Date: March 9, 2015

To: Randolph G. Moore
   Chairperson, Board of Regents

Via: David Lassner
     President, University of Hawai‘i System

Via: John Morton
     Vice President for Community Colleges

From: Lui Hokoana
      Chancellor, University of Hawai‘i Maui College

Subject: Request to move the Bachelor of Applied Science degree in Applied Business and Information Technology (ABIT) at University of Hawai‘i Maui College from provisional to established status.

Specific Action Requested:
University of Hawai‘i Maui College (UHMC) requests approval to move the Applied Business and Information Technology (ABIT) Bachelor of Applied Science program from provisional to established status.

Recommended Effective Date:
Upon approval by the Board of Regents.

Background:
The Applied Business and Information Technology (ABIT) program is one of three applied baccalaureate programs at UHMC. The ABIT program is designed to prepare graduates with entrepreneurial skills to be productive professionals who can make responsible business decisions and apply information technology wisely in a changing world. The ABIT program mission is congruent with the mission of UHMC to offer a student-focused educational environment that emphasizes high quality teaching and learning. The ABIT program serves a diverse student population; many ABIT students are first-generation college students. Additionally, the ABIT program is responsive to the needs of both traditional and non-traditional students whose life experiences and commitment to learning enrich the overall educational experience. The following is a chronology of salient actions that built the foundation for this request.

At the June 2003 meeting, the Board of Regents approved Maui Community College’s (MCC) original program proposal to add a single baccalaureate degree in Applied Business and Information Technology (ABIT) that had been submitted on May 23, 2003. Following this action, MCC submitted a substantive change with the Accrediting Commission for Community and Junior
Colleges, (Junior Commission). Since accreditation of baccalaureate programs is outside of the scope of the Junior Commission the review of the ABIT program was moved to the Accrediting Commission for Senior Colleges and Universities (Senior Commission).

In June 2005 the Senior Commission awarded Candidacy to the MCC ABIT degree program.

In February 2007, MCC applied for initial accreditation for the ABIT program to the Senior Commission; and in March 2007, a combined Junior Commission and Senior Commission review for Initial Accreditation of the ABIT program took place.

In May 2007, the first three students graduated from the ABIT program. On May 18, 2007, a supplemental report responding to the visiting team’s recommendations in its April 2007 Comprehensive Review for Initial Accreditation report was submitted to both the Junior Commission and Senior Commission.

At the June 20-22, 2007 Commission meeting, initial accreditation was granted for the ABIT program, retroactively effective May 12, 2007, so that the first ABIT graduates would receive accredited bachelor’s degrees. Since 2007, the ABIT program has maintained enrollments of around 40 or more students each year.

In the fall of 2009, triggered by the provisional approval of a second baccalaureate degree in Engineering Technology, the accreditation of the college was moved from the Junior Commission to the Senior Commission. Subsequently, the Board of Regents approved the change in the name of the institution from Maui Community College to University of Hawai‘i Maui College (UHMC).

On November 8, 2012, President Greenwood approved a one-year extension for the ABIT program to submit a proposal for a change in status from provisional to established.

In academic year 2014, UHMC decided to defer submission of a proposal for a change in status until the College completed its reaccreditation and a pending leadership transition.

At its June 18-20, 2014 meeting, the Senior Commission reaffirmed accreditation for UHMC for eight years through 2022. The Senior Commission commented that “the [accreditation] team found that the institution’s learning-focused mission was essential to defining UHMC degrees (including applied baccalaureate programs) and that the institution used assessment efforts effectively to gauge quality and rigor.”

On December 1, 2014, Dr. Lui Hokoana began his tenure as the new UHMC Chancellor. At that time UHMC began final preparations for this submittal.

In summary, the UHMC ABIT program provides Maui County students with affordable access to a hands-on upper division program. Moreover, ABIT graduates are successfully finding employment with local businesses, starting their own companies, and/or completing graduate programs. Finally, as UHMC’s first baccalaureate program, Maui County leaders take great pride in the ABIT Program.

Action Recommended:
Approval of established status for the Bachelor of Applied Science in Applied Business and Information Technology (ABIT) at University of Hawai‘i Maui College.
A Proposal to Move from
Provisional to Established Status

Bachelor of Applied Science (BAS) in
Applied Business and Information Technology (ABIT)

UNIVERSITY of HAWAI’I
MAUI COLLEGE

Business and Hospitality Department
Spring 2015
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Program Overview

The Bachelor of Applied Science in Applied Business and Information Technology (ABIT) degree combines business education and entrepreneurship with a core set of information technology skills to provide students with a pathway to employment with local business, the ability to start their own companies, and access to graduate education. The ABIT degree targets high school graduates and adult learners from Maui County and the state, as well as the US mainland and internationally.

UH Maui College (UHMC) currently offers the three baccalaureate degree programs offered by the UH Community College system. UHMC is unique in that it is a hybrid college, primarily a community college that also offers a very small number of select workforce-related baccalaureate degree programs. This hybrid model provides Maui County with the greatest opportunity to sustainably address University of Hawai‘i System’s goal to have 55% of adults earn a college degree by 2025. Moreover, this hybrid model provides Maui residents access to a baccalaureate education without leaving the island of Maui and without the need for a Maui based four-year University campus.

From 2005 to 2012, the ABIT program was a stand-alone two-year upper division program built on a lower division program in the Business Careers department. This Business Careers path included both discipline and general education requirements designed to prepare students for the rigor of junior and senior level responsibilities expected in the ABIT program. In academic year 2012, the Business Careers and ABIT curricula were merged to provide a single four-year path to graduation and stronger mentorship and ABIT program ownership for the lower division students.

Since the beginning of the program, ABIT core concepts in Entrepreneurship have remained constant, while the technology used by students and to deliver the program has dramatically changed. As such, the ABIT program has established an emphasis on mobile applications, cloud technology, cyber security and other technological innovations.

Given the ubiquitous nature of high technology, non-ABIT students are enrolling in ABIT courses due to the focus on technology education and entrepreneurship. Moreover, due to the emerging popularity of online technology and distance learning, the ABIT program has established online classes to serve students throughout the state. The program has maintained three legislative-supported faculty positions, with faculty selected in part due to their success as entrepreneurs. ABIT faculty members teach a variety of business, marketing and information technology courses, both in the lower and upper division.

The costs and sustainability of the ABIT program are driven by student enrollment and the enrollment of non-ABIT students in upper division ABIT courses. ABIT students enroll in courses in Business, Marketing, Finance, Management and Information and Computer Science. These same courses attract students from other programs at UHMC, as well as students from UH West Oahu and the UH System.
Additionally, the ABIT program is actively turning challenges into actions toward improving the program (Table 1).

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Goals</th>
<th>Action Steps</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty members has varied from 1 to 3 during the past 10 years</td>
<td>Goal is to hire and retain three full-time faculty members</td>
<td>ABIT hired the third Full-Time faculty member on December 2013</td>
<td>Three Full Time faculty members since December 2013.</td>
</tr>
<tr>
<td>Low enrollment of transfer students from other UHMC programs</td>
<td>Goal is for ABIT to be an attractive transfer degree program for all lower division students at UHMC</td>
<td>Proposed changes to ABIT program map will enable transfers from other AAS programs at UHMC</td>
<td>ABIT will propose a change to its program map in the Fall of 2015 to encourage transfer students from other UHMC programs</td>
</tr>
<tr>
<td>Low enrollment of freshman students from local high schools</td>
<td>Goal is for ABIT to be a strong candidate of choice for local Maui County high school graduates</td>
<td>Through marketing and outreach, ABIT will increase the number of high school graduates enrolling in the program</td>
<td>The ABIT program targets high school students by hosting regular outreach and through a variety of marketing and outreach activities</td>
</tr>
<tr>
<td>Low online enrollment due to low availability of distance courses in the upper division</td>
<td>Goal is for ABIT to attract distance learners from the throughout Hawaii</td>
<td>ABIT will increase online offerings from two to ten upper division courses</td>
<td>Fall 2015, the ABIT program will begin to transition to a distance learning degree to attract students from the throughout Hawaii.</td>
</tr>
<tr>
<td>Low quantitative reasoning and analytical skills of students taking the Capstone course</td>
<td>Goal is for ABIT graduates to enter the workforce with stellar quantitative and analytical skills</td>
<td>Key course modules in Accounting, Programming and Math will be strengthened</td>
<td>Changes to upper division Accounting and Programming courses have been initiated.</td>
</tr>
</tbody>
</table>

The following narrative discusses the objectives of the program, assessment of student learning, program resources, program quality, as well as enrollments and graduation rates.

**Program Organization and Objectives**

**Program Objectives**

The mission of the ABIT program at UHMC is to prepare graduates to be productive professionals with an entrepreneurial flair who can make responsible business decisions and apply information technology wisely in a changing world. The ABIT program mission
is congruent with the mission of UHMC to offer a student-focused educational environment that emphasizes high quality teaching and learning. The ABIT program serves a diverse student population; many ABIT students are first-generation college students and working adults. Additionally, the ABIT program is responsive to the needs of both traditional and nontraditional students whose life experiences and commitment to learning enrich the overall educational environment.

**Program Goals**

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

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

Upon graduation, ABIT students are expected to do the following:

- 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.
- Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships.
- Demonstrate knowledge of operating system, word processing, spreadsheet, presentation software, database management, computer troubleshooting, web development, and e-commerce.
- Apply knowledge of Graphical User Interface (GUI) and Event-Driven Programming (EDP) to designing, creating, and testing computer programs.
- Apply knowledge of E-commerce by designing, creating, and testing appropriate E-commerce sites using development tools.
- Apply critical thinking skills to evaluate information, solve problems, and make decisions.
- Use information retrieval technology.
- Apply quantitative reasoning to enhance independent or group decision-making skills.
- Communicate effectively with others utilizing appropriate forms of written and oral communication methods, including multimedia presentations that apply information technologies and serve particular audiences and purposes.
Admission Requirements and Student Classifications

The ABIT admission requirements and detailed program map are shown in Appendix G. The specific admission and course requirements that meet each of the following classifications have been approved by the college’s ABIT committee, curriculum committee, and academic senate, and, are clearly defined in writing in the current UHMC 2014-2015 General Catalog (page 12-13).

Two classifications of ABIT students are currently recognized:

- **Classified:** students who are enrolled at UHMC, have completed three required lower division entrance courses: ENG 100, ICS 101 or BUSN 150, and MATH 103, and have declared themselves ABIT majors.
- **Provisional:** students who are enrolled at UHMC, have declared themselves ABIT majors, but have not yet completed the required lower division entrance courses.

The ABIT program culminates with a two-semester set of two capstone courses (BUS 495 and BUS 496). The capstone courses are designed to provide an opportunity for students to demonstrate entrepreneurship and demonstrate the tools and understanding developed during the ABIT program. The courses include strategy formulation and implementation, competitive analysis, and e-commerce as models for problem solving and decision-making in an organizational setting. More specifically, the courses integrate the specialized knowledge, theories, research methods, technical skills, and general education concepts that students learn over the course of their study in the ABIT program.

Mentoring, Placement and Counseling Services

Students majoring in the ABIT program are advised by counselors from the Office of Student Services at UHMC. These counselors are trained in providing academic and other counseling services to enable students to reach their full potential. In addition, the CareerLink office at UHMC provides students with internship and employment opportunities on an ongoing basis.

Other community stakeholders recognize the ABIT program as preparing self-confident, competent graduates who are able to perform effectively in a dynamic and sophisticated work environment. Mentors in the ABIT program help the students to prepare for job interviews, apply for internships in local companies, help make connections with local employers and review their projects that demonstrate business and technology skills.

The following stakeholders are the ABIT program’s principal partners and/or mentors:

- ABIT Advisory Committee
- Students and alumni
- College administration and faculty
- Employer/business community
• Venture capitalists, entrepreneurs and local angel investors
• Maui County and State of Hawai‘i
• Governmental and non-governmental organizations

Assessment of Student Learning in ABIT

The learning objectives for the ABIT program were established with its inception in 2003 and all students are assessed on these program objectives. UHMC ABIT faculty members have continued to develop learning-centered courses with specific learning outcomes and attention to assessment. Multiple sources of input, including faculty in business, information technology, and liberal arts, work closely with the business community to continually address the question of what graduates will be able to do when they complete the ABIT program.

Methods to assess student-learning outcomes (SLOs) for each course in the ABIT program are included in all course outlines. Using the course outline as a guide, specific assessment methods used in a particular course are embedded within each course and specified in each course syllabus. These methods may be formative or summative in nature and each is linked to the appropriate SLO. For example, an outcome to “communicate effectively with others utilizing appropriate forms of written and oral communication methods including multimedia presentations that apply information technologies and serve particular audiences and purposes” might be assessed via an in-class exercise, by a journal entry, by class participation, and/or by an exam/quiz question.

Rubrics or other scoring mechanisms have been developed to ensure that students know what they will be expected to learn, how they will be assessed for that particular learning outcome, and how they will be evaluated for their overall performance. For example, Table 2 is an assessment tool for a writing assignment in Humanities:

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Excellent</th>
<th>6</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument: thesis, cohesion, progression</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Evidence: sufficient, appropriate</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Editing and proofreading</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>APA or MLA citations and Works Cited</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total points:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total %: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Such assessment tools allow students to monitor and understand their own development, receive feedback from instructors, and monitor the progression of the entire class. These data provide faculty with a tool to analyze and validate the curriculum, as well as identify areas of possible improvement.

The capstone sequence mentioned earlier is currently team-taught by ABIT faculty members Dr. Debasis Bhattacharya, Mr. Refugio Gonzalez and Ms. Linda McCormick. At
the beginning of the term, Dr. Bhattacharya reviews the syllabus with students and discusses expectations for the course. During the term, students submit their completed documents and presentations to the faculty in discrete segments in a sequential format, allowing the ABIT faculty to determine students’ abilities and to revise their work as needed. This process allows for formative and summative assessment of SLOs.

The procedure to develop the business model revolves around the Lean Launchpad process developed by Steve Blank. Details of the process are available at [www.steveblank.com](http://www.steveblank.com). This innovative process of customer discovery and business model creation focuses on customer interviews and validation, with the motto of “getting out the building”.

Materials required for completion of the capstone courses include the following:

- Project Plan Agreement between faculty and individual student
- Business Model Canvas for the proposed business
- Management Plan for the proposed business
- Marketing Plan for the proposed business
- Technology Plan for the proposed business
- Financial Plan for the proposed business
- Exit Strategy for the proposed business
- Written Project and Programming code for the business website
- Project Presentation and Demonstration using a Conference Booth format
- Reflection Paper
- Weekly Written Assignments

Each capstone course culminates with students giving oral presentations to a variety of stakeholders who evaluate the presentations based on an evaluation form designed by Dr. Bhattacharya. The students’ oral presentations, supported by PowerPoint application and written reports on their projects, allow faculty and stakeholders to assess students’ writing and presentation skills as well as their knowledge.

**Results of Assessment of Student Learning – Fall 2014**

Since its inception the ABIT program has participated in UHMC’s program review process. The program review process involves continuous and systematic evaluations of all established programs utilizing Program Review Teams that support and guide programs as they move towards continuous improvement. The ABIT Program Review follows UHMC’s Self-Study Guide for Annual Assessment and Comprehensive Program Reviews that was developed to satisfy Executive Policy E5.202.

During the fall semester of 2014 all nine PLOs of the ABIT program were assessed in the BUS 495 Capstone I course. The College-wide Academic Student Learning Outcome (CASLO) that was assessed during the Fall Semester of 2014 for the BUS 495 course was the UHMC CASLO Standard 2 – Quantitative Reasoning. The results of the assessment are summarized in Table 3.
## Table 3 Quantitative Reasoning

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

*Note: The students not mentioned in the above table were graded as Sufficient or Average*

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

- 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 is composed 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. As a solution to this issue, the ABIT program has strengthened its focus on math tutoring and, as has already been mentioned, ABIT faculty are working with math faculty to develop ABIT focused assignments in Math 203.
- 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 or more for this reason. To address this concern, the ABIT program now requires every student to meet a counselor and the ABIT Program Coordinator at the beginning of every academic year. The goal of this meeting is to create an updated enrollment map to graduation.
- Due to the changing nature of technology and business, the skills and learning retained by ABIT students may dissipate or become outdated over time. As a result, students who take 6 or more years to complete their degree, are at a disadvantage. To mitigate this problem, ABIT students are encouraged to update their graduation map and plan on an annual basis.
- The inability to offer the entire ABIT program as a distance-learning program prevents many students who reside outside of Maui County to enroll and complete the ABIT program. To solve this problem, ABIT is increasing the number of courses offered via online technology. Moreover, an increasing number of ABIT courses are taught in a hybrid format, thereby including remote learners.

Adequacy of Resources

Faculty Resource Requirements

The ABIT program benefits from a mix of full-time and part-time faculty members who bring a diverse set of experiences to enhance the learning environment for the students. UHMC currently has three full-time faculty members in the ABIT program, one of whom has a DBA and two who hold MBA degrees. The ABIT program also has two part-time lecturers who hold PhDs in engineering and computer science. Several faculty members from the Humanities and English departments teach upper-division courses for the ABIT program. The existing mix of faculty is sufficient to offer the courses needed to complete the ABIT program within the four years recommended for graduation, with high quality instruction.
Some of the faculty teaching in the program and their areas of expertise are:

- Dr. Debasis Bhattacharya, D.B.A., Instructor in Business/ABIT, Program Coordinator, *Entrepreneurship, databases, networking and cybersecurity*
- Refugio Gonzalez, M.B.A., Instructor in Business/ABIT *Accounting, Finance and Entrepreneurship*
- Linda McCormick, M.B.A., Instructor in Business/ABIT *Marketing and Entrepreneurship*
- Dale Nahoolewa, MS, Instructor in STEM/ICS *Web Programming, Operating Systems*
- Dr. Duane Bud Clark, Ph.D., Asst. Professor in Humanities *Philosophy*
- Dr. Robyn Tasaka, PhD, Instructor in English *English*
- Dr. Takashi Sugimura, PhD, Lecturer in Business/ABIT *Statistics*
- Dr. John Helly, PhD, Lecturer in Business/ABIT *System Analysis and Design*

UHMC also has more than a hundred full-time faculty members. Among this faculty are members with master's and doctoral degrees, who are capable of developing undergraduate curriculum and teaching courses at the lower and upper division level. Several of these faculty members have been involved in the development of the ABIT program. Doctoral and masters level faculty have been assigned to teach upper-division classes in business, IT, and general education. Additional doctoral-level faculty members with expertise in Humanities and Social Sciences also contribute to ABIT general education curriculum development. This provides ABIT students with expert facilitators and practitioners who bring a blend of practical experience, industry knowledge and pedagogical skills to translate standard course materials to project based learning.

**Advisory Committee**

The ABIT Advisory Committee (listed below) consists of business and information technology leaders who meet on a regular basis to discuss and advise on the program curriculum. Along with college faculty and staff members the advisory committee participate in the evaluation of students' work as they progress through the program and play a key role in the evaluation of the work students submit in their senior capstone project. The Advisory Committee also provides input on industry trends, employment opportunities and external resources that can benefit the ABIT program Testimonials from the current advisory board can be found in Appendix I.

The following Advisory Committee represents key businesses in the local community:

1. Alana D’Andrea – ArdentMC – software developer, ABIT graduate
3. James Yenne – local entrepreneur, formerly Microsoft, IBM, etc.
4. Dr. John Helly, ABIT lecturer, researcher from Scripps UCSD  
5. Mark Ausbeck – local Innovate Hawai‘i, High Tech Dev Corp (HTDC)  
6. Dr. Tak Sugimura – ABIT lecturer, local entrepreneur  
7. Tammie Kim – Global Info Security Director, Oracle  
8. Tim Georges – Maui Community College graduate, Boeing Project Mg  
10. Kimberly Svetlin – Owner of Molokai Drugs, Entrepreneur in Molokai  
11. Warren Adelman – Serial Entrepreneur and former CEO of GoDaddy.com

**Budget and Sources of Funds**

ABIT program majors have been reported since 2005, ABIT financials are displayed on the financial template in Appendix H. Table 4 below displays data from the UH Institutional Research and Analysis Office (IR&AO) (details at www.hawaii.edu/iro:

**Table 4**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Head count</th>
<th>SSH</th>
<th>Annual SSH for AY</th>
<th>Net Cost (Revenue)</th>
<th>Ins Cost/SSH</th>
<th>UH Hilo Ins Cost/SSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>32</td>
<td>356</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2007</td>
<td>31</td>
<td>340</td>
<td>696</td>
<td>$260</td>
<td>$305</td>
<td>$309</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>36</td>
<td>325</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2008</td>
<td>40</td>
<td>356</td>
<td>681</td>
<td>$44,425</td>
<td>$253</td>
<td>$441</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>35</td>
<td>346</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>37</td>
<td>371</td>
<td>717</td>
<td>$207,092</td>
<td>$355</td>
<td>$470</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>39</td>
<td>403</td>
<td></td>
<td></td>
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<tr>
<td>Spring 2010</td>
<td>44</td>
<td>421</td>
<td>824</td>
<td>$120,116</td>
<td>$293</td>
<td>$402</td>
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<tr>
<td>Fall 2010</td>
<td>39</td>
<td>428</td>
<td></td>
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<tr>
<td>Spring 2011</td>
<td>38</td>
<td>403</td>
<td>831</td>
<td>$75,534</td>
<td>$210</td>
<td>$389</td>
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<tr>
<td>Fall 2011</td>
<td>35</td>
<td>361</td>
<td></td>
<td></td>
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<tr>
<td>Spring 2012</td>
<td>37</td>
<td>339</td>
<td>700</td>
<td>$46,514</td>
<td>$322</td>
<td>$389</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>35</td>
<td>370</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spring 2013</td>
<td>42</td>
<td>405</td>
<td>775</td>
<td>($62,084)</td>
<td>$165</td>
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<td>Fall 2013</td>
<td>33</td>
<td>371</td>
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<td></td>
<td>Spring 2014</td>
<td>Fall 2014</td>
<td>Spring 2015 (est.)</td>
<td>Fall 2015 (est.)</td>
<td>($59,706)</td>
<td>$193</td>
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<tr>
<td>Spring 2014</td>
<td>39</td>
<td>431</td>
<td>802</td>
<td></td>
<td>($59,706)</td>
<td>$193</td>
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<tr>
<td>Fall 2014</td>
<td>33</td>
<td>348</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Spring 2015</td>
<td>44 (est. 2/17/15)</td>
<td>449 (est. 2/17/15)</td>
<td>797 (est. 2/9/15)</td>
<td>802 (est. 1/7/15)</td>
<td>($262, est. 1/7/15)</td>
<td>$320 (est. 1/7/15)</td>
</tr>
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</table>

The above data highlights that revenue is covering the costs associated with offering the program (see Financials XL in Appendix H). The ABIT program has maintained steady enrollments despite the overall decline in enrollment at UHMC over the past few years. In comparison to a comparable baccalaureate business program at UH Hilo, the ABIT program at UHMC has lower instructional costs/SSH, as noted in the above table.

**Evidence of Program Quality**

The program has three goals for students:

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

Surveys and follow up contacts with alumni in the fall of 2014 indicate the following paths taken by graduates and provide evidence of success in achieving these goals. Testimonials from the ABIT graduates can be found in Appendix I.

- 2007 to 2014 - 35 ABIT graduates in total
- Graduate Studies
  - 8 ABIT graduates have Master's degrees from UH Manoa
  - 1 - Master of Social Work
  - 5 - Master of Educational Technology
  - 2 - Master of Human Resources Management
- Placement
  - 2 working at Maui Tech Park, one as software developer and the other as a computer technician
  - 10 working for various small businesses on Maui
  - 1 working at Microsoft Data Center in Central WA state
  - 7 working internally at UHMC and 3 working for the County of Maui
  - 12 graduates have used their education to continue their family business
- The majority of ABIT graduates decide to stay and work in Maui County.

The WASC Senior Commission required a post-accreditation interim report on the ABIT program in May 2009. The positive response from the ACSCU contained commendations and recommendations in the following: assessment of student learning; program capacity,
growth, and sustainability; faculty scholarship, creative activity and evaluation; and curriculum issues (see Appendix C).

In spring 2014, a WASC Senior accreditation team conducted an Accreditation Visit of the entire UHMC campus, reviewed all programs at the college, and provided general recommendations. There was support of UHMC’s baccalaureate programs with the comment that “student achievement at the upper division level for baccalaureate degrees is verified within each of the academic programs”. Subsequently in July 2014, the WASC Senior Commission took action to receive the reaffirmation team report and reaffirm UHMC’s accreditation for eight years, through June 20, 2022 (See Appendix E).

Compatibility of Program Outcomes with Objectives

The ABIT program objectives are appropriate functions of the College and the University and are consistent with the following:

- The mission of the University of Hawaii and the mission of the University of Hawaii Community Colleges (details at http://uhcc.hawaii.edu/OVPCC/strategic_planning/mission.php);
- The initiatives to diversify the economic base by providing a skilled workforce for the State and County, and to provide greater employment opportunities for State/County workers; and
- The need for a labor force with the skills taught by the program.

ABIT students typically work part-time or full-time jobs and have to make accommodations with their employers to take time to attend classes. This limits the number and selection of courses that students are able to take during any semester and delays graduation for many students. To assist these students, the ABIT program provides tutoring services, flexible class schedules, as well as classes taught via online or cable TV. As a result of the work commitments, students are completing the four-year program over a five to six-year period. This is an acceptable time frame for an interdisciplinary degree that requires 60 upper-division credits and 62-63 lower division credits.

Many ABIT upper division business and technology classes transfer either as electives or required courses to institutions within the UH system. This allows students who reside on Maui but have enrolled in the baccalaureate degree program at UH West Oahu (through the UH University Center) to take ABIT courses in a classroom setting. This also facilitates online learners from UH Manoa Shidler School and other UH and locations to take online ABIT courses to fulfill their baccalaureate degree requirements.

A total of 35 students have completed the graduation requirements for the ABIT Bachelor of Science degree over the period 2007-2014. Table 5 below lists the historic and projected numbers of ABIT graduates through 2020.
Table 5

<table>
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<td>3</td>
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<td>4</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
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<td></td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td></td>
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</tr>
</tbody>
</table>

Ongoing Relevance to UHMC

The ABIT program strives to meet the following UH Community Colleges strategic plan 2002-2010 objectives:

**Goal A: Promote Learning & Teaching for Student Success**

**Strategic Outcome:** Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions

**Goal B: A Learning, Research, and Service Network**

**Strategic Outcome:** Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

**Goal C: Promote Workforce and Economic Development**

**Strategic Outcome:** Contribute to the state’s economy and provide a solid return on its investment in higher education through research and training.

**Goal D: Develop our Human Resources: Recruitment / Retention / Renewal**

**Strategic Outcome:** Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.

**Current State of the ABIT Program**

Currently, the ABIT program is a hybrid degree that draws students from the existing Business Careers program at the UHMC. Since the Fall of 2012, the courses in the ABIT program map provide students with a blend of business and information technology and general education. As a result of this growth, the ABIT program has grown into a successful program within Maui County that enhances the entrepreneurship and technology skills of general business students. Testimonials from the current students can be found in Appendix J.
The ABIT program is hosted within the Business and Hospitality department. In addition to the ABIT program, the department also contains other programs such as Accounting, Business Careers, Business Technology, and Hospitality & Tourism. The following Table 6 highlights the majors in the Business and Hospitality department, as well as the majors in the Liberal Arts department and the overall UHMC enrollment. As noted from Fall 2014, the ABIT program majors comprise 5% of the Business Education students and less than 1% of the total UHMC students.

### Table 6

<table>
<thead>
<tr>
<th>Majors (Data from UH IR&amp;AO website)</th>
<th>Fall 2014</th>
<th>Spring 2015 (estimate as of 2/17/2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>110</td>
<td>104</td>
</tr>
<tr>
<td>Applied Business &amp; Information Technology</td>
<td>33</td>
<td>44</td>
</tr>
<tr>
<td>Business Careers</td>
<td>228</td>
<td>170</td>
</tr>
<tr>
<td>Business Technology</td>
<td>146</td>
<td>130</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>89</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total Business Education Students</strong></td>
<td><strong>606</strong></td>
<td><strong>539</strong></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>1,630</td>
<td>1,408</td>
</tr>
<tr>
<td><strong>Total UHMC</strong></td>
<td><strong>3,809</strong></td>
<td><strong>3,433</strong></td>
</tr>
</tbody>
</table>

**Future Growth of the ABIT Program**

To expand the pool of potential students for the ABIT degree program, the program will propose a change in the course program map during the Fall 2015 semester. This change will motivate prospective students from any associate level programs at UHMC to enter the ABIT program after obtaining their associate level degree. There will be a special focus on programs that provide skills for emerging entrepreneurs, including the following:

1. Accounting
2. Hospitality and Tourism
3. Culinary Arts

Also, given that more than half of the student body at UHMC opts for the Liberal Arts major, there will be a pathway from a Liberal Arts Associates degree to an ABIT degree. The focus will be on those students who receive an Associates degree from any program at UHMC, as opposed to students who receive certificates and other credentials. A key assumption is that students wishing to pursue a baccalaureate degree in entrepreneurship, and stay on Maui, will consider the ABIT program as a realistic and cost-effective pathway to achieve their educational dreams and goals.
It is conceivable that, based on local employer workforce needs and other market conditions within Maui County, ABIT faculty may add additional tracks to the program. Each track would contain four upper division courses, in addition to the common course in Entrepreneurship (BUS 320). All tracks would culminate in a two-semester capstone project that would demonstrate a new entrepreneurial business venture.

For example, the following tracks may be added in future:
- Accounting Track (based on Associate degree in Accounting)
- Hospitality Track (based on Associate degree in Hospitality)
- Culinary Track (based on Associate degree in Culinary Arts)
- Cybersecurity Track (based on proposed ASNS Degree in Pre-CompSci)
- Creative Media Track (based on proposed Associate degree in Creative Media)

Conclusion

In closing, this report has demonstrated that the ABIT program is producing graduates who are prepared for further study or the workplace and is strategically positioned to meet the needs of Maui County for many years to come. UH Maui College requests that the ABIT program be moved from provisional to established status.
Appendices
Appendix A – UH BoR Minutes June 2003

MINUTES OF REGULAR MEETING OF THE UNIVERSITY OF HAWAI‘I BOARD OF REGENTS
June 20, 2003
(http://www.hawaii.edu/bor/minutes/minutes.030620.pdf)

I. CALL TO ORDER
The monthly meeting of the Board of Regents was called to order by Chairperson Bert A. Kobayashi on Friday, June 20, 2003, at 8:41 a.m., in the Campus Center Conference Chamber, Room 220, University of Hawai‘i at Manoa.

Attendance:
Present were Regents Everett R. Dowling, Ted H. S. Hong, Charles K. Kawakami, Duane K. Kurisu, Kitty Lagareta, Patricia Y. Lee, Ah Quon McElrath, Walter Nunokawa, Capsun M. Poe, Kathleen K.S.L. Thurston, and Myron A. Yamasato; President Evan S. Dobelle; Executive Administrator and Secretary of the Board David Iha; and Executive Assistant Carl H. Makino.

Also present were Dr. Doris Ching, Vice President for Student Affairs; Mr. Walter Kirimitsu, Vice President for Legal Affairs and General Counsel; Dr. David McClain, Interim Vice President for Research; Dr. Deane Neubauer, Interim Vice President for Academic Affairs; Ms. Colleen Sathre, Vice President for Planning and Policy; Mr. James Sloane, Vice President for Administration and Chief Financial Officer; Ms. Carolyn Tanaka, Associate Vice President for External Affairs and University Relations; Ms. Peggy Cha, Chancellor, Kaua‘i Community College; Dr. Peter Englert, Chancellor, University of Hawai‘i at Manoa (UH-Manoa); Dr. Angela Meixell, Chancellor, Windward Community College; Dr. John Morton, Chancellor, Kapi‘olani Community College; Dr. William Pearman, Chancellor, UH-West O‘ahu; Mr. Ramsey Pecersen, Chancellor, Honolulu Community College; Ms. Sandra Sakaguchi, Chancellor, Hawai‘i Community College; Dr. Mark Silliman, Chancellor, Leeward Community College; Dr. Rose Tseng, Chancellor, University of Hawai‘i at Hilo; Dr. Flo Wiger, Acting Chancellor, Maui Community College; Dr. Karl Kim, Interim Vice Chancellor for Academic Affairs, UH-Manoa; Mr. Michael Rota, Vice Chancellor for Academic Affairs, Community Colleges, UH-Manoa; Dr. Rolf Kudritzki, Director, Institute for Astronomy, UH-Manoa; Mr. Sam Callejo, Director of Capital Improvements; Mr. Herman Frazier, Athletic Director, UH-Manoa; Ms. Betsy Sloane, President, University of Hawai‘i Foundation; Mr. Prescott Stewart, Executive

Summary of Pages 7-8:

Establishment of a Bachelor of Applied Science Degree in Applied Business and Information Technology (ABIT) at Maui Community College:
Acting Chancellor Wiger requested that the Board approve the establishment of a new four-year Bachelor of Applied Science degree in Applied Business and Information Technology (ABIT) to be offered through Maui Community College (MCC).

This request will address the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Accrediting Commission for Senior Colleges and Universities (ACSCU) requirement that the decision to pursue the baccalaureate degree be approved by the University of Hawai‘i and its Board of Regents. Approval of this action will also allow Maui Community College to proceed with filing required substantive change documents with the ACCJC and ACSCU to be considered for advancement to eligibility status.

Regent Nunokawa moved to approve the program proposal as submitted, allowing Maui Community College to offer the Bachelor of Applied Science in Applied Business and Information Technology (ABIT), effective Fall 2003, subject to the Regents’ policy on provisional academic programs and as presented in President’s Memorandum No. 20 (Agenda), Item A-6, dated June 20, 2003. Regent McElrath seconded the motion which was unanimously carried.
Appendix B – WASC Sr. Initial Accreditation for ABIT 2007

Western Association of Schools & Colleges
Accrediting Commission for Senior Colleges & Universities

July 6, 2007

Clyde Sakamoto
Chancellor
Maui Community College
310 Kaahumanu Avenue
Kahului, HI 96732

Dear Chancellor Sakamoto:

At its meeting on June 20-22, 2007, the Commission considered the report of the team that conducted the visit on March 7-9, 2007, for Initial Accreditation of the Bachelor of Science Degree program in Applied Business and Information Technology (ABIT) offered by Maui Community College (MCC). The Commission also had access to the report prepared by MCC prior to the visit and a supplement to the team report, which was prepared by the team after its review of your supplemental report on the assessment of the work of the first graduating class of ABIT students. The Commission appreciated the opportunity to talk with you and David Grooms, ABIT Professor and Program Coordinator. Your comments were helpful to the Commission in understanding the context for the ABIT program at MCC and your plans for growth of the program.

MCC’s report for Initial Accreditation of the ABIT program presented a thorough and well-organized review and analysis of MCC and the ABIT program under the four WASC Standards and Criteria for Review (CFR). It was supported by evidence and supplemented with documentation concerning recommendations of the Commission in its previous action letters and of previous team reports.

The Commission found that MCC has been very responsive to issues raised by previous teams and cited in action letters. Among the improvements in the three years since the ABIT program came under WASC Senior Commission review in July 2004 are the appointment of three full-time faculty members and a counselor; securing of permanent financial support from the state; enhancements to general education; and a healthy and productive discussion about the kind of applied research that is appropriate to build a baccalaureate culture in a community college. The strong support for the program in the community and the involvement of business leaders in assessing the program’s effectiveness and advising the program faculty are laudable. The initiative of
leaders at the system, college and program levels to create a four-year program that meets
the needs of the community is commendable. As noted by the team, “The organization
and all of its members have shown levels of openness and commitment to learning and
continuous improvement that is exemplary of WASC’s ideal of a university as a learning
organization.”

The Commission acted to receive the team report, endorsed its recommendations and
cited the following areas as needing continuing attention:

Assessment of Student Learning. The program has carefully drawn program learning
outcomes and aligned student learning outcomes at the course level. The ABIT
assessment program includes examination conducted by the faculty and industry
representatives of work presented by graduating seniors in a capstone course, using
rubrics that were developed by the faculty. The results are compiled to produce program-
level assessment and recommendations that flow from the results. While only three
students participated in this key capstone experience and graduated in May 2007, the
results of learning were evident in that report. The Commission endorses the
recommendations made by the team in its supplemental report, in which the team
recommended that the program improve the analysis and reporting of the capstone
experience by providing a more thorough discussion of the results and by expanding the
representation of the stakeholder group that reviews portfolios. Annual assessment
reports of the program are conducted, and will be followed by a comprehensive five-year
program review. Because the program is new and has only a few graduates, and because
it may serve as a model for future baccalaureate programs at MCC, careful attention
should be paid to building a strong and replicable assessment program that will
demonstrate achievement of student learning outcomes and form the basis for change and
improvement. (CFRs 2.4, 2.6, 2.7, and 4.7)

Program Capacity, Growth, and Sustainability. The ABIT program has strong
support from the college, the University of Hawaii system, the legislature and the Maui
community. This support has served the program well and has resulted in an infusion of
resources to build capacity. While this support is solid, expectations for the growth of the
program are evident. Steps should be taken to build enrollment to meet the capacity that
has been created and to further assure the future of the program going forward. (CFR
3.5) Related is the matter of faculty sufficiency and diversity. Because of small
enrollments, building a sufficient core of qualified full-time faculty members has had the
practical result of limiting the number of faculty members to which students are exposed.
This situation should be carefully examined and solutions sought that will in the short-
term and long-term expose students to more faculty members. (CFRs 2.1 and 3.2)

Faculty Scholarship, Creative Activity and Evaluation. MCC has addressed earlier
concerns about faculty scholarship appropriate for a baccalaureate-level program by
engaging in meaningful and productive discussions about the character and nature of
applied research and how it can best be supported in the community college setting. The
idea of faculty research outcomes has been developed, and the full-time faculty members
have embraced the idea of engaging in scholarship and research that adds value to the program and links with student work. As noted in the team report, expectations for faculty scholarship and creative activity have not yet been formalized. The College should move forward with its plans to institutionalize the role of scholarship by incorporating these expectations, where appropriate, for example, in policies, evaluation procedures, and plans for individual faculty members. (CFR 2.8, 2.9, 3.3, and 3.4)

Curriculum Issues. MCC has built a strong upper-division curriculum within the major, supplemented by upper-division general education courses specifically developed for ABIT students and taught mainly by one of the new full-time faculty members hired to build capacity in the ABIT program. A campus general education philosophy has been adopted. Assessment of the general education component of the program, in light of the expectations set forth in CFR 2.2, should be conducted to provide the basis for further improvements to and expansion of general education. As suggested in the team report, the faculty may want to ask if graduating students have "breadth ... in all areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society." A related issue that has arisen as the program has been built is the progression of student learning from the lower to the upper division within the major. An examination should be made of the transition from the lower to upper levels in the ABIT major and changes made as needed to ensure coherence and continuity as students progress to degree. (CFR 2.2).

The Commission acted to:

1. Receive the Initial Accreditation Visit team report and grant initial accreditation to Maui Community College for the Bachelor of Science Degree in Applied Business and Information Technology of Maui Community College.

2. Pursuant to the policy on Initial Accreditation, set the effective date of Senior College Commission accreditation as May 12, 2007.

3. Schedule a combined Capacity and Educational Effectiveness visit for fall 2012 to be held jointly with the WASC Accrediting Commission for Community and Junior Colleges. MCC's report to ACCJC with a supplement on the ABIT program is due 12 weeks before the visit.

4. Request that five copies of a progress report be submitted by May 1, 2009, addressing the issues raised in this action letter and the major recommendations of the team report, including results of assessment of student learning for graduates of the ABIT program since this date and progress in addressing the other areas cited in this letter. Enclosed is a memorandum providing guidance on the format and content of a progress report.

This action is for the ABIT degree program only. In accordance with Commission policy, should the College intend to offer a second bachelor's degree, prior approval from
the Senior College Commission would be required and the College would need to be reviewed under separate procedures.

In accordance with Commission policy, a copy of this letter will be sent to the President of the University of Hawaii system and the Chair of the UH Board of Regents within one week. The Commission expects that the team report and this action letter will be widely disseminated throughout the institution to promote engagement and improvement and to support the institution’s response to the specific issues identified in them.

Please contact me if you have any questions or comment about this letter or the action of the Commission.

Sincerely,

[Signature]

Ralph A. Wolff
President and Executive Director

RW/aa

cc: John D. Welty
David McClain, President of the UH System
Kitty Lagarce, Chair of the UH Board of Regents
Diane Meyer
Barbara Beno
Members of the team
Teri Cannon

Enclosure
Appendix C – WASC Sr. Interim Report on ABIT 2009

June 4, 2009

Clyde Sakamoto
Chancellor
Maui Community College
310 Kishimanu Avenue
Kahului, HI 96732

RE: Interim Report on ABIT Program

Dear Chancellor Sakamoto:

At its meeting by conference call on June 2, 2009, a Panel of the Interim Report Committee convened to consider the Interim Report submitted by Maui Community College on May 1, 2009, in keeping with Commission action letter of July 6, 2007, in which the Senior Commission granted initial accreditation of the Maui Community College Bachelor of Science degree program in Applied Business and Information Technology.

The Panel had access to the July 2007 Commission action letter and the Interim Report and supporting documents that you provided. The panel appreciated the opportunity to talk with you and Suzette Robinson, Vice Chancellor of Academic Affairs; Patricia Adams, Interim Assistant Dean of Instruction; Diane Meyer, ALO; David Grooms, ABIT faculty and past program coordinator; Margaret Christensen, ABIT faculty and program coordinator; and Crystal Alberto, ABIT counselor. The conversation helped to enrich the panel’s understanding of your report and your plans for the growth and development of the ABIT program.

Your interim report was very thorough and well organized and addressed the issues raised in the previous action letter directly and with evidence. The issues are set forth briefly below with an analysis of what the panel found.

1. Assessment of Student Learning. The panel found that you have made progress in developing a “strong and replicable assessment program that will demonstrate achievement of student learning outcomes...” Annual assessment reports and periodic program review that includes results of assessment provide the structure for a sustainable assessment program. In particular, the panel appreciated the improvements to the way in which you are conducting direct assessment through the capstone course and student portfolios. The panel recommends that you continue developing the tools
that will facilitate this work, including rubrics to assess levels of student achievement in both capstones and portfolios. You may also want to consider other culminating projects or experiences that would enrich this assessment work. Finally, the panel suggests including one or more external reviewers in your upcoming program review. Educators who are from applied technology programs in other four-year colleges and universities would enrich your program review and provide useful insight that could help you plan for the future. (CFRs 2.4, 2.6, 2.7, 4.7)

2. Program Capacity, Growth and Sustainability. The panel acknowledges the increase in the enrollment growth and the steps that have been taken to ensure that students are exposed to the teaching of a sufficiently diverse group of faculty members. With three full-time faculty members and a pool of lecturers, the program is addressing the concerns of the team effectively. Over time, the college may wish to develop a plan that would guide it in making decisions about adding full-time faculty as the enrollment grows. (CFRs 2.1, 3.2, 3.5, 4.1)

3. Faculty Scholarship, Creative Activity and Evaluation. The panel found that you had made adjustments in teaching loads and provided support for research while also setting up a process to evaluate faculty members’ research. The panel recognized the work that you are doing to develop a culture and support for applied research that is appropriate at the baccalaureate level. Especially appreciated was the conversation that faculty has been engaged in to define applied research and to formulate policies that support a culture of research and scholarship. (CFRs 2.8, 2.9, 3.3 and 3.4)

4. Curriculum Issues. The panel found that the faculty had addressed the transition between lower- and upper-division work and added considerable breadth to the upper-division general education work through the development of additional courses and the careful use of highly qualified adjunct faculty members. (CFRs 2.2a, 3.2)

The Interim Report Panel acted to:

1. Receive the Interim Report with commendations and recommendations;

2. Proceed with the combined Capacity and Preparatory Review and Educational Effectiveness reaffirmation visit with ACCJC scheduled for fall 2012.

Please feel free to contact me if you have any questions or comments about this letter or the upcoming visit.

Sincerely,

Therese A. Cannon
Executive Associate Director

cc: Diane Meyer, Accreditation Liaison Officer
   Eduardo Ochoa
   Members of the Interim Report Committee
Appendix D – WASC Sr. Approval of Second Baccalaureate 2009

August 17, 2009

Clyde Sakamoto
Chancellor
Maui Community College
310 Kaahumanu Avenue
Kahului, HI 96732

Re: Proposals for Bachelor of Applied Science in Engineering Technology and Transfer of Accreditation

Dear Chancellor Sakamoto:

At its August 14, 2009 meeting, a panel of the Structural Change Committee considered the proposal of Maui Community College (MCC) to offer the Bachelor of Applied Science in Engineering Technology (MCC's second bachelor's degree) and the related proposal to transfer accreditation of MCC from the WASC Accrediting Commission for Community and Junior Colleges (ACCJC) to the Accrediting Commission for Senior Colleges and Universities (ACSCU). The proposal for transfer of accreditation was submitted in keeping with WASC policy, which mandates that MCC's accreditation be transferred to ACSCU upon the approval of a second bachelor's degree. The panel had access to the proposals, the letter of July 16, 2009 sent to you on behalf of the Substantive Change Committee, and the report of the July 26-28, 2009 site visit conducted by two members of the Substantive Change Committee and the chair of the previous site teams that had visited MCC on behalf of ACSCU.

The Structural Change Committee endorsed the commendations and findings of the Substantive Change Committee panel and the visiting team. The panel found the proposals to be well-written and documented. The proposed degree program was developed in response to a need in the local community and was designed with considerable consultation with interested stakeholders.

The team that visited MCC and met with administrators and faculty involved in the program found that the curriculum was sound and that initial plans for assessment were promising. Building on the model established with the first baccalaureate degree approved at MCC, new well-qualified full-time faculty members are being retained to teach in the program, and teaching loads have been adjusted to meet good practice expectations for teaching, applied scholarship, and creative activity at the baccalaureate level. MCC's well-established assessment and program review practices provide a good starting place to monitor and document student learning and achievement. Facilities and equipment needed to support the program have been acquired or are in the process of being acquired.
The team was satisfied that funding for the program is secure, planning has been well thought out, and the infrastructure for the program is in place.

The Commission identified the following areas for further development:

**BASET Curriculum and Assessment Plans.** As noted in the team report, the formal start date of the program is fall 2010, with initial upper-division courses to be offered in fall 2009. The 2009-10 academic year was intended to be used for additional curriculum development in consultation with industry and other constituents and partners. As course content is further detailed, the mapping of outcomes to courses and a schedule of all course offerings should be completed. Additionally, assessment plans should be supplemented with procedures for the collection of examples of student work that are used for assessment purposes and will provide evidence of student learning outcomes. (CFRs 2.2, 2.3, 2.5, 2.12)

**BASET Faculty.** Policies relating to faculty teaching in MCC’s baccalaureate programs should be developed in keeping with Senior College Commission expectations regarding faculty qualifications, workload, and scholarship and creative activity. (CFRs 2.8, 3.2, 3.3, 3.4) The panel also supports the team’s recommendation that the second full-time faculty position for the BASET program be filled as soon as possible with an appropriately qualified and experienced faculty member. (CFRs 2.1, 3.1, 3.2)

**System Oversight and Governance.** Because MCC will continue its mission of offering associate degree-level programs, with most of its students enrolled in those programs, the transfer to ACSCU creates some administrative complications. As noted in the letter of July 17, 2009 and in the team report, MCC will be unique among the community colleges in Hawaii as the only such college that is accredited by ACSCU. The team explored all the related issues and made a number of important findings and recommendations, which the Structural Change panel endorses. Among these findings are that the Senior College Commission’s Standards of Accreditation can be adapted effectively to MCC’s context and that ACSCU can ensure that persons with appropriate community college expertise and background are on teams visiting MCC. The team also understands that MCC will continue to be subject to system-wide policies that apply to community colleges. This matter warrants ongoing exploration and review by the University of Hawaii (UH), MCC and the Senior College Commission over time.

**Start Date of Program.** As noted in the team report, the issue of the technical start date of the program arose during the site visit. WASC ACSCU policy requires that the program be approved before upper-division courses are offered. The UH Regents, however, approved the offering of the upper-division courses in fall 2009 with a formal state date for the program of fall 2010. This bifurcation concerning the start date was provided to allow the faculty more time to develop the course content of the curriculum.
The Commission acted to:

1. Approve the offering of the Bachelor of Applied Science in Engineering Technology with the initial upper-division course offerings in fall 2009 and the formal program start date of fall 2010.

2. Approve the transfer of accreditation of Maui Community College from ACCJC to ACSCU, effective August 24, 2009, the beginning of the fall 2009 semester.

3. Request an Interim Report in spring 2010 to review the issues raised in this letter and the team report, specifically the final curriculum and assessment plans for the BASET program; the hiring of any additional BASET faculty members and progress on the policy issues relating to faculty members teaching at the baccalaureate level; and progress in addressing the issues related to MCC's unique situation in the UH system as the only community college with Senior Commission accreditation.


Institutions granted the status of Accreditation must use the following statement if they wish to describe the status publicly:

Maui Community College is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

The phrase “fully accredited” is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like “this program is accredited” or “this degree is accredited” are incorrect and misleading.

Under the enclosed Degree Level Approval Policy of the ACSCU, Maui Community College is granted general degree-level approval to offer degrees at the associate level. In addition, it is approved to offer the following Bachelor of Science degrees: Applied Business and Information Technology and Applied Engineering Technology. Any additional degrees that MCC may wish to offer at the baccalaureate level or higher must be approved through the WASC Substantive Change process. (See the WASC Substantive Change Manual for details.)

In accordance with Commission policy, a copy of this letter is being sent to the President of the University of Hawaii system. The Commission expects that the visit team report and this action letter will be widely disseminated through the institution to promote engagement and improvement and to support the institution’s response to the specific issues identified in them.
MCC is now responsible for annual dues to the Senior College Commission based on its total enrollment. A bill for dues will be sent out under separate cover.

Congratulations to the entire MCC community for achieving this important milestone. Please contact me if you have any questions or comments about this letter or the Commission's action.

Sincerely,

Ralph A. Wolff
President and Executive Director

cc: Diane Meyer, Faculty Coordinator and Accreditation Liaison Officer
    Linda Johnsrud, Vice President and Acting President, University of Hawaii System
    Barbara Beno, President, Accrediting Commission for Junior and Community Colleges, WASC
    Members of the Substantive Change Committee

Enclosure
Appendix E – WSCUC Accreditation Visit for UHMC 2014

July 7, 2014

Dr. Clyde Sakamoto  
Chancellor  
University of Hawai‘i Maui College  
310 Kaahumanu Avenue  
Kahului, HI 96732

Dear Chancellor Sakamoto:

At its meetings June 18-20, 2014, the WASC Senior College and University Commission (WSCUC) considered the report of the review team that conducted the Accreditation Visit (AV) to University of Hawai‘i Maui College (UHMC) April 2-4, 2014. The Commission also had access to the institutional report prepared by UHMC prior to the Offsite Review (OSR), any supplemental materials requested by the team following the OSR conducted on May 2, 2013, and the institution’s June 3, 2014 response to the visiting team report. The Commission appreciated the opportunity to discuss the review with you. Your comments were helpful in informing the Commission’s deliberations.

Formerly known as Maui Community College, UHMC serves students who are largely regionally bound but who also leverage distance learning opportunities to pursue their course of study. UHMC offers primarily associate degrees and certificates, but as the only postsecondary institution in Maui County, it also offers three baccalaureate degrees.

University of Hawai‘i Maui College was one of the first of eight institutions to pilot a version of the new Institutional review process (IRP) from the 2013 Handbook of Accreditation (referred to as Pilot 1 institutions). UHMC took the review seriously and maintained momentum from the OSR through the AV to fully engage in the components of the review and meet the intended outcomes.

Since this reaffirmation review process was conducted in keeping with the 2013 Handbook of Accreditation, the institution was expected to address several of the new components in its report. The components were:

1. Meaning, quality, and integrity of the degrees. The name of this component for Pilot 1 institutions was the “meaning, quality and rigor of the degrees.” (The Commission changed “rigor” to “integrity” in the 2013 Handbook approved by the Commission in February 2013.) According to the institutional report, “To better match its transition to a baccalaureate degree-granting institution, UHMC redrafted its mission statement through a faculty and staff driven process.” The team found that the institution’s “learning focused mission” was essential to defining UHMC degrees and that the institution used assessment efforts effectively to gauge quality and rigor.
2. Core competencies. The name of this component for Pilot 1 institutions was “graduation proficiencies,” though UHMC used “core competencies” in its institutional report. (The Commission changed “graduation proficiencies” to “core competencies” in the 2013 Handbook.) UHMC reported on the assessment of six core competencies: quantitative reasoning, written and oral communication, information literacy, creativity, and critical thinking. The team determined that UHMC’s College-wide Academic Student Learning Outcomes (CASLOs) align with the five WSCUC core competencies. The team determined that this alignment ensures student achievement of core competencies at the lower division level; student achievement at the upper division level for baccalaureate degrees is verified within each of the academic programs.

3. Student learning, retention, and graduation. UHMC participated in a stand-alone retention and graduation data review prior to drafting its institutional report. Common data templates were used to ensure standardized parameters for collection and analysis. Data were presented in both aggregated and disaggregated forms and, where possible, included comparison data from peer institutions. The team found that the narrative accompanying the data review and this component in the institutional report provided useful information about, and an analysis of, efforts to improve student achievement.

The team noted that UHMC reported a 42% average retention rate for its baccalaureate degree programs. The average three-year graduation rate for associate degree programs was 11%, which the team found was comparable to two other community colleges in Hawai‘i that UHMC identified as peers. The average six-year graduation rate for baccalaureate degree programs was 42%, although the team concluded that “the population in these programs is too small to support meaningful evaluation.”

The team noted the need for UHMC to identify degree-seeking students and base graduation rate calculations on those cohorts of students. “Including students who are not seeking degrees with those who are degree-seeking may push graduation rates artificially lower.” The team noted that UHMC had launched a number of efforts to improve graduation and retention rates. Going forward, the team recommended that UHMC examine data to clarify which specific student success efforts are actually making a difference.

4. Quality improvement, program review, use of data. While Pilot 1 institutions were not required to address this component in the Institutional report, UHMC did include information on how the Institution uses assessment and program review to ensure quality and inform improvement. The team indicated that what was less clear were the “relationships among evaluation, assessment, program review, and resource allocation.” The team also expressed concerns about the long-term sustainability of the institution’s annual assessment cycle.

5. Sustainability and response to the changing ecology of higher education. As is the case with other campuses in the University of Hawai‘i system, state-level budgetary shortfalls and cutbacks are a challenge for UHMC. The team noted that other circumstances exacerbate UHMC’s financial challenges, i.e. supporting off-campus locations, responding to a growing population in Maui, and reconciling the tension between the needs and desires of constituents in the county. The team found that UHMC was responding “resourcefully and strategically” to these and other challenges.

As is highlighted in the team report, the Commission commends UHMC in the following areas:
Commitment. UHMC administration, faculty, and staff exemplify a deep commitment to the institution, to the success of its students, and to the celebration and showcasing of native Hawaiian culture. UHMC offers the associate level Hawaiian Studies degree program and engages in student support efforts to improve native Hawaiian student success. UHMC meets this commitment through collegiality and collaboration.

Local communities and the college campus. Under the Chancellor’s leadership, UHMC has formed close ties with the communities of Maui and its neighboring islands, tracked emerging educational needs of these communities, and responded to those needs within the limits of UHMC’s resources.

UHMC has built a campus of distinctive charm and capacity, and through diligent maintenance conveys to students and the community a respect for its environment. UHMC provides and maintains technology to support digital and online communication and educational delivery.

Assessment and program review. UHMC is committed to a quality assurance process that includes the review and approval of curricula, tracking student learning outcomes, and identifying needs for improvement. The process produces program review results that could be used to inform funding allocations.

The Commission endorses the findings, commendations, and major recommendations of the team and wishes to emphasize the following areas for continuing attention and development:

Sustainability. UHMC is growing in enrollment and program offerings while budgetary support has traditionally been flat or declining. As a result, faculty and staff have been assigned increased workloads and have had to take on additional responsibilities to meet demand. Fundamental services are being supported by grants that, while demonstrating effectiveness, are short-term. During the panel review, the Commission received updated information about an increase in this coming fiscal year’s budget, although the Commission learned that a portion of the extra revenue will come from a tuition increase. This model is not sustainable over the long-term. (CFR 3.4)

Because of long-standing pressures on states to reduce costs, UHMC should consider exploring additional opportunities for revenue consistent with the institution’s mission. Subsequent to anticipated leadership transitions, UHMC should initiate a strategic planning process that will help to delineate and prioritize difficult choices among potential initiatives. Finally, the University of Hawaii Community College System (UHCC) and UHMC leadership should continue to work together on lines of reporting and accountability that support an equitable distribution of new funds available from this current 2014-2015 academic year going forward. (CFRs 3.4, 4.3, 4.6, 4.7)

Assessment and program review. Notwithstanding the institution’s regular and serious engagement with assessment and program review, the team expressed concern with the sustainability of an assessment cycle that has become more like an annual program review cycle and with the lack of evidence of a linkage between assessment and program review results and budget allocations. The Commission expects that UHMC will consider ways to redesign review processes to make them more manageable. This may include incorporating the results from assessment and program review inquiry,
evidence, and evaluation into the institutional planning processes with links to resource allocation. (CFRs 2.7, 4.3, 4.6, 4.7)

Student success. UHMC evidences a dedication to student success. Similarly, students are appreciative of the expertise and engagement of their faculty and of the opportunity to receive an education at UHMC. However, the team was not able to discern how UHMC plans to differentiate between student support efforts that are working and those that are less effective. In a limited resource environment, the Commission encourages UHMC to identify and strengthen programs that promote a consistent level of quality across the institution and enhance student success. (CFR 2.10, 2.11, 2.12, 2.13)

In light of the findings from the Offsite Review and Accreditation Visit to University of Hawai‘i Maui College, the Commission acted to:

1. Receive the reaffirmation team report and reaffirm accreditation for eight years, through June, 2022.

2. Schedule the next comprehensive review with the Offsite Review in fall 2021, the Accreditation Visit in spring 2022.

3. Request a Special Visit in spring 2017 on the following issues cited in this letter and the team report: 1) sustainability, 2) assessment and program review, and 3) student success.

4. Request a Mid-Cycle Review (MCR) in spring 2018.

In taking this action to reaffirm accreditation, the Commission confirms that University of Hawai‘i Maui College has satisfactorily addressed the two Core Commitments to institutional capacity and effectiveness and has successfully completed the multi-stage review conducted under the 2008 Standards of Accreditation. Between this action and the time of the next review, the institution is encouraged to continue its progress, particularly with respect to student learning and success.

In accordance with Commission policy, a copy of this letter will be sent to the chair of University of Hawai‘i Maui College governing board in one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the University of Hawai‘i Maui College website and widely disseminated throughout the institution to promote further engagement and improvement and to support the institution’s response to the specific issues identified in these documents. The team report and the action letter will also be posted on the WSCUC website. If University of Hawai‘i Maui College wishes to respond to the Commission action on its own website, WSCUC will post a link to that response.

Please note that the Criteria for Review cited in this letter refer to the 2008 Handbook of Accreditation. The 2008 Handbook continues to be available on the WSCUC website at www.wasc.org. As University of Hawai‘i Maui College works on the issues cited above, it should be mindful of the expectations that it will need to meet at the time of its Mid-Cycle Review, Special Visit, and next comprehensive review, which will take place under the 2013 Standards of Accreditation in the 2013
Handbook of Accreditation. University of Hawai’i Maui College will be well served to familiarize itself with the 2013 Handbook and to approach its challenges in ways that will address current expectations.

Finally, the Commission wishes to express its appreciation for the extensive work that University of Hawai’i Maui College undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while assuring public accountability, and we are grateful for your continued support of our process.

Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

[Signature]

Mary Ellen Petrisko
President

MEP/mam

Cc: Harold Hewitt Jr., Commission Chair
Diane Meyer, ALO
Eric Martinson, Board Chair
David Lassner, Interim President, University of Hawai’i System
Maureen A. Maloney, WSCUC Staff Liaison
Appendix F – Request to President Greenwood for One Year Extension 2012

MEMORANDUM

TO: M.R.C. Greenwood  
    President, University of Hawai‘i

VIA: John Morton  
     Vice President for Community Colleges

FROM: Clyde M. Sakamoto  
      Chancellor, University of Hawai‘i Maui College

SUBJECT: Request for One-Year Extension of Time to Submit Request for a Change from Provisional to Established Status for University of Hawai‘i Maui College Bachelor of Applied Science Degree in Applied Business and Information Technology

Specific Action Requested:

In accordance with Section 5-1(b), Board of Regents Policies, regarding provisional programs, University of Hawai‘i Maui College requests a one-year extension of time to submit a request for a change from provisional to established status for its Bachelor of Applied Science Degree in Applied Business and Information Technology (ABIT).

Recommended Effective Date:

Upon approval.

Background:

In June 2003, the Board of Regents granted the ABIT program provisional status. In June 2007, the Accrediting Commission for Senior Colleges and Universities (ACSCU) of the Western Association of Schools and Colleges (WASC) granted initial accreditation for the ABIT program, retroactive to May 12, 2007.

Section 5-1(b)(1), Board of Regents Policies, states: "New programs, once approved, shall be considered provisional during the period of their first full cycle, defined as 150% of the proposed length of the degree" (i.e., six years for bachelor degrees). Section 5-1(b)(2) requires each provisional program to be reviewed at the end of its first full cycle; however, campuses "may request and the President or designee may grant an extension for one year for provisional programs." Section 5-1(b)(2) also states: "Additional extensions may be requested."
Justification for Requested One-Year Extension:

The requested one-year extension of time is necessary due to recent ABIT program position vacancies. An ABIT program instructor moved to University of Hawai‘i West O‘ahu in 2012. Moreover, the ABIT program coordinator, Dr. Debasis Bhattacharya, was appointed UHMC Interim Vice Chancellor of Information Technology, effective August 1, 2012, through July 31, 2013, unless sooner relieved, when the previous vice chancellor moved to a mainland institution to meet family needs.

UHMC had hoped to fill the vacancies created by the foregoing events. However, uncertainty regarding the allocation of UH System budget restrictions and reductions has required UHMC to proceed cautiously with its comparatively lower level of State general funding for higher education needs in Maui County. Upon resolution of these budget issues, UHMC anticipates proceeding with recruitment that leverages ABIT emphases on entrepreneurial faculty credentials to strengthen ABIT graduate competitiveness in the marketplace.

Action Recommended:

On behalf of UHMC, I recommend approval of a one-year extension of time to submit a request for a change from provisional to established status for UHMC’s Bachelor of Applied Science Degree in Applied Business and Information Technology.

c: John McKee, Vice Chancellor

APPROVED UNTIL NOVEMBER 21, 2013

M.R.C. Greenwood
President

[Signature] 11/21/12

M.R.C. Greenwood  Date
Appendix G – Admission Requirements and Program Map AY 2012

Starting the Fall semester 2012, the ABIT program will provide students with a four year track.

- A student may apply for admission as a classified student in the ABIT program upon successful completion of all of the following admission requirements: ENG 100, ICS 101 or BUSN 150, and MATH 103 (all with a grade of C or better)
- The new ABIT four-year program focuses on a blend of business, information technology and general education courses. The total credits to graduate are 122.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>ECON 131 – Macro-Economics</td>
<td>3</td>
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<tr>
<td></td>
<td>ENG 100 – Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIST 132 – World Civilizations II</td>
<td>3</td>
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<tr>
<td></td>
<td>ICS 101 or BUSN 150 – Intro to Computing</td>
<td>3</td>
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<td></td>
<td>MATH 103 – College Algebra</td>
<td>3</td>
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<tr>
<th>Freshman Year</th>
<th>Spring</th>
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<tr>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>--------</td>
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<tr>
<td>ECON 130 – Micro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 135 – Pre-Calc: Elem Functions</td>
<td>3</td>
</tr>
<tr>
<td>Hawaiian Emphasis Course</td>
<td>3</td>
</tr>
<tr>
<td>ENG 209 – Business Writing</td>
<td>3</td>
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<tr>
<td>PSY 100 or SOC 100</td>
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<tr>
<th>Sophomore Year</th>
<th>Spring</th>
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<tr>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>ACC 201 – Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115 – Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ICS 110 – Intro to Programming</td>
<td>3</td>
</tr>
<tr>
<td>SP 251 or Equivalent Oral Comm Course</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science elective with lab</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 202 – Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 200 – Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ICS 111 – Introduction to Comp Science</td>
<td>4</td>
</tr>
<tr>
<td>ICS 200 – Web Technology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 203 or 205 – Biz/Regular Calculus</td>
<td>3 or 4</td>
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</tbody>
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<table>
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<tr>
<th>Junior Year</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>MKT 300 - Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 300 - Intermediate Financial Acct</td>
<td>3</td>
</tr>
<tr>
<td>ICS 319 - Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>ICS 352 - Networking and Security</td>
<td>3</td>
</tr>
<tr>
<td>MGT 310 - Principles of Management</td>
<td>3</td>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 318 - Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 320 - Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ICS 360 - Database Design and Develop</td>
<td>3</td>
</tr>
<tr>
<td>ICS 385 - Web Development and Admin</td>
<td>3</td>
</tr>
<tr>
<td>ENG 316 - Advanced Research &amp; Writing</td>
<td>3</td>
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<th>Senior Year</th>
<th>Spring</th>
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<td>Course</td>
<td>Credits</td>
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<tr>
<td>HUM 400 - Changes and Choices</td>
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<tr>
<td>ICS 418 - Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>MKT 400 - Marketing for the Internet Age</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310 – Statistical Analysis for Biz</td>
<td>3</td>
</tr>
<tr>
<td>BUS 495 – ABIT Capstone I</td>
<td>3</td>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FIN 311 – Investments</td>
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</tr>
<tr>
<td>COM 459 - Intercultural Communication II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 301 or PHIL 323</td>
<td>3</td>
</tr>
<tr>
<td>BUS 393v – ABIT Coop Education</td>
<td>3</td>
</tr>
<tr>
<td>BUS 496 - ABIT Capstone II</td>
<td>3</td>
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</tbody>
</table>
### ABIT Provisional – Established Proposal 37

#### Appendix H – ABIT Cost and Revenue Template from AY 2005-06 to AY 2018-19

<table>
<thead>
<tr>
<th>Academic Program Cost and Revenue Template: Provisional to Established</th>
</tr>
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<tbody>
<tr>
<td><strong>ENTER ACADEMIC YEAR (eg, 2005-06)</strong></td>
</tr>
<tr>
<td>Students &amp; SSH</td>
</tr>
<tr>
<td>A. Headcount enrolled (Fall)</td>
</tr>
<tr>
<td>B. Annual SSH</td>
</tr>
<tr>
<td>Direct and Incremental Program Costs Without Fringe</td>
</tr>
<tr>
<td>C. Institutional Cost (Fall)</td>
</tr>
<tr>
<td>D. Other Program Costs</td>
</tr>
<tr>
<td>F. Total Direct and Incremental Costs</td>
</tr>
<tr>
<td>Revenue</td>
</tr>
<tr>
<td>G. Tuition</td>
</tr>
<tr>
<td>H. Other</td>
</tr>
<tr>
<td>I. Total Revenue</td>
</tr>
<tr>
<td>J. Net Cost (Revenue)</td>
</tr>
<tr>
<td>Program Cost per SSH With Fringe</td>
</tr>
<tr>
<td>K. Instructional Cost with Fringe/SSH</td>
</tr>
<tr>
<td>L. Support Cost/SSH</td>
</tr>
<tr>
<td>M. Total Program Cost/SSH</td>
</tr>
<tr>
<td>N. Total Campus Expenditure/SSH - FY12</td>
</tr>
<tr>
<td>Instruction Cost (with Fringe per SSH)</td>
</tr>
<tr>
<td>K. Instructional Cost/SSH</td>
</tr>
<tr>
<td>O. Cooperative Cost/SSH</td>
</tr>
<tr>
<td>Program used for comparison</td>
</tr>
</tbody>
</table>

**ABIT FINANCIAL 2014-15**

**VALUES IN HIGHLIGHTED CELLS ONLY**

| CAMPUS/Program | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** | **2017-18** | **2018-19** |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| **ENTER ACADEMIC YEAR (e.g., 2005-06)**                     |
| **Students & SSH**                                          |
| **A. Headcount enrolled (Fall)**                            |
| **B. Annual SSH**                                           |
| **Direct and Incremental Program Costs Without Fringe**     |
| **C. Institutional Cost (Fall)**                            |
| **D. Other Program Costs**                                  |
| **F. Total Direct and Incremental Costs**                   |
| **Revenue**                                                 |
| **G. Tuition**                                              |
| **H. Other**                                                |
| **I. Total Revenue**                                        |
| **J. Net Cost (Revenue)**                                   |
| **Program Cost per SSH With Fringe**                        |
| **K. Instructional Cost with Fringe/SSH**                   |
| **L. Support Cost/SSH**                                     |
| **M. Total Program Cost/SSH**                               |
| **N. Total Campus Expenditure/SSH - FY12**                  |
| **Instruction Cost (with Fringe per SSH)**                  |
| **K. Instructional Cost/SSH**                               |
| **O. Cooperative Cost/SSH**                                 |
| **Program used for comparison**                             |

**Reviewed by campus VC for Administrative Affairs:**

[Signature]

[Date: 1/26/15]
## Appendix I – ABIT Dashboard and Current Metrics AY 2014-15

### ABIT Dashboard - FEBRUARY 2015

<table>
<thead>
<tr>
<th>Major</th>
<th>Opening Enrollment as of 2/2/2015</th>
<th>HC</th>
<th>% of Total</th>
<th>SSH Avg Cr/Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>104</td>
<td>3.03</td>
<td>875</td>
<td>8.41</td>
</tr>
<tr>
<td>Applied Business &amp; Information Tech</td>
<td>41</td>
<td>1.19</td>
<td>419</td>
<td>10.22</td>
</tr>
<tr>
<td>Business Careers</td>
<td>174</td>
<td>5.07</td>
<td>1475</td>
<td>8.48</td>
</tr>
<tr>
<td>Business Tech</td>
<td>131</td>
<td>3.82</td>
<td>1074</td>
<td>8.20</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>91</td>
<td>2.65</td>
<td>883</td>
<td>9.70</td>
</tr>
<tr>
<td>Sustainable Science Management</td>
<td>50</td>
<td>1.46</td>
<td>549</td>
<td>10.98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>591</td>
<td>17.22</td>
<td>5275</td>
<td></td>
</tr>
</tbody>
</table>

| College Enrollment as of 2/2/2015 | 3,433 | -10.1 |

### ABIT Student Profile - SP15 as of 2/2/15

<table>
<thead>
<tr>
<th>Current SP20'</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students &gt; 12</td>
<td>12 Note: About 25% of students should have graduated!</td>
</tr>
<tr>
<td>Students &lt;= 6</td>
<td>11 Note: Only 25% of students are lower div</td>
</tr>
<tr>
<td>Students &gt; 60</td>
<td>20 Note: About half the students are done with 2 years</td>
</tr>
<tr>
<td>In Progress Ci</td>
<td>23 Note: &gt;50% of students are FT!</td>
</tr>
<tr>
<td>In Progress Ci</td>
<td>4</td>
</tr>
<tr>
<td>Students w/ G</td>
<td>19 Note: 50% of students have &gt;= 3.5 GPA!</td>
</tr>
<tr>
<td>Students w/ G</td>
<td>7</td>
</tr>
<tr>
<td>Students Expe</td>
<td>5</td>
</tr>
<tr>
<td>Part-Hawaiian</td>
<td>11</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2 HI Resident</td>
</tr>
<tr>
<td>Male</td>
<td>17 Female</td>
</tr>
<tr>
<td>Average Stud</td>
<td>31 Max Age 69 Min Age</td>
</tr>
</tbody>
</table>
### Upper Div Enrollment as of 2/12/2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 318 - Principles of Finance</td>
<td>RefugioG</td>
<td>7</td>
<td>21 Classroom</td>
</tr>
<tr>
<td>BUS 320 - Entrepreneurship</td>
<td>LindaMcc</td>
<td>5</td>
<td>15 HITS/SKY</td>
</tr>
<tr>
<td>ICS 360 - Database Design &amp; Dev</td>
<td>TakSug</td>
<td>6</td>
<td>18 Classroom</td>
</tr>
<tr>
<td>ICS 365 - Web Dev &amp; Admin</td>
<td>Dale.N.</td>
<td>6</td>
<td>18 Classroom</td>
</tr>
<tr>
<td>ENG 316 - Adv Research &amp; Writing</td>
<td>R. Tasaka</td>
<td>21</td>
<td>63 Classroom</td>
</tr>
<tr>
<td>MGT 310 - Principles of Mgmt</td>
<td>DebasisB</td>
<td>20</td>
<td>60 WWW</td>
</tr>
<tr>
<td>FIN 311 - Investments</td>
<td>DebasisB</td>
<td>7</td>
<td>21 WWW</td>
</tr>
<tr>
<td>BUS 393v - Coop Education Project</td>
<td>JPatao</td>
<td>2</td>
<td>6 Internship</td>
</tr>
<tr>
<td>BUS 496 - ABIT Capstone II</td>
<td>RefugioG</td>
<td>5</td>
<td>15 Classroom</td>
</tr>
<tr>
<td>PHIL 323 - Prof Ethics</td>
<td>BudClark</td>
<td>19</td>
<td>57 Classroom</td>
</tr>
<tr>
<td>COM 459 - Intercultural Comm II</td>
<td>W. Hashimoto</td>
<td>19</td>
<td>57 Classroom</td>
</tr>
</tbody>
</table>

**Total**: 351

### Lower Div Courses by ABIT Faculty

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 190v - Intro to Cybersecurity</td>
<td>DebasisB</td>
<td>20</td>
<td>60 WWW</td>
</tr>
<tr>
<td>BUS 120 - Principles of Business</td>
<td>LindaMcc</td>
<td>18</td>
<td>54 Classroom</td>
</tr>
<tr>
<td>BUS/COM 130 - Business Comm - Oral</td>
<td>LindaMcc</td>
<td>18</td>
<td>54 Classroom</td>
</tr>
<tr>
<td>BUS/COM 130 - Business Comm - Oral</td>
<td>LindaMcc</td>
<td>23</td>
<td>69 Classroom</td>
</tr>
<tr>
<td>BUS/ECON 150 - Personal Finance</td>
<td>RefugioG</td>
<td>18</td>
<td>54 HITS/SKY</td>
</tr>
<tr>
<td>ACC 124 - Principles of Acct I</td>
<td>RefugioG</td>
<td>29</td>
<td>87 Classroom</td>
</tr>
</tbody>
</table>

**Total**: 378

### Totals by ABIT Instructor

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Students</th>
<th>Upper+Lower SSH</th>
<th># Courses</th>
<th>Avg Students/Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>DebasisB</td>
<td>47</td>
<td>141</td>
<td>3</td>
<td>15.67</td>
</tr>
<tr>
<td>LindaMcc</td>
<td>64</td>
<td>192</td>
<td>4</td>
<td>16.00</td>
</tr>
<tr>
<td>RefugioG</td>
<td>59</td>
<td>177</td>
<td>4</td>
<td>14.75</td>
</tr>
</tbody>
</table>

**Total**: 510
Appendix J – Selected Testimonials from Students and Advisory Board

ABIT Student Survey (January 2015 Survey, N = 19)

Q. What is your career plans after you obtain your ABIT degree?

- Apply my degree in the working world. Possibly work for a tech company or pursue small business.
- Obtain a Master's in education. Work from home or run my own business.
- Work in the Business Administration sector of a business. Later develop a business that allows me to work from home.

ABIT Graduate Survey (January 2015 Survey, N = 12)

Q. What were your most favorite experiences at UHMC?

- The most genuine professors I have encountered, leveraging real world experience to give great insight into what will actually be used in the field.
- Some of my professors were genuinely interested in our learning process and made me feel comfortable in the classroom and otherwise. One professor introduced us to the concept of global business and challenged us to be proactive, self-motivated, and responsible for growing beyond our current means. I appreciated courses offered online. This helped me manage an education plan with full-time work, family etc.
- Being able to get my undergraduate degree and remain at home. The group projects we had to work on. It allowed us the ability to know our classmates

Advisory Board (January 2015 Survey, N = 10)

- A number of students have presented business plans to help existing family businesses and new startups. I think that this is an ideal format for the ABIT program
- The student projects and presentations were quite successful and reflect well on the goals of ABIT.
- great program for any interested in business or technology. very well rounded program
- Overall I believe the ABIT Program is an outstanding addition to the UHMC catalogue and Maui community which will better prepare future leaders for careers in business / IT.