



ANNUAL

REPORT OF PROGRAM DATA

2021



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

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.

Value of degree

What is the industry/higher ed path value of the certificate versus degree level? Certificates are meant as a general introduction of the subject matter and/or a refresher/"crash course" for existing professionals in the field.

Provide graduate highlights based on recent graduate placement data. This is unavailable at this time. The program will be partnering with Career Services to develop a tracking mechanism.

Check all that apply for the program:

☒ Articulated Pathways for 4-year or graduate pathways: ☐ ABIT _____
☐ Articulated Pathways for High school: _____
☐ Articulated Pathways for Other: _____

What effect has this program had on closing equity gaps? This is unknown at this point, but we will work to establish metrics to address this.

2. Analysis of the Program/Unit

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).

The total number of majors decreased from 106 in 2019 to 100 in 2020, but the number rebounded strongly to 109 in 2021. The demand for our majors is still high, and the program remains the 2nd largest program (behind Liberal Arts) at the campus. While the number of majors has held steady overall in recent years, the number of degrees/certificates awarded increased from 13 in 2016-17 to 31 in 2018-19 to 43 in 2019-20 to 45 in 2020-21. The number of classes taught increased from 19 in 2019 to 22 to 2020, but the number fell to 17 in 2021 as we attempted to increase the fill rate, with the average class size increasing from 21 to 25 this year. The fill rate increased by a huge

margin from 75% to 90.4%. The number of withdrawals moved from 17 in 2019 to 43 in 2020, but the number was back down to 24 in 2021. Also, persistence levels decreased from 62% to 57% in fall-to-fall comparisons 2019 vs 2020, but the number ticked back up to 58% in 2021; it decreased from 34% to 31% in fall to spring comparisons the previous 2 years, but it rebounded to 34% this year. These are still low numbers and will be addressed moving forward.

While the number of DL classes decreased from 10 to 9 previously, the number skyrocketed to 17 this year due to the ongoing pandemic. The total number of students in them increased from 227 to 229 last year to 425 this year, with the fill rate surging from 76% to 85% last year and now to 90% this year. The success rate of DL students fell from 76% to 74%, but the number surged to 83% in 2021.

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 54:1, but it is actually 109:1. Overall, the program was listed as Healthy last year but fell to Cautionary this year, due to falling to the Needs Attention 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 2020 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. In 2021, the numbers looked good in many areas, but there was underlying concern.

A major challenge in 2022 will be the absorption of the Business Technology program, with major changes to the curriculum overall. This will be evaluated in 2022.

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.

Overall Program Health: Cautionary



Workforce Alignment

Students that successfully complete this program of study will obtain the entry level skillsets for the occupations listed on the right.

The CIP Code and occupations are clickable. Click on any of the occupations to view its profile. Click on the

CIP Code to view the cluster profile.

Workforce Alignment: Classification of Instructional Programs

(CIP) -to- Standard Occupational Classification (SOC)

Business Administration

CIP Code = 52.0101

[11-3011 - Administrative Services and Facilities Managers](#)[11-1011 - Chief Executives](#)[11-9021 - Construction Managers](#)[13-1051 - Cost Estimators](#)[11-1021 - General and Operations Managers](#)[11-3051 - Industrial Production Managers](#)[13-1111 - Management Analysts](#)[11-9198 - Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other](#)[11-2022 - Sales Managers](#)[11-9151 - Social and Community Service Managers](#)[11-3071 - Transportation, Storage, and Distribution Managers](#)

| # | Demand Indicators | 2018 - 19 | 2019 - 20 | 2020 - 21 | Demand Health |
|------|---|-----------|-----------|-----------|----------------|
| 1. | New & Replacement Positions (State) | 3245 | 2345 | 2179 | Healthy |
| 2. * | New & Replacement Positions (County Prorated) | 412 | 193 | 202 | |
| 3. | Number of Majors | 107 | 100 | 109 | |
| 3a. | Number of Majors Native Hawaiian | 48 | 33 | 39 | |
| 3b. | Fall Full-Time | 48% | 47% | 48% | |
| 3c. | Fall Part-Time | 52% | 53% | 53% | |
| 3d. | Fall Part-Time who are Full-Time in System | 4% | 1% | 3% | |
| 3e. | Spring Full-Time | 48% | 44% | 41% | |

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| | | | | |
|-----|--|-------|-------|-------|
| 3f. | Spring Part-Time | 52% | 56% | 59% |
| 3g. | Spring Part-Time who are Full-Time in System | 1% | 2% | 4% |
| 4. | SSH Program Majors in Program Classes | 486 | 546 | 540 |
| 5. | SSH Non-Majors in Program Classes | 681 | 810 | 735 |
| 6. | SSH in All Program Classes | 1,167 | 1,356 | 1,275 |
| 7. | FTE Enrollment in Program Classes | 39 | 45 | 43 |
| 8. | Total Number of Classes Taught | 19 | 22 | 17 |
| | | | | |
| | | | | |

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



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| Average for 3 years | | Average for 3 years | | Average for 3 years | |
|---|---|---|-----------|---|---------------|
| 2016 Historical 2017 Current 2018 Projected | | 2017 Historical 2018 Current 2019 Projected | | 2018 Historical 2019 Current 2020 Projected | |
| | | | | | |
| Demand Indicators | | 2016 - 17 | 2017 - 18 | 2018 - 19 | Demand Health |
| 1. | New & Replacement Positions (State) | 926 | 912 | 901 | |
| *2. | New & Replacement Positions (County Prorated) | 106 | 106 | 105 | |
| 3. | Number of Majors | 59 | 55 | 54 | |
| 3a. | Number of Majors Native Hawaiian | 20 | 22 | 22 | |
| 3b. | Fall Full-Time | 45% | 43% | 37% | |

| # | Efficiency Indicators | 2018 - 19 | 2019 - 20 | 2020 - 21 | Efficiency Health |
|------|---------------------------|-----------|-----------|-----------|-------------------|
| 9. | Average Class Size | 20 | 21 | 25 | Healthy |
| 10.* | Fill Rate | 70.3% | 75% | 90.4% | |
| 11. | FTE BOR Appointed Faculty | 2 | 2 | 2 | |

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| 12.* | Majors to FTE BOR Appointed Faculty | 53 | 50 | 54 | |
|------|--|-----------|-----------|-----------|----------------------|
| 13. | Majors to Analytic FTE Faculty | 53 | 50 | 54 | |
| 13a. | Analytic FTE Faculty | 2 | 2 | 2 | |
| 14. | Overall Program Expenditures | \$186,830 | \$174,919 | \$171,404 | |
| 14a. | General Funded Budget Allocation | \$169,823 | \$170,421 | \$166,941 | |
| 14b. | Special/Federal Budget Allocation | 0 | 0 | 0 | |
| 14c. | Tuition and Fees | \$17,007 | \$4,498 | \$4,463 | |
| 15. | Cost per SSH | \$160 | \$129 | \$134 | |
| 16. | Number of Low-Enrolled (<10) Classes | 2 | 4 | 0 | |
| # | Effectiveness Indicators | 2018 - 19 | 2019 - 20 | 2020 - 21 | Effectiveness Health |
| 17. | Successful Completion (Equivalent C or Higher) | 77% | 75% | 83% | Needs Attention |
| 18. | Withdrawals (Grade = W) | 22 | 43 | 24 | |
| 19.* | Persistence Fall to Spring | 62% | 57% | 58% | |
| 19a. | Persistence Fall to Fall | 35% | 31% | 34% | |
| 20.* | Unduplicated Degrees/Certificates Awarded | 18 | 29 | 23 | |
| 20a. | Degrees Awarded | 16 | 18 | 16 | |
| 20b. | Certificates of Achievement Awarded | 15 | 23 | 15 | |
| 20c. | Advanced Professional Certificates Awarded | 0 | 0 | 0 | |
| 20d. | Other Certificates Awarded | 0 | 0 | 14 | |
| 21. | External Licensing Exams Passed ¹ | | | | |
| 22. | Transfers to UH 4-yr | 9 | 7 | 5 | |
| 22a. | Transfers with credential from program | 4 | 4 | 2 | |
| 22b. | Transfers without credential from program | 5 | 3 | 3 | |

¹ Campus to include in program analysis if applicable.

| # | Distance Indicators | 2018 - 19 | 2019 - 20 | 2020 - 21 | |
|---|---------------------|-----------|-----------|-----------|--|
|---|---------------------|-----------|-----------|-----------|--|

| | | | | | |
|----------|--|------------------|------------------|------------------|--|
| 23. | Number of Distance Education Classes Taught | 10 | 9 | 17 | |
| 24. | Enrollments Distance Education Classes | 229 | 229 | 425 | |
| 25. | Fill Rate | 76% | 85% | 90% | |
| 26. | Successful Completion (Equivalent C or Higher) | 76% | 74% | 83% | |
| 27. | Withdrawals (Grade = W) | 16 | 25 | 24 | |
| 28. | Persistence (Fall to Spring Not Limited to Distance Education) | 79% | 65% | 68% | |
| # | Perkins Indicators | Goal | Actual | Met | |
| 29. | 1P1 Postsecondary Placement | 33 | 83.33 | Met | |
| 30. | 2P1 Earned Recognized Credential | 33 | 64.29 | Met | |
| 31. | 3P1 Nontraditional Program Concentration | N/A | N/A | N/A | |
| 32. | Placeholder - intentionally blank | N/A | N/A | N/A | |
| 33. | Placeholder - intentionally blank | N/A | N/A | N/A | |
| 34. | Placeholder - intentionally blank | N/A | 0 | N/A | |
| # | Performance Indicators | 2018 - 19 | 2019 - 20 | 2020 - 21 | |
| 35. | Number of Degrees and Certificates | 31 | 41 | 31 | |
| 36. | Number of Degrees and Certificates Native Hawaiian | 15 | 17 | 11 | |
| 37. | Number of Degrees and Certificates STEM | Not STEM | Not STEM | Not STEM | |
| 38. | Number of Pell Recipients ¹ | 20 | 20 | 13 | |
| 39. | Number of Transfers to UH 4-yr | 9 | 7 | 5 | |

3. Program Student Learning Outcomes or Unit/Service Outcomes

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 and while there was only one full-time faculty member to coordinate all parts of the program.

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

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 an expanded advisory board and consider any future changes, particularly with the addition of a second program track.

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

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