

## Comprehensive Program Review 2023



## BUSINESS

# Kaua'i Community College

## Five Year Comprehensive Program Review (CPR)

**Program Name: Business**

**Assessment Period: (e.g., 2017-2022): AY2019-2022**

**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.

**College Mission Statement** - Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua'i ma ke 'ano he kahua e  
ho'oulu, ho'ā, a ho'oikaika 'ia ai ka 'ike a me ka na'auao o nā  
kānaka a'o aku a a'o mai no ka ho'owaiwai 'ana i ke kaiāulu a  
me ka honua.

'O ke kahua ma mua, ma hope ke kūkulu.

First comes the foundation, then comes the building.

('Ōlelo No'eau, number 2459)

Kaua'i Community College fulfills its mission by incorporating the following practices.  
The College:

- Provides open access, affordable education;
- Offers Certificates of Competence, Achievement, and Academic Subjects; Associate in Applied Science, Science, and Arts Degrees;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua'i.

The Business Program supports the college mission by laying the foundations in multiple disciplines within the Business field. These include marketing, management, information technology and entrepreneurship. With this foundation, students – whether they be Business

Majors or not – can successfully navigate through the ever-changing world of business.

## Part I. Executive Summary of Program Status

This is the first CPR for the Business Program. N/A

Though there are no recommendations from previous CPRs, there was a major change in the Business Program in AY2020, when the Program went to a 100% online, asynchronous delivery model. This change was presented and supported by the Business Program Advisory Board as a solution to increase class fill rates and meet the needs of the Kauai island stakeholders. The timing of the decision was fortuitous as COVID-19 pandemic struck in the spring of 2020. While other programs were scrambling to meet student needs, the Business Program made the seamless transition. The results since making the switch to the current model of delivery have been highly productive. The number of Majors has increased each year, the Major SSH and non-Major SSH has increased dramatically, and the student market has been expanded across Kauai, the state and the continent. Project-based learning in courses has continued and assessment of PSLOs from both students and employers continues to rank high.

## Part II. Program Description (UHCCP 5.202)

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| <b>Number of Faculty and Staff</b>        | Faculty (FT): 1   |
|   | Faculty (Lecturers): 6  |
|   | Staff: 0  |
| <b>Date Website Last Reviewed/Updated</b> | September 2023  |
| <b>Brief History of Program</b>           | The AS Business Degree Program was launched in 2014 as a Provisional Program. The Business Program received Established status from the UH Board of Regents in 2019. Since then, the Program has grown to meet the needs of not only the County of Kauai, but it meets the demand across the State of Hawai'i as students from every island take courses from KauCC. The Business Program currently has the most majors, Major SSH and non-Major SSH than any other CTE program on campus. Transfers to UH institutions have reached double digits the past two years and the Program has two articulation agreements (UHWO Business Program and Otago Polytechnic Applied Management Program) in place with one being reviewed currently (UHMC Applied Business and Technology Program). The articulation agreement with Otago |

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|  | <p>Polytechnic in Dunedin, New Zealand is the only international agreement for the campus. For the past four years, approximately 50% of the Majors within the Business Program have been Native Hawaiian.</p> <p>The Business Program has been featured in local periodicals, UH News, No'elo Magazine, and Forbes.</p> |
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### For Instructional Programs ONLY

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| <p><b>Graduate Occupation or Transfer Options</b></p> | <p>The Business Program targets multiple student populations that include: High school students in Business Pathway, High School Graduates, Working Adults, returning non-traditional students, and Furloughed or Displaced workers. With the BUS Program being offered fully online and asynchronous, we are able to service these populations on Kauai, throughout the State of Hawaii and those students within the UH system residing on the continent. These students can:</p> <p>Transfer to other 4-year institutions to earn Bachelor's degrees in:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Management</li> <li>• Human Resources</li> <li>• Finance</li> <li>• Entrepreneurship</li> <li>• Information Technology</li> </ul> <p>Enter into the workforce in a variety of positions and industry sectors.</p> <p>Seek promotion within their current places of employment with the attainment of an AS degree.</p> |
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September 22, 2023

|                                       |     |
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| <b>Special Admission Requirements</b> | N/A |
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Comprehensive Program Review Outline  
**Revised**

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| <b>Credentials Offered</b>   | N/A   |
| <b>Current Program Articulation Agreements (Institution and Expiration Date)</b> | Institution: University of Hawaii West Oahu   |
|  | Expiration Date: None   |
|  | Institution: Otago Polytechnic, Dunedin New Zealand   |
|  | Expiration Date: None   |
|  | Institution: UH Maui College<br>Expiration Date: Pending Initial Approval   |
| <b>Distance Education Courses Offered</b>  | <p>Courses offered via distance are:</p> <p>BUS 120<br/>BUS 190<br/>BUS 293<br/>BLAW 200<br/>ENT 125<br/>ENT 130<br/>ENT 150<br/>ICS 101<br/>MGT 120<br/>MGT 122<br/>MGT 124<br/>MKT 120</p>  |
| <b>Early College Courses offered (total number of sections/high school)</b>      | <p>Kapaa High School: One section of each of these courses has been offered each year:</p> <ul style="list-style-type: none"> <li>• BUS 120</li> <li>• ENT 125</li> </ul> <p>*The Business Program did offer one section of ICS 101 over the summer of 2021 as part of a DOE grant program for three high schools on Kauai and Hawaii island.</p> <p>**The Business Program will be offering one section of ICS 101 for the spring of 2024.</p> |
| <b>Distance Education Programs offered</b>                                       | <p>The Business Program was the first program to be approved to be offered fully via Distance Education and was approved by the ACCJC in 2020.</p> <p>In 2021, the Program was given approval to be listed by UH as Fully Online.</p>   |
| <b>Current Advisory Board Members/Employer and last meeting date</b>             | <p>Member Names:</p> <p>Laurie Yoshida – Communications Manager, Corteva</p> <p>Nalani Brun – Director, Kauai County of Economic Development</p>  |

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|                             | <p>Robbie Melton – Director, Kauai Small Business Development Center</p> <p>Gene Rendino – Previous KauCC Instructor</p> <p>Thomas Awong – General Manager ABC Stores</p> <p>Mark Periello – President and CEO, Kauai Chamber of Commerce</p> <p>Ivory Lloyd – Kauai Federal Credit Union</p> <p>Cindy Ayanon – President, Filipino Chamber of Commerce</p> <p>Randall Francisco – Community Leader</p> <p>Taylor Young – Owner, Weekend Digital</p> <p>*We have always had a student member on the board as well.</p> |
|                             | Employer: All members of the current Advisory Board have employed KauCC students   |
|                             | Last Meeting Date: 5/17/2023   |
| <b>Employer Internships</b> | <p>Students enrolled in the BUS 293 course are given the option of seeking internship opportunities within their current place of employment. Other placement locations include:</p> <ul style="list-style-type: none"> <li>• The Kauai Small Business Development Office</li> <li>• The Kauai Economic Development Board</li> <li>• Kauai Chamber of Commerce</li> <li>• Kauai Sea Farms</li> </ul>   |

**For Non-Instructional Programs ONLY**

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| <b>Community Partnerships, Advisory Committees, etc.</b> | <p>Partnerships with:</p> <p>Common Ground</p> <p>Kauai Federal Credit Union</p> <p>Kauai Small Business Development Center</p> <p>UH Office of Innovation and Commercialization</p> <p>UH Pacific Asian Center for Entrepreneurship</p> <p>National Association for Community College Entrepreneurship</p> <p>National Business Education Association</p> <p>United States Patent and Trademark Office</p> <p>Institute for Veterans and Military Families</p> <p>Syracuse University</p> |
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## Part III. Analysis of Quantitative Indicators

The Overall Program Health is: **Healthy**

| 2018       | 2019    | 2020    | 2021    | 2022    |
|------------|---------|---------|---------|---------|
| Cautionary | Healthy | Healthy | Healthy | Healthy |

Here is the ARPD for 2023:

| #   | Demand Indicators                             | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----|---|---------|---------|---------|---------|---------|
| 1.  | New & Replacement Positions (State)           | 4,537   | 5,445   | 3,977   | 3,294   | 3,275   |
| 2.* | New & Replacement Positions (County Prorated) | 223     | ▲ 270   | ▼ 208   | ▼ 180   | ▼ 178   |
| 3.  | Number of Majors ?                            | 40      | ▲ 42    | ▲ 68    | ▼ 66    | ▲ 72    |
| 3a. | Number of Majors Native Hawaiian              | 14      | ▲ 18    | ▲ 35    | ▼ 32    | ▲ 35    |
| 3b. | Fall Full-Time                                | 38%     | 37%     | 47%     | 30%     | 27%     |
| 3c. | Fall Part-Time                                | 62%     | 63%     | 53%     | 70%     | 73%     |
| 3d. | Fall Part-Time who are Full-Time in System    | 14%     | 14%     | 4%      | 13%     | 12%     |
| 3e. | Spring Full-Time                              | 35%     | 30%     | 33%     | 15%     | 20%     |
| 3f. | Spring Part-Time                              | 65%     | 70%     | 67%     | 85%     | 80%     |
| 3g. | Spring Part-Time who are Full-Time in System  | 16%     | 13%     | 18%     | 22%     | 11%     |
| 4.  | SSH Program Majors in Program Classes         | 354     | 306     | 714     | 663     | 705     |
| 5.  | SSH Non-Majors in Program Classes             | 744     | 654     | 735     | 762     | 750     |
| 6.  | SSH in All Program Classes                    | 1,098   | 960     | 1,449   | 1,425   | 1,455   |
| 7.  | FTE Enrollment in Program Classes             | 37      | 32      | 48      | 48      | 49      |
| 8.  | Total Number of Classes Taught                | 26      | ▼ 25    | ▲ 28    | ▼ 26    | ▲ 28    |

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

# Comprehensive Program Review Outline

Revised September 22, 2023

| #    | Efficiency Indicators                | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------|--------------------------------------|---------|---------|---------|---------|---------|
| 9.   | Average Class Size                   | 14      | ▼ 13    | ▲ 17    | ▲ 18    | ▼ 17    |
| 10.* | Fill Rate                            | 63.2%   | ▼ 57%   | ▲ 72.9% | ▲ 79.8% | ▼ 74.6% |
| 11.  | FTE BOR Appointed Faculty            | 1       | 1       | 1       | 1       | 1       |
| 12.* | Majors to FTE BOR Appointed Faculty  | 40      | ▲ 42    | ▲ 68    | ▼ 66    | ▲ 72    |
| 13.  | Majors to Analytic FTE Faculty       | 13      | 14      | 23      | 22      | 24      |
| 13a. | Analytic FTE Faculty                 | 3       | 3       | 3       | 3       | 3       |
| 14.  | Overall Program Expenditures         | \$0     | \$0     | \$0     | \$0     | \$0     |
| 14a. | General Funded Budget Allocation     |         |         |         |         |         |
| 14b. | Special/Federal Budget Allocation    |         |         |         |         |         |
| 14c. | Tuition and Fees                     |         |         |         |         |         |
| 15.  | Cost per SSH                         | \$0     | \$0     | \$0     | \$0     | \$0     |
| 16.  | Number of Low-Enrolled (<10) Classes | 7       | 10      | 6       | 2       | 4       |

| #    | Effectiveness Indicators                       | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------|--|---------|---------|---------|---------|---------|
| 17.  | Successful Completion (Equivalent C or Higher) | 76%     | 76%     | 82%     | 74%     | 73%     |
| 18.  | Withdrawals (Grade = W)                        | 20      | 23      | 14      | 26      | 24      |
| 19.* | Persistence Fall to Spring                     | 67%     | ▼ 64%   | ▲ 67%   | ▲ 69%   | ▼ 68%   |
| 19a. | Persistence Fall to Fall                       | 34%     | 40%     | 45%     | 48%     | 46%     |
| 20.* | Unduplicated Degrees/Certificates Awarded 🟡    | 7 ▲     | 8 ▲     | 11 ▲    | 19 ▲    | 21      |
| 20a. | Degrees Awarded                                | 1 ▲     | 8 ▼     | 6 ▲     | 10 ▲    | 12      |
| 20b. | Certificates of Achievement Awarded            | 1 ▲     | 8 ▼     | 7 ▲     | 14 ▲    | 24      |
| 20c. | Advanced Professional Certificates Awarded     | 0       | 0       | 0       | 0       | 0       |
| 20d. | Other Certificates Awarded                     | 8       | 12      | 15      | 33      | 37      |
| 21.  | External Licensing Exams Passed <sup>1</sup>   |         |         |         |         |         |
| 22.  | Transfers to UH 4-yr                           | 4       | 5       | 3       | 5       | 10      |
| 22a. | Transfers with credential from program         | 4       | 2       | 1       | 0       | 4       |
| 22b. | Transfers without credential from program      | 0       | 3       | 2       | 5       | 6       |

<sup>1</sup> Campus to include in program analysis if applicable.

## Comprehensive Program Review Outline Revised

| #   | Distance Indicators  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----|--|---------|---------|---------|---------|---------|
| 23. | Number of Distance Education Classes Taught                    | 6       | 7       | 28      | 26      | 27      |
| 24. | Enrollments Distance Education Classes                         | 106     | 116     | 483     | 475     | 464     |
| 25. | Fill Rate  | 76%     | 70%     | 73%     | 80%     | 74%     |
| 26. | Successful Completion (Equivalent C or Higher)                 | 73%     | 65%     | 82%     | 74%     | 71%     |
| 27. | Withdrawals (Grade = W)  | 7       | 16      | 14      | 26      | 24      |
| 28. | Persistence (Fall to Spring Not Limited to Distance Education) | 68%     | 61%     | 64%     | 63%     | 63%     |

| #   | Perkins Indicators                       | Goal | Actual | Met |  |
|-----|--|------|--------|-----|--|
| 29. | 1P1 Postsecondary Placement              | 33   | 93     | Met |  |
| 30. | 2P1 Earned Recognized Credential         | 34   | 54     | Met |  |
| 31. | 3P1 Nontraditional Program Concentration | 11   | 72     | Met |  |
| 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  | 2021-22  | 2022-23  |
|-----|--|----------|----------|----------|----------|----------|
| 35. | Number of Degrees and Certificates                 | 2        | 16       | 13       | 24       | 36       |
| 36. | Number of Degrees and Certificates Native Hawaiian | 1        | 1        | 8        | 5        | 21       |
| 37. | Number of Degrees and Certificates STEM            | Not STEM | Not STEM | Not STEM | Not STEM | Not STEM |
| 38. | Number of Pell Recipients <sup>1</sup>             | 0        | 8        | 10       | 16       | 18       |
| 39. | Number of Transfers to UH 4-yr                     | 4        | 5        | 3        | 5        | 10       |

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** – New and Replacement Positions demand at both the State and County levels, though down from AYs 2018&2109, have held steady the past three AYs. In searching online job sites and Kauai County American Job Center database, there are over 280 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.

Number of majors continues to grow and based off of **IRAPO 2023 fall enrollment data, there are 92 BUS Majors at KauCC**. The economy locally is re-opening and there is high demand for the types of positions that students can attain through the Business courses.

Based on review and feedback from the Business Program Advisory Board in May, 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.

Full-time students have decreased when looking at the five-year trend. This can be explained by the Program attracting more working adults across the state who are taking advantage of the online, asynchronous course offerings, while continuing to work. As people return to work and with the cost of living being high and the growth of the working adult market, we may see more Part-time students once again. By taking the Program 100% online, asynchronous, we will provide these learner groups access to education at times that are convenient for their schedules. Having more part-time students may lead to longer periods of time to completion of degree. This will have to be monitored in the future.

SSH for Program Majors increased 100% over the past five years, while SSH Non-Majors has held steady. This is a good sign in that non-Majors see the value of BUS courses. Total SSH in All Program Courses for the past five years **is the highest total for any Program within the Business Education Division and is the second most of all CTE Programs next to Nursing.**

**In AY 2022-23, the BUS Program had a total of 1,455 in Total SSH in All Program Courses. At \$131.00 per credit, the BUS Program generated \$190,605.00 in Tuition and Fees for the campus.**

It should be noted that close to **50% of BUS Majors are Native Hawaiian.**

**Efficiency** – Average Class Size continues to hold steady the past three AYs, up roughly 18% from AYs 2018&2019. Class Fill Rates increased and have leveled off at roughly 75% over the past 5 years. As mentioned earlier, with the number of part-time students and the emerging working adult learner market we see an overall growth in the number of students taking business courses. 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.

While the number of Program Majors has steadily grown, the number of BUS Program faculty has not. For the past five years, Analytic FTE has been 3.0. The BUS Program has 1.0 FTE currently. In the spring of 2023, a second 1.0 FTE was added, but this person has left. This leaves the Program short two, full-time positions.

**Effectiveness** – Over the past five years, roughly three out of four students have successfully completed BUS courses. Course withdrawals can be expected as those returning to post-secondary education are needing to find work/life balance.

**Revised**

Students withdraw from classes for a variety of reasons. Based on informal data collected, the top reasons for students withdrawing from courses are: 1) lack of funds to pay for classes, 2) the need to have to work, 3) personal reasons (family illness), 4) taking on more courses than they could actually handle in juggling work and family responsibilities.

Persistence Fall to Spring has stayed near 70%, while Persistence Fall-to-Fall is nearing 50%. These numbers may be reflective of the current economy and the ratio of part-time to full-time students.

The number of Unduplicated Degrees/Certificates Awarded has increased each of the five years and in AY 2022, the number of Transfers to UH 4-year campuses reached double digits for the first time.

**Perkins Indicators** - As far as meeting applicable Perkins indicators, the Business Program far exceeded all of its goals for indicators 1P1 (Post-Secondary Placement), 2P1 (Earned Recognized Credential, and 3P1 (Nontraditional Program Concentration).

**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 in BUS Program courses continues to increase.
- Business course are popular with non-Business Majors.
- Degrees and Certificates awarded continues to increase.
- Distance education continues to show strong demand.
- The Program continues to send transfer students to UH. It is hoped that with the implementation of the articulation agreement with UHMC, these numbers will increase.
- Persistence rates are holding steady.

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.

The last two bulleted items are of most concern as the lone Program faculty member is carrying all of the load of an expanding Program that has huge upside potential for growth.

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The one significant program action that occurred in AY 2022-23 was the onboarding of a Full-time faculty member. For the last five years, ARPD data showed that the Program should have 3.0 FTE. Having the additional full-time position start in the spring of 2023 helped alleviate some of the duties and responsibilities on the existing faculty member. However, due to unfortunate circumstances, the new faculty member decided to discontinue employment.

#### Part IV. Assessment Data (EP 5.202)

Here is the [Business Program Assessment Plan](#)

| PSLO/PSO  | Date Last Assessed | Findings   | Improvements Implemented                        | Next Assessment Date |
|---|--------------------|--|---|----------------------|
| Develop critical thinking and interpersonal skills applicable to real-world problems      | May 2023           | Student Course Evaluations rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance as either Good or Excellent. | No changes were made based on results gathered. | May 2024             |
| Utilize creativity and logical strategies and techniques to solve complex business issues | May 2023           | Student Course Evaluations rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance as either Good or Excellent. | No changes were made based on results gathered. | May 2024             |

Comprehensive Program Review Outline

**Revised**

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|  |          |  |   |          |
| Implement and apply current technical solutions to business activities, systems, and processes   | May 2023 | Student Course Evaluations rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance as either Good or Excellent. | No changes were made based on results gathered. | May 2024 |
| Apply foundational management principles to the functions of planning, organizing, coordinating, and decision making to business operations<br>Demonstrate fundamental knowledge of business and technical skills to support lifelong professional development | May 2023 | Student Course Evaluations rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance as either Good or Excellent. | No changes were made based on results gathered. | May 2024 |
| Demonstrate fundamental knowledge of business and technical skills to support lifelong professional development  | Mat 2023 | Student Course Evaluations rated over 4.5 as Strongly Agree and Employers at   | No changes were made based on results gathered. | May 2024 |

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|  |  | <p>Internship sites rated student performance as either Good or Excellent.</p> |  |  |
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## Part V. Curriculum Revision and Review

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

| Course Prefix and Number | Date Last Reviewed | Next Review Date |
|--------------------------|--------------------|------------------|
| BUS 120                  | 8/25/2021          | 8/2026           |
| BUS 190                  | 10/4/2023          | 10/2028          |
| BLAW 200                 | 8/24/2022          | 8/2027           |
| ENT 125                  | 10/4/2023          | 10/2028          |
| ENT 130                  | 10/4/2023          | 10/2028          |
| ENT 150                  | 9/19/2023          | 9/2028           |
| ICS 101                  | 11/18/2022         | 11/2027          |
| MGT 120                  | 2/24/2020          | 2/2025           |
| MGT 122                  | 2/24/2020          | 2/2025           |
| MGT 124                  | 9/11/2023          | 9/2028           |
| MKT 120                  | 9/08/20            | 9/2025           |

## Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

| Survey Type   | Date Administered | Date of Next Survey | Results   |
|---|-------------------|---------------------|---|
| Business<br>Advisory Board<br>Mana`o<br>Questionnaire | May 2022          | May 2025            | <p>Here are comments from Members based on the questions:</p> <p>1. What three things stood out to you from the presentation?</p> <ul style="list-style-type: none"> <li>How far the program has come with people like</li> </ul> |

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|  |  |  | <p>yourself going the extra mile and having foresight.</p> <ul style="list-style-type: none"> <li>• How everything was planned out and structured with specific goals and new ideas to keep this program moving forward.</li> <li>• STRIVE Program can open the doors for other groups and the non-credit courses are a plus.</li> <li>• How much I can see active problem solving is happening in this program. Real life skills.</li> <li>• How much the program fits the native Hawaiian population with hands on activity.</li> <li>• The level of growth of the program has warranted a position which always seems impossible but implies buy in!</li> </ul> <p>2. In what ways can our faculty support Kauai's Business Community?</p> <ul style="list-style-type: none"> <li>• This is where it starts by keeping us informed and involved.</li> <li>• Continue to expand this program at the college. Seems often more useful because it applies standard math, standard English, standard tech so each are not working in its own silos.</li> <li>• Continue trying to provide start up education for new</li> </ul> |
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|  |  |  | <p>ideas and keep making us all connect.</p> <ul style="list-style-type: none"><li>• Continue working toward an innovation/maker space type project.</li></ul> <p>3.How can our students be better prepared to enter into the market?</p> <ul style="list-style-type: none"><li>• Having a complete understanding of the basic concepts of business, which includes basic formulas and calculations</li><li>• More hands on exercises of business practices, like the HI Joe!</li><li>• I think introducing this earlier in school years. From Lemonade stands to Lemon World. Pieces thru middle and high school till they are ready to put it all together. Incorporate concepts to existing math and English etc..classes. Like a mini curriculum other teachers can use for real world.</li><li>• Internships with more business and business orgs. I'm committed.</li><li>• Continue "presenting" skills. It's a tough one for our keiki. Maybe start a toastmasters there. Presenting challenges.</li></ul> |
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|  |  |  | <p>4.How can our BUS Program become more engaged with the Business Community?</p> <ul style="list-style-type: none"><li>• Entrepreneurship and Incubation Program (POP UP Stores that students run)</li><li>• Partner with businesses for hands on application in real world setting of what was learned in the classroom setting.</li><li>• Internships.</li><li>• These types or regular gatherings</li><li>• We need to incorporate your students into planning sessions. Need the “value added”</li></ul> <p>5.What are three areas that we can improve on in the next three years?</p> <ul style="list-style-type: none"><li>• Can’t think of any after reading 5 year plan.</li><li>• General growth of the program which you are doing.</li><li>• Increase internships or time in internships with specific learning goals.</li><li>• Qtrly check ins with bus community picking each other’s brains.</li></ul> |
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|  |  |  | <p>6.What are three ways that you and/or your organization can do to support the BUS Program?</p> <ul style="list-style-type: none"> <li>• I will speak with Paul to see if will be possible to do Incubation Program.</li> <li>• Also about the Ideation and Innovation Hub.</li> <li>• Internship spot</li> <li>• Can offer general overview anytime of what we are doing-how government fits or doesn't into business.</li> <li>• Help guide as they write a grant for a project to our innovation grants RFP.</li> </ul> |
|  |  |  |  |

## Part VII. Financials

Provide your program or unit's budget for each year of this review.

| <b>Fiscal Year</b> | <b>Budget</b> |
|--------------------|---------------|
| <b>FY2019</b>      | \$1,000.00    |
| <b>FY2020</b>      | \$1,000.00    |
| <b>FY2021</b>      | \$1,000.00    |
| <b>FY2022</b>      | \$1,000.00    |
| <b>FY2023</b>      | \$1,000.00    |

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served.

Provide the program or unit's current resources.

| Category            | Current Resource(s)                              | What is needed?   | Justification  |
|---------------------|--|---|--|
| <b>PERSONNEL</b>    |  |   |  |
| Positions (Faculty) | 1.0 FTE  | 2.0 FTE   | The BUS Program continues to grow and demand for courses increases. APRD data shows the need for 3.0 FTE based on Majors, courses, position demand, and SSH. |
| Positions (Staff)   | 0  | 0   | N/A  |
|                     |  |   |  |
|                     |  |   |  |
| <b>OPERATING</b>    |  |   |  |
| Supplies            | None   | Only what may be needed for the Innovation and Ideation Hub | In order to support student needs when incubating and developing business ideas and concepts   |
| Equipment           | None   | Only what may be needed for the Innovation and Ideation Hub | In order to support student needs when incubating and developing business ideas and concepts   |
| Space/Facilities    | None. All courses delivered online asynchronous. | Will need physical space for Innovation and Ideation Hub.   | As outlined in the UH, UHCC, and Campus strategic plans, the Diversification and Innovation Imperative identifies entrepreneurship hubs                      |
| <b>TECHNOLOGY</b>   |  |   |  |
| Hardware            | Office computer Hardware                         | None  | NA   |

|          |      |  |   |
|----------|------|--|---|
| Software | None | Entrepreneurship business plan/ideation software | Allows students to continuously work on and refine business ideas and concepts wherever they are. |
|----------|------|--|---|

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

| Action Plan   | Anticipated Outcome  | Actual Outcome   |
|---|--|--|
| Offer courses through DL delivery to meet the needs of all student learner groups. Run courses that would be considered “low-enrolled” based on current KauCC policy. | Increased fill rates, reduce time to completion, increase BUS Majors, increase BUS Major and Non-Major SSH.  | By taking the BUS Program completely online and asynchronous, we have seen growth in all of the anticipated outcomes. We now capture traditional and non-traditional students from Kauai as well as from other islands and the continental US. |
| Host orientations for incoming students and provide Program representatives with Bus Program updates.   | By showcasing the BUS Program at these events, there will be greater interest and enrollment in BUS courses. | Number of BUS Majors from traditional students has increased.  |
| Announce to students when UHWO representatives are on campus and have consultations with graduating A.S. Degree students as to the next steps towards matriculation.  | By connecting students to UHWO representatives, students can transfer seamlessly.                            | Transfers to UH 4-year campuses have reached double digits for the first time.   |
| Offer a laddering course sequence, communicate and collaborate with BED counselor to ensure students can access courses needed.                                       | Students will have a clear path to completing courses needed to receive Certificates and Degrees.            | The course scheduling has led to an increase in Certificates and Degrees awarded each year.  |
| Offer additional courses DL, asynchronous. Collaborate with other BUS Programs across the UHCC system to provide continuing paths for                                 | BUS Program can encourage students from beyond Kauai to register for classes at KauCC.                       | All BUS courses offered online and there is greater enrollment from every  |

|  |  |  |
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| students to complete coursework towards their certificates and degrees. Schedule all BUS faculty to be DL re-certified by fall 2022. Offer funding to support BUS faculty PD by attending a national conference.   |  | island as well as the continent.   |
| Seek out sources to reduce textbook costs and integrate OER materials for all BUS courses.   | Reduce the costs for students related to text books.   | 85% of BUS courses offer OER or TXT0 options.  |
| Continue to engage with Kapaa High School and offer BUS courses, while starting to engage with Waimea High School to offer BUS Program courses. Piloted ICS 101 via online, asynchronous delivery for the first time through P-20 Grant program with several High Schools from across the state. | By increasing presence in the high schools, the BUS Program can increase traditional student matriculation to KauCC campus to complete Certificates and Degrees.               | Kapaa High School continues to be the one campus that the BUS Program offers EC courses. There is discussion about replicating the grant program and offering additional courses.                                  |
| Provide Program updates to BUS Advisory Board, attend professional association meetings, and write articles and press releases to show case the Program.   | Continued collaboration with key stakeholders will generate opportunities for Program growth. Regular articles will draw attention and support both internally and externally. | Through regular contact with these groups, awareness of the program has grown, additional resources have come in to support additional programs for middle schoolers, veterans, farmers, and other learner groups. |
| Continue to build upon the relationships and agreements established with Otago Polytechnic in Dunedin, NZ. Work with the Title III grant   | Expanding the network of indigenous serving institutions provides opportunities for students, faculty, and staff from not only the BUS Program, but across the campus.         | In addition to continued relationships with Otago, new relationships were formed with Humber College in Toronto, Canada. This has led to   |

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| on future faculty and student exchanges. |  | the creation of a summer studies program through OCET for First Nations students in the summer of 2023. |
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## Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit.

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, financial needs (with timelines), 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 |
|--|---|-----------|-----------------|---|---------------------|
| Secure Adequate Number of Full-time Faculty to support the continuation and growth of the BUS Program                                  | 1-20<br>Strategic Imperative K, S, W, D | 1.0 FTE   | 3.0 FTE         | # of BUS FTE                                  | 2023                |
| Offer courses through DL delivery to meet the needs of all student learner groups. Run courses that would be considered “low-enrolled” | 1-7<br>Strategic Imperative K, S        | 80%       | 100%            | % of courses that are offered and run each AY | 2023-2028           |

|   |  |   |   |   |           |
|---|--|---|---|---|-----------|
| based on current KauCC policy.  |  |   |   |   |           |
| Review and streamline course programming so that students can get the courses they need to graduate on time.  | 1<br><br>Strategic Imperative K, S, W            | 10  | Average 2-5 more over Benchmark number per AY           | Students completing AS or CA within BUS Program | 2023-2028 |
| 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, 15<br><br>Strategic Imperative K, S, W, D     | 2   | Average 2 per AY  | Students completing AS or CA within BUS Program | 2023-2028 |
| Increase DE learning opportunities for students. Engage business  | 12, 13, &16<br><br>Strategic Imperative K, S,W,D | 6 Courses, 80 students, with 75% completion | 100% online availability of BUS courses, no less than 6 | # of DE courses, # of students enrolled,        | 1-5       |

|  |  |  |  |   |           |
|--|--|--|--|---|-----------|
| faculty with professional development around enhancing DE.   |  |  | courses per year, no less than 75% completion, increase enrollment by 2% each year | completion rate %   |           |
| Actively promote the existing Program to the various business and professional associations on Kaua'i. | 20<br><br>Strategic Imperative K,S,W, D                      | Enroll 5 new adult, non-traditional learners as BUS Program Majors | Meet or exceed Benchmark   | Number of adult, non-traditional learners declaring BUS Major | 2023-2028 |
| Actively seek out future opportunities to recruit international students from Pacific Island nations.  | 18, 21<br><br>Strategic Imperative K, D                      | Two International students per AY                                  | Meet or exceed Benchmark   | Number of International students enrolled as BUS Majors       | 1-5       |
| Implement an Ideation and Innovation Hub on campus to be housed within the BUS Program                 | 8, 10, 11,12,13,16, & 20<br><br>Strategic Imperative K,S,W,D | An IIH created on campus   | Yes or No  | An IIH created on campus                                      | 2023-2024 |

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

**Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).**

|  |   |
|--|---|
| <b>Program Goal</b>                            | Secure Adequate Number of Full-time Faculty to support the continuation and growth of the BUS Program                   |
| <b>Resource Requested*</b>                     | Funds to recruit and support 2.0 FTE. It should be noted that one of the FTE has already been approved for recruitment. |
| <b>Cost and Vendor</b>                         | \$70,000.00 for the 2 <sup>nd</sup> FTE requested.  |
| <b>Annual Recurring Cost</b>                   | \$70,000.00 for the 2 <sup>nd</sup> FTE requested.  |
| <b>Useful Life of Resource</b>                 | Until program no longer exists  |
| <b>Person(s) Responsible and Collaborators</b> | Chancellor, VCAA, VCAS, Human Resources, BED Chair, BUS Program Coordinator   |
| <b>Timeline</b>                                | Immediately   |

|  |   |
|--|---|
| <b>Program Goal</b>                            | Secure Adequate Number of Full-time Faculty to support the continuation and growth of the BUS Program |
| <b>Resource Requested*</b>                     | Entrepreneurship Software Program   |
| <b>Cost and Vendor</b>                         | \$7,000.00 for annual license. Slynshot   |
| <b>Annual Recurring Cost</b>                   | \$5,000.00 for annual license.  |
| <b>Useful Life of Resource</b>                 | Until program no longer exists. Users will have access beyond their time in class.                    |
| <b>Person(s) Responsible and Collaborators</b> | VCAA, VCAS, BED Chair, BUS Program Coordinator  |
| <b>Timeline</b>                                | Immediately   |

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