

**MAUI COMMUNITY COLLEGE**  
**ANNUAL INSTRUCTIONAL**  
**ASSESSMENT PROCEDURES AND MEASURES**

**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)

#### 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       | Pgm  | F04 | F05 | F06 |
|------------------|------|-----|-----|-----|
| Business Careers | BUSC | 87  | 98  | 99  |

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

Student Semester Hours (SSH)

| Course Alpha | F01 | F02 | F03 | F04 | F05 | F06 |
|--------------|-----|-----|-----|-----|-----|-----|
| BUS          | 434 | 546 | 628 | 559 | 655 | 219 |
| BLAW         | 93  | 174 | 129 | 78  | 75  | 93  |
| MGT          | 141 | 189 | 174 | 180 | 186 | 180 |
| MKT          |     |     |     | 102 |     | 81  |

#### 5. Student semester hours for non program majors in all program classes N/A

6. Student semester hours for all program classes

| <b>SSH in Program Classes</b> ( <i>Majors &amp; Non-Maj</i> ) | <b>Pgm</b> | <b>F04</b> | <b>F05</b> | <b>F06</b> |
|---|------------|------------|------------|------------|
| Business Careers: BUS, BLAW, MGT, MKT                         | BUSC       | 900        | 1,005      | 638        |
| <b>Overall</b>  |            | 25,167     | 25,055     | 24,181     |

*BUSC drop in F06 due primarily to extraction of many BUS courses to new BUSN alpha.*

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> |
|---|------------|------------|------------|------------|
| Business Careers: BUS, BLAW, MGT, MKT           | BUSC       | 60         | 67         | 42.53      |

*Source: ODS download generated by UHCC Central Office, Sep 2007.*

*Notes.— BUSC drop in F06 due primarily to extraction of many BUS courses to new BUSN alpha*

8. Number of classes taught

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

*Source: ODS download generated by UHCC Central Office, Sep 2007.*

*Notes.— BUSC drop in F06 due primarily to extraction of many BUS courses to new BUSN alpha*

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

10. Average class size

| Average Class Size |     |     |     |     |     |     |
|--------------------|-----|-----|-----|-----|-----|-----|
| Course Alpha       | F01 | F02 | F03 | F04 | F05 | F06 |
| BUS                | 22  | 20  | 22  | 23  | 27  | 36  |
| BLAW               | 31  | 29  | 43  | 26  | 25  | 31  |
| MGT                | 24  | 21  | 19  | 20  | 31  | 20  |
| MKT                |     |     |     | 34  |     | 27  |

11. Class fill rate

| Fill Rate (Enr/Seats Avail)           | Pgm  | F04   | F05   | F06    |
|---------------------------------------|------|-------|-------|--------|
| Business Careers: BUS, BLAW, MGT, MKT | BUSC | 82.02 | 79.94 | 205.85 |

Source: ODS download generated by UHCC Central Office, Sep 2007.

Notes.— BUSC (F06) has spuriously high BLAW with 620% fill.

12. FTE of BOR appointment program faculty  
100%

13. Student/Faculty Ratio  
For full time faculty assigned to the program it is 99 to 1

14. Number of Majors per FTE faculty  
N/A

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.

| No. Classes under 10 Enr.             | Pgm  | F04 | F05 | F06 |
|---------------------------------------|------|-----|-----|-----|
| Business Careers: BUS, BLAW, MGT, MKT | BUSC | 1   | 3   | 3   |

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

19. Persistence of majors fall to spring

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

20. Number of degrees and certificates earned (annual)

**Certificates and Degrees Earned**

| Program          | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | CA<br>6-May | Deg<br>6-May |
|------------------|---------|---------|---------|---------|---------|---------|-------------|--------------|
| Business Careers | 5       | 7       | 17      | 13      | 10      | 10      | 2           | 8            |

21. Number of students transferred (enrolled) to a four-year institution

N/A

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

22. Academic Attainment (1P1)

| 1P1 | Acad Achieve |
|-----|--------------|
|     | 88.90%       |

23. Technical Skill Attainment (1P2) \*

| 1P2 Voc Achieve |
|-----------------|
| 100.00%         |

24. Completion Rate (2P1)

| 2P1 Comple-tion |
|-----------------|
| 33.30%          |

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

| 3P1 | Place Emp/Ed |
|-----|--------------|
|     | 100.00%      |

26. Retention in Employment (3P2)

|            |                    |
|------------|--------------------|
| <b>3P2</b> | <b>Retn Employ</b> |
| 100.00%    |                    |

27. Non Traditional Participation (4P1) \*

|            |                        |
|------------|------------------------|
| <b>4P1</b> | <b>Non-Tradl Parti</b> |
| 0.00%      |                        |

28. Non Traditional Completion (4P2) \*

|            |                         |
|------------|-------------------------|
| <b>4P2</b> | <b>Non-Tradl Cmpltn</b> |
| 0.00%      |                         |

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

**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 third 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.

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



### **Part III. Action plan**

The present program coordinator and the part-time faculty member have discussed plans to improve the counseling for the program; this 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.

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

A Business 120 class had 69 students this semester. Early October 07 I updated my mailing list to Bus Car Majors. As of that date I had 120 majors. Hire another full time faculty.