# University of Hawaii Maui College
# 2011 Annual Report of Instructional Program Data

# Business Technology

## Program Mission:

Note: The mission statement for Business Technology was revised following a campus-wide workshop on 4/1/11

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

# Part I: Program Quantitative Indicators

## Overall Program Health: Healthy

### Majors Included: BTEC

| Demand Indicators | | Program Year | | | Demand Health Call |
|---|---|---|---|---|---|
| | | 08-09 | 09-10 | 10-11 | |
| 1 | New & Replacement Positions (State) | 855 | 314 | 343 | Healthy |
| 2 | New & Replacement Positions (County Prorated) | 41 | 34 | 36 | |
| 3 | Number of Majors | 64 | 76 | 99 | |
| 4 | SSH Program Majors in Program Classes | 347 | 570 | 864 | |
| 5 | SSH Non-Majors in Program Classes | 1,742 | 2,113 | 2,190 | |
| 6 | SSH in All Program Classes | 2,089 | 2,683 | 3,054 | |
| 7 | FTE Enrollment in Program Classes | 70 | 89 | 102 | |
| 8 | Total Number of Classes Taught | 43 | 51 | 56 | |

| Efficiency Indicators | | Program Year | | | Efficiency Health Call |
|---|---|---|---|---|---|
| | | 08-09 | 09-10 | 10-11 | |
| 9 | Average Class Size | 17.4 | 18.7 | 19.7 | Healthy |
| 10 | Fill Rate | 75% | 83% | 87% | |
| 11 | FTE BOR Appointed Faculty | 2 | 2 | 2 | |
| 12 | Majors to FTE BOR Appointed Faculty | 32 | 37.8 | 49.5 | |
| 13 | Majors to Analytic FTE Faculty | 14.9 | 14.9 | 17.4 | |
| 13a | Analytic FTE Faculty | 4.3 | 5.1 | 5.7 | |
| 14 | Overall Program Budget Allocation | Not Reported | $241,633 | $255,979 | |
| 14a | General Funded Budget Allocation | Not Reported | $241,633 | $255,979 | |
| 14b | Special/Federal Budget Allocation | Not Reported | $0 | $0 | |
| 15 | Cost per SSH | Not Reported | $90 | $84 | |
| 16 | Number of Low-Enrolled (<10) Classes | 6 | 3 | 4 | |

| Effectiveness Indicators | | Program Year | | | Effectiveness Health Call |
|---|---|---|---|---|---|
| | | 08-09 | 09-10 | 10-11 | |
| 17 | Successful Completion (Equivalent C or Higher) | 67% | 65% | 67% | Healthy |
| 18 | Withdrawals (Grade = W) | 64 | 55 | 98 | |
| 19 | Persistence (Fall to Spring) | 69% | 67% | 81% | |
| 20 | Unduplicated Degrees/Certificates Awarded | 16 | 21 | 30 | |
| 20a | Degrees Awarded | 6 | 12 | 9 | |
| 20b | Certificates of Achievement Awarded | 6 | 13 | 8 | |
| 20c | Academic Subject Certificates Awarded | 0 | 0 | 0 | |
| 20d | Other Certificates Awarded | 12 | 16 | 28 | |
| 21 | Transfers to UH 4-yr | 1 | 2 | 2 | |
| 21a | Transfers with credential from program | 1 | 1 | 0 | |
| 21b | Transfers without credential from program | 0 | 1 | 2 | |

| Distance Education: Completely On-line Classes | Program Year | | | |
|---|---|---|---|---|
| | 08-09 | 09-10 | 10-11 | |
| 22 | Number of Distance Education Classes Taught | 7 | 5 | 5 | |
| 23 | Enrollment Distance Education Classes | 147 | 97 | 112 | |
| 24 | Fill Rate | 86% | 78% | 90% | |
| 25 | Successful Completion (Equivalent C or Higher) | 50% | 34% | 43% | |
| 26 | Withdrawals (Grade = W) | 17 | 12 | 20 | |
| 27 | Persistence (Fall to Spring Not Limited to Distance Education) | 61% | 78% | 78% | |

| Perkins IV Core Indicators 2009-2010 | Goal | Actual | Met | |
|---|---|---|---|---|
| 28 | 1P1 Technical Skills Attainment | 90.05 | 94.12 | Met | |
| 29 | 2P1 Completion | 44.50 | 47.06 | Met | |
| 30 | 3P1 Student Retention or Transfer | 55.50 | 83.67 | Met | |
| 31 | 4P1 Student Placement | 50.50 | 68.75 | Met | |
| 32 | 5P1 Nontraditional Participation | 16.00 | 22.35 | Met | |
| 33 | 5P2 Nontraditional Completion | 15.10 | 20.83 | Met | |

**Last Updated: November 9th, 2011**

# Part II: Analysis of the Program

**Quantitative Indicators**

The Quantitative Indicators show significant improvement since the previous year.  This year we are rated as "Healthy" in all areas and we "Met"  all of our goals on the Perkins Core Indicators. We were pleased to see the change from "Cautionary" to "Healthy" in the Effectiveness indicator. This improvement was due to a change in our Persistence (Fall to Spring) from 67% to 78%.  This is an area that we have been working on in many of our classes by employing new ideas to improve student success.

**Analysis**

**PLO 1**

PLO 1 will be assessed twice over our five year assessment plan.  Each assessment will include four different classes that contribute to this PLO. These are: BUSN157 (assessed in Spring 2010), BUSN151 (assessed in Fall 2010), BUSN123 (assessed in Spring 2011), and BUSN292, our capstone class (to be assessed in Spring 2012).

Three of the four assessments for PLO 1 have been completed and are reported in the tables below. Each table includes a description of the PLO, how it was assessed, who completed the assessment, the assessment tools used and the results.

The assessment evidence and what was discovered about student learning are discussed below the tables of summative evidence.

**Business Technology Program Assessment Rubric for BUSN157 - PLO 1 - Spring 2010**

**Prepared by Charles M. Carletta, Assistant Professor, Business Technology**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| Program graduates select and apply software to create word processing, electronic messaging, desktop publishing, and presentation graphics documents. They meet or exceed productivity standards with the software and in keyboarding speed and accuracy.  They understand business document formats and are proficient in proofreading. | | | | | |
| Assessment method 1:  Original tri-fold brochure design, layout and production. <br><br> • Electronic copy of the brochure is included here. <br> • Electronic copy of the scoring rubric is included here. <br> • Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A <br> • Only Business Technology majors are included in this assessment. | 15 | 4 | 1 | 1 | 0 |
| Assessment method 2:  Newsletter layout and production, timed exercise, part of final exam. <br><br> • Electronic copy of the newsletter is included here. <br> • Electronic copy of the scoring rubric is included here. <br> • Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A <br> • Only Business Technology majors are included in this assessment. | 11 | 5 | 1 | 4 | 0 |
| Overall Assessment on this PLO. | 12 | 5 | 2 | 2 | 0 |
| Overall Assessment on this PLO - Percentage. | 57% | 24% | 10% | 10% | |

**Business Technology Program Assessment Rubric for BUSN151 - PLO 1 – Fall 2010**

**Submitted by Charles M. Carletta, Assistant Professor, Business Technology**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| | | | | | |

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | |
|---|---|---|---|---|---|
| <u>Program graduates select and apply software to create word processing, electronic messaging,</u> desktop publishing, <u>and presentation graphics documents. They meet or exceed productivity standards with the software</u> and in keyboarding speed and accuracy.  <u>They understand business document formats and are proficient in proofreading.</u> | | | | | |
| Assessment method 1:   Exercise from Word Chapter 4 - Proposal Document.<br><br>• Electronic copy of the Charity Auction Proposal document created by students.<br>• Electronic copy of the scoring rubric is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 9 | 1 | 0 | 0 | 1 |
| Assessment method 2:  Electronic Messaging - Based on Extensive use of Laulima throughout the course.<br><br>• Laulima is used to upload/download all assignments and exams, grade book, announcements and email.<br>• Course grades are used to rate students on ability to use Laulima effectively.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 9 | 1 | 0 | 0 | 1 |
| Assessment method 3:   Presentation Graphics<br><br>• Electronic copy of the student's original PowerPoint presentation is included here.<br>• Electronic copy of the scoring rubric is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 7 | 1 | 0 | 2 | 1 |
| Assessment method 4:   Comprehensive Exam on Word - Includes Advanced Techniques and Mail Merge.<br><br>• Exam was taken in class under supervision with a strict time limit.<br>• Electronic copy of the student's exam files are included here.<br>• Electronic copy of the scoring rubric is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 10 | 0 | 0 | 0 | 1 |
| Overall Assessment on this PLO. | 8 | 1 | 1 | 0 | 1 |
| Overall Assessment on this PLO - Percentage. | 80% | 10% | 10% | 0% | |

**Business Technology Program Assessment Rubric for BUSN123 - PLO 1 – Spring 2011**

**Submitted by Rhonda Barut, Lecturer, Business Technology**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog |
|---|---|---|---|---|
| <u>Program graduates select and apply software to create word processing, electronic messaging, desktop publishing, and presentation graphics documents. They meet or exceed productivity standards with the software and in keyboarding speed and accuracy.  They understand business document formats and are proficient in proofreading.</u> | | | | |
| Assessment method 1: Student project involving creation of typical documents needed in a business start-up including letters, memos, memo and letterhead templates<br><br>• Electronic copies of completed project documents (3) are included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 4 | 4 | 2 | 1 |
| | | | | |

| Assessment method 2: Student project involving creation of a business report including preface pages, citations, bibliography, index and table with math.<br><br>• Electronic copy of completed project document (1) is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 8 | 0 | 0 | 3 |
|---|---|---|---|---|
| Assessment method 3: Keyboarding speed and accuracy measured by periodic timed keyboarding tests of 5 minute duration over the course of the semester.<br><br>• Electronic copy of chart showing initial pre-test and final NWAM results is included here.<br>• Scoring based upon calculation of NWAM (net words a minute). NWAM calculated by subtracting two times the number of errors from the GWAM (gross words a minute). Only timed writings with five or fewer errors were counted in the scoring and to qualify for a particular speed grade, students must have achieved that speed at least three times.<br>• Grade of A or B=Exceeds (>45 NWAM), C= Meets (40-45 NWAM), D=Needs Improvement (35-40 NWAM), F=Insufficient Progress (<35 NWAM), W=N/A<br>• Only Business Technology majors are included in this assessment. | 4 | 3 | 0 | 4 |
| Overall Assessment on this PLO. | 4 | 2 | 2 | 3 |
| Overall Assessment on this PLO - Percentage. | 36% | 18% | 18% | 27% |

PLO 1 focuses on the ability of Business Technology students to create word processing, electronic messaging, desktop publishing and presentation graphics documents. This learning outcome includes measures of productivity levels using the relevant computer software as well as keyboarding speed and accuracy and the ability to proofread business documents with proficiency.

The assessments reported above were completed by two different instructors. They included three different classes with a total of 42 students and nine assessment methods. The results were consistently high with an overall average of 57% of the students in the "Exceeds" category and 19% in the "Meets" category. That is a total of 76% either meeting or exceeding the assessment standard. Overall, 12% were in the "Needs Improvement" category and 12% made "Insufficient Progress."

From these assessments we learned that the BUSN123 class had a significantly lower success rate than the other two classes. The students with "Insufficient Progress" were concentrated in this class and the main area of difficulty seems to be in keyboarding speed and accuracy.

## PLO 2

PLO 2 will be assessed twice over our five year assessment plan. Each assessment will include three different classes that contribute to this PLO. These are: BUSN151 (assessed in Spring 2010), BUSN170 (assessed in Fall 2010), and BUSN292 (assessed in Spring 2011).

Two of the three assessments for PLO 2 have been completed and are reported in the tables below. Each table includes a description of the PLO, how it was assessed, who completed the assessment, the assessment tools used and the results.

The assessment evidence and what was discovered about student learning are discussed below the tables of summative evidence.

| **Business Technology Program Assessment Rubric for BUSN151 - PLO 2 - Spring 2010**<br><br>**Submitted by Charles M. Carletta, Assistant Professor, Business Technology** | | | | | |
|---|---|---|---|---|---|
| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
| Program graduates utilize manual and electronic information management systems. They are able to select, organize and operate systems that meet ARMA (Association of Records Managers and Administrators) standards relative to the record life cycle. Graduates are proficient with database software used to organize, store and retrieve business information using tables, forms, queries and reports. | | | | | |
| Assessment method 1: Exercise from Chapter 4 first part.<br><br>• Electronic copy of the JSP Recruiters database with forms and reports created by students.<br>• Electronic copy of the scoring rubric is included here. | 8 | 0 | 0 | 2 | 3 |

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

**Business Technology Program Assessment Rubric for BUSN170 - PLO 2 - Fall 2010**

**Submitted by Rhonda Barut, Lecturer, Business Technology**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| Program graduates utilize manual and electronic information management systems. They are able to select, organize and operate systems that meet ARMA (Association of Records Managers and Administrators) standards relative to the record life cycle.  Graduates are proficient with database software used to organize, store and retrieve business information using tables, forms, queries and reports. | | | | | |
| **Assessment method 1:**  Objective & Performance Exam on Alphabetic Records Management<br><br>• Electronic copy of exam is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 9 | 6 | 2 | 0 | 0 |
| **Assessment method 2:**  Exercise from Chapter 8 on Subject Filing<br><br>• Electronic copy activity is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 9 | 3 | 3 | 2 | 0 |
| **Assessment method 3:**  Objective Exam on Subject & Numeric Records Management<br><br>• Electronic copy exam is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 7 | 6 | 1 | 3 | 0 |
| **Assessment method 4:**  Exercise from Chapter 10 - Geographic Records Management<br><br>• Electronic copy of Worksheet is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 11 | 3 | 0 | 3 | 0 |
| Overall Assessment on this PLO. | 7 | 6 | 2 | 2 | 0 |

| Overall Assessment on this PLO - Percentage. | 41% | 35% | 12% | 12% | |

PLO 2 focuses on the ability of Business Technology students to utilize manual and electronic information management systems. The learning outcome includes understanding and using systems that meet ARMA standards as well as proficiency with database software.

The assessments reported above were completed by two different instructors. They included two different classes with a total of 27 students and seven assessment methods. The results were fairly high with an overall average of 48% of the students in the "Exceeds" category and 22% in the "Meets" category. That is a total of 70% either meeting or exceeding the assessment standard. Overall, 7% were in the "Needs Improvement" category and 22% made "Insufficient Progress." It should also be noted that the assessment for PLO 2 scheduled for Spring 2011 in the Capstone Class (BUSN292) was not completed due to a lack of available evidence.

From these assessments we learned that the fewer students met or exceeded the standard for PLO2 as compared with PLO1 (70% compared with 76%). It was also shown that more students were in the "Needs Improvement" and "Insufficient Progress" categories when PLO2 is compared with PLO1 (24% compared with 29%). These findings indicate that our students are somewhat stronger in the word processing area than in the database and records management areas.

**PLO 3**

PLO 3 will be assessed twice over our five year assessment plan. Each assessment will include three different classes that contribute to this PLO. These are: BUSN193v (assessed in Fall 2010), BUSN166 (assessed in Fall 2010), and BUSN292 (assessed in Spring 2011).

All three of the assessments for PLO 3 have been completed and are reported in the tables below. Each table includes a description of the PLO, how it was assessed, who completed the assessment, the assessment tools used and the results.

The assessment evidence and what was discovered about student learning are discussed below the tables of summative evidence.

**PLO  for Business Technology  BUSN193V - PLO 3 Fall 2010**

**Submitted by Matt Burrill, Lecturer, Business Technology**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| <u>Program graduates are able to apply interpersonal</u> and leadership<u>skills.</u><u>They can work as part of a team and</u> participate effectively in culturally diverse groups.<u>They demonstrate professionalism in work quality, appearance, attitude and workplace behavior.</u> | | | | | |
| Assessment method 1:  Based on Field Supervisor's Evaluation Part 1 Work Performance<br><br>• Scores on ten measures of work performance were averaged based on a scale from 0-4. Results were rounded.<br>• Score of 4 or 3=Exceeds, 2=Meets, 1=Needs Improvement, 0=Insufficient Progress, Incompletes, "no shows" and Students without forms=N/A<br>• Electronic copy of the Field Supervisor's Evaluation with averages added to form is included<br>• Only Business Technology majors are included in this assessment. | 7 | 1 | 0 | 0 | 4 |
| Assessment method 2:  Based on Field Supervisor's Overall Performance Rating (final)<br><br>• Superior or Exceeds Expectations=Exceeds<br>• Meets Expectations=Meets<br>• Below Expectations=Needs Improvement<br>• Unsatisfactory=Insufficient Progress<br>• Incompletes, "no shows" and Students without forms=N/A<br>• Electronic copy of the Field Supervisor's Evaluation form is included<br>• Only Business Technology majors are included in this assessment. | 6 | 2 | 0 | 0 | 4 |
| Overall Assessment on this PLO. | 7 | 1 | 0 | 0 | 4 |

**Business Technology Program Assessment Rubric for BUSN166 - PLO 3 - Fall 2010**

**Submitted by Kehau Newhouse, Lecturer, Business Technology**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| <u>Program graduates</u> are able to apply interpersonal and leadership skills. They can work as part of a team and participate effectively in culturally diverse groups. They <u>demonstrate professionalism</u> in <u>work quality</u>, <u>appearance</u>, <u>attitude</u> and workplace behavior. | | | | | |
| Assessment method:  Mock Interview, with faculty member to apply and practice effective interview skills.<br><br>• Electronic copy of the Interview Evaluation by interviewer is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 7 | 0 | 0 | 0 | |

**Business Technology Program Assessment Rubric for BUSN292 - PLO 3 - Spring 2011**

**Submitted by Cyrilla Pascual, Associate Professor, Business Technology**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| Program graduates are able to apply interpersonal and leadership skills.  They can work as part of a team and<br>participate effectively in culturally diverse groups.  They demonstrate professionalism in work quality, appearance, attitude and workplace behavior. | | | | | |
| Assessment 1 - Community Service Project Supervisor's Evaluation<br><br>• E-copy of evaluation included, hard copy available<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=NA | 11 | | | | |
| Assessment 2 - Community Service Reflection Paper<br><br>• E-copy of rubrics for reflection paper, hard copy available<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=NA | 9 | 1 | 1 | | |
| Assessment 3 - Personal Statement<br><br>• E-copy of rubrics for personal statement available<br>• Grade of A or B=Exceeds, C-Meets, D-Needs Improvement, F-Insufficient Progress, W=NA | 9 | 1 | 1 | | |
| Assessment 4 - Oral Presentation of Community Service<br><br>• E-copy of rubrics for oral presentation, hard copy available<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=NA | 10 | 1 | | | |
| Overall Assessment on this PLO | 10 | 1 | | | |
| Overall Assessment on this PLO - Percentage | 91% | 9% | | | |

PLO 3 focuses on the ability of Business Technology students to apply interpersonal and leadership skills, work as part of a team, and participate effectively in culturally diverse groups. This learning outcome also includes demonstration of professionalism in work quality, appearance, attitudes and workplace behavior.

The assessments reported were completed by three different instructors and included substantial input from Community Service Project Supervisors (BUSN292) and Field Supervisor's Evaluations (BUSN193v). They included three different classes with a total of 26 students and 7 assessment methods. The results were very high with an overall average of 92% of the students in the "Exceeds" category and 8% in the "Meets" category. That is a total of 100% either meeting or exceeding the assessment standard.

From the assessments on PLO3 we can see that our students are assessed uniformly at the highest level by both our faculty and by project and field supervisors in employment settings that our program serves. It is important to note that the very high assessments on PLO3 may also be partly explained by the fact that two of the three classes used for the assessments come at the very end of our program (BUSN193v, Business Technology Cooperative Education and BUSN292, Integrated Office Procedures, our capstone class). Students in these classes are approaching graduation. The classes used to assess PLO1 and PLO2 included classes taken earlier in the program that may need to be repeated by the unsuccessful students prior to enrollment in either BUSN193v or 292.

**PLO 4**

PLO 4 will be assessed twice over our five year assessment plan.  Each assessment will include three different classes that contribute to this PLO. These are: BUSN151 (assessed in Fall 2010), BUSN232 (assessed in Spring 2011), and BUSN292 (to be assessed in Spring 2012).

Two of the three assessments for PLO 4 have been completed and are reported in the tables below. Each table includes a description of the PLO, how it was assessed, who completed the assessment, the assessment tools used and the results.

The assessment evidence and what was discovered about student learning are discussed below the tables of summative evidence.

| Business Technology Program Assessment Rubric for BUSN151 - PLO 4 - Fall 2010 | | | | | |
|---|---|---|---|---|---|
| **Submitted by Charles M. Carletta, Assistant Professor, Business Technology** | | | | | |
| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
| <u>Program graduates are able to understand and use spreadsheet software to meet business information needs.  They work confidently with formulas, financial functions, charts, graphs, multi-sheet, and shared workbooks.  (applies to all BUSN students with special emphasis for Information Processing specialty)</u> | | | | | |
| Assessment method 1:   Exercise from Excel Chapter 4 - Braden Mortgage workbook. Contains financial functions and formulas.<br><br>• Electronic copy of the Braden Mortgage workbook created by students is included.<br>• Electronic copy of the scoring rubric is included.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 9 | 1 | 0 | 0 | 1 |
| Assessment method 2: Exercise from Excel Chapter 6 - NextDVR Profit Potential. Contains multisheet workbook with chart and 3D formulas.<br><br>• Electronic copy of the    workbook created by students is included.<br>• Electronic copy of the scoring rubric is included.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 8 | 2 | 0 | 0 | 1 |
| Assessment method 3:   Comprehensive Exam on Excel - Includes formulas, functions, charts, etc.<br><br>• Exam was taken in class under supervision with a strict time limit.<br>• Electronic copies of the student's exam files are included here.<br>• Electronic copy of the scoring rubric is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 1 | 2 | 6 | 0 | 1 |
| Overall Assessment on this PLO. | 8 | 2 | 0 | 0 | 1 |
| Overall Assessment on this PLO - Percentage. | 80% | 20% | 0% | 0% | |

| Business Technology Program Assessment Rubric for BUSN232 - PLO 4 - Spring 2011 | | | | | |
|---|---|---|---|---|---|
| **Submitted by Rhonda Barut, Lecturer, Business Technology** | | | | | |
| | | | Needs | Insuf | |

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| Program graduates are able to understand and use spreadsheet software to meet business information needs.  They work confidently with formulas, financial functions, charts, graphs, multi-sheet, and shared workbooks.  (applies to all BUSN students with special emphasis for Information Processing specialty) | | | | | |
| Assessment method:  Tutorial 9, Case 3<br><br>• Electronic copy of work is included here.<br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 7 | 2 | 1 | 0 | 0 |
| Overall Assessment on this PLO. | 7 | 2 | 1 | 0 | 0 |
| Overall Assessment on this PLO - Percentage. | 70% | 20% | 10% | 0% | |

PLO 4 focuses on the ability of Business Technology students to understand and use spreadsheet software to meet business information needs. This learning outcome includes the student's ability to work confidently with formulas, financial functions, charts, graphs, multi-sheet and shared workbooks.

The assessments reported above were completed by two different instructors. They included two different classes with a total of 20 students and four assessment methods. The results were consistently high with an overall average of 75% of the students in the "Exceeds" category and 20% in the "Meets" category. That is a total of 95% either meeting or exceeding the assessment standard. Overall, 5% were in the "Needs Improvement" category and none of the students made "Insufficient Progress."

From these assessments we learned that nearly all of the program students have been able to achieve a high level of proficiency with the spreadsheet software that is the focus of PLO 4. When this assessment is compared to the assessment for PLO 2 it is evident that our students are doing better with the spreadsheet software than with the database software.  One reason for this might be our decision two years ago to make the 200 level database class an elective (BUSN237) while keeping the spreadsheet class as a required class (BUSN232).

**PLO 5**

PLO 5 applies only to the Legal Specialty in the Business Technology program.  Over the past few years very few students have enrolled in this specialty. Until such time that we have a significant number of students in the cohort for the Legal Specialty assessments for PLO 5 will not be addressed.

**PLO 6**

PLO 6 will be assessed twice over our five year assessment plan.  Each assessment will include four different classes that contribute to this PLO. These are: BUSN185 (assessed in Fall 2010), NURS100 (assessed in Spring 2011), PHARM106 (to be assessed in Fall 2011), and BUSN292, our capstone class (to be assessed in Spring 2012).

Two of the four assessments for PLO 6 have been completed and are reported in the tables below. Each table includes a description of the PLO, how it was assessed, who completed the assessment, the assessment tools used and the results.

The assessment evidence and what was discovered about student learning are discussed below the tables of summative evidence.

| **Business Technology Program Assessment Rubric for BUSN185 - PLO 6 - Fall 2010**<br><br>**Submitted by Elaine Slavinsky, Lecturer, Nursing/Business Technology** | | | | | |
|---|---|---|---|---|---|
| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
| Program graduates are able to work as nurse aides under the supervision of a registered or practical nurse in a hospital, long-term care, home or clinic setting. <u>They have adequate knowledge of medical terminology, abbreviations</u>, diagnostic tests, drug categories and medications <u>so that they are able to process physician orders effectively.</u>  (applies only to the Medical Assistant specialty) | | | | | |
| Assessment method 1:   Final exam that covers medical terminology<br><br>• Grade of A or B=Exceeds, C=Meets, D=Needs Improvement, F=Insufficient Progress, W=N/A<br>• Only Business Technology majors are included in this assessment. | 6 | 2 | | | |

| Overall Assessment on this PLO - Percentage. | 75% | 25% | | |
|---|---|---|---|---|

**Business Technology Program Assessment Rubric for NURS100 - PLO 6 - Spring 2011**

**Submitted by Kathleen Mumford, Instructor, Nursing**

| Program Learning Outcomes | Exceeds | Meets | Needs Imprv | Insuf Prog | N/A |
|---|---|---|---|---|---|
| Program graduates are able to work as nurse aides under the supervision of a registered or practical nurse in a hospital, long-term care, home or clinic setting. They have adequate knowledge of medical terminology, abbreviations, diagnostic tests, drug categories and medications so that they are able to process physician orders effectively.  (applies only to the Medical Assistant specialty) | | | | | |
| Assessment method 1:  Successful completion of the Department of Human Services Nurse Aide Competency/Proficiency Evaluation.<br><br>• Electronic copy of the completed Proficiency Evaluation form for each student will be retained.<br>• Certification for work as a nurse aid requires that all of the proficiencies are achieved.<br>• All proficiencies achieved="Meets", One or more proficiencies not achieved="Insufficient Progress"<br>• "Exceeds" and "Needs Improvement" not used for this assessment.<br>• "N/A" = W grade (withdrew from the class), stopped coming to class, or incomplete grade in the class.<br>• Only Business Technology majors are included in this assessment. | 5 | | | 1 | 1 |
| | 83% | | | 17% | |

PLO 6 applies only to the Medical Assistant specialty in the Business Technology program.  This learning outcome addresses the student's ability to work as a nurse aide under the supervision of a registered or practical nurse in a hospital, long-term care, home or clinic setting. The learning outcome includes demonstration of the students' knowledge of medical terminology, abbreviations, diagnostic tests, drug categories and medications so that they are able to process physician orders effectively.

The assessments reported above were completed by two different instructors. They included two different classes with a total of 14 students and two assessment methods. The results were consistently high with an overall average of 79% of the students in the "Exceeds" category and 14% in the "Meets" category. That is a total of 93% either meeting or exceeding the assessment standard. Overall, none were in the "Needs Improvement" category and 7% (one student) made "Insufficient Progress."

From these assessments we learned that the clinical and medical components of our program addressed in PLO 6 are being met at a very high standard that is similar to the results for PLO 3 and PLO 4.

**Advisory Board**

The Advisory Board for the Business Technology program meets in December. At our last meeting several revisions to our Program Learning Outcomes were presented. The changes were discussed and approved by the Board members. The present Assessment Timetable and Program Maps were also presented to the Board and discussed at that meeting. In our next meeting, the results of the assessments discussed here will be presented and discussed.

 At this time we have not taken any action to improve either curriculum or pedagogy on the basis of the assessments that have been performed.  These assessments do highlight several areas which should be discussed with our faculty as well as the Advisory Board and may lead to specific improvements in the future.

**Program Strengths and Weaknesses**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Action Plan**

- Increase the number of FTE BOR faculty members in the Business Technology program.
- Assessment: Review and update the SLOs, competencies, and course outlines for all courses that are subject to the five year review by spring 2012. Bring these items into compliance with current standards.
- Continue to implement the assessment plan as indicated in the assessment timetable.
- Discuss our assessment results with our Program Advisory Committee. Identify areas for improvement that might result from our student assessments.
- Upgrade Business Technology classroom computer hardware to take full advantage of new developments and stay abreast of the latest technologies.
- 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.
- Design and produce a document to be used to advise Business Technology students of the classes that they should take to facilitate transfer to the UH West Oahu Business Administration program.
- Continue to explore the possibilities for creating an alumni group for Business Technology graduates. Determine the best way to organize such a group and identify resources that may be used. Identify the best person to lead the project and take responsibility for following up with contacts, organizing events, and maintaining an alumni directory. Determine the feasibility of creating a newsletter or website. Look for similar attempts to organize such groups and find out what it takes to be successful.
- Continue to gather and organize information on the current employment of our recent graduates.

# Part IV: Resource Implications

**Resource Implications**

We have successfully upgraded all of our computer classrooms and labs to Windows 7 with Office 2010 this year. The next major expenses that we will require will be to continue to upgrade our computer hardware to keep abreast of the technology. Student Tech Fee funds should be able to support the following computer replacement schedule that we will require in the Ka Lama computer labs and classrooms:

**Academic Year 2012**

- Hire FTE faculty to replace Kuuipo Lum and Charles Carletta.
- Room 204, replace 25 systems purchased in 9/06, estimated cost $22,500.
- Room 206A replace 25 systems purchased in 9/06, estimated cost $22,500.
- Ka Lama Labs upgrade 10 Ethernet switches to Gigabit Ethernet spec, estimated cost $1,850.
- Room 203/206B upgrade Adobe Creative Suite 4 to Creative Suite 5.5, estimated cost $13,965.

**Academic Year 2013**

- Room 203, replace 30 systems purchased in 9/07, estimated cost $27,000.
- Room 206B, replace 25 systems purchased in 5/07, estimated cost $22,500

**Academic Year 2014**

- Room 209, replace 18 systems purchased in 5/09, estimated cost $16,200.
- Room 201, replace 25 systems purchased in 5/10, estimated cost $22,500
- Room 203, replace 6 systems purchased in 5/10, estimated cost $5,400

# Program Student Learning Outcomes

## Program Learning Outcomes

1. Program graduates select and apply software to create word processing, electronic messaging, desktop publishing, and presentation graphics documents. They meet or exceed productivity standards with the software and in keyboarding speed and accuracy. They understand business document formats and are proficient in proofreading.

2. Program graduates utilize manual and electronic information management systems. They are able to select, organize and operate systems that meet ARMA (Association of Records Managers and Administrators) standards relative to the record life cycle. Graduates are proficient with database software used to organize, store and retrieve business information using tables, forms, queries and reports.

3. Program graduates are able to apply interpersonal and leadership skills. They can work as part of a team and participate effectively in culturally diverse groups. They demonstrate professionalism in work quality, appearance, attitude and workplace behavior.

4. Program graduates are able to understand and use spreadsheet software to meet business information needs. They work confidently with formulas, financial functions, charts, graphs, multi-sheet, and shared workbooks. (applies to all BUSN students with special emphasis for Information Processing specialty)

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

6. Program graduates are able to work as nurse aides under the supervision of a registered or practical nurse in a hospital, long-term care, home or clinic setting. They have adequate knowledge of medical terminology, abbreviations, diagnostic tests, drug categories and medications so that they are able to process physician orders effectively. (applies only to the Medical Assistant specialty)

## Program Map

### Information Processing Map and Weightings

Map of Program Learning Outcomes by Course

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

### Medical Assistant II Program Map and Weightings

Map of Program Learning Outcomes by Course

| | BUSN 123 | BUSN 150 | BUSN 151 | BUSN 157 | BUSN 161 | BUSN 166 | BUSN 170 | BUSN 185 | BUSN 189 | BUSN 193v | NURS 100 | NURS 50 | PHARM 106 | BUSN 292 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PLO 1 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 2 | 0 | 2 | 1 | 2 | 1 | 2 |
| PLO 2 | 0 | 2 | 3 | 0 | 0 | 0 | 3 | 2 | 0 | 2 | 0 | 1 | 1 | 2 |
| PLO 3 | 1 | 1 | 1 | 1 | 3 | 3 | 2 | 2 | 1 | 3 | 3 | 1 | 1 | 3 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PLO 4 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 1 | 2 |
| PLO 6 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 2 | 3 | 3 | 2 | 3 | 1 |

**Legal Specialty Proposed Map and Weightings**

Map of Program Learning Outcomes by Course

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

**Assessment Plan**

| PLO | SP 2010 | FA 2010 | SP 2011 | FA 2011 | SP 2012 | FA 2012 | SP 2013 | FA 2013 | SP 2014 | FA 2014 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 157E | 151E | 123-E | | | 292-ER | 157E 123E | 151E | 292ER | |
| 2 | 151E | 170E | 292E | R | 151-E | 170E | 292E | R | | |
| 3 | | 193VE 166E | 292E | R | 166-E | 193VE | 292E | R | | |
| 4 | | 151E | 232E | | | 292-ER | 151E 232E | | 292ER | |
| 5 | | 193VE Blaw200E | 292E | R | | 193VE Blaw200E | 292E | R | | |
| 6 | | 185E | Nurs100E | Pharm106E | | 292-ER | Nurs100E | 185E Pharm106E | 292ER | |