

Business Technology



2019 COMPREHENSIVE REPORT OF PROGRAM DATA AY16-17, AY17-18 & AY18-19



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

2019 Hawai'i Community College COMPREHENSIVE Program Review (CPR)

Program: Business Technology

1. Program 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.

2. Analysis of the Program

For the three-year review period, discuss the program's strengths and weaknesses in terms of demand, efficiency and effectiveness based on an analysis of ARPD Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators met and unmet.

Include Significant Program Actions (new certificates, stop-outs, gain/loss of positions) and results of the program's three previous consecutive annual action plans.

2017: Overall health was CAUTIONARY. Demand - cautionary, Efficiency - cautionary, Effectiveness - cautionary. 2018: Overall health was HEALTHY. Demand - healthy, Efficiency - cautionary, Effectiveness - healthy. 2019: Overall health was CAUTIONARY. Demand - healthy. Efficiency - cautionary, Effectiveness - cautionary.

Analysis - The program faculty continue to feel that one CIP code is too limiting for the demand for the workers in the industry we serve so the overall health call may not be accurate for our local demand. The program has modified course sequencing to avoid over-offering sections that have been low-enrolled and some courses are now offered only one time a year. It is possible that we have students in our classes who come to learn a specific skill and leave once obtaining full-time employment. Faculty and lecturers continue to work with students to support them in being successful in program classes. Additionally, the program continues to look for ways to market to nontraditional students. These indicators and results were shared with the BTEC advisory council for more discussion and ideas on how to address shortcomings.

Course/Program modification:

- Delete - BUSN 184, BUSN 151, BUSN 166 to move the program forward and streamline offerings.

We believe that a strong Hawaii economy has decreased enrollment in BTEC. However, it should be noted that in addition to those who want BTEC degrees, non-BTEC majors take BTEC courses to improve their job skills for employment. We theorize that students enroll in the BTEC program to develop employable skills and update technology skills. Once skills are obtained, students may be choosing to transition to the workforce prior to completing their degree.

Looking at the overall trend, **DEMAND** seems to be on a good trend with it being healthy for two years in a row. **EFFICIENCY** was cautionary for three years in a row. Efficiency health is affected by the fill rate of classes. Although majors to FTE appointed faculty have increased, it should be noted that of the two FTE BOR faculty assigned to BTEC, only two total classes are being taught by these two faculty. The rest of the classes are being taught by lecturers because one BOR faculty is assigned as division chair and is on full release from the classroom and the other is on a reduced teaching load.

From the teaching perspective, lecturers fill teaching gaps but are not required to serve on committees or assist with other program needs and this leaves the multitude of program and campus responsibilities on the one full-time faculty in the division. The overall program coordination and development duties fall on one

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person who also serves as the division chair for six other programs. With assessments, improvement needs, and planning demands, the division needs stable collegial support dedicated primarily to the BTEC program in order to operate more effectively or risk FTE faculty burnout.

In addition to offering online and accelerated classes, the BTEC program is working with EDvance to offer courses as non-credit that can be converted to credit to attract more students. The division received a Perkins grant for academic year 18-19 to purchase equipment including a laptop, camera printer, portable projector, and other supplies to help offer these classes and plan other recruitment and marketing activities including fairs, articulation meetings, and workshops.

The program made some changes to its advisory council. A few members retired and this was an opportunity for us to update and bring in new members. We now have the following members:

- County of Hawaii, Human Resources Manager
- Noguchi & Associates, Office Manager
- Waiakea High School, Business Academy Teacher
- County of Hawaii, Research and Development Admin Assistant and former BTEC graduate
- Hawaii Health Systems, Head of Recruitment
- County of Hawaii, Private Secretary to the Mayor
- Hilo Medical Center, OR Management Analyst and former BTEC graduate

3. Program Learning Outcomes (PLOs)

- a) List of the Program Learning Outcomes (PLOs) with their alignment to the College's Institutional Learning Outcomes (ILOs).

Upon successful completion, students are prepared to:

- PLO 1 - Work as a responsible member of a team to meet an organization's objectives.
 - ILO 1, 3
- PLO 2 Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
 - ILO 1, 3, 5
- PLO 3 Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
 - ILO 1, 2
- PLO 4 Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
 - ILO 1, 3
- PLO 5 Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations
 - ILO 2, 6
- PLO 6 Apply appropriate strategies to secure employment, retain a job, and advance in a career.
 - ILO 2, 3, 4
- PLO 7 Analyze, synthesize, and evaluate real-world problems in quantitative terms.
 - ILO 2

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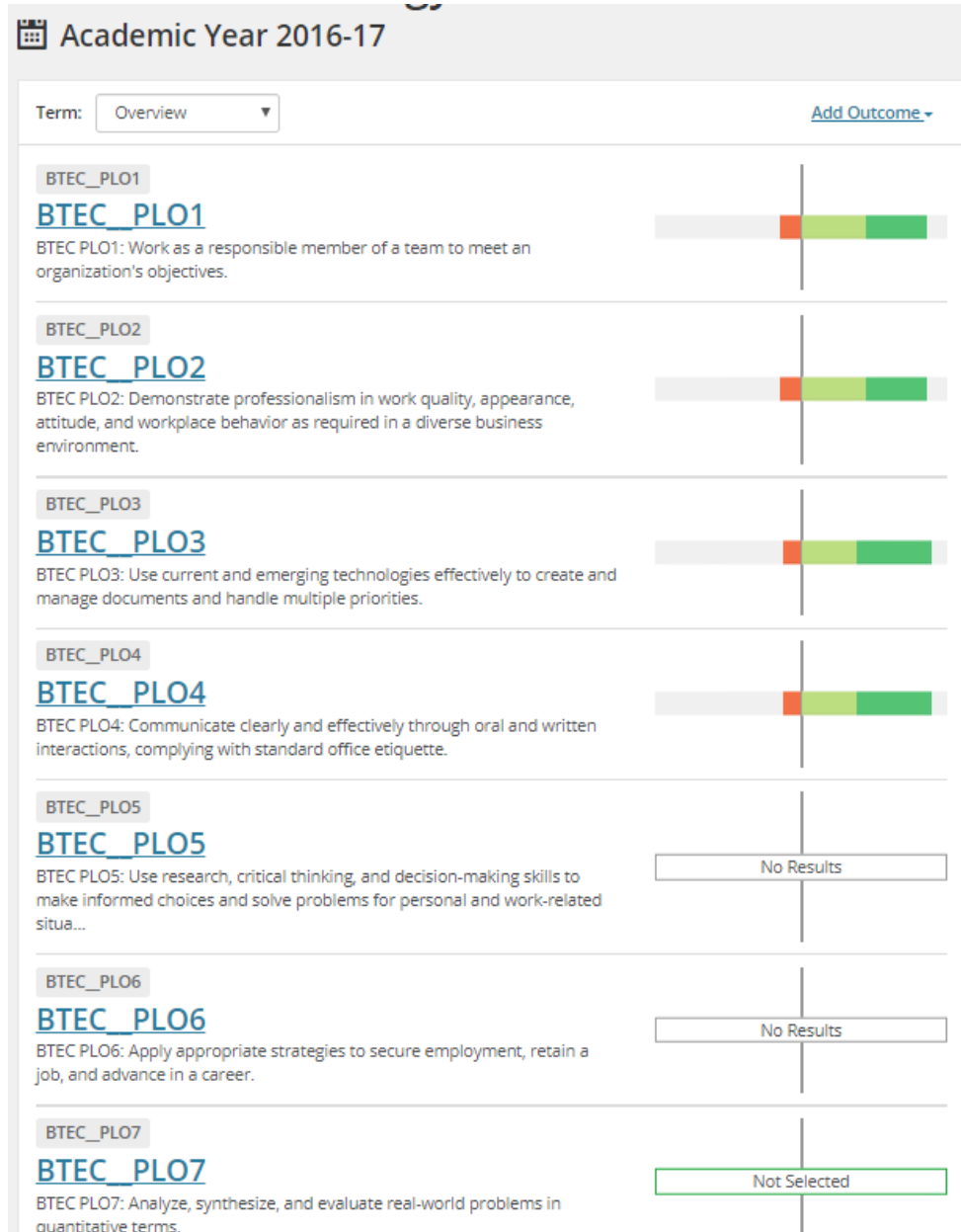
- b) List of all courses that have been assessed during the three-year review period and the PLOs to which those courses' Course Learning Outcomes (CLOs) are aligned.
- 18-19 Academic Year
- BUSN 123, BUSN 188, BUSN 193V
 - PLOs 1, 2, 3, 4, and 5 were aligned to the CLOs assessed.
 - PLOs 6 and 7 were not assessed.
- 17-18 Academic Year
- BUSN 188
 - PLOs 1 and 5 were aligned to the CLOs assessed.
- 16-17 Academic Year
- BUSN 121, BUSN 164
 - PLOs 2, 3, 4, and 6 were aligned to the CLOs assessed.
- c) Discussion of the program's PLO assessment results based on course CLO assessments.
- Students met or exceeded achievement standards for the CLOs assessed. For those who did not meet the standard, it was often because students did not attend class regularly or may have fully disappeared and thus did not complete the course activities required to be successful.
 - PLO 1 - Work as a responsible member of a team to meet an organization's objectives was assessed all three years of this CPR and results show that the majority of students met or exceed this learning objective.
 - PLO 2 - Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment. Our BTEC advisory council indicated that this is a very important learning outcome to continue to teach in our program. This outcome was assessed in only two of the three years of this review and although students seem to meet or exceed this learning outcome, advisory council comments indicate that we should review and assess this outcome more regularly.
 - PLO 3 - Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. The majority of students meet or exceed this outcome in the two years it was assessed.
 - PLO 4 - Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette. The majority of students meet or exceed this outcome in the two years it was assessed.
 - PLO 5 - Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations. The majority of students meet or exceed this outcome in the two years it was assessed. However, this was another learning outcome that the advisory council identified that they want to see in students. The council recommended having more open-ended, problem-based situations for students to have to complete in classes.
 - PLO 6 - Apply appropriate strategies to secure employment, retain a job, and advance in a career. This PLO was not assessed in the three years covered by this report. For the next term, courses that relate to this PLO should be scheduled to be assessed. One of the classes that is connected to this PLO (BUSN 159) did not run due to low-enrollment. Additionally, this course is offered at another campus and is difficult to get assessment data on. The other course (BUSN 193V) will be scheduled to be assessed.
 - PLO 7 - Analyze, synthesize, and evaluate real-world problems in quantitative terms. This PLO was not assessed in the three years covered by this report. The course that is connected to this PLO, BUSN 188 will be scheduled to be assessed next time it is taught.

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- The BTEC program also plans to review the CLO and PLO alignment with the Institutional Assessment Coordinator to confirm that the PLOs are appropriately aligned with CLOs.

2016-2017 Assessment Results



2017-2018 Assessment Results

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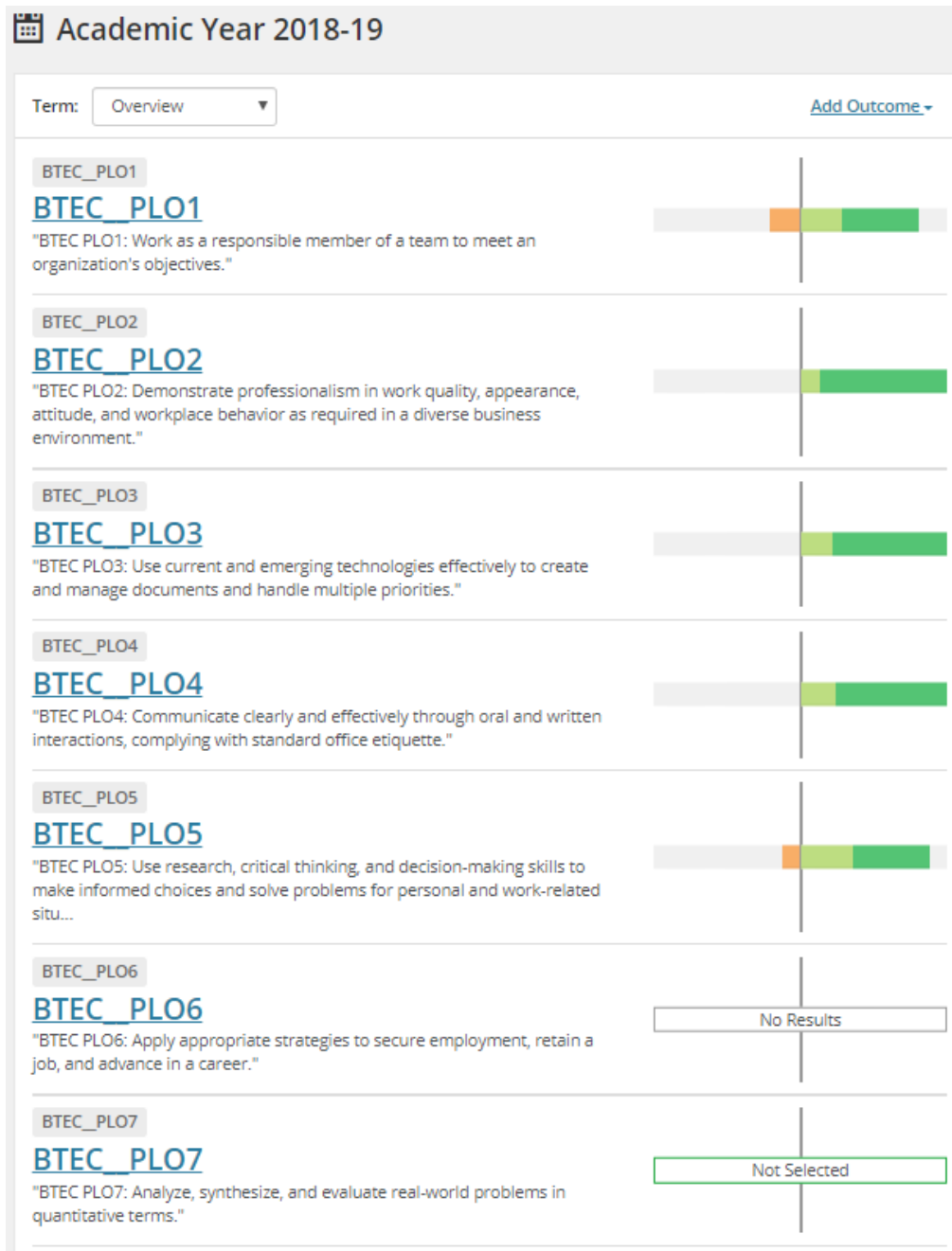
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Academic Year 2017-18	
Term: Overview	Add Outcome
BTEC_PLO1 BTEC_PLO1 BTEC PLO1: Work as a responsible member of a team to meet an organization's objectives.	
BTEC_PLO2 BTEC_PLO2 BTEC PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.	No Results
BTEC_PLO3 BTEC_PLO3 BTEC PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.	No Results
BTEC_PLO4 BTEC_PLO4 BTEC PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.	No Results
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.	No Results
BTEC_PLO7 BTEC_PLO7 BTEC PLO7: Analyze, synthesize, and evaluate real-world problems in quantitative terms.	No Results

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2018-2019 Assessment Results



d) Discussion of the program's strengths and challenges in helping students meet their program learning outcomes, and changes that have been made as a result of assessments.

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

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- The BTEC PCC worked on a work skills evaluation tool that is uniform across the system that will be used for assessing internship experiences.
- Bringing in guest speakers to connect the curriculum to the workplace and stress the importance of creating business documents efficiently, effectively, and accurately.
- Students recommended these strategies to improve the curriculum.
 - Videos about the working environment
 - Activities in which students learn how to manage multiple projects and priorities.
 - Networking opportunities
 - field trip
 - guest speakers
 - business-related workshops
 - Current and relevant videos relating to the working environment have been incorporated into the curriculum. In addition, more active engagement teaching strategies have been shared and implemented in BTEC classes.
 - The division chair will work with faculty and lecturers to identify opportunities for field trips, speakers, and business-related workshops.

4. Action Plan

Provide a detailed action plan to improve student learning and success over the next three years. Discuss how the action items within the plan support the College's Mission with specific reference to the Strategic Directions plan: [HawCC Strategic Directions Plan 2015-2021.pdf](#)

In addition to the overall action plan for the program, include specific action plans for the program's Performance Indicators and any Perkins Core Indicator for which the program did not meet the performance level in the final year of the three-year review period (AY18-19).

The program will focus on marketing/recruitment, assessment, and student success.

Marketing and Recruitment: HGI Action Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.

- 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.

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- Implement networking opportunities with local industry partners (Chamber of Commerce and local businesses) as an open house/counseling/registration potluck event.

Assessment: HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

- 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.
- Work with the Institutional Assessment Coordinator to review and update the schedule for course assessment so that learning outcomes that are not reflected are assessed.
- Explore the possibility of partnering with another program, specifically Marketing and/or Accounting, to address the needs of the community and to address the goals of the college.

Student Success: HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

- Review course offerings and schedule courses to facilitate timely degree completion.
- Provide professional development to both faculty and lecturers to improve teaching and learning.
- Expand more student-centered distance and on-line learning to create more educational opportunities.
- Review the possibility of transfer to a 4-year institution. Look at transfers to UHWO.
- 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.

The division chair will implement a division survey for all business programs to collect job placement data and contact information for further and accurate data collection efforts. This informal survey will be sent via email at least twice a year.

5. Resource Implications & Budget Asks

(physical, human, financial)

Provide a detailed discussion of the program's current resources, resource gaps, and requests for new or re-allocated resources. Provide detailed documentation for each resource request including projected costs and timeline for procurement to meet the program's needs. Resource requests must align to and support the action plan above.

Attach additional documentation and evidence as necessary to clearly support each request.

CTE programs must provide evidence of industry trends to support each request, including Advisory Council minutes or documentation of discussion(s) with industry experts.

- Purchase licenses for Office 2019 for two computer labs. Fall 2020 (**\$4000**)

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- Furniture replacement for one computer lab classroom. Replace old chairs. Fall 2020 (**\$3500**)
- Professional development for two FTE faculty and long-time regular lecturers. Attend local and national conferences such as the International Association of Administrative Professionals (IAAP) to learn more about how to enhance the value of office and administrative professionals and advocating for the profession. In addition, this knowledge would help the faculty incorporate the skills and knowledge necessary to be a Certified Administrative Professional (CAP) into the course and program. Link to 2020 BTEC Advisory Council Minutes.
<https://docs.google.com/document/d/1jbDwrcEv07nf4MORWdDn4M7KGjDvRhpP7q6k7RU857Q/edit?usp=sharing> AY 2020-2021 (**\$8000**)