

Business Technology Program Review 2008

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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, Medical Office, and Health Unit Coordinator.

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, Medical Assistant, and Health Unit Coordinator;
- (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.

Part I. Quantitative Indicators for Program Review

Demand

Occupational Demand (Career Technical Education Programs)

1. New & replacement positions (State)

| 2006 | 2007 | 08-09 |
|------|------|-------|
| C/P | 94 | 855 |

The large increase in this measure reflects a correction to our SOC codes that was made following last year's program review. The 2007 data included only one SOC code: 43-6011 Executive Secretaries and Administrative Assistants. It was expanded to better reflect the diversity of our program which contains a Legal Office specialty, Medical Office specialty, and Health Unit Coordinator specialty all at the AAS level.

The 2008-2009 data includes 43-6011 plus: 43-6012 Legal Secretaries, 43-6013 Medical Secretaries, and 43-6014 Secretaries, Except Legal, Medical, and Executive.

We are currently requesting an additional change to include SOC code 31-9092.00 Medical Assistants. This additional change is needed to reflect the clinical skills that students in our Health Unit Coordinator AAS specialty acquire. At the present time roughly half of our students are in the medical field. Over the past five years three fourths of our students who completed AAS degrees in the medical field completed both Medical Office specialty and Health Unit Coordinator specialty AAS degrees. These students are qualified to work as Medical Secretaries and also as Medical Assistants. The job titles overlap somewhat, but Medical Secretary does not include the clinical skills that our students acquire.

2. New & Replacement Positions (County Prorated)

| 2006 | 2007 | 08-09 |
|------|------|-------|
| C/P | 12 | 41 |

The large increase in this measure also reflects the addition of the SOC codes discussed above. It does not yet include the Medical Assistant job title that we believe should be added. Considering that the estimate of 41 new and replacement positions is probably understated, we believe that the number of positions available for our students in the county will provide adequate opportunities for employment. We also believe that the Medical Assistant category is a significant growth area that should provide increasing demand for our graduates in the future.

3. Number of majors

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 62 | 77 | 64 |

Last year's program review questioned the apparent increase in our student population from 62 in 2006 to 77 in 2007. We believe that the higher number was inflated due to some students being classified incorrectly. Measures have been taken to check the major code for each student carefully against the actual classes that the student is enrolled in. Students who are apparently misclassified are contacted and asked to correct their major code. This problem will never be solved completely. We will continue to monitor the student list.

The number for 2008-2009 is consistent with our numbers in the recent past and reflects a steady level of student demand for our program. Because of the general increase in the MCC student population and increasing efforts to attract local high school graduates to MCC, we expect to see some growth in our student population. We have participated in several of these efforts including New Student Orientation, program orientation for new students, and high school career shadowing. The Transition Specialist position made possible last year through a Perkins grant has been a great help in this area.

4. SSH Program Majors in Program Classes

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 229 | 252 | 347 |

The SSH for Program Majors in Program Classes for 08-09 includes both the fall 2008 and spring 2009 semesters. The 2007 column only includes the fall 2007 SSH total. If the SSH for 08-09 is divided by 2 it gives us the average over the two semesters, 174 SSH. This number is 78 SSH less than the 252 SSH reported in 2007. This represents a 31% decline.

The classes that have the biggest impact on SSH for program majors tend to be small, specialized classes that include only Business Technology majors. Enrollments in these classes were checked to find out why the SSH declined so much.

In Fall of 2007 we had an unusual situation with BUSN 232 and BUSN 237. Normally, only one of these classes is offered in the Fall. But in Fall of 2007 we had a large number of students who needed both of these classes and they were both offered. There were a total of 75 SSH in these two classes. In the 08-09 data the same two

classes, averaged over the two semesters, only had 27 SSH. So the difference for just these two classes was 48 SSH. That accounts for 61% of the reduction in SSH for program majors in all program classes.

The remainder of the change in SSH for the two periods is fairly small and may or may not represent a trend. We need to continue to monitor this in the future.

5. SSH Non-majors in Program Classes

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 765 | 721 | 1,742 |

The SSH for Non-majors in Program Classes for 08-09 includes both the fall 2008 and spring 2009 semesters. The 2007 column only includes the fall 2007 SSH total. If the SSH for 08-09 is divided by 2 it gives us the average over the two semesters, 871 SSH. This number is 150 SSH more than the 721 SSH reported in 2007. This represents a 21% increase.

This increase reflects demand for our classes from students in majors that have growing student populations.

BUSN150, Introduction to Business Computing, fulfills the computer literacy requirement and is a required class for many non-program majors, including Liberal Arts. BUSN151 Intermediate Business Computing is a required course in the ABIT program. BUSN110 Office Computer Troubleshooting serves students in the ECET program and is a lower division requirement for the ABIT program. BUSN 121 offers basic computer skills and keyboarding for students in many different majors. Combined sections of just these four classes account for 66% of our total SSH.

6. SSH in All Program Classes.

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 994 | 973 | 2,089 |

The SSH in All Program Classes for 08-09 includes both the fall 2008 and spring 2009 semesters. The 2007 column only includes the fall 2007 SSH total. If the SSH for 08-09 is divided by 2 it gives us the average over the two semesters, 1,044 SSH. This number is 71 SSH more than the 973 SSH reported in 2007. This represents a 7% increase. The three years show a stable number of SSH with this small increase in the 08-09 period reflecting growing enrollments in non-program majors in our classes.

7. FTE enrollment in Program Classes

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 66 | 65 | 70 |

The data here also show an increase of 7% in the current year. Because we are monitoring our list of majors more carefully now, we believe that this increase shows that our program is growing. SSH for program majors should begin to increase as a result of the addition of these new students.

8. Total Number of Classes Taught

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 21 | 18 | 43 |

When the number for 08-09 is averaged for the two semesters it reflects 21 classes per semester. This is consistent with 2006 and a little higher than 2007. Overall, we believe that we are scheduling the classes that our students need and also meeting the needs for our classes from non-program majors.

Determination of program health based on demand (Healthy, Cautionary, or Unhealthy)

The rubric for this benchmark is based on the ratio between majors and county new and replacement positions. To remain in the Healthy category the ratio must stay in the range 1.5 to 4.0. Ours is currently 1.56 near the bottom of this range.

When our SOC code is modified next year to include Medical Assistants our ratio will probably drop below 1.5 and that will put our program into the Cautionary category. To remain in the Healthy category with a higher number of county new and replacement positions we will need to increase our number of majors.

Healthy

Efficiency

9. Average Class Size

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 16.1 | 18.9 | 17.4 |

The drop in average class size from 2007 to 08-09 is due to the fact that the 2007 fall semester had an unusually low number of classes. These were restored in the 08-09 school year. It should be kept in mind when looking at Average Class Size for Business Technology that nearly all of our classes are taught in computer classrooms that have no more than 24 computer workstations and this limits our maximum class size to 24.

10. Fill Rate

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 70% | 87% | 75% |

The change shown here from 2007 to 08-09 also reflects the unusually low number of classes in 2007. At 75%, this measure is at the lower border of the Healthy category.

Over the past year we have been considering an adjustment to our program map that will address this issue by converting BUSN 237 to an elective. Students will be able to choose a class from Accounting, Business Technology or Information and Computer Science as an alternative to BUSN 237. This will eliminate the need to schedule the class every fall for a small number of students who need it for graduation.

11. FTE BOR Appointed Faculty

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 0.0 | 3.0 | 2.0 |

In 2006 we had three FTE BOR Appointed Faculty: Kuuipo Lum, Cyrilla Pascual and Charles M. Carletta. In fall 2007 Kuuipo Lum went on an extended leave and did not teach here 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. In 2008 we are still at about 1.5.

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 number of faculty available to perform the many advising and administrative duties of the program. Kuuipo Lum submitted her letter of resignation during the summer of 2009. We will initiate the process of filling her position in fall of 2009.

12. Majors to FTE BOR Appointed Faculty

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 0 | 26 | 32 |

The reported findings on this measure are misleading due to the incorrect number of FTE BOR Appointed Faculty used (see comment in #11 above). If these numbers are corrected to 3 in 2006, 1.5 in 2008, and 1.5 in 08-09 the Majors to FTE BOR Appointed Faculty would be: 21 in 2006, 51 in 2007, and 43 in 08-09.

These corrected numbers are significant because they would indicate a change on the benchmark for this item from Healthy in 2006 to Cautionary in 2007 and 08-09. The corrected numbers for these years exceed the range for Healthy which is 15 – 35 and fall into the Cautionary range which is 36 – 60.

To continue to keep our program within the Healthy range on this measure it will be critical that we fill our vacant position.

13. Majors to Analytic FTE Faculty

| 2006 | 2007 | 08-09 |
|-------|-------|-------|
| 15.23 | 23.12 | 14.9 |

The higher number for 2007 results from the unusual high number of majors and low number of classes in that year. When compared with the corrected results suggested for #12 above, these numbers show that we have a very high percentage of classes taught by lecturers. This underscores, once again, the importance of filling our vacant position.

13a. Analytic FTE Faculty

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 4.3 |

This data point was added in 08-09. It was not present on the previous reports.

14. Overall Program Budget Allocation

| | | |
|------|------|-------|
| 2006 | 2007 | 08-09 |
| C/P | C/P | C/P |

14a. General Funded Budget Allocation

| | | |
|------|------|-------|
| 2006 | 2007 | 08-09 |
| C/P | C/P | C/P |

14b. Special/Federal Budget Allocation

| | | |
|------|------|-------|
| 2006 | 2007 | 08-09 |
| C/P | C/P | C/P |

15. Cost per SSH

| | | |
|------|------|-------|
| 2006 | 2007 | 08-09 |
| C/P | C/P | C/P |

16. Number of Low-Enrolled (<10) Classes

| | | |
|------|------|-------|
| 2006 | 2007 | 08-09 |
| 2 | 2 | 6 |

The 08-09 number reflects two semesters whereas the earlier years reflect only one semester. The average number of low-enrolled classes for 08-09 would be 3.

This measure reveals a persistent problem that has a negative impact on students who enroll in this program and expect to complete their degree in a reasonable amount of time. The program is designed so that the CC, CA and AAS core curriculum is the same for all students in the program. Thus, the first 48 credits are from courses that serve the entire cohort of Business Technology majors.

After students complete the first 48 credits they are divided into several specialties: Information Processing, Legal Office, Medical Office and Health Unit Coordinator. At this point the cohort size for each specialty may not be large enough to fill the specialized classes and if the students are to graduate the low-enrolled classes must not be cut.

Consequently, we have a problem with a few very small classes that are required for our specialties. This is inefficient. The problem could be overcome in two ways: 1) program growth or 2) restructuring. Program growth is discussed further under Recruitment and Students Served. Restructuring is discussed further in the section on Program Organization and Curriculum.

Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)

Although our program is in the Healthy range for Efficiency there are two significant factors that could combine to place us in the Cautionary category. Our Fill Rate is at the lower limit of what

is considered Healthy. We need to improve in this area. Our efforts to restructure our program should help to increase our fill rate. The other factor is item #12 above: Majors to FTE BOR Appointed Faculty. If the numbers on this measure were corrected as suggested above it would place us in the Cautionary category. This situation will be corrected when our vacant FTE BOR Appointed Faculty position is filled.

Healthy

Effectiveness

17. Successful Completion (Equivalent C or Higher)

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 67% |

This category was added in 08-09 so comparative data from previous years is not available. The successful completion rate for Business Technology is comparable to similar programs. It was lower than that for Accounting (70%) and HOST (76%) and equal to the completion rate for Business Careers for the 08-09 period.

18. Withdrawals (Grade=W)

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 64 |

This category was added in 08-09 so comparative data from previous years is not available. Looking at similar programs, the number of withdrawals from Business Technology classes was a little higher than average. To make a comparison with other programs the number of withdrawals was divided by the number of students in all classes for each program (classes taught times average class size). The percentages were as follows: Accounting 6%, Host 3%, Business Careers 7% and Business Technology 9%.

19. Persistence fall to spring

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 71% | 64% | 69% |

These numbers are all about average for similar programs, but we believe they can be improved.

20. Unduplicated Degrees/Certificates Awarded

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 30 | 27 | 17 |

The numbers reported for 2006 – 2007 include duplicates. The number for 08-09 does not include duplicates. In the 08-09 period the Business Technology Program awarded 6 AAS degrees, 7 CA degrees, and 9 CC degrees. This would give a total of 21 degrees (including duplicates). This number is significantly lower than the previous two years.

This item, Unduplicated Degrees/Certificates, is important for two of the three calculations used to determine the benchmark for the Effectiveness category. Because it contains a combination of CCs, CAs, and AAS degrees it seems like an ambiguous measure to base the benchmark on.

One of the calculations used for the benchmark divides the value of Unduplicated Degrees/Certificates Awarded by the number of students to produce a ratio of degrees to students. By this measure a Healthy program could be one that produced many CCs without necessarily producing any AAS degrees. This method of determining if the program is Healthy does not seem reasonable.

The other calculation divides by the Number of New and Replacement Positions available to provide a similar ratio. Presumably this ratio is intended to measure the potential match up of graduates to the positions available in the county. But if the number of Unduplicated Degrees/Certificates has a high ratio of CCs awarded there would be a poor fit between the degrees and the positions. The SOC codes used to determine the number of positions are related to the qualifications needed to complete the AAS degree not the CC.

20a. Number of Degrees Awarded

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 17 |

This data point was added in 08-09. It was not present on the previous reports.

20b. Certificates of Achievement Awarded

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 7 |

This data point was added in 08-09. It was not present on the previous reports.

20c. Academic Subject Certificates Awarded

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 0 |

This data point was added in 08-09. It was not present on the previous reports. This item is not applicable to Business Technology.

20d. Other Certificates Awarded

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 17 |

This data point was added in 08-09. It was not present on the previous reports. This number includes CCs but it is not clear from the glossary if Certificates of Competency (Cos) are included.

21. Transfers to UH 4-yr

| 2006 | 2007 | 08-09 |
|------|------|-------|
| 0 | 4 | 1 |

It is disappointing to see this number drop from 4 to 1 from 2007 to the 08-09 period. We still expect to see more students going on to the four year programs.

21a. Transfers with degree from program

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 1 |

This data point was not available in the previous program review data sets.

21b. Transfers without degree from program

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 0 |

This data point was not available in the previous program review data sets.

22. Number of Distance Education Classes Taught

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 7 |

This data point was not available in the previous program review data sets. The Business Technology Program has introduced several hybrid classes that give students the option of coming to a traditional class or taking most of the class on-line (initial meetings and exams are conducted in the classroom). This approach was initiated to give students more flexibility in scheduling and to increase the enrollments in some classes. The classes include: BUSN 121, BUSN 122, BUSN 123, BUSN 232, and BUSN 237. We plan to continue to use this approach where it proves effective.

23. Enrollment Distance Education Classes

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 147 |

This data point was not available in the previous program review data sets.

24. Fill Rate

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 86% |

This data point was not available in the previous program review data sets. This fill rate exceeded our fill rate for all program classes.

25. Successful Completion (Equivalent C or Higher)

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 50% |

This data point was not available in the previous program review data sets. This completion rate is somewhat below the completion rate for all program classes (67%). Decisions on whether or not we should offer a particular class in the distance education mode may depend on improving the completion rate so that it is consistent with our other classes.

26. Withdrawals (Grade = W)

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 17 |

This data point was not available in the previous program review data sets.

27. Persistence (Fall to Spring Not Limited to Distance Education)

| 2006 | 2007 | 08-09 |
|------|------|-------|
| | | 61% |

This data point was not available in the previous program review data sets.

Perkins core indicators (*Career Technical Education programs only)

The Perkins core indicators shown below include the Business Technology data from 2006 and 2007. The data reported for OAT in these two years has not been included since it represented only a very small number of students.

28. 1P1 Technical Skills Attainment

| 2006 | 2007 | 08-09 | Goal | Met |
|-------|-------|-------|-------|---------|
| 94.12 | 93.33 | 87.50 | 90.00 | Did Not |

29. 2P1 Completion

| 2006 | 2007 | 08-09 | Goal | Met |
|-------|-------|-------|-------|---------|
| 23.53 | 50.00 | 29.17 | 44.00 | Did Not |

30. 3P1 Student Retention or Transfer

| 2006 | 2007 | 08-09 | Goal | Met |
|--------|--------|-------|-------|-----|
| 100.00 | 100.00 | 68.63 | 55.00 | Met |

31. 4P1 Student Placement

| 2006 | 2007 | 08-09 | Goal | Met |
|------|------|-------|-------|-----|
| N/A | N/A | 88.89 | 50.00 | Met |

32. 5P1 Nontraditional Participation

| 2006 | 2007 | 08-09 | Goal | Met |
|------|------|-------|-------|---------|
| | | 0 | 25.00 | Did Not |

This indicator is not used for Business Technology.

33.5P2 Nontraditional Completion

| 2006 | 2007 | 08-09 | Goal | Met |
|------|------|-------|-------|---------|
| | | 0 | 25.00 | Did Not |

This indicator is not used for Business Technology.

Determination of program's health based on Effectiveness (Healthy, Cautionary, Unhealthy)

The Business Technology Program is rated as Cautionary based on the benchmarks for Effectiveness. This rating could be brought up into the Healthy range by increasing the ratio of Unduplicated Degrees/Certificates to New & Replacement Positions (County). For a Healthy rating this ratio needs to be between 75% and 150%. Our ratio is currently 41%.

Because of the change in our SOC code this year the number of available positions in the County went up from 12 to 41. We see this as a good thing. But this change reduced our ratio on the Effectiveness benchmark. With only 12 positions available in the County our ratio would be in the Healthy range ($17/12 = 142\%$).

We cannot control the number of positions available in the County. To get back into the Healthy range we will need to increase our number of Unduplicated Degrees/Certificates from 17 to about 31. This is a tall order, but we are working hard to see that all of our students apply for and receive all of the degrees and certificates that they qualify for.

Another way that we could get back into the Healthy range on this benchmark would be to increase our Persistence from 69% to 75%. This is another area that we are now concentrating on.

Cautionary

Part II. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

Recruitment and Students Served

Several of the measures provided above relate to the matter of recruitment and offer a basis of characterizing the population of students served by the program over time. Three of these measures show an increase, two show that the program is holding steady, and only one shows a decline. Our overall rating for program health based on Demand is Healthy.

Measures that are showing an increase included: SSH in All Program Classes (#6) and FTE enrollment in Program Classes (#7), both with a 7% increase over the last year; and SSH Non-majors in Program Classes (#5) with a 21% increase over the past year.

Measures that are holding steady at or near current student participation levels included: Number of majors (#3) which seems to be holding steady between 62-64 students (it was suggested that the 77 reported in 2007 overstated our student population); Total Number of Classes Taught (#8) also shows a stable pattern over the three years.

Based upon the data provided, the program has been successful at recruiting new students and continues to enjoy a steady level of participation from majors and non-majors. The large increase in SSH for non-majors seems to reflect the general growth trend in these majors. The decline in SSH for program-majors seems to be a result of a one-time scheduling irregularity but should be watched closely.

In 2008 Cyrilla Pascual applied for a Perkins grant to fund a Recruitment Specialist to help with several of the Career and Technical Education Programs including Business Technology. This grant was extended into 2009. Consequently, we are now able to do much more in this area. Outreach to local high schools has improved significantly. We are engaged more than ever in meeting with potential students before they come to MCC. The students are introduced to our program and provided with orientation sessions to help them choose an appropriate major. These measures should lead to an increase in Number of Majors (#3) and it should also improve SSH Program Majors in Program Classes (#4), a Demand Indicator that we need to improve. Such an increase will also help to reduce the Number of Low Enrolled Classes (#16), an Efficiency Indicator that has been a persistent problem.

Academic Advising

For Business Technology students to be successful it is imperative that they receive adequate academic advising all along the path toward their educational goals. We are fortunate to continue to enjoy the services of Crystal Alberto as our counselor.

We also benefited from the services of the Transition Specialist mentioned above. She works closely with Crystal and our faculty to address several important areas that support our program's success.

Crystal and the Transition Specialist are working to insure that our students apply for their certificates and degrees in a timely manner. Many of our students in the past waited until they were ready to get their AAS degree and applied for all of their lower certificates at the same time just prior to graduation. Some did not apply for the lower certificates at all. We are now encouraging them to apply for each certificate when it is completed. This work has a direct bearing on our Effectiveness benchmark and we hope to see the number of our certificates and degrees begin to increase.

Persistence is another area that we are working on to improve the Effectiveness benchmark. As we identify students who are having trouble or not attending classes, the students are contacted and advised of the many services available to them on campus. Crystal and the Transition Specialist contribute greatly to this effort.

Crystal has also provided valuable assistance in contacting students who have left our program before completing their degree. We have had several discussions over the past year 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. This problem will be addressed in fall of 2009 with several curriculum changes that will reduce some requirements and open up more areas of flexibility for our students. Crystal made important contributions to this work all through 2008.

Faculty and Instruction Delivery

As noted in #11 above the number of FTE BOR Appointed Faculty in our program has dropped to an unacceptably low level with Kuuipo Lum's resignation and Cyrilla Pascual taking on significant new responsibilities as Business and Hospitality Department Chair.

This situation has a negative impact on our ratio of Majors to FTE BOR Appointed Faculty (#12). Unless we correct it, this situation will continue to affect the program and students in many ways. We are particularly concerned that the low number of FTE BOR Appointed Faculty will severely limit our efforts in faculty academic advising and carrying out the many administrative duties of our program. Some of these problems are already evident and will be covered below in the discussion of the results of last year's action plan. The unacceptably high percentage of our classes taught by lecturers also impacts our program in many ways. Potential problems that we can expect to arise due to retirements in the next few years should also be considered in this context.

As mentioned above, the process of filling Kuuipo's vacant position will be initiated in fall of 2009. We hope to receive full support from the college administration to accomplish this critical objective.

Program Organization & Curriculum

The Number of Low-Enrolled Classes (#16) increased from 2 to 3 per semester. as mentioned above, this problem could be overcome with sufficient growth in the student population or it could be addressed by restructuring the program to give the students more flexibility in their choice of courses in their last semester. Our efforts to recruit more students to the program were discussed above. We have also moved forward with several curriculum proposals that will address this problem. These changes were developed over the last year and are now ready to go to the Curriculum Committee for final approval during the fall 2009 semester.

As the program is now organized, Business Technology students all take the same core curriculum for the CC, CA and "AAS core." We believe that this core curriculum has served our program very well and classes in this part of our program have had adequate enrollments. Only two changes will be proposed that affect the AAS core.

One change is simply to clarify that ICS 101 may be taken to meet the requirement for BUSN 150. This substitution has been in effect but was not stated in the catalog.

At the CA level we will propose that Communication 145, Interpersonal Communication, be added as an alternative to Business/Communications 130, Business Communication-Oral. This change was requested by both the Nursing department and the counselors. In making this change we recognize the importance of both interpersonal and group communications

within the office environment. Students who take classes while they are waiting to be admitted to the Nursing program take Communication 145 since it is a requirement in that program. If they decide to pursue the Medical Assistant I, Medical Office Specialist, or Health Unit Coordinator degrees instead of going into the Nursing program that class does not count. This will correct the problem for these students and help them complete their degree sooner. It will also give our students a wider choice of communications classes to take.

We are proposing substantial changes to the Medical Assistant I CC. These changes will strengthen the clinical content of the degree substantially and will make it easier to complete within a one-year time period.

For this certificate, the BUSN 189 (3 credits) math course will be taken out and moved to the CA. The math class is not needed for the Medical Assistant I CC and it makes it impossible to complete the certificate in one year if the student does not meet the prerequisite. Medical Assistant I students will also be offered the choice between BUS 120 or BUSN 161. This choice has been available to Business Technology CC students but not to the Medical Assistant I CC students. Because BUSN 161 is only offered once a year but BUS 120 is offered every semester, this will provide improved class availability. The BUSN193v (3 credits) requirement will be reduced to 1 credit. NURS 10 (1 credit) will be removed. NURS 16 (6 credits) will be added. The addition of NURS 16 to this CC degree makes it much stronger on the clinical side and this is what employers have been asking for. The Medical Assistant I CC degree will remain at 23 credits total.

The Medical Office Specialty (AAS) will be modified and renamed as Medical Assistant II (AAS). The modified AAS will include the clinical component of the existing Health Unit Coordinator degree so that the Health Unit Coordinator (AAS) may be discontinued. This change will entail a net increase of 2 credits. The new Medical Assistant II degree will require a minimum of 64 credits. It currently requires 62.

Medical Assistant II requires Medical Assistant I which will include NURS 16 (6 credits), essential for the Health Unit Coordinator component. The requirement for BUSN 110/261 (3 credits) will be removed. The requirement for BUSN193v will be reduced from 3 to 2 credits with an optional 2 credits of BUSN 193v available for students planning to work at Kaiser Permanente (which requires a 2 credit practicum that will be offered through our Co-Op Education program).

Three-fourths of our AAS graduates in the medical specialties have completed both the Medical Office Specialty and the Health Unit Coordinator Specialty. This required between 68 and 70 credits for the two AAS degrees. They will now be able to complete Medical Assistant II (AAS) with as few as 62 credits. After the change our program will have three AAS specialties rather than four.

The Information Processing Specialty (AAS) will have one required class, BUSN 237, converted to an elective. This class, Business Computer Databases, is one of our low-enrolled classes. Under the proposed change students will be able to choose from a list of classes that includes: ACC 125, ACC 201, BUSN 110, BUSN 237, BUSN 261, ICS 205 and ICS 214. These choices will give our students flexibility to strengthen their skills during their last year in an area that they choose: Accounting, Troubleshooting, Database, Web Page Design, or Computer Graphics. The BUSN 237 class will only be scheduled when we determine that we have adequate demand to fill the class. The classes in this list are frequently offered and

should be readily available each semester. We have also proposed that the number of credits for BUSN 193v may be reduced from 3 to 2 for students with prior work experience in an appropriate position.

These changes will make our program more efficient and will reduce the time it takes for our students to complete their certificates and degrees. In 2008 we completed a similar change that reduced the number of credits from 48 to 46 in our core classes. BUSN122, Computer Keyboard Mastery, was removed as a program requirement. This class is was not included in any of the other Business Technology Programs in the UH system. It is now recognized as an unnecessary requirement because typing proficiency is covered in BUSN123 and the emphasis for our program has shifted away from keyboarding and transcription skills.

Although we discussed the Legal Office specialty several times during 2008 we did not reach agreement on concrete curriculum actions. We will continue to work on this until we find a solution for our students regarding BUSN 286, Legal Terminology and Procedures. This class has not been offered for several years and students have been advised to switch to one of the other specialties.

We were assisted in these discussions by Diane Petropolis, who has substantial experience with Para Legal programs and by Rhonda Barut who has worked in the Maui County prosecutor's office. We are trying to determine if there are classes available through distance education that we might accept as an alternative to BUSN 286. With such an alternative and an appropriate internship we believe that the Legal Office Specialty builds on the strengths of our program to provide another meaningful opportunity to our students at very low additional cost.

Program Assessment Plan

Assessment of how well our students are mastering the student learning outcomes (SLOs) and Program Learning Outcomes (PLOs) that the program requires is an important and ongoing activity. This process is becoming increasingly important for accreditation purposes. The Business Technology Program continues to work closely with campus leaders to insure that our assessment practices are consistent with emerging standards.

Developments relating to how the SLOs are presented in the course outlines will require some work over the next year. 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. We must reduce the number of SLOs to no more than four on each course outline. Competencies may now 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 must also be entered as well as the contribution to each of the CCOWIQ general education standards.

In addition to listing the SLOs, Competencies, PLOs, and CCOWIQs on the Course Outline, linkages will be required between each of these end results and the Course Content. Linkages will also be required to link to the Course Requirements and Evaluation section so that the relation between the outcome and the method of assessment is clear.

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.

Beginning this year, our Program Learning Outcomes (PLOs) have been organized into a Program Assessment Plan that utilizes a standardized format. This includes several sections that are included below: 1) the Program Learning Outcomes and CCOWIQ standards, 2) tables for each AAS degree that show the amount of emphasis (numerical measure 0-4) for each PLO for each Business Technology course required for the degree, 3) tables for each Business Technology certificate/degree that show the amount of emphasis for each CCOWIQ standard, and 4) a timetable that shows when each of the PLOs will be assessed in the Business Technology capstone class (BUSN292) each year.

The Program Assessment Plan contains the PLOs, CCOWIQs, and numerical measures that have been created, discussed and reviewed by program faculty. Business Technology PLOs include the following:

1. Program graduates are able to select and apply appropriate resources to address the challenges of work and life. These include: time, money, material, facilities and human resources.
2. Program graduates are able to apply interpersonal and leadership skills in their personal life and in the workplace. They are able to work as part of a team and can participate effectively in culturally diverse groups.
3. Program graduates are able to identify information needs in an organization, obtain, organize and process various forms of data utilizing relevant computer technology and software to provide meaningful information to achieve business goals.
4. Program graduates are able to understand, utilize and improve organizational and technological systems in the workplace. They are able to monitor and correct worker performance, make suggestions to improve products or services or propose alternatives.
5. Program graduates are able to select and apply various forms of technology, including computers and computer software, to business tasks, and to maintain and trouble-shoot problems that arise in day to day operations.

College-wide standards are met by Business Technology graduates in each of the following areas:

1. Written Communication
2. Quantitative Reasoning
3. Information Retrieval and Technology (Information Literacy)
4. Oral Communication
5. Critical Thinking
6. Creativity

Associates of Applied Science in Business Technology, 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 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 1 | 3 |
| PLO 2 | 1 | 1 | 2 | 1 | 3 | 1 | 0 | 0 | 2 | 1 | 1 | 3 |
| PLO 3 | 2 | 2 | 3 | 2 | 1 | 0 | 2 | 2 | 2 | 3 | 3 | 2 |
| PLO 4 | 1 | 1 | 2 | 2 | 2 | 0 | 2 | 1 | 2 | 2 | 2 | 3 |
| PLO 5 | 2 | 2 | 3 | 3 | 1 | 0 | 0 | 1 | 2 | 3 | 3 | 2 |

*Includes only courses that are required for the CC, CA and AAS degrees.

Key:

- 3 *Major Emphasis:* The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.
- 2 *Moderate Emphasis:* The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class
- 1 *Minor Emphasis:* The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome
- 0 *No Emphasis:* The student does not address this learner outcome

Associates of Applied Science in Business Technology, Legal Office 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 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 2 | 2 | 1 | 3 |
| PLO 2 | 1 | 1 | 2 | 1 | 3 | 1 | 0 | 0 | 2 | 2 | 2 | 3 |
| PLO 3 | 2 | 2 | 3 | 2 | 1 | 0 | 2 | 2 | 2 | 0 | 3 | 2 |
| PLO 4 | 1 | 1 | 2 | 2 | 2 | 0 | 2 | 0 | 1 | 1 | 2 | 3 |
| PLO 5 | 2 | 2 | 3 | 3 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 2 |

*Includes only courses that are required for the CC, CA and AAS degrees.

Associates of Applied Science in Business Technology, Medical Office Specialty*

| | BUSN 123 | BUSN 150 | BUSN 151 | BUSN 157 | BUSN 161 | BUSN 166 | BUSN 170 | BUSN 185 | BUSN 189 | BUSN 193v | BUSN 292 | NURS 50 | PHARM 106 |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|------------|--------------|
| PLO 1 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 2 | 3 | | |
| PLO 2 | 1 | 1 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 2 | 3 | | |
| PLO 3 | 2 | 2 | 3 | 2 | 1 | 0 | 2 | 2 | 2 | 2 | 2 | | |
| PLO 4 | 1 | 1 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 1 | 3 | | |
| PLO 5 | 2 | 2 | 3 | 3 | 1 | 0 | 0 | 2 | 0 | 2 | 2 | | |

*Includes only courses that are required for the CC, CA and AAS degrees.

Associates of Applied Science in Business Technology, Health Unit Coordinator Specialty*

| | BUSN 123 | BUSN 150 | BUSN 151 | BUSN 157 | BUSN 161 | BUSN 166 | BUSN 170 | BUSN 185 | BUSN 189 | BUSN 193v | BUSN 292 | NURS 16 | NURS 50 |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|------------|------------|
| PLO 1 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 2 | 3 | | |
| PLO 2 | 1 | 1 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 2 | 3 | | |
| PLO 3 | 2 | 2 | 3 | 2 | 1 | 0 | 2 | 2 | 2 | 2 | 2 | | |
| PLO 4 | 1 | 1 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 1 | 3 | | |
| PLO 5 | 2 | 2 | 3 | 3 | 1 | 0 | 0 | 2 | 0 | 2 | 2 | | |

*Includes only courses that are required for the CC, CA and AAS degrees.

Map of General Education Outcomes by Course

CCOWIQ Curricular Grids

Certificate of Completion (CC)

| | BUS 120 | BUSN 161 | BUSN 170 | BUSN 189 | BUSN 150 | BUSN 166 | ENG 100 |
|--------------------------------------|------------|-------------|-------------|-------------|-------------|-------------|------------|
| Written communication | 1 | 3 | 0 | 0 | 1 | 2 | 3 |
| Quantitative reasoning | 0 | 0 | 0 | 3 | 1 | 0 | 0 |
| Information retrieval and technology | 1 | 3 | 1 | 0 | 2 | 1 | 2 |
| Oral communication | 1 | 2 | 0 | 0 | 2 | 3 | 1 |
| Critical thinking | 1 | 0 | 0 | 0 | 0 | 2 | 2 |
| Creativity | 2 | 2 | 1 | 1 | 2 | 3 | 2 |

Key:

- 3 *Major Emphasis:* The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.
- 2 *Moderate Emphasis:* The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class
- 1 *Minor Emphasis:* The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome
- 0 *No Emphasis:* The student does not address this learner outcome

Certificate of Achievement (CA)

| | BUSN 123 | BUSN 151 | BUSN 110 | BUSN 157 | BCOM 130 | ENG 209 |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|------------|
| Written communication | 2 | 1 | 1 | 2 | 2 | 3 |
| Quantitative reasoning | 0 | 2 | 1 | 0 | 0 | 0 |
| Information retrieval and technology | 3 | 3 | 2 | 2 | 3 | 3 |
| Oral communication | 1 | 2 | 1 | 1 | 3 | 3 |
| Critical thinking | 0 | 1 | 2 | 1 | 2 | 3 |
| Creativity | 2 | 3 | 1 | 3 | 2 | 1 |

Information Processing Specialty (AAS1)

| | BUSN 261 | BUSN 232 | BUSN 193V | BUSN 292 | BUSN 237 |
|--------------------------------------|-------------|-------------|--------------|-------------|-------------|
| Written communication | 1 | 2 | 1 | 1 | 2 |
| Quantitative reasoning | 0 | 2 | 0 | 0 | 2 |
| Information retrieval and technology | 2 | 3 | 2 | 2 | 3 |
| Oral communication | 1 | 1 | 1 | 1 | 1 |
| Critical thinking | 1 | 2 | 1 | 1 | 2 |
| Creativity | 3 | 2 | 3 | 3 | 3 |

Legal Office Specialty (AAS2)

| | BUSN 261 | BLAW 200 | BUSN 193V | BUSN 286 | BUSN 292 |
|--------------------------------------|-------------|-------------|--------------|-------------|-------------|
| Written communication | 1 | 1 | 1 | 1 | 1 |
| Quantitative reasoning | 0 | 3 | 0 | 1 | 0 |
| Information retrieval and technology | 2 | 0 | 2 | 3 | 2 |
| Oral communication | 1 | 1 | 1 | 1 | 1 |
| Critical thinking | 1 | 3 | 1 | 2 | 1 |
| Creativity | 2 | 1 | 3 | 2 | 3 |

Medical Office Specialty (AAS3)

| | PHRM 106 | BIOL 100 | BUSN 185 | BUSN 193V | BUSN 292 | BUSN 261 |
|--------------------------------------|-------------|-------------|-------------|--------------|-------------|-------------|
| Written communication | | | 1 | 1 | 1 | 1 |
| Quantitative reasoning | | | 0 | 0 | 0 | 0 |
| Information retrieval and technology | | | 2 | 2 | 2 | 2 |
| Oral communication | | | 1 | 1 | 1 | 1 |
| Critical thinking | | | 1 | 1 | 1 | 1 |
| Creativity | | | 1 | 3 | 3 | 3 |

Health Unit Coordinator (AAS4)

| | NURS 16 | NURS 50 | BIOL 100 | BUSN 185 | BUSN 193V | BUSN 292 |
|--------------------------------------|------------|------------|-------------|-------------|--------------|-------------|
| Written communication | | | | 1 | 1 | 1 |
| Quantitative reasoning | | | | 0 | 0 | 0 |
| Information retrieval and technology | | | | 2 | 2 | 2 |
| Oral communication | | | | 1 | 1 | 1 |
| Critical thinking | | | | 1 | 1 | 1 |
| Creativity | | | | 1 | 3 | 3 |

Program learning outcomes to be assessed each year of the program review cycle. Assessment is to be completed in the Spring of each year as part of the BUSN 292 capstone class.

Timetable

| PLO | SP 2007 | S 2008 | SP 2009 | SP 2010 | SP 2011 | SP 2012 |
|-----|------------------------|------------------------|---------|---------|---------|---------|
| 1 | | BUSN292 Pilot Proj. | | BUSN292 | | BUSN292 |
| 2 | | | | BUSN292 | | BUSN292 |
| 3 | BUSN292 Pilot Proj. | | | | BUSN292 | BUSN292 |
| 4 | | | BUSN292 | | BUSN292 | |
| 5 | | | BUSN292 | | BUSN292 | |

Our summary grids are missing data for classes in the Medical Office and Health Unit Coordinator degrees. We need to acquire copies of the CCOWIQs for Biology 100, Pharmacology 106, Nursing 16 and Nursing 50. We also need to complete PLO scores for the two Nursing classes.

In addition to these deficiencies, the tables above show that some of our PLOs are weak with few courses reporting a major emphasis. This is especially true of PLOs 1 and 4. These PLOs are very broad in scope. PLOs 3 and 5 have stronger scores but have nearly the same content. In addition, we have no PLOs that relate directly to the clinical areas of the medical office program and nothing specific for the legal specialty.

To complete and improve our program assessment plan it is clear that we need to work more closely with our allied disciplines, and we need to review and revise our PLOs to include areas that are not now included. It will also be necessary to review and update our grids to reflect the revised PLOs.

Our plan to assess student performance relating to our PLOs in the BUSN 292 capstone class is based on the premise that our PLOs adequately reflect all of the important outcomes for each of our AAS degrees. Based on the grids shown above, this is not the case. After our PLOs are revised to include learning outcomes for the medical and legal specialties, we will also need to review and revise our assessment plan. This will probably require the addition of one or more supplemental program assessment procedures for students in the medical and legal specialties.

The Program Assessment Plan presented above contains important weaknesses that need to be addressed, but we have also made significant progress that should be recognized. Over the last three years we have put in place the structures and procedures that will be used to assess our effectiveness at the program level. We have completed SLOs and Competencies for the BUSN classes in our program and have completed the process of ranking each of these classes on the PLOs and CCOWIQs that we initially developed. Our next step is to expand and improve on what we have done thus far. We recognize that the assessment activities will continue to evolve and change.

Advisory Committee and Industry Ties

An important milestone was achieved in March 2009 that relates to our efforts in the assessment area. At that time, we presented our SLOs, PLOs and proposed assessment methods to our Program Advisory Committee. The committee was asked to confirm that our assessment elements and procedures are “aligned with industry-recognized standards.” Seven out of ten members of our advisory committee were present at the meeting and unanimously approved our work.

This endorsement was important for our program because it is now a requirement for Career and Technical Education Programs that receive funding through the Carl D. Perkins Career and Technical Education Act of 2006.

The Business Technology Advisory Committee will continue to play an important role in shaping the program as it continues to develop. This committee is representative of all three areas of specialization that our program offers: general office, legal and medical.

Job Placement and Transfers to Other Programs

The Perkins indicators 3P1 Student Retention or Transfer (#30) and 4P1 Student Placement (#31) continue to be key strengths for the Business Technology Program. We exceeded our goal on both of these measures by a significant margin.

The number of Transfers to UH 4-yr (#21) dropped from 4 to 1. Although we regret to see a decline on this item we expect to see an increasing number of our graduates continue on to a 4-yr program. This expectation is based on discussions with several of our current students who have already expressed a strong interest in continuing beyond the AAS degree.

The Demand Indicators, New & Replacement Positions for State and County (#1 and #2), increased dramatically this year due to a correction in our SOC codes. We strongly believe that the corrected codes better reflect the demand for students in our program. Although it is possible that the current economic downturn will have an impact on positions available, we do not believe that opportunities for our graduates will decline nearly as much as occupations more directly tied to tourism. This is especially true for students in our medical specialties who make up roughly fifty percent of our student population. The medical specialties are included in one of the strongest growth areas of the labor market with expectations for continued growth into the foreseeable future.

Follow Up on Graduates

In last year's Program Review we identified the need to improve our ability to keep in touch with our graduates and to collect data to show how their careers develop after they graduate. Better information and better relationships with our alumni will help us achieve our goals in many areas including recruitment, assessment, and job placement.

Some progress was made in this area. A group of our students was invited to visit several companies in the Maui Research and Technology Park in Kihei recently. The visit was arranged with six of our recent graduates who now work at three of the companies: Akimeka, Oceanit, and the Women in Technology Project. Our students were quite impressed to meet with these successful graduates and learn about possibilities that exist for them when they graduate.

We also set up a Facebook website for the purpose of communicating with former students and have begun to contact our alumni through this venue. The Transition Specialist and several student assistants as well as Debbie Revilla in the Co-Op Education and Job Placement center are all working to develop our resources in this area.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

During our last reporting cycle we were able to upgrade computers and software in three of our classrooms and the Ka Lama Computing Center. Our action plan also led to an additional software update for our BUSN 157 Desktop Publishing class to Adobe Creative Suite 3. The new hardware and software is now being used in all of our classes. Most classes required updates to textbooks to reflect the software change. Our students have benefited greatly from these changes which significantly raised the level of our course offerings. The implementation went smoothly, and all of our instructors have effectively made the transition to the new software.

Our action plan also called for continuing our efforts to develop new on-line classes. We had good results in this area that were reflected in the Distance Education section of the Program Health Indicators (#22-27). These indicators show that we had 7 distance education classes with an 86% fill rate and a 50% completion rate. We consider this to be good progress, and we believe it will provide our students with better access our courses. This should help our program to grow and may also help increase our degree completion rates. As students take advantage of the increased flexibility provided with on-line classes we may also see a reduction in the time it takes to complete our degrees. The class completion rates differed widely between different on-line classes and we believe that we need to focus on improving in this area.

In the 08-09 period we offered the following classes via distance education: BUSN 121, BUSN 122, BUSN 123, BUSN 232 and BUSN 237. Other classes that are important to our program are also available through distance education. These include ENG 100, BUS 120 and electives in Social Science and General Education. Of 22 classes required for graduation with an AAS degree in Business Technology up to 7 classes are regularly offered in the distance education mode. That is about one-third of our classes. We are considering the possibility of offering one on-line section of BUSN 150 in the fall to assess the feasibility of on-line instruction for this introductory class.

Another significant result of last year's action plan was the conversion of Ka Lama 209 into an additional computer classroom. This project was completed over the summer and classes were scheduled in room 209 in fall 2009 for Math, Host, and English. The project involved converting room 207, the Business Technology Office Simulation Lab, into office space for Co-Operative Education and Job Placement. This change freed up several offices on the first floor of Ka Lama. The main reason for the change was that room 207, a very large room, was being under-utilized as a Business Technology classroom. At the same time Co-Operative Education and Job Placement needed a better space to expand into. With the new arrangement, Business Technology has a more useable computer classroom with 17 student work stations. This room may be used for smaller Business Technology classes and shared with other programs with smaller classes that require a computer classroom.

Computer hardware for the BUSN 110 Office Computer Troubleshooting class was upgraded with year-end funds over the summer of 2009. Starting in fall 2009 all of the hardware based exercises for this class have been updated to use the new equipment.

Our action plan also called for a new projector for room 209 and room 201. The projector for room 209 was acquired but not the projector for room 201. We plan to add this back into our new action plan and to include a request to upgrade the computers in room 201. This is the only computer classroom remaining in Ka Lama that has not had computers upgraded within the last three years.

Our action plan called for continuing our efforts to recruit new students and to improve our student persistence and retention. Cyrilla Pascual was successful in getting a Perkins grant to hire a Transition Specialist. This grant was renewed this year and the position continues. The Transition Specialist is providing valuable services to the Business Technology Program as well as other CTE programs in these important areas.

One significant setback for the program is the loss of Kuuipo Lum due to her resignation. Along with this we have lost much of Cyrilla Pascual's availability for the program since she has taken on the responsibility of Business and Hospitality Department Chair with 6 credits of release time. As mentioned above, the process of filling Kuuipo's vacant position will be initiated in fall of 2009. We hope to receive full support from the college administration to accomplish this critical objective.

Previous Action Plan

1. Hire a new FTE BOR faculty member to replace Kuuipo Lum if she does not commit to returning to the program for fall 2009.

Kuuipo submitted her resignation in the summer of 2009. The process of filling her vacant position was started in fall of 2009.

2. Curriculum: complete process needed to remove BUSN122 as a required course.
This action item was completed.

3. Curriculum: complete minor changes requested by the PCC in fall 2008.
This action item was completed.

4. Curriculum: complete program revisions to provide more flexibility to students in the Business Technology specialties.

Significant progress was made on this item. The proposed changes summarized above under Program Organization & Curriculum were approved by the Business and Hospitality Department and have been submitted to the Curriculum Committee. We expect these proposals to be accepted and approved by the Faculty Senate during the fall semester of 2009. The completed proposals addressed all specialties except for the Legal Office Specialty. We will carry this item over into our new action plan.

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

One student, Rina Torres (Inga), who had not enrolled in Spring of 2009 returned to continue working on her degree in Fall of 2009 after several contacts. She is close to

graduation and is making progress. This action item is an ongoing requirement and will be carried over into our new action plan.

6. 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.

This action item has not yet been completed. It will be carried over into our new action plan.

7. 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.

This action item has not yet been completed. It will be carried over into our new action plan.

8. 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.

The process of checking and contacting the students is taking place with Crystal Alberto and the Transition Specialist working together. But a standard procedure and method of reporting the results has not yet been implemented. This action item will be carried over into our new action plan.

9. 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 action item has been implemented and will be carried over to our new action plan as an ongoing activity.

10. Continue to participate in all venues for student recruitment. Maintain a master list of prospective students with their contact information and a summary of their interests. Keep track of all new students who are recruited into the program so that the ratio of contacts to recruited students may be calculated. Share information from these student contacts with program staff so that we can learn what the pros and cons of our program are from the entering student's viewpoint.

This action item has been incorporated into the responsibilities of the Transition Specialist.

11. Update our program web pages so that they utilize the new system-wide template.

This action item was not completed but will be even more important after our curriculum changes take effect. It will be carried over into our new action plan.

12. Develop a routine procedure to identify, track and contact all new students in the program. Collect information on why the students chose Business Technology. Look for possible early signs that the student may be having difficulty and refer them to an advisor for follow up meetings. Look for any special problems that students are having as they begin the program. Keep a detailed record for each student so that we may be able to identify the reasons why students remain in the program or leave.

This action item has been incorporated into the responsibilities of the Transition Specialist.

13. 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.

This action item has not been completed although some progress has been made. We will continue to utilize our Facebook website to contact alumni and will continue to explore new ways to contact and communicate with our former students. This item will be carried over into our new action plan as an ongoing activity.

14. 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 2009 BUSN292 class. Expand the assessment to include additional SLOs and CCOWIQ standards. 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.

Some progress was made on this item and some additional problems have been identified. This action item will be revised and added to our new action plan. It needs to specify that our PLOs need to be revised and expanded to include the clinical component of the medical specialties and possibly the unique features of the Legal Office specialty. We also need to include the new requirements entailed by the move to Curriculum Central and the review and update of our Course Outlines as the five year review period approaches. CCOWIQ ratings for each class should also be reviewed and improved and special attention paid to reviewing and/or completing these for courses from other disciplines that we depend on for our AAS degrees.

15. Assessment: Continue to perform assessments of SLOs in each class and to report results in contract renewal documents. Stay informed of new developments in this area.

This action item was completed in at least one contract renewal last year.

16. Assessment: Review the CCOWIQ grids and SLOs from course outlines for all courses that are subject to curriculum actions. Review and revise the grids and SLOs as needed and process the changes as part of the curriculum action.

This action item is an ongoing activity and will be carried over into our new action plan. As part of the curriculum actions now being processed by the Curriculum Committee, one course required a change in prerequisites. This was BUSN 185. The course outline for the course and all of the necessary updates to the SLOs, links to the course content and assessment methods, etc. were completed prior to submitting the course CAR form to the Curriculum Committee.

17. Advisory Committee: Continue to build the list of participants for our Advisory Committee. Schedule regular meetings and be sure to include not only curriculum actions but also assessment and a review of our SLOs on the agenda. We must insure that our SLOs are “recognized industry standards.”

This action item has been completed. We did receive approval in March 2009 for all of our SLOs and assessment methods presented to the advisory committee.

18. Continue to develop new on-line classes as appropriate.

This action item may now be monitored with the addition of the Distance Education items to the Program Health Indicators. We made significant progress on this item and will continue to develop on-line classes as an ongoing activity.

19. Obtain funding for the Adobe Creative Suite software needed for BUSN157 in spring 2009. Coordinate the purchase and installation of the software.

This action item was completed.

20. Obtain funding for the purchase and installation of a projector and Elmo for Ka Lama 201 and Ka Lama 209.

This action item was partially completed. We did obtain a projector for Ka Lama 209 but not for 201. We will include the request for Ka Lama 201 in our new action plan.

21. Obtain funding for the purchase of new computers to replace the computers now in Ka Lama 207. These will be needed to establish a new computer classroom in Ka Lama 209 when it becomes available.

This action item was completed.

34. Determination of program’s overall health (Healthy, Cautionary, Unhealthy)

Based on the Program Health Indicators discussed above, the Business Technology Program has achieved the following scores: 1) Demand Health – **Healthy**, 2) Efficiency Health – **Healthy**, and Effectiveness Health – **Cautionary**. When these are averaged according to the procedure outlined in the benchmarks this program receives an Overall Program Health rating of :

Healthy

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 high 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 seamlessly 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 has significantly increased the availability 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 specializations in the last semester of each AAS degree have led to a persistent problem with a small number of low-enrolled and cancelled classes.
- 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.

Part III. Action plan

1. Hire a new FTE BOR faculty member to replace Kuuipo Lum.
2. Curriculum: complete program revisions to provide more flexibility to students in the Legal Office specialty.
3. Advising: assist students who are near graduation but who are not currently enrolled and encourage them to complete their degrees.
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.

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

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.

11. 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.
12. Continue to develop new on-line classes and improve on-line delivery methods.
13. 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.

Part IV. Resource Implications (physical, human, financial)

1. To hire a new FTE BOR faculty member to replace Kuuipo Lum would not require any additional costs apart from advertising and incidental costs of the hiring process.
2. Design and production of a brochure that outlines how Business Technology students can complete some of their degree requirements through distance education should be minimal.
3. Setting up an alumni group for Business Technology graduates might involve some initial funding for one or two events to get the organization going. The new organization would probably meet infrequently and members should be willing to support it through donations.
4. Advisory Committee meetings will continue to require some occasional small expenditure.
5. The purchase and installation of new computers, a projector and an Elmo for Ka Lama 201 might be supported by Student Technology Fees or year end funds. The computer upgrade will make this classroom much more desirable. It is the only classroom in Ka Lama that has not been upgraded in the last three years.