2007 Annual Report of Program Data Coversheet

College: **HAWAII COMMUNITY COLLEGE**

Program: **Business Technology**

Check All Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	
				X	X	X			

College Mission Statement (or provide link)
Hawai'I Community College promotes student learning by embracing our unique Hawai'I Island culture and inspiring growth in the spirit of "*E 'Imi Pono.*"

Program Mission Statement (or provide link)
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.

OVERALL PROGRAM HEALTH (Check one)		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part II. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data)
Many of the quantitative indicators for fall 2007 show decreases as well as increases when comparing 2005 and 2007. The number of majors from fall 2007 increased by ten students (13.7 percent). The Student Semester Hours Non-Majors in program classes have increased by 105 student semester hours (30.26 percent). This shows the growth and the importance of maintaining the BTEC program for not only the business majors but for all other majors at Hawaii Community College.   The demand for the BTEC program based on the rubric is deemed Unhealthy and this is due to the disproportion of the New & Replacement Positions in the County to the number of majors.   The fill rate of 81.11 percent and the ratio of majors to the number of Majors/FTE BOR Appointed faculty of 16.6 are both Healthy and is an indication of the Efficiency of the program to be Healthy.

The low number of degrees and certificate of achievement earned may be due to one or more of the following:

- Students choosing to double major before applying for graduation.
- 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.

Although the Overall Program Health indicator is cautionary, fall 2007 has shown an increase of enrollment and many non-majors are enrolling in the business technology courses.

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

S1 Our advisory board members felt the need to teach the students not only basic skills but also the soft skills that are needed in the business environment. Thus BUSN 292 was suggested and is the capstone course and replaces BUSN 250. This course will strengthen our program by emphasizing skills needed by industry—team work, decision making, and critical thinking.

S2: Continuing to add graduates into database.
S3: Annual system-wide and high school articulation.
S4: Annual advisory committee meetings.
S5: Progam Learning Outcomes are meeting the needs of the employers.
S6: Program faculty are beginning to use assessment tools to assess course SLOs, which are aligned with PLOs.

W1: Lack of consistent marketing of all vocational programs
W2: Lack of graduate follow-up procedures.
W3: Increased competition for students via—on-line, Web CT, non-credit offerings.
W4: Remind students to apply for graduation.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

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

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 full supported by the administration.

Courses in the program have been reviewed and in place of BUSN 250 a new capstone course BUSN 292 is offered and will strengthen our program by emphasizing skills needed by industry—team work, decision making, and critical thinking.

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:

- Continue articulation agreement with LeeCC, WinCC, KauCC, MauCC, Employment Training Center.
- Continue articulation with Big Island high schools.
- Establish electronic data base of BTEC graduates.
- Develop a graduate survey based on assessment committee recommendations.
- Survey graduates.
- Continue to assess PLOs
- Marketing of Program
- Investigate possibility of offering courses online

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):

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