1. 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 provides for career mobility. Articulation agreements have been established with both the University of Hawai‘i–West O‘ahu and Hawai‘i Pacific University. In order to obtain a Business Technology certificate or degree, students must pass all required BUSN courses with a grade of C or better.

Business Technology Program Student Learning Outcomes

1. Work as a responsible member of a team to meet an organization’s objectives.
2. Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
3. Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
4. Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
5. Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
6. Apply appropriate strategies to secure employment, retain a job, and advance in a career.

2. Analysis of the Program

Instructions: Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year’s action plan).

Demand (AY 2018-2019, Healthy)

In AY 2018-2019, the demand indicator for the Business Technology Program remained “Healthy” from AY 2017 – 2018. The State and County new and replacement positions have been relatively stable from AY 2017-2018 to AY 2018-2019. State new and replacement position had a slight decrease of 2.7% from 333 to 324 and the County new and replacement positions had a slight decrease of 3% from 1,203 to 1,116.

Due to a thriving Hawai‘i economy and record low unemployment rates, many potential students opt to work instead of attending college. This has led to a reduction of majors from 76 to 71. This reduction in majors is similar to reductions found in other business programs at Leeward CC. Although the number of majors has decreased, the number of new and replacement positions have remained relatively stable from
AY 2017-2018 to AY 2018-2019. This demand indicator demonstrates that the Business Technology program is adequately meeting the employment demands in the State of Hawai‘i.

**Strengths**

- Many non-BTEC majors take BTEC courses to improve their job skills for employment and often opt to just complete shorter certificates, which is supported by the 104 unduplicated degree and certificates awarded in AY 2018-2019.
- A thriving Hawaii economy with record low unemployment rates has decreased enrollment in the major as more students seek full-time employment instead of pursuing a degree.
- Non-BTEC majors continue to enroll in BTEC program courses as elective courses toward their AS and AA degrees and earn BTEC Certificates. 851 SSHs were completed by non-majors in AY 2018-2019.
- The Demand indicator demonstrates that the Business Technology program is adequately meeting the employment demands in the State of Hawai‘i.
- 28% of BTEC majors are Native Hawaiian

**Weaknesses**

- Number of BTEC majors dropped 6.6% from 76 to 71 in AY 2018-2019.

**Efficiency (AY 2018-2019, Healthy)**

The efficiency indicator for the Business Technology Program remained “Healthy” in AY 2018-2019. The BTEC Program, Business Division, and Leeward CC have made a commitment to offer more courses at the Waianae Moku campus to enable students to earn the BTEC Certificate of Competence and Certificate of Achievement at the Waianae Moku campus, which increases accessibility for those living on the leeward coast. This commitment includes running low-enrolled classes at the Waianae Moku campus, which contributes to the number of low-enrolled classes and overall class fill rate.

**Strengths**

- Average fill rate of 68% remained relatively the same over the past three academic years.
- Average class size remained the same over the past three years.
- The lead instructor for BUSN 121 has reached out to Language Arts faculty, especially ESL/ELI faculty members, because their students lack the skills that are taught in BUSN 121 classes. Hopefully this will result in better fill rates. The BTEC instructor will also modify the course schedule to better accommodate ESL/ELI students.
- Achieving the FGB designation has dramatically increased the fill rates for BUSN 277 and BUSN 279, the international business classes. These classes were originally offered only once every two years and had low fill rates. With the FGB designation they are now offered every semester and fill early.
Effectiveness (AY 2018-2019, Cautionary)

Although the overall health of the BTEC program is “healthy,” the BTEC program’s health call on Effectiveness remained “Cautionary” in AY 2018-2019. This is the same health call as AY in 2017-2018.

The successful completion rate (69%), persistence Fall to Spring (54%), and persistence Fall to Fall (33%) remained stable from AY 2017-2018 to AY 2018-2019.

The BTEC faculty will continue to work with the Business Division counselor, career specialist, and peer mentors to encourage and inform our students about transfer options.

- 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.

- Through a Perkins grant, the Business Division’s Career Specialist and Peer Mentors have had a significant impact in getting students to complete the graduation check process and following up directly with students of concern.

Strengths

- The number of degrees awarded was slightly up from 8 to 10, but the number of Certificate of Achievements awarded went down from 13 to 9. We believe this is due to normal fluctuations in student completion.

- The number of students transferring to a UH 4-year college increased from 4 to 11 in AY 2018-2019. This number is still lower than the 17 students who transferred to a UH 4-year college in AY 2016-2017. It seems the low number of UH 4-year transfers in 2017-2018 was an anomaly and not representative of the average number of transfers.

- The number of unduplicated degrees/certificates awarded increased from 52 to 104, which represents a 100% increase. The reason for this large increase is unclear.

Weaknesses

- Fall to Fall persistence rate of 33%. Although this rate has been relatively stable over the past three years, improvement can be made.

- Number of withdrawal (grade = W) increases from 29 to 46

Perkins Core Indicators, 2018-2019

The BTEC program has met 4 of the 6 Perkins indicators. Perkins Indicator 4P1 was only missed by 0.73. Perkins indicator 2P1 Completion needs improvement.
• 1P1 Technical Skills Attainment: Met. The BTEC score of 96.43 in AY 2016-2017 was an increase from 93.1 in the previous year.

• 2P1 Completion: Not Met. The indicator 2P1 went down from 44.83 in the previous year to 32.14.

• 3P1 Student Retention or Transfer: Met. The BTEC program improved from 82.76 to 83.67 which meets the goal of 81.9.

• 4P1 Student Placement: Not Met. The BTEC program experienced an increase from 45.45 to 65.52, which is just shy of the goal of 66.25. In its discussions with Leeward CC OPPA and Hawaii DXP, the BTEC program has learned that there are many factors that go into calculating this metric. One of the metrics used is the Unemployment Insurance (UI) data, which the BTEC program has learned is notoriously unreliable and also no longer includes any data for Federal employees.

• 5P1 Nontraditional Participation: Met. This was a slight increase of 0.73 over the previous year.

• 5P2 Nontraditional Completion: Met. The BTEC score of 39.13 increased from 36.36 in the previous year.

3. Program Student Learning Outcomes

   a) List of the Program Student Learning Outcomes
   b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
   c) Assessment Results
   d) Changes that have been made as a result of the assessments.

BTEC Program Learning Outcomes

1. Work as a responsible member of a team to meet an organization’s objectives.

2. Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment. Assessed through course assessment for BUSN 164.

3. Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. Assessed through course assessment for BUSN 121.

4. Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette. Assessed through course assessment for BUSN 279, BUSN 164, BUSN 121.

5. Use research and decision-making skills to make informed choices consistent with personal and organizational goals. Assessed through course assessment for BUSN 279.

6. Apply appropriate strategies to secure employment, retain a job, and advance in a career. Assessed through course assessment for BUSN 164.

Five out of the six BTEC program student learning outcomes were assessed through course learning outcomes assessment during the 2018-2019 academic year.
The results of the course assessments show that all students met each learning outcome from each course at 70% or better.

Based on the positive assessment results, no changes were made to the courses.

4. Action Plan

 Include how the actions within the plan support the college’s mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

- To improve student completion and address Perkins indicator 4P1, the BTEC program will modify the BTEC program to require a C grade in program classes (BUSN), which will be effective starting AY 2020-2021. The current requirement states that students must earn a C or better in all business courses and not just BUSN courses. The change aligns the BTEC program with other CTE programs at Leeward CC. The removal of the C or better requirement removes unnecessary barriers to student completion. The program will also continue its efforts in removing ACC 124 as a degree requirement. The BTEC program voted in fall 2019 to remove ACC 124 but was overruled by the Business Division faculty. BTEC faculty members feel that the skills learned in ACC 124 are not pertinent to the skills required of a BTEC major but ACC 124 should serve as an elective for majors seeking specialization in that area. The BTEC program feels that ACC 124 is a gatekeeper course hindering completion rates of BTEC majors.

- To improve the data around student placement and Perkins indicator 4P1, the Business Division has developed its own student survey to collect data on student placement (employment) to provide more reliable information. The survey will be implemented every semester starting in Fall 2019.

5. Resource Implications

Personnel Resources

1. Career/Academic Specialist (APT) - Perkins Indicators 2P1 Completion and 4P1 Student Placement have not been met a number of years. The Business Division Counselor and Career Specialist have worked together to create a retention strategy that includes many special activities/events (e.g., ASPIRe, One-Stop Drop-in Center, Annual CTE Meet and Greet, workshops, non-traditional student social events, graduation application signing parties) to increase the Perkin’s indicators for completers, retention, non-traditional, etc. The institutionalization of the Career Specialist is need to help continue the progress made on these Perkins indicators.

2. Second Business Program Counselor - The Business Technology Program continues to support the need for a full-time second academic counselor dedicated to the Business Division. Due to the current caseload of the current Business Division Counselor, a second 11-month counselor is warranted. In addition, the new HIT Program is growing and there will be more demands on the counselor’s time. The current Business Division Counselor has one of the highest caseloads at Leeward CC with over 500 declared majors and many more Exploratory Business majors. An additional counselor would allow for more time to design and implement initiatives for student success within the four (4) different business programs. It would also increase student access to counseling sessions. The counselor is key to increasing retention and completion rates.