine learning outcomes and the means to assess them. Upon formal approval of the ABIT Program, the Comprehensive Program Review will be completed.

B. **Plans for next year:**

Accomplishments relating to goals for academic year 2004-05 stated plans are discussed below followed by plans for 2005-06:
2004 – 2005 Plans

- Development the curriculum for upper division courses;
  Complete curriculum approved by Curriculum and Academic Senate
  in February 2005

- Continue to prepare necessary documents for initial candidacy/initial
  accreditation with ACSCU;
  WASC team visit in March 15-17, 2005. Program approved for
  Candidacy through July 2009 at annual ACSCU meeting on June 17,
  2005

- Complete program admission requirements;
  Program admission requirements were approved by Curriculum
  Committee and Academic in February 2005

- Prepare catalog information;
  Program admission requirements and curriculum are included in the
  MCC 2005-2006 General Catalog

- Market the ABIT Program;
  Proposed ABIT Program marketing and implementation plans
  presented to administration and WASC team during March 15-17,
  2005 visit.

- Form ABIT Program advisory committee of community stakeholders;
  ABIT Program Advisory Committee of nine members formed. Three
  meetings were held during spring 2005 including one meeting with the
  WASC visiting team during their March 15-17, 2005 visit.

- Enroll, counsel, and advise students;
  Unable to enroll students during academic year 2004-05 since program
  not officially approved by WASC. Upon approval in June 2005,
  recruitment has begun by faculty. Current enrollment numbers are not
  available.

- Offer select upper division courses in Fall and Spring;
  During spring 2005, a total of four upper division courses were
  offered: one in accounting; two in business; and, one in ICS

- Hire appropriate support faculty; and
  Three part time casual hires in student services, financial aid, and
  computer services were hired during spring 2005. Interviews are
  currently underway for a full time ABIT Program counselor to begin
  fall 2005. In addition three permanent positions were approved by the
  Board of Regents at their June 2005 meeting: Margaret Christensen,
Rafael Boritzer, and a third position in General Education. A job posting for the third position is anticipated during summer 2005.


2005 - 2006 Plans

- Commence marketing the ABIT Program
- Increase enrollment in the program
- Hire third faculty to strengthen general education component of the program as recommended by WASC Senior Commission
- Hire ABIT Program counselor position
- Add appropriate elective course to strengthen the upper level curriculum
- Obtain student feedback regarding satisfaction with the program to date
- Prepare curricular grids for program outcomes
- Update curriculum as needed
- Seek additional scholarship opportunities
- Prepare required report for 2005-2006

C. Budget for next year

Estimated resources for the development of the ABIT Program as detailed in the original Program Proposal prepared in May 2003 appear below:

Summary Table: ABIT PROGRAM-Estimated Tuition Revenues versus Program Costs

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<td>Estimated Tuition Revenue</td>
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<td>Estimated Program Costs:</td>
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<td>Faculty and Lecturer Costs</td>
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<td>Other Costs</td>
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Since the submission of the ABIT Eligibility Application in May 2004, the ABIT legislative request has been forwarded through the President and Board of Regents of the University of Hawai‘i and included in the 2005-06 Biennium Budget proposals to be reviewed, and hopefully approved, in the Spring 2005 State of Hawai‘i Legislative Session. Funding from a US Department of Labor (USDOL) grant is also in place and, in addition to the $1.4 million already secured, another $400,000 has been secured to support the College’s “infrastructure and baccalaureate development.”

To systematically and sustainably support the ABIT Program and replace aging technology beyond the grant period, several discussions at the campus and system levels are underway. These discussions will lead to MCC and UH System decisions depending upon agreements and resources that may be realized in the next legislative session but which may require a longer period to resolve.

Additionally, financing for a proposed privately funded 400-bed student housing project has been secured, and the project is moving forward. This student housing project will permit international, mainland, Hana, and off-island students to have access to the ABIT Program.

To provide a strong array of academic offerings that include the ABIT Program, promoting Maui globally, and additional student housing capacity, an international student recruitment program plan led by Dean Alvin Tagomori and supported by ABIT faculty Dr. Raphael Boritzer will guide activities over the next two years. Augmenting this initiative, a federally funded webmaster has been appointed to strengthen the College’s web presence and appearance. An e-commerce server, also federally-funded, has been acquired to support student and other financial and commercial transactions.

As projected in ABIT budget above, the contribution of non-resident student tuitions will be part of the long-term financing strategy of the program, and international student participation in the ABIT Program will coincide with the overall promise of connections with regional and global business opportunities. By creating and facilitating learning experiences that include applied business and technological contexts, and by including students from other countries as well as our own, a potential global ABIT student and graduate network of commercial relationships and opportunities will gradually emerge.

The long-term prospects for the program and institution are extremely positive. The fact that a privately-supported $16 million four-hundred bed student housing facility has already begun its planning process and will be submitting its requests for construction permits in Spring 2005 reflects the vitality of the College’s promise. Additionally, another developer has
submitted a proposal to add to the College’s student housing inventory in creating a life-style center of commercial and housing activities on a property contiguous to the campus. Finally, federal resources continue to support the plan and vision of the College and community members have begun contributing to its latest ABIT initiative. These are promising signs for long-term program and institutional financial health.

APPENDICES

A. Program Advisory Committee Membership
B. General Education Skill Standards
C. Summary General Education Curricular Grids
D. ABIT Program Entrance Requirements
APPENDIX A
(Program Advisory Committee Membership)
2004 –2005 Advisory Board for the Applied Business and Information Technology Program (ABIT) at Maui Community College

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APPENDIX B
(General Education Standards)
GENERAL EDUCATION ACADEMIC SKILL STANDARDS

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

Standard 1: Written Communication

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

Standard 2: Quantitative Reasoning

2.1 Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving.
2.4 Formulate and test hypotheses using numerical experimentation.
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results.

2.6 Assess the validity of statistical conclusions.

**Standard 3: Information Retrieval and Technology**

3.1 Use print and electronic information technology ethically and responsibly.

3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.

3.3 Recognize, identify, and define an information need.

3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.

3.5 Create, manage, organize, and communicate information through electronic media.

3.6 Recognize changing technologies and make informed choices about their appropriateness and use.

**Standard 4: Oral Communication**

4.1 Identify and analyze the audience and purpose of any intended communication.

4.2 Gather, evaluate, select, and organize information for the communication.

4.3 Use language, techniques, and strategies appropriate to the audience and occasion.

4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.

4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.

4.6 Use competent oral expression to initiate and sustain discussions.
Standard 5: Critical Thinking

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

5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.

5.3 Formulate research questions that require descriptive and explanatory analyses.

5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.

5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.

5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.

5.7 Synthesize information from various sources, drawing appropriate conclusions.

5.8 Communicate clearly and concisely the methods and results of logical reasoning.

5.9 Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.
APPENDIX C
(Summary General Education Curricular Grids)
APPENDIX D
(ABIT Entrance Requirements)
Bachelor of Applied Science Degree (B.A.S.) in Applied Business and Information Technology (ABIT)
Accreditation for this degree is pending from the Senior Commission of the Western Association of Schools and Colleges (WASC). The Bachelor of Applied Science (B.A.S.) degree is granted to students completing a four-year program. Only courses 100 and above can be applied toward this degree.

Applied Business and Information Technology (ABIT) Admissions Requirements
For admission to the Maui Community College ABIT program, students must first meet the MCC admission requirements. Admission to MCC does not guarantee admission to the ABIT program.

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

1. Completion of the Business Careers Option III (see page 32) with a cumulative GPA of 2.5 or higher in all courses attempted; or

2. Completion of an Associates of Arts (AA) degree or higher from an accredited institution with a cumulative GPA of 2.5 or higher in all courses attempted, and completion of the following pre-ABIT course requirements with a grade of C or better:

   ACC 201 or ACC 124 and 125, ACC 202, BCIS 161 or ICS 100, BCIS 162 or ICS 115, BUS 120 or ECON 130, ECON 131, ENG 100 and 209, IS 106*, and MATH 115.

3. Completion of an Associate of Applied Science (AAS) or Associate of Science (AS) degree from an accredited institution that includes 54 or more transferable semester credits with a cumulative GPA of 2.5 or higher in all courses attempted, and completion of pre-ABIT course requirements as outlined in A.2.
B. A student may apply for admission as a provisional student in the ABIT program upon successful completion of the following admission requirements:

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

2. Approval of the ABIT Committee.

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

ABIT Requirements

1. Pre-ABIT (29)
Completion of pre-ABIT courses as outlined in A.2.

2. Business core (31):
ACC 300, BLAW 200, BUS 120, 301 (to be taken first semester after acceptance), 318, 320, 415, ECON 130, MGT 310, 400, and MKT 300.

3. Information Technology core (21):
BCIS 180, ICS 214, 320, 340, 360, 385, and 420.

4. Specialization elective courses (6 credits from the following):
BUS 322 or 420 or MKT 400.

5. General education courses (27):
BUS/COM 130 or COM 145 or 210, COM 459, ENG 310, HWST 107 or 231 or HIST 284, MATH 135 or higher, PSY 100 or SOC 100, PHIL 323, PSY/COM 353, SP 251.

6. Capstone course (6):
BUS 495 to be taken the last semester with approval of the ABIT Committee.

7. Natural Science (7):
Seven credits to include at least one physical and one biological science. At least one of the courses must include a lab.

8. Writing Intensive (15):
Minimum of 15 credits of writing intensive courses at the 100-level or higher; at least six credits in 100-299 level courses and at least six credits in 300-level or higher.
9. **Minimum of 127 non-repeated qualifying credit hours**
ABIT majors are required to earn letter grades (e.g. A, B, C, etc.) in all courses required for the ABIT program.

10. **Grade Point Average:**
At least a 2.0 MCC cumulative GPA as well as a 2.5 GPA in courses required for the ABIT major. A grade of C or better is required in all upper division courses.

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

12. **Residency Requirement:**
A minimum of 30 credit hours must be taken at MCC and a minimum of eight upper division courses (24 credits) in Business or Information Technology including the capstone course.