MAUI COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL PROGRAM REVIEW 2006-2007
APPLIED BUSINESS AND INFORMATION TECHNOLOGY
PROGRAM (ABIT)

Prepared by: Rafael Boritzer and Margaret Christensen   October 26, 2007

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PROGRAM MISSION, DESCRIPTION AND STUDENT LEARNING OUTCOMES

A. ***Mission and Vision of the College:***
    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.

    Maui Community College envisions 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.

B. ***Mission and Vision of the Program:***
    The mission of the ABIT Program at Maui CC is to prepare graduates to be productive professionals who can make responsible business decisions and use information technology wisely in a changing world.

    The ABIT Program mission is congruent with the mission of Maui CC in that the program offers credit educational opportunities and strives to create a student focused educational environment that emphasizes high quality teaching and learning. As with the college, the ABIT Program serves a diverse student population, many of who are first generation university students, and we are responsive to the needs of both traditional and non-traditional students whose life experiences and commitment to learning enrich the overall educational environment.

    In addition, the ABIT Program is designed to be increasingly recognized by our stakeholders for preparing self-confident, competent graduates able to perform effectively in a changing environment. We recognize the following stakeholders as principal partners to our success:

    - Students and Alumni
    - College Administration and Faculty
    - Employer/Business Community
    - Local Community
    - Governmental and non-Governmental organizations

The goals for the ABIT Program can be summarized as follows:

- To prepare graduates to develop and own, operate, and/or manage small-mid size businesses;
- To work in management and technology positions in a variety of local and global business setting;
- To help students prepare for entrance into graduate studies.

Attainment of program goals is based upon program outcomes. Program outcomes describe specific skills, attitudes, and abilities to be mastered by learners completing a program. They can be used to communicate performance expectations to potential students, new faculty, and industry partners. Program outcome assessment provides a method for continuous improvement of the program. Outcomes must be measured by collection of specific performance data on an annual basis. The analysis of the data gathered is then used to suggest program improvements. To accomplish these program goals, the following learning outcomes for the ABIT program have been established:

Upon successful completion of the ABIT Program, the student should be able to:

1.1 Demonstrate in written or oral form appropriate knowledge of the principles of the essential business disciplines of accounting, economics, finance, law, management, and marketing;

1.2 Apply knowledge of essential business disciplines and use business research methods to analyze information in order to develop solid business plans and strategies, and make effective and efficient business decisions;

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

2.1 Demonstrate in written or oral form appropriate knowledge of the principles of computer literacy, computer troubleshooting, networking, computer applications and e-commerce;

2.2 Utilize technological tools (e.g., the internet) to conduct business-related research;

2.3 Demonstrate knowledge of operating system, database, word processing, spreadsheet, presentation and web development applications by designing, creating, viewing, saving, retrieving and editing appropriate files;

2.4 Apply knowledge of Graphical User Interface (GUI) and Event-Driven Programming (EDP) to designing, creating, and testing computer programs;

2.5 Apply knowledge of E-commerce by designing, creating, and testing appropriate E-commerce sites using development tools

3.1 Apply critical thinking skills to evaluate information, solve problems, and make decisions;

3.2 Use information retrieval and technology;

3.3 Apply quantitative reasoning to enhance independent or group decision-making skills;

3.4 Communicate effectively with others utilizing appropriate forms of oral communication methods including multimedia presentations that applying information technologies and serve particular audiences and purposes; and

3.5 Demonstrate an appropriate level of written communication.

I. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW *

Demand
1. Annual new and replacement positions in the State: 5657
2. Annual new and replacement positions in the County: 373
3. Number of majors: 32
4. Student semester hours for program majors in all program classes: n.a.
5. Student semester hours for non-program majors in all program classes: n.a.
6. Student semester hours for all program classes: 245
7. FTE program enrollment: 16
8. Number of classes taught: 9
9. Determination of program's health based on demand: n.a.

Efficiency
10. Average class size: 10
11. Class fill rate: 31.3%
12. FTE of BOR appointed program faculty: 3
13. Student/Faculty Ratio: n.a.
14. Number of majors per FTE faculty: 10.67
15. Program Budget Allocation: n.a.
16. Cost per Student Semester Hour: n.a.
17. Number of classes that enroll less than 10 students: n.a.
18. Determination of programs health based on Efficiency: n.a.

Effectiveness
19. Persistence of majors fall to spring: 81.25
20. Number of degrees earned (annual):   3
21. Number of students transferred to a four year institution: n.a.
22. Academic Attainment: n.a.
23. Technical Skill Attainment: n.a.

24. Completion Rate:	Pass grades 87.2%
	No pass 12.8%
25. Placement in Employment, Education, and Military:	n.a.
26. Retention in Employment:	n.a.
27. Non Traditional Participation:	n.a.
28. Non Traditional Completion:	n.a.
29. Determination of program's health based on effectiveness:	n.a.

* All the data has been supplied by Dr. Jeannie Pezzoli – MCC Institutional Researcher

II.   ANALYSIS OF THE PROGRAM

A.   *Strengths and Weaknesses*

Since ABIT is a newly accredited program our assessment of our strengths will rest largely on a limited data, anecdotal information, and assumptions with limited validity. That said, looking at the ***Demand*** matrix, by fall of 2006 we witnessed the rise of the ABIT majors from 26 to 32. The student semester hours for all program classes rose from 173 in 2005 to 245 in the Fall of 2006.The number of classes taught increased to 9 from the previous year of fall 2005 which totaled 7 classes. In terms of demand we are in the growth stage of the product life cycle and anticipate increased rate of growth as well as absolute growth.

In terms of ***Efficiency***, we have maintained the average class size at ten students. Our class fill rate was extremely low, but considering that at that point we were still unaccredited and with no graduates the statistic is not surprising. Our student faculty ratio of 10.67 is the envy of other programs but as the number of majors increase, so will the ratio increase. Currently that number is a recruiting strength, in publicizing small classes.

It is early to measure our ***Effectiveness,*** and the fall in the persistence of majors from 92.31% in 2005 to 81.25% is a worrisome weakness.

In summary, our rate of program growth and strength is dependent on meaningful and effective recruitment in state, on the mainland, and internationally. Such recruitment requires familiarity with the opportunities and threats in the higher education marketplace, that has become customer driven, sensitive to digitized marketing, nuanced selling techniques and requiring the use of persuasion architecture, converging technologies, and strategic alliances.

B.   *Significant Program Actions*

It is best to begin by revisiting the **2006 – 2007 Goals**

- **Complete the 2006 – 2007 Comprehensive Program Review by due date of October 26, 2006;** Accomplished.
- **Complete hiring process for third ABIT faculty;** accomplished. Michael Searcy was hired.

- **Respond, prior to the October 23-26, 2006 visit of the ACCJC and ACSCU accrediting teams, to the issues raised in the WASC Team visit of March 15-17, 2005 and the ACSCU Commission letter granting Candidacy;** accomplished.
- **Participate in fall 2006 team visit by the ACCJC and ACSCU scheduled for October 23-26, 2006; accomplished. The result was so positive that the timeline for initial accreditation was moved up to spring 2007.**
- **Graduate first ABIT class in spring 2007;** accomplished. Three students graduated.
- **Revisit the general education curriculum, especially at the upper division level, for possible modifications to include a stronger liberal arts component**; accomplished. The following courses were developed and taught by Michael Searcy. HUM 390V –Topic: Changes and Choices.
- **Begin offering selected ABIT course through distance education;** accomplished. ICS 390-v, ICS 320, BUS 320, BUS 415, MGT 310, and MKT 310 was offered.
- **Continue to market and recruit students for the program through college fairs, outreach visits, and other opportunities as they arise**; accomplished. Marketing and recruiting activities are listed below.
- **Establish a pool of adjunct faculty;** accomplished and ongoing.. Efforts to recruit adjunct faculty for the ABIT program are ongoing and will continue in an effort to build a significant pool of adjunct faculty with qualifications and/or industry experience to supplement the program's full-time faculty. To assist in this effort, an open advertisement for adjunct faculty for the program has been placed on the University System's employment web page (WORKATUH), and also on Maui CC's home page. To date, two inquiries have been received, one in business and one in information technology. As the program continues to grow, funding for these positions will be included in future budget requests.
- **Begin addressing applied research and scholarship for faculty within the program who hold such accountability as part of their primary duties; define the research process, facilities and resources needed to support these responsibilities;** accomplished and ongoing. Applied research questions will be determined for ABIT faculty via the following process:

  1. Scholar provides background and rationale for the question and addresses potential methodologies, theories, equipment, and training to be utilized, along with the pertinence to improving the human condition within our society, whether local or global.
  2. Scholar submits research proposal to a faculty committee who will be charged with reviewing applied research proposals as part of their primary duties.
  3. Core research faculty meet with scholar to discuss and recommend approval, modification, or disapproval for project to administration, noting

that the necessary process of protecting human subjects as part of any research that may include such possibilities.

4. Research undertaken by faculty who have research as part of their primary responsibilities will be assessed on how well they achieve the following Faculty Research Outcomes (FRO's):

o Articulate and address practical problems of the modern world
o Engage in and describe how their applied research is beneficial to the community
o Show how the research will be applicable to the target population within the time frame of immediately following the research or up to a seven to ten year time span.
o Demonstrate how the applied research activity directly relates to the intellectual work of the faculty member.
o Summarize how the applied research activity adds to the understanding of the faculty member's own academic field.
o Describe how the faculty member's applied research is connected to his or her work in the classroom.

It is expected that the faculty member will produce an annual research report tying FRO's to his or her applied research.

- **Commence marketing the ABIT Program** (see below)
- **Increase enrollment in the program**
  The ABIT counselor, Crystal Alberto, also conducts advising as well as recruitment. Some of her activities for academic year 2006-2007 are presented below:

Advising Activities
62 Provisional/Classified ABIT
68 BUSC Option III
283 potential student contacts
413 Total first time contacts

Informational Sessions

Month (2006)	#of Attendees	#of students who enrolled into program
February	8	1
March	6	1
May	3	2

Recruitment and Marketing at Mainland College Fairs
Number of Fairs attended: 7
Approximate number of student contact: 500

Other Recruitments and Marketing Events
Kamehameha Schools Career Day
Maui County Fair

Maui Technology and Internet Expo
School visits to Maui High, Baldwin High, King Kekaulike High

- **Hire third faculty to strengthen general education component of the program as recommended by WASC Senior Commission.**
  In the fall 2006, the Dr. Michael Searcy was hired as the third member of the ABIT program's general education faculty, Dr. Searcy, has been examining the general education portion of the ABIT program to determine how the curriculum might be modified to provide a more balanced blend of the objectives of supporting the ABIT major and of providing a foundation in liberal education for thoughtful citizenship. As a first step, Dr. Searcy designed an upper level humanities elective course, Choices and Changes. The course was reviewed and unanimously approved by the humanities and ABIT faculty. The course, offered was offered in spring 2007, as a special topics class, and was well received by both students and faculty.

  This course has been designated as HUM 400 and was submitted and approved by both the curriculum committee and the Academic Senate as a required upper division general education course for the ABIT program. The course replaces a 400-level business course that had considerable duplication with another business course in the program, so that the total number of credits required for graduation has not changed.

  At a recent meeting of the ABIT committee, it was agreed to re-activate ABIT's general education committee, beginning in fall 2007. The committee will have the task of initiating a conversation about how the ABIT general education can be broadened in both subject matter and participation by involving more Maui CC faculty in the development of a general education program designed to serve this and any other baccalaureate program developed by Maui CC in the future, as recommended by WASC.

- **Hire ABIT Program counselor position**

  Ms. Crystal Alberto was hired for the position and has been proactive in advising students, marketing the program and recruiting students from Maui, the State and on the mainland.

- **Add appropriate elective course to strengthen the upper level curriculum.**
  Dr. Christensen offered ICS 463 Human Computer Interaction and Dr. Mike Searcy offered HUM 390V Topic: Changes and Choices. Both were offered in the spring 2007.

- **Obtain student feedback regarding satisfaction with the program to date.**
  ABIT's first capstone experience (BUS 495) is designed to provide an opportunity for students of the ABIT program to utilize and demonstrate the tools and understanding developed during the ABIT program. The course

includes strategy formulation and implementation, competitive analysis, and e-commerce as models for problem solving and decision making in an organizational setting. More specifically, the course integrates the specialized knowledge, theories, research methods, and technical skills that students learn over the course of their study in the ABIT program. This one all-encompassing six-credit class also provides an opportunity for students to integrate the skills learned in their general education courses.

At the conclusion of the capstone course, the ABIT program counselor met with the students for an exit interview. Students commended the availability of the ABIT program on Maui; the willingness of faculty to assist students and their availability through phone calls and emails; the learning center assistance; and the professional guest speakers and class discussions.

Students recommended the following modifications to the ABIT program: adding more practical applications in the capstone course; incorporating ICS 110 into the curriculum to better connect the lower division and upper division information technology courses; separating the capstone course into two three-credit courses, one focused on business and one on information technology; and reducing the number of SLOs to the most important.

ABIT faculty recommendations include: working with lower division faculty on ways to close the student achievement gaps before students enter the four-year program; considering offering the capstone experience in two three-credit courses, one focusing on business and one on information technology, instead of one six-credit course covering both; reconsidering team-teaching the capstone course; working with the assessment coordinator to reconsider the number of SLOs listed as requirements; and continuously updating classroom software requirements, taking into consideration current business and information technology needs.

- **Prepare curricular grids for program outcome**
  In process.

- **Update curriculum as needed.**
  HUM 400 and ICSW 463 are examples of curriculum review and possible changes.

- **Seek additional scholarship opportunities.**
  We are in negotiations with Maui Land and Pineapple to continue their scholarship support of the program.

C.   *Determination of Program's Overall health*
      Not available

Part III.   ACTION PLAN

A.   Review and Modify the ABIT Curriculum.

Some of the changes may be as follows:
1. Revising course titles
2. Change course Alphas and Numbers
3. Revise courses to reflect changing technologies or laws
4. Change student learning outcomes (SLO's)
5. Change the labeling of a course from required to elective or visa versa
6. Remove course from curriculum
7. Add required and elective courses in light of program experience and student feedback

B.   Negotiate agreement with West Oahu, Manoa and Hilo to transfer and accept our upper division courses when mutually advantageous.

C.   Negotiate with other community colleges in the UH System to coordinate their lower division programs for easy interface with the ABIT Program.

D.   Actively recruit ABIT students with targeted marketing strategies that utilize our limited resources in the most effective and judicious manner. These may include the use of trained student help, joining friendship communities on social networks, search engine optimization and overseas recruitment agencies.

E.   Support efforts to change the College's name so as to remove the "community" identifier. This issue is a roadblock in recruitment efforts for a 4 year program.

F.   Work with Business Careers Program, ECET Programs, and Information and Computer Science Programs to create a better interface with the ABIT program so as to complete a baccaulaureate degree at M.C.C,

G.   Explore alternative entry tracks for completing a baccalaureate degree in the ABIT Program.

H.   Support faculty research

I.   Purchase Software and Hardware, that will assist students in the preparation of presentations, websites, video streaming, audio streaming and encoding taped classes for on-line delivery.

J.   Offer additional ABIT courses in the on-line, cable, and other distance learning modalities.

K.   Communicate ABIT IT needs to campus services and support, e.g. Computing Services, The Learning Center, Kalama Computer Lab: Provide full student support services, including advising , tutoring, counseling, and library services, that increase student retention and success in a learning centered environment.

L.   Complete the 2007 – 2008 ANNUAL INSTRUCTIONAL PROGRAM REVIEW due date of October 26, 2008

Part IV.   RESOURCE IMPLICATIONS

In physical terms the there are no required changes in the program as a result of the anticipated Action Plans. In human terms the only incremental cost to the current projections is the employment of two part student helpers to assist in student recruitment, data mining , information analysis and query tracking activities.

Budget for next year
Estimated resources for the development of the ABIT Program and the projected budget for 2008:

ABIT Program	FY 2007 Description	Amount	FY 2008 Description	Amount
Goal:				
Prepare graduates to develop and own, operate and/or manage small-mid sized businesses				
To work in management and technology positions in a variety of local and global business settings				
To help students prepare for entrance into graduate studies				
Personnel				
ABIT Counselor		49,890		50,888
9-month faculty				54,833
Lecturers & fill behind		70,344		25,000
Financial aid support		11,634		11,866
Computing Services Support		16,598		16,930
Library Support		22,386		22,834
Media Support		18,703		19,077

Secreterial Support		11,634		11,866
COOP Support		18,574		37,892
Student Services Support		11,634		11,866
TLC Support		15,324		15,630
Business Lab support		8,320		8,736
Equipment				
Classroom computer equipment and software		53,500		5,000
Buiness lab computer equipment & software		35,000		5,000
Library Databases and Books		20,000		21,000
Accreditation Expenses		8,500		8,925
Marketing expenses		16,000		16,800
Non-personnel services (handicap)		7,000		7,350
Travel		7,100		7,455
Miscellaneous office needs		7,400		7,770
Faculty computers & equipment		5,000		5,250
Professional Development		3,000		4,000
Faculty: Applied Research		15,000		20,000
Supplies				
TOTAL		**432,541**		**395,968**

Summary Table: ABIT PROGRAM-Estimated Tuition Revenues versus Program Costs

	2003-04	2004-05	2005-06	2006-07	2007-08
Estimated Tuition Revenue	-	$44,712	$267,072	$476,800	$484,608
Estimated Program Costs:					
Faculty and Lecturer Costs	$52,704	105,408	123,749	231,618	236,250
Support Costs	27,308	94,278	119,015	176,377	217,926
Other Costs	53,968	103,570	162,060	98,301	74,650
Total Program Costs	133,980	303,256	404,824	506,296	528,826
Additional Funding Required	$133,980	$258,544	137,752	$ 29,496	$ 44,218