

# COMPREHENSIVE

REPORT OF PROGRAM DATA

# 2023



UNIVERSITY of HAWAI'I  
**HAWAI'I**  
COMMUNITY COLLEGE

**From the last Comprehensive Review through June 30, 2023**

**Business Technology**

## **1. Program or Unit Mission**

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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.

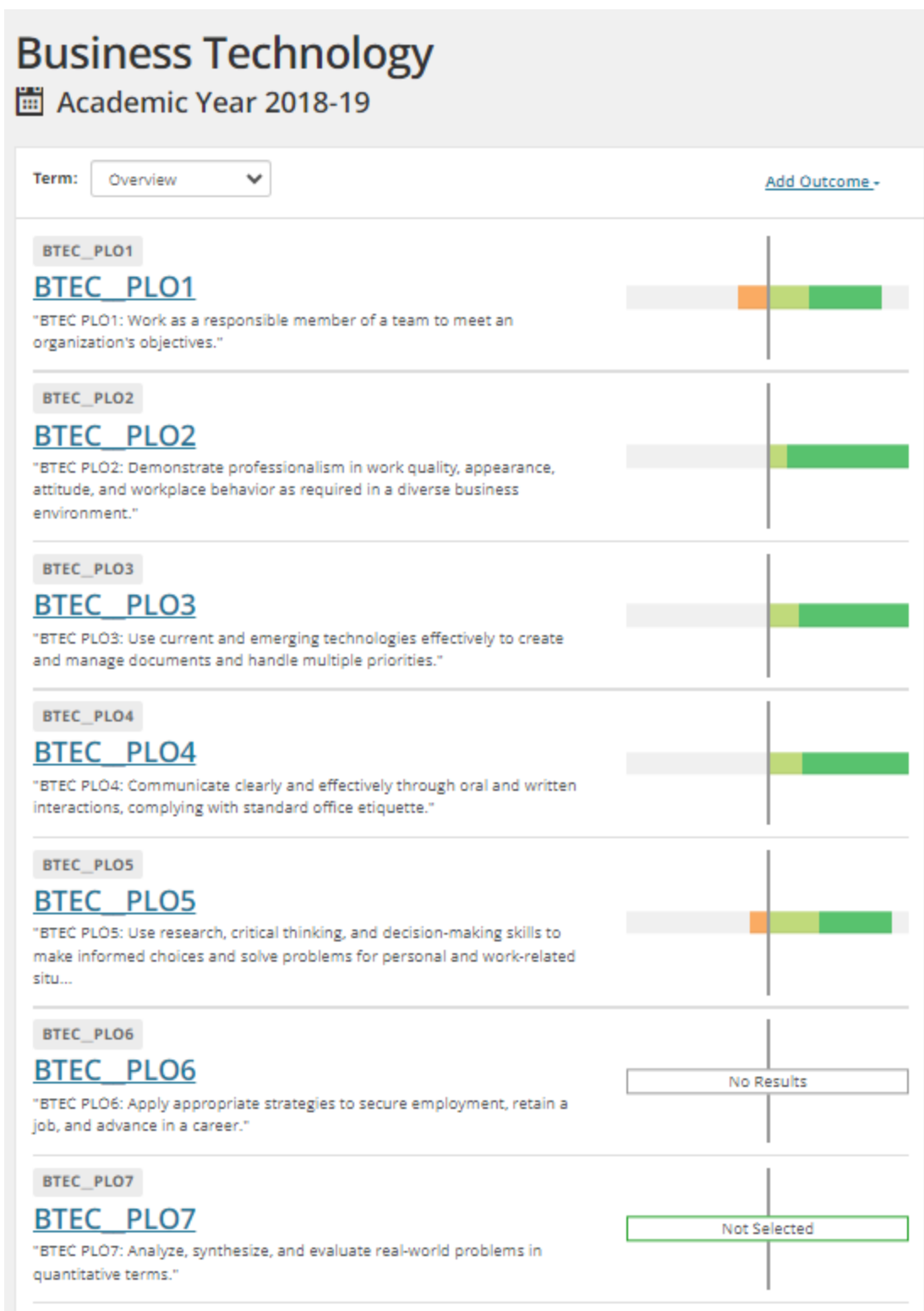
## **2. Program Student Learning Outcomes or Unit/Service Outcomes**

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BTEC program lecturers have been performing the assessments for the classes they are assigned to. The FTE BOR faculty who is in the classroom has not submitted assessment reports into Campus Labs.

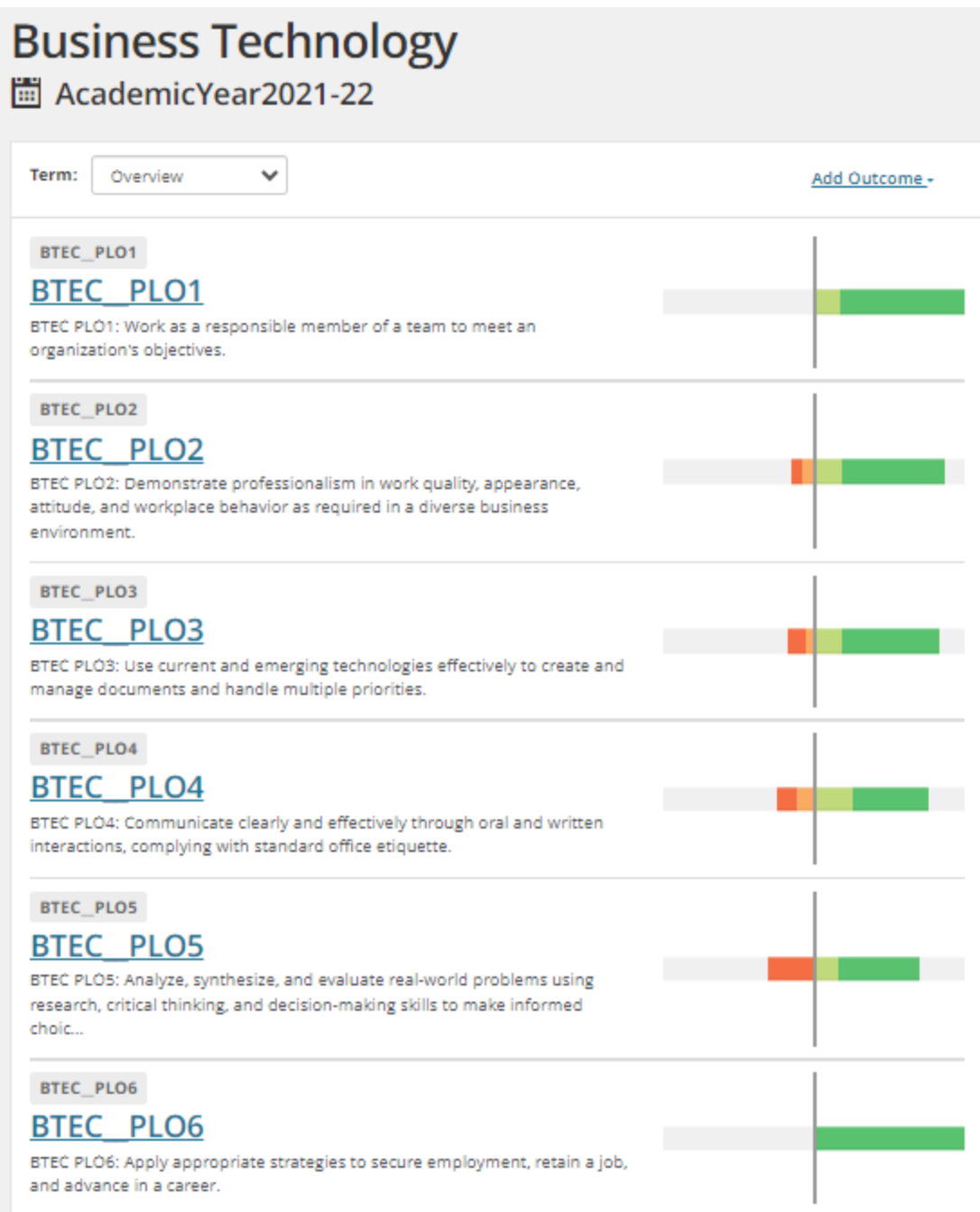
The BTEC Program is successful at helping students meet the program learning outcomes. Most students assessed ranked in the meets or exceeds categories.

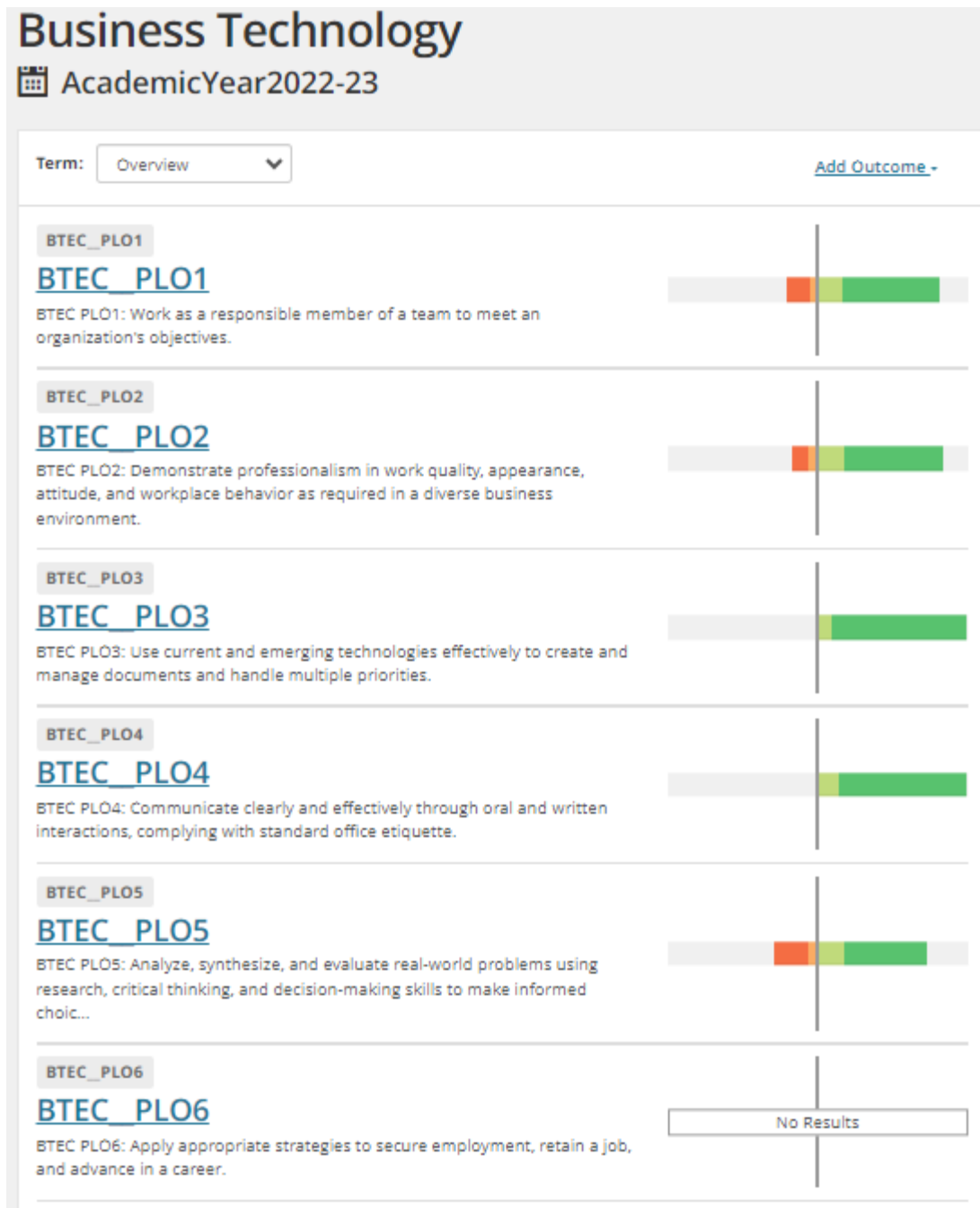
The BTEC PLOs were revised and implemented in Fall 2021



Business Technology	
Academic Year 2019-20	
Term: <span>Overview</span>	<a href="#">Add Outcome -</a>
<div>BTEC_PLO1</div> <div><u>BTEC_PLO1</u></div> <p>"BTEC PLO1: Work as a responsible member of a team to meet an organization's objectives."</p>	
<div>BTEC_PLO2</div> <div><u>BTEC_PLO2</u></div> <p>"BTEC PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment."</p>	
<div>BTEC_PLO3</div> <div><u>BTEC_PLO3</u></div> <p>"BTEC PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities."</p>	
<div>BTEC_PLO4</div> <div><u>BTEC_PLO4</u></div> <p>"BTEC PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette."</p>	
<div>BTEC_PLO5</div> <div><u>BTEC_PLO5</u></div> <p>"BTEC PLO5: Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situ..."</p>	
<div>BTEC_PLO6</div> <div><u>BTEC_PLO6</u></div> <p>"BTEC PLO6: Apply appropriate strategies to secure employment, retain a job, and advance in a career."</p>	<div>No Results</div>
<div>BTEC_PLO7</div> <div><u>BTEC_PLO7</u></div> <p>"BTEC PLO7: Analyze, synthesize, and evaluate real-world problems in quantitative terms."</p>	<div>Not Selected</div>







Course	Results	Changes
BUSN 121 (2019-2020)	Overwhelmingly positive results with most students assessed in the met or exceeded categories. These results align with the Perkins Core Indicator of Technical	Supporting students by emphasizing the importance of completing class assignments throughout the week as it is integral to the success of each student.

2023 Hawai'i Community College ARPD  
Program: Business Technology

	Attainment. The program instructors are doing well at helping students achieve their educational goals in their classes.	*Note: This class is no longer a required course in the program.
BUSN 123 (2018-2019, 2019-2020)	Overwhelmingly positive results with most students assessed in the met or exceeded categories. These results align with the Perkins Core Indicator of Technical Attainment. The program instructors are doing well at helping students achieve their educational goals in their classes.	<p>Bringing in guest speakers to connect the curriculum to the workplace and stress the importance of creating business documents efficiently, effectively, and accurately.</p> <p>Providing students with additional activities in keyboarding to build speed and accuracy. Additionally, the instructor created tutorial videos to see the different features of Word being used.</p>
BUSN 150 (2019-2020, 2020-2021)	The results from the cumulative capstone activity show that 85.7% artifacts submitted met or exceeded expectations. The two students who partially met expectations were unable to finish the activity on time due to starting the activity close to the due date. A major strength of this specific course was the accelerated 5-week instruction term. Due to the time constraints, there was a more concise focus on the Learning Objectives. Multiple due dates throughout the week encouraged students to stay on top of assignments without procrastinating until the end of the week to complete all of their	<p>Increasing the number of independent business document activities, using a variety of examples, incorporating Access into the final group project capstone, as well as utilizing inspirational tactics to help students understand the importance of completing work for real-world expectations rather than for course grades.</p> <p>The instructor will continue to focus on project-based activities for assessments. Providing simulation activities to supplement project-based activities with short-term deadlines will support student achievement. The instructor will continue to incorporate MS Access into the final group project and utilize inspirational tactics to help students understand the importance of completing work to achieve standards of real-world expectations.</p>



<p>BUSN 170 (2019-2020, 2020-2021, 2021-2022)</p>	<p>Students were able to accurately store, retrieve and transfer records in an electronic records system and accurately enter and query specific data in Microsoft Access. The results of the assessment show that 86 percent of students exceeded expectations and the student who did not meet expectations was a disappearer in the course and did not complete the assessment. The students appreciated the step-by-step tutorials on using Microsoft Access.</p> <p>Although the results show that 40% of students did not meet expectations, these were students who did not submit an artifact. In regards to those who did submit it, 100% of students met or exceeded expectations, with 78.5% of students exceeding expectations and for CLOs 1 and 2.</p> <p>One of the main strengths of this particular course is its applicability to the students' personal and professional lives and students are able to quickly apply the skills gained from this course. Many students were surprised at the complexity of filing rules.</p>	<p>Increase MS Access assignments so that students are more adept with the program features.</p> <p>The success of the students who submitted the assessment artifact indicate that despite having the course be offered in distance-learning format, students are still able to meet and exceed in meeting the learning outcomes of the course. Offering this as an online course is a great asset to students across the state, especially for those who work directly with records. As in the previous assessment, the main challenge is practicing physical filing of records in a virtual environment. As the instructor continues to offer this class in this format, it is expected that more and more improvements will be made to the course for added student success.</p>
<p>BUSN 188 (2018-2019)</p>	<p>BTEC program learning outcomes 1-6 were assessed and showed positive results with most students assessed in the met or exceeded categories. Program instructors are doing well at helping students</p>	<p>Emphasis on group problem-based assignments was implemented to assess the positive impact on applying and interpreting mathematical functions used in business decisions.</p>

	achieve their educational goals in their classes.	
BUSN 193V (2018-2019)	<p>The Cooperative Ed. coordinator reviews the evaluations and consults with the students and/or instructors if improvement is needed. Eight out of the eight students that completed the assessment project Met or Exceeded Standards (29 pts/75% or higher). Four out of the eight students Exceeded Standards (35 pts/90% or higher). Please see breakdown below:</p> <p>Student #1 39 pts 100%  Student #2 39 pts 100%  Student #3 32 pts 80%  Student #4 37 pts 95%  Student #5 33 pts 84%  Student #6 30 pts 77%  Student #7 34 pts 87%  Student #8 39 pts 100%</p> <ul style="list-style-type: none"> <li>- 100% (8/8) of the students met or exceeded expectations.</li> <li>- 75% (6/8) of the students received outstanding evaluations from their supervisors.</li> <li>- Three (3/8) students received maximum scores of 39.</li> </ul> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• Students come to the county very well prepared.</li> </ul> <p>Supervisors are pleased with Cooperative Education student interns.</p> <ul style="list-style-type: none"> <li>• Students demonstrate professionalism, express a willingness to learn, and are dependable.</li> <li>• Employers seem to be satisfied with student interns as a whole.</li> </ul> <p>Challenges:</p>	<p>BTEC PCC developed a work skills evaluation tool that is uniform across the system that will be used for assessing internship experiences.</p> <p>Continue to explore and evaluate possible innovative hands-on training/internship opportunities or projects for CTE students/programs.</p> <p>Develop and Utilize a Work Skills Evaluation tool that provides a uniform system for various UH community college campuses that offer the CVE program.</p> <p>Gather input from other community colleges in the system that currently offer the Business Technology CVE courses.</p> <p>Share and compare resources available to develop comprehensive assessment tools with standardized rubrics.</p> <p>Analysis</p> <p>Having all students meet or exceed the standards in this assessment reflects the strength of the program instruction and curriculum.</p> <p>Students are assessed on their performance in a real-world situation where they learn new things and also have to demonstrate mastery of knowledge and skills learned in the program.</p>

	<ul style="list-style-type: none"> <li>• One of the challenges faced was resulted from the restrictions of in-person internship placement on business premises during the fall 2021 semester due to the pandemic.</li> <li>• Some supervisors did not include comments in the student evaluation form. More helpful for students to have more specifics, especially in areas that need improvement.</li> <li>• Work on counseling students before placing them in positions. Provide them a better picture of employers' expectations.</li> </ul>	
BUSN 292 (2020-2021)	<p>All students that completed the assessment project Met or Exceeded Standards (15 pts/75% or higher). One of the challenges faced was the result of the restrictions of in-person visits to business offices during the spring 2021 semester due to the pandemic. One of the strengths of the class was the resilience and agility of the students to excel given the limitations of course materials and guest lectures being delivered 100% online.</p>	<p>Conduct a similar writing project and assessment in Spring 2022. The assessment letter/project should be similar to what they have done in previous classes and/or what is often drafted by remote or in-person office workers.</p> <p>Having all students meet or exceed the standards in this assessment reflects the strength of the program instruction and curriculum since this is a capstone class. The instructor made modifications to offer the course online due to the COVID pandemic. Similar to the</p> <p>Since students were able to meet or exceed expectations of the course learning outcomes the instructor will not implement major changes, however with the intent of continued online options for BTEC classes, the changes made for adapting to online delivery will continue to be developed and implemented.</p>

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The BTEC program is successful at helping students meet the program learning outcomes. Most students ranked in the meets or exceeds categories. The program is continuing to offer BTEC courses online including adoption of software to assist in helping students achieve learning outcomes in a virtual format. The program instructors are working with college and community partners to find internship opportunities for students that meet student and business needs, especially in this environment where businesses are struggling to find permanent employees. One major action instructors are taking is to support the online students on a one-on-one basis as needed whether in-person or virtually via Zoom or by email. This individualized student support is key during this time when many students are choosing to work and attend school at the same time.

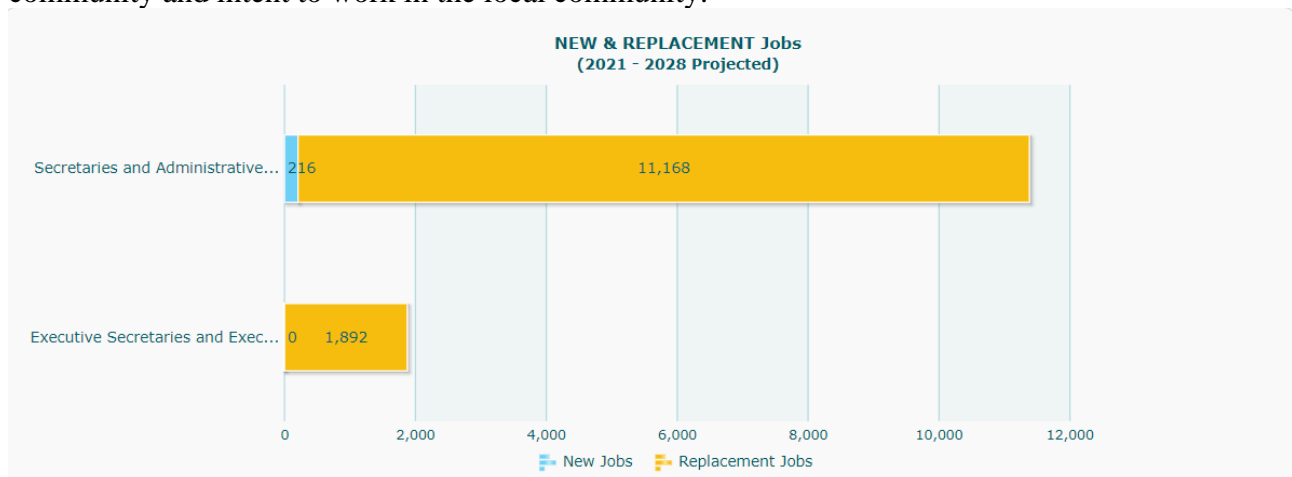
### 3. Analysis of the Program/Unit

*Use this section to discuss the annual report of program data (ARPD data) and/or any other data used to assess your program or unit during the period of this Comprehensive Review in terms of demand, efficiency, and effectiveness and with respect to the goals of your last comprehensive program/unit review. What program changes have occurred? Discuss significant program or unit actions (new certificate(s), stop outs/unit, gain/loss of position(s), etc.).*

*Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.*

#### DEMAND

The State and County new and replacement positions are very similar to the year before with just a very slight decline. Students pursuing a major in this industry have a good chance of employment. The number of majors has risen to 45 students in 2022-2023 a good sign that there is interest in Business Technology as a major that is valued and relevant to our local community. Additionally, Native Hawaiian enrollment has also increased which may indicate that BTEC majors are from our community and intent to work in the local community.



## EFFICIENCY

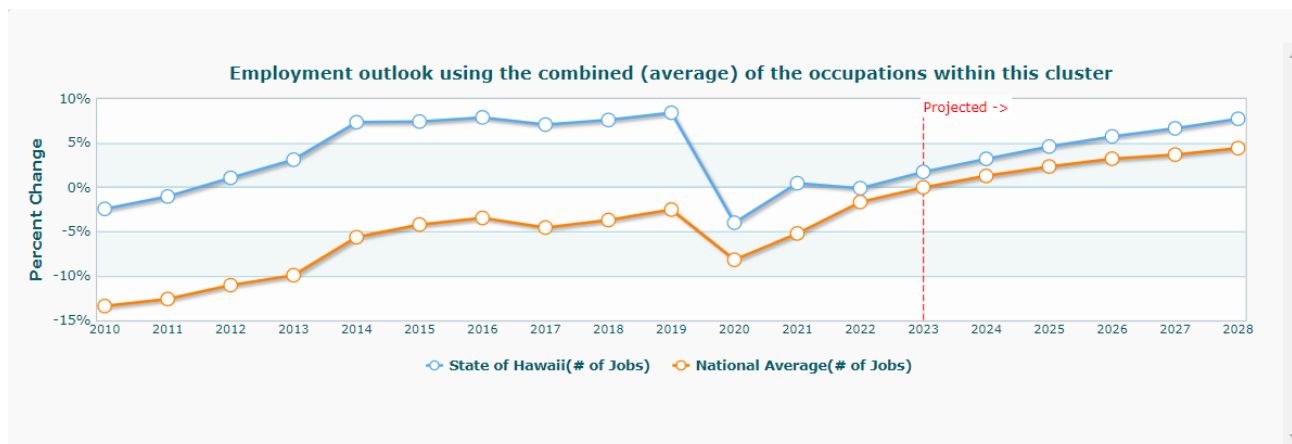
Average class size, fill rate, and Majors to FTE BOR appointed faculty have all increased since the prior year. In fact, majors to FTE BOR appointed faculty is at its highest number since the 2018-2019 year. It should be noted that of the two FTE BOR appointed faculty assigned to BTEC, one position is assigned to 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 teaching only one class per semester. This means that lecturers are teaching virtually all of the BTEC classes.

## EFFECTIVENESS

Program Effectiveness should be reviewed since in the 2022-23 year, the number of degrees and certificates awarded has decreased. The program can monitor whether over the next two years the degrees certificates awarded will increase especially since the number of majors in the program have also increased.

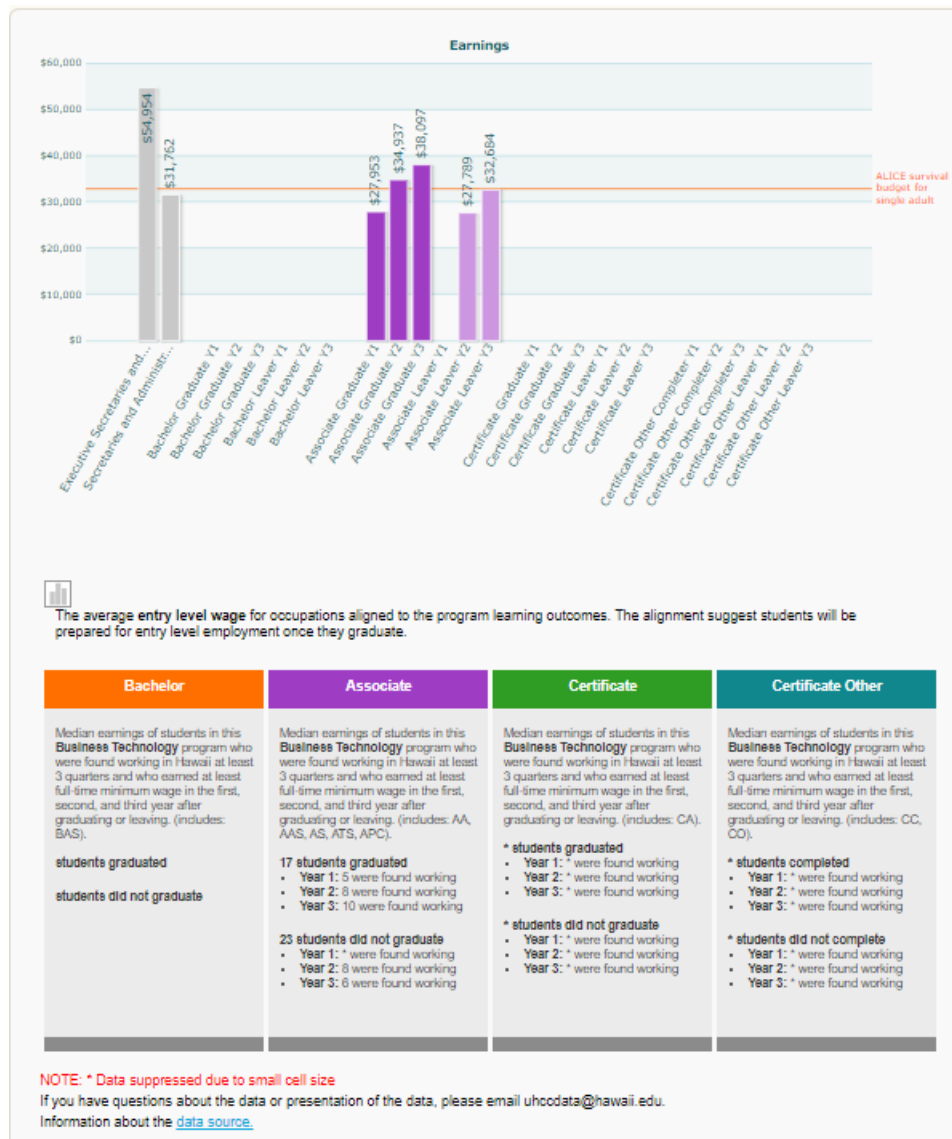
### Perkins Core Indicator

- 1P1 Postsecondary Placement - MET
- 2P1 Earned Recognized Credential -MET
- 3P1 Nontraditional Program Concentration – Not Met
  - Males are the nontraditional students in Business Technology. This is one area that the program can focus on when performing marketing and recruitment activities.



According to the Workforce Analytics chart posted on the ARPD site, the employment outlook is positive both in the State of Hawaii and nationally for Executive Secretaries, Executive Administrative Assistants, Secretaries and Administrative Assistants.

## 2023 Hawai'i Community College ARPD Program: Business Technology



The earnings chart indicates that employees with an associate degree met the ALICE survival budget for a single adult by the second year after graduation.

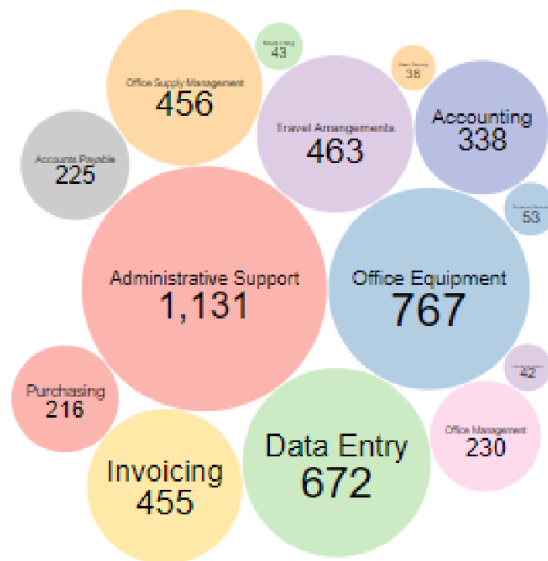
The program added ICS 101 as an option for BUSN 150 and Math 115 for BUSN 188. This allows for more options for students who want transfer options. These changes were effective Fall 2023. Additionally, BUSN 121, BUSN 182, and ACC 120 were deleted and the addition of ENT 125 and MGT 124 were implemented. These changes will help graduates meet current industry and economic needs.

These high demand skills support the need for the BTEC program.

2023 Hawai'i Community College ARPD  
Program: Business Technology

College: Hawai'i Community College  
Program: Business Technology (2022)

Interaction: Click on any skill to see industry demand, related skills, and companies hiring.

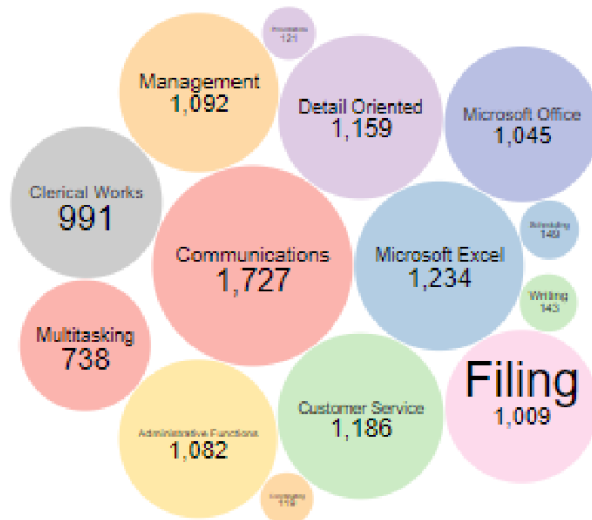


High Demand Hard Skills

- Administrative Support (1131)
- Office Equipment (767)
- Data Entry (672)
- Travel Arrangements (463)
- Office Supply Management (456)
- Invoicing (455)
- Accounting (338)
- Office Management (230)
- Accounts Payable (225)
- Purchasing (216)
- Expense Reports (53)
- Marketing (43)
- Taking Meeting Minutes (42)
- Event Planning (35)

College: Hawai'i Community College  
Program: Business Technology (2022)

Interaction: Click on any skill to see industry demand, related skills, and companies hiring.



High Demand Soft Skills

- Communications (1727)
- Microsoft Excel (1234)
- Customer Service (1186)
- Detail Oriented (1159)
- Management (1092)
- Administrative Functions (1082)
- Microsoft Office (1045)
- Filing (1009)
- Clerical Works (991)
- Multitasking (738)
- Scheduling (149)
- Writing (143)
- Presentations (121)
- Coordination (119)
- Accounts (121)

According to the Hawaii County Best Job Opportunities through 2028 report from HireNet Hawaii, several jobs are listed that Business Technology graduates have a competitive advantage for. The

opportunities selected were those having the most job openings, fastest growth, and a living wage. These job opportunities include: Billing and Posting Clerks; Production, Planning, and Expediting Clerks; and Paralegals and Legal Assistants.

Similarly, the Industry Employment and Growth, 2018-2028, Hawaii County report also indicates that the Admin, Support Services is projected to grow by about 4.9 percent. When looking specifically at the Office & Administrative Support group, there is a 0.3 percent decline for Hawaii County and so those applicants who have education and training in Business Technology will be positioned to be hired for the available positions.

The County of Hawaii Human Resources department posted continuous recruitment opportunities. BTEC graduates would have competitive advantage for several of the openings as the skills learned through the program are transferable to various departments and positions.

## JOIN THE COUNTY OF HAWAI'I 'OHANA!

This is a list of our continuous recruitment opportunities. Please apply immediately as any of these positions can close at any time. Visit [jobs.hawaiicounty.gov](https://jobs.hawaiicounty.gov) to check availability. Mahalo!

Account Clerk	Human Resources Program Specialist
Administrative Services Assistant I	Information Systems Analyst III & VI
Assistant Building Inspector	Land Use Plans Checker IV
Assistant Electrical Inspector	Lead Plant Electrician/Electronics Repairer
Assistant Plumbing Inspector	Legal Assistant II
Building Inspector	Legal Clerk I, II, & III
Building Inspector Aid	Mechanical Engineer IV
Building Plans Examiner II, III, IV, V	Meter Reader II
Building Projects Manager	Park Projects Manager
Cashier I	Planner IV
Civil Engineer I, II, III, IV, V, VI	Planning Program Manager
Clerk-Meter Reader	Plumber
Community Service Worker I	Police Communications Officer I (Dispatcher)
Community Service Worker III	Police Evidence Specialist I
Construction Equipment Mechanic	Pool Lifeguard
Construction Inspector	Projects Coordinator
Contracts Clerk	Real Property Appeals Board Clerk
Criminalist I & II	School Crossing Guard
Database Analyst	Senior Account Clerk
Driver License Examiner II	Sewer Maintenance Repairer
Economic Development Technician	Structural Engineer
Engineering Aid IV	Victim/Witness Counselor II
Engineering Support Technician	Wastewater Operations Superintendent
Environmental Compliance Specialist	Wastewater Treatment Plant Operator IV
Fire Communications Officer I (Dispatcher)	

### APPLY TODAY!

[jobs.hawaiicounty.gov](https://jobs.hawaiicounty.gov)



*Our Big Island. Our Community.*

The County of Hawai'i is an Equal Opportunity Provider and Employer.

<https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=HAW&t=CTE&p=2768>

## 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 action plan(s)? What changes are you making to your action plan(s) that you intend to implement between now and your next comprehensive review? 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 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.*

**Action Item: Student Success:** 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.

**Action Item: Marketing and Recruitment** 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.
  - Participate in college and career fairs.
- Continue to create social media presence using photos and videos
- Host open house with students, faculty, and local industry partners.

**Action Item: Assessment** 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.
- Review and update schedule for course assessment.

## 5. Resource Implications

**Special Resource Requests** not included in operating "B" budget \*

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**xx I AM requesting additional resource(s) for my program/unit.**

**Total number of items being requested: 1 (4 items max.)**

✓ **Item Description:** Recruitment, Engagement, Marketing Support Position

✓ **Justification:** One faculty (and no faculty) programs need coordinated help with recruitment, engagement, and marketing. This can be in the form of social media management, creating a marketing campaign, partnering with local high schools, planning events for students and community, and attending college fair events.

✓ **Priority Criteria** (must meet at least one of the following):

1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

CATEGORY	Category-Specific Information Needed			
<b>Equipment</b>	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
<b>Facilities Modification</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
<b>Personnel Resource</b>	Estimated Date Needed ASAP	FTE; Position Type; Position Title Marketing Specialist - to support social media engagement, career fairs coordination, and recruitment.	Estimated Salary Unsure. Recommend that this be a CTE or campus-wide position	Was an Existing Position Abolished? (Y/N); Position # This would be a new position