

# Business Administration



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**MAUI**  
COMMUNITY COLLEGE

## 1. Program or Unit Description

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**Program or Unit Mission or Purpose Statement:** The mission of the Business Administration program 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.

**What is the target student or service population?** Anyone wishing to begin or advance their careers as managers and/or entrepreneurs.

## 2. Analysis of the Program/Unit

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**Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).**

While the total number of majors decreased from 107 in 2019 to 100 in 2020, the demand is still high, and the program remains the 2<sup>nd</sup> largest program (behind Liberal Arts) at the campus. 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 to 43 in 2019-20. The number of classes taught increased from 19 to 22, with the average class size decreasing slightly from 22 to 21 (fill rate decreased slightly from 75.7% to 74.9%). These numbers would have been much better had the number of withdrawals not moved from 17 to 43. Also, persistence levels decreased from 62% to 57% in fall-to-fall comparisons, and it decreased from 34% to 31% in fall to spring comparisons.

While the number of DL classes decreased from 10 to 9, the total number of students in them increased from 227 to 229, with the fill rate surging from 76% to 85%. However, the success rate of DL students fell from 81.9% to 74.2%, a number likely due to an increase of first time DL students.

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. The data shows a student to full-time faculty ratio of 50:1, but it is actually 100:1. Overall, the program is listed as Healthy once again this year, although it moved to the Cautionary level in the area of effectiveness.

**Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.**

While the year had started as one with high expectations, it quickly turned to one of facing the reality of the COVID pandemic and associated economic disaster. The program was able to quickly and easily pivot its campus-based classes to Zoom format, while the existing DL classes continued mostly unchanged. We were able to continue all classes and services with limited interruptions. However, the continuing uncertainty of the pandemic and its toll on the local economy left little time and energy toward accomplishing items from the action plan. We survived and thrived, which amounted to a successful year under the circumstances.

**Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.**

2020 Maui Community College ARPD  
Program: Business Administration

<b>Group ID</b>		<b>2020</b>
<b>Campus</b>	MAU	
<b>Program</b>	Business Administration	
<b>Type</b>	CTE	
<b>3.Majors</b>		100
<b><u>3a.Majors</u> Native Hawn</b>		33
<b><u>3b.Fall</u> Full-Time</b>		47%
<b><u>3c.Fall</u> Part-Time</b>		53%
<b><u>3e.Spring</u> Full-Time</b>		44%
<b><u>3f.Spring</u> Part-Time</b>		56%
<b>8.Total Classes Taught</b>		22
<b>9.Average Class Size</b>		21
<b>10.Fill Rate</b>		74.9%
<b>11.BOR Apt Faculty</b>		2
<b>12.Majors to FTE BOR Apt Faculty</b>		50
<b>17.Successful Completion of C or Higher)</b>		75.2%
<b>18.Withdrawals (Grade = W)</b>		43
<b>19.Persistence Fall to Spring</b>		57%
<b>19a.Persistence Fall to Fall</b>		31%
<b>20.Unduplicated Degrees Certificates Awarded</b>		29
<b>20a.Degrees Awarded</b>		18
<b>20b.Certificates of Achievement Awarded</b>		23
<b>22.Transfers to UH 4-yr</b>		7
<b>23.Distance Classes Taught</b>		9
<b>24.Distance Classes Enrolled</b>		229
<b>25.Distance Fill Rate</b>		85%
<b>26.Distance Completion C or Higher</b>		74.2%
<b>38.Pell Recipients</b>		20
<b>State Jobs</b>		2,104
<b>County Jobs</b>		355
<b>Health Demand</b>	Healthy	
<b>Health Efficiency</b>	Healthy	
<b>Health Effectiveness</b>	Cautionary	
<b>Health Overall</b>	Healthy	
<b>CIP to SOC Analysis</b>		52.0101

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

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#### **List of the Program Student Learning Outcomes or Unit/Service 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. Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

**Assessment Results.** Due to the COVID pandemic and associated economic disaster, no assessment was done this year. Instead, the focus was on maintaining quality instruction and assisting students as they dealt with a huge array of issues.

**Changes that have been made as a result of the assessment results.** While no formal assessment was completed, we are very hopeful that the Business Administration program becomes even more attractive to students as they attempt to pivot in their careers.

### 4. Action Plan

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Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

\* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

#### **Specify how the action plan aligns with the College's Mission and Strategic Plan.**

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. Overall, the demand within the program for dedicated online classes is far ahead of traditional classes, especially while Zoom is the norm. We will consider adding additional online classes and offering limited campus/Zoom based classes.

We will also work to fill the vacant FT instructor position as the overall budget allows.

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.

## **5. Resource Implications**

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Detail any resource requests, including reallocation of existing resources (physical, human, financial)

**X I am NOT requesting additional resources for my program/unit.**