Leeward Community College Comprehensive Review and Evaluation - 2021

Program or Unit Name:
Business Technology Program

Assessment Period:
August 2016 to May 2021

College Mission:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program Mission:
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 businesses and related industries. The curriculum provides for career mobility.

An articulation agreements has 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 business (BUS), business technology (BUSN), management (MGT), accounting (ACC), and law (BLAW) courses with a grade of C or better.

Part I. Executive Summary of Program or Unit Status

The BTEC program offers a high-quality technical education that advances the educational and career goals of our students. The program plays a critical role in workforce development. The program has partnered with private and government entities to retrain workers, such as laid off Aloha Airlines employees or injured construction workers who need to transition to office support jobs. These students often receive funding to pursue a BTEC degree. Not all students are suited for accounting or medical coding. Business Technology offers student an important option. In some programs the classes may emphasize theory. The Certificate of Competence and the Certificate of Achievement offered by the BTEC program provide job skills such as computer applications, advanced word processing and document production and records management. After just one semester, a student can attain an impressive suite of job skills much in demand by employers.

Five years ago, there were four BTEC faculty members. Since then, one faculty member moved into administration and another faculty member resigned in the summer of 2021. There are only two full-time tenured instructors remaining in the BTEC program, both over the age of retirement. There are no junior faculty members and no succession plan for the continuance of the BTEC program. At present there is a hiring freeze. The exit of one or both of the remaining two instructors would have devastating consequences for the program. Hiring another instructor is critical to the survival of the
program. If the low number of majors does not justify hiring an additional BTEC instructor, a hybrid position of a BTEC/ACC instructor or a BTEC/MGT instructor should be created.

The data in this report shows that the BTEC indicators are improving. The program has laid out an action plan to increase the number of majors through changes to the program that became effective in Fall 2021 and developing higher quality cooperative education positions.

Too many of Leeward CC graduates lack the most basic skills, especially writing skills. This is a consistent complaint from members of the BTEC advisory board. To address this, the BTEC program has increased the number of writing assignments. The BTEC program assigns more writing than any other program in the Business Division. Many classes have at least two papers assigned each semester each of which require revision of a rough draft based on instructor feedback. The two current BTEC instructors, Stanley May and Ku‘uipo Lum, served for many years on the Writing-Intensive Focus Board. Stanley May served as chair for six years. BUSN 269 has been designated a Writing-Intensive class. BUSN 277 and BUSN 279 had to give up the WI designation when they received the FGB designation, however, the amount of writing consistent with a WI course continues to be assigned in these classes.

The BTEC program is the only program in the Business Division offering international business classes, BUSN 277 International Business Protocol and BUSN 279 International Business Analysis. Globalization is the driving force in business today. The program fosters students to be responsible global citizens in line with the college mission statement. BUSN 277 and BUSN 279 serve as required and elective course in the Global Studies ASC.

The BTEC program has an important resource in the person of Ku‘uipo Lum, Assistant Professor, a Native Hawaiian whose family has managed the Loko Paʻaiau fishpond on Pearl Harbor for hundreds of years. The fishpond has entered into a partnership with the Navy. In her work with the pond Ku‘uipo has networked with the Commander of Pearl Harbor, Nainoa Thompson of the Hokulea, and Robert Kennedy Jr. of the Billion Oyster Project. Many students have volunteered at the fishpond and. Ku‘uipo continues to reach out to Leeward CC to increase the college’s involvement in this important resource.

Two BTEC faculty members have worked tirelessly to fulfill Leeward CC’s commitment to Native Hawaiians as outlined in the college Mission Statement. The current BTEC faculty would like to respond to a comment in the previous 2016 CRE under Significant Program Actions where it was stated that “A full-time faculty member was out on sick leave during the entire 2015-2016 academic year. The BTEC program was fortunate to have qualified BTEC lecturers to teach the classes.” To update, that faculty member returned to teaching only after filing a Hawaii Civil Rights Complaint and a grievance taken to the second level. This faculty member suffered a massive stroke, and certain faculty members in the division took advantage of this to prevent the faculty member from returning to work. An Allegations of Misconduct memo engineered by the Business Division was sent by Vice-Chancellor Mike Peksok to the instructor while she was flat on her back recovering from the stroke. Clearly, such a memo was very upsetting, and the stress could have easily killed her. The instructor’s family was furious that Leeward CC could send such a memo. Leeward CC continued to fight the Hawaii Civil Rights complaint and the grievance, just as they had ignored years of complaints about mistreatment of Native Hawaiian faculty. With the Hawaii Civil Rights complaint and the grievance taken to the second level these issues for the first time went above Leeward CC to the UH systems level. The response was a stunning rebuke of Leeward CC. The system moved quickly to set things right, there were personnel changes, and the Native Hawaiian instructor was allowed to return to work. The instructor wanted to use this incident as a teaching moment for the division. However, the entire matter was hushed up. Existing Business Division faculty aren’t even aware that there was
Hawaii Civil Rights complaint or a grievance filed. Current Business division faculty are open to discussing what happened. The BTEC program is working to bring in a moderator to guide discussion of this issue.

The Hawaii Civil Rights complaint and the grievance taken to the second level were in response to years of harassment of Native Hawaiian faculty members in the Business Division. Complaints to the Division Chair, CTE Dean, Vice-Chancellor and Chancellor went unanswered for years. The instructor that suffered the stroke had done a brilliant job of implementing a Robert Wood Johnson grant that other faculty members were not willing or not capable of doing. The grant involved over 40 students and more than 15 work sites. It involved analyzing different jobs, determining which activities could count towards college credit, then developing training to fill the gaps. The Native Hawaiian instructor received only 3 credits assigned time as compared to the Cooperative Education instructor who received 9 credits assigned time for only 20 students and a lot less work. Native Hawaiians received significantly less assigned time than other ethnic groups in the BTEC program. When there was only one opening on the Division Personnel Committee, and a Native Hawaiian instructor was the only qualified candidate, the Division Chair moved to reduce the number of members of the DPC to keep the Native Hawaiian instructor off of the committee. This move was eventually overturned after a meeting with the Human Resources officer and the Vice-Chancellor.

In Fall 2020 there were only 9 Native Hawaiian instructors at Leeward CC. Highly qualified Native Hawaiians instructors in the Business Division have remained lecturers, not hired to full-time tenure track positions while people have been hired that don’t even meet the MQs. Leeward CC needs to walk the talk when it comes to its commitment to Native Hawaiians.

Results of Prior Year’s Action Plan:

The two Perkin’s Core Indicators which have not been met during the 5-year period:


- Completion (2P1). Improved to Met in AY 2020-2021. In the past the BTEC program has seen a decrease in completion. The BTEC faculty believe this is due to the reduction of full-time students and increase of part-time students. We believe this is due to a strong economy that results in more students choosing to work and attend school part time. This overall macro trend is responsible for the reduction in the 2P1 completion indicator.

Additional Program Action Plans

- Met - 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.
- Met - Use PBL/Enactus and Career Dynamics Week as a tool to recruit new business majors.
- Met - Encourage veterans to become BTEC majors.
- Not Met - Conduct industry specialized focus groups to address specific employment needs with the goal of developing paid internships for our students.
- Met - Explore the possibility of partnering with other disciplines, divisions, and units to address the international UHCC goals

Part II. Program or Unit Description

- History
The Business Technology Program (BTEC) originally started as a Secretarial Science program. Over the years the BTEC program has evolved in order to keep up with changing technology. The program name also changed to reflect the latest technology changing from Secretarial Science to Office Administration Technology (OAT) to Business Technology (BTEC). Today, the BTEC program focus is on computer applications, soft skills, records management, office supervision, etc.

- Program goals/Occupations for which this program prepares students:

  Administrative Assistants
  Office Clerks
  Secretaries
  Front line office workers
  Back office workers
  Records managers
  Virtual Office Assistants

- Program Student Learning Outcomes (PLOs)

  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.

- Admission requirements

  BTEC program admission is the same as Leeward Community College admission requirements

- Credentials, licensures offered

  None

- Faculty and staff

  Ku’uipo Lum, Assistant Professor in Business Technology
  Stanley May, Professor in Business Technology

- Resources

  Three classroom computer labs
  University of Hawai‘i Learning Management System
• Faculty Computers

Current industry software for computer labs and instructor computers

• Articulation agreements

Transfer Articulation Agreement Between Leeward Community College and University of Hawai‘i West- O‘ahu – Associate in Science in Business Technology to Bachelors of Arts in Business Administration.

• Community connections:

Advisory committees, internships, Coops, DOE connections.

• Industry Advisory Committee

• Ms. Valarie Cesar, Owner/Consultant, eSearch Hawaii
• Ms. Karen Chung, Operations Administrator, Hawaiian Electric Company
• Brandy Fukuda (Wendy Lee – Sub), Department of Human Resources City and County of Honolulu
• Ms. Kathleen T. Kang-Kaulupali, Pharm.D., Hawaii Medicaid Pharmacist, Clinical Standards Office, Med-QUEST Division, Department of Human Services
• Roxanne Onuma, (In the process of changing companies) Formally with Mokulele Airlines
• Mr. Steve Painter, HUD VASH Employment Specialist, Veteran's Administration
• Tahnee Sales, Recruitment Manager, Kamehameha Schools
• Ms. Monchalee Steiger, Founder, Nimbus Unlimited
• Ms. Emy Yamauchi-Wong, Manager, ALTRES Staffing
• Charlsyee “Charlie” Yoshimoto, Senior Recruiter, Human Resources Division, Kamehameha Schools –
• Jason “JD” Lombardo, Technical Lead & Officer, Enterprise Operations Services Division, First Hawaiian Bank
• Leah Schreuders (Abigail Ugale), Recruiting Manager (Vice-President), Robert Half

• Business Technology Program Coordinating Council (PCC)

• State of Hawai‘i Business Pathway Advisory Board

• Various Cooperative Education worksites throughout the State of Hawai‘i

• Distance delivered/off campus programs, if applicable

The BTEC program offers face to face classes, hybrid classes using Zoom, and distance education classes. In Fall 2021, the BTEC program completed all the required application forms for the program to be officially recognized as a 100% online program effective Spring 2022. The BTEC faculty believes this will also increase the number of majors, especially from the neighbor islands where some BTEC programs have been significantly reduced or discontinued.
## Part III. Analysis of Program or Unit Data

### Glossary/Rubric

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>2016 - 17</th>
<th>2017 - 18</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>2020 - 21</th>
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<td>Healthy</td>
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<td>Healthy</td>
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<td>Number of Majors</td>
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<td>Fall Full-Time</td>
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<td>44%</td>
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<td>Fall Part-Time</td>
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<td>Fall Part-Time who are Full-Time in System</td>
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<td>Spring Full-Time</td>
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<td>36%</td>
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<td>Spring Part-Time</td>
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<td>49%</td>
<td>58%</td>
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<td>Spring Part-Time who are Full-Time in System</td>
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<td>SSH Program Majors in Program Classes</td>
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<td>463</td>
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<td>258</td>
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<td>SSH Non-Majors in Program Classes</td>
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<td>1,002</td>
<td>851</td>
<td>907</td>
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<td>SSH in All Program Classes</td>
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<td>1,465</td>
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<td>1,165</td>
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<td>FTE Enrollment in Program Classes</td>
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<td>49</td>
<td>42</td>
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<td>Total Number of Classes Taught</td>
<td>36</td>
<td>39</td>
<td>34</td>
<td>31</td>
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<td>Average Class Size</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>15</td>
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<td>10.*</td>
<td>Fill Rate</td>
<td>68.60%</td>
<td>70.30%</td>
<td>68.40%</td>
<td>70.50%</td>
<td>80%</td>
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<td>FTE BOR Appointed Faculty</td>
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<td>Majors to FTE BOR Appointed Faculty</td>
<td>35</td>
<td>25</td>
<td>24</td>
<td>18</td>
<td>18</td>
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<td>Majors to Analytic FTE Faculty</td>
<td>35</td>
<td>25</td>
<td>24</td>
<td>18</td>
<td>18</td>
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<td>Overall Program Expenditures</td>
<td>$343,622</td>
<td>$394,748</td>
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[https://uhcc.hawaii.edu/varpd/]
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<th>Special/Federal Budget Allocation</th>
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<td>14b.</td>
<td>$0</td>
<td>$0</td>
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<td>14c.</td>
<td>Tuition and Fees</td>
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<td>$80,176</td>
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<td>Cost per SSH</td>
<td>$251</td>
<td>$0</td>
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<td>Number of Low-Enrolled (&lt;10) Classes</td>
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<td>7</td>
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<td>Successful Completion (Equivalent C or Higher)</td>
<td>71%</td>
<td>72%</td>
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<td>Withdrawals (Grade = W)</td>
<td>37</td>
<td>29</td>
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<td>19. *</td>
<td>Persistence Fall to Spring</td>
<td>48%</td>
<td>53%</td>
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<td>19a.</td>
<td>Persistence Fall to Fall</td>
<td>26%</td>
<td>34%</td>
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<td>20. *</td>
<td>Unduplicated Degrees/Certificates Awarded</td>
<td>50</td>
<td>52</td>
</tr>
<tr>
<td>20a.</td>
<td>Degrees Awarded</td>
<td>10</td>
<td>8</td>
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<tr>
<td>20b.</td>
<td>Certificates of Achievement Awarded</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>20c.</td>
<td>Advanced Professional Certificates Awarded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20d.</td>
<td>Other Certificates Awarded</td>
<td>44</td>
<td>46</td>
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<tr>
<td>21</td>
<td>External Licensing Exams Passed</td>
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<tr>
<td>22</td>
<td>Transfers to UH 4-yr</td>
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<td>22a.</td>
<td>Transfers with credential from program</td>
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<tr>
<td>22b.</td>
<td>Transfers without credential from program</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Number of Distance Education Classes Taught</td>
<td>14</td>
<td>15</td>
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<td>24</td>
<td>Enrollments Distance Education Classes</td>
<td>235</td>
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<td>25</td>
<td>Fill Rate</td>
<td>84%</td>
<td>85%</td>
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<td>26</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>63%</td>
<td>63%</td>
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<tr>
<td>27</td>
<td>Withdrawals (Grade = W)</td>
<td>21</td>
<td>15</td>
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<td>28</td>
<td>Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td>56%</td>
<td>61%</td>
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<tr>
<td>29</td>
<td>1P1 Technical Skills Attainment</td>
<td>93</td>
<td>96.43</td>
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<td>2P1 Completion</td>
<td>55</td>
<td>32.14</td>
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<td>31</td>
<td>3P1 Student Retention or Transfer</td>
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<td>83.67</td>
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<td>4P1 Student Placement</td>
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<td>33</td>
<td>5P1 Nontraditional Participation</td>
<td>23.5</td>
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<td>34</td>
<td>5P2 Nontraditional Completion</td>
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<tr>
<td>35</td>
<td>Number of Degrees and Certificates</td>
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<td>36</td>
<td>Number of Degrees and Certificates Native Hawaiian</td>
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<td>2</td>
</tr>
<tr>
<td>37</td>
<td>Number of Degrees and Certificates STEM</td>
<td>Not STEM</td>
<td>Not STEM</td>
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<tr>
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<td>----------------------------------------</td>
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<td>----------</td>
</tr>
<tr>
<td>38</td>
<td>Number of Pell Recipients1</td>
<td>15</td>
<td>12</td>
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<tr>
<td>39</td>
<td>Number of Transfers to UH 4-yr</td>
<td>17</td>
<td>4</td>
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The overall indicator for the program has been “Healthy” throughout the five-year period except for AY 2016-2017 and AY 2019-2020 when it was “Progressing.”

**Demand**

The demand indicator for the Business Technology Program has remained healthy throughout AY 2016-2017 to AY 2020-2021. The demand indicator shows that the Business Technology program is adequately meeting employment demands in the State of Hawaii.

- The number of majors declined from 106 in AY 2016-2017 to 55 in AY 2020-2021.
- SSH Program Majors in Program Classes decreased from 505 in AY 2016-2017 to 258 in AY 2019-2020 in line with the decrease in the number of majors. There was an increase to 374 in AY 2020-2021.
- The numbers for SSH Non-Majors in Program Classes have varied greatly during this five-year period.
- The number of Native Hawaiian majors declined from 26 in AY 2016-2017 to 17 in 2020-2021 but the percentage of Native Hawaiian majors increased from 25% to 31%.
- The ratio of full-time students to part-time students for Fall for AY 2016-2017 to AY 2020-2021 has remained stable. The percentage of full-time students in Spring has decreased from 54% to 36% for AY 2016-2017 to AY 2020-2021 while the percentage of part-time students increased from 46% to 64%.
- The total number of classes taught decreased from 36 in AY 2016-2017 to 28 in AY 2020-2021, in line with the decrease in majors and faculty members.
- Non-majors continue to enroll in BTEC program courses as elective courses toward their AS and AA degrees.
- Many non-BTEC majors take the courses to improve their job skills for employment.
- An improving Hawaii economy (prior to the Covid-19 pandemic) overall has decreased enrollment in the major as more students seek full-time employment instead of pursuing a degree.

**Efficiency**

The efficiency indicator for the Business Technology Program remained “Healthy” for AY 2016-2017 to AY 2020-2021 with the exception of AY 2016-2017 when it was “Progressing.”

- The average class sized increased from 14 in AY 2016-2017 to 17 in AY 2020-2021. The fill rate increased from 68.6% in AY 2016-2017 to 80% in 2020-2021. The BTEC program reduced low enrolled classes from 8 in AY 2016-2017 to 1 in AY 2020-2021.
• Majors to Analytic FTE Faculty decreased from 35 in AY 2016-2017 to 18 in AY 2020-2021.
• 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 16 students because of equipment availability limitations.

Effectiveness


The BTEC program faculty 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 (before the Covid-19 pandemic), 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.

• Successful completion (equivalent C or higher) increased from 71% in AY 2016-2017 to 75% in AY 2020-2021.
• Withdrawals varied greatly during the period, ending up at 37 in AY 2020-2021.
• Persistence Fall to Spring increased from 48% in AY 2016-2017 to 62% in AY 2020-2021. Persistence Fall to Fall increased from 26% in AY 2016-2017 to 42% in AY 2020-2021.
• There were 72 unduplicated degrees/certificates awarded in AY 2020-2021, the highest number during the five-year period with the exception of AY 2018-2019 when 104 were awarded. The number of degrees awarded declined from 10 in AY 2016-2017 to 9 in AY 2020-2021. The Certificates of Achievement Awarded declined from 11 in AY 2016-2017 to 6 in AY 2020-2021. Transfers to UH 4-year declined from 17 in AY 2016-2017 to 8 in AY 2020-2021. Other Certificates Awarded increased from 44 in AY 2016-2017 to 66 in AY 2020-2021.
• 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.
• Through a Perkins grant, the Business Division’s Academic Specialist and Peer Mentors have had a significant impact in getting students to complete the graduation check process
Distance Education: Completely On-line Classes

- The number of distance education classes increased from 14 in AY 2016-2017 to 29 in AY 2020-2021, thanks to the Covid-19 pandemic and the need to move all classes online. Enrollment in distance education classes increased from 235 in AY 2016-2017 to 480 in AY 2020-2021. The fill rate declined in the first three academic years but increased in the last two academic years to 80%. The successful completion rate increased from 63% in AY 2016-2017 to 75% in AY 2020-2021. Persistence increased from 56% to 63%. Withdrawals increased from 21 to 37.

- In Fall 2021 the BTEC program completed all the required application forms for the program to be officially recognized as a 100% online program effective Spring 2022. The BTEC faculty believes this will also increase the number of majors, especially from the neighbor islands where some BTEC programs have been significantly reduced or discontinued.

Perkins IV Core Indicators, 2014-2015

- 3P1, 4P1, 5P1 and 5P2 were discontinued after AY 2018-2019.

Performance Indicators

- The Business Technology Program has seen a decline in the number of degrees and certificates awarded from 21 in AY 2016-2017 to 21 in AY 2020-2021. This trend aligns with the overall reduction in majors in the BTEC program.
- During a healthy job market (prior to the Covid-19 pandemic), more students become part time students and take less credit hours per semester. This is evident in the Student Semester Hours (SSH) of majors and non-majors. This has further contributed to a decline in the number of degrees and certificates awarded.
- The performance funding indicators further show that more BTEC students are transferring than before. This is evidence that more students are transferring to UH 4-year institutions before earning a degree or certificate at Leeward CC.

Part IV. A. Analysis of Program or Unit Measurable Goals (previously known as service area outcomes or SAOs), Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)

All six program level outcomes (PLOs) were assessed in the last two years.

BTEC Program Learning Outcomes

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

   Assessed through course assessment for BUSN 193V in Spring 2021. 100% met all SLOs in BUSN 193V. No changes recommended.
2. Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.

Assessed through course assessment for BUSN 193V in Spring 2021. 100% met all SLOs in BUSN 193V. No changes recommended.

3. Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.

Assessed through course assessment for BUSN 170 in Spring 2020. Over 70% of met all SLOs in BUSN 170. No change recommended.

4. Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.

Assessed through course assessment for BUSN 170 in Spring 2020. Over 70% of met all SLOs in BUSN 170. No change recommended.

5. Use research and decision-making skills to make informed choices consistent with personal and organizational goals.

Assessed through course assessment for BUSN 193V in Spring 2021. 100% met all SLOs in BUSN 193V. No changes recommended

6. Apply appropriate strategies to secure employment, retain a job, and advance in a career.

Assessed through course assessment for BUSN 193V in Spring 2021. 100% met all SLOs in BUSN 193V. No changes recommended.

A minimum of 20% of existing courses is to be reviewed each year so that within the timeframe of the comprehensive program review, all courses have been reviewed and revised as appropriate

The Business Technology Program currently offers 14 active courses. On average 2-3 courses are assessed each year. In some years more than 3 courses are assessed to assure that all BTEC courses are assessed at least once every 5 years.

As part of the 5-year review requirement, every BTEC course has been reviewed by the curriculum committee within a 5-year period. Courses that have not been modified within 5 years go through the 5-year review process and are reviewed by the Leeward CC Curriculum Committee.

Part IV.B. Curriculum Revision and Review (For Instructional Programs)

All course in the BTEC program have been assessed and reviewed according to campus timelines.

The BTEC program modified its Associate of Science degree in Fall 2020. These modifications were approved by the Business Division and Curriculum Committee and became affective in Fall 2021. These modifications were designed 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. The BTEC faculty firmly believe that this modification will result in an increase in majors in the coming years. In Fall 2021, the BTEC program completed all the required application forms for the program to be officially recognized as a 100% online program effective Spring 2022. The BTEC faculty believe this
will also increase the number of majors, especially from the neighbor islands where some BTEC programs have been significantly reduced or discontinued.

Part V. Survey Results

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.

Part VI. Overview Analysis of Program or Unit

- **Alignment with mission**
  - The BTEC program and courses are aligned with the program and Leeward Community College mission. The BTEC program contains courses for entry-level positions as well as upgrading skills. BTEC students are also introduced to entry level office supervision skills. The BTEC program is meeting the employment demand of new and replacement county positions

- **Evidence of quality**
  - Students are getting jobs as indicated in the Perkins Core Indicator for Student Placement (4P1)
  - Technical skills attained by BTEC majors as indicated in the Perkins Core Indicator (1P1)
  - Student retention or transfer by BTEC majors as indicated in the Perkins Core Indicator (3P1)
  - Nontraditional participation by BTEC majors as indicated in the Perkins Core Indicator (5P1)
  - Nontraditional completion by BTEC majors as indicated in the Perkins Core Indicator (5P2)

- **Evidence of student learning**
  - The BTEC program continually assesses its courses based on course learning outcomes. Every course is assessed at least once every five years.

- **Resource sufficiency**
  - The Business Division is provided adequate general funds to meet its program learning outcomes

- **Recommendations for improving outcomes**
  - See Action Plan in Part VIII

Part VII. Action Plan

Hire a Business Technology Instructor. Due to retirements and resignations there are only two full-time tenured instructors remaining in the BTEC program, both over the age of retirement. There are no junior faculty members and no succession plan for the continuance of the BTEC program. The exit of one or both of the remaining two instructors would have devastating consequences for the program. Hiring another instructor is critical to the survival of the program. If the low number of majors does not justify hiring an
additional BTEC instructor, a hybrid position of a BTEC/ACC instructor or a BTEC/MGT instructor should be created.

Increase the number of Business Technology majors by increasing the quantity and quality of cooperative education job placements and easing transfer to UHWO

- Increase the quantity and quality of cooperative education job placements. The number of majors was much higher in the past when the program had an agreement with Pearl Harbor placing BTEC majors in high quality jobs there. This was a conduit to securing jobs at Pearl Harbor and attracted students into our program. The Pearl Harbor program was not developed by the BTEC program; it was inherited from the Management program a number of years ago. The BTEC cooperative education instructor at the time received nine credits for about 20 students, yet very little effort was made to create new cooperative education positions beyond Pearl Harbor. When Pearl Harbor ended the program, we lost an important conduit to securing high quality jobs through our program and without other high-quality cooperative education positions, suffered a dramatic drop in majors.

- Ease transfer to UHWO. In the past when the number of majors was much higher BTEC students were able to transfer to UHWO at the junior level after taking three bridge classes. With the change in the general education requirements very few BTEC credits transferred. The changes to the BTEC program effective Fall 2021 should again make it much easier for BTEC majors to transfer to UHWO.

The two (2) Perkin’s Core Indicators that have not been met in previous years:

- Completion (2P1)
  - Through a Perkins grant (Year 2 of 3), the Business Division was able to hire an academic specialist and peer mentors to address 2P1 and 4P1.
  - Work with Academic Specialist and the peer mentors to encourage students to apply for graduation and certificates
  - 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 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.
  - Hire a second full-time Business Division Counselor.
  - Institutionalize the Academic Specialist position
  - Develop a pathway for part-time students to earn BTEC certificates at Leeward CC Waianae
  - 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 VIII. Resource and Budget Implications

- Business Technology Instructor.
  Five years ago, there were four BTEC faculty members. Since then, one faculty member moved into administration and another faculty member resigned in the summer of 2021. There are only two full-time tenured instructors remaining in the BTEC program, both over the age of retirement. There are no junior faculty members and no succession plan for the continuance of the BTEC program. The exit of one or both of the remaining two instructors would have devastating consequences for the program. Hiring another instructor is critical to the survival of the program. If the low number of majors does not justify hiring an additional BTEC instructor, a hybrid position of a BTEC/ACC instructor or a BTEC/MGT instructor should be created.

Institutionalize the Academic Specialist position, $44,000
  Significant improvements have been made in the Perkins IV Core Indicators, but all goals have not been met. The Business Division Counselor and Retention 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.

- Second Business Division Counselor: $64,000
  o 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. A second 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.