

Leeward Community College

2014 Annual Report of Instructional Program Data

Business Technology

The last comprehensive review for this program was on **2013**, and can be viewed at:

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2965>

Program Description

The overall objective of the Business Technology Program is to prepare students (and to upgrade/retrain business professionals) for employment in administrative support positions in office settings in both private and public business and related industries. The curriculum, as described on pages 50-53 of the *University of Hawai'i Leeward Community College Catalog 2014-2015*, provides for career mobility.

<http://www.leeward.hawaii.edu/catalog>

The Business Technology Program offers a Certificate of Completion (18 credits), Certificate of Achievement in (33 credits), and an Associate in Science degree (60-61 credits);

The Program also offers an Academic Subject Certificate in Business Technology (19 credits) as part of the Associate in Arts degree. The courses are listed on page 52 of the *University of Hawai'i Leeward Community College Catalog 2014-2015* <http://www.leeward.hawaii.edu/catalog>

Part I. Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: BTEC,MOR,OFFC Program CIP: 52.0401

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
1	New & Replacement Positions (State)	271	271	258	Cautionary
2	*New & Replacement Positions (County Prorated)	198	197	189	
3	*Number of Majors	196.5	179.5	149	
3a	Number of Majors Native Hawaiian	65	43	43	
3b	Fall Full-Time	40%	42%	47%	
3c	Fall Part-Time	60%	58%	53%	
3d	Fall Part-Time who are Full-Time in System	1%	1%	0%	
3e	Spring Full-Time	38%	38%	38%	
3f	Spring Part-Time	62%	62%	62%	
3g	Spring Part-Time who are Full-Time in System	2%	3%	1%	

4	SSH Program Majors in Program Classes	940	784	661
5	SSH Non-Majors in Program Classes	1,129	1,268	1,175
6	SSH in All Program Classes	2,069	2,052	1,836
7	FTE Enrollment in Program Classes	69	68	61
8	Total Number of Classes Taught	54	55	48

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
9	Average Class Size	14.2	14.2	15.0	Healthy
10	*Fill Rate	81.7%	81.1%	88.8%	
11	FTE BOR Appointed Faculty	6	6	6	
12	*Majors to FTE BOR Appointed Faculty	32.7	29.9	24.8	
13	Majors to Analytic FTE Faculty	41.1	34.9	34.1	
13a	Analytic FTE Faculty	4.8	5.1	4.4	
14	Overall Program Budget Allocation	\$413,973	\$516,400	\$479,884	
14a	General Funded Budget Allocation	\$391,893	\$509,733	\$372,704	
14b	Special/Federal Budget Allocation	\$22,080	\$0	\$0	
14c	Tuition and Fees	\$0	\$6,667	\$107,180	
15	Cost per SSH	\$200	\$252	\$261	
16	Number of Low-Enrolled (<10) Classes	14	15	9	

*Data element used in health call calculation

Last Updated: January 25, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
17	Successful Completion (Equivalent C or Higher)	79%	75%	69%	Cautionary
18	Withdrawals (Grade = W)	47	58	45	
19	*Persistence Fall to Spring	65.3%	60.4%	58.3%	
19a	Persistence Fall to Fall		34.2%	36.8%	
20	*Unduplicated Degrees/Certificates Awarded	27	43	34	
20a	Degrees Awarded	12	14	19	
20b	Certificates of Achievement Awarded	18	19	15	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	44	49	45	
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	
22	Transfers to UH 4-yr	9	11	10	
22a	Transfers with credential from program	0	1	3	
22b	Transfers without credential from program	9	10	7	

Distance Education: Completely On-line Classes		Program Year		
		11-12	12-13	13-14
23	Number of Distance Education Classes Taught	23	26	23
24	Enrollments Distance Education Classes	331	409	353
25	Fill Rate	89%	93%	87%

26	Successful Completion (Equivalent C or Higher)	74%	69%	66%
27	Withdrawals (Grade = W)	20	43	31
28	Persistence (Fall to Spring Not Limited to Distance Education)	63%	64%	68%

Perkins IV Core Indicators 2012-2013		Goal	Actual	Met
29	1P1 Technical Skills Attainment	90.00	87.50	Not Met
30	2P1 Completion	55.00	32.81	Not Met
31	3P1 Student Retention or Transfer	74.50	78.76	Met
32	4P1 Student Placement	65.00	73.81	Met
33	5P1 Nontraditional Participation	17.25	26.46	Met
34	5P2 Nontraditional Completion	15.55	12.82	Not Met

Performance Funding		Program Year		
		11-12	12-13	13-14
35	Number of Degrees and Certificates		33	34
36	Number of Degrees and Certificates Native Hawaiian		13	4
37	Number of Degrees and Certificates STEM		Not STEM	Not STEM
38	Number of Pell Recipients		88	78
39	Number of Transfers to UH 4-yr		11	10

*Data element used in health call calculation

Last Updated: January 25, 2015

[Glossary](#) | [Health Call Scoring Rubric](#)

Part II. Analysis of the Program

Demand (AY 2013-2014, Cautionary)

The demand indicator for the Business Technology Program remained the same—"Cautionary" in AY 2012-2013 and AY 2013-2014. The State new and replacement positions decreased 4.8% to 258 positions; the county new and replacement positions decreased 4% to 189. With these reductions and a 17% drop in the number of majors, the number of majors still is not, according to current benchmarks, commensurate with demand. But it is close: the current ratio of 1.3/1 is just 0.2 below a "Healthy" rate. However, while the number of new and replacement positions has been decreasing over the last three years,

- Non-majors still continue to enroll in BTEC program courses as elective courses toward their AS and AA degrees. The number of SSHs taken by non-majors is fairly stable
- Many non-BTEC majors take the courses to improve their job skills for employment.
- The Health Information Technology program had 103.5 majors in its second year. It is believed a number of BTEC majors changed their majors to HIT. The BTEC program forecasted a decrease in majors due to the creation of the HIT program and the job forecast in Health Information Careers.
- The student Federal work program changed two years ago and has had a major impact on the BTEC program. 85% of entry level jobs were classified as office automation, which aligned with the BTEC program, and students were required to take BTEC classes in order to qualify for their jobs. Because of the new Federal guidelines, students no longer need to be in BTEC programs for office automation jobs.
- An improving Hawaii economy overall has decreased enrollment in the major.

Efficiency. (AY 2013-2014, Healthy)

The efficiency indicator for the Business Technology Program remained “Healthy” for AY 2013-2014.

- The Fill Rate significantly increased from 81.1% to 88.8% in 2013-2014.
- Many classes in the program are capped at 20 students due to equipment availability and the hands-on nature of the subject matter.
- Leeward CC-Waianae classes in the past have been capped at 13 students because of equipment availability limitations.
- Most of the classes identified as low-enrolled classes are Cooperative Education sections of BUSN 193. Four modules are offered for variable credit—B (1 credit), C (2 credits), D (3 credits), and E (4 credits). The total number of seats is distributed among the four sections; therefore, many sections are under 10 students. This is a common practice with co-op classes offered for variable credit throughout the UH system.

Effectiveness (AY 2013-2014, Cautionary)

The effectiveness indicator for the Business Technology Program remained “Cautionary.” The unduplicated degrees and certificates awarded decreased from 43 in 2012-2013 to 32 in 2013-2014, but was higher than the 2011-2012 level of 27. The number of majors declined from 180 to 149, which also contributed to a decrease in the number of unduplicated degrees and certificates awarded.

We suspect that many students enroll in our programs to develop employable skills and to update technology skills. Once the skills are obtained, the students transition into the workforce without completing a degree. As the economy has improved and more jobs have become available, so more students are joining the workforce before completing a degree or students in other fields are acquiring business technology skills or students already in the workforce are seeking further training. So while the number of SSHs has gone down by about 7% since the previous year, it is still about 4% higher than the number in 2011-2012. The percentage of SSHs taken by non-majors has increased from 55% in 2011-2012, to 61% in 2012-2013, to 64% in 2013-2014. And while the number of majors has decreased by about 24% since 2011-2012, the number of SSHs taken has decreased by only about 11%.

In fact, in AY 2013-2014, only about 21% of individuals taking BUSN classes were BTEC majors. So about 97 of the 149 declared majors were actually enrolled in BUSN courses, and 97 of the 453 individuals who took BTEC (BUSN) courses were BTEC majors. ACC majors constituted 21% of the students enrolled; LBRT majors made up about 25%; MGT majors, about 12%. About 8% were students home-based at other campuses. About 5% of those taking BUSN classes were HIT majors.

- The faculty and the division counselor encourage students to complete a graduation check and obtain their certificate when earned, instead of applying for certification all at once when the associate degree is obtained. Everyone is working together to increase the number of program completers. All BTEC faculty participate in the Maka‘ala program which tracks student retention and success rates. This program tracks “no-shows” in the first week of classes and performance in the fifth week and mid-term.
- The BTEC faculty members acknowledge the efforts of Joy Lane as the full-time Business Division counselor. She has made a direct impact on our students, and program performance is beginning to improve due to her efforts.
- Joy Lane’s caseload is over 1,500 students. If Joy had a more reasonable case load or an assistant, she would be able to focus more time on increasing our persistence and completion rates.

Distance Education: Completely On-line Classes

- The withdrawals (Grade = W) decreased from 43 to 31 (28%) and the successful completion rate (Equivalent C or higher) decreased from 69% to 66% (4.3% decrease). The successful completion rate remained relatively the same with reduction in the number of student withdrawing.

Perkins IV Core Indicators, 2013-2014

- Campus Perkins effectiveness indicators did not significantly change from previous years
- Campus Perkins effectiveness indicators showed we met our goals in Student Retention or Transfer (3P1), Student Placement (4P1) and Nontraditional Participation (5P1).

Performance Funding

- The number of degrees and certificates awarded to Native Hawaiians decreased from 13 to 4. To help increase this number, the Business Division wrote and was awarded a mini-grant specifically to increase the number of completers and to increase Native Hawaiian participants. The retention specialist has recruited peer mentors to be housed in the Halau to increase the Business Division visibility and to help Native Hawaiian business majors.

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

- The BTEC program faced significant staffing challenges during the 2013-2014 academic year. One full-time faculty member was out the majority of the academic year on sick leave. A second full-time faculty member was out on sick leave from March 2014 to May 2014. Due to the short notice the Business Division faculty was challenged with teaching additional courses.
- A third full-time BTEC faculty member was awarded a sabbatical for the 2013-2014 academic year.
- In addition to the BTEC program, we have one Health Information Technology (HIT) faculty member. She also has assigned responsibilities to be the OCEWD Coding program coordinator as well as being the HIT program coordinator in the Business Division.
- Due to the number of full-time faculty out on leave, the remaining full-time faculty were overwhelmed with additional duties. The BTEC program had to rely on many lecturers and overloads to cover classes for faculty out on leave. There was very short notice given for these leaves of absence with the exception of the sabbatical.
- The BTEC program takes great pride in meeting these challenges, but it left little time for program development.
- We plan to hire a second full-time HIT faculty, which is the number one instructional priority for the campus.

Results of Prior Year's Action Plan:

Perkins 2P1

- Worked on meeting the Perkins IV Core Indicators.
- Worked with our Retention Specialist and the peer mentors to encourage students to apply for graduation.
- Worked with the Student Success Committee, Graduation and Transfer subcommittee to increase graduation rates.
- Worked with the Business Division counselor in promoting the BTEC programs.
- Worked with the Business Division counselor and the BTEC students in submitting graduation applications in order to improve completion rates.

Additional Action Plan Results

- Participated in the Leeward CC New Student Orientation (NSO) to promote the BTEC programs to new students, encouraging them to choose BTEC as a major.
- Used PBL/Enactus and Career Dynamics Week as a tool to recruit new business majors.
- Encouraged veterans to become BTEC majors. Attended socials for non-traditional students.
- Unable to obtain a virtual lab for the Health Information & Technology program and the virtual assistant certificate. We will apply for a Perkins grant to cover this expense.

Part III. Action Plan

Three (3) Perkin's Core Indicator were not met (and we include measures we will take which might improve performance):

1. Technical Skills Attainment (1P1)

- We believe that students with over a 2.0 GPA often come to the BTEC program to learn specific skills. With the improved economy, there are more job opportunities available for BTEC students. Since many of these jobs require specific skills, but don't require a certificate or degree, our students leave for full-time employment.
- We will continue to use our retention specialist and peer mentors to encourage students to obtain a degree instead of just specific skills.

2. Completion (2P1)

- The BTEC faculty members will remind students to apply for their certificates and/or degree as completed.
- Work with the Business Division counselor to promote certificate and/or degree completion.
- Distribute graduation applications in class.
- Encourage students to submit graduation applications early.
- Continue to work with our Retention Specialist and the peer mentors to encourage students to apply for graduation.
- Continue to work with the Student Success Committee, Graduation and Transfer subcommittee to increase graduation rates.
- Continue working with the Business Division counselor in promoting the BTEC programs.
- Continue working with the Business Division counselor and the BTEC students in submitting graduation applications in order to improve completion rates.

3. Nontraditional Completion (5P1)

- Although we did not meet the goal for nontraditional completers with a score of 12.82, we have significantly improved from the previous year's score of 3.5. Our retention specialist and peer mentors were key to improving this metric.
- We will continue to use our retention specialist and peer mentors to encourage students to obtain a degree instead of just specific skills.

Additional Program Action Plan

- Continue participating in the Leeward CC New Student Orientation (NSO) to promote the BTEC programs to new students, encouraging them to choose BTEC as a major.
- Use PBL/Enactus and Career Dynamics Week as a tool to recruit new business majors.
- Encourage veterans to become BTEC majors.
- Conduct industry specialized focus groups to address specific employment needs with the goal of developing paid internships for our students.
- Explore the possibility of partnering with other disciplines, divisions, and units to address the international UHCC goals

Part IV. Resource Implications

- Meet with the Leeward CC Marketing Director to (1) explore ways to promote the visibility of the BTEC Programs of Study, (2) develop program brochures, and (3) improve and maintain the BTEC website.
- Establish and provide a campus CTE budget for professional development funds to pay for membership dues in professional organizations for non-teaching organizations (e.g. ARMA, IAAP).
- Continual update of current computer software and hardware to support BTEC and HIT programs.
- Professional development for faculty on current computer software and hardware.

Program Student Learning Outcomes

For the 2013-2014 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?		Program Student Learning Outcomes
1	<input type="checkbox"/> Yes	Work as a responsible member of a team to meet an organization's objectives.
2	<input type="checkbox"/> Yes	Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
3	<input type="checkbox"/> Yes	Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
4	<input type="checkbox"/> Yes	Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
5	<input type="checkbox"/> Yes	Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
6	<input type="checkbox"/> No	Apply appropriate strategies to secure employment, retain a job, and advance in a career.

A) Evidence of Industry Validation

The program meets annually with advisory board to review curriculum and keep abreast of current industry standards.

- BTEC Business and Industry Advisory Board (May 6, 2014)

B) Expected Level Achievement

No content.

C) Courses Assessed

BUSN 137 – Computerized Databases – MS Access (PLO 3 & 5).

SLO 1 - To develop an awareness of the capabilities of a database management program.

SLO 2 - To acquire a working knowledge of database management concepts and terminology.

SLO 3 - To use a database program to organize business-related or personal data and records.

SLO 4 - To design databases for business applications and personal use.

SLO 5 - To generate a variety of reports; design, produce, and sort mailing labels; manage database files.

All course SLO's for BUSN 137 was assessed in the 2013-2014 academic year. All four SLO's were met with an acceptable assessment score of 70%

BUSN 170 – Records and Information Management (PLO 1, 3, 4, 5).

SLO 1 - Integrate all phases of the records management cycle to accurately and efficiently manage records

SLO 2 - Create and manage manual and electronic database systems according to professional standards

All course SLO's for BUSN 170 was assessed in the 2013-2014 academic year. All four SLO's were met with an acceptable assessment score of 70%

BUSN 250 – Expert Business Computing (PLO 3 & 5).

SLO 1 - Create documents and spreadsheets using expert-level tools in Microsoft® Word and Excel.

SLO 2 - Demonstrate competence in using advanced-level tools in Microsoft® Access, Outlook, and PowerPoint.

SLO 3 - Demonstrate knowledge of the Microsoft® certification exam requirements and use test strategies to successfully pass practice certification exam.

All course SLO's for BUSN 250 was assessed in the 2013-2014 academic year. All four SLO's were met with an acceptable assessment score of 70%

BUSN 284 - Medical Terminology and Procedures (PLO 1, 2, 4).

SLO 1 - Identify and apply all necessary office procedures in a medical environment according to ethical, legal, and professional standards.

SLO 2 - Recognize, spell, define and pronounce terms dealing with the medical specialties of the 12 body systems, dental specialties, psychiatric terminology, and pharmacological terms.

SLO 3 - Perform excellent patient care through proper learned and practiced techniques and etiquette in all situations.

All course SLO's for BUSN 284 was assessed in the 2013-2014 academic year. All four SLO's were met with an acceptable assessment score of 70%

BUSN 286 - Legal Terminology and Procedures (PLO 1, 3, 4)

SLO 1 - Generate, format, proofread, and edit legal reports and documents, and explain their content and purpose.

SLO 2 - Determine the correct legal terminology and abbreviations by using appropriate reference and resource materials.

SLO 3 - Exercise confidentiality and fiduciary responsibilities as a professional in a legal environment

All course SLO's for BUSN 286 was assessed in the 2013-2014 academic year. All four SLO's were met with an acceptable assessment score of 70%

D) Assessment Strategy/Instrument

The course assessments serve as the instrument for assessing PLO's. Individual course assessments were completed based on the Business Division Assessment schedule.

E) Results of Program Assessment

No content.

F) Other Comments

No content.

G) Next Steps

In academic year 2014-2015, BUSN 123, BUSN 166, and BUSN 242 courses are scheduled for course assessment. All SLO's in each course will be assessed. This will be used as a tool to assess our BTEC PLO's.