

# Business Technology



## 2020 ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**HAWAII**  
COMMUNITY COLLEGE

## 1. Program or Unit Description

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The Business Technology program prepares students for employment in positions such as administrative assistants, receptionists, clerks, or secretaries. Students will learn critical office skills, along with communication and organizational proficiencies. The curriculum includes courses in office technology, business communication, office administration, accounting, and business math to enhance employment and promotion possibilities.

This program aims to prepare students and to upgrade/retrain business professionals for performing clerical and administrative duties in office environments.

## 2. Analysis of the Program/Unit

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ARPD Data Table: <https://uhcc.hawaii.edu/varpd/index.php?y=2020&c=HAW&t=CTE&p=2085>  
Overall Program Health is considered HEALTHY, an improvement from CAUTIONARY last year. Many of our courses are offered only one time a year to make sure that we do not have low-enrolled classes. Non-BTEC majors take some BTEC courses to improve their job skills for employment. Last year, we faced low unemployment rates that led to decreased enrollment in the major.

The Program Demand is considered HEALTHY, again with no change from last year. Students pursuing a major in this industry have a good chance of employment. The State and County new and replacement positions have been relatively stable from 2017-2018 (198), and 2018-2019 (194), 2019-2020 (194).

Program Efficiency is HEALTHY, an improvement from CAUTIONARY the year before. The program did a better job filling the classes with an improvement from 57.8 percent to 69.3 percent. Our course sequencing has reduced our low-enrolled classes from 12 the year before to 4 in AY 2019-2020. The average class size has remained stable and has even increased slightly. The majors to FTE appointed faculty has remained stable. It should be noted that of the two FTE BOR appointed faculty assigned to BTEC, one position is currently not in the classroom. This person serves as the division chair for BEaT and HOST and the release time for this position does not allow the faculty to be in the classroom. In addition, the other full-time faculty has been on a reduced teaching load teaching of only one class per semester. Lecturers are teaching the majority of the BTEC classes.

Program Effectiveness is also HEALTHY, an improvement from CAUTIONARY the year before. The persistence has increased slightly to 65 percent and the program will continue to work on strategies to keep students enrolled at the college. The number of unduplicated degrees and certificates awarded is listed as 15, an increase from 5.

### Perkins Core Indicator MET

- 1P1 - Technical Skills Attainment (Goal 94.75, Actual 100!!!)
- 5P2 - Nontraditional Completion (Goal 23.25; Actual 25)

### Perkins Core Indicators NOT MET

- 2P1 - Completion (Goal 61, Actual 40) Faculty need to continue to work with students to assist them in being successful in program classes. The program is working with its lecturers through professional development and support services to ensure student success.

- 3P1 - Student Retention or Transfer (Goal 86, Actual 85.19) In this area, the program is very close to the goal of 86. The program will focus on student retention strategies such as engagement and recognizing achievement to retain students. Stackable certificates will be created to help recognize achievement in students. Additionally, our counselor assigned to BTEC is a huge help in reaching out personally to students.
- 4P1 - Student Placement (Goal 66.75, Actual 52.94) The program assists its graduates with their job search efforts through email contact and sharing of job info. More details about the data such as how quickly a student needs to secure employment after program completion as well as the response rate from students would help with a more accurate analysis of this data. The program is now collecting contact information from students in the capstone class in order to support more accurate records on student placement as well as to support student placement into available openings. The program will now collect contact information from more than just students graduating with the AAS degree to find out what students are doing after leaving the program - especially if it is without the AAS degree.
- 5P1 - Nontraditional Participation (Goal 23.75, Actual 9.09) Male students are considered to be nontraditional students for the BTEC program. Marketing to males and supporting their efforts in the program would help BTEC reach the goal. The program will create and implement new stackable certificates that combine classes from programs such as ACC, HOST, IT, and MKT that may attract a wider range of students to the program.

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

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- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes  
Upon successful completion, students are prepared to:
1. Work as a responsible member of a team to meet an organization's objectives.
  2. Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
  3. Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
  4. Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
  5. Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations
  6. Apply appropriate strategies to secure employment, retain a job, and advance in a career.
  7. Analyze, synthesize, and evaluate real-world problems in quantitative terms.
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- In the 19-20 AY, BUSN 121, BUSN 123, BUSN 150, and BUSN 170 courses were assessed.

- Based on the results shown in Campus Labs, PLOs 6 and 7 have not been assessed. All other PLOs have been assessed. The program will put at least one course that aligns with PLO 6 in the assessment schedule. Additionally, PLO 7 is being modified through a curriculum proposal.
- BTEC program lecturers have been performing the assessments for the classes they are assigned to. The FTE BOR faculty who is in the classroom has not submitted assessment reports into Campus Labs.

c) Assessment Results.

In the 19-20 academic year, four courses were assessed.

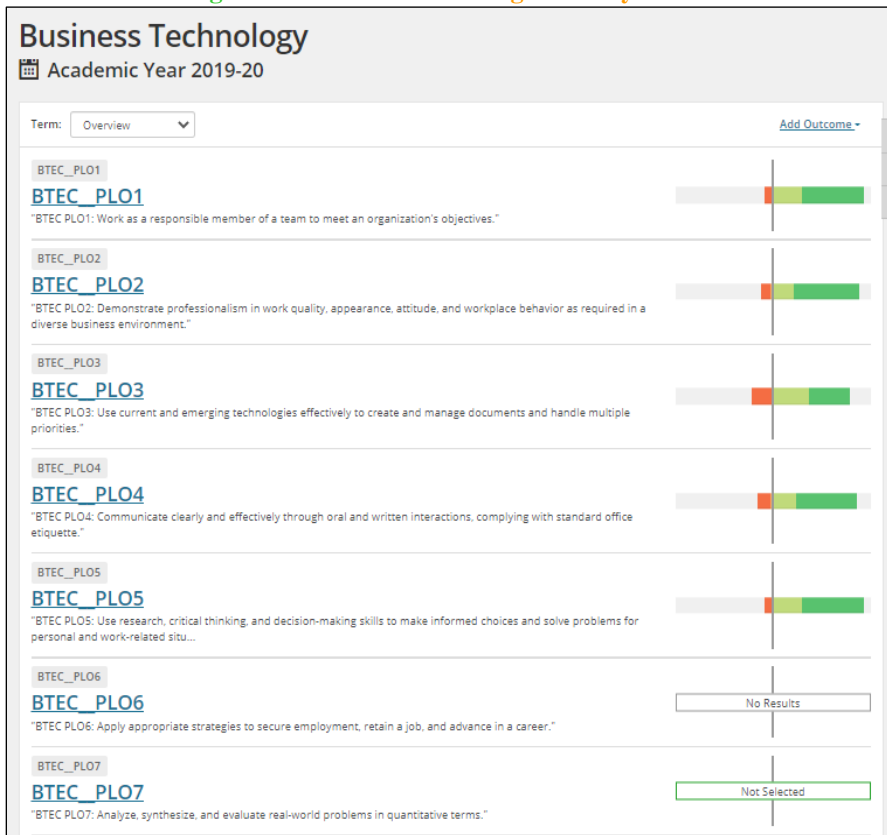
- BUSN 121 – Introduction to Word Processing
- BUSN 123 – Word Processing for Business
- BUSN 150 - Introduction to Business Computing
- BUSN 170 – Records and Information Management

Through these classes, program learning outcomes 1-5 were assessed and showed overwhelmingly positive results with most students assessed in the met or exceeded categories. These results seem to align with the Perkins Core Indicator of Technical Attainment. The program instructors are doing well at helping students achieve their educational goals in their classes.

The program will review the assessment schedule to ensure that PLOs 6 and 7 will be assessed soon.

**BTEC Program, AY19-20 Assessment Results**

**Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet**



- d) Changes that have been made as a result of the assessment results.
  - a. BUSN 121 - Supporting students by emphasizing the importance of completing class assignments throughout the week as it is integral to the success of each student.
  - b. BUSN 123 - Providing students with additional activities in keyboarding to build speed and accuracy. Additionally, the instructor created tutorial videos to see the different features of Word being used.
  - c. BUSN 150 - Increasing the number of independent business document activities, using a variety of examples, incorporating Access into the final group project capstone, as well as utilizing inspirational tactics to help students understand the importance of completing work for real-world expectations rather than for course grades.
  - d. BUSN 170 - Additional physical record filing will be used to supplement online activities which will allow hands-on application.

## 4. Action Plan

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### Action Item 1:

#### Marketing/Recruitment

Aligns with Hawaii Graduation Initiative Action Strategy 1:

Strengthen the pipeline from K–12 to the university to improve college readiness and increase college attendance.

- Continue to develop partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that HawCC provides.
  - Meet with high school business counterparts and align and articulate DOE and college curricula.
  - Participate in college and career fairs.
- Create a social media presence using photos and videos.

### Action Item 2:

#### Student Success

Aligns with Hawaii Graduation Initiative Action Strategy 2:

Implement structural improvements that promote persistence to attain a degree and timely completion.

- Review course offerings and schedule courses at HawCC as well as collaborate with other campuses to facilitate timely degree completion while filling classes.
- Continue to offer distance and on-line learning to attract a wider student market.

### Action Item 3:

#### Assessment

Aligns with Hawaii Graduation Initiative Action Strategy 3:

Anticipate and align curricula with community and workforce needs.

- Review and update schedule for course assessment so that learning outcomes that are not reflected in the 19-20 assessment results are assessed.
- Collaborate with other programs such as Marketing and Accounting to create and promote short, stackable certificates that can be marketed to students as well as industry.
- Collect contact information from all students in BTEC classes for ease of administering surveys to find out placement after students leave the program.

## **5. Resource Implications**

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Detail any resource requests, including reallocation of existing resources (physical, human, financial)

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