Business Administration

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY of HAWAI'I®
MAUI
COMMUNITY COLLEGE

1. Program Description

a) **Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).** The Business Administration program offers various levels of educational opportunity: • Certificates designed for students and community members who wish to acquire or upgrade their skills and knowledge. • One-year Certificate of Achievement that provides essential skills and knowledge in business, communication, writing, and mathematics. • Two-year Associate in Applied Science that serves as preparation in the areas of business management, marketing, and sales. • Transferable courses for four-year business programs at UH Maui College, UH Mānoa, UH West Oahu, and other institutions.

SLO 1: Use leadership and interpersonal skills to promote business ethics, values, and integrity in the workplace.
SLO 2: Demonstrate knowledge of the primary functions of management (planning, organizing, staffing, leading, and controlling) and their application to decision-making.
SLO3: Examine accounting, marketing, sales, and promotion techniques.

b) **Program Mission**: The mission of the Business Administration program at the University of Hawaii Maui College is to prepare students for careers in management, sales, and entrepreneurship in a flexible, student driven format that will translate to the evolving needs of the workplace.
c) **Date Program Website Last Reviewed/Updated.** Spring 2019 (ongoing)
d) **Date Program Page Reviewed/Updated in Catalog**. Spring 2019 (ongoing)

2. Analysis of the Program

a) **Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators.** CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Following the change from Business Careers to Business Administration, the program has improved in many quantitative indicators and is now listed as Healthy for the first time in many years. While the overall demand has declined slightly, the demand for workers is extremely high. While the number of majors has declined at a rate similar to the college as a whole, the number of degrees/certificates awarded increased from 13 in 2016-17 to 31 in 2018-19. The overall class size rose slightly from 21 to 22, while the fill rate fell slightly from 81.5% to 75.8% due to increasing the available seats in online classes from 24 to 30. 4 of the 6 Perkins indicators were met, while 2 were not. We will need a closer review of the data in order to address these areas.

While the Business Administration program is budgeted for 2 full-time positions, we have been without one of those positions since fall 2018 due to budget constraints;

there is no projected date to fill this position. The program's salaries were approximately $140,000 in 2018-19, while tuition revenues were approximately $190,000, resulting in a program profit of approximately $50,000 (see data in the appendix). Filling the other full-time position would eliminate most or all of the approximately $60,000 in annual lecturer costs. With a slight increase in enrollments in fall 2019 to approximately 115 students in the program, the Business Administration program now has a majors to FT faculty ratio of 115:1, up dramatically from 53:1 in 2018-19. Filling this FT position remains the top program priority.

b) **Discuss course offering modality including online, hybrid, and skybridge**. Online offerings have become increasingly popular, and the program offers 5 classes online each semester. The success rate fell slightly from 86% to 82% this year, but that number is very high. The number of withdrawals from online classes rose slightly this year, from 4 to 9, but that number is very lower than the 33 from 2 years ago when only 4 classes were taught online. The program continues to offer at least one Skybridge class per academic year, and we will test a hybrid class in spring 2020.

c) **Highlight new innovative student support efforts including FYE, etc**. A BUS 120 instructor is working with the FYE staff to better include FYE resources in it; we will expand this moving forward. The BUSM program coordinator is a member of the Distance Learning committee, which is creating a better distance learning readiness test to help ensure better student success in that modality. While the program has an unofficial pathway to completion completely online, we will work to gain an official designation through our accrediting body.

3. Program Student Learning Outcomes

a) **List of the Program Student Learning Outcomes:**
SLO 1: Use leadership and interpersonal skills to promote business ethics, values, and integrity in the workplace.
SLO 2: Demonstrate knowledge of the primary functions of management (planning, organizing, staffing, leading, and controlling) and their application to decision-making.
SLO3: Examine accounting, marketing, sales, and promotion techniques.

b) **Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.** These SLOs were approved for implementation in fall 2018 and have not been assessed yet due to their newness; they will be assessed in the 2019-20 AY.

c) **Describe the assessment activity** n/a

d) **Describe assessment results** n/a

e) **Describe any changes that have been made as a result of the assessments.** n/a

4. Action Plan

a) **Describe the action plan for the next academic year, including resource, curricular, professional development, or other next steps.** The curriculum has been reviewed and updated extensively over the last three years, so we will move to ensure proper five-year reviews of any class not updated recently (e.g. BLAW 200, etc.). We will evaluate the program with the advisory board and consider any future changes. A main focus will continue to be an emphasis on distance learning, so we will work to attain official designation as an online program. Related professional development will be considered. We will also work to fill the vacant FT instructor position.

b) **Include how the actions within the plan support the college's mission**. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level. The program will continue to recognize the diverse needs of our students and associated flexibility by offering more online classes and helping ensure student success through better preparation and support. We are open to virtually any online format and schedule, with proper review. We will better familiarize ourselves with the Perkins indicators and help ensure we are meeting all of them.

5. Resource Implications

(physical, human, financial)

The program's top priority is to fill its open, budgeted FT instructor position. This should be mostly budget neutral, as it would replace most of the current lecturer needs. We do not have any other financial or physical requests at this time.

Appendix A: Program Financial Data

BUS   66 Total TEs taught in BUSM
                0 TEs taught by non-BUSM BoR instructors
                0 TEs taught OUT

                1326 total SSH taught from BUSM courses
                Estimated Tuition Total of $190,215.75
                Estimated Salary Total   141830.17
                627 SH taught to majors
                699 SH taught to Non- majors

Appendix B: APRD Data

Annual Report of Program Data (ARPD)

University of Hawaii Community Colleges

College: University of Hawai'i Maui College
Program: Business Administration
Status: Report Complete

Program Quantitative Indicators

Overall Program Health: Healthy

Demand Indicators	2016 - 17	2017 - 18	2018 - 19
1. New & Replacement Positions (State)	2707	2657	2532
*2. New & Replacement Positions (County Prorated)	271	265	258
3. Number of Majors	126	124	107
3a. Number of Majors Native Hawaiian	43	54	48
3b. Fall Full-Time	39%	45%	48%
3c. Fall Part-Time	61%	55%	52%
3d. Fall Part-Time who are Full-Time in System	4%	2%	4%
3e. Spring Full-Time	37%	36%	48%
3f. Spring Part-Time	63%	64%	52%
3g. Spring Part-Time who are Full-Time in System	5%	6%	1%
4. SSH Program Majors in Program Classes	435	642	540
5. SSH Non-Majors in Program Classes	1,020	575	717
6. SSH in All Program Classes	1,455	1,217	1,257
7. FTE Enrollment in Program Classes	49	41	42
8. Total Number of Classes Taught	21	20	19

NOTE: New & Replacement jobs updated (View Methodology).

Efficiency Indicators	2016 - 17	2017 - 18	2018 - 19
9. Average Class Size	23	21	22
*10. Fill Rate	87.4%	81.5%	75.8%
11. FTE BOR Appointed Faculty	2	2	2
*12. Majors to FTE BOR Appointed Faculty	63	62	53
13. Majors to Analytic FTE Faculty	63	62	53
13a. Analytic FTE Faculty	2	2	2
14. Overall Program Budget Allocation	$103,998	$123,727	$0
14a. General Funded Budget Allocation	$103,998	$123,655	$0
14b. Special/Federal Budget Allocation	$0	$0	$0
14c. Tuition and Fees	$0	$72	$0
15. Cost per SSH	$83	$0	$0
16. Number of Low-Enrolled (<10) Classes	2	7	7

Effectiveness Indicators	2016 - 17	2017 - 18	2018 - 19
17. Successful Completion (Equivalent C or Higher)	63%	84%	79%
18. Withdrawals (Grade = W)	55	7	17
*19. Persistence Fall to Spring	66%	68%	62%
19a. Persistence Fall to Fall	40%	45%	34%
*20. Unduplicated Degrees/Certificates Awarded	17	16	18
20a. Degrees Awarded	10	14	16
20b. Certificates of Achievement Awarded	3	2	15
20c. Advanced Professional Certificates Awarded	0	0	0
20d. Other Certificates Awarded	10	2	0
21. External Licensing Exams Passed	0	0	0
22. Transfers to UH 4-yr	5	8	9
22a. Transfers with credential from program	3	3	4
22b. Transfers without credential from program	2	5	5

Distance Indicators	2016 - 17	2017 - 18	2018 - 19
23. Number of Distance Education Classes Taught	4	10	10
24. Enrollments Distance Education Classes	212	205	227
25. Fill Rate	177%	75%	76%
26. Successful Completion (Equivalent C or Higher)	61%	86%	82%
27. Withdrawals (Grade = W)	33	4	9
28. Persistence (Fall to Spring Not Limited to Distance Education)	57%	73%	79%

Perkins Indicators	Goal	Actual	Met
29. 1P1 Technical Skills Attainment	93	78.57	Not Met
30. 2P1 Completion	55	19.64	Not Met
31. 3P1 Student Retention or Transfer	81.9	98.76	Met
32. 4P1 Student Placement	66.25	68.75	Met
33. 5P1 Nontraditional Participation	23.5	50.7	Met
34. 5P2 Nontraditional Completion	23	57.14	Met

Performance Indicators	2016 - 17	2017 - 18	2018 - 19
35. Number of Degrees and Certificates	13	16	31
36. Number of Degrees and Certificates Native Hawaiian	5	4	15

37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients[1]	9	11	20
39.	Number of Transfers to UH 4-yr	5	8	9

* Used in Rubric to determine Health Indicator   **Date Last Modif**

Glossary/Rubric