

**MAUI COMMUNITY COLLEGE**

**Comprehensive Annual Assessment**

**Associate in Business Careers Degree**

## **College Mission Statement**

**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.

## **Program Mission Statement**

**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.

### **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).

## **3. 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 Actions Strategies that the Business Careers program supports.

## **4. 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.

## **.Student Learning Outcomes:**

- Apply critical thinking skills to evaluate information, solve problems, and make decisions
- Use information retrieval and technology to solve business problems
- Apply quantitative reasoning to enhance independent or group decision-making skills
- Communicate effectively with others utilizing appropriate forms of oral communication methods, including multimedia presentations that apply information technologies and serve particular audiences and purposes
- Demonstrate an appropriate level of written communication
- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships
- Analyze and explain basic business transactions and financial reports.
- Develop a sense and appreciation of Entrepreneurship.
- Apply modern "Win/Win" management applications.
- Analyze various Marketing techniques, systems and channels.

## PART I. Quantitative Indicators for Program Review

### Occupational Demand (Career Technical Education Programs)

NOTE: This is a Compressive Program review. That means that it should have 5 years of data for each of the following. However data sources have changed this year. Revised data was provided to us this fall for the past 3 years. In some cases it did not come close to the data I had in my past two years reports. Therefore in some cases I am using just the new (three years ) data instead of listing 5 years. Please see the note at the end of this document regarding other data issues

#### 1. Annual new and replacement positions in the State

EMSI Employment Data

Program	Current Positions State	2005-11 Add'l State Jobs
Business Careers	7,344	1,797

#### 2. Annual new and replacement positions in the County

Program	Current Positions County	2005-11 Add'l County Jobs
Business Careers	546	174

#### 3. Number of majors

No. Majors	F04	F05	F06	F07
Business Careers	87	98	99	112

#### 4. Student semester hours for program majors in program classes

F05	F06	F07
126	145	223

5. Student semester hours for non program majors in all program classes

<b>F05</b>	<b>F06</b>	<b>F07</b>
500	468	769

6. Student semester hours for all program classes

<b>SSH in Program Classes</b> ( <i>Majors &amp; Non-Maj</i> )	<b>Pgm</b>	<b>F05</b>	<b>F06</b>	<b>F07</b>
Business Careers: BUS, BLAW, MGT, MKT	BUSC	626	613	992

7. FTE program enrollment

<b>FTE Program Enrollment</b> ( <i>SSH/15</i> )	<b>Pgm</b>	<b>F04</b>	<b>F05</b>	<b>F06</b>	<b>F07</b>
Business Careers: BUS, BLAW, MGT, MKT	BUSC	60	67	42.53	66.13

8. Number of classes taught

<b>No. Classes Taught</b>	<b>Pgm</b>	<b>F04</b>	<b>F05</b>	<b>F06</b>	<b>F07</b>
Business Careers: BUS, BLAW, MGT, MKT	BUSC	14	17	12	16

9. Determination of program's health based on demand (healthy, cautionary, unhealthy)  
N/A

10. Average class size

<b>Average Class Size</b>				
<b>F03</b>	<b>F04</b>	<b>F05</b>	<b>F06</b>	<b>F07</b>
28.00	25.75	26.67	28.50	26.36

11. Class fill rate

<b>Pgm</b>	<b>F04</b>	<b>F05</b>	<b>F06</b>	<b>F07</b>
BUSC	82.02	118.42	112.38	98.6

12. FTE of BOR appointment program faculty

Pgm	F05	F06	F07
BUSC	0	0	3

13. Majors/FTE BOR Appointed Faculty

For full time faculty assigned to the program it is 99 to 1

Pgm	F05	F06	F07
BUSC	0	0	37.33

14. Majors/Analytic FTE Faculty

Pgm	F05	F06	F07
BUSC	81.67	59.28	49.34

15. Program Budget Allocation (personnel, supplies and services)  
N/A

16. Cost per Student Semester Hour.  
N/A

17. Number of classes that enroll less than ten students.

Pgm	F04	F05	F06	F07
BUSC	1	0	1	1

18. Determination of program's health based on demand  
(healthy, cautionary, unhealthy)

N/A

19. Persistence of majors fall to spring

Persistence of Majors (F to Sp)	Major	F04	F05	F06	F07
Business Careers	BUSC	59.77	58.16	63.64	59.82

20. Number of degrees and certificates earned (annual)

<b>Certificates and Degrees Earned</b>							
<b>Program</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
Degrees Earned	5	7	17	13	10	10	13
Certificates Earned					0	0	0

21. Number of students transferred to UHM, UHH or UHWO

<b>Pgm</b>	<b>F05</b>	<b>F06</b>	<b>F07</b>
BUSC	3	4	5

Institution Perkins core indicators (\*Career Technical Education programs only)

22. Academic Attainment (1P1)

1P1	Acad Achieve
2006-2007	88.89%
2005-2006	94.74%
2004-2005	82.14%
2003-2004	100.00%
2002-2003	96.67%

23. Technical Skill Attainment (1P2)

1P2 Voc Achieve	
2006-2007	92.59%
2005-2006	90.48%
2004-2005	75.86%
2003-2004	93.33%
2002-2003	90.91%

24. Completion Rate (2P1)

2P1 Completion	
2006-2007	14.81%
2005-2006	19.05%
2004-2005	20.69%
2003-2004	13.33%
2002-2003	33.33%

25. Placement in Employment, Education, and Military (3P1)

3P1	Place Emp/Ed
2006-2007	75.00%
2005-2006	100.00%
2004-2005	50.00%
2003-2004	54.55%
2002-2003	33.33%



26. Retention in Employment (3P2)

3P2 Retn Employ	
2006-2007	100.00%
2005-2006	100.00%
2004-2005	100.00%
2003-2004	83.33%
2002-2003	100.00%

27. Non Traditional Participation (4P1)

4P1 Non-Tradl Parti	
2006-2007	14.60
2005-2006	N/A
2004-2005	N/A
2003-2004	N/A
2002-2003	N/A

28. Non Traditional Completion (4P2)

4P2 Non-Tradl Cmpltn	
2006-2007	12.19
2005-2006	N/A
2004-2005	N/A
2003-2004	N/A
2002-2003	N/A

29. Determination of program's health based on effectiveness  
(Healthy, Cautionary, Unhealthy)

Other data issues: Most programs get data from 1 Alpha i.e.: Eng. This program has 4 Alpha's (BUS, BLAW, MKT and MGT). For previous years Business Technology used BUS for many of their courses. Also until this year the ABIT upper division Alpha's were included in BUS, MKT and MGT. I still have doubts on much of the data provided. For instance item 12 shows that we went from 0 to 3 full time faculty. Are these ABIT faculty or ?

## **Part II. Analysis of the Program**

- Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

The program has minimal staff. There is a strong demand for the courses. It is the largest Voc Tech program in the school ( Fall 2008 majors were 159) It is by far the largest with only one full time faculty.

- Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

Every year we ask for the same thing. We need another full time faculty member in the program.

- Determination of program's overall health (Healthy, Cautionary, Unhealthy)

## **Part III. Action plans**

We have to renew our career path accreditation with the UH West Oahu BABA Program.

The present program coordinator and the part-time faculty members have discussed plans to improve the counseling for the program; last year we added the STAR system. We have to increase program counseling.

Somehow I need to convince administration to get us another full time faculty member.

## **Part IV. Resource Implications (physical, human, financial)**

A Business 120 class had 69 students this last year. As I stated before we have 159 majors at the beginning of Fall 08. Bus Car Majors.. Hire another full time faculty.