Business Technology

2020
ANNUAL REVIEW OF PROGRAM DATA
1. Program or Unit 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 the University of Hawai‘i–West O‘ahu. 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/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

Demand (AY 2019-2020, Healthy)

In AY 2019-2020, the demand indicator for the Business Technology Program remained “Healthy” from AY 2018 – 2019. The State and County new and replacement positions have been relatively stable from AY 2018-2019 to AY 2019-20120.

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 53 unduplicated degree and certificates awarded in AY 2019-2020.

- A thriving Hawaii economy through March 2020 with record low unemployment rates has decreased enrollment in the major as more students seek full-time employment instead of pursuing a degree. Effects of the pandemic on enrollment are not reflected in the 2019-2020 data.

- Non-BTEC majors continue to enroll in BTEC program courses as elective courses toward their AS and AA degrees and earn BTEC Certificates. 907 SSHs were completed by non-majors in AY 2019-2020, which is a 6.6% increase from AY 2018-2019.

- The Demand indicator demonstrates that the Business Technology program is adequately meeting the employment demands in the State of Hawai‘i.

- 27% of BTEC majors are Native Hawaiian

Weaknesses

- Number of BTEC majors experienced a drop in majors and SSH of majors in program classes.

Efficiency (AY 2018-2019, Healthy)

The efficiency indicator for the Business Technology Program remained “Healthy” in AY 2019-2020. 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 70.5% remained relatively the same over the past three academic years.

- Average class size remained the same over the past three years.

- 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 2019-2020, Unhealthy)
The BTEC effectiveness health call changed from “Cautionary” in AY 2018-2019 to “Unhealthy” in AY 2019-2020. This was caused by the decrease in the total number of unduplicated degrees and certificates from 104 to 53. Based on the data, it seems there is an anomaly in the data for AY 2018-2019 with a large number of unduplicated degrees/certificates. In AY 2017-2018, the BTEC program had 52 unduplicated degrees/certificates, which is in line with the AY 2019-2020 number of 53. When compared to the AY 2017-2018 number, the AY 2019-2020 number of 53 represents a 1.9% increase, which would result in a “Cautionary” effectiveness health call and an overall program health call of “Healthy.”

The successful completion rate (73%) increased by 3%. Persistence Fall to Spring (49%), and persistence Fall to Fall (29%) remained stable but did experience small decreases from AY 2018-2019 to AY 2019-2020.

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.
- 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

- Despite a reduction in majors, the 53 unduplicated degrees and certificates demonstrate effectiveness of meeting student needs. When compared to AY 2018-2019, this represents a 1.9% increase.

- Number of degrees and Certificates of Achievements remained relatively stable in AY 2019-2020

Weaknesses

- Fall to Fall persistence rate of 29% and Fall to Spring persistence rate of 49% have been relatively stable; however, a decrease was experienced in AY 2019-2020.

- Number of transfers were lower in AY 2019-2020

3. **Program Student Learning Outcomes or Unit/Service Outcomes**

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

c) Assessment Results.

d) Changes that have been made as a result of the assessment results.
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.

3. Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
   a. Assessed through course assessment for BUSN 170. Over 70% of met all SLO’s in BUSN 170. No change recommended

4. Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
   a. Assessed through course assessment for BUSN 170. Over 70% of met all SLO’s in BUSN 170. No change recommended

5. Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
   a. Assessed through course assessment for BUSN 232. Over 70% of met all SLO’s in BUSN 232. No change recommended

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

Three out of the six BTEC program student learning outcomes were assessed through course learning outcomes assessment during the 2019-2020 academic year. Every BTEC courses is assessed once every five years. In each course assessment, all student learning outcomes are assessed.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.
A comprehensive review is being completed in 2020. Next comprehensive review data is 2025.

**Student persistence.** The BTEC program will continue to work on improving Fall to Spring (49%) and Fall to Fall (29%) student persistence. The BTEC faculty will work directly with the Business Division Counselor, Business Division Career Specialist, and Peer Mentors to develop a strategy to encourage students to continue in their academic journey. Between now and the next comprehensive review, the BTEC program will utilize data collected through the Business Student Survey to identify longitudinal enrollment and persistence patterns in order to identify students most likely not to persist. The initial meaningful longitudinal survey data should be available at the end of Fall 2021. Identifying the profile and enrollment patterns of BTEC students who don’t persist will help the program to develop an appropriate and targeted action plan.

**Number of majors.** The BTEC program has experienced reduction of students identifying as BTEC majors, but still has a significant number of non-major students taking BTEC classes. The BTEC program will be modifying its Associate of Science degree to increase flexibility to allow students to take a variety of classes to meet the degree requirements and significantly increase the potential number of transferable credits to UH West Oahu. We firmly believe that this modification will result in an increase in majors in the coming years. A program modification that reflects this was approved by the Business Technology Program and the Business Division in Fall 2020 with an effective date of Fall 2021. It is currently on the docket of the Leeward CC Curriculum Committee.

**Degrees/Certificates Awarded.** The BTEC program recognizes that the number of degrees and certificate of achievements awarded need to be improve. Addressing the number of majors with program modifications and student recruitment efforts will help to increase degree/certificates awarded. Furthermore, efforts to increase persistence, as noted above, will help to increase degrees/certificates awarded. These efforts are ongoing.

**Student learning outcomes.** All student learning outcomes for BTEC courses have been met in the current comprehensive review period. No changes to student learning outcomes recommended. The BTEC program learning outcomes are articulated with Hawaii CC and UH Maui College. The BTEC Program Coordinating Council (BTEC PCC) meets annually and will be reviewing the UHCC BTEC Articulation in 2021. A revised UHCC BTEC Program articulation agreement will be completed by June 2021.

**Perkins Indicators**

**Perkins Indicator 1P1: Technical Skills Attainment.** The goal for 1P1 for 2019-2020 was 94.75 and BTEC scored 88, which represents 92.9% of the goal. Three of the past four years, the BTEC program has met the performance indicator 1P1. 2019-2020 seems to be an outlier year in which the BTEC program just missed the goal. This metric may have been affected by students performing poorly in Spring 2020 semester due to the COVID-19 disruption and not returning in Fall 2020. The action plan it to continue to provide the skills students need in BTEC courses as has been done in the prior three years.

**Perkins Indicator 2P1 Completion:** As mentioned above in the student persistence action plan, the BTEC program will work directly with the Business Division Counselor, Business Division Career Specialist, and Peer Mentors to develop a strategy to encourage students to continue in their academic journey. Between now and the next comprehensive review, the BTEC program will utilize data collected through the Business
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Student Survey to identify longitudinal enrollment and persistence patterns in order to identify students most likely not to persist. Increasing student persistence will lead to increased degree completion.

**Perkins Indicator 3P1: Student Retention and Transfer.** In two of the past three reported years, BTEC has met indicator 3P1. In the 2019-2020 ARPD data, it shows that the BTEC program earned a score of 73.81, which is 85.8% of the goal. As mentioned in 2P1, efforts to address student persistence will improve the Perkins 2P1 indicator.

**Progress in achieving planned improvements.**
The proposed BTEC program modification failed to garner division approval in the 2018-2019 academic year. The goal in the 2018-2019 ARPD was to continue efforts to modify the BTEC Program, which was completed in Fall 2020. The current BTEC program modification is on the docket of the Curriculum Committee.

An action plan item from 2018-2019 was to improve data around student placement and Perkins indicator 4P1. The Business Student Survey was developed and implemented starting in Fall 2019.

**Alignment with the College’s Mission and Strategic Plan.**
The proposed BTEC Program actions align with the UHCC Strategic Directions 2015-2021 key principle supporting student success and the Leeward CC Mission to help students attain their goals through high-quality career and technical education.

The actions detailed above will guide the BTEC program until the next comprehensive review by addressing key areas that need improvement in the ARPD, improve student persistence, number of majors, degree/certificate completion, and transfer.

### 5. Resource Implications

*Detail any resource requests, including reallocation of existing resources (physical, human, financial)*

**Personnel Resources**

1. **Career/Academic Specialist (APT)** – To improve Perkins Indicators 2P1 Completion and 3P1 Student Retention, and 4P1 Student Placement, 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 needed 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.

☐ I am NOT requesting additional resources for my program/unit.