

MAUI COMMUNITY COLLEGE

Annual Assessment

Associate in Business Careers Degree

Program Mission Statement

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.

Program Outcomes:

- 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.

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
- Apply modern "Win/Win" management applications.

- Analyze various Marketing techniques, systems and channels.

Map of Program Learning Outcomes by Course

	BUS 120	BUS 125	BUS 130	BLAW 200	MGT 118	MGT 122	MGT 124	MKT 120	MKT 160
PLO 1	3	2	3	2	3	3	3	2	3
PLO 2	1	2	0	1	0	0	0	1	1
PLO 3	1	3	1	1	1	2	2	2	2

Map of General Education Outcomes by Course

General Education Outcomes	BUS 120	BUS 125	BUS 130	BLAW 200	MGT 118	MGT 122	MGT 124	MKT 120	MKT 160
Critical Thinking	2	3	1	2	2	2	3	2	2
Information retrieval and technology	1	2	0	2	0	1	1	2	2
Quantitative reasoning	2	2	1	2	1	1	1	1	2
Oral Communication	1	1	3	0	2	3	3	1	2
Written communication	2	2	3	1	1	2	2	2	2
Creativity	1	3	1	1	1	2	2	3	3

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

2 *Moderate Emphasis:* The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class.

1 *Minor Emphasis:* The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this outcome

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

Program learning outcomes to be assessed each year of the program review cycle. Identify the learning outcomes by number

Timetable

PLO	SP 2010	FA 2010	SP 2011	FA 2011	SP 2012	FA 2012	SP 2013
1	MKT 120	BUS125		MGT 118		MGT 122	BLAW 200
2			MGT 124	MKT 160	BLAW 200	BUS 130	
3	BUS120	MGT 122	BUS 130	BUS125	MGT 125		MGT 118

Assessment of PLO 1 for MKT120 SP 2010

- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

MKT120 this semester was taught as a web course. A web course always presents certain challenges. To assess this PLO I used the semester project assigned to students. Students for this course have three ways to earn their points for their project. They have to pick one. Below is an excerpt from the Project Page as posted on Laulimaa;

- **#1 The first choice is to do a written Marketing Plan. The company you choose may be real or imaginary. It can be a "For Profit" or a "Non Profit" venture. If you prefer, you can also do a Marketing Plan for a person, place or event. How about a Gorilla Marketing plan for the new MCC Dorms? The choice is up to you. Marketing Plans are [discussed here](#). Written reports are due **March 29**.**

- **#2 The second way is to do a Service Learning project. [Click here](#)**
- **#3 The third way to earn the semester project points is to sell advertising for the MCC Semester schedule. [Click here](#)**

Each of the projects requires different parts of PLO 1 and they are graded accordingly. Here are the class grades from that project:

100
100
100
99
99
99
98
98
97
97
97
93
90
90
87
87
83
73
67
60
57
53

As you can see – over half the grades fall into the 90th percentile. We were pleased to see that students using different forms of expression and work projects succeeded this well – especially from a web class.

Assessment of PLO 3 for BUS120 SP 2010

- Develop a sense and appreciation of Entrepreneurship.

BUS120 for SP2010 was taught as a combo course. Some students signed up for a SkyBridge class and others signed up for a web class. The lectures

from the SkyBridge class are posted on the streaming server. Students are told that they may come to a real class or watch the lectures on line.

The assess the Entrepreneurship PLO I used the semester project assigned each student. An excerpt from the semester project page:

- Write a report - see topics below
- [Sell ads](#) for the Semester Schedule (see the AD page)
- Do a [Service Learning](#) project for a non profit organization .

Each one of these projects has a Entrepreneurship component and they are graded accordingly the project grades for this class project are:

100
100
100
98
98
98
98
95
95
95
95
95
95
95
93
93
93
93
90
90
90
90
90
90
88
85
85
85
85
85

85
80
80
80
78
78
78
75
75
75
75
75
75
73
70
70
60

As you can see 50% of the students were in the 90 percentile. This I feel was a good expression of the PLO.

Planned Changes

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.

Evaluate curriculum to improve student learning. The program has undergone almost yearly evaluation and there have been many curriculum changes and updates.

Develop appropriate sustainable baccalaureate degrees. The program provides the first two year of MCC's first baccalaureate program Applied Business and Information Technology (ABIT).

Provide students with access to a seamless UH system with full articulation between all campuses.

Institutional and Perkins Data

1. Annual new and replacement positions in the State

	2006	2007	F 08-09	F 09-10
Business Careers	N/A	47	173	198

I need to figure out a new way of using **NAICS** codes. My majors fall into many different categories – hence the real totals are not shown

2. Annual new and replacement positions in the County

	2006	2007	F 08-09	F 09-10
Business Careers	N/A	6	19	18

Since most of my majors end up working in Business the data must be wrong.

3. Number of majors

	F06	F07	F 08-09	F 09-10
Business Careers	99	112	151	167

A strong continual growth in the program. Lots of majors for one full time faculty. As I write this my Banner count is actually 200

4. SSH Program Majors in program classes

	F06	F07	F 08-09	F 09-10
Business Careers	145	223	472	441

5. SSH non majors in program classes

	F06	F07	F 08-09	F 09-10
Business Careers	468	769	1164	1489

6. SSH in all program classes

	F06	F07	F 08-09	F 09-10
Business Careers	613	992	1636	1930

7. FTE program enrollment in Program Classes

	F06	F07	F 08-09	F 09-10
Business Careers	40.87	66.13	55	64

8. Number of sections taught

	F06	F07	F 08-09	F 09-10
Business Careers	10	16	25	26

9. Average class size

	F06	F07	F 08-09	F 09-10
Business Careers	22.70	26.38	22.9	25.3

10. Fill rate

	F06	F07	F 08-09	F 09-10
Business Careers	112.38	98.60	82%	93%

11. FTE BOR appointment program faculty

	F06	F07	F 08-09	F 09-10
Business Careers	0	3	3	3

Still waiting for the other two to show up.

12. Majors to FTE BOR Appointed Faculty

	F06	F07	F 08-09	F 09-10
Business Careers	0	37.33	50.3	55.5

This number is wrong because of the error in 11

13. Majors to Analytic FTE Faculty

	F06	F07	F 08-09	F 09-10
Business Careers	59.26	49.34	61.8	61.6

Also effected by # 11

13a Analytic FTE Faculty

	F06	F07	F 08-09	F 09-10
Business Careers	0	0	2.4	2.7

14. Overall Program Budget Allocation.
N/A

14a General Funded Budget Allocation
N/A

14b Special/Federal Budget Allocation
N/A

15 Cost per SSH
N/A

16 Number of classes that enroll less than ten students.

	F06	F07	F 08-09	F 09-10
Business Careers	1	1	5	1

I don't have a clue where this comes from, we have no classes under 25. It could ABIT numbers, distance ed classes not counted right or small classes taught at Molokai using BUS Alpha's

17. Successful Completion (Equivalent C or Higher)

	F06	F07	F 08-09	F 09-10
Business Careers	64%	60%	67%	65%

This is difficult with lots of distance classes

18. Withdrawals (Grade = W)

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	40	36

Same as 17 – distance classes are hard for some students.

19. Persistence (Fall to Spring)

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	68%	56

I would like to improve this. Business students seems to take a few classes then work and come back a few semesters later.

20. Unduplicated Degrees/Certificates Awarded

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	44	56

20a. Number of Degrees Awarded

	F06	F07	F 08-09	F 09-10
Business Careers	13	12	8	14

A week part of the program. Most of my students just take the classes they need to get a job or start a business.

20b. Certificates of Achievement Awarded

	F06	F07	F 08-09	F 09-10
Business Careers	0	0	4	1

Same as 20a above

20c. Academic Subject Certificates Awarded

	F06	F07	F 08-09	F 09-10
Business Careers	0	0	0	0

20d. Other Certificates Awarded

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	50	44

21. Transfers to UH 4-yr

	F06	F07	F 08-09	F 09-10
Business Careers	4	5	6	12

Getting better each year

21a Transfers with degree from program

	F06	F07	F 08-09	F 09-10

Business Careers	N/A	N/A	0	2
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21b Transfers without degree from program

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	6	10

22. Number of Distance Education Classes Taught

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	4	3

I am proud of the number of Sky Bridge and Web classes we do each semester – however this number shown above is about ½ or what it actually is

23. Enrollment Distance Education Classes

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	123	103

This is low because of bad data in 22 above.

24. Fill Rate

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	95%	100%

Good numbers for Distance ed classes

25. Successful Completion (C or Higher)

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	66%	65

26. Withdrawals (Grade W)

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	9	7

27. Persistence (Fall to Spring not limited to Distance Education)

	F06	F07	F 08-09	F 09-10
Business Careers	N/A	N/A	42%	0

I know this is bad data

28. 1P1 Technical Skills Attainment

	Goal	Actual	Met
Business Careers	90	90.32	Met

29. 2P1 Completion

	Goal	Actual	Met
Business Careers	44	25.81	Did Not

30. 3P1 Student Retention or Transfer

	Goal	Actual	Met
Business Careers	55	67.61	Met

31. 4P1 Student Placement

	Goal	Actual	Met
Business Careers	50	76.92	Met

32. 5P1 Nontraditional Participation

	Goal	Actual	Met
Business Careers	N\A	N\A	N\A

This data makes no sense. My program seems to have an equal amount of males and females

33. 5P2 Nontraditional Completion

	Goal	Actual	Met
Business Careers	N\A	N\A	N\A

Same comment as 32 above.

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 second largest Voc Tech program in the school. 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.

Action plan

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

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

Resource Implications (physical, human, financial)

As of the writing of this document I have 200 majors. I am using 6 lectures. Hire another full time faculty.