UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES
ANNUAL INSTRUCTIONAL PROGRAM REVIEW
PROCEDURES, COMPONENTS, AND MEASURES

BUSINESS TECHNOLOGY

INTRODUCTION

Program Mission Statement: The Business Technology program will prepare students with the soft skills and the technical skills to qualify for and maintain a job in administrative support positions.

Program Description: The primary objective of the Business Technology (BTEC) program is to prepare students for employment in administrative support positions in office settings in private business and government. The curriculum provides for career mobility for students who wish to prepare for positions as clerks, receptionists, and secretaries/administrative assistants. A secondary objective is to provide upgrading/retraining for anyone that needs specific office/business technology skills.

Program Learning Outcomes:

- Work as a responsible member of an office team to meet the needs of customers from diverse populations.

- Display a professional attitude in the office following general business etiquette and ethics including dependability, honesty, accepting constructive feedback, providing good customer service, and taking pride in work.

- Organize, prioritize, and manage multiple personal and professional tasks, making efficient use of time and resources.

- Use current and emerging technologies to produce and communicate (oral and written) error-free and properly formatted documents.

- Use research and decision making skills to solve problems and achieve personal and organization goals.

- Create and manage company files according to records management procedures.

- Identify and engage in opportunities for professional development.

Part I. Quantitative Indicators for Program Review

	AY 04-05	AY 05-06	AY 06-07
1. Annual new and replacement positions in the State	2383	2383	2383
2. Annual new and replacement positions in the County	36	36	36
3. Number of majors	97	65	73
4. Student Semester Hours for program majors in all program classes	432	319	387
5. Student Semester Hours for Non-program majors in all program classes	375	298	309
6. Student Semester Hours all program classes	807	617	696
7. FTE Program enrollment	53.8	41.13	46.4
8. Number of classes taught	37	26	20
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)	H	C	H
10. Average Class Size	14.84	14.38	14.2
11. Class fill rate	80.97%	70.57%	68.93%
12. FTE of BOR appointed program faculty	3	3	3
13. Student/Faculty ratio	32.33:1	21.67:1	24.33:1
14. Number of Majors per FTE faculty	26.43	21.67	22.32
15. Program Budget Allocation (Personnel, supplies and services, equipment)	$181,547.10	$150,111.00	$162,213.10
16. Cost Per Student Semester Hour	$224.97	$243.29	$233.06
17. Number of classes that enroll less than ten students	4	5	7
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)	H	H	H
19. Persistence of majors fall to spring	58.76%	67.19%	79.45%
20. Number of degrees earned (annual)	16	15	8
21. Number of certificates earned (annual)	3	7	4
22. Number of students transferred (enrolled) to a four-year institution in UH	0	1	0
23. Perkins core indicator: Academic Attainment(1P1)	78.79%	78.05%	75.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	77.14%	80.49%	75.00%
25. Perkins core indicator: Completion Rate (2P1)	22.86%	31.71%	25.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	68.75%	87.50%	.00%
27. Perkins core indicator: Retention in Employment (3P2)	100.00%	85.71%	.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	9.18%	11.43%	.00%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)	H	H	H
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)	H	H	H
32. Number of FTE Faculty	3.67	3	3.27

Part II. Analysis of the Program

Many of the quantitative indicators for the AY 2005-06 show a decrease; however, in AY 2006-07, most of these quantitative indicators have increased. This shows the gradual growth and the importance of maintaining the BTEC program.

The demand for the BTEC program remains high. The number of classes offered dropped in AY 2005-06 due to the transition from OAT when many upper-level BTEC courses were not yet being offered and many OAT courses were being deleted. Also, during this time, full-time faculty members were on sabbatical leaves, multiple-sectioned courses were omitted, and BTEC support courses were omitted from other programs.

Although we consider our efficiency cautionary, AY 2005-06 and AY 2006-07 were the transitional years from the OAT to BTEC program. This meant that there were some students trying to complete the OAT AAS degree and some beginning the BTEC program. This explains the number of classes with enrollments of less than 10.

Low graduate count may be due to one or more of the following:

- Students choosing to double major before applying for graduation.
- Students selecting the career ladder option available through the CC, CA, and AAS degree BTEC offers.
- Students opting to continue into Liberal Arts, using it as a stepping stone to a four-year degree.
- Increased rigors and expectations in the BTEC program.
- Low unemployment.
- Competition from on-line courses offered at other institutions.

Much of the Perkins core indicators for 2006-07 is not available. However, the high percentage of BTEC students who continue in the program from fall to spring semester indicates the efficiency and degree of satisfaction with the program.

Significant Program Actions:

The Business Technology Program is a result of restructuring the Office Administration and Technology Program beginning in AY 2005-06.

AY 2004-2005 was the final year that OAT was offered as a major. In switching to BTEC, the program replaced the previous requirements with 100-level courses, (as recommended by the OAT/BTEC Program Coordinating Council) increasing the rigors of the program and expectations of the students. This change allowed us align our program with the other BTEC programs system-wide and was fully supported by the administration, even with an expected drop in enrollment (AY 05-06).

In an effort to provide pre-nursing majors who are waiting acceptance into the program, the Business Education and Technology Division collaborated with the Nursing and Allied Health Division to offer a Medical Office Assistant Certificate of Completion. The curriculum for this new certificate includes four BTEC courses (BUSN 84, BUSN150, BUSN 160, BUSN 166). BTEC anticipates an increase in enrollment in these classes. BUSN 84, Medical Transcription, has not been offered for many years and is being revived and offered in Spring 2008.

Part III. Action Plan

The BTEC PCC has been recognized by the Chancellor for Community Colleges as one that has regularly met to articulate its courses. Therefore, it is necessary to continue this articulation as well as to articulate with our high schools in order to promote the program and provide for a smooth transition from high school to college. In addition, a more comprehensive graduate follow-up system needs to be established.

BTEC program faculty plan to do the following non-cost tasks in order to continue to keep the program current:

1. Continue articulation agreement with LeeCC, WinCC, KauCC, MauCC, Employment Training Center.
2. Continue articulation with Big Island high schools.
3. Establish electronic data base of BTEC graduates.
4. Develop a graduate survey based on assessment committee recommendations.
5. Survey graduates.

Part IV. Resource Implications (physical, human, financial)

The following is a list of cost-items that are required to carry out the action plan for BTEC (annual cost is indicated in parenthesis):

1. Computer software, including upgrade to Office 2007 and voice recognition ($8K).
2. Laser and color printer toner ($700).
3. Professional development for three full-time faculty ($6K).
4. Transcribers ($3K).
5. Color and laser printers ($1.5K).
6. Program marketing ($500).