



# 2020 ANNUAL REVIEW OF PROGRAM DATA

## **BUSINESS**



UNIVERSITY of HAWAII®  
**KAUA'I**  
COMMUNITY COLLEGE

**Kaua`i Community College  
Annual Program Review Update (APRU) for  
BUSINESS**

## **1. Program or Unit 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.

### **Target Student Population**

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.

## 2. Analysis of the Program/Unit

The BUS Program ARPD url is:

<https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=KAU&t=CTE&p=2178>

**The Overall Program Health is HEALTHY.**

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) (161) 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 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.

Part-time Students continues to increase (63%). With the cost of living being high and the growth of the working adult market, we will continue to see increases in the future. By taking the Program 100% online, asynchronous, we will provide these learner groups access to education at times that are convenient for their schedules.

SSH for both Majors and Non-Majors is down slightly compared to 2018-19. SSH for Majors is 306 and 654 for Non-Majors. Total SSH for Program Courses is 960. **This is the highest total for any Program within the Business Education Division and is the second most of all CTE Programs next to Nursing.**

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

**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 2018 and 2019, Majors to FTE BOR Appointed Faculty and Majors to Analytic FTE Faculty were 42 and 2, and 40 and 3 respectively, while FTE BOR Appointed Faculty remained at 1. **Analytic FTE Faculty for 2019-20 is 3. This is the main reason for this category's Cautionary rating.**

Average class size continues to hold steady, while the Program continues to offer 25 classes. As mentioned earlier, with the number of part-time students and the emerging working adult learner market, face-to-face course offerings show a lower fill rate than on-line 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. In order to accommodate the remaining BUSN Majors, the BUS Program absorbed two BUSN courses (BUSN 171 and BUSN 179) when the BUSN Program was stopped-out. Both of these courses were less than 50% enrolled.

Fill Rates for online classes is **13% higher** than the average fill rate for all BUS Program courses at **70%**. **Total online enrollment has grown 36%** from 86 in AY 2017-18 to 116 in AY 2019-20. The BUS Program faces the challenge of having filling Face-to-Face (F2F) classes because of the overall island population of traditional students. In order to increase our class sizes, we need to attract new target markets (i.e. working adults and off-island students). 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.

**Effectiveness** – This category was rated as Healthy. In AY 2019-20, the BUS Program awarded 8 Degrees, 8 Certificates, and 12 Other Certificates. This is almost a **300% increase** over AY 2018-19. UH Transfers increased for the third year in a row.

Persistence Fall to Spring (64%). This is slightly down from AY 2018-19, but 18% higher than AY 2017-18. 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. Persistence Fall-to-Fall for AY 2019-20 has increased by 3% over AY 2018-19 and 12% over AY 2017-18.

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. When it comes to withdrawals from Distance Learning courses for the past AY, it averages to a little over two students per DL course. This past summer, we offered the ENT 125 course for the first time. The rapid pace of the course caused four students to withdraw.

**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 was nearly 300% more than the previous AY.
- Distance education continues to show strong demand (116 students enrolled in 7 courses) and fill rates (70%) and completion rates (65%) continue to hold steady.
- The Program continues to send transfer students to UH (4 students in AY 2018-19 and 5 students in AY 2019-20).
- **The BUS Program matriculated its first AS Degree student to Otago Polytechnic in Dunedin, New Zealand.**
- Persistence rates for fall-to-fall increased by 3%, while fall-to-spring are steady at 64%.

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. Follow up is being done with KauCC Institutional Research to get this data included in future ARPD reports.

There were no significant program or unit actions that occurred in AY 2019-20

### **3. Program Student Learning Outcomes or Unit/Service Outcomes**

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. Following the 5-year course review schedule, the BUS Program conducted all of its course assessments for the period. All course assessments were approved by the Assessment and Curriculum Committees.
- Conducting “closing the loop” assessments for all BUS courses taught in the fall and spring. Alignment with meeting PSLOs was between 95-100% for all courses.
- Soliciting feedback from the BUS Advisory Board at the annual meeting in spring 2019.
- Student course evaluations for all BUS courses contain questions that address alignment to PSLOs. PSLO alignment rated 4.8 out of 5.0 for all courses.
- Supervisor Assessments and Evaluations for all students completing the BUS 293 Business Coop course received grades of A. This shows that students are able to put theory into practice as well as showing that the PSLOs are relevant to attaining gainful employment.

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.

As the institution moves from assessing individual CSLOs to PSLOs, the BUS Program developed and submitted a 5-year PSLO Assessment Plan, which went 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 293 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

Based on current results and feedback, the BUS Program will continue to implement its established Assessment Plan.

#### **4. Action Plan**

The BUS Program stated ten goals in the previous APRU. Below are the goals and results based on the stated activity(ies).

**Goal 1:** Review and streamline course programming so that students can get the courses they need to graduate on time.

**Activity:** Offer courses through both F2F and DL delivery to meet the needs of all student learner groups. Run courses that would be considered “low-enrolled” based on current KauCC policy.

**Result:** 16 Degrees and Certificates awarded in AY 20.

**Goal 2:** 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

**Activity:** Host orientations for incoming students and provide Program representatives with Bus Program updates.

**Results:** Over 45% of KauCC BUS Program Majors are Native Hawaiian.

**Goal 3:** Inform students of articulation agreement with UHWO and benefits of their distance education offerings.

**Activity:** 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.

**Results:** Five students transferred to 4-year institutes.

**Goal 4:** Streamline, align, and schedule courses effectively to increase degree attainment to increase fall to spring and fall-to-fall retention rates.

**Activity:** Offer a laddering course sequence, communicate and collaborate with BED counselor to ensure students can access courses needed. Move BUS Program to 100% online.

**Results:** Reduce barriers to completion and increase access to adult learners in the workforce.

**Goal 5:** Increase DE learning opportunities for students.

**Activity:** Offer additional courses DL, asynchronous. Collaborate with other BUS Programs across the UHCC system to provide continuing paths for students to complete coursework towards their certificates and degrees.

**Results:** 100% of the BUS courses will be offered online, asynchronous for AY 21.

**Goal 6:** Engage business faculty with professional development around enhancing DE. Allocate portions of Program budget for PD activities and encourage lecturers to participate in PD opportunities on campus

**Activity:** Schedule all BUS faculty to be DL certified by fall 2021. Offer funding to support BUS faculty PD by attending a national conference.

**Results:** Four new BUS Lecturers and one continuing Lecturer have all been DL certified by KauCC DL Committee. One continuing BUS Lecturer attended the National Association for Community College Entrepreneurship conference in Newport Beach, CA in fall 2019.

**Goal 7:** Utilize soft-cover, on-line, and open source texts to reduce costs for students.

**Activity:** Seek out sources to reduce textbook costs and integrate OER materials for all BUS courses.

**Results:** 90 % of BUS courses have now reduced or removed text book costs for students.

**Goal 8:** Offer BUS 120, ENT 125, and MGT 120 as part of Early College Program at Kauai High Schools.

**Activity:** Offered ENT 125 for the first time at Kapaa High School. Continue to engage with Waimea High School to offer BUS Program courses.

**Results:** Enrollments have increased and will need to begin tracking matriculation from these high schools to KauCC.

**Goal 9:** Actively promote the existing Program to the various business and professional associations on Kaua'i.

**Activity:** Provide Program updates to BUS Advisory Board, attend professional association meetings, and write articles and press releases to show case the Program.

**Results:** The BUS Program is well-known on Kauai, within the UHCC system and have been featured in Forbes Magazine.

**Goal 10:** Actively seek out future opportunities to recruit international students from Pacific Island nations.

**Activity:** Continue to build upon the relationships and agreements established with Otago Polytechnic in Dunedin, NZ. Work with the Title III grant on future faculty and student exchanges.

**Results:** Increase the number of KauCC AS BUS Degree awardees to matriculate to OP to attain Bachelors Degree, while initiating 1-2 students coming from OP to KauCC for a smester exchange.

**Date for next Comprehensive Program Review:**

BUS Program received BOR approval to move from Provisional to Permanent status fall 2019. Initial CPR will be done in 2023.



## 5. Resource Implications

The BUS Program is requesting 1.0 FTE Instructor position, beginning fall of 2021. The reason for this request is:

1. Majors to FTE BOR Appointed Faculty is at 40. (Healthy ratio is 15-35)
2. Analytic FTE was 3 in 2017-18, 2 in 2018-19 and 3 in 2019-20.
3. Since moving to 100% online delivery BUS Majors have increased to 68 in fall 2020.
4. Number of SSH hours in Program Classes has increased dramatically for both Majors and Non-Majors.
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 Lecturers currently teaching an average of 21.0 – 27.0 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 2019, 100% of students earning either a Business Degree or Certificate were employed within their field of study.
11. As BUS Program goes 100% online in fall 2020, there is a commitment to have faculty presence on campus during regular business hours, extended weeknight hours, and weekend hours to accommodate on-island students who seek the face-to-face connection with faculty.