Business Technology Program Review 2007
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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 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 Description

This program focuses on the skills, knowledge, and attitudes needed to prepare for a wide 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 entry level into administrative assistant, 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 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.

Program Student Learning Outcomes (SLOs)

The Business Technology Program assesses student performance in each individual course and during the capstone class where students demonstrate that they have met the SLOs for the program as well as college-wide standards of student attainment.

Business Technology Program SLOs 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. Standard 1: Written Communication
2. Standard 2: Quantitative Reasoning
3. Standard 3: Information Retrieval and Technology (Information Literacy)
4. Standard 4: Oral Communication
5. Standard 5: Critical Thinking

Part I. Quantitative Indicators for Program Review

Demand

Occupational Demand (Career Technical Education Programs)

1. Annual new and replacement positions in the State

2005	2006	2007
C/P	C/P	94

According to Jeannie Pezzoli, the 6 year moving average for the EMSI data for 2006 was 84. This would indicate an increase in positions from 2006 to 2007.

2. Annual new and replacement positions in the County

2005	2006	2007
C/P	C/P	12

Jeannie Pezzoli indicated to us that the 6 year moving average for the EMSI data for 2006 was 10. This would indicate an increase between 2006 and 2007 for the County.

Even with the increases based on the EMSI data, the new and replacement positions for both the State and County shown in the two tables above seem to be extremely low estimates. Just a cursory check of new positions projected for Maui County from 2004-2014 in the Hawaii Workforce Informer shows much higher numbers for occupations that the Business Technology program prepares students for.

The Hawaii Workforce Informer contains a section on Fast Growing Occupations in Maui County. This section contains the following estimates of new positions over the ten year period from 2004-2014 for the following occupational groups:

Supervisors, Office Administration Support Workers	90
Secretaries and Administrative Assistants	40
Receptionists and Information Clerks	90
Executive Secretaries and Administrative Assistants	40
Office and Administrative Support Occupations	700
Health Care Support Occupations	430

From this data it seems evident that Maui County should provide a strong and growing demand for our Business Technology graduates.

3. Number of majors

2005	2006	2007
63	62	77

This report shows a 24 percent increase in Business Technology majors in 2007. An examination of the transcripts of the newly declared Business Technology majors in fall 2007 shows an atypical pattern. Many of these new students had no Business Technology classes and very few classes at MCC. In past years our typical student selected Business Technology as a major after taking classes in the program and getting to know one or more faculty members.

Because this large increase seems to be linked to new students who do not yet have a strong connection to Business Technology it should be viewed cautiously. There has been some anecdotal evidence from the counseling staff that they are discouraged from assigning new students to the "Unclassified" category. In addition, during this recent period MCC had experienced a drop in enrollments and initiated several projects to increase the number of new students coming in from local high schools. This recent increase may have resulted from either of these new practices and might not indicate a real trend of higher enrollments in the program. It remains to be seen if this larger number of majors will be sustained over time.

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

2005	2006	2007
199	229	252

Comparisons of SSH across these three years are somewhat problematic due to the changes in our course alphas that occurred in fall of 2006. Prior to that time Business Technology classes were reported under three different alphas: BUS, BCIS, and IS. Beginning in fall 2006 all of our classes are under the BUSN alpha, and this alpha does not include classes from other programs.

Consequently the fall data for 2005 may not be comparable to the 2006 and 2007 data since some Business classes not in the Business Technology program may have been included. This is probably the reason for the big drop in SSH for all program classes shown between 2005 and 2006 in number 5 and 6 below. The data from 2006 and 2007 should reflect the same lists of classes and these years will provide the basis for the comments that follow.

The change from 2006 to 2007 is roughly 10 percent. With a 24 percent increase in the number of majors, one might expect this to be significantly higher. The fact that it is only 10 percent is consistent with the observation made above that the new Business Technology majors were not taking very many Business Technology classes. The SSH data indicates that the program may be growing but at a slower rate.

5. Student semester hours for non-program majors in all program classes

2005	2006	2007
999	765	721

The SSH for non-program majors represents 75 percent of the total SSH in 2006 and 74 percent in 2007. These high ratios reflect the importance of many of the Business Technology courses to other MCC programs. BUSN110 Office Computer Troubleshooting serves students in the ECET program and is a lower division requirement for the ABIT program. BUSN150 Introduction to Business Computing fulfills the computer literacy requirement and is a required class in several programs. BUSN151 Intermediate Business Computing is also a required course in the ABIT program.

6. Student Semester Hours for all program classes.

2005	2006	2007
1,198	994	973

Excluding the data point for 2005 for the reason described under #4 above, the 2006 and 2007 data shown here reflect a steady total of Student Semester Hours.

7. FTE program enrollment

2005	2006	2007
79.87	66.27	64.87

The data here also show a steady total for the last two years.

8. Number of classes taught

2005	2006	2007
22	21	18

The numbers reported here for all three years are accurate. There has been a decline in the number of sections offered. The classes that have been cut included BUSN70 Filing (part of the Pre-Business Technology bridge program), one section of BUSN-121 Intro to Word Processing (two sections were still available to students), one section of BUSN150 Intro to Business Computing (four sections were still available), and BUSN183 Executive Transcription (a program elective). These reductions in class availability did not have a significant negative impact because alternatives were available to our students.

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

All eight statistical measures are positive .

Healthy

Efficiency

10. Average class size

2005	2006	2007
19.27	16.10	18.94

Average class size has increased from 2006 to 2007. This was probably due to the fact that students from classes that were cut moved into sections that still had space remaining. 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.

11. Class fill rate

2005	2006	2007
89.64	70.12	87.21

The change shown here from 2006 to 2007 also reflects the classes that were cut in 2007 plus the addition of some new students to the program.

12. FTE of BOR appointed program faculty

2005	2006	2007
0.00	0.00	3.00

The data here are highly misleading. In 2006 we had three FTE of BOR appointed faculty: Kuuipo Lum, Cyrilla Pascual and Chuck 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 of BOR appointed faculty. Going into 2008 we are still at about 1.5.

This situation will be 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 BOR appointed faculty. It also greatly reduces the number of faculty available to perform the many advising and administrative duties of the program. If Kuuipo Lum does not return from leave soon we must start the process to replace her.

13. Student/Faculty Ratio

2005	2006	2007
0.00	0.00	25.67

The effective Student/Faculty Ratio for 2006 based on the comment in #12 above would be 21 for 2006, 26 for spring 2007, and 51 for fall 2007. This is a very significant problem.

14. Number of Majors per FTE faculty

2005	2006	2007
15.75	15.23	23.12

The effective Student/Faculty Ratio for 2006 based on the comment in #12 above would be 31 for 2006, 26 for spring 2007, and 39 for fall 2007. This is also a significant negative development.

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

2005	2006	2007
C/P	C/P	C/P

16. Cost per Student Semester Hour

2005	2006	2007
C/P	C/P	C/P

17. Number of classes that enroll less than ten students

2005	2006	2007
1	2	2

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 required specialized classes and if the students are to graduate the low-enrolled classes must not be cut.

Consequently, we have a persistent 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. This problem will be discussed further in the section on analysis and goals.

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

Measures 10 and 11 are positive. Measures 12, 13 and 14 indicate a significant problem with the decline in the FTE of BOR appointed program faculty and the Student/Faculty Ratio. Measures 15 and 16 cannot be evaluated due to lack of relevant data. Measure 17 denotes a persistent problem that is having a negative impact on students in the program.

Cautionary

Effectiveness

19. Persistence of majors fall to spring

2005	2006	2007
68.25	70.97	63.64

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

20. Number of degrees and certificates earned (annual)

2005	2006	2007
9	16	15
11	14	12

These numbers have improved significantly since 2005 but there is still more room for improvement.

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

2005	2006	2007
1	0	4

Because the program changes from Office Administration and Technology (OAT) to Business Technology over the last few years included significant strengthening of our academic requirements, we expected to see an improvement in the number of our students continuing on to four-year programs. This is now happening. It is a very positive development for the program.

Perkins core indicators (*Career Technical Education programs only)

The Perkins core indicators shown below were updated with the latest data provided by Jeannnie Pezzoli on 10/20/08. Data from the OAT program is included but it should be noted that the number of remaining students still classified as OAT majors is very small.

22. Academic Attainment (1P1)

	2005	2006	2007
BTEC	80.00	94.12	93.33
OAT	85.71	88.89	100.00

Our performance on this measure is significantly above the State Standard of 81.87.

23. Technical Skill Attainment (1P2) *

	2005	2006	2007
BTEC	90.00	100.00	87.50
OAT	93.33	100.00	100.00

Our performance on this measure is slightly below the State Standard of 90.42.

24. Completion Rate (2P1)

	2005	2006	2007
BTEC	10.00	23.53	50.00
OAT	26.67	33.33	50.00

Our performance on this measure is significantly above the State Standard of 38.17.

25. Placement in Employment, Education, and Military (3P1)

	2005	2006	2007
BTEC	100.00	100.00	100.00
OAT	77.78	100.00	100.00

Our performance on this measure is significantly above the State Standard of 71.07.

26. Retention in Employment (3P2)

	2005	2006	2007
BTEC	100.00	100.00	100.00
OAT	100.00	100.00	100.00

Our performance on this measure is significantly above the State Standard of 92.00.

27. Non Traditional Participation (4P1) *

	2005	2006	2007
BTEC	N/A	N/A	N/A
OAT	5.56	0.00	0.00

Our performance on this measure is not available for 2007.

28. Non Traditional Completion (4P2) *

	2005	2006	2007
BTEC	N/A	N/A	N/A
OAT	0.00	0.00	0.00

Our performance on this measure is not available for 2007.

29. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy)

Measures 19, 20 and 21 are all positive. Four of seven of the Perkins indicators are significantly above State Standards, one is slightly below and two are not available for 2007.

Healthy

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

Many 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. Several of the measures show an increase and others show that the program is maintaining its current levels of participation.

Measures that are showing an increase included: Number of Majors (#3), SSH Program Majors in Program Classes (#4), Average Class Size (#10), and Fill Rate (#11).

Measures that are holding steady at or near current student participation levels included: SSH Non-Majors in Program Classes (#5), SSH in All Program Classes (#6), FTE Enrollment in Program Classes (#7), and Number of Sections Taught (#8).

Based upon the data provided, the program has been successful at recruiting new students and continues enjoy a steady level of participation from majors and non-majors. It is noteworthy that the program is providing valuable class hours to all students needing a computer literacy class, to the ABIT students who take Business Technology classes that are required in their program, and to the ECET students who often enroll in BUSN110.

Academic Advising

For the Business Technology students to be successful it is imperative that they receive adequate academic advising all along the path toward their educational goals. Improvements in this area have been achieved and the results are evident in the data.

The appointment of Crystal Alberto as the advisor for Business Technology in August of 2007 was positive step. Because Crystal is located in the Ka Lama building close to our classrooms she has been easily accessible to our students. She is also the advisor for Accounting, ABIT, and Business Careers. Her expertise with these related business programs has proved valuable. We work closely with Crystal and she participates in all of our regular meetings.

Our students have also benefited from increased faculty training and involvement in the area of academic advising. Kuuipo Lum, Cyrilla Pascual and Chuck Carletta have all received training in this area and now have access to many useful tools available through the Star system. These tools are invaluable in advising individual students and in analyzing issues that arise in scheduling, managing, and analyzing our student population.

Several of the measures provided in the data show that we are getting results in this area. Our 2P1 Completion rate (#24) is significantly above the State Standards. The Number of Degrees Earned (#20a) and Number of Certificates Earned (#20b) both increased from a recent low in 2005 and are now holding steady. Our Persistence (Fall to Spring #19) is about average for

MCC vocational programs, but we believe this will be improved with our continued efforts in the area of academic advising and student tracking.

Faculty and Instruction Delivery

As noted in #12 above the number of full time BOR appointed faculty in our program has dropped to an unacceptably low level with Kuuipo Lum being on an extended leave and Cyrilla Pascual taking on significant new responsibilities as Business and Hospitality Department Chair.

This situation has a negative impact on our Student/Faculty Ratio (#13) and on the Number of Majors per FTE faculty (#14). 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 full time 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. Potential problems that we can expect to arise due to retirements in the next few years should also be considered in this context.

In the short run this problem seems to have had little effect on our student performance. For example, the 1P1 Academic Achievement measure (#22) is far above the State Standard. But we do need to take action soon to remedy this situation.

Program Organization & Curriculum

The Number of Low-Enrolled Sections (#17) reveals a persistent problem that needs to be addressed. 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 last semester.

The possibilities for restructuring have been discussed several times but action has not been taken because we have had so many changes in recent years with the program upgrade from OAT to Business Technology followed by the alpha and course number changes required by the system-wide articulation effort.

As the program is now organized, Business Technology students all take the same core curriculum for the CC, CA and "AAS core." This is the first 48 credits of the AAS program. We believe that this core curriculum has served our program very well and should be considered a very important achievement from our efforts to reorganize the program.

We have, however, identified one problem in the core curriculum and this will be addressed by a curriculum change in 2008. We plan to drop one class from our core and reduce the total number of units from 48 to 46. This class is BUSN122 Computer Keyboard Mastery. This class is 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 already covered in BUSN123 and the emphasis for our program has shifted somewhat away from keyboarding and transcription skills.

The problem with the low-enrolled classes occurs as the students take their last 15 credits in their specialties: Legal Office, Medical Office, Health Unit Coordinator, and Information

Processing. It is this area of specialization that needs some further development. The objective should be to maintain the most essential components of each specialization while providing the student with more flexibility to choose from a variety of courses that will be available as the student nears completion of the program.

In the case of the Legal Office specialty the cohort size has been close to zero for a number of years and the specialized course in question, BUSN286 Legal Terminology and Procedures has not been offered. We had some interest in fall 2005 and offered this class but it was canceled. Students were advised to switch to one of the other specialties.

In the case of the Medical Office and Health Unit Coordinator specialties, the courses in question have generally not been offered but substitute courses have been found for the students affected. These courses are: BUSN185 Processing Physician Orders and PHARM106 Introduction to Pharmacy Technology.

In the case of the Information Processing Specialty the courses in question are BUSN232 Business Computer Spreadsheets and BUSN237 Business Computer Databases. These classes have sometimes been canceled due to low enrollment and sometimes they have been allowed with small enrollments. Recently these courses have been offered with two concurrent sections to give the students the option of enrolling in a traditional classroom-based course or taking the course as a hybrid web course. This approach has added a few students to each class but has not solved the problem.

With the low-enrolled classes this problem affects our program efficiency, but it also has a negative effect on persistence. We see a pattern in which the student gets very close to qualifying for the AAS degree and then drops out for one or two semesters. Sometimes the student returns to complete the degree when the necessary class becomes available, and sometimes the student does not return. Nearly all of these students have reached a high level of proficiency and they have started working on jobs that utilize their skills. We believe that this is a serious problem. At the present time we have identified thirteen students who are not currently enrolled but have only a few classes left to complete their AAS degree. Eight are in Information Processing and five are in the Medical Office/Health Unit Coordinator specialties.

One suggestion for restructuring would be to require only the classes most critical for the specialization and offer a list of electives from related classes available at MCC or on-line for the others. Apart from the natural science elective which is required in this last 15 credits, there are only a few classes that would need to be addressed out of the 12 remaining credits.

The Legal Office specialization might require BLAW200, and three electives (one of these somewhat comparable to BUSN286).

The Health Unit Coordinator specialization would probably require NURS16, and NURS50 plus one elective (somewhat comparable to BUSN185).

The Medical Office specialization might require NURS50, and three electives (two being comparable to BUSN185 and PHARM106).

The Information Processing specialty might require BUSN237, and three electives (BUSN232 would then be included as an elective along with other choices).

This type of program restructuring should have a positive impact on our "Persistence" measure (#19) which is now about average for MCC vocational programs. It should also address the problem identified regarding the Number of Low-Enrolled Sections (#17).

Assessment

Assessment of how well our students are mastering the student learning outcomes that our program requires is an important and ongoing activity. This process does not relate directly to the numerical measures reviewed above but it is becoming increasingly important for accreditation purposes. The Business Technology program has accomplished much in this area and has worked closely with campus leaders to insure that our program assessment practices are consistent with emerging standards.

All Business Technology courses have Student Learning Outcomes (SLOs) that are linked to course content requirements. These are maintained in the course outlines and in individual faculty syllabi. Faculty members are encouraged to assess the degree to which student performance indicates that the SLOs are being met. Reporting at this level is integrated with the contract renewal process. Faculty contract renewal documents contain comments on their assessment practices and outcomes.

As curriculum changes occur and as course outlines are periodically reviewed and updated, the SLOs for our classes are revised to remain consistent with current standard practices. It may be noted that our SLOs are somewhat more specific and competency based than those used in other programs. We plan to broaden some of these SLOs and reduce the total number as course outlines are periodically reviewed and curriculum actions processed.

The college-wide COWIQ standards are also undergoing development. Our program maintains grids for each certificate and degree that show the relation between the detailed components of each standard and the courses that make up the degree. These grids were reviewed in spring of 2007 during an assessment seminar. A few inconsistencies and minor problems were found at that time. These grids are most useful as a cross check of the effects of changes in the course requirements for our degrees. The process of reviewing and resolving problems in these grids will be included in the ongoing curriculum development process.

The main focus of the assessment seminar was to develop a method to be used in the program capstone class to perform an assessment of program SLOs and the college-wide COWIQ standards. This involved refining the list of program SLOs so that they do not overlap with the college-wide COWIQ standards and developing procedures to do the assessment for all students in the capstone class. The list of program SLOs included above in the Introduction was developed during this seminar.

The assessment seminar included a pilot project in which Kuuipo Lum performed an evaluation of her capstone students on the third program SLO: "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." All of the students in the capstone class met or exceeded this SLO. Students were also assessed on COWIQ 5: "Program graduates are able to apply critical

reasoning skills to identify and implement solutions to better address the challenges of work and life." All of the students in the capstone class met or exceeded this SLO as well.

Kuuipo noted that our program curriculum provides much repetition for office skills but not as much for English, math and speech skills learned in non-program classes. She suggested that a collaborative approach in which an English teacher might help to design a writing project to be used in a Business Technology class might provide the kind of repetition needed to reinforce writing skills. This suggestion is a good one but has not been implemented.

Future Business Technology capstone classes will also utilize this assessment method to provide reliable data at the program level for the annual program review. Plans for 2008 include an assessment of students in the capstone class taught by Cyrilla Pascual. Cyrilla will increase the number of items assessed to include Program SLOs 1,2 and 3 and COWIQ 1.

Advisory Committee and Industry Ties

The Business Technology Advisory committee should continue to play a critical role in shaping the program as it continues to develop. This committee was mentioned as one of the program's strengths in our last Comprehensive Program Review. In the future we expect to utilize the expertise of the committee not only in the curriculum development area but also in assessment of our graduates. We understand that we need to insure that our Program SLOs and assessment practices are in agreement with industry needs and practices. The advisory committee should play an important role in meeting this requirement.

Job Placement and Transfers to Other Programs

The Perkins indicators for 3P1 Placement Employment/Education (#25) and 3P2 Retention Employment (#26) were emphasized in our last Comprehensive Program Review as "key strengths" for the Business Technology program. This continues to be the case. Both of these measures are far above the State Standards for 2007.

The Number of students transferred (enrolled) to a four-year institution (#21) has also increased substantially in 2007. This is a very favorable reflection on the success of our current graduates.

The Demand Indicators, New & Replacement Positions for State and County (#1 and #2), when combined with other relevant data also show a very favorable picture for our students. Although it is possible that the current economic downturn will have an impact in this area, we do not believe that opportunities in Office Administration and Health Care support occupations will decline nearly as much as occupations more directly tied to tourism.

Follow Up on Graduates

In our last Comprehensive Program Review, Kuuipo 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. We should incorporate and expand on what Kuuipo started in this important area.

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

Summer and spring of 2007 brought several noteworthy accomplishments that have provided a good foundation for program progress.

We were able to draw on funds from the new Student Technology Fee and from an arrangement with VITEC to upgrade many of our computers in three of our classrooms. This improvement has put us in a position for further progress in 2008 to upgrade our software from OfficeXP Professional (2002) to OfficeXP Professional 2007. The new computers will also make it possible to upgrade our Desktop Publishing software from an obsolete version of Adobe PageMaker to Adobe Creative Suite by spring 2009.

The new computers, even with the older software provided greater student satisfaction in all of our classes throughout 2007. We expect the student experience in our classes to improve even more in 2008 with the addition of the new software and new textbooks that will be used.

Substantial progress in student academic advising was made in spring and fall of 2007. Three of our faculty members were able to make use of improvements in the Star system and training received through participation in the Ho'o kele team to significantly increase faculty academic advising. We were able to help bring Crystal Alberto up to speed quickly with our students. At the same time Lisa Deneen and Shane Payba continued to work with some Business Technology students whom they had been advising previously. This resulted in a substantial increase in student advising contacts during the fall of 2007. We expect to see an improvement in persistence into the spring of 2008 due to these efforts.

The work that was mentioned above regarding the spring 2007 assessment seminar was an important milestone that will provide a basis for continuing to develop and improve our Program assessment concepts and procedures.

One significant setback for the program has been mentioned several times above. The loss of Kuuipo Lum due to her extended leave beginning in fall 2007 is significant. 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. When Cyrilla took on the Department Chair role she also took on the role of Business Technology Program Coordinator with the understanding that Kuuipo would complete the Comprehensive Program review that was coming due in fall of 2007.

<div align="center">Previous Action Plan</div>

The Action Plan items contained in Kuuipo's Comprehensive Program Review from 2006 will be reviewed next. These are presented as they appeared in the report (a. through i.). It must be noted that this report was nearly a year late. It only became available to us in September of 2008 after Kuuipo completed it while on leave. Because we did not have the report until September, it was has not been discussed or utilized during most of the period covered by the present Program Review. Consequently, many of the Action Plan items included in the Comprehensive Program Review have not been addressed.

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.

In Kuuipo's absence Cyrilla Pascual has agreed to continue this collaboration.

b. Provide individuals already employed in the hospitality industry an opportunity to expand their knowledge and upgrade their skills for career advancement.

    This action item is addressed on a continuing basis through the normal operation of our program. Some of our students are currently working in the hospitality industry and enroll part time for the purpose of upgrading their skills and acquiring certificates and degrees. During the last year we have not undertaken any new efforts to expand our class offerings or tailor them to the needs of this student population.

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.

    Curriculum changes that would accomplish this objective have not been undertaken during the last year.

d. Develop an enrollment management/marketing strategy to recruit students (locally, nationally, internationally).

    During the past year we have not undertaken any projects to build a national or international marketing strategy for the Business Technology program. We have made some significant progress in marketing our program on the local level. These efforts include:

    - Redesigning and producing our program brochure to bring it up to date and to utilize the college-wide graphical template developed by Della Teigen and the Media Center. This new brochure has been used extensively in many local venues and has been updated and reprinted again in 2008.
    - Maintaining the Business Technology web pages as a readily available source for up to date program information on line.
    - Continuing to participate in all local job fairs and high school outreach programs.

e. Expand the method of classroom delivery to build enrollment. Offer online courses to meet the scheduling needs of industry professionals.

    During the past year we have significantly increased our online course offerings. BUSN121 and 123 are now offered online by Barbara Helm on Molokai. BUSN232 and BUSN237 were offered online in fall 2007 for the first time. We are planning to continue to offer more classes on line and to promote the use of existing online classes as appropriate for our students.

f. Develop an alumni association and alumni directory/newsletter.

    Although progress was not made on this item during the year, it is an excellent idea and we will incorporate it into our new action plan.

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.

> We did make some progress on this item with the mail out survey but we still do not have a well-organized database for this information. Nor do we have online capability. We plan to include this into our new action plans.

h. Continue to articulate courses to various institutions.

> This is an ongoing task for our program and it should be handled on a routine basis as the need arises. During the last year we have not completed any new agreements in this area.

i. Develop an enrollment management system.

> During the time period covered by the Comprehensive Program Review we had been developing and using a spreadsheet with detailed student information from Banner that allowed us an improved means of keeping our student list up to date and helped us plan our course schedules as well as advising sessions and tracking.

> This spreadsheet was developed and maintained for us by Debie Amby. We have also made suggestions for improvements in the Star system that would allow us to use Star for the same purposes. The system developed by Debie should be seen as an interim measure that has been useful but should be superseded as the system wide software continues to improve.

> It does not seem advisable for Business Technology to develop its own software for this purpose. Instead we should focus on continuing to use and improve the Star system, and to utilize Debie's spreadsheet as long as it is available and providing information that we cannot obtain from Star.

30. Determination of program's overall health (Healthy, Cautionary, Unhealthy)

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.
- Increasing numbers 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 full-time 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 if she does not commit to returning to the program for fall 2009.

2. Curriculum: complete process needed to remove BUSN122 as a required course.

3. Curriculum: complete minor changes requested by the PCC in fall 2008.

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

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

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.

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.

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.

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.

10. Continue to participate in all venues for student recruitment. Maintain a master list of students contacted 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.

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

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.

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.

14. Assessment: Take the assessment of our Program SLOs and COWIQ 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 COWIQ 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.

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.

16. Assessment: Review the COWIQ 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.

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."

18. Continue to develop new online classes as appropriate.

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

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

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.

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

1. To hire a new FTE BOR faculty member to replace Kuuipo Lum if she does not commit to returning to the program by fall 2009 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. Funding for the Adobe Creative Suite software needed for BUSN157 in spring 2009 is being sought through the Student Technology Fee account.

6. The purchase and installation of a projector and Elmo for Ka Lama 201 and Ka Lama 209 might be supported by Student Technology Fees. The ABIT program might be willing to support the equipment purchase for Ka Lama 209 since they will be using that room for their capstone class and possibly other small classes.

7. Funding for the purchase of new computers to replace the computers now in Ka Lama 207 should be requested from the Student Technology Fees.