**ANNUAL DEGREE PROGRAM ASSESSMENT, PLANNING AND BUDGET REPORT**

2013-2014

**Program Description**

The Applied Business and Information Technology (ABIT) program prepares graduates to be successful entrepreneurs, technology professionals and knowledge workers in today’s global economy and environment. The ABIT program is within the mission of the UH Maui College, offering a four year degree that emphasizes high quality instruction and project-based learning. Currently, the ABIT program offers both lower and upper-division courses to all students. The ABIT program serves a diverse student population, many of who are first generation college students. The program also adjusts to traditional and non-traditional students, many of whom hold part-time jobs while completing their educational degree. The ABIT program is structured so that students can complete their entire degree over a four-year period. However, many students take longer to complete this degree based on personal and professional constraints and commitments.

1. Briefly respond in 100 words or less for each cautionary and/or unhealthy Quantitative Indicator (II):
	1. Demand Indicator:
		* **data unavailable at present**
	2. Effectiveness Indicator:
		* **data unavailable at present**
	3. Efficiency Indicator:
		* **data unavailable at present**
2. Industry Validation (check all that apply)(IV-A):

Advisory Committee Meeting(s) \_x\_, How many? \_7 per AY\_ Did Advisory Committee discuss CASLO/PLO? Yes\_x\_ No\_\_

Coop Ed Placements \_x\_

Fund raising activities/events \_x\_

Service Learning \_x\_

Provide program services that support campus and/or community \_x\_

Outreach to public schools \_x\_

Partner with other colleges, states and/or countries \_x\_

Partner with businesses and organizations \_x\_

Other\_The ABIT Advisory Committee mentors student capstone projects and provides role models to students who would otherwise not have any realistic career or professional role models.

1. List PLOs (attach Program Map)(IV):

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| --- | --- |
| **PLO1** | Apply knowledge of essential business disciplines including accounting, economics, finance, law, management, and marketing, and use business research methods to analyze information in order to develop solid business plans and strategies, and make efficient business decisions. |
| **PLO2** | Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships. |
| **PLO3** | Demonstrate knowledge of operating system, word processing, spreadsheet, presentation software, database management, computer troubleshooting, web development, and e-commerce. |
| **PLO4** | Apply knowledge of graphical user interface (GUI) and event-driven programming (EDP) to designing, creating, and testing computer programs. |
| **PLO5** | Apply knowledge of e-commerce by designing, creating, and testing appropriate e-commerce sites and development tools. |
| **PLO6** | Apply critical thinking skills to evaluate information, solve problems, and make decisions. |
| **PLO7** | Use information retrieval and technology. |
| **PLO8** | Apply quantitative reasoning to enhance independent or group decision-making skills. |
| **PLO9** | Communicate effectively with other utilizing appropriate forms of oral and written communication methods including multimedia presentations that apply information technologies and serve particular audiences and purposes. |

1. Instrument used for assessment (check all that apply) (IV-B):

Work Sample\_x\_ Portfolio\_\_ Project \_x\_ Exam \_x\_ Writing Sample \_x\_

Other\_\_ Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which course or courses did you use to assess PLOs and CASLO (IV-C)?

BUS 495 – ABIT Capstone I. All 9 ABIT PLOs were assessed in the ABIT Capstone I course. The CASLO that covers Quantitative Reasoning was assessed during the course.

1. List strengths and weaknesses found from PLO assessment analysis (IV-E):

Based on the assessment of the PLOs from the BUS 495 ABIT Capstone course, here are five strengths:

* The ABIT program blends business and technology disciplines into a unique BAS degree
* Students in the ABIT program are prepared for careers as business entrepreneurs, as well as careers in high technology. Students often enroll in graduate school to pursue advanced degrees. This variety in careers is primarily due to the blended curriculum
* Students value the opportunity to work on internship opportunities with local firms
* Students can avail of dedicated ABIT classroom and technology resources from a dedicated ABIT budget
* Students can obtain mentoring and guidance from the ABIT advisory board, which comprises of local entrepreneurs

As in any other program, the ABIT program also faces specific issues and challenges:

* The existing deficiency in math preparation in calculus, and general quantitative skills, hinders students from gaining the depth of knowledge in several IT and Finance courses
* Many students fail to take ABIT courses in the recommended sequence. Since many courses are offered only once a year, this results in an overall delay in graduation. Several students delay graduation by a year for this reason
* Due to the changing nature of technology and business, the skills and learning retained by ABIT students tends to dissipate over time. As a result, students who take 6 or more years to complete their degree, are at a disadvantage
* The inability to offer the entire ABIT program as a distance learning program prevents many students who reside outside Maui County to enroll and complete the ABIT program
1. List CASLO assessment findings highlights (attach CASLO report) (IV-E):

The CASLO that was assessed during the Fall Semester of 2014 for the BUS 495 course was the UHMC CASLO Standard 2 – Quantitative Reasoning. The following criteria and ratings were the highlights from the students. The assessment involved a financial projection XL and summary report of the student’s business plan.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome 2.1** – Calculate accurately and effectively | **Exemplary** – Two out of five students were able to create a financial model that have accurate and effective data in the form of financial projections | **Insufficient** – One of the five students was not able to make computations that were correct or relevant | **Summary** – Overall, the class did manage to perform with sufficient or higher ratings in this category. They could calculate accurately and effectively. |
| **Outcome 2.2** - Represent mathematical information in equations, graphs, diagrams, tables, and/or words | **Exemplary** –Two out of five students were able to represent mathematical information in financial equations | I**nsufficient** – Two of the five students was not able to create financial equations that represented an accurate growth projection. | **Summary** – Overall, the class was mediocre in their ability to represent mathematical information in equations and graphs. |
| **Outcome 2.3** - Interpret mathematical information presented in equations, graphs, diagrams, tables, and/or words | **Exemplary** – Two out of five students were able to present financial information in the form of graphs and tables | **Insufficient** – Two of the five students was not able to interpret the data in the financial graphs in a reasonable manner. | **Summary** – Overall, the class was mediocre in their interpretation of the financial information presented in equations and graphs |
| **Outcome 2.4** - Analyze quantitative data to draw reasoned conclusions. | **Exemplary** – Two out of five students analyzed financial data and made reasonable conclusions | **Insufficient** – One of the five students was not able to correctly analyze the quantitative data | **Summary** – Overall, the class was satisfactory in their ability to analyze the quantitative data and draw reasoned conclusions |
| **Outcome 2.5** - Support an argument or methodology with quantitative evidence. | **Exemplary** – Two out of five students provided a thorough methodology to support their financial analysis. | **Insufficient** – Two of the five students was not able to provide any methodology or arguments to support his position on the evidence. | **Summary** – Overall, the class was mediocre in their ability to provide a methodology to support their argument with quantitative evidence. |

1. Action Plan (III) and Next Steps (IV-G):
	1. **PLO**
2. The ABIT Capstone I and II course (BUS 495 and 496) will be used every year to assess all 9 PLOs
3. The Entrepreneurship course BUS 320 will form an anchor or prerequisite to BUS 495 course
4. Every upper division ABIT course will assess at least one ABIT PLO every year
5. The mandatory internship course BUS 393v will also support the progress towards BUS 495
6. Finally, the ABIT PLOs need to be reviewed by the ABIT Advisory board and updated, if needed

	1. **CASLO**
7. Revision of the course syllabus – The ABIT Capstone I syllabus needs changes to focus on the CASLO Quantitative Reasoning Outcome 2.2, 2.3 and 2.5. This can be achieved by including more learning modules on the creation of financial equation and their analysis and presentation to entrepreneurs.
8. Faculty-to-faculty consultation – The ABIT Capstone I project is a culmination of student learning across a variety of disciplines throughout the ABIT program. As a result, there needs to be ongoing consultant among ABIT faculty members to ensure that students are adequately prepared prior to BUS 495.
	1. **Program improvement**
9. An assessment rubric will be used for the Entrepreneurship (BUS 320), Capstone I (495) and II (496) courses
10. The end-of-course BUS 495 capstone evaluation, along with other assignments during the two capstone courses, will allow the ABIT program to assess all nine PLOs every year
11. The ABIT advisory committee will review the assessment data every six months, and provide feedback to the ABIT faculty on program modification and curriculum updates
12. Coordinated marketing and recruitments activities to increase enrollment levels in the ABIT program, and to retain existing students in the program
13. Increased outreach activities to local Maui County high schools to increase awareness and interest in the new four year ABIT program. This includes Lanai and Molokai.
14. Active consideration of updating all upper division ABIT courses to a distance learning modality using a hybrid classroom model. This could include hybrid classes, proctored exams, and live class streaming
15. Chart of resource needs (IV)

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| --- | --- | --- |
| **Budget request** | **Amount** | **Justification for how this will improves learning** |
| Marketing – Advertising, Recruitment and Retention | $5000 | The marketing funds will allow the ABIT program to be publicized to the local high schools and will allow ABIT graduates to provide testimonials to future students |
| Software – Launchpad Central for Capstone Class | $1000 | Launchpad Central is a key software for creating the business canvas that is used in the ABIT Capstone I & II course |
| Software – Blackboard Collaborate 1 vClass | $2205 | Blackboard Collaborate vClass is a state of the art tool to allow ABIT classes to be taught in a hybrid format to all students |
| Software licenses for ABIT students at $100/student | $100 x 20 = $2000 | ABIT students typically need one software subscription in their class – a web template or an online toolkit |
| Software subscription to business software, Grammar checker, Quickbooks etc. | $2000 | The ABIT program regularly subscribes to tools that allow students to be proficient in grammar and accounting. These tools require an annual subscription license |
| Hardware – Upgrade of computers in ABIT room KLMA 106 | $1250 x 4 = $5000 | The ABIT room in KLMA 106 requires an upgrade of new hardware every 3 years. This is estimated to replace 4 computers |
| Hardware – 1 Server for Instructional Support  | $2500 | Every year, the ABIT program creates new courses that requires central storage and processing of data in a server |
| Hardware – 5 Dell laptops for student use, as needed | $750x5 = $3750 | ABIT students often need custom laptops that can be used in their lab assignments. These laptops are for students use only |
| Travel – Recruitment and Outreach visits to Hana, Molokai and Lanai by ABIT Program Coordinator | $500 x 8 trips = $4000 | The ABIT program coordinator regularly visits the outreach sites for school career visits, marketing trips and other activities. These trips require funds and promote the ABIT program in Maui Co. |
| Office Supplies and Materials Costs | $2000 | General office supplies allows the ABIT students and faculty to be self sufficient |
| Total | **$29,455** |  |

\* Roman numerals indicate related category for system input