Business Technology

ANNUAL
REPORT OF PROGRAM DATA
2021

July 1, 2020 through June 30, 2021

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

1. Program or Unit Description

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

UHCC Annual Report of Program Data (VARPD)

Overall Program Health is considered CAUTIONARY, a worsening from HEALTHY 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. We continue to face competition with employers who are looking for entry level workers in our community

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 slowly decreasing from 2018-2019 (171), and 2019-2020 (159), 2020-2021 (131).

Program Efficiency is HEALTHY, with no change from the year before. The program filled the classes with a slight decrease from 69.3 percent the year before to 62.9 percent for 2020-2021. 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 only one class per semester. Lecturers are teaching virtually all of the BTEC classes.

Program Effectiveness is where the program seems to have worsened from a HEALTHY rating last year to a NEEDS ATTENTION this year. The persistence has decreased slightly from 65 percent to 59 percent. 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 12, a decrease from 15.

Perkins Core Indicator MET
- 1P1 – Postsecondary Placement
- 2Pa – Earned Recognized Credential

BTEC contributed to the Performance Indicators with 14 Degrees and Certificates, 13 being Native Hawaiian and 12 Pell recipients. BTEC offers the CO/CA/AAS, all terminal degrees, however there were 3 transfer to UH 4-year.

Effective Fall 2021, the BTEC PLOs have been updated to remove duplication.
Updated PLOs:
- 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.
- Analyze, synthesize, and evaluate real-world problems in quantitative terms.
- Apply appropriate strategies to secure employment, retain a job, and advance in a career.

A strength of the HawCC BTEC program is the collaboration with Leeward CC and UHMC BTEC programs to work together to offer classes online so that students can easily take courses each semester online to complete degree requirements efficiently.

One major challenge this program faces is that of the two full-time faculty assigned to the BTEC program one is on full reassigned time to perform division chair duties and the other is on a reduced teaching schedule and only teaches one course a semester. Luckily, the long-time BTEC lecturers are involved and engaged in the program and in addition to instructional duties, participate in marketing/recruitment and assessment activities necessary for the program to function.

Some curriculum changes proposed to be effective for Fall 2022 allow the program to meet the current industry and economic needs of the community. Course updates:
- Delete BUSN 121, BUSN 182, ACC 120
- Add ENT 125, MGT 124
- Add elective options: BLAW 200, ICS 111, ICS 141, ICS 200, ICS 211, MKT 23, MGT 234

These high demand skills in the BTEC industry support the proposed program changes.
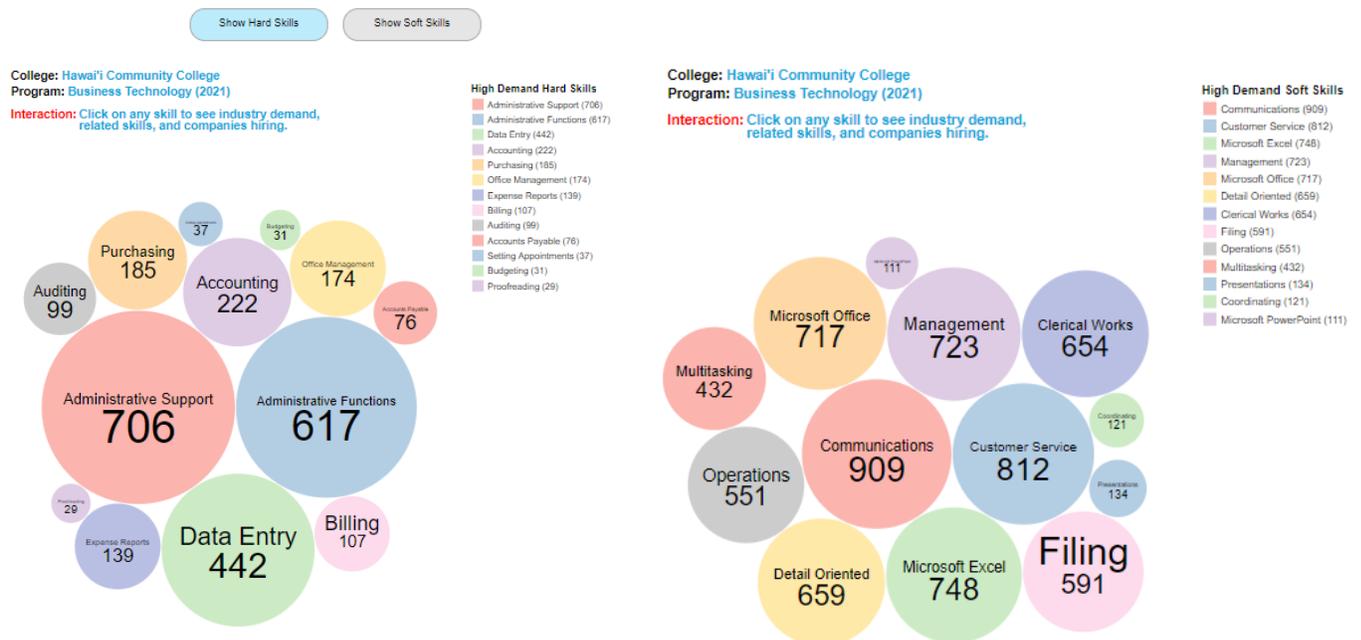
3. Program Learning Outcomes or Unit/Service Outcomes

a) *List all Program Learning Outcomes (**PLO**s) and their alignment to the College's Institutional Learning Outcomes (**ILO**s).*

Upon successful completion, students are prepared to:

1. Work as a responsible member of a team to meet an organization's objectives.
   - ILO1: Communicate effectively in a variety of situations.
   - ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaii Island as well as other cultures of the world.

2. Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
   - ILO1: Communicate effectively in a variety of situations.
   - ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaii Island as well as other cultures of the world.
   - ILO5: Produce and perpetuate safe, healthy learning and professional environment that are respectful of social and individual diversity.

3. Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
   - ILO1: Communicate effectively in a variety of situations.

- ILO2: Utilize critical thinking to solve problems and make informed choices.

4. Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
- ILO1: Communicate effectively in a variety of situations.
- ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaii Island as well as other cultures of the world.

5. Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations.
- ILO2: Utilize critical thinking to solve problems and make informed choices.
- ILO6: Contribute to sustainable environmental practices for personal and community well-being.

6. Apply appropriate strategies to secure employment, retain a job, and advance in a career.
- ILO2: Utilize critical thinking to solve problems and make informed choices.
- ILO3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaii Island as well as other cultures of the world.
- ILO4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

7. Analyze, synthesize, and evaluate real-world problems in quantitative terms.
- ILO2: Utilize critical thinking to solve problems and make informed choices.

b) *List the PLOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (**CLO**s) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.*

In the 20-21 academic year, three courses were assessed.

- BUSN 150 – Introduction to Business Computing
- BUSN 170 – Records and Information Management
- BUSN 292 – Integrated Office Procedures

Through these classes, BTEC program learning outcomes 1-6 were assessed and showed positive results with most students assessed in the met or exceeded categories. Program instructors are doing well at helping students achieve their educational goals in their classes. All PLOs except for PLO7 have been assessed.

*Note – the BTEC PLOs have been updated effective Fall 2021 and PLO 7 has since been deleted and combined with PLO 5.

Program or Unit Name:

Course	Course Learning Outcome	Program Learning Outcome
BUSN 150	Demonstrate skills proficiency and a working knowledge of Microsoft Office suite including Word, Excel, PowerPoint, and Access at an introductory level to produce common business documents.	PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
		PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
	Use teamwork skills in collaborating with others to accomplish group goals and objectives.	PLO1: Work as a responsible member of a team to meet an organization's objectives.
		PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
		PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
		PLO5: Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations.
	Use critical thinking skills to apply knowledge gained to create simple Word and Excel documents (with minimal instructions) that meet business standards.	PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
		PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.

		PLO5: Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations.
BUSN 170	Integrate all phases of the records management cycle to accurately and efficiently manage records.	PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
	Create and manage manual filing systems and electronic database systems for records and information management according to professional standards.	PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
	Research and analyze a company's records and information management system and report on how records and information management system and report on how records and information management concepts are applied in the workforce.	PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
		PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
		PLO5: Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations.
BUSN 292	Work as a responsible member of a team to meet an organization's objectives	PLO1: Work as a responsible member of a team to meet an organization's objectives
	Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior	PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment

	as required in a diverse business environment	
	Use current and emerging technologies effectively to create and manage documents and handle multiple priorities	PLO3: 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	PLO4: 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	PLO5: 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	PLO6: Apply appropriate strategies to secure employment, retain a job, and advance in a career
	Analyze, synthesize, and evaluate real-world problems in quantitative terms.	PLO7: Analyze, synthesize, and evaluate real-world problems in quantitative terms.

c) *Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO) levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.*

Course/Program	Assessment Result Discussion
BUSN 150 (Closing the Loop, Spring 21)	The assessment focused on determining student ability to: • Demonstrate skills proficiency and a working knowledge of Microsoft Office suite at an introductory level to produce common business documents • Use teamwork skills in collaborating with others to accomplish group goals and objectives. • Use critical thinking skills to apply knowledge gained to create simple Word and Excel documents with minimal instructions that meet business standards The results from the cumulative capstone activity show that 85.7% artifacts submitted met or exceeded expectations. The two students who partially met expectations were unable to finish the activity on time due to starting the activity close to the due date. A major strength of this specific course was the accelerated 5-week instruction term. Due to the time constraints, there was more concise focus on the Learning Objectives. Multiple due dates throughout the week encouraged students to stay on top of assignments without procrastinating until the end of the week to complete all of their

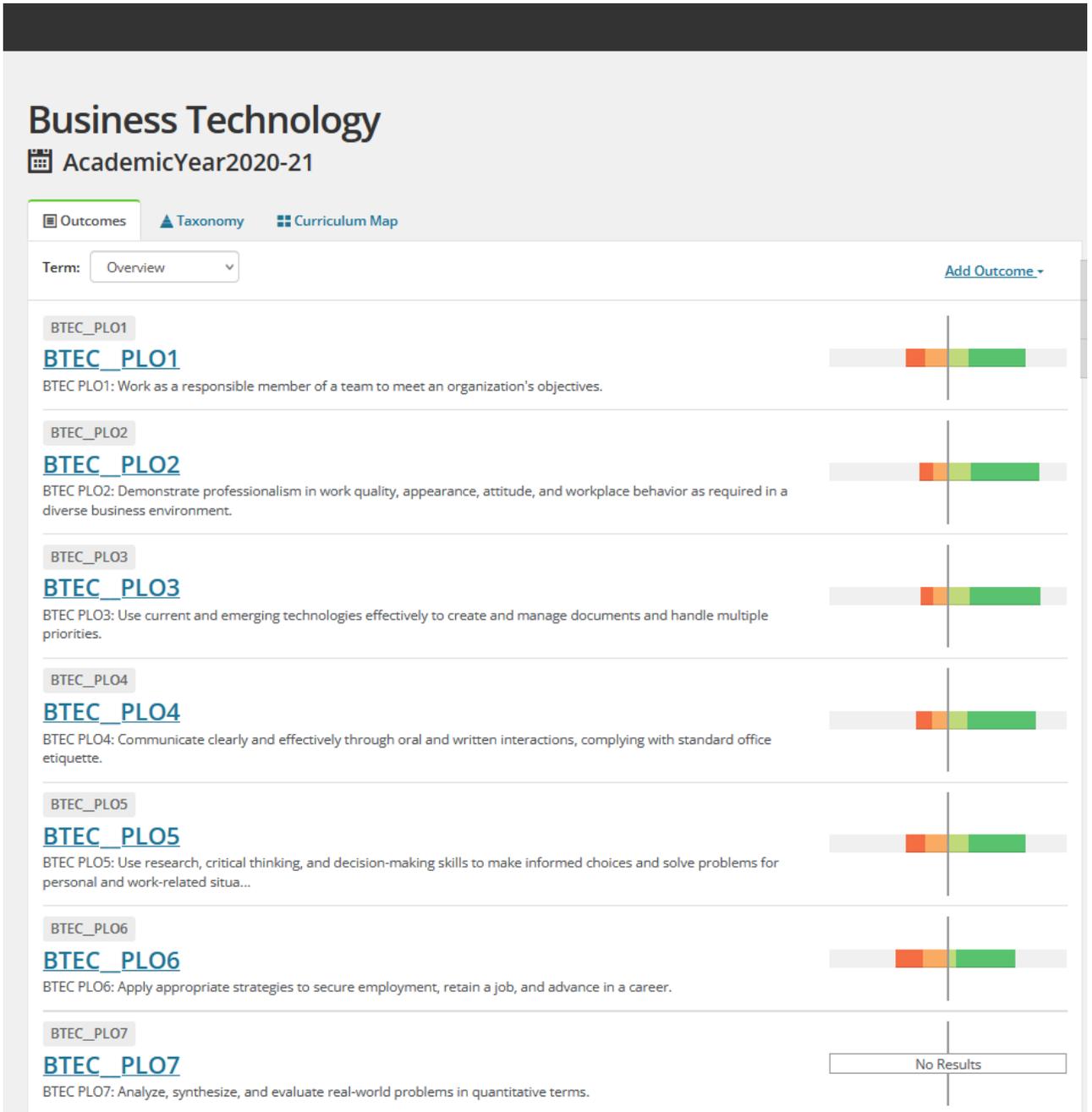|	
	assignments. One of the main challenges of this course was providing adequate practice and application of using the programs. Students were surveyed at the end of the course and while most said that the assignments were appropriate for the length of the course, some students would have liked more practice with the Office features. **Action Plan:** • Focus on project-based activities for bulk of assessments. • Provide simulation activities to supplement project-based activities • Continue to schedule due dates throughout the week to keep students on task • Incorporate MOS practice exam. **Analysis:** This particular assessment was done on a course that is part of the 5-week accelerated group of classes. The success of students on this assessment supports the decision to continue to offer this course as an accelerated online class. If we continue to offer this through the system 5-week program, we will have a larger market to which to offer this course. This helps support the BTEC program's desire to provide courses for BTEC and non-BTEC majors who hope to increase their technological skills, employability, and job performance.
BUSN 170 (Closing the Loop, Fall 20)	The assessment focused on determining student ability to: • Accurately and efficiently manage records. • Use an electronic database for records and information management. Students were to accurately store, retrieve and transfer records in an electronic records system and accurately enter and query specific data in Microsoft Access. The results of the assessment show that 86 percent of students exceeded expectations and the student who did not meet expectations was a disappearer in the course and did not complete the assessment. The students appreciated the step-by-step tutorials on using Microsoft Access. **Action Plan:** • Online simulation is necessary in this course as hands-on physical record assignments was not an option this semester due to COVID. If this course will continue to be offered online, using the online simulation is essential. • Increase MS Access assignments so that students are more adept with the program features.

	• Incorporate practice of physical filing through the use of index cards so that students get a better feel of filing records on a more hands-on level. **Analysis:** The success rate of the students in this assessment indicate that despite COVID modifications to the course, students were still able to meet learning objectives for this course and that offering this class as an online option recommended. This will allow a wider range of students access to this course than if it were a face-to-face class. This course is a great asset for students, especially those working directly with records. Students appreciated the synchronous format of this class with scheduled weekly class sessions. The greatest challenge faced in this course was practicing physical filing of records as this was a virtual class. However, with the use of the online digital simulation software students were able to properly manage and file records in an online environment which was a great asset to have in this course. Being able to offer this course in an online format again supports the program in being able to reach a wider market of students.
BUSN 292 (Initial, Spring 21)	The assessment focused on determining student ability to prepare a persuasive letter in business format and demonstrate professionalism in work quality and use current and emerging technologies to create a document and communicate clearly complying with standard office etiquette. All students that completed the assessment project Met or Exceeded Standards (15 pts/75% or higher). One of the challenges faced was the result of the restrictions of in-person visits to business offices during the spring 2021 semester due to the pandemic. One of the strengths of the class was the resilience and agility of the students to excel given the limitations of course materials and guest lectures being delivered 100% online. **Action Plan** • Conduct a similar writing project and assessment in Spring 2022. The assessment letter/project should be similar to what they have done in previous classes and/or what is often drafted by remote or in-person office workers. **Analysis** Having all students meet or exceed the standards in this assessment reflects the strength of the program instruction and curriculum since this is a capstone class. The instructor made modifications to the offer the course online due to the COVID pandemic. Similar to the

	analysis from the other programs, if this course can continue to be offered online, this will help strengthen the BTEC program by being able to reach a wider market of students.

BTEC Program, AY20-21 Assessment Results
Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets //Red = Does not Meet

Business Technology
📅 AcademicYear2020-21

▣ Outcomes	▲ Taxonomy	▦ Curriculum Map

Term: [Overview ▾]   Add Outcome ▾

BTEC_PLO1
BTEC__PLO1
BTEC PLO1: Work as a responsible member of a team to meet an organization's objectives.

BTEC_PLO2
BTEC__PLO2
BTEC PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.

BTEC_PLO3
BTEC__PLO3
BTEC PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.

BTEC_PLO4
BTEC__PLO4
BTEC PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.

BTEC_PLO5
BTEC__PLO5
BTEC PLO5: Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situa...

BTEC_PLO6
BTEC__PLO6
BTEC PLO6: Apply appropriate strategies to secure employment, retain a job, and advance in a career.

BTEC_PLO7
BTEC__PLO7
BTEC PLO7: Analyze, synthesize, and evaluate real-world problems in quantitative terms.

No Results

    d) *Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies.*

The BTEC Program is successful at helping students meet the program learning outcomes. Most students assessed ranked in the meets or exceeds categories.

BUSN 150: The instructor will continue to focus on project-based activities for assessments. Providing simulation activities to supplement project-based activities with short-term deadlines will support student achievement. The instructor will continue to incorporate MS Access into the final group project and utilize inspirational tactics to help students understand the importance of completing work to achieve standards of real-world expectations.

BUSN 170: The instructor will use the changes made to offer this course online including an adoption of a simulation software. The instructor will continue to incorporate more MS Access assignments so that students have hands on practice with the program features.

BUSN 292: Since students were able to meet or exceed expectations of the course learning outcomes the instructor will not implement major changes, however with the intent of continued online options for BTEC classes, the changes made for adapting to online delivery will continue to be developed and implemented.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.
* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.
https://hawaii.hawaii.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

- **Action Item: Student Success**: Aligns with Hawaii Graduation Initiative Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.
    - o Review course offerings and schedule courses at HawCC and collaborate with other campuses to facilitate timely degree completion while filling class seats.
    - o Continue to work with EDvance to seek ways to increase enrollment to a wider market of students.
    - o Continue to offer distance and online learning to attract a wider student market. For all classes in the program, instructors will continue to look for opportunities for strengthening curriculum via online instruction to support continued offering of online classes. All instructors will be asked to complete the Online Course Development Badging Program through ITSO. The survey data shared by the UH system showed that for survey respondents, online asynchronous courses are the preferred modality for our students. These may include things like the MOS Certification trainings and other industry certification relevant to program courses.
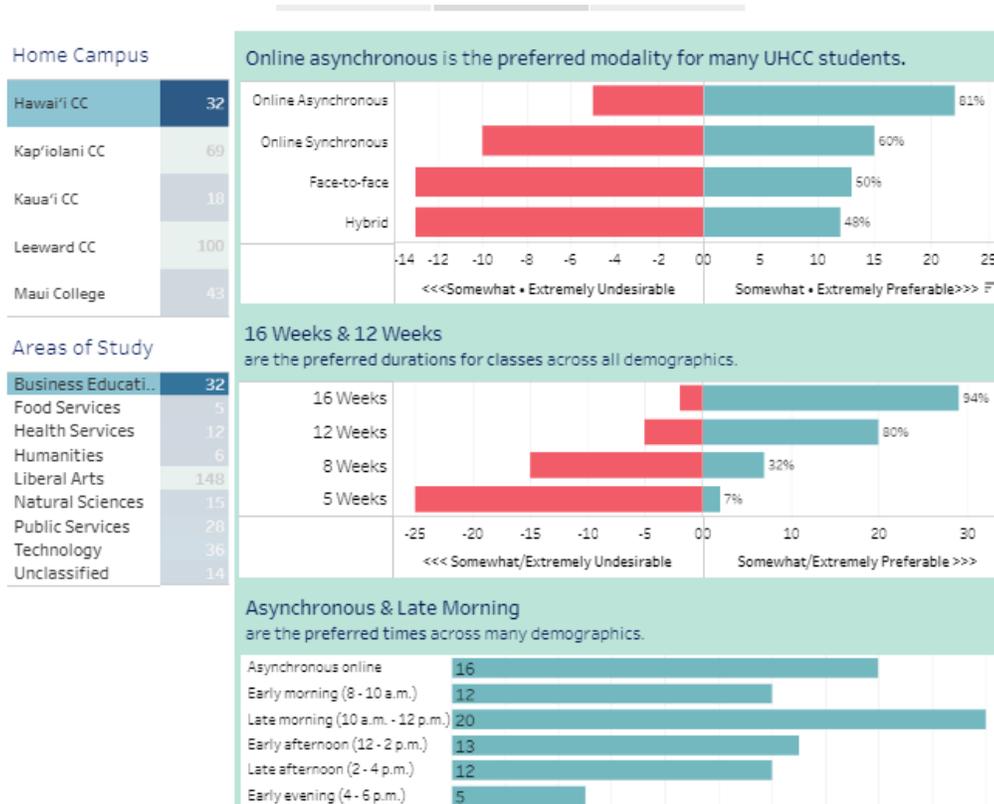
- **Action Item: Marketing and Recruitment** Aligns with Hawaii Graduation Initiative Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.
    - Meet with DOE partner to align and articulate curricula
        - Meet with high school business education counterparts and align and articulate DOE and college curricula.
        - Participate in college and career fairs.
    - Continue to create social media presence using photos and videos.
    - Host open house with students, faculty, and local industry partners when face-to-face meetings are allowed or using appropriate CDC COVID guidelines for face-to-face events.
    - Expand distance and online learning opportunities for students
- **Action Item: Assessment** Aligns with Hawaii Graduation Initiative Action Strategy 3: Anticipate and align curricula with community and workforce needs.
    - Survey incoming students about their academic needs and goals including their short-term and long-term plans. This will help guide the program into providing courses that meet the needs of students. Program faculty will be encouraged to work in collaboration with the BTEC assigned counselor to collect this information.
    - Review and update schedule for course assessment so that all learning outcomes are assessed regularly.

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

x I am NOT requesting additional ONE-TIME resources for my program/unit.

☐ I AM requesting additional ONE-TIME resource(s) for my program/unit.
Total number of items being requested: _____(4 items max.)

==*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the==

Hawaii CC - Program & Unit Review Submission portal
https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

- ✓ Item Description
- ✓ Justification
- ✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawaii Island community through Pālamanui and satellite centers
  4. Address aging infrastructure.
  5. Continue efforts to promote integrated student support in closing educational gaps.
  6. Leverage resources, investments with returns, or scaling opportunities
  7. Promote professional development.

Category-Specific Information				
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #

Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

x I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
   O*Net CIP-SOC Code Look-up
   *in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.