

HAWAII COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL
PROGRAM REVIEW

BUSINESS TECHNOLOGY

APRIL 2, 2007

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I. Narrative and Analysis of Data

- a. Statement on the mission or purpose of the program, including the target student population;
- b. Information on external factors affecting the program;
- c. Attach PHI Report (CTE Programs only)
- d. Required external measures, if applicable (e.g.) Nursing Cert.

a. Purpose:

The Business Technology program enables students to communicate clearly through oral and written interactions complying with standard office etiquette. Students will use current and emerging technologies to create and produce quality, mailable office documents, and will learn how to organize and manage multiple organizational tasks and coworkers in an office, making efficient use of time and resources.

- b. Hawaii's jobless rate is the lowest in the Nation. Many students have opted to enter the work force in this positive economic job-creation environment instead of attending classes.

(Source: Hawaii Tribune Herald, January 25, 2007).

II. Update or Create Your Action Plan including Budget Request with Justification, if needed.

(Please refer to page 8 of Hawaii Community College, 2006-2007 Program Health Indicators).

The budget request is as follows:

To provide for business conference for Professional Development (4 FTE)	\$ 8,000.00
To upgrade computer equipment for classroom room 134.	20,000.00
To install the software purchase of the Voice Recognition Program	2,500.00
To market the BT Program, such as, posters, newspaper ads, etc.	2,000.00

QUANTITATIVE TREND DATA CHART

Program Name: Business Technology

	Fall 2005	Spring 2006	AY
#1 Number of Unduplicated Majors	68	59	82
#2 Total Student Semester Hours	608	496	1104
#3 FTE Student Majors	40.53	33.07	36.80
#4 Number of Graduates	-	-	22
#5 Number of Classes	26	22	48
#6 Avg Class size	15.19	15.05	15.13
#7 Avg Class fit	75.5%	74.6%	75.1%
#8 FTE of BOR Appointed Program Faculty	-	-	3
#9 Number of FTE Faculty	-	-	3.19
#10 Student semester hours for all PPC class enrollments	588	510	1098
#11 Student-Faculty Ratio	-	-	11.49
#12 PPC Credits Earned Ratio	.90	.90	.90
#13 Non-PPC Credits Earned Ratio	.67	.64	.65
#14 PPC Avg GPA	3.06	2.93	3.00
#15 Non Avg GPA	2.87	2.82	2.84
#16 Budget	-	-	1675.00
#17 Program cost per SSH***	-	-	123.86

*** - calculated using rank 4 rate per credit hour of instruction

The Program Health Indicators Review provides a comprehensive, empirically based review of academic programs. Major sections of the report provide descriptive information about the development and history of a program, goals, faculty and advisory committees, admission and degree requirements, and graphic representation of the program's standing. The major clusters of program health indicators are program demand, program efficiency and program outcomes. Hawai'i Community College uses five data elements to develop these clusters: number of applicants and majors (program demand), class fit and average class size (program efficiencies) and graduates (program outcomes).

Chancellor: Rockne Freitas
Vice-Chancellor: Doug Dykstra
Division Chair: Joni Onishi

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PROGRAM DESCRIPTION

The Business Technology program enables students to communicate clearly through oral and written interactions complying with standard office etiquette. Students will use current and emerging technologies to create and produce quality, mailable office documents, and will learn how to organize and manage multiple organizational tasks and coworkers in an office, making efficient use of time and resources.

The Business Technology program is part of the Business Education and Technology Division of Hawai'i Community College. Other programs within this division include Accounting, Marketing, and Information Technology.

The four programs in the Business Education Division recognize a basic skills core package in their initial requirement for entry into the program. Instructors within the Division teach interrelated courses, thus the assessment of program organization should include those instructors teaching courses that span various programs.

PROGRAM GOALS

The Business Technology program outcomes are to prepare students for employment as secretaries and stenographers or in secretarial-related occupations in government or private business and to retrain people for new jobs or upgrading of existing skills. In addition, the program seeks to provide for personal development and to educate students in the knowledge and skills related to valuing cultural diversity, the exercise of good judgment, and the pursuance of lifelong learning.

The following are the Business Technology program outcomes:

1. Work as a member of an office team to meet the needs of customers from diverse populations (disabled, cultural, race, religion, sexual orientation, gender, age, etc.)
2. Display a professional attitude in the office including accepting constructive feedback, respecting all persons, taking pride in work, and honoring diversity.
3. Organize and manage multiple administrative tasks and coworkers in an office making efficient use of time and resources.
4. Use current and emerging technologies to create and produce quality, mailable office work documents.
5. Use decision-making and research skills to make informed choices and confirm information in the office.
6. Create and manage company files according to company policies and standard procedures following general business ethics.
7. Communicate clearly through oral and written interactions complying with standard office etiquette.
8. Take advantage of opportunities for continuous professional development.

PROGRAM HEALTH INDICATORS

INDICES	MINIMUM LEVEL	ACTUAL LEVEL	SATISFACTORY LEVEL
PROGRAM DEMAND/CENTRALITY: Fall 2006			
Number of Applicants	50		70
Number of Majors	80		115
Student Semester Hours (BUS 35-36-71, ENG 55, OAT, BUS 104, BUS 120)	850		1100
Class Credit Hours	65		80
Number of Classes Taught	45		55
PROGRAM EFFICIENCY: Fall 2006			
Average Class Size	13		15
Student Semester Hours per FTE Faculty	180		200
Equiv. Class Credit Hours per FTE Faculty	10		15
Percentage of Small Classes	10%		0%
PROGRAM OUTCOMES: Fall 2005(See Perkins III Core Indicators on Page 5)			
Credits Earned Ratio – General Education		00%	
Credits Earned Ratio – Vocational Education		00%	
Degrees and Certificates Awarded – AY 2000-2001		00%	
Placement into Further Education, Employ, or Military		00%	
Program Retention – Fall to Spring		00%	
Retention in Employment		00%	
Non-Traditional Program Participation – Males		00%	
Non-Traditional Program Completion – AY 2000-2001		00%	

2005-2006 PERKINS III CORE INDICATORS

Core Indicators	# in Denominator	# in Numerator	Adjusted Level	Actual Level
Academic Achievement			81.81%	
Vocational Skills			90.00%	
Degrees & Certificates			36.00%	
Placement/Employment			71.00%	
Retention/Employment			90.00%	
Nontraditional Participation			14.18%	
Nontraditional Completion			12.86%	

OCCUPATIONAL DEMAND
Hawai'i County - 1998-2008

Occupational Title	Openings Due to Growth	Openings Due to Separation	Total New Demand
Admin Support Supervisors	20	20	40
Office/Admin Support	20	20	40
General Office	50	100	150
Secretaries	*	20	20
Legal Secretaries	*	*	*
Medical Secretaries	*	*	10
Secretaries, except Legal or Medical	0	10	10
General Office	50	80	130
Reception/Information Clerks	10	10	20
Word Processors & Typists	-10	10	10
Office Clerks, General	40	40	80

Source: Employment Outlook for Industries and Occupations, Hawai'i County, 1998-2008. Table 5, Average Annual and Total Job Openings.

- Employment estimate is less than ten, but not equal to zero.

ANALYSIS OF THE PROGRAM

Program Demand/Centrality:

The demand/centrality for the BTEC program shows a decline below the minimum for all categories except in the number of applicants, which was a point above the minimum level. In the number of majors, the actual figures are: minimum 80; actual 68; satisfactory 115. In the student semester hours, the actual figures are: minimum 850; actual 614; satisfactory 1100. In the class credit hours are: minimum 65; actual 42; satisfactory 80. In the number of classes taught are: minimum 45; actual 24; satisfactory 55.

The BTEC program provides required courses for the Accounting and Marketing programs. When those programs show decreases in enrollment, the BTEC program also shows a subsequent decline in the number of students in the required courses.

The low unemployment figures and the large number of job openings are two of the major factors causing low enrollment. However, because the Big island is the fastest growing island, the increase in the population will eventually have a great impact on the demand for the BTEC program.

Program Efficiency:

The average class size, student semester hours per FTE faculty, equivalent class credit hours per FTE faculty, and the percentage of small classes are above the minimum levels. The average class size of 15 is at the satisfactory level, the student semester hours per FTE faculty is 219 points, which is above the satisfactory level of 200, the equivalent class credit hours per FTE faculty is one point below the satisfactory level of 15, and the percentage of small classes is 17 percent above the satisfactory level.

BUS 55F and BUS 55G are required for only Accounting majors. BUS 35 and 36 are required for only Marketing majors, but may be used as a business elective by BTEC majors.

The reason for the high percentage of small classes is the major changes made in the curriculum of the Business Technology program in the fall of 2005. Students in the OAT program needed the required courses that were being offered for the last time to obtain their OAT degree. These low-enrolled classes, OAT 30, OAT 81, OAT 37, are not part of the BTEC program, and will not be offered after Spring 2006.

Program Outcomes:

The actual level percentages are below the adjusted level percentages for all core indicators except for placement/employment core indicator (87.5 %).

BTEC students sometimes stop coming to classes without doing formal withdrawals which results in failing grades for all classes. This may be a factor for lower

levels in academic achievement and vocational skills. More research and tracking needs to be done.

Many students complete a certificate of achievement, find jobs with their newly acquired skills, and decide not to return to school to complete the AAS degree.

Plan of Action (2005-2006):

The program health indicators provide evidence that there is a demand for the BTEC program; program efficiency is satisfactory; and that the program outcomes are satisfactory for retention/employment, but improvement is needed in other areas.

The Hawai`i County Occupational Employment Trends states the following:

From 2000 to 2010, over 44 percent of the job gains will fall under five occupational groups—building & grounds cleaning & maintenance; food preparation & serving related; sales & related; office & administrative support; and education, training, & library occupations. Although the number of positions added in food preparation & serving related, sales & related, and the office & administrative support occupational groups will rank near the top, the rate of growth for all three sectors will fall below the average growth rate for all occupational groups.

The office and administrative support occupational group ranks near the bottom and will account for more than half of the total decline in occupations for Hawaii County. Word processors & typists and service station attendants will post the biggest job losses.

The decline in the growth rate of the office and administrative support occupational group is of concern to the BTEC program; however, there appears to be a slow but steady request for students to fill office and administrative support positions by local businesses. The BTEC program will develop student learning outcomes for all of its courses and continue its marketing and recruiting efforts to increase the number of BTEC majors.

In order to improve academic achievement and vocational skill levels, the BTEC faculty reviewed the prerequisite requirements of the BTEC courses and made significant adjustment accordingly. Program Health Indicators will be shared with the BTEC Advisory Committee members.

The number of degrees and certificates appears to be below normal. BTEC faculty will look into this and hopefully be able to identify the reason for the low number of graduates.

In order to improve job placement rates, the BTEC faculty will work with the college's job placement counselor and coordinate efforts in job placement.

Identify how the Program has responded to its Plan of Action

In 2005-2006 academic year, the BTEC modified program was initiated. The OAT program was official changed to Business Technology. Three new courses were taught for the first time, and the fourth course offered in fall 2006. Student learning outcomes were developed for all of the BTEC courses.

In fall 2005, the BTEC program submitted a program modification proposal effective fall 2006. The proposal includes an upgrading of the program which includes seven new courses at the 100 level, replacing the OAT course alpha with the BUSN alpha. The BTEC program also participated in a system-wide articulation agreement.

The BTEC faculty met with the job placement coordinator and utilized his resources to help students find jobs while in school and after graduation.

Plan of Action 2006-2007

The BTEC program will be working on recruitment and marketing of the program targeting the high schools. Also, the program will be working with the Office of Continuing Education and Training to look into the possibility of developing a partnership with the Skills Development training program to allow interested student a transition option into the BTEC program. The faculty will continue to review the curriculum with input from the advisory council.

Identify how the Program has responded to its Plan of Action

Appendix A: History and Admission Requirements

Program History

The Business Technology program began in 1958 while the forerunner of the college was still a technical school under the Department of Education. The first class had 15 female high school graduates under the Department of Education enrolled in a two-year program leading to a Certificate of Achievement.

In fall 1970, as a community college, the Business Administration Division of the college offered the Associate Degree program in Secretarial Science. In spring 1989, the Secretarial Science program was renamed Office Administration and Technology. This change was made across the board to all community colleges in the state. The General Clerical program was merged with the Office Administration and Technology program in 1992, thus providing the career ladder curriculum designed to enhance the students' opportunities for professional growth. In 1994-1996, a new AAS program without the heretofore shorthand component was introduced. This has resulted in an 86 percent increase in degrees awarded two years later. An AAS with an Administrative Assistant Specialization (shorthand) was offered until Fall 1999. In 2005, the program was renamed the Business Technology program and this change was made throughout the community colleges in the state of Hawaii.

The number of majors increased to 127 in 1976; thereafter, enrollment declined gradually until 1990 when the number of majors in the program dropped to 48. 1992 saw an abrupt upswing in enrollment to 125 majors. The number of majors peaked at 175 in 1995-1996 and dropped to 160 in 1996-1997. There has been a small decrease in recent years and a more significant 13.6 percent decrease between 1999-2000 and 2000-2001. In 2002-2003 from a total 102 majors there was an increase of 5 students in 2003-2004. From 2005-2006 there has been a significant decrease in majors to 68 students.

Program Admission Requirements

This section describes the requirements for admission, including semester(s) in which students are admitted, basis for admission, minimum qualifications, and other requisites for admission.

Admission to the Business Technology program is open to any high school graduate or person 18 years of age or older who can profit from the instruction. When placement test results indicate low verbal and/or math scores, the applicants are diverted to remedial classes before entering the program.

Appendix B: Degree Requirements

HAWAII COMMUNITY COLLEGE, 2005-2006 Business Technology (formerly OAT)

(Revised 1-3-06)

Program Requirements (AAS Overall [60 credits, cumulative GPA 2.0 required from all courses])

(CA Overall [30 credits, cumulative GPA 2.0 required from all courses])

(CC Overall [15 credits, cumulative GPA 2.0 required from all courses])

Course	Course Name	Semester, Year & Grade	CC	CA
*BUS 55B	Numeric Keypad (1 cr.)		X	X
*BUS 55C	Business Math Concepts (1 cr.)		X	X
*BUS 55D	Business Mathematics of Accounting (1 cr.)		X	X
*BUS 55E	Business Mathematics of Merchandising (1 cr.)		X	X
*OAT 23	Document Formatting (3 cr.)		X	X
*OAT 43B	Telephone Techniques and Communications (1 cr.)		X	X
*OAT 43E	Pre-employment Preparation (1 cr.)		X	X
*BUS 71	Human Relations in Organizations (3 cr.) (satisfies Social Environment Elective)		X	X
*OAT 80	Machine Transcription I (3 cr.)		X	X
*BUS 104	Business Computer Systems (or ICS 101)			X
**ENG 22/ESL 15	Introduction to Expository Writing (3 cr.)			X
**ENG 100	Expository Writing (3 cr.)			
**SPCO 51, 130, or SPCO 151	Oral Communication Techniques (3 cr.)			X
OAT 93V	Cooperative Vocational Education (3 cr.)			X
*BUS 140	Records and Information Management (3 cr.)			X
*BUS 201	Computer Applications—Advanced (3 cr.)			
*ACC 20, 124, or 201	Fundamentals of Accounting (3 cr.)			
*BUS 120	Principles of Business (3 cr.)			
*ENG 55	Business Communications (3 cr.)			
*BUS 202	Computer Applications—Expert (3 cr.)			

<p>1. Cultural Environment Elective [1 COURSE REQUIRED – 3 cr.]</p> <p>ART 101, 105B, 105C, 107, 108, 111, 113, 114, 115, 123, 207, 211, 217, 223, 227, 230, 238, 239, 243, 244, ASAN 120, 121, 122, DNCE 153, 185, 256, 285, ED 256, ENG 103, 204, 255, 256, 257A, 257E, HAW 101, 102, 103, 201, 202, HWST 123, 124, 125, 126, 128, 129, 130, 131, 160, 161, 205, 221, 224, 231, 232, 235, 241, 242, 250, 251, 260, 261, HIST 123, 151, 152, 241, 242, 281, 282, 284, 288, HUM 100, 275, IS 55, JPNS 101, 102, 121, 122, LING 102, 121, PHIL 100, 101, 102, 120, PSY 275, REL 150, 151, 152, 153, SPCO 231, 251</p>				
<p>2. Natural Environment Elective [1 COURSE REQUIRED – 3 cr.]</p> <p>AG 175-175L, ASTR 110, BIOC 241, BIOL 100-100L, 101-101L, 141-141L, 142-142L, 156-156L, BOT 101-101L, 130-130L, CHEM 100-100L, 151-151L, FSHN 185, GEOG 101-101L, 122, 170, 170L, 180, 180L, GG 101-101L, ICS 100, MICR 130-130L, OCN 201, 205, PHRM 203, PHYS 25, 50, 55, 56, 100-100L, SCI 20, 51, 124-124L, 222, ZOOL 101-101L</p>				
<p>3. Business Elective [6 CREDITS REQUIRED]</p> <p>ACC 124, 125, 126, 132, 150, 155, 201, 202, BUS 25, 35, 36, 55F-G, 100, 101, 102, 103, 245, 246, 247, 248, ECON 20, 50, 120, 130, 131, HOPE 20, 25, 42, 45, 47, 260 ITS 103, 104, 108, 118, 121, 140, 151, 193, 215, 221, 284, LAW 30 MGT 20, 22, 24 MKT 20, 30, 50, 60, 65, 85, NURS 110, OAT 82, 83</p>				
<p>4. General Elective – For students who completed ENG 100 without having to complete ENG 22 [1 COURSE REQUIRED – 3 cr.]</p> <p>Any course will be accepted in this area.</p>				

Total
Credits: 15 30
60

Courses completed that do not apply to major

Course	Sem., Yr. & Grade	Course	Sem., Yr. & Grade

Special Instructions

*No grade below “C” will be counted toward graduation (“D” is a passing grade for all other courses)

**Meets the competency requirement in mathematics (BUS 55C,D,E together meets math skills requirements) or communications

Appendix C: Faculty

Regular Faculty

Name	Tenure Status and date	Degrees Held	Rank
Gordon Ching	Tenured, 1976	MBA, M.Ed.	C-5
Marsha Kayano C-5	Tenured, 1977	B.Ed., M.Ed.	
Susan Penisten C-4	Tenured, 1980	B.Ed., M.Ed.	
Robert Yamane C-5	Tenured, 1986	B.Ed., M.Ed.	

Part-time Faculty

Name	Tenure Status and date	Degrees Held	Rank
LaVerne Hinokawa	Lecturer (non-tenure track)	BA	C
James Duke	Lecturer (non-tenure track)	MBA	C

Appendix D: Advisory Committee

**BUSINESS TECHNOLOGY ADVISORY COUNCIL
2005-2007**

Name	Title/Employer	Tele	E-mail	Mailing Address
Etta Palea	Vice President, Big Island FCU	935-9778		66 Lono St. Hilo, HI 96720
Doris Chang	Secretary to the Vice Chancellor of Academic Affairs, University of Hawaii at Hilo	974-7707	dorischa@hawaii.edu	200 W. Kawili St. Hilo, HI 96720-4091
Clemente Julian	Bus. Educ. Faculty, Waiakea High School	974-4888 Ext. 312	Clemente_Julian@notes.k12.hi.us	155 W. Kawili St. Hilo, HI 96720
Janet Okino	Employment Recruitment, Hilo Medical Center	933-3120	jokino@hhsc.org	1190 Waianuenue Avenue Hilo, HI 96720
Gabriella Cabanas	Personnel Program Specialist, County of Hawaii, Department of Civil Service	961-8361	gabriellacabanas@hotmail.com	101 Pauahi Street, Suite 2 Hilo, HI 96720
Peter Tadaki	CPA	935-8826		688 Kinoole St. Suite 211 Hilo, HI 96720
Steven Sakata	DMD, Inc.	935-8877		275 Ponahawai Suite 203 Hilo, HI 96720
Seth Murashige	Owner, Innovative Employment Services, LLC	933-3636	murashs@innovativeemployment.net	1221 Kilauea Ave. Ste 10 Hilo, HI 96720

Appendix E: Definitions of Data Elements (All data includes West Hawai'i

A. Program Demand/Centrality:

1. Number of Applications: Total number of applications received complete and incomplete.
2. Number of Majors: Major declared/on file during the semester.
3. Student Semester Hours: Total number of semester hours based upon class credits and student enrollment. Sum of all class credits multiplied by the enrollment for each class. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
4. Class Credit Hours: Sum of credits of all classes offered within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
5. Number of Classes Taught: Total number of classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 1 99V, 299V, and all CVE classes.

B. Program Efficiency:

1. Average Class Size: Average class size of all classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses. Total enrollment in each class excludes students with "DR" and/or "W" grades.
2. Student Semester Hours per FTE Faculty: Total student semester hours from A.3. divided by analytical FTE Faculty.
 - a. Analytical FTE Faculty: Teaching based upon a full load (15 or 12 credits depending upon the contact hours.) Division Chairpersons are assigned an analytical FTE Faculty equivalent of 0.70 FTE.

- b. Each full-time faculty within a program is considered to be 1 FTE. FTE based upon lecturers are calculated by the number of credits each are assigned to teach.
 - c. Assigned time is to be extracted from FTE calculations ...similar to calculating the FTE for a Division Chair. For example, if a Full-time faculty received 3 credits assigned time (out of a regular 15-credit load) it would be considered a .8 FTE rather than 1.
3. Equivalent Class Credit Hours per FTE Faculty: Total class credit hours from A.4. divided by total analytical FTE Faculty.
 4. Percentage of Small Classes: Percent of classes within the program/with the program/major code/alpha that had less than 10 students. Includes practica and other classes where 5 students = 1 semester (credit) hour; however, these classes are considered to be Low-enrolled only if there are less than 5 students or between 6 and 9 students. Excludes 99V, 199V, 299V, and all CVE classes.

C. Program Outcomes:

1. Credits Earned Ratio (Remedial/Developmental): Percentage of program majors enrolled in ESL 9, ESL 13, ENG 20R, ENG 20W, ENG 51, LSK 51, MATH 22, and MATH 50 who passed with a grade of A, B, C, D or CR.
2. Credits Earned Ratio (General Education): Percentage of program majors enrolled in all LBART courses (excluding those in C.1.) who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
3. Credits Earned Ratio (Vocational Education): Percentage of students enrolled in vocational courses who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
4. Credits Earned Ratio (Overall): Combination of C.1., C.2., and C.3. above.
5. Graduate Placement Rate: Students who graduated with a certificate/degree in the PAST academic year and found work in that field.
6. Degrees Awarded: The number of certificates and degrees awarded during the PAST academic year.

7. Retention Rate: New students within a program/major continuing or retained in that program/major from the past two or more terms. (Students registered in Fall 2000 who started in Spring 2000 or Fall 1999. Students registered in Fall 2001 who started in Spring 2001 or Fall 2000.)