

# 2024 Annual Report of Program Data Business



## 1. Program or Unit Mission

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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 Alignment

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.

## 2. Program Student Learning Outcomes or Unit/Service Outcomes

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Please see Appendix A for the Business Program 5-Year Assessment Program

PSLO/PSO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
Develop critical thinking and interpersonal skills applicable to real-world problems	May 2024	Student Course Evaluations across multiple BUS Program courses rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance	Faculty will continue to refine how course assessments impact each PSLO. Program Advisory Board will also continue to be asked annually if PSLOs are still relevant.	May 2025

		as either Good or Excellent.		
Utilize creativity and logical strategies and techniques to solve complex business issues	May 2024	Student Course Evaluations from multiple BUS Program courses rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance as either Good or Excellent.	Faculty will continue to refine how course assessments impact each PSLO. Program Advisory Board will also continue to be asked annually if PSLOs are still relevant.	May 2025
Implement and apply current technical solutions to business activities, systems, and processes	May 2024	Student Course Evaluations from multiple BUS Program courses rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance as either Good or Excellent.	Faculty will continue to refine how course assessments impact each PSLO. Program Advisory Board will also continue to be asked annually if PSLOs are still relevant.	May 2025
Apply foundational management principles to the functions of planning, organizing, coordinating, and decision making to business operations Demonstrate fundamental knowledge of business and technical skills to support lifelong professional development	May 2024	Student Course Evaluations from multiple BUS Program courses rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance	Faculty will continue to refine how course assessments impact each PSLO. Program Advisory Board will also continue to be asked annually if PSLOs are still relevant.	May 2025

		as either Good or Excellent.		
Demonstrate fundamental knowledge of business and technical skills to support lifelong professional development	May 2024	Student Course Evaluations from multiple BUS Program rated over 4.5 as Strongly Agree and Employers at Internship sites rated student performance as either Good or Excellent.	Faculty will continue to refine how course assessments impact each PSLO. Program Advisory Board will also continue to be asked annually if PSLOs are still relevant.	May 2025

### 3. Analysis of the Program/Unit

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#### **Analysis of ARPD Data:**

Here is the [link](#) to the BUS Program ARPD data from which the following review and analysis will be based.

#### ***Demand Indicators:***

New and Replacement Positions continue to hold steady showing employment opportunities for students in the program. The number of majors decreased by five students, from a five-year high of 72 in 2022-23, to 66 total in 2023-24. Overall, total majors have ranged from 66-72 over the last four years making the Business program the highest enrolled CTE program at the college. The number of Native Hawaiian Majors has also held steady at 50%. The percentages of both fall and spring full-time students has increased by 4% and 13% respectively. SSH for All Program Classes is steady with more SSH from Program Majors (84) and less from Non-Majors (78). The BUS Program has increased its number of courses taught from 25 (2019-20) to 30 (2023-24), which is the most offered in the last five years.

#### ***Efficiency Indicators:***

With the offering of additional courses, both Average Class Size 16 and Fill Rates 70.1% in 2024 have decreased from 17 and 74% respectively in 2023. Analytic FTE Faculty is still at 3.0, the same as it has been for the past five years. There is currently only 1.0 FTE within the BUS Program.

#### ***Effectiveness Indicators:***

Persistence fall to spring has dropped 3% from 2022-23 (68% to 65%). Fall to fall persistence has held steady at 46%. Unduplicated Degrees decreased by one from 21 to 20 from the previous year. Transfers to UH 4-Year decreased by three from 10 to seven in 2022-23 to 2023-24.

#### ***Distance Indicators:***

The number of courses taught, as well as the enrollments in classes have increased by two (from 27 to 29) and 14 ( from 464 to 478) respectively. Fill Rates are down 3% from 2022-23, but Successful Completion rates have increased by 6% (73% to 76%). Withdrawals have decreased by five from the previous AY.

#### ***Program Actions:***

In an effort to increase the number of transfers to UH 4-year institutions, the Business Program entered into an Articulation Agreement with UH Maui College's *Applied Business and Information Technology (ABIT) Program*. This agreement will create another transfer path for Kaua'i CC AS Business degree students in addition to an existing agreement with UH West Oahu. For the past five years, according to these ARPD, the Business Program has been understaffed. During the current AY, the program seeks to hire additional FTE faculty.

The program has also enacted mirroring course scheduling to boost persistence and decrease time to degree completion. Offering this improved scheduling will accelerate completion for those majors who need to stop-out a semester due to professional and/or personal reasons. The past year, courses

have been canceled very early during the open registration process and therefore, students have had to wait one or more semesters for the course to be offered again. This could have impacted both fall to spring and fall to fall persistence rates. Another factor that may contribute to declining persistence rates is the tight labor market on both Kaua'i and across the State. Many companies are offering highly competitive wages as well as employee benefits packages with health insurance included. With the ability to earn more, students may not feel the need to continue.

There are a multitude of reasons that students do not complete courses. Many times it is for personal reasons. In order to increase completion rates, the program will work with its academic advisor and various program support staff (i.e. Wai'ale'ale and Kipaipai programs) to intervene when students show signs of disengagement. However, the program may not be able to address the fact that some students underestimate the workload of online courses and enroll for too many courses in the semester.

In order for the program to reach a wider audience and attract new students, it will be exploring PLA opportunities within the business and military communities. This work can be done once faculty levels are increased.

**Analysis of Perkins Core Indicators:**

The BUS Program met all indicators for 2023-24. Not only did the program meet every indicator goal, it exceeded each by substantial amounts:

Perkins Indicator	Goal	Actual	% Increase
1P1	35	73	108%
2P1	35	70	100%
3P1	12	76	533%

**4. Action Plan ([Kauai Community College Strategic Plan](#))**

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 Strategic Imperative K, S,W, D	1.0 FTE	3.0 FTE	# of BUS FTE	2024-25

2024 Kaua'i Community College ARPD

Program: Enter Program or Unit Name

Offer courses through DL delivery to meet the needs of all student learner groups.	1-7 Strategic Imperative K, S	80%	100%	% of courses that are offered and run each AY	2024-2028
Review and streamline course programming so that students can get the courses they need to graduate on time.	1 Strategic Imperative K, S, W	10	Average 2-5 more over Benchmark number per AY	Students completing AS or CA within BUS Program	2024-2028
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 Strategic Imperative K, S, W, D	2	Average 2 per AY	Students completing AS or CA within BUS Program	2024-2028
Increase DE learning opportunities for students. Engage business faculty with professional development	12, 13, &16 Strategic Imperative K, S,W,D	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,	# of DE courses, # of students enrolled, completion rate %	1-5

around enhancing DE.			increase enrollment by 2% each year		
Actively promote the existing Program to the various business and professional associations on Kaua'i.	20 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	2024-2028
Actively seek out future opportunities to recruit international students from Pacific Island nations.	18, 21 Strategic Imperative K, D	Two International students per AY	Meet or exceed Benchmark	Number of International students enrolled as BUS Majors	1-5
Support the Strategic Plan initiative to Implement an Ideation and Innovation Hub on campus.	8, 10, 11,12,13,16, & 20 Strategic Imperative K,S,W,D	An IIH created on campus	Yes or No	An IIH created on campus	2024-2025

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

## 5. Resource Implications

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

**APPENDIX A**

**Business Program 5-Year Assessment Plan**

**Summary:**

The purpose of this plan is to ensure that the Business Program at Kaua'i Community College is structured in a way to meet the relevant needs of all of its stakeholder groups. By developing, implementing, and assessing both internal and external assessment methodologies, the Business Program will be able to continuously improve its products and processes and provide added-value to its internal and external customers

**BUS Program Student 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

**Business Course Alignment with PSLOs:**

<b>COURSE</b>	<b>TITLE</b>	<b>PSLO ALIGNMENT</b>
BUS 120	Principles of Business	1,3,5
BUS 190	Survey of International Business	1,2,3,4,5
ENT 125	Starting a Business	1,2,3,4,5
ENT 130	Marketing for Small Business	1,2,3,4,5
ENT 150	Basic Accounting and Finance for Entrepreneurs	1,3,4,5
MGT 120	Principles of Management	1,4,5
MGT 122	Interpersonal Relations in Business	1,2,5
MGT 124	Human Resource Management	1,4,5
MKT 120	Principles of Marketing	1,2,3,4,5
MKT 130	Principles of Retailing	1,2,3,4,5
BLAW 200	Business Law	1,2,5
BUS 293V	Business Co-op	1,2,3,4,5

**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

**Yearly Timeline:**

FALL	SPRING
1a	1a
1b	1b
1c	1c
2a	2a
3a	2b
	2c (Years 1,3,& 5)

**BUSINESS PROGRAM ASSESSMENT PLAN STRATEGY DESCRIPTIONS**

**Strategy 1a – Student course evaluation survey PSLO-linked questions**

These questions will be added to all Business courses as part of the end of semester student course evaluation survey: (All questions will use a Likert Rating 1 Completely Disagree-5 Totally Agree)

- 1. This course helped me develop critical thinking and interpersonal skills applicable to real-world problems.
- 2. This course enabled me to utilize creativity and logical strategies and techniques to solve complex business issues.
- 3. This course allowed me to implement and apply current technical solutions to business activities, systems, and processes.
- 4. In this course, I was able to apply foundational management principles to the functions of planning, organizing, coordinating, and decision making to business operations.
- 5. In this course, I was able to demonstrate fundamental knowledge of business and technical skills to support lifelong professional development.

**Strategy 1b – Continuing student end-of-semester survey**

These questions will be send via email 1-week after finals to all Business majors: (All questions will use a Likert Rating 1 Completely Disagree-5 Totally Agree)

- 1. This semester, I was able to develop critical thinking and interpersonal skills applicable to real-world problems.
- 2. This semester enabled me to utilize creativity and logical strategies and techniques to solve complex business issues.

3. This semester allowed me to implement and apply current technical solutions to business activities, systems, and processes.
4. Over the course of the semester, I was able to apply foundational management principles to the functions of planning, organizing, coordinating, and decision making to business operations.
5. Over the course of this semester, I was able to demonstrate fundamental knowledge of business and technical skills to support lifelong professional development.

### **Strategy 1c – Graduating student exit survey**

In addition to receiving the end-of-semester survey, students completing any Certificate or Degree will receive the following open-ended questions:

1. What are the strengths of the Business Program?
2. In what areas could the Business Program improve in preparing you for your next career move?

### **Strategy 2a - BUS 293V Learning Objective Evaluation Forms**

Each semester, students completing the BUS 293V course must submit this form from their supervisor. Data will be tracked as a way of monitoring student performance in the work environment.

### **Strategy 2b - Business Program student employer survey**

At the end of the Spring semester, A short survey will be sent to known employers of Business majors. (All questions will use a Likert Rating 1 Completely Disagree-5 Totally Agree)

1. This student possesses critical thinking and interpersonal skills.
2. This student utilizes creativity and logical strategies and techniques to solve complex business issues.
3. This student is able to implement and apply current technical solutions to business activities, systems, and processes.
4. This student can apply foundational management principles to the functions of planning, organizing, coordinating, and decision making to business operations.
5. This student is able to demonstrate fundamental knowledge of business and technical skills to support lifelong professional development.

In addition, the following open-ended question will be asked:

In which of the five areas that you rated the student did they show the most aptitude?

In which of the five areas that you rated the student, could they show more improvement?

**Strategy 2c - Business Advisory Board Bi-Annual PSLO Review**

At the annual Business Advisory Board meeting in years 1, 3, and 5, members will review the Program Learning Outcomes and recommend additions, deletions, and edits. These changes will be implemented into the Business Program.

**Strategy 3a - Review CSLOs, CLSO-PSLO alignment, PSLO-ISLO alignment**

The Business Program Coordinator, in collaboration with Business faculty, will continue to conduct course reviews based on the existing 5-year review schedule.