Business Technology

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

1. Program Description

Statement and a brief description of the program including a listing of the program level Student Learning Outcomes (SLOs).

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.

Upon successful completion, students are prepared to:

- 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, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations
- Apply appropriate strategies to secure employment, retain a job, and advance in a career.
- Analyze, synthesize, and evaluate real-world problems in quantitative terms.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop-outs, gain/loss of positions, results of prior year's action plan).

Overall Program Health is considered CAUTIONARY. Adjustments have been made to ensure that course sequencing is followed to avoid over-offering sections that are low enrolled. We have scheduled many courses to be offered only one time a year

The Program Demand is considered HEALTHY when compared to industry demand and students pursuing a major in those fields have a good chance of employment. The State and County new and replacement positions have been relatively stable from 2016-2017 (186), 2017-2018 (182), and 2018-2019 (178). There was only a slight decrease during those years.

Program Efficiency is CAUTIONARY and requires attention which means classes are moderately filling and majors to FTE faculty allocation can be improved. The average class size has remained stable and has even increased slightly. The majors to FTE appointed faculty has also increased. 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 so lecturers are teaching the bulk of the program classes. Adjustments have been made to ensure that course sequencing is followed to avoid over-offering sections that are low enrolled. We have scheduled many courses to be offered only one time a year

Program Effectiveness is also CAUTIONARY and requires attention. The persistence has decreased to 61 percent which indicates that the program should work on strategies to keep students enrolled at the college. The number of unduplicated degree and certificates awarded is listed as 5 and we would like to verify the accuracy of that information. The economy is stable and many students seem to be working and gaining on-the-job training.

Perkins Core Indicator MET

- 5P2 - Nontraditional Completion (Goal 23; Actual 25)

Perkins Core Indicators NOT MET

- 1P1 - Technical Skills Attainment (Goal 93; Actual 88.24) Faculty need to continue to work with students to assist them in being successful in program classes. It is possible that students with over the 2.0 GPA may leave the program after having learned specific skills and being able to obtain full-time employment.
- 2P1 - Completion (Goal 55, Actual 52.94) Like technical skills attainment, faculty need to continue to work with students to assist them in being successful in program classes.
- 3P1 - Student Retention or Transfer (Goal 81.9, Actual 64.71) In this area, the program is not close to the goal of 81.9. The program should focus on student retention strategies for planning.
- 4P1 - Student Placement (Goal 66.25, Actual 50) 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 more accurate analysis of this data. The division will look into collected contact information from students in order to support more accurate records on student placement as well as to support student placement into available openings.
- 5P1 - Nontraditional Participation (Goal 23.5, Actual 18.75)   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 every year. Ways to promote BTEC as a nontraditional career continue to be discussed and the program will seek help from those who may have advice on reaching nontraditional students.

3. Program Student Learning Outcomes

a) List of the Program Student Learning Outcomes
Upon successful completion, students are prepared to:

- 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, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations
- Apply appropriate strategies to secure employment, retain a job, and advance in a career.
- Analyze, synthesize, and evaluate real-world problems in quantitative terms.

b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
   a. In the 18-19 academic year, the BUSN 188, BUSN 123, and BUSN 193V courses were assessed.
   b. Based on the results shown in Campus Labs, PLO 6 and PLO 7 have not been assessed. All other PLOs have been assessed.
   c. BTEC program lecturers have been performing the assessments for the classes they are assigned to. The FTE BOR faculty who is in the classroom is on a reduced teaching load and has not submitted assessment reports into Campus Labs.

c) Assessment Results
   a. For PLOs 2, 3 and 4, 100% of students met or exceeded achievement standards.
   b. For PLO 1, 80% of students met or exceeded achievement standards and for PLO 5, 88% of students met or exceeded achievement standards.

BTEC AY18-19 PLO Results graph
Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets //Red = Does not Meet
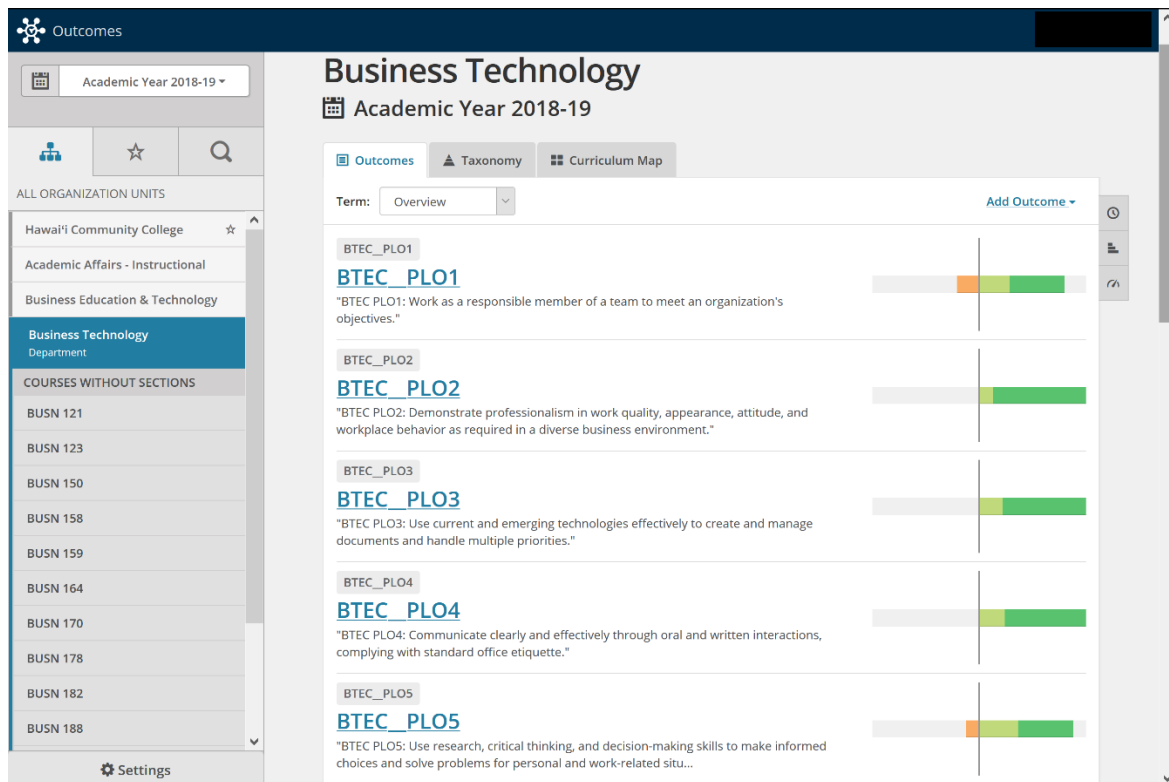
d) Changes that have been made as a result of the assessments.

    a. An emphasis on group problem-based assignments was implemented to assess the positive impact on applying and interpreting mathematical functions used in business decisions.

    b. The BTEC PCC worked on a work skills evaluation tool that is uniform across the system that will be used for assessing internship experiences.

    c. Bringing in guest speakers to connect the curriculum to the workplace and stress the importance of creating business documents efficiently, effectively, and accurately.

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Item 1:
  Marketing/Recruitment

- Improve 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.
- Explore creating an engaging social media presence with a photo gallery and videos, creating website articles, and doing mini-profiles on students and instructors.

Action Item 2:
  Student Success

- Review course offerings and schedule courses to facilitate timely degree completion.
- Provide professional development to improve teaching and learning.
- Expand more student-centered distance and on-line learning to create more educational opportunities.
- Promote stronger and more comprehensive transfer and articulation policies that are student-centered, transparent, and well-communicated in order to support student mobility and success throughout the system.

Action Item 3:
  Assessment

- Anticipate and align curricula with the community and workforce needs.
  Follow up with graduates and employers regarding HawCC students' preparation for the workforce and community.

- Review the possibility of transfer to a 4-year institution. Look at transfers to UHWO. See articulation.
- Review and update schedule for course assessment so that learning outcomes that are not reflected in the 18-19 assessment results are assessed.
- Explore the possibility of partnering with another program, specifically Marketing and Accounting to address the needs of the community and to address the goals of the college.

5. Resource Implications

The BTEC program does not have budget asks based on health and safety, emergency, or compliance regulations for the annual program review. Other budget requests will be detailed in the comprehensive program review.