

Business



2019 ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

The Associate in Science Business degree will prepare students for entry-level positions in business, industry, and non-profit organizations. It is designed for students who seek to gain a solid foundation of the basic business concepts and skills necessary to contribute and create solutions in today's business environment. Upon successful completion of this program, students will acquire the knowledge and skills to apply management, marketing, and accounting concepts to improve operational performance in a business setting. This degree can help an individual jump-start a career in business or prepare them for transfer to a four-year institution.

Part I. Program Description

Date of Last Comprehensive Review	BUS Program received BOR approval to move from Provisional to Permanent status fall 2019. No CPR done.
Date Website Last Reviewed/Updated	9/19/2019
Target Student Population	High school students in Business Pathway, High School Graduates, Working Adults, Returning non-traditional students, Displaced workers.
External Factor(s) that Affected the Program or Unit	Low unemployment, rising minimum wages, increasing costs of living, greater offerings of online BUS classes by other UHCC campuses.

2. Analysis of the Program

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).

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Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Cautionary

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

Demand Indicators	2016 - 17	2017 - 18	2018 - 19	Demand Health
New & Replacement Positions (State)	3145	3084	2941	Healthy
New & Replacement Positions (County Prorated)	161	157	150	
Number of Majors	40	42	40	
Number of Majors Native Hawaiian	18	16	14	
Fall Full-Time	33%	49%	38%	
Fall Part-Time	67%	51%	62%	
Fall Part-Time who are Full-Time in System	7%	6%	14%	
Spring Full-Time	27%	44%	35%	
Spring Part-Time	73%	56%	65%	
Spring Part-Time who are Full-Time in System	8%	13%	16%	
SSH Program Majors in Program Classes	273	213	354	
SSH Non-Majors in Program Classes	705	651	744	
SSH in All Program Classes	978	864	1,098	
FTE Enrollment in Program Classes	33	29	37	
Total Number of Classes Taught	25	21	26	

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Efficiency Indicators	2016 - 17	2017 - 18	2018 - 19	Efficiency Health
Average Class Size	13	14	14	Cautionary
Fill Rate	57%	59.80%	63.20%	
FTE BOR Appointed Faculty	1	1	1	
Majors to FTE BOR Appointed Faculty	40	42	40	
Majors to Analytic FTE Faculty	40	42	40	
Analytic FTE Faculty	3	2	3	
Overall Program Budget Allocation	\$240,647	\$144,665	\$0	
General Funded Budget Allocation	\$229,003	\$140,692	\$0	
Special/Federal Budget Allocation	\$0	\$0	\$0	
Tuition and Fees	\$11,643	\$3,973	\$0	
Cost per SSH	\$246	\$0	\$0	
Number of Low-Enrolled (<10) Classes	4	6	7	

Effectiveness Indicators	2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
Successful Completion (Equivalent C or Higher)	79%	75%	76%	Cautionary
Withdrawals (Grade = W)	15	16	20	
Persistence Fall to Spring	67%	49%	67%	
Persistence Fall to Fall	32%	26%	34%	
Unduplicated Degrees/Certificates Awarded	5	8	7	
Degrees Awarded	2	2	1	
Certificates of Achievement Awarded	4	2	1	
Advanced Professional Certificates Awarded	0	0	0	
Other Certificates Awarded	5	8	8	
External Licensing Exams Passed	0	0	0	
Transfers to UH 4-yr	2	2	4	
Transfers with credential from program	2	1	4	
Transfers without credential from program	0	1	0	

Distance Indicators	2016 - 17	2017 - 18	2018 - 19
Number of Distance Education Classes Taught	6	5	6
Enrollments Distance Education Classes	73	86	106
Fill Rate	49%	72%	76%
Successful Completion (Equivalent C or Higher)	70%	80%	73%
Withdrawals (Grade = W)	6	2	7
Persistence (Fall to Spring Not Limited to Distance Education)	71%	68%	68%

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Perkins Indicators	Goal	Actual	Met
1P1 Technical Skills Attainment			
2P1 Completion			
3P1 Student Retention or Transfer			
4P1 Student Placement			
5P1 Nontraditional Participation			
5P2 Nontraditional Completion			

Performance Indicators	2016 - 17	2017 - 18	2018 - 19
Number of Degrees and Certificates	6	4	2
Number of Degrees and Certificates Native Hawaiian	0	1	1
Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
Number of Pell Recipients ¹	3	2	0
Number of Transfers to UH 4-yr	2	2	4

Below is a description and discussion of the demand, efficiency, effectiveness, and overall health categories. Trends over the past three years in each of these categories will be presented as well as an analysis as to what factors (internal or external) may have contributed to the program or unit health categories.

Demand – There is high demand as there are over four times the amount of New and Replacement Positions (County Prorated) (190) than there are current majors (42). Number of majors continues to grow from the Program’s inception in 2014. This category has remained Healthy for the past four years.

The economy locally continues to thrive and there is high demand for the types of positions that students can attain through the Business courses. In searching online job sites and Kauai County American Job Center database, there are over 260 postings for related Business CIP and SOC code positions. Positions range from line level to supervisory positions and illustrate that there are many opportunities for employment on Kauai.

Based on review and feedback from the Business Program Advisory Board and through informal communications with small business owners and operators, courses being offered through the Business Program are relevant and provide the learning outcomes that address industry demands. There has been a great deal of effort (i.e. school career days, college fairs, presentations for professional organizations, promotion at community and college events) on behalf of the Program faculty to promote the program to all of the targeted market segments.

SSH for both Majors and Non-Majors has increased over 2017-18. SSH for Majors is 354 and 744 for Non-Majors. Total SSH for Program Courses is 1,098. This is the highest total for any Program within the Business Education Division and is the second most of all CTE Programs

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next to Nursing.

Efficiency – In the 2016 Annual Program Review Data (APRD), this category was rated as Healthy, mainly due to FTE BOR Appointed Faculty (1), Majors to FTE BOR Appointed Faculty (25), and Majors to Analytic FTE Faculty (0) being aligned. In both 2017 and 2018, Majors to FTE BOR Appointed Faculty and Majors to Analytic FTE Faculty were 40 and 3, and 42 and 2 respectively, while FTE BOR Appointed Faculty remained at 1. Analytic FTE Faculty for 2018-19 is 3. This is the main reason for this category's Cautionary rating.

Average class size continues to grow from 10 in AY 15-16 to 14 in 2017-18 and enrollment in online classes has increased from 73 in AY 2016-17 to 86 in AY 2017-18 to 106 in AY 2018-19. The BUS Program faces the challenge of having two distinct markets with half that desire face-to-face learning environments and half that prefer distance learning. With enrollments and fill rates being consistently higher in DL courses, we feel that by moving the BUS Program 100% online will improve efficiency rates.

It should be noted that BUS293, which is offered every semester, is included in the Low Enrolled Class count. Faculty instructing this course are only compensated at 0.2 credits per student, so costs are relative to enrollment.

Effectiveness – This category was rated as Cautionary due to the Persistence Fall to Spring (67%). This is up from 46% in AY 2017-18 and 8% away from a Healthy rating. One of the possible factors for this decline is that students who take Early College Business courses in the fall do not continue in the spring. It should be noted that when viewing Distance Indicators, Persistence was 71% in AY 2016-17, 68% in both 2017-18 and 2018-19.

Persistence Fall to Fall has increased by 8% for 2018-19 and the BUS Program Transfers to UH 4-year has doubled in 2018-19. It should be noted that all four of those transfers had earned a credential from the BUS Program.

Business Program Strengths and Areas to Improve - Based on this analysis, the following can be noted as Program strengths:

- There is great industry demand with positions for graduates to enter.
- Enrollment continues to increase.
- Business course are popular with non-Business Majors.
- Program completers continue to increase.
- Distance education continues to show strong demand (106 students enrolled in 6 courses) and fill rates (76%) and completion rates (73%) continue to hold steady.
- The Program continues to send transfer students to UH (2 students in AY 2017-18 and 4

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students in AY 2018-19).

- Overall persistence rates fall to spring are at 68%.

Improvement can be made in the following areas:

- Course fill rates Fall to spring and fall to fall persistence rates.
- Majors to FTE BOR Appointed Faculty.
- Analytic FTE Faculty.

It should be noted that even though Business is a CTE Program, there was no data provided for Perkins Indicators.

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1 Develop critical thinking and interpersonal skills applicable to real-world problems	Yes	Meets Program Mission. 100% Student Achievement	Closing the Loop, LiveText Via, Advisory Board Feedback, Course Evaluation Surveys, BUS Major Graduate Surveys	Fall 2019

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<p>2 Utilize creativity and logical strategies and techniques to solve complex business issues</p>	<p>Yes</p>	<p>Meets Program Mission. 100% Student Achievement</p>	<p>Closing the Loop, LiveText Via, Advisory Board Feedback, Course Evaluation Surveys, BUS Major Graduate Surveys</p>	<p>Fall 2019</p>
<p>3 Implement and apply current technical solutions to business activities, systems, and processes</p>	<p>Yes</p>	<p>Meets Program Mission. 100% Student Achievement</p>	<p>Closing the Loop, LiveText Via, Advisory Board Feedback, Course Evaluation Surveys, BUS Major Graduate Surveys Click or tap here to enter text.</p>	<p>Fall 2019</p>
<p>4 Apply foundational management principles to the functions of planning, organizing, coordinating, and decision making to business operations</p>	<p>Yes</p>	<p>Meets Program Mission. 100% Student Achievement</p>	<p>Closing the Loop, LiveText Via, Advisory Board Feedback, Course Evaluation Surveys, BUS Major Graduate Surveys</p>	<p>Fall 2019</p>
<p>5 Demonstrate fundamental knowledge of business and technical skills to support lifelong professional development</p>	<p>Yes</p>	<p>Meets Program Mission. 100% Student Achievement</p>	<p>Meets Program Mission. 100% Student Achievement</p>	<p>Fall 2019</p>

4. Action Plan

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.

Action Plan	Anticipated Outcome	Actual Outcome
Provide academic advising and support to students to keep them on track.	<u>Increase the Number of Graduates</u>	# of Unduplicated Degrees/Certificates Awarded held steady with 7 with 4 students to earn Degree/Certificate in fall 2019.
Inform students of articulation agreement with UHWO and benefits of their distance education offerings.	<u>Increase the Number of Students Who Transfer</u>	Doubled the number of UH transfers from 2 to 4 in AY 2019.
Increase DE learning opportunities for students. With goal to be 100% online for fall 2020.	<u>Strengthen Distance Education Offerings, Increase course fill rate, Increase BUS Majors, Increase SSH for Majors and Non-Majors</u>	DE enrollments, fill rate, and completion rate all increased in 2018-19
Utilize single text for all three Entrepreneurship courses being offered, adopt OER for MKT, MGT, and BUS Courses when possible	<u>Reduce the Cost of Education for Students</u>	Decreased text book costs for three ENT courses. Have incorporated OER materials for MKT 120 course to reduce cost to \$0.
Actively promote the existing Program to the various business and professional associations on Kauai.	<u>Increase Enrollment of Working Adults</u>	Enrolled three working adults as part of the WAFC program. Attracting more working adults through DL courses.
Actively seek out future opportunities to recruit international students from Pacific Island nations.	<u>Increase Enrollment of International Students</u>	Established MOU in March and Articulation Agreement in April with Otago Polytechnic in Dunedin, NZ to open channels for future

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Action Plan	Anticipated Outcome	Actual Outcome
		recruitment on international students. Work through Title III grant to engage at a deeper level to secure international students. NA. BUS received BOR approval to move from Provisional to Permanent status. No CPR done.

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

NA

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
NA. BUS received BOR approval to move from Provisional to Permanent status. No CPR done.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

NA

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*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Review and streamline course programming so that students can get the courses they need to graduate on time.	1	10	Average 2-5 more over Benchmark number per AY	Students completing AS or CA within BUS Program	1-5
Actively engage students within Project Wai`ale`ale and serve as host during their orientations and campus events. By developing relationships with NH students, the Program can attract them	2	2	Average 2 per AY	Students completing AS or CA within BUS Program	1-5
Inform students of articulation agreement with UHWO and benefits of their distance education offerings.	4	2	Average 1-3 more over Benchmark per AY	Students transferring with or without credentials	1-5
Streamline,	7	70% fall to	Increase 2-	Students	1-5

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Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
align, and schedule courses effectively to increase degree attainment.		spring and 40% fall to fall	4% per AY	who return fall to spring and fall to fall	
Increase DE learning opportunities for students. Engage business faculty with professional development around enhancing DE.	12	# of BUS Courses taught via DE	100% DE, Increase enrollment, increase fill rates, increase Efficiency from Cautionary to Healthy	Overall Efficiency Rate	1-5
Utilize soft-cover, on-line, and open source texts to reduce costs for students.	14	Current average costs per texts	Reduce textbook costs by 40%	Actual costs for BUS texts	1-5
Allocate portions of Program budget for PD activities and encourage lecturers to participate in PD opportunities on campus	16	One Local and National Professional conference per BUS Instructor per AY	Meet or exceed Benchmark	Actual conferences attended	1-5
Offer BUS 120, ENT 125, and MGT 120 as part of Early College Program at Kapaa High School.	17	Enroll 5 Kapaa High School students each year into BUS Program	Meet or exceed Benchmark	Number of students declaring BUS Major from Kapaa High School	1-5

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Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Actively promote the existing Program to the various business and professional associations on Kaua'i.	20	Enroll 5 new adult, non-traditional learners as BUS Program Majors	Meet or exceed Benchmark	Number of adult, non-traditional learners declaring BUS Major	1-5
Actively seek out future opportunities to recruit international students from Pacific Island nations.	21	Two International students per AY	Meet or exceed Benchmark	Number of International students enrolled as BUS Majors	1-5

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

I am NOT requiring resources for my program/unit.

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

Program Goal	Raise the BUS Program FTE to align with Majors to FTE BOR Appointed Faculty and Analytic FTE Faculty ratios. This will provide the level committed, quality instructional and administrative support needed to enable student success and Program growth.
Resource Requested*	One, 1.0 FTE, Tenure track, Instructor
Cost and Vendor	Based on UHPA contract
Annual Recurring Cost	Salary and Benefits
Useful Life of Resource	As long as Business Program exists
Person(s) Responsible and Collaborators	BED Division Chair, BUS Program Coordinator, Human Resources, VCAA, Chancellor
Timeline	Fall 2020

***An approved ITAC Request Form must be attached for all technology requests**