

HAWAI'I COMMUNITY COLLEGE
ANNUAL
PROGRAM REVIEW REPORT

BUSINESS TECHNOLOGY

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Assessment Period: Fall 2007

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ANNUAL INSTRUCTIONAL PROGRAM REVIEW
PROCEDURES, COMPONENTS, AND MEASURES

BUSINESS TECHNOLOGY

INTRODUCTION

Program Mission Statement: The Business Technology program will prepare students with the soft skills and the technical skills to qualify for and maintain a job in administrative support positions.

Program Description: The primary objective of the Business Technology (BTEC) program is to prepare students for employment in administrative support positions in office settings in private business and government. The curriculum provides for career mobility for students who wish to prepare for positions as clerks, receptionists, and secretaries/administrative assistants. A secondary objective is to provide upgrading/retraining for anyone that needs specific office/business technology skills.

Program Learning Outcomes:

- Work as a responsible member of an office team to meet the needs of customers from diverse populations.
- Display a professional attitude in the office following general business etiquette and ethics including dependability, honesty, accepting constructive feedback, providing good customer service, and taking pride in work.
- Organize, prioritize, and manage multiple personal and professional tasks, making efficient use of time and resources.
- Use current and emerging technologies to produce and communicate (oral and written) error-free and properly formatted documents.
- Use research and decision making skills to solve problems and achieve personal and organization goals.
- Create and manage company files according to records management procedures.
- Identify and engage in opportunities for professional development.

Part I. Quantitative Indicators for Program Review

Annual Report of Program Data for Business Technology
HAW CC Program Major(s):

Demand Indicators		Fall of Year		
		2005	2006	2007
1	New & Replacement Positions (State)	84	84	94
2	New & Replacement Positions (County)	6	6	12
3	Number of Majors	65	73	83
4	SSH Program Majors in Program Classes	319	405	379
5	SSH Non-Majors in Program Classes	340	347	452
6	SSH in All Program Classes	659	752	831
7	FTE Enrollment in Program Classes	43.93	50.13	55.40
8	Number of Sections Taught	28	24	22

Demand Hea

Efficiency Indicators		Fall of Year		
		2005	2006	2007
10	Average Class Size	13.82	13.58	16.59
11	Fill Rate	68.37	64.43	81.11
12	FTE BOR Appointed Faculty	3.00	3.00	5.00
13	Majors / FTE BOR Appointed Faculty	21.67	24.33	16.60
14	Majors / Analytic FTE Faculty	19.12	19.21	24.41
15	Program Budget Allocation	\$150,111.00	\$162,213.10	\$166,549.40
16	Cost per SSH	\$243.29	\$233.06	\$200.42
17	Number of Low-Enrolled (<10) Sections	6	9	4

Efficiency Hea

Effectiveness Indicators		Fall of Year		
		2005	2006	2007
19	Persistence (Fall to Spring)	40.00	75.34	68.67
20a	Number of Degrees Earned *	16	15	8
20b	Number of Certificates Earned *	1	2	1
21	Number Transferring (to UHM, UHH, UHWO)	5	2	0
Perkins - Campus Actual **				
22	1P1 Academic Achievement	78.05	75	84.62

23	1P2 Vocational Achievement	80.49	75	86.67
24	2P1 Completion	31.71	25	6.67
25	3P1 Placement Employment/Education	87.5	0	61.54
26	3P2 Retention Employment	85.71	0	100
27	4P1 Non Traditional Participation	11.43	0	10
28	4P2 Non Traditional Completion	0	0	N/A
Perkins - State Standards **				
22	1P1 Academic Achievement	81.81	81.92	81.87
23	1P2 Vocational Achievement	90.00	90.00	90.42
24	2P1 Completion	36.00	37.33	38.17
25	3P1 Placement Employment/Education	71.00	71.72	71.07
26	3P2 Retention Employment	90.00	92.00	92.00
27	4P1 Non Traditional Participation	14.81	14.60	14.60
28	4P2 Non Traditional Completion	12.86	12.73	12.19
29	Faculty FTE Workload	3.42	3.79	3.39

Overall Program Health

*All degrees and certificates are counted based on fiscal year.

** Perkins data are for CTE programs only. 2007 data from report on 2006-2007 Perkins activity year

Part II. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data)

Many of the quantitative indicators for fall 2007 show decreases as well as increases when comparing 2005 and 2007. The number of majors from fall 2007 increased by ten students (13.7 percent). The Student Semester Hours Non-Majors in program classes have increased by 105 student semester hours (30.26 percent). This shows the growth and the importance of maintaining the BTEC program for not only the business majors but for all other majors at Hawaii Community College.

The demand for the BTEC program based on the rubric is deemed Unhealthy and this is due to the disproportion of the New & Replacement Positions in the County.

The fill rate of 81.11 percent and the ratio of majors to the number of Majors/FTE BOR Appointed Faculty of 16.6 are both Healthy and is an indication of the Efficiency of the program to be Healthy.

The low number of degrees and certificate of achievement earned may be due to one or more of the following:

- Students choosing to double major before applying for graduation.
- Students opting to continue into Liberal Arts, using it as a stepping stone to a four-year degree.
- Increased rigors and expectations in the BTEC program.

- Low unemployment.
- Competition from on-line courses offered at other institutions.

Although the Overall Program Health indicator is cautionary, fall 2007 has shown an increase of enrollment and many non-majors are enrolling in the business technology courses.

Program Strengths (S1, etc.) and Weaknesses (W1, etc.)

S1 Our advisory board members felt the need to teach the students not only basic skills but also the soft skills that are needed in the business environment. Thus BUSN 292 was suggested and is the capstone course and replaces BUSN 250. This course will strengthen our program by emphasizing skills needed by industry—team work, decision making, and critical thinking.

S2: Continuing to add graduates into database.

S3: Annual system-wide and high school articulation.

S4: Annual advisory committee meetings.

S5: Program Learning Outcomes are meeting the needs of the employers.

S6: Program faculty are beginning to use assessment tools to assess course SLOs, which are aligned with PLOs.

W1: Lack of consistent marketing of all vocational programs

W2: Lack of graduate follow-up procedures.

W3: Increased competition for students via—on-line, Web CT, non-credit offerings.

W4: Remind students to apply for graduation.

Significant Program Actions:

The Business Technology Program is a result of restructuring the Office Administration and Technology Program beginning in AY 2005-06.

In switching to BTEC, the program replaced the previous requirements with 100-level courses, (as recommended by the OAT/BTEC Program Coordinating Council) increasing the rigors of the program and expectations of the students. This change allowed us to align our program with the other BTEC programs system-wide and was full supported by the administration.

Courses in the program have been reviewed and in place of BUSN 250 a new capstone course BUSN 292 is offered and will strengthen our program by emphasizing skills needed by industry—team work, decision making, and critical thinking.

Part III. Action Plan

The BTEC PCC has been recognized by the Chancellor for Community Colleges as one that has regularly met to articulate its courses. Therefore, it is necessary to continue this articulation as well as to articulate with our high schools in order to promote the program and provide for a smooth transition from high school to college. In addition, a more comprehensive graduate follow-up system needs to be established.

BTEC program faculty plan to do the following non-cost tasks in order to continue to keep the program current:

- Continue articulation agreement with LeeCC, WinCC, KauCC, MauCC, Employment Training Center.
- Continue articulation with Big Island high schools.
- Establish electronic data base of BTEC graduates.
- Develop a graduate survey based on assessment committee recommendations.
- Survey graduates.
- Continue to assess PLOs.
- Marketing of program.
- Investigate possibility of offering courses online.

Part IV. Resource Implications (physical, human, financial)

The following is a list of cost-items that are required to carry out the action plan for BTEC (annual cost is indicated in parenthesis):

- Computer software, including upgrade to Office 2007 and voice recognition (\$8K).
- Laser and color printer toner (\$700).
- Professional development for three full-time faculty (\$6K).
- Transcribers (\$3K).
- Color and laser printers (\$1.5K).
- Program marketing (\$500).