

MAUI COMMUNITY COLLEGE

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.

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.

**Maui Community College
Program Assessment Plan
Associates of Applied Science in Business Careers**

Program Learning Outcomes

1. Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships.
2. Analyze and explain basic business transactions and financial reports.
3. Develop a sense and appreciation of entrepreneurship.

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 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 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 learner 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 |
|-----|---------|---------|----------|---------|----------|
| 1 | MKT 120 | BUS125 | BLAW 200 | MGT 118 | MGT 122 |
| 2 | BUS 130 | MGT 124 | BUS120 | MKT 160 | BLAW 200 |
| 3 | MGT 118 | MGT 122 | BUS 130 | BUS125 | MGT 125 |

1. Annual new and replacement positions in the State

EMSI Employment Data

| | 2006 | 2007 | 08-09 |
|------------------|------|------|-------|
| Business Careers | N/A | 47 | 173 |

2. Annual new and replacement positions in the County

| | 2006 | 2007 | 08-09 |
|------------------|------|------|-------|
| Business Careers | N/A | 6 | 19 |

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

3. Number of majors

| | F06 | F07 | F 08-09 |
|------------------|-----|-----|---------|
| Business Careers | 99 | 112 | 151 |

A strong continual growth in the program. Lots of majors for one full time faculty

4. SSH Program Majors in program classes

| | F06 | F07 | F 08-09 |
|------------------|-----|-----|---------|
| Business Careers | 145 | 223 | 472 |

5. SSH non majors in program classes

| | F06 | F07 | F 08-09 |
|------------------|-----|-----|---------|
| Business Careers | 468 | 769 | 1164 |

6. SSH in all program classes

| | F06 | F07 | F 08-09 |
|------------------|-----|-----|---------|
| Business Careers | 613 | 992 | 1636 |

7. FTE program enrollment in Program Classes

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | 40.87 | 66.13 | 55 |

8. Number of sections taught

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

9. Average class size

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | 22.70 | 26.38 | 22.9 |

10. Fill rate

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

11. FTE BOR appointment program faculty

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

Still waiting for the other two to show up.

12. Majors to FTE BOR Appointed Faculty

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | 0 | 37.33 | 50.3 |

This number is wrong because of the error in 11

13. Majors to Analytic FTE Faculty

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | 59.26 | 49.34 | 61.8 |

Also effected by # 11

13a Analytic FTE Faculty

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | 0 | 0 | 2.4 |

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 |
|------------------|------------|------------|----------------|
| Business Careers | 1 | 1 | 5 |

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 |
|------------------|------------|------------|----------------|
| Business Careers | 64% | 60% | 67% |

We seem to be getting better – this is difficult with lots of distance classes

18. Withdrawals (Grade = W)

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

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

19. Persistence (Fall to Spring)

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

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 |
|------------------|------------|------------|----------------|
| Business Careers | N/A | N/A | 44 |

20a. Number of Degrees Awarded

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | 13 | 12 | 8 |

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 |
|------------------|------------|------------|----------------|
| Business Careers | 0 | 0 | 4 |

Same as 20a above

20c. Academic Subject Certificates Awarded

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

20d. Other Certificates Awarded

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

21. Transfers to UH 4-yr

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | 4 | 5 | 6 |

We should include transfers to ABIT in this number

21a Transfers with degree from program

| | F06 | F07 | F 08-09 |
|------------------|------------|------------|----------------|
| Business Careers | N/A | N/A | 0 |

21b Transfers without degree from program

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

22. Number of Distance Education Classes Taught

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

I am proud of the number of Sky Bridge and Web classes we do each semester.

23. Enrollment Distance Education Classes

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

24. Fill Rate

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

Good numbers for Distance ed classes

25. Successful Completion (C or Higher)

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

26. Withdrawals (Grade W)

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

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

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

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

28. 1P1 Technical Skills Attainment

| | Goal | Actual | Met |
|------------------|-------------|---------------|------------|
| Business Careers | 90 | 93.55 | Met |

29. 2P1 Completion

| | Goal | Actual | Met |
|------------------|------|--------|---------|
| Business Careers | 44 | 41.94 | Did Not |

30. 3P1 Student Retention or Transfer

| | Goal | Actual | Met |
|------------------|------|--------|-----|
| Business Careers | 55 | 71.15 | Met |

31. 4P1 Student Placement

| | Goal | Actual | Met |
|------------------|------|--------|-----|
| Business Careers | 40 | 75.00 | Met |

32. 5P1 Nontraditional Participation

| | Goal | Actual | Met |
|------------------|------|--------|---------|
| Business Careers | 25 | 0 | Did Not |

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 | 25 | 0 | Did Not |

Same comment as 32 above.

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 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.

Part III. 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.

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

A Business 120 class had 69 students this semester. Early October 09 I updated my mailing list for Bus Careers Majors. As of that date I had 151 majors. Hire another full time faculty.