

Business Administration

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.

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. All degrees in the program focus on management, an area which many managers actually fail to gain knowledge before moving into these types of positions (i.e., they are subject matter experts that lack management skills to a degree).

What is the target student or service population?

Anyone wishing to begin or advance their careers as managers and/or entrepreneurs.

Check all that apply for the program:

X_ 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 to 100 in 2020, but the number rebounded strongly to 109 in 2021; the number dropped to 92 in 2022. There is no clear reason why the demand dropped so greatly this year, but it is in line with campus levels. The demand for our majors is still high, though, 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 43 in 2019-20 to 45 in 2020-21, but it fell slightly to 38 in 2021-22, likely because of the COVID pandemic and the associated number of seemingly transient students. The number of classes taught decreased from 22 to 2020 to 17 in 2021 but increased to 19 this year, with the average class size decreasing from 25 to 20 this year, mostly due to lower numbers in synchronous classes. The fill rate decreased from 90.4% to 73.7%. Both decreases put the program back in line with 2019-2020 numbers (21 and 75%, respectively), with last year's numbers possibly inflated due to pandemic level numbers. The number of withdrawals moved from 43 in 2020 to 24 in 2021, with a slight uptick to 26 in 2022. Also, persistence levels moved from 57% in fall-to-fall comparisons 2020 vs 2021, but the number increased greatly to 67% in 2022; it increased from 31% to 34% in fall to spring comparisons the previous 2 years, and it increased to 41% this year. These are encouraging but still low numbers and will be addressed moving forward.

The number of DL classes skyrocketed from 9 in 2019-2020 to 17 in 2020-21 due to the ongoing pandemic, and the number increased to 18 this year. The total number of students in them surged from 229 in 2019-2020 to 425 in 2020-21 and fell this year to 373, with the fill rate moving from 85% in 2019-2020 to 90% in 2020-21 but falling to 74% this year, likely due to an across-the-board capacity cap at 30 students (from 25). The success rate of DL students increased from 74% in 2019-20 to 83% in 2020-21 and was essentially flat at 81% this year.

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 87:1 (actually 92:1 once the 5 Business Technology students are counted in the program); this causes the Efficiency indicators to be listed as Progressing. Overall, the program was listed as Healthy in 2020, fell to Cautionary last year, and has emerged again as Healthy this year.

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.

The biggest change to the program in 2021-22 was the work to absorb the now defunct Business Technology program into Business Administration. The programs spent a great deal of effort to create 2 tracks in the Business Administration program (the existing Management track and the absorbed Business Technology track). As a result, the curriculum was completely reviewed and ultimately changed, effective in fall 2022. One important change was the addition of an internship to the program; this will be reviewed next year. The BTEC degree track became a track of Business Administration in fall 2022, with only 5 students in the track. While the merge went well, the very low demand for the BTEC track has caused the program to question its viability. However, it is likely too early to analyze this, so we will come back to this consideration in 1-2 years.

There is great excitement with the submission of the WSCUC application for online offerings to allow the program to have a 100% online program option, with an eye for

implementation in 2023-24. A full description of the submission can be found here: https://docs.google.com/document/d/1FB4t6h2cjRF7mx1cLxfvrUjShkfFraOr/edit. This process is just beginning, so the greatest follow up will take place next year and beyond. However, a great deal of professional development and collaboration will be needed.

All program classes have been reviewed within the last 5 years. However, several of them will be up for review in 2023; these will be identified shortly.

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. (See following pages)

2022 Maui Community College ARPD

Program: Business Administration

College: University of Hawai'i Maui College

Program: Business Administration

Status: Processing Program Alignment

Program Quantitative Indicators



Overall Program Health: Healthy



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 = <u>52.0101</u>

11-1011 - Chief Executives11-1021 - General and Operations Managers11-2022 - Sales Managers11-3012 -

Administrative Services Managers11-3013 - Facilities Managers11-3051 - Industrial Production Managers11-3071 -

Transportation, Storage, and Distribution Managers11-9021 - Construction Managers11-9072 - Entertainment and

Recreation Managers, Except Gambling11-9151 - Social and Community Service Managers11-9179 - Personal Service

Managers, All Other11-9199 - Managers, All Other13-1051 - Cost Estimators13-1082 - Project Management

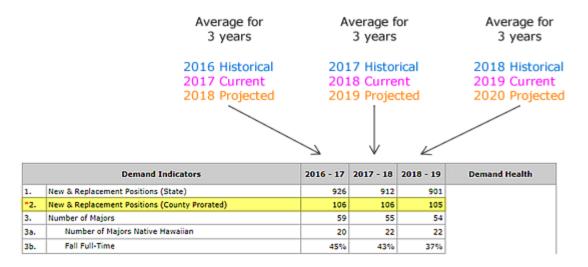
Specialists13-1111 - Management Analysts13-2022 - Appraisers of Personal and Business Property

2022 Maui Community College ARPD Program: Business Administration

#	Demand Indicators	2019 - 20	2020 - 21	2021 - 22
π	Demand Indicators	2013 20	2020 21	2021 22
1.	New & Replacement Positions (State)	5100	5119	3106
2.*	New & Replacement Positions (County Prorated)	669	687	330
3.	Number of Majors Number of Majors	100	109	87
	This is an annual number. Programs receive a count			
	of .5 for each term within the academic year that the			
	student is a major. This can be considered the			
	average annual count of majors.			
3a.	Number of Majors Native Hawaiian	33	39	28
3b.	Fall Full-Time	47%	48%	46%
3с.	Fall Part-Time	53%	53%	54%
3d.	Fall Part-Time who are Full-Time in System	1%	3%	9%
3e.	Spring Full-Time	44%	41%	52%
3f.	Spring Part-Time	56%	59%	48%
3g.	Spring Part-Time who are Full-Time in System	2%	4%	4%
4.	SSH Program Majors in Program Classes	546	540	426
5.	SSH Non-Majors in Program Classes	810	735	724
6.	SSH in All Program Classes	1,356	1,275	1,150
7.	FTE Enrollment in Program Classes	45	43	38
8.	Total Number of Classes Taught	22	17	19
	Demand Health		Healthy	

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





#	Efficiency Indicators	2019 - 20	2020 - 21	2021 - 22
9.	Average Class Size	21	25	20
10.*	Fill Rate	75%	90.4%	73.7%
11.	FTE BOR Appointed Faculty	2	2	1
12.*	Majors to FTE BOR Appointed Faculty	50	54	87
13.	Majors to Analytic FTE Faculty	50	54	43
13a.	Analytic FTE Faculty	2	2	2
14.	Overall Program Expenditures	\$174,919	\$171,404	\$185,865
14a.	General Funded Budget Allocation	\$170,421	\$166,941	\$179,383
14b.	Special/Federal Budget Allocation	0	0	0
14c.	Tuition and Fees	\$4,498	\$4,463	\$6,482
15.	Cost per SSH	\$129	\$134	\$162
16.	Number of Low-Enrolled (<10) Classes	4	0	2
	Efficiency Health	Progressing		

Effectiveness Indicators	2019 - 20	2020 - 21	2021 - 22	
Successful Completion (Equivalent C or Higher)	75%	83%	80%	
Withdrawals (Grade = W)	43	24	26	
Persistence Fall to Spring	57%	58%	67%	
Persistence Fall to Fall	31%	33%	41%	
Unduplicated Degrees/Certificates Awarded 🕜				
Unduplicated Degrees/Certificates Awarded				
Counts are based on Fiscal Year frozen data (IRO	29	23	25	
ODS). Fiscal year starts with Summer, followed by Fall				
and ends with Spring.				
Degrees Awarded	18	16	16	
Certificates of Achievement Awarded	23	15	9	
Advanced Professional Certificates Awarded	0	0	0	
Other Certificates Awarded	0	14	13	
External Licensing Exams Passed ¹				
Transfers to UH 4-yr	7	5	1	
Transfers with credential from program	4	2	1	
Transfers without credential from program	3	3	0	
Effectiveness Health		Healthy		
	Successful Completion (Equivalent C or Higher) Withdrawals (Grade = W) Persistence Fall to Spring Persistence Fall to Fall Unduplicated Degrees/Certificates Awarded Unduplicated Degrees/Certificates Awarded Counts are based on Fiscal Year frozen data (IRO ODS). Fiscal year starts with Summer, followed by Fall and ends with Spring. Degrees Awarded Certificates of Achievement Awarded Advanced Professional Certificates Awarded Other Certificates Awarded External Licensing Exams Passed ¹ Transfers to UH 4-yr Transfers with credential from program Transfers without credential from program	Successful Completion (Equivalent C or Higher) Withdrawals (Grade = W) Persistence Fall to Spring Persistence Fall to Fall Unduplicated Degrees/Certificates Awarded Unduplicated Degrees/Certificates Awarded Counts are based on Fiscal Year frozen data (IRO ODS). Fiscal year starts with Summer, followed by Fall and ends with Spring. Degrees Awarded Certificates of Achievement Awarded Advanced Professional Certificates Awarded Other Certificates Awarded External Licensing Exams Passed ¹ Transfers to UH 4-yr 7 Transfers with credential from program 4 Transfers without credential from program 3	Successful Completion (Equivalent C or Higher) Successful Completion (Equivalent C or Higher) Withdrawals (Grade = W) Persistence Fall to Spring Some Some Some Some Some Some Some Some	

¹ Campus to include in program analysis if applicable.

#	Distance Indicators	2019 - 20	2020 - 21	2021 - 22	
23.	Number of Distance Education Classes Taught	9	17	18	
24.	Enrollments Distance Education Classes	229	425	373	
25.	Fill Rate	85%	90%	74%	
26.	Successful Completion (Equivalent C or Higher)	74%	83%	81%	
27.	Withdrawals (Grade = W)	25	24	26	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	65%	68%	73%	
#	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	2019 - 20	2020 - 21	2021 - 22	
35.	Number of Degrees and Certificates	41	31	25	
36.	Number of Degrees and Certificates Native Hawaiian	17	11	6	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients ¹	20	13	14	
39.	Number of Transfers to UH 4-yr	7	5	1	

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) 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.
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

With the absorption of the Business Tech program into Business Administration, the PLOs were discussed in various forums and will be reviewed formally in 2023. Likewise, the Business Administration name has been discussed, with many feeling that Business Management may be a better name; this will also be reviewed in 2023. Also, the program submitted its application to become an online program, which required an internal look at our existing Distance classes. Once we are approved for this, we will review which classes will be campus-based VS distance (and which ones will be synchronous or asynchronous).

- c) Assessment Results
 - a. PLOs: This will take place in 2023.
- d) Changes that have been made because of the assessment results. Due to delayed assessments, this is not applicable at this point. 2023-24 will provide a wealth of program assessment of PLOs, classes, and Distance Education systems.

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.
 - Successful submission of the WSCUC sub change for online offerings and its implementation beginning in spring 2023. Identify resources for collaboration in this project.
 - Identify needs and strategies including professional development for a successful and effective online BUSM program using best practices and meeting WSCUC online delivery standards.
 - Develop the program's 2022-2023 course level assessment to be included in program review in October 2023.
 - Review of the PLOs, especially considering the implementation of 2 program tracks.
 - Review of the program name.
 - Identify and review classes for 5-year review.

Provide an update of last year's action plans, program advisory committee recommendations, and/or dean recommendations.

- The WSCUC sub change application was submitted.
- All classes remained in DE format, although some campus-based classes could return next year.
- The advisory boards of Business Administration and Business Technology are in the process of being merged, with the first combined meeting to be held in early 2023. We will outline a more structured board that meets more frequently, given the large number of program initiatives and need for assessment.

Address opportunities for re-envisioning the program. How does the plan address emerging or future economic opportunities? What is the projected industry/community demand in 5-6 years?

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

The program needs to be even more community driven. An expanded advisory board, a fully online program, and better assessment will help re-envision the program. For a variety of reasons, the program is behind in implementing and assessing specific action plans. Despite this, the program is currently both Healthy and profitable, a highly unusual positive status.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

What is the cost? How can your program plan to reduce cost and streamline? Could elements of this program be combined with another program? Discuss any potential system partnerships and/or opportunities for collaboration.

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

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

□ I am requesting ch	anges to the SC	C codes/occu	pations listed	for my
program/unit.				

^{*}The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.