

BUSINESS TECHNOLOGY PROGRAM REVIEW

2007

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 refined 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 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 entry level into administrative assistants, general office, Internet web, and information processing occupations;
- (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 computer and Internet technological office and health care environment

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.

The Business Technology Program has student learner outcomes at each credentialing level: Certificate of Competence (Basic Office Skills); Certificate of Completion (CC), Certificate of Achievement (CA) and Associate in Applied Science degree (AAS). Each of the four levels of credentialing prepares students for a career path in the Business Technology industry.

PROGRAM STUDENT LEARNING OUTCOMES

Demonstrate the key functions required to successfully apply critical-thinking and decision-making problem-solving skills to research, prepare, process, and communicate information and data by utilizing appropriate technology.

- 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.
- 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.
- 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
- Program graduates are able to synthesize and articulate information using appropriate mathematical methods to logically address real-life situations
- Program graduates are able to apply critical reasoning skills to identify and implement solutions to better address the challenges of work and life.

Manage time and resources to maintain an effective office environment.

- 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.
- Program graduates are able to write effectively to convey ideas that meet the needs of specific audiences and purposes.
- 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

Apply ethical and professional practices expected of the workplace.

- Program graduates are able to access, evaluate, use, and communicate information ethically and responsibly for personal, professional, and community benefit.
- Program graduates engage in effective, responsible and professional oral communications appropriate to specific audiences and purposes
- Program graduates are able to express originality through a variety of forms.

PROGRAM HISTORY

Secretarial Science courses were already an important part of the curriculum when Maui Vocational School became Maui Technical School in 1958 and Maui Community College in 1966. The Secretarial Science program was one of the original Associate in Science degree programs authorized by the University of Hawaii Community College system in 1966. A short while later in 1968, the General Office Training program was initiated.

Since their inauguration, both programs have undergone substantial changes. Typewriters were replaced by computers and the need to include computer software integration and management skills were embedded into the curriculum. These changes include a change of name to Office Administration & Technology in 1991, and a full career-ladder curriculum: ascending from two Certificates of Completion through a Certificate of Achievement, to an Associate in Applied Science (A.A.S.) degree with three specialties.

The Business Technology program had essentially been staffed with 1.5 full-time faculty members since the retirement of two professors in 1995. Kuuipo Lum, who currently serves as Program Coordinator, was hired in 1994 as a full-time faculty member and has been the program coordinator for the past twelve (12) years

Beginning in 1994 and annually as technological changes were taking place in industry, the program coordinator continued to improve the curriculum to teach skills and technological needs required by industry to manage and coordinate office administration. The program collaboratively worked with the Nursing program to develop a Certificate of Competence and two health care A.A.S. degrees.

Then in the fall of 1995 three lecturers were hired to teach various Business Technology courses including Customer Service, Word Processing for Business, Records Information Management, Introduction to Business Computing, Business Calculations.

By 2003, the University of Hawaii system wide Program Coordinating Council upgraded the program to the 100+ level and re-named the program Business Technology. The College then upgraded the full career-ladder curriculum: ascending from one Certificate of Competence in Basic Office Skills/Pre Business Technology; two Certificate of Completion in Business

Technology and a Medical Assistant I; and upgraded the Associate in Applied Science degree to four specialties in Health Care, Legal, and Information Processing.

Recognizing the need to facilitate the matriculation of students and the transfer of courses across the university system several meetings with faculty and administrators of Business Technology programs (aka Office Administration and Technology) were held throughout the UH System where an Articulation Agreement was completed. The agreement set forth standardized alphas and course numbers that are consistent for all University of Hawai'i Community Colleges with Business Technology programs. Most of the curriculum actions requested for the MCC Business Technology program were simply changes in the alpha from either BUS or BCIS to the new Business Technology Alpha: BUSN. The specific course numbers also changed in many cases to make the numbering consistent across all campuses, BTEC program course alpha's changed from OAT to BUS to BCIS and eventually consistently tailored to the new Business Technology Alpha: BUSN on a system-wide basis.

Moreover, it is intended to inform students, whose program of study requires Business (BUS), Office Administration and Technology (OAT), and Business Computing Information Systems (BCIS) courses as part of their degree requirements, of the program opportunities that are available to them throughout the UH system. Students now have the opportunity to receive credit for equivalent courses taken elsewhere in the UH system, reducing the potential problems of having to retake a similar course or not being credited with work that has been completed. The development of this articulated program of study supports the transfer of earned academic credits within the UH system.

The Business Technology program also participates with the State of Hawai'i and its educational systems Career Pathways "Six pathways, one system." initiative. At the secondary and postsecondary levels, the goal of Career Pathways is to provide curriculum standards that meet business and industry requirements. Implementing these standards will ensure student attainment of a high level of academic and technical skills, a seamless transition from secondary to postsecondary educational programs and between postsecondary campuses, and a satisfying career for which the student is well prepared.

Over the past years, the program has provided education and training for students from Maui County, out-of-state, and foreign countries including Japan, China, Germany, Brazil, Korea, and Argentina.

PROGRAM CERTIFICATION AND DEGREE

This 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 Health Care, Legal and Information Processing. Business Technology majors must earn a grade of C or better in all BUSN courses to qualify for a Cert. Co., CC, CA, and AAS degree. A minimum 2.0 GPA is required.

Cert Co Basic Office Skills - 5-8 cr.

(Pre-Business Technology / Summer bridge or Fall courses, articulation, testing, or consent)

The Basic Office Skills - Certificate of Competence demonstrates that the student has mastered the skills that are prerequisite to the balance of the Business Technology career ladder program.

The Certificate of Competence is awarded to students who complete at least four of the required credits through enrollment in MCC courses. Up to five BUSN credits may be satisfied through pre-testing prior to registration, through high school articulation or transcript evaluation, or by obtaining consent of the program coordinator.

Students who earn this certificate may continue on to the Business Technology Certificate of Completion and Certificate of Achievement and to the Associate in Applied Science degree in one of four specialty areas.

CC Business Technology - 16 cr.

[Business 120](#) or [Business Technology 161](#)(3)
[Business Technology 150](#)(3), [166](#)(1) [170](#)(3), [189](#)(3)
[English 100](#)(3)

The Business Technology Certificate of Completion demonstrates that the student has reached the basic level of competency needed for entry level positions such as Receptionist, General Office Clerk, File Clerk, and Clerk Typist. At this level the student has completed a basic introduction to Business, Business Computing, English and Orientation to Employment.

Students who earn this certificate may continue on to the Certificate of Achievement in Business Technology and to the Associate in Applied Science degree in one of four specialty areas.

CC Medical Assistant I - 23 cr.

This Certificate of Completion qualifies the student to work as a Medical Assistant I in many of the Medical sites on Maui. The Medical Assistant I helps care for patients by providing routine treatment and performing laboratory or office duties.

CA Business Technology - 17 additional cr.

Students who earn this certificate may seek employment and/or may continue on to the Health Unit Coordinator A.A.S. degree. The HUC degree path requires completion of the Business Technology Certificate of Completion and Certificate of Achievement in addition to the Medical Assistant I CC.

The Business Technology Certificate of Achievement satisfies requirements for positions such as Receptionist, General Office Clerk, File Clerk, Clerk Typist, Computer Operator and Administrative Assistant. It also provides a solid foundation for students who wish to go on to the Associate in Applied Science degree in one of four specialty areas.

Graduates demonstrate basic proficiency in word processing, presentation graphics, spreadsheet and database applications. English and communication skills are also developed at this level.

The CA degree is awarded to students who go beyond the Certificate of Completion (CC) to complete the additional courses required for the CA in Business Technology

[Business/Communication 130](#)(3) - Humanities requirement

[Business Technology 122](#)(2), [123](#)(3), [151](#)(3), [157](#)(3)

[English 209](#)(3)

AAS Core Business Technology

Business Technology: Information Processing Spec.

The Information Processing Specialty offers an intensive focus on business computing technology. Students develop proficiency in word processing, presentation graphics, spreadsheet and database applications. Graduates are prepared for and encouraged to complete nationally recognized exams such as the Microsoft Office Specialist and the Corel certification exam at the expert level.

Students who earn the Business Technology AAS with the Information Processing Specialty qualify for a wide range of employment opportunities. Typical positions include: Administrative Assistant, Executive Secretary, Information Processing Specialist, Word Processing Specialist, Junior Network Administrator and Junior Web Developer.

The AAS degree is awarded to students who complete the core AAS requirements and specialty AAS requirements in addition to the Certificate of Completion (CC) and Certificate of Achievement (CA) in Business Technology. The courses are:

CC Business Technology - 16 cr.

[Business 120](#) or [Business Technology 161](#)(3)

[Business Technology 150](#)(3), [166](#)(1) [170](#)(3), [189](#)(3)

[English 100](#)(3)

CA Business Technology - 17 additional cr.

[Business/Communication 130](#)(3) - Humanities requirement

[Business Technology 122](#)(2), [123](#)(3), [151](#)(3), [157](#)(3)

[English 209](#)(3)

AAS core Business Technology - 15 additional cr.

[Accounting 124](#) or [201](#)(3)

[Business Technology 193v](#)(3), [292](#)(3)

Social Science elective(3), General Education elective(3)

AAS Info. Processing Spec. - 15 additional cr. (63 cr. total)

[Business Technology 110](#) or [261](#)(3)

[Business Technology 232](#)(3), [237](#)(3), and one elective(3):

[ACC125](#), [BUSN110](#), [183](#), [261](#), [262](#), [ICS161](#) or [205](#).

Natural Science elective(3)

Business Technology: Legal Office Spec.

The Legal Office Specialty provides a solid foundation in business computing and adds a focus in legal office procedures and terminology. Students who earn the Business Technology AAS with the Legal Office Specialty qualify for work in a legal office as an entry-level Legal Secretary.

The AAS degree is awarded to students who complete the core AAS requirements and specialty AAS requirements in addition to the Certificate of Completion (CC) and Certificate of Achievement (CA) in Business Technology. The courses are:

CC Business Technology - 16 cr.

[Business 120](#) or [Business Technology 161](#)(3)
[Business Technology 150](#)(3), [166](#)(1) [170](#)(3), [189](#)(3)
[English 100](#)(3)

CA Business Technology - 17 additional cr.

[Business/Communication 130](#)(3) - Humanities requirement
[Business Technology 122](#)(2), [123](#)(3), [151](#)(3), [157](#)(3)
[English 209](#)(3)

AAS core Business Technology - 15 additional cr.

[Accounting 124](#) or [201](#)(3)
[Business Technology 193v](#)(3), [292](#)(3)
 Social Science elective(3), General Education elective(3)

AAS Legal Office Spec. - 15 additional cr. (63 cr. total)

[Business Law 200](#)(3), Business elective(3)
[Business Technology 110](#) or [261](#)(3)
[Business Technology 286](#)(3)
 Natural Science elective(3)

Business Technology: Medical Office Spec.

The Medical Office Specialty provides a solid foundation in business computing and adds a focus in medical office procedures and terminology. Students who earn the Business Technology AAS with the Medical Office Specialty are prepared for entry-level positions in a medical office or pharmacy and for certification as a Medical Office Administrator or a Pharmacy Assistant.

The AAS degree is awarded to students who complete the core AAS requirements and specialty AAS requirements in addition to the Certificate of Completion (CC) and Certificate of Achievement (CA) in Business Technology. The courses are:

CC Business Technology - 16 cr.

[Business 120](#) or [Business Technology 161](#)(3)
[Business Technology 150](#)(3), [166](#)(1) [170](#)(3), [189](#)(3)
[English 100](#)(3)

CA Business Technology - 17 additional cr.

[Business/Communication 130](#)(3) - Humanities requirement

[Business Technology 122](#)(2), [123](#)(3), [151](#)(3), [157](#)(3)

[English 209](#)(3)

AAS core Business Technology - 15 additional cr.

[Accounting 124](#) or [201](#)(3)

[Business Technology 193v](#)(3), [292](#)(3)

Social Science elective(3), General Education elective(3)

AAS Medical Office Spec. - 16 additional cr. (64 cr. total)

[Biology 100](#)(3) - Natural Science

[Business Technology 185](#)(3)

[Business Technology 110](#) or [261](#)(3)

[Nursing 50](#)(4), [Pharmacology 106](#)(3)

Business Technology: Health Unit Coordinator

The Health Unit Coordinator Specialty provides a strong foundation in business computing with an additional focus in basic nursing care. Students learn to perform many of the tasks required in a health care setting.

This specialty prepares the student for positions with broad responsibilities in a small medical office and is a good choice for those aspiring to be a Certified Health Unit Coordinator.

The AAS degree is awarded to students who complete the core AAS requirements and specialty AAS requirements in addition to the Certificate of Completion (CC) and Certificate of Achievement (CA) in Business Technology. The courses are:

CC Business Technology - 16 cr.

[Business 120](#) or [Business Technology 161](#)(3)

[Business Technology 150](#)(3), [166](#)(1) [170](#)(3), [189](#)(3)

[English 100](#)(3)

CA Business Technology - 17 additional cr.

[Business/Communication 130](#)(3) - Humanities requirement

[Business Technology 122](#)(2), [123](#)(3), [151](#)(3), [157](#)(3)

[English 209](#)(3)

AAS core Business Technology - 15 additional cr.

[Accounting 124](#) or [201](#)(3)

[Business Technology 193v](#)(3), [292](#)(3)

Social Science elective(3), General Education elective(3)

AAS Health Unit Coordinator - 15 additional cr. (63 cr. total)

[Biology 100](#)(3) - Natural Science, [Nursing 16](#)(5), [50](#)(4)

[Business Technology 185](#)(3)

Quantitative Indicators

Demand

1. Annual new and replacement positions (Business Technology) in the State.

(Based on EMSI Employment Demand data)

Annual New + Replacement Jobs (State)	2005-11 Additional State Jobs
2091	501

2. Annual new and replacement positions (Business Technology) in the County

(Based on EMSI Employment Demand data)

Annual New + Replacement Jobs (Maui)	2005-11 Additional Maui Jobs
190	57

It appears that Maui County Health Care Electronic Records Management careers were not counted in this number. There are tremendous career opportunities for MCC's Business Technology Health Care graduates as indicated by the graduation rate of the Medical Assistant I certificate and collaboration with the Nursing Program Coordinator, Nancy Johnson.

3. Number of majors

F2001	F2002	F2003	F2004	F2005	F2006
98	107	81	71	63	62

Prior to 2001, courses in the Business Technology program narrowly focused on preparing students to obtain entry-level positions in the general office.. Many business organizations are willing to hire employees who do not necessarily have post-secondary education or training in entry-level positions. Therefore, when Maui County's economy is robust, students go to work instead of attending college. Declining enrollments in previous years indicated that students in MCC's Business Technology Program were getting hired despite the completion of post secondary education.

A redesigned curriculum was implemented in 2005, which now focuses on preparing students to assume supervisory and Administrative Assistant positions in the industry. This program is designed to provide a flexible option for those who desire associate degree-level proficiency for career entry or promotion to Administrative Assistant in a variety of Health Care, Legal and Information Processing settings. The Administrative Assistant will have well-developed secretarial and data processing skills as well as some critical management perspectives. It is anticipated that the administrative assistant will

work in close support with an executive or serve as office manager with supervisory responsibility for other employees.

The additional prerequisite requirements for ABIT (that did not accept the Business Technology degree) along with the State's 2.7% average unemployment rate, significantly impacted the number of students who enrolled in AY 2006.

4-6. Student semester hours for program majors in all program classes

F2001	F2002	F2003	F2004	F2005	F2006
1600	1956	1667	1475	1679	1223

Declining SSH is directly related to the drop in enrollment and the change of major of Business Technology students into the Business Careers program (the only articulated major towards the ABIT degree), which decreased the average class size. Plus we have to consider the mix-up of the change of alphas and the rigor of the courses moving up to 100+ level.

7. FTE program enrollment

F2001	F2002	F2003	F2004	F2005	F2006
108	130	111	98	112	82

The profile for students who entered the Business Technology program from the Fall 2005 semester indicates that on the average, Business Technology majors take four courses (12 credits) per semester while working either part-time or full-time. (FTE program enrollment is based on SSH divided by 15 credits). The decrease in FTE program enrollment in F2005 and F2006 enrollment reflects the part-time status of students in the program and the change of major for Business Technology students into the Business Careers program to articulate towards a 4-year ABIT degree at MCC..

8. Number of classes taught

F2001	F2002	F2003	F2004	F2005	F2006
45	59	28	26	26	23

F2001 through F2003 classes have generally been taught through lecture/lab. Upon the introduction of the ABIT program the average number of classes taught per semester declined.

9. Determination of program's health based on demand.
Healthy.

Efficiency

10. Average class size

F2001	F2002	F2003	F2004	F2005	F2006
17	17	20	21	24	26

The increase in the average class size can be attributed to the increase of ABIT students taking required BUSN courses for their major. As a result the Business Technology classes are also feeder courses into the ABIT program but the majors are not counted in the Business Technology program..

11. Class fill rate

F2001	F2002	F2003	F2004	F2005	F2006
n/a	n/a	n/a	n/a	n/a	69.9%

12. FTE or BOR appointed program faculty.

BOR is 3.5 however, upon the retirement of two professors in 1995 the current FTE is 2.0.

13. Student/Faculty Ratio.

41 (based on FTE Program Enrollment)

14. Number of Majors per FTE faculty

41 majors per FTE faculty.

15. Program Budget Allocation (personnel, supplies and services, equipment)

Data not available.

16. Cost per student semester hour

\$ n/a

17. Number of classes that enroll less than ten students

F2001	F2002	F2003	F2004	F2005	F2006
n/a	n/a	n/a	n/a	n/a	n/a

18. Determination of program's health based on efficiency.

Healthy.

Effectiveness

19. Persistence of majors Fall to Spring.

F2001	F2002	F2003	F2004	F2005	F2006
n/a	n/a	n/a	n/a	n/a	n/a

20. Number of degrees and certificates earned (annual)

Certificate of Completion

2001-02	2002-03	2003-04	2004-05	2005-06
3	8	14	10	14

Certificate and Degrees Earned

2001-02	2002-03	2003-04	2004-05	2005-06
22	42	21	10	20

Beginning in 2003 better marketing strategies could have been applied to inform the students of the alpha course modifications. The newly hired counselors were confused because of the different alpha. As a result a grad app template was developed to alleviate the confusion. Student advising sessions were held to clear up the confusion.

21. Number of students transferred (enrolled) to a four-year institution

Data n/a.

Perkins Core Indicators

22-28.

Standard	2001-02	2002-03	2003-04	2004-05	2005-06
Academic Attainment (1P1)	n/a	n/a	n/a	94.07	94.12
Technical Skill Attainment (1P2)	n/a	n/a	n/a	90.50	100
Completion Rate (2P1)	n/a	n/a	n/a	19.1	23.53
Placement in Employment, Education, and Military (3P1)	n/a	n/a	n/a	80.00	100
Retention in Employment (3P2)	n/a	n/a	n/a	100.00	100
Non Traditional Completion (4P1)	n/a	n/a	n/a	10.17	n/a
Non Traditional Completion (4P2)	n/a	n/a	n/a	9.09	

*Baseline standards not met

29. Determination of program's health based on effectiveness.
The overall program status (based on Program Health Indicator Reports from 2001-2005) is healthy.

During the period of 2005-2006, the Business Technology Program met and/or exceeded performance standards in all areas except for the tracking of student certificate Completion Rate (2P1) was not met. A reporting mechanism spreadsheet to assure that

students request and pickup their certificates upon completing of the certificate and not wait until they earn their A.A.S. degree.

In 2004-2005 due to new curriculum requirements, only students who met specific English writing proficiency levels were allowed to register for BUSN courses that were 100 level and above. Successful completion of the English prerequisites thus increased the students' chance of success in completing major courses. During the 2005-2006 period, technical skill attainment exceeded baseline standards.

Most Business Technology majors, are employed part time (students on average enroll for 9 credits or less per semester). Thus, the time to complete the program is lengthened. Economic variables play a critical role in impacting a student's decision to continue on with the program as well. Competitive wages for entry level positions in offices that require the use of computers to maintain administration tasks make the job market attractive to students, who may opt to go to work full-time instead of continue working toward a degree. This has adversely affected the completion rate of students in the program.

Placement in Employment (average of 100% from 2001-2006) and Retention in Employment (average of 100% from 2001-2006) are key strengths for the Business Technology program.

Employment of administrative assistants and secretaries should remain stable with a projected growth of about 3 to 9 percent. The employment of general office clerks is expected to increase 10 to 20 percent. - U.S. Dept. of Labor

Analysis of the Program

As the only two-year post secondary educational institution offering a degree and certification in Business Technology in Maui County, Maui Community College must position itself to:

- Provide an adequate source of quality workforce to support the demand for higher level office computer education and customer service needs for the County offices of the County of Maui
- Expand and develop the computerized office workforce training programs at all levels.
- MCC's Business Technology program prepares students for advances in technology. These individuals provide administrative support to an individual or an office setting Office skills can take you virtually anywhere as an office manager, executive and general office assistant, receptionist, or other entry-level positions in a variety of settings.

- Encourage and assist Business Technology majors towards their articulation into the UH-West Oahu- Bachelor's of Business Administration degree and MCC's ABIT program by developing an (advisory matrix) or "BUSN comparison of curricula" to be used by faculty during student advising sessions. (see attached BUSN comparison of curricula) matrix.

Weaknesses and Opportunities

- Courses Taught
Twenty two BUSN courses are taught within the A.A.S. degree program. The average number of major courses taught per semester is fifteen. Special topics courses and short-term professional development courses offered in a variety of modalities (i.e. modular online or video stream courses or work-based learning) need to be created to meet professional development needs of higher level skills in the industry. Currently, the program's health care third semester course is lecture-based, with the courses taught only when enrollment meets registration limits. This restriction prevents the health care majors from graduating on time.
- Enrollment
The declining number of majors is a programmatic concern if workforce needs are to be met. A provision must be developed to allow a Business Technology major to articulate into the ABIT program as easy as they articulate into the UH- West Oahu B.B.A. program. Also, recruitment needs to be done not only at the high school level but also to out of state and international destinations. Maui, which was voted number #1 island in the world, is the ideal destination to learn about customer service, database, electronic records management and higher level automated systems, An marketing and enrollment strategy must be developed.
- FTE/Persistence Rate
FTE enrollment has declined over the years. Furthermore, the persistence rate of majors has fluctuated over the years. Economic needs and the rising costs of tuition are some variables that impact student enrollment and persistence. A tuition assistance program or additional scholarships provided to more majors is a strategy to increase FTE enrollment and increase persistence rates. Currently, the Business Technology program has no scholarship opportunity for students. An endowment to the Business Tecnology (formerly OAT) program through the UH Foundation account needs to be pursued to identify the placement of those funds.

The creation of the ABIT program with articulation specifically from the Business Careers program has caused a few students to change majors from Business Technology to Business Careers as that is the only path for articulation into ABIT... At the same time enrollment by Business Technology graduates into articulation with UH-West Oahu BBA program has increased.

- Assessment SLO and COWIQ Grids

Our Program SLOs have been improved and now do not overlap with the six college-wide standards (from the COWIQS). We have identified the specific classes that relate to some of these Program SLOs but need to complete this process for Program SLOs not covered in the pilot project. While reviewing our COWIQ grids we also found some inconsistencies and errors. These grids need to be reviewed again by our program faculty.

- Changes in field; resources; shifts to respond to changes
 . Surveys have consistently revealed that Maui Community College's Business Technology Program needs to develop strategic partnerships with baccalaureate institutions. The UH-system-wide Business Technology AAS degree offerings align partially with UH-West Oahu's baccalaureate degree. Students are accepted as a provisional student and must complete their math and foreign language requirements to qualify as a full-time UH-WO student.

There is a need for professional development programs for individuals already working in the office place that may want to upgrade their technological skills. Currently, there is no curriculum to address this need.

Strengths

- Business Technology Advisory Committee
 The Hospitality and Tourism advisory committee, which was formed in 1995, has played a critical role in providing input and recommendations that have shaped the curriculum redesign process. The committee, composed of office technology management professionals with expertise in a variety of areas, provide a solid foundation for the program. In addition to curriculum redesign, over the past years, committee members have actively participated in assisting with fundraising efforts with donations received thru the UH Foundation account.
- OAT Tech Center Account
 Business Technology faculty currently work with students from the BUSN 292 capstone course and offer typing and shorthand services to the community. Monies from this activity is deposited into the OAT Tech Center Account for supplemental needs and marketing use by the program. Additional Business Technology brochures were funded by this account.
- Database of Graduates
 Currently, there is no database that tracks job placement success or transfer rates of graduates to baccalaureate hospitality degree programs. A graduate tracking survey, however, is sent out via mail six months after students graduate from MCC in order to obtain information on job placement. The return rate on the survey is 8-10%. An online survey needs to be developed to facilitate the process, which should be linked to a database of graduates.

- The Leaders in Future Technology (LIFT) club
was formed on campus. Business Technology faculty advise the LIFT club on campus. Students from Business Technology, ECET, ABIT, and Business Careers are current members of the LIFT club. The Leaders in Future Technology club is a group of students interested in advanced technologies. Our mission is to learn about cutting-edge technologies used in a variety of occupations, current career paths available, and achievements of former MCC graduates. We encourage students toward advancement in the technology field, and seek to provide leadership skills that lead to success. We are committed to sharing our knowledge and insights with all students on the MCC campus.
- Job placement, including job prospects, procedures for placing graduates, and success in placing graduates.
Business Technology graduates have access to Maui Community College's Career Employment Resource Center for job placement needs. Currently, there is no data readily available that tracks job placement success of Business Technology graduates.

According to information documented by the Economic Modeling Specialists Inc (EMSI) Labor Data (as distributed from UHCC Institutional Research <http://economicmodeling.com>) current projected positions in the State of Hawaii for spring 2006 is at 1,378 opportunities. Furthermore, EMSI also currently projected 140 positions within Maui County by spring 2006

- Assessment
Information from assessment workshops (Ruth Stiehl) have been integrated in instructional design. Participation in BK Griesemer's Pilot Assessment Project enabled the program coordinator and a faculty member to focus on a particular course and gather data for a specific project. The data was evaluated to determine if specific student learning outcomes for the program and course were met. This valuable exercise was used to provide a framework for Business Technology's first capstone course assessment.

The most important thing that we learned from the project that could help improve our program is that we need to find ways to reinforce what our students learn in their English, math and speech classes so that the students continue to maintain these skills. Within our own program courses we have built in a significant amount of repetition so that skills learned in one class are repeated in the next and then expanded. Something similar needs to be done in these other areas. Collaboration with an English teacher to help a Business Technology teacher design and implement a writing project would seem to be a sensible approach. Something like this could be very effective.

Our Program SLOs have been improved and now do not overlap with the six college-wide standards (from the COWIQs). We have identified the specific classes that relate to some of these Program SLOs but need to complete this process for Program SLOs not covered in the pilot project. While reviewing our

COWIQ grids we also found some inconsistencies and errors. These grids need to be reviewed again by our program faculty.

We created an assessment rubric using the computer application MSExcel. The SLO/COWIQ BTECH assessment rubric developed for our program seems to be ok. We were able to use it in the capstone course (BUSN 292) with only a minimal amount of assistance.

Professional Associations.

- Hawaii Business Educators Association (HBEA)
Program Coordinator and a faculty member are members of the Business Educators Association (HBEA) and have access to seminars, publications, articles, training, etc. which are integrated into the course curricula.
- National Business Educator Association (NBEA) – Program Coordinator and faculty are members of this association. Monthly trend magazines are used to keep faculty abreast with new technology.
- International Administrative Assistant Professionals (IAAP) – Program Coordinator and faculty are currently members of IAAP. Faculty offers computer workshops for members and network with administrative assistants. IAAP offers the outstanding business Technology graduate a \$500.00 scholarship.
- UH- system wide PCC - Program Coordinating Council – Program Coordinator is currently the Chair and has been the PCC Chair of the Business Technology Program PCC for the past seven years. Program Coordinator has worked with PCC representatives Stanley May (LeewardCC), Eme Troeger (Windward CC), Shelley Konishi, (Kauai CC), Ellen Nagaue (ETC/Windward CC), and Bob Yamane from HawaiiCC. Information from the PCC has allowed program outcomes to be aligned statewide and the PCC University of Hawaii System Articulation Agreement was completed and approved between the UH campuses.

Business Technology PCC completed the UH system-wide Student Learning Outcomes. It is intended to provide a common platform upon which to develop appropriate policies and review processes that use evidence of student learning to improve practice, to improve communication with important constituents, and to inform judgments about quality.

Significant Program Actions

Curriculum Design

The Business Technology Program has gone through significant curriculum changes during the past four years in order to establish MCC as the preferred educational and training destination for the field of electronic office management. The rigor and depth of

courses included in the current curriculum is designed to prepare students to assume not only clerical positions but supervisory and managerial positions in the office setting.

The Business Technology advisory committee continues to advise the program coordinator on curriculum formulation. The County of Maui advisory committee member made recommendations for curriculum changes to assure that Business Technology graduates apply for county office positions upon graduation. In 2006 the program coordinator and faculty met with the Maui County Human Resources director to discuss strategies towards recruitment of Business Technology graduates.

Articulation with High Schools

MCC's Business Technology Program currently has an articulation agreement with Lahainaluna, Baldwin and Maui High School. Students who successfully complete specific high school courses (BUSN 121 Introduction to Word Processing) earn three college credits for those classes. They are able to waive the Introduction to word Processing course (BUSN 121). Thus, high school students who plan to major in Business Technology would not need to take BUSN121 and meets the entry requirements into the Business Technology program.. The articulation agreement, which was formed by the Maui District Department of Education and Maui Community College, has been in effect since 1991. Prior to April 2007, the articulation agreement was updated and reviewed once in 1999.

During a recent DOE Consortium meeting in April 2007, representatives from Lahainaluna, Baldwin, and Maui High School met with the Business Technology faculty to review the articulation agreement.

Group Advising

Group advising sessions are scheduled every semester to allow students to work with counselors and faculty on the creation of student Ed plans. Students are also encouraged to make individual appointments with counselors or the Program Coordinator for academic advising and mentoring. Business Technology students are divided by specialties and the faculty is sharing in the responsibilities on tracking the students. The Program Coordinator tracks all Business Technology majors and sends updates on program mapping to the counselors. As students are advised, counselors also send course mapping information of students to the Program Coordinator so files are continuously updated. An academic grid developed by a Business Technology faculty member is updated by Debbie Amby, Inst Supp and used by the Business Technology faculty during student advising sessions. Faculty also uses the UH-Star system when advising students.

Group advising sessions and faculty mentoring are imperative to prevent the amount of student "self-advising," which in the past has either prolonged graduation for students due to inaccurate data or caused students to "float" between other programs,

Purchase of new computers for K206B

A grant written in collaboration between the program coordinator and VITEC was approved to purchase new computers for Kalama 206B. This upgrade was imperative

since the computers could not load the new textbook software required by the upgraded curriculum design.

Opportunities for student involvement in program-related organizations, clubs, and governance.

Students in the Business Technology Program are given the opportunity to participate and volunteer in Business Technology-related events i.e., job fairs on campus provided by the Cooperative Education Program. Students are made aware of the many networking opportunities these events offer and are encouraged to participate in the activities

30. Determination of Program's Overall Health.
Healthy.

Results of prior year's action plan (2006-2007):

Goals	Status
Implement new Business Technology (BUSN) program, recruit new students and graduate first cohort of Business Technology grads. Determine what strategies could be employed to increase enrollment.	First Cohort graduated 31 students, Comparison of BUSN curricula with UH-WestOahu and MCC's ABIT program developed by faculty member to help majors understand program completion..
Make progress in updating all course outlines with SLOs and assessment information. Examine the curriculum to ascertain currency in the field and relevancy to student and community needs. In order to ensure student learning outcomes are achieved, assessment strategies include project based assignments in which industry leaders evaluate the quality of work a student has produced.	The inaugural pilot project to assess Business Technology capstone course was Completed by the program coordinator and a faculty member. A faculty member was assigned to be a member of the MCC Assessment team. The assignment was completed. Industry leaders from the Advisory board participated in the evaluation of the students final presentation in the capstone course.
Improve student mentoring, advising and class scheduling with more faculty involvement in these processes. Determine the retention rate from semester to semester and from fall to fall. How do students move from one class to another.	In progress.

Start the discussion with the faculty to design a placement in employment database	A proto-type database has been developed however, faculty needs more time in order to enter data into the database. Project on hold.
Purchase three smartboard projectors for the computer classrooms – KaLama 201, 207 and 206B.	No budget for 2006. Smart boards to be requested again in 2007.

ACTION PLAN (Goals for 2007-2012)

The Hospitality & Tourism Program has tremendous growth potential. In order to support the Hawaii Tourism Authority Initiative to “ensure a sufficient and highly-qualified workforce that is provided with meaningful careers and advancement opportunities,” the program must be positioned to play an integral role in developing Maui County’s workforce.

The program needs to:

- a. Continue with the collaboration between the Human Resources Director of Maui County and Business Technology faculty to develop a strategy for Business Technology graduate recruitment..
- b. Provide individuals already employed in the hospitality industry an opportunity to expand their knowledge and upgrade their skills for career advancement.
- c. Expand the focus of the current course offerings (semester-long courses. and modules) Investigate work based learning in the health care office setting as a way to increase enrollment in the program.
- d. Develop an enrollment management/marketing strategy to recruit students (locally, nationally, internationally)
- e. Expand the method of classroom delivery to build enrollment. Offer online courses to meet the scheduling needs of industry professionals.
- f. Develop an alumni association and alumni directory/newsletter.
- g. Continue to track graduates by sending out graduate surveys. The survey is currently being sent out by mail and in the future needs to be available online.
- h. Continue to articulate courses to various institutions.

- n. Develop an enrollment management system.

RESOURCE IMPLICATIONS

Instructional Support.

- The biennium budget includes funding to hire a Business Technology instructor (FTE 1.0) beginning in Fall 2009. Currently ,the program consists of two permanent full-time faculty members. Since 1995 a faculty member was not hired to replace the retiring professor. In order to expand the program and address County and State workforce demands, the program requires an additional faculty member.

Smart board projectors and Video Streaming Equipment

- The biennium budget includes funding to purchase smart boards for three classrooms. Discussions to purchase new computers for Kalama 207 should begin.

Marketing & Recruitment.

- Includes printing of program brochures. Currently brochures were funded by the OAT Tech center account. This students and faculty from the Capstone Course provide the funds into this account. This project demands time and coordination by the Program Coordinator..

Professional Development.

- Includes participation in conferences and hospitality related workshops

Instructional Supplies.

- Includes videos and dvds necessary to supplement instructional delivery; includes subscriptions to HOST-related publications

Accreditation Fees.

- Includes application fee and costs of team visit (four evaluators)

