

Kaua`i Community College

Annual Program Review Update (APRU)

for BUSINESS

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.

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	N/A. BUS is still a Provisional Program awaiting BOR approval to Permanent status. No CPR done.
Date Website Last Reviewed/Updated	9/18
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.

Part II. Analysis of Quantitative Indicators

College: Kauai Community College

Program: Business

Part I: Program Quantitative Indicators

Demand Indicators		Program Year			Demand Health
		15-16	16-17	17-18	
1.	New & Replacement Positions (State)	3333	3210	3134	Healthy
*2.	New & Replacement Positions (County Prorated)	199	198	190	
3.	Number of Majors	25	40	42	
3a.	Number of Majors Native Hawaiian	6	18	16	
3b.	Fall Full-Time	35%	33%	49%	
3c.	Fall Part-Time	65%	67%	51%	
3d.	Fall Part-Time who are Full-Time in System	8%	7%	6%	
3e.	Spring Full-Time	42%	27%	44%	
3f.	Spring Part-Time	58%	73%	56%	
3g.	Spring Part-Time who are Full-Time in System	21%	8%	13%	
4.	SSH Program Majors in Program Classes	72	273	213	
5.	SSH Non-Majors in Program Classes	45	705	651	
6.	SSH in All Program Classes	117	978	864	
7.	FTE Enrollment in Program Classes	4	33	29	
8.	Total Number of Classes Taught	4	25	21	

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

Efficiency Indicators		Program Year			Efficiency Health	
		15-16	16-17	17-18		
9.	Average Class Size	10	13	14	Cautionary	
*10.	Fill Rate	62.9%	57.0%	59.8%		
11.	FTE BOR Appointed Faculty	1	1	1		
*12.	Majors to FTE BOR Appointed Faculty	25	40	42		
13.	Majors to Analytic FTE Faculty	Infinity	13	21		
13a.	Analytic FTE Faculty	0	3	2		
14.	Overall Program Budget Allocation					
14a.	General Funded Budget Allocation					
14b.	Special/Federal Budget Allocation					
14c.	Tuition and Fees					
15.	Cost per SSH					
16.	Number of Low-Enrolled (<10) Classes	1	4	6		
Effectiveness Indicators		Program Year				Effectiveness Health

		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	82%	79%	75%	Cautionary
18.	Withdrawals (Grade = W)	1	15	16	
*19.	Persistence Fall to Spring	42%	67%	49%	
19a.	Persistence Fall to Fall	24%	32%	26%	
*20.	Unduplicated Degrees/Certificates Awarded	2	5	8	
20a.	Degrees Awarded	1	2	2	
20b.	Certificates of Achievement Awarded	0	4	2	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	3	5	8	
21.	External Licensing Exams Passed				
22.	Transfers to UH 4-yr	0	2	2	
22a.	Transfers with credential from program	0	0	1	
22b.	Transfers without credential from program	0	2	1	
Distance Indicators		Program Year			
		15-16	16-17	17-18	
23.	Number of Distance Education Classes Taught	0	6	5	
24.	Enrollments Distance Education Classes	n/a	73	86	
25.	Fill Rate	n/a	49%	72%	
26.	Successful Completion (Equivalent C or Higher)	n/a	70%	80%	
27.	Withdrawals (Grade = W)	n/a	6	2	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	71%	68%	
Perkins Indicators (2016 - 2017)		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	N/A	N/A	N/A	
30.	2P1 Completion	N/A	N/A	N/A	
31.	3P1 Student Retention or Transfer	N/A	N/A	N/A	
32.	4P1 Student Placement	N/A	N/A	N/A	
33.	5P1 Nontraditional Participation	N/A	N/A	N/A	
34.	5P2 Nontraditional Completion	N/A	N/A	N/A	
Performance Indicators		Program Year			
		15-16	16-17	17-18	
35.	Number of Degrees and Certificates	1	6	4	
36.	Number of Degrees and Certificates Native Hawaiian	0	0	1	
37.	Number of Degrees and Certificates STEM	0	0	0	
38.	Number of Pell Recipients ¹	1	3	2	
39.	Number of Transfers to UH 4-yr	0	2	2	

The Overall Program Health is CAUTIONARY.

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 three 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.

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. 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 n/a in AY 2015-16 to 73 in AY 2016-17, to 86 in AY 2017-18.

It should be noted that BUS293V, 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 (49%). This is down from 67% in AY 2016-17 and 11% 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 and 68% in 2017-18.

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 (86 students enrolled in 5 courses) and fill rates (72%) and completion rates (80%) continue to climb.
- The Program continues to send transfer students to UH (2 students in AY 2016-17 and 2 students in AY 2017-18).
- Overall persistence rates fall to spring are at 68%.

Improvement can be made in the following areas:

- 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.

Part III. Assessment Data (EP 5.202)

Assessment results for Program Student Learning Outcomes (PSLOs).

Below are the Business Program Learning Outcomes:

1. Develop critical thinking and interpersonal skills applicable to real-world problems
2. Utilize creativity and logical strategies and techniques to solve complex business issues
3. Implement and apply current technical solutions to business activities, systems, and processes
4. Apply foundational management principles to the functions of planning, organizing, coordinating, and decision making to business operations

5. Demonstrate fundamental knowledge of business and technical skills to support lifelong professional development

In the last AY, the BUS Program assessed its PSLOs internally and externally through the following methods:

- Aligning all CSLOs to PSLOs
- Conducting “closing the loop” assessments for all BUS courses taught in the fall and spring
- Soliciting feedback from the BUS Advisory Board at the annual meeting in spring 2018

Through these methods, the program was able to determine that PSLOs were still applicable to the Program’s mission. 100% of the students completing BUS course CSLOs at the benchmark of 70% were meeting PSLOs.

Over the past two AYs, the Program has assessed student success through CSLOs using LiveText and LiveText Via. As the institution moves from assessing individual CSLOs to PSLOs, the BUS Program developed and submitted a 5-year PSLO Assessment Plan, which goes into effect in fall 2018. Strategies include:

Strategies for Program Assessment:

1. Student Surveys
 - a. Course evaluation survey PSLO-linked questions
 - b. Continuing student end-of-semester survey
 - c. Graduating student exit survey
2. Industry Assessments
 - a. BUS 293V Learning Objective Evaluation Forms
 - b. Business Program student employer survey
 - c. Business Advisory Board Bi-Annual PSLO Review
3. 5-Year Course Reviews
 - a. Review CSLOs, CLSO-PSLO alignment, PSLO-ISLO alignment

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
1	Y	Meets Program Mission. 100% Student Achievement	NA	Fall 2018
2	Y	Meets Program Mission. 100% Student Achievement	NA	Fall 2018
3	Y	Meets Program Mission. 100% Student Achievement	NA	Fall 2018
4	Y	Meets Program Mission. 100% Student Achievement	NA	Fall 2018
5	Y	Meets Program Mission. 100% Student Achievement	NA	Fall 2018

Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

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 increased from 5 to 8
Inform students of articulation agreement with UHWO and benefits of their distance education offerings.	<u>Increase the Number of Students Who Transfer</u>	Matched AY 2016-17 number of two UH transfers.
Increase DE learning opportunities for students.	<u>Strengthen Distance Education Offerings</u>	DE enrollments, fill rate, and completion rate all increased in 2017-18

Utilize single text for all three Entrepreneurship courses being offered	<u>Reduce the Cost of Education for Students</u>	Decreased text book costs for three ENT courses.
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.
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 recruitment on international students.

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

Part V. 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 is still a Provisional Program awaiting BOR approval to Permanent status. No CPR done.					

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

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

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	4	2	Average 1-3 more over Benchmark per AY	Students transferring with or without credentials	1-5

education offerings.					
Streamline, align, and schedule courses effectively to increase degree attainment.	7	60% fall to spring and 40% fall to fall	Increase 2-4% per AY	Students who return fall to spring and fall to fall	1-5
Increase DE learning opportunities for students. Engage business faculty with professional development around enhancing DE.	12	6 Courses, 80 students, with 75% completion	100% online availability of BUS courses, No less than 6 courses per year, no less than 75% completion, increase enrollment by 2% each year	# of DE courses, # of students enrolled, completion 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	16	One Local and National Professional conference per BUS Instructor per AY	Meet or exceed Benchmark	Actual conferences attended	1-5

PD opportunities on campus					
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
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

Part VI. 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).

If no resources are being requested, place an “X” here. _____

The BUS Program is requesting 1.0 FTE Instructor position, beginning fall of 2019. The reason for this request is:

1. Majors to FTE BOR Appointed Faculty is at 42. (Healthy ratio is 15-35)
2. Analytic FTE was 3 in 2016-17 and is 2 in 2017-18.
3. BUS Majors continue to increase.

4. Number of SSH hours in Program Classes has increased dramatically for both Majors (72 in AY 2015-16 to 213 in AY 2017-18) and Non-Majors (45 in AY 2015-16 to 651 in AY 2017-18).
5. Increased demand from Kapaa High School for BUS courses for Early College from one course to three, which will impact 75 students from 25.
6. Inquiry from Waimea High School to offer at least one BUS class beginning fall 2019.
7. BUS Program taking ownership of ICS 101, BUSN 171, BUSN 175 as Business Technology Program is retired.
8. BUS Lecturers currently teaching an average of 21.0 credits per semester.
9. Current FTE faculty member, has been assigned a teaching overload for the past three AYs.

10. Overall Industry demand is high for BUS Program completers. In a survey of graduates in 2017, 100% of students earning either a Business Degree or Certificate were employed within their field of study.

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 2019

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

