

BUSINESS TECHNOLOGY (BTEC) PROGRAM
Comprehensive Program Review AY (07-08, 08-09, 09-10, 10-11, 11-12)

Mission Statement

The Business Technology Program's mission is to provide the skills, knowledge and attitudes needed to prepare students for office positions in government and industry. The program provides a state-of-the-art technological curriculum that meets current and emerging Maui County education and computer training needs. By offering high quality instruction in a motivating learning environment, the program empowers students to achieve their highest potential. The program strives to recognize and raise awareness of the diverse local and Native Hawaiian traditions that make our community so unique.

I. Quantitative Indicators

Although the overall program's health is "healthy", the demand indicator is "cautionary". The "new and replacement positions (State)" shows a decrease (21%) from F11 to SP12; the new and replacement positions (County prorated) also shows a decrease (22%). The decrease is probably due to the fact that the BTEC Program Coordinating Council (PCC) voted to use SOC Code 43-6011 instead of 43-6010, as recommended by the CTE Dean at Leeward CC. He mentioned that using 43-6011 indicated 800 jobs within the next six years. Here at UHMC, the BTEC program's Medical Assistant Specialty is not covered under the SOC Code 43-6011, which is under the Classification of Instructional Programs (CIP) Code 520401. The occupational codes for medical assistants are: CIP 51.0801, SOC 31-9092.00. Moreover, majority of the BTEC students are majoring in the Medical Assistant II Specialty. It is necessary to discuss with Maui's CTE Dean on what can be done to change the codes. Each campus has different needs, so we must keep abreast what is best for our community and program. We cannot necessarily always agree with the BTEC PCC.

The Efficiency indicators showed a "healthy" measure but No.12 - FTE BOR Appointed Faculty shows an error. Since Fall 2007, Chuck Carletta and Cyrilla Pascual were the only BTEC faculty. Chuck Carletta has since retired in December 2011 which leaves only one BTEC faculty on board.

The Effectiveness indicators showed a "healthy" measure for the program. The "healthy" rating is mostly due to the assistance of the Transitional Specialist (Perkins Grant), who assists in tracking the students on their persistence, credentialing, and retention through such activities as program orientations and retention activates. (See *Appendix for Completion Report for Perkins Title I, Program Improvement, and Leadership Strategies and Projects*)

II. Outcome and Goal Achievement

A. Program Learning Outcomes

1. 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.
2. 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.
3. 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.
4. 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)
5. Program graduates are able to explain legal terms, concepts, and principles. They can create, format, and edit common types of legal documents utilizing appropriate business software. They are aware of legal principles and procedures relating to business and financial transactions. (applies only to the Legal Specialty)
6. 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 the Medical Assistant Specialty).

B. Analysis of Student Outcome and Goal Achievement:

Below is the chart of classes that were assessed:

PLO	F09	SP10	F10	SP11	F11	SP12	F12
1		BUSN157	BUSN151	BUSN123		BUSN 292-E	R
2		BUSN151	BUSN170	BUSN292-E	R	BUSN151-E	BUSN170-E
3			BUSN193V BUSN166	BUSN292-E	R	BUSN166-E	BUSN193V-E
4			BUSN151	BUSN232-E		BUSN292	R
5				BUSN292-E	R		BUSN193V-E
6			BUSN185	NURS100	PHRM106(E)	R	

Below is the timetable of upcoming assessment of classes (as reported in the PR AY F09-SP10)

PLO	SP13	F13	SP14	F14	SP15	F15	SP16
1	BUSN123 BUSN 157	BUSN151-E	BUSN 292-E	R	BUSN292-E	R	BUSN123-E
2	BUSN292-E	R					BUSN292-E
3	BUSN292-E	R					BUSN292-E
4	BUSN151-E BUSN232-E		BUSN 292-E	R	BUSN292-E	R	
5							
6	NURS100-E	BUSN185-E PHRM106-E	BUSN292-E	R			

E=Evidence is collected and assessment is performed at the course level.

R=PLO Assessment is reported (after evidence and assessments have been made in all of the relevant classes.)

Please note that PLO 5 has not been assessed because of the lack of student interest in that specialty. Through the advice from the BTEC Advisory Board, the Legal Specialty will be deleted from the curriculum effective 2013. Program learner outcomes need to be revised.

For Fall 2011, no courses were assessed as planned. In Spring 2012, the Capstone Course (BUSN 292) was used to assess program learning outcomes 1. Students were assessed on the following: community service reflection paper, personal statement, career portfolio, and typing proficiency test. Results showed that 89 percent of the students exceeds or meets PLO 1. Eleven percent of the class needs improvement. Only one program learner outcome was measured.

Business Technology Program Assessment Rubric for BUSN 292 -SLO 1						
	Student Learning Outcomes	Exceeds	Meets	Needs Improvement	Insufficient Progress	N/A
PLO 1	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.					
	Assessment 1 - Community Service Project Reflection Paper -E-copy of rubrics, hard copy in Appendix -Grade A = 17 - 20 points, B = 13-16 points, C = 9-12 points, D = 5-8 points, F = 4 and below	7	9	2		
	Assessment 2 - Personal Statement -E-Copy of rubrics for personal statement, hard copy in Appendix -Grade A = Exceptional, B = Very Good, C = Fair, D = Needs Improvement	7	9	2		
	Assessment method 3: Career Portfolio Rubric -E-copy of rubrics, hard copy in Appendix -Grade: A = 4, B = 3, C = 2, D = 1	7	9	2		
	Assessment 4 -Typing Proficiency Test E-copy of certificate, hard copy in Appendix Grade: A or B = Exceeds/Meets (>45 nwam), C = Needs Improvement 40-45 nwam , D = Needs Improvement (35-40 nwam), F = Insufficient Progress(<35 nwam or less) nwam = net words a minute	10	6	2		
	Overall Assessment on this SLO.	7	9	2		
	Overall Assessment on this PLO - Percentage	39%	50%	11%		

In the future, all BTEC faculty and lecturers should give their input for the program review especially when the comprehensive report is due. The BTEC team is what makes the program. Everyone should be advised of the PLO assessments ahead of time and not be surprised. Each assessment will help the program improve on the rigor and relevance for each course. The assessment will help the program align their program learner outcomes with the student learner outcomes, and we must not forget the mission statement of UHMC. . Additionally, the PLOs are too specific to be assessed by every program course,

especially the capstone course. The PLOs should be reviewed and discussed with all faculty and lecturers teaching the BUSN courses.

After reviewing the PLOs assessed, only PLO 1 was assessed three times. PLOs 2, 3 and 4 were assessed twice. PLO 6 was assessed once. Assessment does take time but it must be done to see if the PLOs align with the student learning outcome.

Action Plan:

- Curriculum Changes (effective Fall 2013)
 - i. To meet the needs of the medical clinics on Maui, the Medical Assistant II Specialty curriculum has been revised. Students will be required to take PHRM 103(1), PHRM 104(1), and PHRM 105(1) that will replace the General Education Elective (3). This modification will help the students be better prepared to work at a medical clinic. Also, to ease the load of the Medical Assistant II students, BUSN 157 (3) Desktop Publishing will be deleted from the Medical Assistant II curriculum effective Fall 2013. The total number of credits for Medical Assistant II dropped from 66-69 to 64-66.
 - ii. The modification for course BUSN 151 Intermediate Business Computing is to focus more on spreadsheets, database, and presentation applications. Word processing was taken out because it is already taught in BUSN 121, BUSN 123, and BUSN 150.
 - iii. For the Certificate of Completion, students will be able to choose from an array of courses: BUSN161, or BUS 120, or MGT 118. This modification will give the students more flexibility when scheduling their classes.
 - iv. As advised from our Advisory Board, the Legal Specialty will be deleted effective Fall 2013. Members of the advisory board shared how most legal offices prefer to train their employees. The market for legal office workers is very small.
- Strengths and weaknesses of the program
 - i. Strengths:
 - 1. The program is well-connected with the community through internships and service learning projects
 - 2. UHMC's BTEC program is articulated with the UHCC Business Technology Programs in the system. The articulation makes it easier for students transferring from one campus to another. The BTEC PCC is very active; BTEC PCC meet at least once a semester to update everyone.

3. Graduates are able to fill jobs that are in demand in both the government and private sectors.
 4. Returning graduates are pursuing a bachelor degree while being employed.
 5. The program has kept up with the ever changing technology.
- ii. Weaknesses:
1. Reduction in FTE BOR faculty.
 2. Improve tracking of graduates to get feedback on their employment status; get feedback on how useful was their degree and/or certificates, and how can the program improve. Create an ongoing database of BTEC graduates.
 3. Update the Advisory Board and have ongoing dialogues as to how we can meet the needs of the community.

C. Engaged Community

- The BTEC Advisory Committee met with faculty and staff on Thursday, November 1, 2012. Six of the 13 board members who responded to our invitation, only three attended the meeting. Two other members, who were not able to attend the meeting, were able to review and approve the proposed curriculum changes at a later date. Five out of six members approved the proposed curriculum changes. The sixth member was not able to attend the meeting but is still interested in supporting the program. (*See Appendix for signatures of approval.*) The current list of board members needs to be updated to add new and supportive members from the community. Members on the list have retired since the last meeting in 2010.
- Two of the advisory board members have commented on what they are hearing in the community, "What is a medical assistant?, what do they do?" This is great dialogue because we need to market the program or maybe change the title. It was also mentioned that the program should offer "medical billing". The next step for BTEC faculty is to have conversations with Nursing faculty. We need to constantly dialogue with our colleagues and community partners.
- BTEC faculty and lecturers have continuously supported the County of Maui, Personnel Services Department in their employment recruitment by administering the typing proficiency test for applicants for a fee. The tests are usually scheduled when classes are out and or on Saturdays.
- At the present time, UHMC's BTEC Program Coordinator has started a dialogue with the Office Administration Program at Maui Job Corp on what courses can be articulated with UHMC BTEC Program. This is to encourage students who have completed their training at Job Corp to continue their education at UHMC.

- Guest speakers from different industries are invited to the classroom to share their experiences and knowledge (BUSN 161, BUSN 170, and BUSN 292). Also the community service project supervisors of the students are invited to evaluate their oral presentation.

D. Recognize and Support Best Practices:

- Over the past years, BTEC faculty and lecturer(s) have attended the Hawaii Business Educators Association (HBEA) conferences. Through these conferences, the BTEC faculty has learned to use, Live Books and Word Press. Word Press is now taught in BUSN 261.
- Lecturer Rhonda Barut had the opportunity to attend the PCATT Conference this past May 2012. She shared at our BTEC retreat free programs that could be used in classroom.
- BTEC students are encouraged to assist with activities on campus such as the career and transfer fair. They also volunteered at the UHMC's fair booth. The students get to practice their communication skills and customer service.
- Online classes are offered (2 to 3 per semester) to help the working students who cannot attend classes or has a transportation issue.

E. Planning and Policy Considerations:

- Graduate Initiative – The BTEC Program will need to start planning on how to assist our students in graduating on time (two years) instead of three to four years. We are looking at a year-round program with guest lecturers during the summer time or maybe even trimesters.
- Discussion is ongoing about offering more online courses especially for students who work during the day. This will ease room conflicts during scheduling of classes.

F. Budgetary Consideration and Impact:

Item	Estimated Expense
Hire a FTE BOR faculty to fill Cyrilla Pascual's position (9-month) after her retirement in December 2012. Currently Chuck Carletta's position is still vacant; qualified applicants are waiting to be interviewed; hopefully, the new faculty will start in January 2013.	47,760 Fringe benefits
New computer for new faculty	1500.00
Fujitsu Scanner	600.00
Library Resources – databases, online videos	4,000
Faculty Professional Development – conferences both statewide and nationwide to keep up with technology in the business world, webinars, membership fees, etc.	5,000