

HAWAI`I COMMUNITY COLLEGE
ANNUAL
PROGRAM REVIEW REPORT

BUSINESS TECHNOLOGY

November 25, 2009

(Assessment Period: 2008-2009)

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UHCC December 2009 Coversheet – Annual Report Program Data

College: Hawaii Community College

Program: Business Technology

Check All Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	APC
				X	X	X			

Introduction: Brief description of the program and program mission.

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 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 Learning Outcomes (revised 2/22/09):

- Work as a responsible member of a team to meet an organization's objectives.
- Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
- Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
- Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
- Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
- Apply appropriate strategies to secure employment, retain a job, and advance in a career.

Part I.

Quantitative Indicators (Reported on 2009 Summary Report Program Data Excel sheet --includes health calls based on system scoring rubric).

**Annual Report of Program Data for Business Technology
Hawaii Community College Program Major(s): BTEC,OAT**

Overall Program Health					Cautionary
Demand Indicators		Academic Year			Demand Health Cautionary
		Fall 06	Fall 07	08-09	
1	New & Replacement Positions (State)	84	94	855	
2	New & Replacement Positions (County Prorated)	6	12	106	
3	Number of Majors	73	83	93	
4	SSH Program Majors in Program Classes	405	379	997	
5	SSH Non-Majors in Program Classes	347	452	858	
6	SSH in All Program Classes	752	831	1,855	
7	FTE Enrollment in Program Classes	50	55	62	
8	Total Number of Classes Taught	24	22	45	
Efficiency Indicators		Academic Year			Efficiency Health Healthy
		Fall 06	Fall 07	08-09	
9	Average Class Size	13.6	16.6	17.0	
10	Fill Rate	64%	81%	82%	
11	FTE BOR Appointed Faculty	3.0	5.0	3.0	
12	Majors to FTE BOR Appointed Faculty	24.3	16.6	31.0	
13	Majors to Analytic FTE Faculty	19.2	24.4	23.5	
13a	Analytic FTE Faculty	3.8	3.4	4.0	
14	Overall Program Budget Allocation	\$162,213	\$166,549	\$202,197	
14a	General Funded Budget Allocation	n/a	n/a	\$202,197	
14b	Special/Federal Budget Allocation	n/a	n/a	\$0	
15	Cost per SSH	\$233.06	\$200.42	\$109.00	
16	Number of Low-Enrolled (<10) Classes	9	4	6	

Effectiveness Indicators		Academic Year			Effectiveness Health Cautionary
		2006	2007	08-09	
17	Successful Completion (Equivalent C or Higher)	n/a	n/a	82%	
18	Withdrawals (Grade = W)	n/a	n/a	32	
19	Persistence (Fall to Spring)	75%	69%	69%	
20	Unduplicated Degrees/Certificates Awarded	n/a	n/a	16	
20a	Number of Degrees Awarded	15	8	14	
20b	Certificates of Achievement Awarded	2	1	1	
20c	Academic Subject Certificates Awarded	n/a	n/a	0	
20d	Other Certificates Awarded	n/a	n/a	1	
21	Transfers to UH 4-yr	2	0	5	
21a	Transfers with degree from program	n/a	n/a	3	
21b	Transfers without degree from program	n/a	n/a	2	

C/P denotes that the measure is provided by the college, if necessary.

Data current as of: 8/19/2009 - 3:30:PM

Distance Education Completely On-line Classes		Academic Year		
		Fall 06	Fall 07	08-09
22	Number of Distance Education Classes Taught	n/a	n/a	0
23	Enrollment Distance Education Classes	n/a	n/a	0
24	Fill Rate	n/a	n/a	0%
25	Successful Completion (Equivalent C or Higher)	n/a	n/a	0
26	Withdrawals (Grade = W)	n/a	n/a	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	0%
Perkins IV Core Indicators				
Perkins IV Measures 2007-2008		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.00	93.10	Met
29	2P1 Completion	44.00	44.83	Met
30	3P1 Student Retention or Transfer	55.00	78.79	Met
31	4P1 Student Placement	50.00	100	Met
32	5P1 Nontraditional Participation	25.00	n/a	n/a
33	5P2 Nontraditional Completion	25.00	n/a	n/a

Part II.

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

Demand Health

The *Demand Health* is deemed *Cautionary*, but all of the quantitative indicators for 2008-2009 show increases when comparing Fall 2006 and Fall 2007 data. The dramatic increase in new and replacement positions for the State and County is probably due to the revised/updated SOC and CIP codes that were submitted in May 2009. The number of majors increased by ten students (12 percent) from fall 2007. The *SSH Program Majors* in program classes have increased by 213 student semester hours (27.17 percent) when Fall 2006 and Fall 2007 SSH numbers are combined. Similar growth patterns are shown in *SSH Non-Majors*, *SSH in All Program Classes*, and *FTE Enrollment in Program Classes*. The primary reason for this increase is almost certainly due to the weak economy, but the marketing/recruitment efforts from previous years possibly made a difference.

The health score (.87) of *Cautionary* is due to the lower number of majors (93) compared to the number of new and replacement positions (106) for the County of Hawaii.

Efficiency Health

The *Fill Rate* of 82 percent and the number of *Majors to FTE BOR Appointed Faculty* of 31 are both *Healthy* and is an indication of the Efficiency of the program to be *Healthy*.

Effectiveness Health

The program Effectiveness is considered *Cautionary*. This is primarily because of the low number of degrees and certificates awarded compared to the disproportionate number of majors and annual new and replacement positions for the County of Hawaii. The low number of degrees and certificate of achievement earned may be due to one or more of the following:

- Students change majors and/or choose to double major before applying for graduation.
- Students transfer to a four-year institution.
- Increased rigor and expectations in the BTEC program.
- Outside factors (financial, personal problems, family obligations, finding employment).
- Students seeking the AAS degree might not take the time to apply for certificates when they leave or drop out of the program.

Increasing the number of unduplicated degrees/certificates awarded will improve the Effectiveness Health.

Overall Program Health

Although the Overall Program Health indicator is *Cautionary*, the 2008-2009 academic year has shown an increase of enrollment and many non-majors are enrolling in the Business Technology courses. The demand for the Business Technology program has increased and the efficiency of the program continues to be healthy.

Analysis/survey of program leavers would be helpful to identify causes of low number of degrees and to develop strategies to improve.

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

S1: Strong Program Coordinating Council (PCC)—meets once or twice a year to discuss system-wide articulation (between community colleges and with DOE), minimum MQs, common PLOs, etc.

S2: Graduate database is utilized to help students find employment.

S3: Annual system-wide articulation meetings via PCC.

S4: Local articulation agreements and collegial relationship with high school teachers.

S5: Providing transparent transition from high school to college.

S6: Annual advisory committee meetings.

S7: Cooperative Education work experience program—coordinates student work experience with classroom instruction.

S8: Program faculty are continuing to use assessment tools to assess course SLOs, which are aligned with PLOs.

W1: Lack of consistent marketing of all Career and Technical Education programs.

W2: Lack of a program leavers survey.

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

Analysis of Perkins IV Core Indicator (did not meet goal)

The *Nontraditional Participation* and *Nontraditional Completion* scores are zero. The zero score is due to Business Technology not being classified as nontraditional. For reasons unknown, males are not considered nontraditional in a field that has been typically female dominant.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan).

According to the 2007 annual report, the action plan included:

- Continue articulation agreement with LeeCC, WinCC, KauCC, MauCC, and Employment Training Center.
- Continue articulation with Big Island high schools.
- Establish electronic database 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.

During the 2008-2009 academic year:

- Lost two faculty positions in past two years due to retirement. One position was filled, but not the other.
- Established a electronic database of BTEC student graduates.
- Established new system-wide MQs (minimum qualifications) for the Business Technology faculty position.
- Developed system-wide program learning outcomes for Business Technology.
- Established system-wide high school articulation agreement for the BUSN 121 (Introduction to Word Processing) course.
- Revised prerequisites and/or course descriptions for BUSN 121, BUSN 123, and ENG 55.

Part III. Action Plan

1. Continue to articulate with Big Island high schools in order to promote the program and provide for a smooth transition from high school to college.
2. Establish a more comprehensive graduate follow-up system.
3. Work with OCET to potentially fill the void left by the elimination of the Office Procedures program.
4. Work with Nursing and Allied Health Director to revisit the Medical Office Assistant curriculum so a certificate can be offered.

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

- Keep up with latest technologies in the workplace.
- Continue articulation agreement with LeeCC, WinCC, KauCC, MauCC, Employment Training Center.
- Continue articulation with Big Island high schools.
- Continue maintenance of an electronic database of BTEC graduates.
- Work with administration to develop a leavers survey based on assessment committee recommendations.
- Work with college information/marketing specialist to market and/or recruit for the BTEC program.
- Offer online or hybrid classes.

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):

- Lecturer cost to teach three credits of health related courses for Medical Office Assistant certificate.
- Computer software, including voice recognition (\$2K).
- Laser and color printer toner, and other misc. classroom supplies (\$1K).
- Professional development for three full-time faculty (\$6K).
- Transcriber replacements (\$3K).
- Program marketing (\$500).

Annual Report Program Data and analysis located on college website at:

[**AY 2009 Completed Annual Program-Unit Reviews**](#)