

ANNUAL
REPORT OF PROGRAM DATA
2022

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE



July 1, 2021 through June 30, 2022

Business Technology

**Submit this Review document in WORD via the
Hawaii CC - Program & Unit Review Submission portal**

<https://hawaii.kualibuild.com/app/builder/#!/app/60ef56c477b0f470999bb6e5/run>

attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

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 \(VARPD\)](#)

The Overall Program Health is HEALTHY, an improvement from CAUTIONARY last year.

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 County Prorated new and replacement positions have been consistent since 2019 to current at 90+ positions.

Program Efficiency is PROGRESSING a declining from HEALTHY the year before. The program fill rate of 59.4% was a slight decrease from 62.9% from the year before. The average class size has been stable over the last three years. The majors to FTE appointed faculty decreased slightly from 19 to 17. It should be noted that of the two FTE BOR appointed faculty assigned to BTEC, one position is assigned to 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. Due to the System-wide hiring freeze, the program has not been able to hire additional faculty, so lecturers are teaching virtually all of the BTEC classes.

Program Effectiveness improved from a NEEDS ATTENTION last year to HEALTHY this year. The persistence increased from 59% to 78%, a marked improvement. The program will continue to

Commented [f1]: Consider adding here: Due to the System-wide hiring freeze, the program has not been able to hire additional faculty, so lecturers are teaching virtually all of the BTEC classes.

work on strategies to keep students enrolled at the College. The number of unduplicated degrees and certificates awarded is listed as 17, a significant increase from 12.

Perkins Core Indicator MET

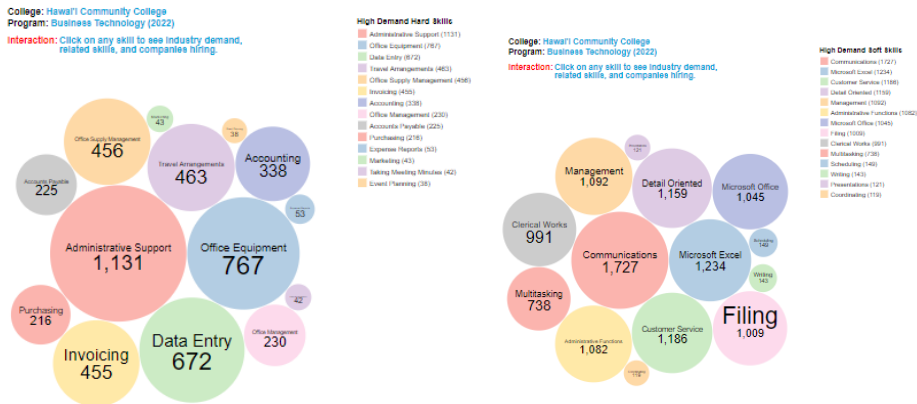
- 1P1 Postsecondary Placement
- 2P1 Earned Recognized Credential

Changes are in process to add ICS 101 as an option for BUSN 150 and Math 115 for BUSN 188. This allows for more options for students who want transfer options. These changes will be effective Fall 2023.

The program was updated effective Fall 2022. Deleted BUSN 121, BUSN 182, and ACC 120. Added requirements of ENT 125 and MGT 124. These changes will help graduates meet current industry and economic needs.

These high demand skills support the need for the BTEC program.

Commented [f2]: a significant increase



<https://uhcc.hawaii.edu/varpd/index.php?y=2022&c=HAW&t=CTE&p=2538>

According to the attached Hawaii County Best Job Opportunities through 2028 report from HireNet Hawaii, several jobs are listed that Business Technology graduates have a competitive advantage for. The opportunities selected were those having the most job openings, fastest growth, and a living wage. These job opportunities include: Billing and Posting Clerks; Production, Planning, and Expediting Clerks; and Paralegals and Legal Assistants.

Similarly, the Industry Employment and Growth, 2018-2028, Hawaii County report also indicates that the Admin, Support Services is projected to grow by about 4.9 percent. When looking specifically at the Office & Administrative Support group, there is a 0.3 percent decline for Hawaii

County and so those applicants who have education and training in Business Technology will be positioned to be hired for the available positions.

The County of Hawaii Human Resources department posted continuous recruitment opportunities. BTEC graduates would have competitive advantage for several of the openings as the skills learned through the program are transferable to various departments and positions.



JOIN THE COUNTY OF HAWAI'I 'OHANA!

This is a list of our continuous recruitment opportunities. Please apply immediately as any of these positions can close at any time. Visit jobs.hawaiicounty.gov to check availability. Mahalo!

Account Clerk	Human Resources Program Specialist
Administrative Services Assistant I	Information Systems Analyst III & VI
Assistant Building Inspector	Land Use Plans Checker IV
Assistant Electrical Inspector	Lead Plant Electrician/Electronics Repairer
Assistant Plumbing Inspector	Legal Assistant II
Building Inspector	Legal Clerk I, II, & III
Building Inspector Aid	Mechanical Engineer IV
Building Plans Examiner II, III, IV, V	Meter Reader II
Building Projects Manager	Park Projects Manager
Cashier I	Planner IV
Civil Engineer I, II, III, IV, V, VI	Planning Program Manager
Clerk-Meter Reader	Plumber
Community Service Worker I	Police Communications Officer I (Dispatcher)
Community Service Worker III	Police Evidence Specialist I
Construction Equipment Mechanic	Pool Lifeguard
Construction Inspector	Projects Coordinator
Contracts Clerk	Real Property Appeals Board Clerk
Criminalist I & II	School Crossing Guard
Database Analyst	Senior Account Clerk
Driver License Examiner II	Sewer Maintenance Repairer
Economic Development Technician	Structural Engineer
Engineering Aid IV	Victim/Witness Counselor II
Engineering Support Technician	Wastewater Operations Superintendent
Environmental Compliance Specialist	Wastewater Treatment Plant Operator IV
Fire Communications Officer I (Dispatcher)	

APPLY TODAY!
jobs.hawaiicounty.gov



Our Big Island, Our Community

The County of Hawaii is an Equal Opportunity Provider and Employer.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).

BTEC PLOs	ILO Alignment
PLO 1: Work as a responsible member of a team to meet an organization's objectives.	ILOs 1, 3
PLO 2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.	ILOs 1, 3, 5
PLO 3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.	ILOs 1, 2
PLO 4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.	ILOs 1, 3
PLO5: Analyze, synthesize, and evaluate real-world problems using research, critical thinking, and decision-making skills to make informed choices and solve problems.	ILOs 2, 6
PLO6: Apply appropriate strategies to secure employment, retain a job, and advance in a career.	ILOs 2, 3, 4

- b) List the PLOs or UOs 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 (CLOs) 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 2021-2022 academic year, two courses were assessed.

- BUSN 170 – Records and Information Management
- BUSN 193V – Cooperative Education

Through these classes, BTEC program learning outcomes 105 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 PLO6 have been assessed.

Course	Course Learning Outcome	Program Learning Outcome
BUSN 170	CLO 1: Integrate all phases of the records management cycle to accurately and efficiently manage records.	PLO 2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as

		required in a diverse business environment.
		PLO 3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
	CLO 2: Create and manage manual filing systems and electronic database systems for records and information management according to professional standards.	PLO 2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO 3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
	CLO 3: Research and analyze a company's records and information management system and report on how records and information management system concepts are applied in the workforce.	PLO 2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO 3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
		PLO 4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
		PLO5: Analyze, synthesize, and evaluate real-world problems using research, critical thinking, and decision-making skills to make informed choices and solve problems.

BUSN 193V	CLO 1 Perform duties at a worksite according to industry standards.	PLO 1 Work as a responsible member of a team to meet an organization's objectives, and written interactions, complying with standard office etiquette.
		PLO 2 Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		PLO 3 Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
		PLO 4 Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.

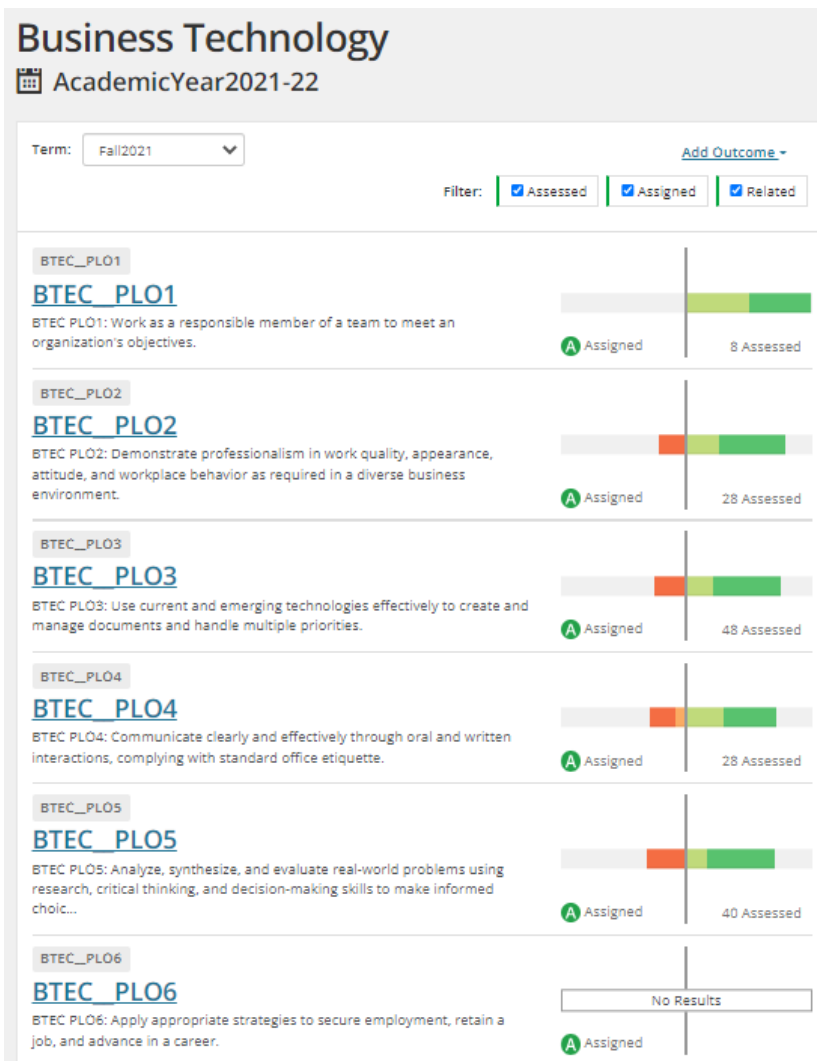
c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.

Course/Program	Assessment Result Discussion
BUSN 170	<p>The assessment will focus on determining student ability to:</p> <ol style="list-style-type: none"> 1. Accurately and efficiently manage records. 2. Use an electronic database for records and information management. 3. Research and analyze a company's records and information management system and report on how records and information management concepts are applied in the workforce. <p>Although the results show that 40% of students did not meet expectations, these were students who did not submit an artifact. In regards to those who did submit it, 100% of students met or exceeded expectations, with 78.5% of students exceeding expectations and for CLOs 1 and 2.</p> <p>One of the main strengths of this particular course is its applicability to the students' personal and professional lives and students are able to quickly</p>

	<p>able to apply the skills gained from this course. Many students were surprised at the complexity of filing rules but they all appreciated learning the different methods and procedures.</p> <p>The main challenge that still remains is the online filing Simulations. Previously the online Simulations were used to keep costs down for students, but as this is now a completely online course, the online filing Simulations were a necessity as it would incur extra costs to the student if paper filing activities had been utilized.</p> <p>Action Plan:</p> <ul style="list-style-type: none"> • Continue to utilize Online Filing Simulations. • Increase diligence of flagging students throughout the semester. <p>Analysis:</p> <p>The success of the students who submitted the assessment artifact indicate that despite having the course be offered in distance-learning format, students are still able to meet and exceed in meeting the learning outcomes of the course. Offering this as an online course is a great asset to students across the state, especially for those who work directly with records. As in the previous assessment, the main challenge is practicing physical filing of records in a virtual environment. As the instructor continues to offer this class in this format, it is expected that more and more improvements will be made to the course for added student success.</p>
<p>BUSN 193V</p>	<p>Work Skills Evaluation. Work site supervisors are asked to complete a work skills evaluation form of the Cooperative Education student at the beginning and ending of the semester.</p> <p>The Cooperative Ed. coordinator reviews the evaluations and consults with the students and/or instructors if improvement is needed.</p> <p>Eight out of the eight students that completed the assessment project Met or Exceeded Standards (29 pts/75% or higher). Four out of the eight students Exceeded Standards (35 pts/90% or higher). Please see breakdown below:</p> <p>Student #1 39 pts 100% Student #2 39 pts 100% Student #3 32 pts 80% Student #4 37 pts 95% Student #5 33 pts 84% Student #6 30 pts 77% Student #7 34 pts 87% Student #8 39 pts 100%</p> <p>- 100% (8/8) of the students met or exceeded expectations. - 75% (6/8) of the students received outstanding evaluations from their supervisors.</p>

	<p>- Three (3/8) students received maximum scores of 39.</p> <p>Strengths:</p> <ul style="list-style-type: none">• Students come to the county very well prepared. Supervisors are pleased with Cooperative Education student interns.• Students demonstrate professionalism, express a willingness to learn, and are dependable.• Employers seem to be satisfied with student interns as a whole.• County funding for CVE program sustains during current fiscal budget without any cuts <p>Challenges:</p> <ul style="list-style-type: none">• One of the challenges faced was resulted from the restrictions of in-person internship placement on business premises during the fall 2021 semester due to the pandemic.• Some supervisors did not include comments in the student evaluation form. More helpful for students to have more specifics, especially in areas that need improvement.• Work on counseling students before placing them in positions. Provide them a better picture of employers' expectations.• Each evaluator may have different standards. A low or high rating is not necessarily a true reflection of student performance.• Due to low enrollment, not all CVE positions were filled, as such valuable training opportunities are not fully utilized. <p>Action Plan</p> <ul style="list-style-type: none">• Continue to explore and evaluate possible innovative hands-on training/internship opportunities or projects for CTE students/programs.• Develop and Utilize a Work Skills Evaluation tool that provides a uniform system for various UH community college campuses that offer the CVE program.• Gather input from other community colleges in the system that currently offer the Business Technology CVE courses.• Share and compare resources available to develop comprehensive assessments tools with standardized rubrics. <p>Analysis</p> <p>Having all students meet or exceed the standards in this assessment reflects the strength of the program instruction and curriculum. Students are assessed on their performance in a real-world situation where they learn new things and also have to demonstrate mastery of knowledge and skills learned in the program.</p>
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BTEC Program, AY20-21 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: 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, etc.; non-instructional units must

provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

The BTEC program is successful at helping students meet the program learning outcomes. Most students assessed ranked in the meets or exceeds categories. The program is continuing to offer BTEC courses online including adoption of software to assist in helping students achieve learning outcomes in a virtual format. The program instructors are working with college and community partners to find internship opportunities for students that meet student and business needs, especially in this environment where businesses are struggling to find permanent employees. One major action instructors are taking is to support the online students on a one-on-one basis as needed whether in-person or virtually via Zoom or by email. This individualized student support is key during this time when many students are choosing to work and attend school at the same time.

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.
 - Review course offerings and schedule courses at HawCC and collaborate with other campuses to facilitate timely degree completion while filling class seats. Since sister campuses UHMC, KauCC, and LeeCC are scaling back their BTEC programs, it is even more vital for HawCC to offer courses that can be delivered in an online format to fulfill the needs of the statewide office assistant industry.
 - Continue to work with EDvance to seek ways to increase enrollment to a wider market of students.
 - 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.
- 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.
- 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.
 - Work with advisory council as well as community organizations to find out local industry needs and goals to guide the program into providing courses that meet the needs of industry.
 - Review and update schedule for course assessment so that all learning outcomes are assessed regularly. In particular, PLO 6 should be assessed in the coming academic year.

5. Resource Implications

* Special Resource Requests **not included in operating "B" budget** *

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are **not included in your regular program or unit operating "B" budget**.

*Note: 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.

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

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 1 (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)
<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

- ✓ **Item Description**
 - Recruitment, Engagement, Marketing Support Position
- ✓ **Justification**
 - One faculty (and no faculty) programs need coordinated help with recruitment, engagement, and marketing. This can be in the form of social media management, creating a marketing campaign, partnering with local high schools, planning events for students and community, and attending college fair events.
- ✓ **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 Pāalamanui 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	Category-Specific Information Needed
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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 ASAP	FTE; Position Type; Position Title	Estimated Salary Unsure. Can this be a CTE or campus-wide position?	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 of Funds	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.

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.