

2024 Annual Report of Program Data Business Technology



1. Program or Unit Mission

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. Program Student Learning Outcomes or Unit/Service Outcomes

No program learning outcomes were assessed for the 2023-2024 academic year. The assessment schedule has been updated and shared with the assessment coordinator to restart the cycle in Fall 2024.

3. Analysis of the Program/Unit

<https://uhcc.hawaii.edu/varpd/index.php?y=2024&c=HAW&t=CTE&p=2996>

The demand for new jobs has stayed about the same as the previous year. There are more than enough jobs for the number of students graduating in the Business Technology program.

The efficiency fill rate is similar to the previous year as well. Most of the BTEC classes are offered both in-person and online in combined sections in order to reach the maximum number of students in the modality that they prefer. There are two full-time BOR appointed faculty, but most courses are taught by lecturers. One faculty member is retiring in 2024, and the other has been on a reduced teaching load.

For effectiveness, the successful completion remained at a good rate. The number of degrees awarded rose slightly. There was only one transfer to a UH institution. The program will look at pathways for students to transfer to four-year degrees more efficiently.

Business Technology

For the Perkins indicators, both 1P1 and 2P1 were met. For 3P1, the nontraditional program concentration, only six of the goal of twelve were met. For BTEC, this is the number of males in a program that has more females. Marketing and recruitment efforts could be focused on bringing more males into the program.

4. Action Plan

Based on findings in Parts 1-3: How well has the program/unit met the goals from your last Comprehensive Program/Unit Review's action plan(s)? What changes are you making to your action plan(s) for the next year? Include external factors affecting the program or unit. Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Specify how the action plan(s) aligns with the College's [Mission](#) and the [Ka'ao Ka'ika'i Strategic Plan](#). Be sure to list resources that will be required, if any, in section 5 below.

** CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.*

The program identified three action items to focus on during the last Comprehensive Review:

Action Item 1: Student Success:

This 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 LeeCC to facilitate timely degree completion while filling class seats. Since LeeCC has scaled back some courses due to lack of availability of lecturers and UHMC and KauCC are not offering BTEC as a degree, 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 F2F, hybrid, and online classes.
- Continue with in-person student relationship building such as the monthly Student Success business luncheons with community partners.

Action Item 2: Marketing and Recruitment:

This 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 partners to align and articulate curricula.
 - Meet with high school business education counterparts and align and articulate DOE and college curricula. High school business academies can be identified as a pipeline.

Business Technology

- Participate in college and career fairs, such as the Career Expo and Kea‘au Career Fair.
- Continue to create social media presence using photos and videos.
- Host open house with students, faculty, and local industry partners.
- Try to encourage more male students to help meet the Perkins 3P1 goal.
- Consider having more of a presence at the Pāalamanui campus.

Action Item 3: Assessment:

This 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 the 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.
- Start a new cycle of assessment of courses in Fall 2024 and keep this current.

5. Resource Implications

Special Resource Requests not included in your operating “B” budget

*Detail any special resource requests not funded by your regular operating budget, including reallocation of existing resources (physical, human, financial) to support action or Perkins plans. *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.*

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: _____ (4 items max.)