

Business Technology



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY *of* HAWAII®
MAUI COLLEGE

1. Program Description

- a) The Business Technology career ladder is competency based and focuses on the skills, knowledge, and attitudes needed to prepare for office positions in government or industry. The curriculum includes specialties, as well as general offerings, to broaden students' background and to enhance employment and promotion possibilities.
- b) The Business Technology Program envisions an international state-of-the-art technological curriculum that meets current and emerging Maui County education and computer training needs through innovative, high quality programs offered in motivating learning environments. The Business Technology Program empowers students to achieve their highest potential as informed, accountable, and productive members of our island, national, and global societies. The Business Technology Program strives to promote and raise awareness of the diverse local and Native Hawaiian traditions that contribute to a positive business environment that make our community so unique.
- c) Program website was last updated Fall 2018.
- d) Program catalog page was last reviewed Spring 2019.

2. Analysis of the Program

a) Demand Indicators

Demand Indicators are healthy because office administration related jobs are available for graduates of the Business Technology Program. Recent graduates have gotten jobs at Maui Medical Group, Malama I Ke Ola Health Center, and the County of Maui.

Efficiency Indicators

The Efficiency Indicators are cautionary because the fill rates for Business Technology courses are low and there is just one full-time program faculty member. The continue drop in enrollment at UHMC has contributed to low fill rate for classes held in classrooms held in 21 to 24 seat classrooms. The student/faculty ratio is also low at 34:1.

Effectiveness Indicators

The overall drop in enrollment at UHMC and low employment rate in the state and economy have affected the Business Technology Program. With the number of available jobs and high cost of living in the county, students continue to work full-time. There have been more non-traditional students returning to school to get certificates of competence to enhance their job skills and qualify for the many office position available in the county. The continual decrease in enrollment and majors has also affected the degrees and certificates being awarded.

Perkins Indicators

Having a smaller number of majors has affected the 1P1 and 2P1 Perkins indicators. Students not persisting from semester to semester or changing majors have affected the goals not being met. Although there have been more non-traditional students in the program, they enter the program seeking a quick 16 credit Certificate of Competence to gain the necessary skills to qualify for the available office positions.

We continued to seek an articulation agreement with Leeward Community College's Health Information Technology (HIT) program's Certificate of Competence (CO), but the courses offered at UHMC required for the CO still did not make it realistic for students to obtain the certificate within a year.

- b) To increase the availability of Business Technology courses to students, more sections are being offered online. The County of Maui is uniquely comprised of three islands and the remote location of Hana that makes it difficult for students to come to the main Kahului campus for face-to-face classes. With the increase improvement of publisher websites and technology, classes are better equipped to be offered in an online modality.

Not only has UHMC's Business Technology Program increased the availability of online sections, but Leeward (LCC) and Hawaii Community Colleges (HCC) also have online sections available to each program's students. The three Business Technology Programs (UHMC, LCC, and HCC) online section availability allow students from their home campus to take a course on another campus if the class is not available that semester.

- c) In Fall 2019, two Business Technology Programs were part of First Year Experience (FYE), BUSN 50 and 121. Although the courses were eliminated due to low enrollment, we will continue to offer the classes as FYE classes.

In Spring 2020, we will be offering BUSN 166, a one credit course, as early college credit at Maui High School. The class will prepare students for employment. To help students' employment opportunity, a new Certificate of Competence (CO), Career Prep, will be available to students starting in Fall 2020. A student completing BUSN 166 and BUSN 150 or ICS 101 will be able to obtain the CO. Not only will students be able to use the certificate for employability, but it can be an incentive for students to continue taking college courses and work towards a two-year and four-year degree.

3. Program Student Learning Outcomes

- a) Program graduates select and apply software to create word processing, electronic messaging, desktop publishing, and presentation graphics documents. They meet or exceed productivity standards with the software and in keyboarding speed and accuracy. They understand business document formats and are proficient in proofreading.
- b) Program graduates utilize manual and electronic information management systems. They are able to select, organize and operate systems that meet ARMA (Association of Records Managers and Administrators) standards relative to the record life cycle. Graduates are proficient with database software used to organize, store and retrieve business information using tables, forms, queries and reports.
- c) Program graduates are able to apply interpersonal and leadership skills. They can work as part of a team and participate effectively in culturally diverse groups. They demonstrate professionalism in work quality, appearance, attitude and workplace behavior.
- d) Program graduates are able to understand and use spreadsheet software to meet business information needs. They work confidently with formulas, financial functions, charts, graphs, multi-sheet, and shared workbooks. (applies to all BUSN students with special emphasis for Information Processing specialty)
- e) Program graduates are able to work as nurse aides under the supervision of a registered or practical nurse in a hospital, long-term care, home or clinic setting. They have adequate knowledge of medical terminology, abbreviations, diagnostic tests, drug categories and medications so that they are able to process physician orders effectively. (applies only to Medical Office Specialist)

With the assistance of the campus' assessment coordinator, the Program Learning Outcomes (PLO) were reviewed and revised to make them more measurable. With the approval of the program's advisory committee, the new PLOs are:

- 1. Prioritize and handle multiple tasks efficiently using current and emerging technologies such as word processing, spreadsheet, database, and presentation software
- 2. Organize and manage records and information effectively using manual operations and data bases.
- 3. Demonstrate professionalism in work quality, appearance, attitude, behavior, and communication.
- 4. Demonstrate advanced use of spreadsheet software to perform business tasks using formulas, financial functions, charts, graphs, multi-sheet, and shared workbooks. (applies to Information Processing specialty)
- 5. Utilize knowledge of medical terminology, abbreviations, diagnostic testing, and drug categorization to function effectively as a nurse's aid, including processing physician orders effectively. (Only Medical Office Specialist)

4. Action Plan

Currently students are able to easily continue their pursuit of a bachelor's degree at UHMC's Applied Business and Information Technology (ABIT) program. To provide more opportunities and options for Business Technology graduates, I will be working on an articulation agreement with UH West Oahu.

After discussing options with UHMC's business department's academic adviser and the UH Center's Program Coordinator about different options for Business Technology graduates, it was agreed that the UH West Oahu option would be the Public Administration (PUBA) program. The PUBA programs, Community Health and Health Care Administration, are a good match for the Medical Office Specialist graduates wanting to get a degree in the health field. The General Public Administration and Disaster Preparedness and Emergency Management concentrations are a good match for the Information Processing students.

5. Resource Implications

There currently is one full-time faculty position who teaches not only Business Technology (BUSN) courses, but also Information and Computer Science (ICS) courses. BUSN students are required to take either BUSN 150 or ICS 101. Since ICS 101 is a transferable course to four-year programs, it was decided that the Business Technology faculty would teach ICS 101 courses instead of BUSN 150 courses. ICS 101 is a foundation course which allows the full-time faculty/program coordinator to get to know BUSN majors and promote the BUSN program and recruit students who have not declared a major.

Since there is just one full-time Business Technology faculty, lecturers are needed to help teach Business Technology courses. There is also a reliance on qualified lecturers, who teach the health related required courses for the Medical Office Specialists.

Appendix: ARPD data

College: University of Hawai'i Maui College
Program: Business Technology

Status: Report Complete

Program Quantitative Indicators

Overall Program Health: Cautionary

? Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

Business Technology
CIP Code = 52.0401

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43-6011 - Executive Secretaries and Executive Administrative Assistants

43-6014 - Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

Print ARPD

Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	346	333	324	Healthy
*2.	New & Replacement Positions (County Prorated)	166	163	160	
3.	Number of Majors	73	64	34	
3a.	Number of Majors Native Hawaiian	23	17	7	
3b.	Fall Full-Time	32%	21%	38%	
3c.	Fall Part-Time	68%	79%	63%	
3d.	Fall Part-Time who are Full-Time in System	4%	4%	0%	
3e.	Spring Full-Time	22%	15%	21%	
3f.	Spring Part-Time	78%	85%	79%	
3g.	Spring Part-Time who are Full-Time in System	2%	7%	0%	
4.	SSH Program Majors in Program Classes	699	237	220	
5.	SSH Non-Majors in Program Classes	647	384	236	
6.	SSH in All Program Classes	1,346	621	456	
7.	FTE Enrollment in Program Classes	45	21	15	
8.	Total Number of Classes Taught	27	19	16	

NOTE: New & Replacement jobs updated ([View Methodology](#)).

2019 University of Hawai'i Maui College ARPD
Program: Business Technology

Efficiency Indicators		2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	18	12	10	Cautionary
*10.	Fill Rate	71.8%	47%	35.5%	
11.	FTE BOR Appointed Faculty	1	1	1	
*12.	Majors to FTE BOR Appointed Faculty	73	64	34	
13.	Majors to Analytic FTE Faculty	73	64	34	
13a.	Analytic FTE Faculty	3	2	2	
14.	Overall Program Budget Allocation	\$190,019	\$105,224	\$0	
14a.	General Funded Budget Allocation	\$190,019	\$105,224	\$0	
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c.	Tuition and Fees	\$0	\$0	\$0	
15.	Cost per SSH	\$197	\$0	\$0	
16.	Number of Low-Enrolled (<10) Classes	10	11	10	

Effectiveness Indicators		2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	72%	76%	76%	Unhealthy
18.	Withdrawals (Grade = W)	44	18	3	
*19.	Persistence Fall to Spring	68%	73%	59%	
19a.	Persistence Fall to Fall	49%	38%	30%	
*20.	Unduplicated Degrees/Certificates Awarded	26	30	14	
20a.	Degrees Awarded	5	16	9	
20b.	Certificates of Achievement Awarded	7	6	2	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	26	21	9	
21.	External Licensing Exams Passed	0	0	0	
22.	Transfers to UH 4-yr	3	1	0	
22a.	Transfers with credential from program	2	0	0	
22b.	Transfers without credential from program	1	1	0	

2019 University of Hawai'i Maui College ARPD
Program: Business Technology

Distance Indicators		2016 - 17	2017 - 18	2018 - 19	
23.	Number of Distance Education Classes Taught	13	10	12	
24.	Enrollments Distance Education Classes	347	152	137	
25.	Fill Rate	97%	54%	38%	
26.	Successful Completion (Equivalent C or Higher)	73%	71%	74%	
27.	Withdrawals (Grade = W)	32	15	3	
28.	Persistence (Fall to Spring Not Limited to Distance Education)	66%	67%	64%	

Perkins Indicators		Goal	Actual	Met	
29.	1P1 Technical Skills Attainment	93	90.63	Not Met	
30.	2P1 Completion	55	43.75	Not Met	
31.	3P1 Student Retention or Transfer	81.9	100	Met	
32.	4P1 Student Placement	66.25	82.76	Met	
33.	5P1 Nontraditional Participation	23.5	6.58	Not Met	
34.	5P2 Nontraditional Completion	23	3.33	Not Met	

Performance Indicators		2016 - 17	2017 - 18	2018 - 19	
35.	Number of Degrees and Certificates	12	22	11	
36.	Number of Degrees and Certificates Native Hawaiian	2	4	0	
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38.	Number of Pell Recipients ¹	6	15	7	
39.	Number of Transfers to UH 4-yr	3	1	0	

* Used in Rubric to determine Health Indicator

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[Glossary/Rubric](#)