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Business Technology Program Review 2009-2010

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Introduction:

Program Mission

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.

Program Description

This program focuses on the skills, knowledge, and attitudes needed to prepare for a variety of office positions. The curriculum is designed to broaden the student's background and enhance employment and promotion possibilities. Business Technology students develop a high level of proficiency with computers and business software.

The Business Technology umbrella offers a Certificate of Competence (Cert. Co.), two Certificates of Completion (C.C.), a Certificate of Achievement (C.A.), and an Associate in Applied Science (A.A.S.) degree with specialties in Information Processing, Legal Office, and Medical Assistant II.

Program Goals

The Business Technology Program, through a philosophy of experiential learning, seeks to provide students with technological, theoretical and practical knowledge that enables graduates to be successful in their chosen careers and to contribute significantly to society.

Goals of the program include:

(a) To provide instruction that will equip students with the attitudes, knowledge and skills for a wide range of office occupations such as: Receptionist, General Office Clerk, File Clerk, Clerk Typist, Administrative Assistant, Computer Operator, Medical Secretary, Medical Office Specialist, Legal Secretary, Executive Secretary, Health Unit Coordinator, Medical Assistant I, and Medical Assistant II;

(b) To provide office workers regular and/or short-term courses for upgrading computer skills, Internet processing and technical knowledge;

(c) To provide instruction in clerical, office, Internet web, and technical computer skills for individuals in other fields;

(d) To provide opportunities for students to gain on-the job training in office occupations, while attending college;

(e) To develop partnerships with the community by providing instruction that prepares secretaries to qualify for Professional Secretary status;

(f) To provide business technology training skills for work force development programs within Maui County;

(g) To provide individual counseling pre-enrollment and throughout the program to encourage students to achieve their maximum capacity as they progress in the Business Technology Career Ladder; and,

(h) To provide leadership in Maui County as the community responds to the changing office environment shaped by increasingly sophisticated computer and networking technology in business, government and health care settings.

The Business Technology Program is a working arm of the University of Hawaii's system-wide Business Technology Program where students articulate between campuses while majoring in a career path of their choice.

I. Assessment of Student Learning

1. The program learning outcomes for Business Technology were revised since the last program review to correct problems with course alignment. In the discussion which follows the focus is exclusively on the newly revised PLOs. For a comparison with the previous PLOs please refer to last year's Program Review document. The previous PLOs, curriculum maps, and timetable are all contained in that report.

   a. The newly revised program learning outcomes are the following:

      (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. The program maps for each specialty are included in the Appendices.

c. The assessment plan is included in the Appendices.

d. Each PLO will be assessed in selected classes that have a major emphasis for that particular PLO. The assessment methods and evidence used will vary from class to class. All PLOs are also assessed in the Capstone Class (BUSN292). The full assessment of each PLO is reported twice during the 5 year reporting period. This assessment summarizes the evidence collected and assessment performed in classes with a major emphasis for the PLO and in the Capstone Class.

Some classes are not used to assess PLOs. These include classes that are not required for all Business Technology majors and classes that are prerequisites to classes in which the PLOs are assessed.

Evidence and assessment methods used to assess PLOs in two classes during the Spring 2010 semester are described in the next section.

2. Evidence

a. PLO 1 was assessed in Busn157 and PLO 2 was assessed in Busn151 during the Spring 2010 semester.

BUSN157

PLO 1 focuses on document formatting and includes desktop publishing documents. Busn157, Desktop Publishing for Business, has a major focus on such documents. PLO 1 includes some elements that are not a major focus for Busn157. The underlined parts of PLO 1 shown below are the parts that were assessed:

PLO 1: "Program graduates select and apply software to create word processing,

electronic messaging, <u>desktop publishing</u>, and presentation graphics <u>documents</u>. <u>They meet or exceed productivity standards with the software and in keyboarding</u> speed and <u>accuracy. They understand business document formats and are proficient in proofreading.</u>"

Documents other than desktop publishing documents will be assessed in BUSN 151. Keyboarding speed will be assessed in BUSN 123.

Two assessment methods were used in BUSN157. The first focused on an original tri-fold brochure design that each student was required to produce. The goal was to produce a professional quality brochure with the typical elements used for in-house business publications. Electronic copies of each student brochure and the scoring rubric used to provide student feedback for this project were retained as evidence. These documents might be reviewed later in the capstone class, by community advisory committee members or even by accreditation team members. They provide clear examples of each student's work and the evaluation of that work. Names were removed from all student publications and documents retained as evidence.

Letter grades earned on this project were used for the summary data. A grade of A or B "Exceeds" the requirement for PLO 1, a grade of C "Meets" the requirement, a grade of D identifies students in the "Needs Improvement" category, a grade of F qualifies as "Insufficient Progress." Students enrolled in the class who withdrew or who were not majoring in Business Technology are reported in the "Not Applicable" category (N/A).

The second assessment method used for BUSN 157 was a timed exercise that was part of the final exam for the class. Each student was required to layout a two page newsletter. The newsletter uses features and techniques typical for such in-house publications. Unlike the brochure project, the newsletter exercise was performed by the student in-class under the instructor's supervision. It provides additional evidence that the students can produce suitable desktop publishing documents and that they "meet or exceed productivity standards with the software." To complete this exercise successfully the student must be able to work with the desktop publishing software quickly and efficiently.

As with the brochure, electronic copies of each student's newsletter and the scoring rubric showing student feedback were retained with the names removed. Student grades on this part of the final exam were used to determine the summary assessments using the same criteria as discussed for the brochure.

BUSN 151

PLO 2 focuses on electronic information management systems and requires the graduates to be proficient with database software. Busn151, Intermediate Business Computing, has a major focus on such software. PLO 2 includes some elements that are not a major focus for Busn151. The underlined parts of PLO 2 shown below are

the parts that were assessed:

PLO 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."

The manual filing systems and ARMA standards will be assessed in BUSN 170. BUSN 151 has a major focus on the database software.

Three assessment methods were used to assess Business Technology majors in two sections of BUSN151. The first two methods focused on homework assignments that the students completed. These contain databases that the students created with forms, reports, table modifications, and queries. The databases used are typical for office applications. Electronic copies of each student database containing the various database objects along with the scoring rubrics with student feedback were retained as evidence. Names were removed.

The last method of assessment focused on part of a comprehensive exam on Microsoft Access that included database table modifications by the students, creation of forms, reports and queries. The student databases and scoring rubrics with names removed were retained as evidence. Letter grades earned on each of the items assessed were used to place students in categories for the summary evidence. The final exam was taken in-class under the instructor's supervision. Students must be able to work quickly and efficiently with the software to perform well on this exam.

The summative evidence for the assessments of PLO 1 and PLO 2 is presented in the next section.

b. Summative evidence.

Business Technology Program Assessment Rubric for BUSN157 - PLO 1

Program Learning Outcomes	Exceeds	Meets	Needs Improvement	Insufficient Progress	N/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.					
Assessment method 1: Original tri-fold brochure design, layout and production. 　　*Electronic copy of the brochure is included here. 　　*Electronic copy of the scoring rubric is included here. 　　*Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, 　　　F=Insufficient Progress, W=N/A 　　*Only Business Technology majors are included in this 　　　assessment.	15	4	1	1	0
Assessment method 2: Newsletter layout and production, timed exercise, part of final exam. 　　*Electronic copy of the newsletter is included here. 　　*Electronic copy of the scoring rubric is included here. 　　*Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, 　　　F=Insufficient Progress, W=N/A 　　*Only Business Technology majors are included in this 　　　assessment.	11	5	1	4	0
Overall Assessment on this PLO.	12	5	2	2	0
Overall Assessment on this PLO - Percentage.	57%	24%	10%	10%	

Business Technology Program Assessment Rubric for BUSN151 - PLO 2

Program Learning Outcomes	Exceeds	Meets	Needs Improvement	Insufficient Progress	N/A
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.					
Assessment method 1: Exercise from Chapter 4 first part. 　　*Electronic copy of the JSP Recruiters database with forms and 　　　reports created by students. 　　*Electronic copy of the scoring rubric is included here. 　　*Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, 　　　F=Insufficient Progress, W=N/A 　　*Only Business Technology majors are included in this assessment.	8	0	0	2	3
Assessment method 2: Exercise from Chapter 5, second part 　　*Electronic copy of the Ada Beauty Supply database with table 　　　modifications, form with subform and queries. 　　*Electronic copy of the scoring rubric is included here. 　　*Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, 　　　F=Insufficient Progress, W=N/A 　　*Only Business Technology majors are included in this assessment.	5	0	1	4	3
Assessment method 3: Comprehensive Exam on Access 　　*Electronic copy of the Sailing Conference database with table 　　　modifications, forms, reports and queries. 　　*Electronic copy of the scoring rubric is included here. 　　*Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, 　　　F=Insufficient Progress, W=N/A 　　*Only Business Technology majors are included in this assessment.	7	0	0	3	3
Overall Assessment on this PLO.	6	0	0	4	3
Overall Assessment on this PLO - Percentage.	60%	0%	0%	40%	

3. Results of student learning.

   a. The summative evidence for PLO 1 as assessed in BUSN 157 shows that 81% of the students in this class either "Meet" or "Exceed" the standard. This is strong evidence that the class is achieving its goals relative to the program's objectives and student progress toward their AAS degree. When the additional assessments for this PLO are completed in BUSN 123, Word Processing for Business, and BUSN 151, Intermediate Business Computing, we will have a solid foundation for assessing this important PLO.

   Of the four students who did not meet the standard for this PLO, two students earned either a D or an F in the class and two students passed the class with a C. Because students are required to pass this class with at least a C to use it toward their degree, two of the students must retake the class. When the students retake the class their skills should improve enough so that they will meet the standard for this PLO. The two students who did not meet the standard but earned a C in the class represent 10% of the Business Technology students in the class. Hopefully, these students will do better in the other two classes that address this PLO. After the three classes have been assessed and the student's performance in the capstone class has been observed the assessment for this PLO will be complete.

   The summative evidence for PLO 2 as assessed in BUSN 151 shows that 60% of the Business Technology students in this class either "Meet" or "Exceed" the standard. For these students, we can be confident that they are making good progress and should meet the standard for this PLO when the additional assessments are completed in BUSN 170, Records and Information Management, and in the capstone class.

   But 40% of the students in this class made "Insufficient Progress." There are four students in this category. Similar to BUSN 157, two of these students failed the class and will need to retake it to earn at least a C and count the class toward their AAS degree. These students should improve when they retake the class. The other two students passed BUSN 151 with a C even though they scored low on the database topic. They represent about 20% of the total. These students may do better in BUSN 170 and will possibly meet the PLO's standards when both classes are considered. They will have an additional chance to demonstrate their proficiency when they are evaluated again in the capstone class.

   b. What have you discovered about student learning?

   The process of revising our PLOs to align them better with our curriculum, reviewing our program maps, and performing two new assessments with the new PLOs was very helpful. The improved course alignment and weightings allowed us to focus on just those classes that are critical for assessing student learning on each of the PLOs. We also learned that the assessment does not need to be done in every class. So we are focusing attention on those classes that are required for all of our

majors and that have an emphasis of "3" on the related PLO. We have also learned that the assessment may be done in the higher level classes and that we do not need to assess in classes that are prerequisites to these. Thus, our focus has been narrowed to just those classes that contribute the most to our PLOs for all of our students.

In addition, we have learned several things about the assessment methods to be used. From our previous assessments we found that it is best to use a student project, exam, or other product that focuses squarely on the PLO being measured (or on a component of the PLO). While it may be possible to select parts of an existing exam or assignment and then re-evaluate the parts to match up with a PLO, this is not the best approach. We have learned that with just a little extra planning in the beginning the assessment can be greatly facilitated. A similar lesson was learned regarding student assignments that were optional and not completed by all of the students. In our previous assessment we attempted to use items that were optional items and found that it was hard to evaluate the data since different items had different (smaller) numbers of students.

We have also learned much about collecting evidence that might be retained in electronic format so that it is available at a later time in the assessment process. We believe that this is worth doing and that having the evidence on file will be beneficial in the long run.

We have learned that with good organization and clear PLOs that are well-mapped to the curriculum it is possible to break down the assessment process into a series of fairly manageable tasks that can be combined at reporting time to make a valid program assessment.

Another important concept that has emerged in this process is that we recognize the need and advantages of assessing each PLO in more than one class. Students who are having difficulty may take several classes before they reach the level of proficiency needed to meet the PLOs of the program.

We believe that we are on the right track with our program assessment process and that over the next few years we will have the good evidence to convince our stakeholders that our program is producing the student learning that is required.

4. Planned changes.

   a. Now that we have revised our Program Learning Outcomes we are in a good position to review and revise our course outlines and Student Learning Outcomes for each course. All of our course outlines were updated in October of 2005 and were brought up to date with the standards in effect at that time. These are subject to review and revision to meet new standards every five years.

Several changes will be required to meet the current requirements and input the information into Curriculum Central. The PLOs need to be added to the course outlines. We must reduce the number of SLOs to no more than four on each course outline. Competencies will be added to a new section on the course outline.

As the course outlines are updated on Curriculum Central the contribution of the course to each of the PLOs will be entered as well as the contribution to each of the CCOWIQ general education standards. To facilitate this, summary grids have been added to Curriculum Central. This should improve the updating process significantly. There are twenty-two courses in the Business Technology curriculum at the present time. To bring these all up to date with the new standards, enter the changes into Curriculum Central, and process the changes through the Curriculum Committee's approval process will be a significant undertaking.

Several important curriculum changes were introduced during the 2009-2010 academic year. These changes resulted from an analysis of the problem we face with the long time it takes to complete our degrees. The time to complete for Business Technology is higher by far than other programs on our campus.

The changes that were implemented provide our students with more flexibility in their choice of courses, especially in their last semester. The Medical Assistant I CC was also revised to provide for more clinical work and a more streamlined course sequence that should provide students to finish in one year.

b. How our assessment supports our current program goals.

The ongoing assessment process will serve to close the loop between the program administration, instruction, the students, and the employers in the surrounding community. By providing clear definitions and measures of the learning outcomes we seek to deliver, communication and understanding between parties to all parts of the process will be improved. As problems or new requirements become visible the feedback provided by regular assessment should help us make the necessary adjustments to move forward.

For this assessment cycle we believe we have put the procedures that are needed in place and have made a good start. At this point, however, we have not discovered any major problems as a result of the assessments that would require changes to the program.

c. Provide detailed description, including itemized costs, of additional resources required to implement change.

Although we have no new requirements to suggest as a result of assessment per se, we do want to request two changes that will improve student learning.

Last year we requested a new position to replace FTE BOR faculty member, Kuuipo Lum. We want to continue to request that this position be filled. The rationale for this replacement is covered in the Appendix under the Efficiency Indicators of the Institutional Data. We understand that this would not require any additional costs apart from advertising and incidental costs of the hiring process.

To achieve our mission of providing a "state-of-the-art technological curriculum," we are requesting software upgrades for Windows7 and Office 2010 to be purchased during the spring and summer of 2011 and implemented in fall 2011 in all Ka Lama computer classrooms and labs and in our faculty offices. We recommend using Tech Fee funds for this upgrade. We will also explore the possibility of obtaining the Office 2010 software from one of our textbook vendors.

II. Appendices

Institutional Data

– From www.hawaii.edu/offices/cc ARPD Quantitative Indicators 10-1-10

Overall Program Health: Healthy

	Demand Indicators		Academic Year		Demand Health Call
			08-09	09-10	**Healthy**
1	New & Replacement Positions (State)		855	314	
2	New & Replacement Positions (County Prorated)		41	34	
3	Number of Majors		64	76	
4	SSH Program Majors in Program Classes		347	570	
5	SSH Non-Majors in Program Classes		1,742	2,113	
6	SSH in All Program Classes		2,089	2,683	
7	FTE Enrollment in Program Classes		70	89	
8	Total Number of Classes Taught		43	51	

With the exception of the decline in New & Replacement Positions for the State and County, all of the measures here are positive. The program continues to grow at a steady pace. Last year we requested that the SOC code for Medical Assistants be added to this data but this request was not acted upon. We believe that to accurately reflect employment positions available for our students this SOC code should be included. Roughly half of our students are graduating in the Medical Assistant specialty and are finding jobs in this rapidly expanding occupation.

Efficiency Indicators		Academic Year		Efficiency Health Call
		08-09	09-10	**Healthy**
9	Average Class Size	17.4	18.7	
10	Fill Rate	75%	83%	
11	FTE BOR Appointed Faculty	2	2	
12	Majors to FTE BOR Appointed Faculty	32	37.8	
13	Majors to Analytic FTE Faculty	14.9	14.9	
13a	Analytic FTE Faculty	4.3	5.1	
14	Overall Program Budget Allocation	Not Yet Reported	Not Yet Reported	
14a	General Funded Budget Allocation	Not Yet Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	Not Yet Reported	Not Yet Reported	
15	Cost per SSH	Not Yet Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	6	3	

The results in this category are generally favorable. We have increased our average class size and fill rate and have cut the number of low-enrolled classes in half.

Although the number of FTE BOR Appointed Faculty remains the same as the previous year, we consider this to be a serious problem for our program that is not being addressed by the college administration at this time.

In 2006 we had three FTE BOR Appointed Faculty: Kuuipo Lum, Cyrilla Pascual and Charles M. Carletta. Since then, Kuuipo Lum resigned, and Cyrilla Pascual took on the responsibility for Business and Hospitality Department Chair with 6 credits of release time. Thus, in fall of 2007 our program really had only about 1.5 FTE BOR Appointed Faculty.We are still at this level.

This situation is detrimental to our program since it increases the number of our classes taught by lecturers and it reduces the time in the classroom for our FTE BOR Appointed Faculty. It also greatly reduces the faculty hours available to perform the many administrative duties required for a program of this size. Kuuipo Lum submitted her letter of resignation during the summer of 2009. We have requested that her position be filled but this request has not been acted upon.

Effectiveness Indicators		Academic Year		Effectiveness Health Call
		08-09	09-10	**Cautionary**
17 Successful Completion (Equivalent C or Higher)		67%	65%	
18 Withdrawals (Grade = W)		64	55	
19 Persistence (Fall to Spring)		69%	67%	
20 Unduplicated Degrees/Certificates Awarded		17	21	
20a Degrees Awarded		8	12	
20b Certificates of Achievement Awarded		7	13	
20c Academic Subject Certificates Awarded		0	0	
20d Other Certificates Awarded		17	16	
21 Transfers to UH 4-yr		1	2	
21a Transfers with credential from program		0	0	
21b Transfers without credential from program		1	2	

The effectiveness indicators continue to show that the Business Technology program is in the Cautionary category. The benchmarks used for this category as well as the data reported raise serious concerns about the meaning and accuracy of this Health Call.

Because the ratio of Degrees Earned (#20) to Annual New or Replacement Positions in the County (#2) falls outside the range of 75%-150%, we are classified as Cautionary on this benchmark with our ratio of 62%. Without any detailed rationale to go by we can only guess what the logic behind this benchmark is, but it seems likely that it is an attempt to measure the ratio of the number of students graduating with the appropriate skills to enter the labor force in the positions summarized by our SOC codes.

Half of our graduates are in the Medical Assistant specialty and will find work as medical assistants. This is a rapidly growing job category. We requested to add the SOC code for Medical Assistants to our institutional data last year but this request was not acted on. The reason given for the inaction was that it would make our numbers even worse if the Medical Assistant positions were added in. And, indeed this is true. But we believe that we should be using the most accurate and reliable data for our program review. If the ratio on this particular benchmark falls into the Unhealthy category then we should do further analysis and perhaps even review the appropriateness of the benchmark itself.

In regard to Persistence from Fall to Spring (#19) we believe that the percentage reported is inaccurate. On December 8th of 2009 our Vice Chancellor of Academic Affairs was carefully monitoring this and we were asked to contact students to ask them to re-register early to help

improve our Persistence. At that time, Business Technology was shown to have 89% persistence with several weeks of registration still to go (report from Nicole Vida "Percent Enrolled December 2009"). We believe that the data reported by Nicole was a more accurate picture of persistence than what we find in the current institutional data that shows our persistence declining to 67% from 69% over the last two years.

Because the measure of persistence must identify the individual students in the program in Fall 2009 who were still enrolled by the census date in Spring 2010 it would be necessary to have access to the names or identification numbers of the students counted in arriving at the percentage reported. This is not available to us. Nevertheless, we have the ability to independently estimate this working from the Data Metrix reports.

We have been working with our list of majors each semester for several years to identify students who are misclassified or who have graduated but are still enrolled taking classes toward a higher degree. The process of removing these students from our list of majors is very haphazard because it requires the student to come in and fill out a change of information form to correct their major.

Our independent calculations show that our persistence rate would be 63% from Fall 2009 to Spring 2010 without taking out the misclassified students. That is reasonably close to the 66% reported in the institutional data. But, if we remove the students from the list of majors in Fall 2009 who we believe were misclassified our persistence percentage increases to 84%. This is very close to the number reported to us in December by the Vice Chancellor's office. If the 84% value were to be used our program would be considered Healthy on this measure (above 75%).

Distance Education:		Academic Year	
Completely On-line Classes		08-09	09-10
22	Number of Distance Education Classes Taught	7	5
23	Enrollment Distance Education Classes	147	97
24	Fill Rate	86%	78%
25	Successful Completion (Equivalent C or Higher)	50%	34%
26	Withdrawals (Grade = W)	17	12
27	Persistence (Fall to Spring Not Limited to Distance Education)	61%	78%

Perkins Data

	Perkins IV Core Indicators	Goal	Actual	Met
	2008-2009			
28	1P1 Technical Skills Attainment	90	87.5	Not Met
29	2P1 Completion	44	31.25	Not Met
30	3P1 Student Retention or Transfer	55	77.08	Met
31	4P1 Student Placement	50	100	Met
32	5P1 Nontraditional Participation	16	22.67	Met
33	5P2 Nontraditional Completion	15.25	25	Met

Maps of Program Learning Outcomes by Course by Specialty

Map of Program Learning Outcomes by Course: Information Processing Specialty

	BUSN 123	BUSN 150	BUSN 151	BUSN 157	BUSN 161	BUSN 166	BUSN 170	BUSN 189	BUSN 193v	BUSN 232	BUSN 237	BUSN 292
PLO 1	3	2	3	3	1	2	1	0	2	1	1	2
PLO 2	0	2	3	0	0	0	3	0	2	0	3	2
PLO 3	1	1	1	1	3	3	2	1	3	1	1	3
PLO 4	0	2	3	0	0	0	0	2	2	3	1	2

Map of Program Learning Outcomes by Course: Legal Specialty

	BUSN 123	BUSN 150	BUSN 151	BUSN 157	BUSN 161	BUSN 166	BUSN 170	BUSN 189	BUSN 193v	BLAW 200	BUSN 286	BUSN 292
PLO 1	3	2	3	3	1	2	1	0	2	0	0	2
PLO 2	0	2	3	0	0	0	3	0	2	0	0	2
PLO 3	1	1	1	1	3	3	2	1	3	0	0	3
PLO 4	0	2	3	0	0	0	0	2	2	0	0	2
PLO 5	1	1	1	1	1	1	1	0	3	3	3	1

Map of Program Learning Outcomes by Course: Medical Assistant II Specialty

	BUSN 123	BUSN 150	BUSN 151	BUSN 157	BUSN 161	BUSN 166	BUSN 170	BUSN 185	BUSN 189	BUSN 193v	NURS 16	NURS 50	PHARM 106	BUSN 292
PLO 1	3	2	3	3	1	2	1	2	0	2	1	2	1	2
PLO 2	0	2	3	0	0	0	3	2	0	2	0	1	1	2
PLO 3	1	1	1	1	3	3	2	2	1	3	3	1	1	3
PLO 4	0	2	3	0	0	0	0	0	2	2	0	1	1	2
PLO 6	0	0	0	0	1	1	1	3	2	3	3	2	3	1

Assessment Plan (Timetable)

	SP10	FA10	SP11	FA11	SP12	FA12	SP13	FA13	SP14	FA14
PLO 1	157-E	151-E	123-E		292-E	R	157-E 123-E	151-E	292-E	R
PLO 2	151-E	170-E	292-E	R	151-E	170-E	292-E	R		
PLO 3		193V-E 166-E	292-E	R	166-E	193V-E	292-E	R		
PLO 4		151-E	232-E		292-E	R	151-E 232-E		292-E	R
PLO 5		193V-E Blaw200-E	292-E	R		193V-E Blaw200-E	292-E	R		
PLO 6		185-E	Nurs 16-E	Pharm 106-E	292-E	R	Nurs16-E	185-E Pharm106-E	292-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)

Strengths and Challenges for the Business Technology Program

Strengths of the Business Technology Program:

Our students are able to attain a high level of academic achievement.

Our students receive a high level of support in academic advising and job placement.

Our graduates are able to obtain and succeed in a variety of occupations that would be unavailable to them without the program.

Our graduates are able to fill jobs that are in demand in both governmental and private sectors.

Some of our graduates are going on to pursue four-year degrees.

Our program enjoys significant recognition and support from the community and industries we serve.

Our program curriculum is well designed, efficient and meets student needs in nearly all areas.

Our program enjoys good prospects for student recruitment and future growth.

Our program is articulated with all Business Technology Programs in the University of Hawaii system.

Our program has adopted effective procedures for ongoing assessment of student learning.

Our program offers a significant number of courses through distance education technologies.

Our program has kept pace with the rapid development of computer hardware and software that is currently used by mainstream business organizations.

Challenges for the Business Technology Program.

Our program is facing a serious reduction in participation by FTE BOR Appointed Faculty.

Our program needs to improve the rate of persistence for both entering students and for students nearing completion of the AAS degree.

Our program needs to increase the number of certificates and degrees awarded and to raise student and employer awareness of the importance of such degrees.

Our program needs to improve contacts and relationships with our graduates after they enter the workforce and develop better ways to track their accomplishments as they pursue their new careers.

Action Plan from the 2008-2009 Program Review and Status of each Item

1. Hire a new FTE BOR faculty member to replace Kuuipo Lum.

   We have requested that this position be filled and have provided detailed justification for this, but the college administration has failed to act on our request. This item will be carried over into this year's action plan.

2. Curriculum: complete program revisions to provide more flexibility to students in the Legal Office specialty.

   Completed with curriculum changes enacted in fall 2009.

3. Advising: assist students who are near graduation but who are not currently enrolled and encourage them to complete their degrees.

   Progress on this has been made and will continue. The Transition Specialist is working on this along with the Program Coordinator.

4. Design and produce a brochure that outlines how Business Technology students can complete some of their degree requirements through distance education. Include specific classes that may be used, discuss the steps that are needed, and give some of the pros and cons of this approach.

   Not completed. This item will be carried over into this year's action plan.

5. Design and produce a document to be used to advise Business Technology students of the classes that they should take to facilitate transfer to ABIT program and to the UH West Oahu Business Administration program.

   Not completed. This item will be carried over into this year's action plan.

6. Establish a regular procedure to identify all program students who will qualify for a certificate or degree at the end of each semester. Contact each student prior to the degree application deadline and encourage them to apply for their certificates and degrees early. Follow through on this procedure may need to be spread out among several people, but the contacts made and the results should be recorded and kept on file.

   Significant progress has been made on this item over the past year and this has become an important part of the ongoing duties of the Transition Specialist.

7. Provide an opportunity at the regular meetings of program staff and faculty to discuss student problems and concerns so that these are shared and taken into account in our decision making.

This is now part of our regular meetings.

8. Update our program web pages so that they utilize the system-wide template and reflect curriculum changes now in process.

   The web pages for Business Technology have been converted to the system-wide template and all of the changes resulting from the curriculum actions in fall 2009 have been made. This project was able to move forward with the assistance of Rhonda Barut and one of the students participating in the summer employment project.

9. Continue to explore the possibilities for creating an alumni group for Business Technology graduates. Determine the best way to organize such a group and identify resources that may be used. Identify the best person to lead the project and take responsibility for following up with contacts, organizing events, and maintaining an alumni directory. Determine the feasibility of creating a newsletter or website. Determine the feasibility of creating a data base to record information about the career paths and job titles of our graduates. Look for similar attempts to organize such groups and find out what it takes to be successful.

   Not completed. This item will be carried over into this year's action plan.

10. Assessment: Take the assessment of our PLOs and CCOWIQ standards to the next level by utilizing the assessment rubric to assess the students in the spring 2010 BUSN292 class. Expand the assessment to include additional PLOs. Review the most recent information available from the campus-wide assessment team. Set up a filing procedure and storage location for the student portfolios and written work that provide the evidence used in the assessment process.

    Significant progress was made on this item. The PLOs have been rewritten and approved by the Business Technology faculty. They will go to the PCC this fall for review. Our assessment plan was revised and brought in line with the revised PLOs. Assessment of two classes for spring 2009 has been completed using the revised PLOs.

11. Revise and expand PLOs to include the clinical component of the medical specialties and possibly the unique features of the Legal Office specialty. Review and improve CCOWIQ ratings for each class with special attention to reviewing and/or completing these for courses from other disciplines that we depend on for our AAS degrees.

    New PLOs have been created for both the medical and legal specialties. Course mappings and weightings for the new PLOs have been developed and reviewed with the Nursing program coordinator and these have been integrated into our assessment plan. Some additional work remains to be done with the legal

specialty but the PLOs and course mappings are now in place.

12. Assessment: Review and update the CCOWIQ grids, SLOs, and course outlines for all courses that are subject to the five year review by October 2010. Bring these items into compliance with current standards, and process the relevant curriculum actions.

    Some progress was made on this item and the procedures for entering this information into Curriculum Central have been improved and streamlined to make the task more manageable. The due date for these changes has been pushed back to spring of 2011. This item will be carried over into this year's action plan.

13. Continue to develop new on-line classes and improve on-line delivery methods.

    Significant progress has been made in this area. Rhonda Barut has begun teaching BUSN 150 as a hybrid distance education class. She is using an impressive array of distance education technologies in her class including: Laulima, Google Sites, Jing, Skype, Yugma SE, and Blogger.

14. Obtain funding for the purchase and installation of a projector and Elmo for Ka Lama 201. Obtain funding for the purchase of new computers for Ka Lama 201.

    This item was completed.

Action Plan for the 2010-2011 Program Review

1. Hire a new FTE BOR faculty member to replace Kuuipo Lum.

2. Assessment: Review and update the CCOWIQ grids, SLOs, competencies, and course outlines for all courses that are subject to the five year review by spring 2011. Bring these items into compliance with current standards.

3. Implement the new assessment plan as indicated in the assessment timetable.

4. Present the new PLOs and assessment plan to our Program Advisory Committee and to the PCC. Secure the approval of each of these bodies for our revised assessment items and assessment plan.

5. Upgrade all Business Technology classrooms and faculty offices to Windows7 and Office 2010 by fall 2011. Include memory upgrades as needed.

6. Upgrade the projector in Ka Lama 206a so that it can fill the screen with a larger image (remove the smart board).

7. Design and produce a brochure that outlines how Business Technology students can complete some of their degree requirements through distance education.

Include specific classes that may be used, discuss the steps that are needed, and give some of the pros and cons of this approach.

8. Design and produce a document to be used to advise Business Technology students of the classes that they should take to facilitate transfer to ABIT program and to the UH West Oahu Business Administration program.

9. Continue to explore the possibilities for creating an alumni group for Business Technology graduates. Determine the best way to organize such a group and identify resources that may be used. Identify the best person to lead the project and take responsibility for following up with contacts, organizing events, and maintaining an alumni directory. Determine the feasibility of creating a newsletter or website. Look for similar attempts to organize such groups and find out what it takes to be successful.

10. Continue to gather and organize information on the current employment of our recent graduates.