

MAUI COMMUNITY COLLEGE
SELF-STUDY for ANNUAL ASSESSMENT
BUSINESS CAREERS –AY 2004 – 2005
September 30, 2005

INTRODUCTION

The Business Careers (BUSC) program is scheduled for an Annual Assessment only for AY 2004-2005. This is the second Annual Assessment under the new guidelines as revised on June 28, 2004. The self-study covers Parts I, II, and V as required. The program is scheduled for a Comprehensive Program Review covering all sections of the Self-Study Guide for AY 2007-2008 due September 13, 2008.

As with the first Annual Assessment report, there continues to be room for improvements in the program itself, in the assessment of the program, and it how it is reported.

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

1. 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.

2. 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.

B. Mission and Vision of the Program

1. Mission: Contribution of the program to the Mission of MCC

The Business Careers program provides quality credit instruction to students and business professionals who wish an affordable education in a supportive environment. The program provides the first two years of a business education that can be used to enhance career possibilities and used as a springboard for additional education.

2. Vision: Program vision for the next five years

The vision for the Business Careers program is to provide students with training and education in an environment that will promote competence in the discipline and the ability to attain career success in a wide variety of business careers, develop civic responsibility and quest for life-long learning.

3. Goals of the program (See Appendices A and E)

The specific goals of the program have been outlined in the program's PHI report each year. See

Appendix A for the goals and Appendix E for the entire PHI report.

4. Student Learning Outcomes (SLOs) of the program (See Appendices A and B)

The Student Learning Outcomes for the program are contained in Appendix B: SLOs of the Program; the goals are in Appendix A: Goals of the program. The present SLOs were developed as a “first cut” at developing program SLOs. They are based on the goals developed by the system-wide PCC plus additional goals developed by the faculty of the program. Each of the 14 SLOs ties to each of the six program goals; the SLOs lay out the specific areas that will be used to train and educate the various groups mentioned in the six program goals.

C. Relation to MCC Strategic Plan

The program directly supports many of the Action Strategies in all five goals of the Strategic Plan 2003 – 2010 as well as the section, “Functioning as a System.” Included here are some of the most important Action Strategies that the Business Careers program supports.

Functioning as a System and Goal 1, Objective 1, Action Strategy: Provide students with access to a seamless UH system with full articulation between all campuses. The program has an on-going articulation with the BABA at UH – West Oahu.

Goal 1, Objective 2, Action Strategy: Implement educational program review/assessment and learning outcomes to evaluate and improve student learning. The program is aligned with all the recent assessment and program review guidelines. The Annual Assessment is part of that process.

Goal 1, Objective 2, Action Strategy: Evaluate curriculum to improve student learning. The program has undergone almost yearly evaluation and there have been many curriculum changes and updates. The latest revision to the program was in 2003 to incorporate three tracks, including a tracking leading to MCC’s Applied Business and Information Technology (ABIT) program.

Goal 2, Objective 1, Action Strategy: Develop appropriate sustainable baccalaureate degrees. The program provides the first two year of MCC’s first baccalaureate program Applied Business and Information Technology (ABIT).

D. Program Faculty (full and part-time)

Richard Miller, Program Coordinator, Faculty, part-time

1. Faculty by rank: Assistant Professor
2. Faculty by length of service: 11 years with college
3. Faculty qualifications or credentials: BS, MS in Business, 30+ years in businesses of various sizes
4. Faculty areas of expertise: Marketing, e-marketing, computer applications
5. Faculty turnover during the past seven years: N/A
6. Faculty appointments and attrition: N/A
7. Faculty's currency in the field of study: Professional development in computer applications and marketing

Robyn Klein, Faculty Member, part-time

1. Faculty by rank: Assistant Professor
2. Faculty by length of service: 7 years with college as faculty; one additional year as lecturer
3. Faculty qualifications or credentials: BA, MS in Accountancy; 20+ years in banking industry, including 18 in management and supervision experience with an accounting firm and as human resource/office manager for a fine dining establishment
4. Faculty areas of expertise: Accounting, Business Communications, Management, Supervision, EEO/AA issues
5. Faculty turnover during the past seven years: N/A
6. Faculty appointments and attrition: N/A
7. Faculty's currency in the field of study: Continuing education in accounting via UH system wide meetings, member of Hawaii Association of Professional Accountants, continuing education in EEO/AA issues, continuing education in business issues

The program has minimal staff. The program coordinator divides his time between the Business Careers Program, and his duties as coordinator of building air conditioning and security issues. The fact that the Business Careers program does not have a full-time instructor/coordinator continues to be a concern to the program faculty members and has a potential negative effect on students.

The present program coordinator and the part-time faculty member have discussed plans to improve the counseling for the program; plans continue to require development. Both teach courses in or for the program. However, a serious issue remains of not enough staffing for the program. The PHI report for several years has stated this as a weakness of the program.

Ms. Klein is constantly receiving training her EEO/Affirmative Action Coordinator for the college. Both attend workshops on various topics. Mr. Miller has learned several new generation computer programs. Funds to attend trainings, conferences, workshops off-island is limited, but the faculty members attend as their resources allow or if a professional development event is provided on Maui.

All the program members stay abreast of their field through journals, periodicals, newspaper and the Internet. Faculty continually brings new information into the classroom from all these sources.

E. Ways in which program interacts with:

1. Community Groups

There is an advisory committee for all of the Business programs, including Business Careers. See Appendix E: PHIs for list of members. The Advisory Committee keeps the faculty abreast of changes in the business area within the community. It provides a "sounding board" for curriculum and program changes. Students benefit because it keeps the program current with the practices in the business area.

2. Professional Associations

Ms. Klein is a member of HAPA and is a member of both the University of Hawaii Commission on the Status of Women and Affirmative Action Advisory Council for the Mayor

of the County of Maui

3. PCCs

The program coordinator has participated in all related PCCs. These include Marketing and Management. There is no program in the UH system that parallels Business Careers completely. This keeps the program aligned with other community colleges where a student might wish to transfer courses. In the past, Ms. Klein was a member of the JPIC statewide task force, which has provide information about placing students into Cooperative Education work situations and internships and currently attends System-wide Accounting and EEO/AA meetings.

4. National accreditation bodies - Not applicable at this time.

5. Other key organizations - Not applicable at this time.

II. CURRICULUM AND STUDENTS

A. General Education Standards (COWIQs), program goals, and Student Learning Outcomes (See Appendices A, B, C and D)

All the information for COWIQs at the course level is contained in Appendix D; except for a few courses for which the information was not readily gathered (these courses are administered by other programs). The program goals are in Appendix A and the SLOs for the program are in Appendix B.

As stated in last year's review, it is not possible at the present early stage of the project to do a complete cross-reference between all these various components. This will need to be done in a future Annual Assessment reviews. However, when the program outcomes were generated by the faculty, the SLOs for the courses had been developed. Therefore, without the precision of a cross-reference it appears that all areas in the General Education standards (COWIQs) are covered (a rating of 3, focus of course) by courses in the program and re-enforced in other courses. The program goals are also taught within the program courses (a rating of 3, focus of the course) and re-enforced in other courses.

B. COWIQ and program goals curricular grids (See Appendices B and D)

The former program coordinator took a “first cut” at developing the program goals and the COWIQs for the program. The other faculty members in the program were asked to review this “first cut.” The grids that were developed are considered by the program faculty to be a “working document.” As the cross walk between all the components is developed, as courses are added, modified, or deleted, as course outlines are fleshed out more, and as other pertinent information is gathered these grids will be modified and refined.

The result of the work done so far confirms that the program goals were being taught in at least one course and that general education standards were addressed also. What it also has pointed out is that the entire program needs to be reviewed for integration and that all the faculty, including lecturers who teach for the program, need to be educated as to how all these goals and standards are to be meet, integrated and re-enforced in the program. Methods of assessing how well these goals and standards are being achieved will be a next step for the program.

C. Student Achievement (See Appendices E and F)

1. PHIs

Three of the four overall PHI indicators (See page 1 of the Program Health Indicators in Appendix E) are all in the “Healthy” category; Overall Program Demand has moved to “Cautionary.” AY 2003-2004 PHIs reflected “Healthy” in all four of these categories.

The program indicators on page 2 (See Appendix E) are all either “+”, meaning “actual performance surpasses the satisfactory level” or “=”, meaning “actual performance is within the satisfactory-minimum level” except for three areas. The first of these areas is “Pau Hana demand,” where no classes were offered for the period of the last reporting period. However, the “Outreach demand” was “=.” With the present budget and faculty size, choices have to be made. The situation will be monitored.

The second area is “Program Cycle coverage” which is below optimal. This is in part due to courses that did not get enough enrollment to be taught, such as Finance, and other factors, such as faculty load. The program has been modified to eliminate some courses that were not taught for various reasons. The faculty will continue to monitor and review the situation.

The third area is “Work in Related Field” which dropped from “=” and 75% in AY 2003-2004 to “-” and 50% in the current AY 2004-2005. This negative change is partially a reflection of the economy and the low unemployment rate; it is harder to get work in a related field if the positions are filled. This may also indicate more need in non-related field. However, the third area in the AY 2003-2004 review was “Lecturer-Taught Classes” which were listed as 0% and reflects “+” and 30% for the current academic year. Lectures do teach as appropriate in the program and as needed. This situation fluctuates by the reporting period.

2. Perkins

The Perkins III Core indicators are contained in the PHI report in Appendix E. There are three that are below baseline - Diploma/Equivalent/Degree/Credential, Placement: Employment, and Retention: Employment.

Diploma/Equivalent/Degree/Credential: decreased from 33.33% with a 35.70% baseline in AY 2003-2004 to 13.33% with the same baseline in AY 2004-2005. This decrease is most probably due to students entering the work force in areas other than a related field prior to completing their educational goals.

Placement: Employment: increased from 33.33% with a 70.52% baseline in AY 2003-2004 to 54.55% with the same baseline in AY 2004-2005. While this is still under the baseline, it does reflect a 63.67% positive change from year to year. Further, while in AY 2003-2004 the Performance number represented 47.27% of the baseline, AY 2004-2005 Performance is 77.35% of the baseline, which indicates a significant positive change in the under-performing category. It appears that more of the students were able to obtain employment in AY 2004-2005 than in AY 2003-2004.

The under performance in this area continues to puzzle the faculty. The data we have on

students is that most have appropriate employment when they are in the program and continue to have or to gain appropriate employment when they leave. The faculty needs to learn how this number is derived and whether there are ways to affect it.

Retention: Employment: decreased from 100% Performance with a 90.13% baseline in AY 2003-2004 to 83.33% Performance with the same baseline in AY 2004-2005. This category changed from "+" to "-" over the academic year. We do not appear to have any information, anecdotal or otherwise, to explain this. The most reasonable explanation would be that, due to low unemployment, partially employed workers and unemployed workers return to school to upgrade skills or to retrain.

3. Other student achievement measures - Not applicable at present.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)

Recommendations followed:

The PHI Analysis for AY 2003-2004 was used as the base for this assessment. There were four action plans with only one stalled, two in progress, and one completed.

Item #2, "Strengthen student advising. Integrate work done by counselors, program faculty, and lecturers in this area. Increase number of students who complete certificates or degrees. The Program Coordinator has made this a priority." *In Progress.*

It appears that the student advising has continued as in previous years; Mr. Miller held an advising session each semester with his Marketing interactive television class which included BUSC counselor Maggie Bruck during both semesters and faculty Robyn Klein in Fall 2004. This area continues to need to be strengthened.

There has been a slight increase in the graduation rate from 15% with a baseline of 5% in AY 2003-2004 to 18% with the same baseline in AY 2004-2005. Since the increase is small, it most likely is a result of time; students have finally completed courses required for graduation.

Item # 1: "Increase the number of faculty who are assigned to the program by at least 1.0 position, preferable 1.5, by the start of Fall 2006." *Stalled.*

Mr. Miller and Ms. Klein continue as part-time faculty in the Business Careers Program with reassigned time for additional responsibilities. This brings the present faculty to approximately 1.0. There is still a need to add faculty members to the program, particularly if the proposed ABIT program becomes a high demand program.

While the BUSC faculty agrees that an increase in faculty by 1.0-1.5 is necessary, budgetary restrictions will not permit this in the foreseeable future. It does, however continue to be the first Plan of Action in the AY 2004-2005 PHIs.

Item #3: "Complete program assessment project." *Completed.*

Item #4: "Continually assess the program and its outcomes. Revise program as needed." *In progress.*

The program revision has been completed and published in the catalog. Feedback from Advisory Committee was received at the annual meeting. Program Faculty has not seen the feedback so no action has been taken.

D. Changes made in accord with the recommendations of the previous program review for Perkins measures

See C2 above.

F. Measurable Benchmarks

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

Benchmarks other than PHIs and Perkins are not presently used in the program.

G. Program/Certificate/Degree Standards and their SLOs (See Appendices B, C and G).

This has not been done, other than the fact that all Certificates have courses listed that need to be completed to qualify for a Certificate. All the courses in the Certificates (See Appendix G), except some in the Leadership Certificate and few not now on the grid but which will be added when information from other programs is available, are listed on the Program Grid (Appendix B) and on the COWIQ Curricular Grid (Appendix D). The next step will be for the faculty to check that SLOs are developed and indeed taught for the Certificates. *No Change from previous review.*

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

Tracking of individual student goals has not been adequate. The faculty is aware of students who are degree seekers, others who wish skills upgrading only, and those who want a specific certificate; however, there have been no systematic records kept. This one area where, with increased involvement of the faculty in advising students (see L below also), better information should be obtained. As stated in the Plan of Action in the PHI (See Appendix E) there is a plan to "[s]trengthen student advising. Integrate work done by counselors, program faculty, and lecturers in this area. Increase number of students who complete certificates or degrees. The new program coordinator has made this a priority."

The best measure of student numbers at present is in the major count provided each year by the UH system. Although not totally accurate, the number has ranged between 80 and 100 the past few years. This year the number stated in the PHI (See Appendix E) is 99.

Many students are part-time or take only 12 credits per semester, therefore, their time to

degree completion is longer than four semesters. The program coordinator in consultation with the student and often a counselor has granted reasonable exceptions and substitutions to program course work to allow students to complete a degree.

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

1. No additional resources

At this time no additional resources have been allocated or even asked for to support this program. In fact human resources were diminished with the departure of the former program coordinator.

2. Moderate additional resources - Not applicable
3. Major additional resources

With the implementation of the ABIT degree program, the Business Careers program is also impacted as it provides the first two years of the ABIT program. A new management/business faculty member has been brought on faculty in a full-time tenure track position to help develop and to teach in that program. If the ABIT degree develops as forecasted now that it has been approved for candidacy, then the resources of Business Careers as it exists now will be strained. Faculty, lecturers, sections of classes and computer labs, among other resources, will have to be increased and strengthened. Not to do so may jeopardize both Business Careers and the ABIT program.

The Business Careers component of the ABIT program must be considered as vital. To that end, the Business Careers program coordinator needs to be involved in all ABIT planning, implementation, and evaluation stages. The ABIT program presently is using a combination of state and federal money and hopes to provide much of its support from tuition. The Business Careers program needs to benefit from the same financial sources.

J. Major curricular changes since last review - None

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

See D.1 above.

The entire faculty involved with the program maintain their office hours and when on campus, have maintained an open door policy. If a student shows up they meet with the student. They also are available before and after class, in the cafeteria, and around campus. Ms. Klein encourages the students to call her on her cell phone whenever they have questions, no matter what time of day, and will meet with students for tutoring as needed.

The only data we have is qualitative data in the form of thank you notes, calls and comments about student satisfaction with faculty mentoring and advising.

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

On campus there is a chapter of the SHRM organization in which students may participate.

There is no business club per se, but students are often active in selling advertising or developing web pages for faculty and community parties.

M. Use of lecturers to teach courses; related concerns

The program presently uses two lecturers regularly. The one teaching Business Law holds a degree in law and has practiced as an attorney. The one teaching Human Resources Management and Organizational Behavior holds an MBA and has been a Human Resources Manager. Faculty members from other disciplines also regularly teach in the program. The one teaching Supervision has a BA in Business and years of management experience. Of the two teaching Business Communications – Oral one has an MBA and the other an EdD in Communications. Marti Wukelic, Hana Education Center Coordinator, while not a lecturer, has taught MGT 118 and MGT 122 via SkyBridge the past two semesters.

In the business area it is important to have not only regular faculty members teach in a program but also qualified members of the business community. The community members/lecturers give a currency of practice in the field to the discipline and provide up-to-date “real life” business information to students.

Although the program is understaffed with regards to full-time faculty members, it is very rich in the quality of its lecturers.

N. Admission policy

Students entering the Business Careers program need to complete the admissions requirements for the college and take the assessment and placement tests for English and Mathematics. Many courses require a specific English placement score. For a student interested in transferring to a baccalaureate program it is important that he/she start taking the appropriate Mathematics sequence immediately so that the required mathematics course(s) needed for transfer can be completed. If a student does not meet the prerequisites for the required courses the following courses are suggested as preparation: English 19 or other appropriate English course(s); appropriate Math course(s); IS 105, LSK 30 or 110; and/or computer or computer preparation course(s). The student should consult with a counselor or the Program coordinator.

The policy has worked effectively thus far; however, it will need to be monitored as students wishing to take the ABIT leading track increase.

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

Students are able to take advantage of Cooperative Education courses during their program for job experience. They may also take advantage of Cooperative Education’s job placement service. Many students have jobs when they enter the program and remain in them after they leave.

The statistics gathered yearly from State of Hawaii sources for the PHIs (See Appendix E) indicate that jobs in the business are plentiful. For the 2004-2005 report the available jobs in Maui County alone were 233, with 1,474 statewide.

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

The Business Careers degree has been articulated with UH - West Oahu's BABA degree for several years. The articulation agreement has expired and Mr. Miller, as Program Coordinator, has been asked to work on renewing the agreement. There is now a track in the program that is entitled UH – West Oahu leading. This was initiated by the former Program coordinator and the counselor at UH Outreach Center. There is one course which is housed in the program that is accepted by all the UH four year institutions as part of their business degrees, BLAW 200: Legal Environments of Business. COM 130: Business Communications – Oral is accepted as a prerequisite in the speech/communications area for UH – Manoa's College of Business. The faculty of the program remains in contact with these institutions to keep the agreements current.

Q. **Centers or Institutes**

The UH Outreach Center – Maui provides for the UH – West Oahu BABA degree to be brought to Maui County. In the past, it was mainly through this center that students receive an opportunity to continue their education in the baccalaureate area. Although the articulation agreement mentioned in section P above is with UH – West Oahu, the main relationship is between the program the UH Outreach Center – Maui. Students who follow the prescribed course work have little or no trouble in being accepted into the BABA program and completing the coursework in a fairly timely manner.

Baccalaureate opportunities for Maui students improved this year with the approval for candidacy of the ABIT program. Option III of the Business Careers Program represents the undergraduate track for ABIT majors. The BUSC faculty works closely with the ABIT faculty and counselor to ensure a seamless transition from lower division status to upper division status.

III. **STAFF SUPPORT AND FACILITIES: Not required of an Annual Self-Study**

IV. **DISTANCE DELIVERED OFF-CAMPUS PROGRAMS: Not required of an Annual Self-Study**

V. **ANALYSES OF PROGRAM - TYING IT ALL TOGETHER**

A. **Summary statement**

As far as can be ascertained at this time, the program goals and general education standards are incorporated in the program and, except in a few places, are being met. Actual assessment measures, other than PHIs, Perkins Indicators, and traditional course and student evaluations, have not been developed. This portion of the assessment project is listed as one of the plans of action in the 2004-2005 PHI. Faculty in the program over the next years need to develop appropriate assessment strategies along with refining the program goals, program SLOs, and course SLOs.

B. **Plans for the remainder of AY 2004-2005 year**

1. Improve student advising (PHI Plan of Action 2)
2. Continue to assess the program and its outcomes. Revise program as needed.

(PHI Plan of Action 3). Need to obtain the feedback that was received from the Advisory Committee.

C. Plans for 2005-2006+

1. Conduct a program faculty meeting on SkyBridge/Polycom so Hana coordinator/MBUSC Instructor and outreach lecturers can attend, if appropriate. One meeting a semester with periodic email updates, thus allowing for information transmission, brainstorming, and program changes/improvements, would be sufficient unless a need arises for additional meetings.
2. Develop appropriate program and course assessment measures. Following that, the program needs to be continually assessed and revised as appropriate.

D. Budget for next year

Each year the program coordinator or appropriate faculty member needs sufficient release time and/or summer stipend to complete the work required. This includes updating the Annual Assessment review through the year AY 2006-2007. For the Comprehensive Program Review due in September 2008, an additional amount of release time will be needed. The Business Careers program's annual budget for equipment and supplies is minimal, and its cost to student ratio is excellent. The program brings in far more revenue to Maui Community College than it spends.

E. BOR questions

Is the program organized to meet its objectives (student learning outcomes?) Yes. (See Appendix G: Program Map)

Is the program meeting the student learning outcomes? Yes.
(See narrative above and Appendices A, B, D, E and F)

Are program resources adequate? Yes, but minimally.
(See narrative above, Appendix E)

Is the program efficient? Yes. (See Appendix E)

Does your review provide evidence of a quality program? Yes (See narrative above)

Are the program outcomes compatible with the student learning outcomes? Yes. (See narrative above, Appendices A, B and D)
Are the program student learning outcomes still appropriate functions of the college and university? Yes. (See narrative above.)

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

APPENDICES
Business Careers Program Review
2004-2005

Appendix A

PROGRAM GOALS

The goals of the Business Careers program are:

1. To train individuals for employment in a variety of business occupations, including supervision, small business management, sales and marketing among many others.
2. To help employees within the business community to upgrade their job skills and knowledge.
3. To provide business education for majors in other programs.
4. To help students who plan to transfer to a baccalaureate level business program.
5. To provide students with work experience through the Cooperative Education program.
6. To provide individuals with business skills and knowledge for their personal use or interest.

Appendix E

Program Health Indicators

PROGRAM HISTORY

The Business Careers program was instituted in Fall 1990 as a name change from the Sales and Marketing program, which was originally approved in Spring 1973 as the Distributive Education program. At the same time the name was changed to Business Careers, the program content and direction were broadened, and the academic rigor of the program increased. Three areas of specialization were established: Supervision, Small Business Management, and Marketing.

In Fall 1997, the program was restructured and all courses re-numbered to above 100. In Fall 1999, an articulation agreement with UH-West Oahu was signed so that an AAS in a Business Careers specialization is transferable to UH-West Oahu. In Fall 2001, the program was again restructured to allow for more flexibility in courses taken by students and to accommodate the growing number of students who plan to transfer to UH-West Oahu. In Fall 2003, the latest restructuring was completed to provide three tracks: AAS only, UH West O'ahu BABA leading, and finally a third track leading to the proposed BAS in Applied Business and Information Technology (ABIT), which if approved will be MCC's first baccalaureate level degree.

The Business Careers program is offered at the Kahului campus. At the three outreach sites (Molokai, Lanai, and Hana), courses are available via cable and SkyBridge; and on Molokai and Lanai, island-based and Maui-based instructors present courses.

PROGRAM DESCRIPTION

Under the new campus re-organization, the Business Careers program is administered through the Business and Hospitality Department at Maui Community College. The BUSC program offered through Spring 2000 the Certificate of Achievement in Business Careers and the Associate in Applied Science degree in each of three specialization areas: Supervision, Small Business Management, and Marketing. In Fall 2001 a Certificate of Competence in Leadership was added.

Under the new restructuring Certificates of Competence in Marketing and e-Marketing were added. The three specialization areas were dropped and the three tracks described above were added. There are seven Certificates of Competence, an AA degree in Business Careers, and the three AAS degrees: AAS only, UH West Oahu BABA leading and one for the proposed ABIT offered by MCC.

PROGRAM GOALS

The goals of the Business Careers program are:

1. To train individuals for employment in a variety of business occupations, including supervision, small business management, sales and marketing among many others.
2. To help employees within the business community to upgrade their job skills and knowledge.
3. To provide business education for majors in other programs.
4. To help students who plan to transfer to a baccalaureate level business program.
5. To provide students with work experience through the Cooperative Education program.
6. To provide individuals with business skills and knowledge for their personal use or interest.

PROGRAM STAFF

A 1.0 tenure-track position and lecturers officially staff the Business Careers program, as of Spring 2004. In actuality the program has more staffing than this. Additionally, five other tenured faculty members from other disciplines contribute to the stability of the Business Careers program.

Regular Faculty

- Richard Miller, MSBA, Assistant Professor (*BUSC*), *Program Coordinator*
- B.K. Griesemer, MBA, MA in Psychology; Professor (supporting faculty members)
- Robyn Klein, MS in Accounting, Assistant Professor (*EEO/AA Coordinator, supporting faculty member*)
- Don Sprinkle, BA (*on loan from Food Service program*)
- Lorelle Peros, MBA (*on loan from Hotel Operations program*)

Lecturers: Kahului Campus

- Joseph Scuro, JD
- Judy Johnston, MBA

Lecturers: Outreach

- Marti Wukelic, BA Business, Hana Coordinator/Instructor
- Cheryl Corbiell, MBA (Molokai)

PROGRAM ADVISORY COMMITTEE

The community advisory committees were combined under a single umbrella for all business-type programs: Accounting, Business Careers, Business Technology, Hotel Operations, and Cooperative Education. The AY203-04 Business & Hospitality Advisory Committee is:

Corinne Arquero
General Manager, McDonalds of Hawaii

Loretta Myers
Human Resources, Grand Wailea Resorts

Cheryl Callos
Payroll Administrator, Jim Falk Motors-Maui

CharlAnn Nakamoto
Director of Human Resources, Maui Prince

Lori Fernandez
Employment Manager, Maui Marriott

Marilyn Niwao–Robers, CPA
Niwao & Roberts CPAs

Stephanie Hall
Administrative Assistant, Maui Land & Pine

Martha Sloan
Operations, Bank of Hawaii

Roe Hirose, CPA
Hirose, Kato & Co., LLP

Cheryl Takamiya
Mgr of Human Resources, Outrigger Wailea

Ron Kawahara, CPA
Ronald A. Kawahara & Co., CPA's Inc.

Kay Tamarabuchi
Financial Advisor, Morgan Stanley

Lisa Kono–Tateishi
Office Manager, Tateishi & Associates

Nelson Tanaka
Verizon – Hawaii

Lynn Kreig
Director of County Dept. of Personnel Svcs

Jackie Taylor
Administrative Assistant, Maui Land & Pine

Loretta Mendez
Asst. Office Manager, Second Circuit Court

Terry Vencel
President, Maui Hotel Association

Merle Minami–Shima
Director Human Resources, Maui Electric Co.

Susan Watanabe
Financial Advisor

PROGRAM ANALYSIS

Strengths

The Business Careers program counts the following among its strengths:

1. The number of majors is generally between 80 – 100 students.
2. The numerous certificates and degrees offer a variety of educational options to a small population base.
3. BUSC has traditionally had day, night, and outreach courses, and plans to continue this service to non-traditional learners as the budget allows.
4. The BUSC program has a large number of student and graduates who continue their education at baccalaureate granting institutions
5. BUSC has a core of lecturers and on-loan faculty members who return as needed to teach both at the Kahului campus and in outreach.
6. The program has been articulated with the UH-West O'ahu BA in Business Administration offered in Maui County.
7. Faculty members have a continuing and active dialogue with colleagues at other UH community and baccalaureate colleges.
8. The program was restructured in Fall 1997 and Fall 2001, and has been restructured again for Fall 2004.
9. The program will have seven Certificates of Competence: Supervision I and II, Entrepreneurship I and II, and Leadership Training in addition to Certificate of Achievement and AAS degree.
10. Program courses are number at 100+, which helps with transferability to other colleges.
11. BUS/COM 130: Business Communication – Oral has been approved by UH Manoa College of Business Administration as a pre-requisite course.
12. The counselor assigned to the program has provided much needed stability and an additional link with students.
13. If the ABIT baccalaureate degree becomes a reality, BUSC provides the first two years and students may receive an AAS in Business Careers as they progress toward a BAS in ABIT. This pathway will revive and strengthen the program in many ways.

- 14 The joint Business & Hospitality Advisory Committee has been very helpful in providing feedback to the program on its courses and goals.
- 15 The Program Coordinator participated in the Assessment Workshops for Program Coordinators in AY 2002-2003 and AY 2003-2004 and has done much of the work towards having the program meet student learning outcome and assessment requirements.
- 16 Progress has been made on many of the action items from the AY 2002. These include: revising the program to eliminate the three specializations and accommodate for the proposed ABIT degree, selecting a Program Coordinator whom actively teaches in the program, completing a revision of the courses to meet the student learning outcomes expectations for program.

Weaknesses

The Business Careers program considers its weaknesses to be:

1. The new Program Coordinator has recently been selected and is presently learning the duties of program coordination. Although the former Program Coordinator continues to participate in a support position for the program, the transition will take some time and there will be a learning curve for the new Program Coordinator.
2. Although the program now has a Program Coordinator who teaches in the program, officially his assignment is not 1.0 to the program. And although there on-loan faculty and lecturers who consistently teach in the program and two other support faculty, the program continues to not be adequately staffed considering the number of majors. If the ABIT degree becomes a reality, this situation will become increasingly critical.
3. Because of # 1 and 2 above, the students may not be receiving adequate counseling.

PLAN OF ACTION

1. Increase the number of faculty who are assigned to the program by at least 1.0 position, preferably 1.5, by start of Fall 2006.
2. Strengthen student advising. Integrate work done by counselors, program faculty, and lecturers in this area. Increase number of students who complete certificates or degrees. The new Program Coordinator has made this a priority.
3. Complete program assessment project.
4. Continually assess the program and its outcomes. Revise program as needed.

Appendix F
Perkins Performance Indicators

See Appendix E

Appendix G Program Map

Maui Community College 2005-2006 Catalog pages 28-32

Business & Hospitality: Business Careers

The Business Careers program provides:

1) Certificates of Competence (Cert.Co.) in Supervision, Entrepreneurship, Marketing, and Leadership Training, which are designed

for students and community members who wish to acquire or upgrade their skills and knowledge.

2) A one-year Certificate of Achievement (C.A.) in Business Careers, which provides essential skills and knowledge in business, communication, writing, and mathematics.

3) A two-year Associate of Applied Science (A.A.S.) in Business Careers. The A.A.S. is articulated with UH-West Oahu's B.A. in

Business Administration (B.A.B.A.), which is available in Maui County. The A.A.S. can also provide the first two years for MCC's

Bachelors of Applied Science (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).

4) Transferable courses for four-year business programs at UH-Manoa, UH-Hilo, and other colleges and universities are available in

conjunction with the Associate of Arts (A.A.) degree program.

Students planning to transfer to business programs at UH-Manoa, UH-Hilo, UH-West Oahu or other colleges and universities, or to

continue with MCC's proposed ABIT program, should see a counselor or the Program Coordinator about specific requirements for

entrance to the baccalaureate programs. Not all Business Careers program courses will fulfill these requirements nor are transferable.

Students entering the Business Careers program need to complete the admissions requirements for the college and take the assessment

and placement tests for English and mathematics. Many courses require a specific English placement score. Students interested in

transferring to a baccalaureate program should take the appropriate mathematics sequence immediately in order to complete required

mathematics course(s) needed for transfer. If a student does not meet the prerequisites for the required courses, the following courses

are suggested as preparation: English 19 or other appropriate English course(s); appropriate Math course(s); IS 105, LSK 30 or 110;

and/or computer or computer preparation course(s). The student should consult with a counselor or the Program Coordinator.

Graduation requirements for the C.A. are 32 or more credits with a 2.0 or higher GPA and no more than 15 credits taken for

CR/NC grades. A grade of C or better is required in the following courses: 3 credits of ENG 55 or higher; 3 credits of COM 145 or

BUS/COM 130; 3 credits of Accounting. Complete requirements are listed below.

Graduation requirements for the A.A.S. are 62-66 credits with a 2.0 or higher GPA with no more than 30 credits taken for CR/NC

grades, including: the C.A. requirements above and 3 additional credits of English with a grade of C or better.

If planning to transfer to a baccalaureate program, students should elect letter grades (e.g. A, B, C, etc.) for all courses. Baccalaureate degree

programs have specific GPA requirements for entrance, which may be higher than 2.0. Check the specific program's GPA requirements.

Call the program coordinator, Rick Miller, at 984-3211.

Requirements for Certificates of Competence (Cert. Co.):

Entrepreneurship I (3 credits): BUS 125(3)

Entrepreneurship II (9 credits): MGT 124(3), ACC 124 or 201(3), BLAW 200(3) (*Prereq: Cert.Co. Entrepreneurship I*)

Marketing (3 credits): MKT 120(3)

e-Marketing (9 credits): BCIS 161(3), 261(3), 262(3) (*Prereq: Cert.Co. Marketing*)

Supervision I (3 credits): MGT 118(3)

Supervision II (9 credits): MGT 118(3), 122 (3); BUS/COM 130 (3)

Leadership Training (9 credits): IS 101(3), 105C(1), 105D(1); BUS/COM 130 or COM 145(3);

CASE 193v or SOSER 193v or ED 191v(1)

Requirements for Certificate of Achievement (C.A.): 32 credits

Interdisciplinary Studies 106(2) Business Computing & Information Systems 161 or

Accounting 124(3) and 125(3) or Information Computing Science 100(3)

Accounting 201(3) and Business elective(3) *** English 55 or 100(3)

Business 120(3) * Management 122 or Psychology 100 or Sociology 100(3)

**Business 155(3) * Marketing 120 or approved alternative(3)

Business/Communication 130(3) * Business elective(3)

** Note: Consult a counselor, the Program Coordinator, or appropriate faculty member.*

*** Note: Or other appropriate mathematics course. Consult the catalog and/or a counselor or the Program Coordinator for the appropriate*

math sequence for your specific degree.

**** Note: The preferred English course combinations are: 1) ENG 55 and 100 or 2) ENG 100 and 209. Students who are planning to*

transfer must complete ENG 100 and 209.

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Requirements for Associate in Applied Science (A.A.S.): 62-66 credits (*depending on Option selected*)

C.A. courses plus:

**Business Law 200 or approved alternative (3) *Natural Science elective(3) or (7) (depending on option selected)*

****English 100 or 209(3) *Social Science elective(3)*

*Humanities elective(3) *Program electives(15)*

There are three options based on a student's educational goal:

Option I: A.A.S. Business Careers Option, for students seeking a general two-year business program. *See below.*

Option II: A.A.S. Business Careers/B.A.B.A. UH-West Oahu, for students planning to transfer to UH-West Oahu's B.A. in

Business Administration program. *See page 31.*

Option III: A.A.S. Business Careers/proposed B.A.S. ABIT, for students planning to enter MCC's B.A.S. in Applied Business and

Information Technology (ABIT). *See page 32.*

OPTION I: A.A.S. BUSINESS CAREERS OPTION (62-63 credits):

A full-time student who is planning on a two-year general business program leading to an A.A.S. in Business Careers

degree would take courses in the following sequence. (*This sequence of courses mapped out by semester for Option I can be used as a*

guideline for course sequencing in Option II).

First Semester (Fall) Credits Second Semester (Spring) Credits

****ACC 124 Principles of Accounting I 3 and ****ACC 125 Principles of Accounting II 3

OR

ACC 201 Financial Accounting 3 and Business elective: See Business elective List 3

BCIS 161 Introduction to Business Computing **BUS 155 Mathematics for Business 3

or ICS 100 Computing Literacy & Applications 3 *MGT 122 Organizational Behavior, or

BUS 120 Introduction to Business 3 PSY 100 Survey of Psychology, or

***ENG 55 Business Communication-Written SOC 100 Survey of General Sociology 3

or ENG 100 Expository Writing 3 *MKT 120 Introduction to Marketing, or

IS 106 College Orientation I 2 approved alternative 3

BUS/COM 130 Business Communication-Oral _3 *Business elective: See Business elective List _3

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Third Semester (Fall) Credits Fourth Semester (Spring) Credits

*BLAW 200 Legal Environment of Business *Humanities elective 3

or approved alternative 3 *Social Science elective 3

*ENG 100 Expository Writing *Program electives _9

or ENG 209 Managerial Writing 3 15

*Natural Science elective 3-4

*Program electives _6

15-16

** Note: Consult a counselor, the Program Coordinator, or appropriate faculty member.*

*** Note: Or other appropriate mathematics course. Consult the catalog and/or a counselor or the Program Coordinator for the appropriate*

math sequence for your specific degree.

**** Note: The preferred English course combinations are: 1) ENG 55 and 100 or 2) ENG 100 and 209. Students who are planning to*

transfer must complete ENG 100 and 209.

***** Note: Students who take ACC 124 and 125 and transfer to UH-West Oahu or enter the proposed ABIT program will need to take*

ACC 202; however, only 6 credits of Accounting will be accepted for transfer.

Note.— Courses may be offered in a different semester or in both semesters.

(continued on the next page)

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OPTION I: A.A.S. BUSINESS CAREERS *(continued from the preceding page)*

Business Elective - Choose one 3 credit course from the following (3 credits):*

ACC 202 Managerial Accounting*

BUS 125 Starting a Small Business(3)

BCIS 261 Web Construction Fundamentals and Marketing(3)

BCIS 262 e-Commerce Web Construction and Marketing(3)

MGT 118 Introduction to Supervision(3)

ECON 130 Principles of Economics: Microeconomics(3)

ECON 131 Principles of Economics: Macroeconomics(3)

or other course approved by Program Coordinator or appropriate faculty member(3)

** Note: If ACC 201 is taken, then there will be 6 credits in Business electives.*

A student planning on transferring to a baccalaureate degree program will need ACC 202.

Program Electives - Choose 5 courses totaling 15 credits from the Business elective list above and/or from the following list:

ACC 132 Payroll and Hawaii General Excise Taxes(3)

ACC 150 Using Computers in Accounting(3)

ACC 155 Using Spreadsheets in Accounting(3)

ACC 190v Special Topics in Accounting(1-3)

ACC 137 Business Income Taxation(3)

BUS 90v Special Topics in Business(1-6)

BUS 193v Cooperative Education(1-6)

BUS 290v Advanced Topics in Business(1-6)

BUS 295 Case Studies in Business(3)

BCIS 162 Intermediate Business Computing(3)

BCIS 180 Office Computer Troubleshooting and Maintenance(3)

COM 145 Interpersonal Communication I(3)

COM 210 Intercultural Communication I(3)

ECON 120 Introduction to Economics (3)

ICS 102 Internet Resources(3)

MGT 124 Human Resources Management(3)

MKT 160 Advertising and Promotion(3)

PSY 100 Survey of Psychology(3)

PSY 170 Psychology of Adjustment(3)

PSY 250 Social Psychology(3)

SP 151 Personal and Public Speaking(3)

SP 251 Principles of Effective Public Speaking(3)

or other course(s) approved by Program Coordinator or appropriate faculty member(3)

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OPTION II: A.A.S. BUSINESS CAREERS/B.A.B.A. UH-WEST OAHU (62-66 credits)

(continued from the preceding page)

A student may use the sequence map for OPTION I on page 29 as a guideline for taking courses. Substitutions must have prior approval.

A maximum of 66 lower division credits numbered 100 and above may be transferred. See an MCC counselor, the Program Coordinator, or the University of Hawai'i Center, Maui counselor for specifics about the B.A. in Business Administration offered by UH-West Oahu to plan courses and the sequence in which to take them.

Required Courses:

*ACC 201 Financial Accounting(3)

ACC 202 Managerial Accounting(3)

BCIS 161 Introduction to Business Computing,
or ICS 100 Computing Literacy and Applications(3)

BLAW 200 Legal Environment of Business(3)

BUS 120 Principles of Business(3)

BUS/COM 130 Business Communications-Oral(3)

COM 145 Interpersonal Communication I,

or COM 210 Intercultural Communication I, or

SP 151 Personal and Public Speaking(3)

ECON 130 Principles of Economics: Microeconomics(3) *(fulfills the Social Science Elective)*

ECON 131 Principles of Economics: Macroeconomics(3)

ENG 100 Expository Writing(3)

ENG 209 Managerial Writing(3)

ENG 210 Advanced Expository Writing(3)

(with a C or better, waives UH-West Oahu course HUM 310)

IS 106 College Orientation I(2)

MATH 115 Statistics(3)

MGT 122 Organizational Behavior(3)

MKT 120 Principles of Marketing(3)

PSY 100 Survey of Psychology, or

SOC 100 Survey of General Sociology, or

POLS 110 Introduction to Political Science, or

ANTH-100 level or above courses(3)

Business Elective: BUS 125 Small Business Management, or

MGT 118 Introduction to Supervision, or

MKT 160 Advertising and Promotion, or

BCIS 261 Web Construction Fundamentals and Marketing,

or BCIS 262 e-Commerce Web Construction and Marketing(3)

Humanities Elective:

PHIL 100 Introduction to Philosophy: Survey of Problems, or

PHIL 101 Introduction to Philosophy: Morals and Society, or a history course(3) *(not a COM, ENG or SP course)*

Natural Science elective: 100 or above level courses(3-4)

Mathematics/Natural Science Requirement: Mathematics or Natural Science-100 level or above course(3-4)

**Note: Students who take ACC 124 and 125 and transfer to UH-West Oahu or enter the proposed ABIT program will need to take*

ACC 202; however, only 6 credits of accounting will be accepted for transfer.

(continued on the next page)

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OPTION III: A.A.S. BUSINESS CAREERS/ B.A.S. ABIT (66 credits) *(continued from the preceding page)*

See a counselor, the Program Coordinator, or a faculty member for information and counseling in the Applied Business and

Information Technology (ABIT) baccalaureate program. Accreditation for this degree is pending from the Senior Commission of the

Western Association of Schools and Colleges (WASC). Selecting the correct courses is important to efficiently complete the A.A.S./

B.A.S. option. Students planning on continuing with the B.A.S. in ABIT should take the following courses. ABIT majors are required

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

A full time student would take courses in this sequence:

First Semester (Fall) Credits Second Semester (Spring) Credits

IS 106 College Orientation I 2 ECON 131 Principles of Economics: Macroeconomics 3

ENG 100 Expository Writing 3 MATH 135 Pre-Calculus: Elementary Functions 3

BUS 120 Introduction to Business 3 PSY 100 Survey of Psychology, or

BCIS 161 Introduction to Business Computing, or SOC 100 Survey of General Sociology 3

ICS 100 Computing Literacy and Applications 3 BCIS 162 Intermediate Business Computing, or

BUS/COM 130 Business Communication-Oral, or ICS 115 Microcomputer Applications 3

COM 145 Interpersonal Communication I, or HWST 107 Hawai'i: Center of the Pacific, or

COM 210 Intercultural Communication I 3 HWST 231 Hawaiian Culture, or

Elective 3 HIST 284 History of Hawai'i 3

17 Natural Science elective 3

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Third Semester (Fall) Credits Fourth Semester (Spring) Credits

ACC 201 Financial Accounting 3 ACC 202 Managerial Accounting 3

ECON 130 Principles of Economics: Microeconomics 3 MATH 115 Statistics 3

SP 251 Principles of Effective Public Speaking 3 ICS 214 Fundamentals of Design for Print/Web 3

ENG 209 Managerial Writing 3 BCIS 180 Office Computer Troubleshooting 3

Natural Science elective 4 Elective: BLAW 200 recommended 3

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Notes.—

1) Students who have at least 60 credits and all the courses listed in this option can apply at any time for an A.A.S. in Business Careers degree

whether they plan to complete the ABIT degree or not.

2) Students who have at least 60 credits and are not planning on completing the B.A.S. in ABIT may apply for an A.A.S. in Business Careers

(See Option I). The following substitutions are allowed: BUS 155 or any approved math course may replace MATH 135; MATH 115 may

be replaced with an approved elective; and the 4 credit Natural Science elective is not required.

3) Students who wish to continue in the ABIT program will need 54 allowable credits and a 2.5 GPA to advance to this program.

4) Courses may be offered in a different semester or in both semesters.