

# **HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

## **BUSINESS TECHNOLOGY**

**November 30, 2007**

**Assessment Period: July 1, 2004 to June 30, 2007**

**Initiator: Joni Onishi**

**Writer(s):**

**Gordon Ching**

**Marsha Kayano**

**Susan Penisten**

**Robert Yamane**

# HAWAI'I COMMUNITY COLLEGE

## BUSINESS TECHNOLOGY

### 2007-2008

#### A. Program Effectiveness

1. The Business Technology Program is a result of restructuring the Office Administration and Technology Program beginning in AY 2005-06. This new program will prepare students for employment in administrative support positions in office settings in private business and government. It also prepares students to communicate (oral and written) clearly using current and emerging technologies. It promotes student learning in organizing and managing multiple organizational tasks and coworkers in an office, and in making efficient use of time and resources. The curriculum provides for career mobility for students who wish to prepare for positions as clerks, receptionists, and secretaries/administrative assistants.

- **Program Map** (Click [link to Program Map](#))

The program map lists the BTEC Program Learning Outcomes (PLOs) along with the curriculum for the CC, CA, and AAS degree. It also includes minimum course requirements.

2. Program Learning Outcomes have been developed for the BTEC program. These PLOs were reviewed by the Program Advisory Committee before implementation. All BTEC courses meet three or more of the PLOs.

The following is a list of how PLO #4 is being assessed in the classroom:

- Key by touch at 40 net words a minute (nwam).
- Create properly formatted, mailable letters, memos, reports, and tables.
- Prepare and do an oral presentation using PowerPoint.
- Create written telephone dialog and do an oral presentation.
- Professionally reproduce materials using current office equipment.
- Communicate with group members using proper E-mail etiquette.

**Table 1—List of Program Learning Outcomes**

PLO #1 Work as a responsible member of an office team to meet the needs of customers from diverse populations (disabled, cultural, race, religion, sexual orientation, gender, age, etc.).
PLO #2 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.
PLO #3 Organize, prioritize, and manage multiple personal and professional tasks, making efficient use of time and resources.
PLO #4 Use current and emerging technologies to produce and communicate (oral and written) error-free and properly formatted documents.
PLO #5 Use research and decision making skills to solve problems and achieve personal and organization goals.
PLO #6 Create and manage company files according to records management procedures.
PLO #7 Identify and engage in opportunities for professional development.

**Table 2—Program Learning Outcomes by Courses**

<b>COURSE ALPHA/NUMBER</b>	<b>PLO #1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>	<b>#6</b>	<b>#7</b>
BUS 71	X	X	X		X		
BUSN 84		X	X	X			
BUSN 86		X	X	X			
BUSN 121		X	X	X			
BUSN 123	X	X	X	X			
BUSN 150	X	X	X	X			
BUSN 151	X	X	X	X			X
BUSN 160	X	X	X	X	X		
BUSN 166	X	X	X	X	X		X
BUSN 170	X	X	X	X		X	
BUSN 182		X	X	X			
BUSN 193V	X	X	X	X	X	X	
BUSN 250	X	X	X	X	X	X	X
ENG 55		X	X	X			

**Table 3—Levels of Implementation of PLO Assessment**

	<b>A</b>	<b>D</b>	<b>P</b>	<b>SCQI</b>	<b>Assessment Strategy</b>
PLO #1	X				Peer evaluation of each group member after doing group work Cultural research and oral presentation Employer evaluation for co-op students
PLO #2	X				Work skills assessment rubric (pre- and post-self assessments)
PLO #3	X				Time management case study Completion of work in allotted time Meeting instructor-set deadlines
PLO #4	X				Timed production measurement Composing properly formatted letters and documents
PLO #5	X				Cultural research and oral presentation Use of Internet in decision making
PLO #6	X				Retrieving tests ARMA rules test Electronically creating and managing course files
PLO #7	X				Career research identifying professional opportunities Participating in career fair

Key (reference: Barbara Beno's letter, 9-12-07; ACCJC's evaluation of Institutional effectiveness, rubric III): A=Awareness, D=Development, P=Proficiency, SCQI=Sustainable Continuous Quality Improvement

**Table 4A—Percentage of Program Courses with SLO's**

<u>100</u> % of Program courses with SLO's	Of these, <u>100</u> % are being assessed
--	---

**Table 4B—Percentage of Program Courses Reviewed within the Previous 5 Years**

100 %

### 3. Program Strengths and Weaknesses

The demand for BTEC graduates remains high in the state of Hawaii while unemployment is very low.

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 to 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).

OAT courses (OAT alphas) needed for program completion (graduation) were offered through AY 2005-06. Beginning in AY 2006-07, BTEC courses (100+ level with BUSN alphas) were offered in sequence, being added as students progressed through the BTEC program. Students still requiring OAT courses were given the option of doing an independent study or enrolling in the higher level BTEC course. During this transition period and with enrollment competing with employment, the number of class offerings dropped. However, we continued to offer all required courses for BTEC majors.

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, BUSN 150, 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.

### **Program Strengths (S1, etc.) and Weaknesses (W1, etc.)**

**S1:** Program Learning Outcomes are meeting the needs of the employers.

**S2:** Annual system-wide and high school articulation.

**S3:** Annual advisory committee meetings.

**S4:** Program faculty are beginning to use assessment tools to assess course SLOs, which are aligned with PLOs.

**W1:** Lack of graduate follow-up procedures.

**W2:** Lack of consistent marketing of all vocational programs.

**W3:** Increased competition for students via on-line, Web CT, non-credit offerings.

### **B. Action Plan including Budget Request**

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 articulate with our high schools. In addition, a more comprehensive graduate follow-up system needs to be established.

**Table 5—Top 6 Non-Cost Items (Including SLO & PLO completion, and assessment) (add rows as needed; examples given)**

<b>Task:</b>	<b>Academic yr.</b>	<b>Who is responsible</b>	<b>Best Fits which ADP Goal</b>	<b>Addresses which strength or weakness</b>
1. Continue articulation agreement with LeeCC, WinCC, KauCC, MauCC, Emp. Training Center	2007-08 2008-09 2009-10 2010-11	Program Coord.	B	S1, S2
2. Establish electronic data base of BTEC graduates	Fall, 2008	Robert Yamane	C	W1
3. Continue articulation	2008-09	Program Coord.	B	S2

with Big Island high schools				
4. Develop graduate survey based on assessment committee recommendations	Spring 2009	Program Coord.	C	W1
5. Survey graduates	2010-11	Program Coord.	C	W1

**Key to abbreviations:**

**ADP Goals are: A, B, C, D, E**

**Strengths/Weaknesses are numbered (S1, S2... W1, W2...--from A.3.)**

**Table 6A. —Top 6 Cost Items** (add rows as needed; examples given)

<b>Task:</b>	<b>Academic Yr.</b>	<b>Who is responsible</b>	<b>\$ amount &amp; budget category Except R/M</b>	<b>Best fits which ADP Goal</b>	<b>Supported by ADP Resource Requirement? Y/N</b>	<b>Addresses which strength or weakness</b>
1.Computer software including upgrade to Office 2007 and voice recognition	2008-09 2009-10 2010-11	Program Coord.	8K/SE 5K/SE 3K/SE	C	Y	S1
2.Laser and color printer toner	2008-09 2009-10	Program Coord.	\$700/SE \$700/SE	C	Y	S1
3.Professional development for technology update	2007-08 2008-09 2009-10 2010-11	Program Coord.	\$6K/S1x \$6K/S1x \$6K/S1x \$6K/S1x	D	Y	S1, W2, W3
4.Transcribers	2008-09 2010-11	Program Coord.	\$3K/SE \$3K/SE	C	Y	S1
5.Color & laser printers	2008-09 2009-10 2010-11	Program Coord.	1.5K/SE 1.5K/SE 1.5K/SE	C	Y	S1
6.Program marketing	2007-08 2008-09 2009-10 2010-11	Program Coord.	\$500/SE \$500/SE \$500/SE \$500/SE	E	Y	S2, W2, W3

**Key to abbreviations:**

**ADP Goals are: A, B, C, D, E**

**Budget Categories: P=Personnel; S1x=Program Review Special Fund;**

**SE=Supplies Enhanced; Eq=Equipment**

**Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.3)**

**Table 6B.--Repair and Maintenance**

<b>Nature of Problem</b>	<b>Describe Location: e.g. Building(s) &amp; Room(s)</b>
Electrical outlet relocation	346/133, 346/134
No water from faucet	346/133, 346/134

**Table 7—Equipment Depreciation, if applicable**

<b>Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)</b>	<b>Category: CP or E</b>	<b>Expected Depreciation Date</b>	<b>Estimated Replacement Cost</b>
Transcriber (@\$300 x 20)	CP	1995	\$6K
Computer Printer LaserJet (@\$1.5K x 4)	CP	2006	\$6K
DeskJet Color (@\$200 x 3)	CP	2007	\$600
Computer Projector (@2.5K x 2)	CP	2008	\$5K

**Key to abbreviations:****CP=Controlled Property w/item value \$1K-\$5K****E=equipment w/item value >\$5K;**

**C. Table 8—Data Elements**

	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	C	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

**Note: Items 9 & 18, 30 & 31 are determined by writer. Items 23-29 use Perkins data from previous year  
Approved 10/25/07**