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Home   About   Campuses   Admissions   Academics   Research   Technology   Libraries   Arts & Community

University of Hawaii Community Colleges
Annual Report of Program Data Analysis Preview
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PREVIEW

College: Kauai Community College
Program: Business Technology

The last comprehensive review for this program was on **2013**, and can be viewed at:
http://info.kauai.hawaii.edu/admin/documents/2013BTECCumProgRev.pdf

Program Description

Program Mission Statement

The BTEC program directly serves the mission of the college by providing business technology education and training in a caring, student-focused, and intellectually stimulating environment. The program prepares students/graduates for entry-level clerical positions, provides opportunities for updating office skills, and contributes to the development of life-long learners who think critically, appreciate diversity, and lead successful, independent, socially responsible, and personally fulfilling lives.

Description

The BTEC program prepares students for employment in government and industry positions such as administrative assistants, information processors, receptionists, clerks, and secretaries. Our mission is to provide quality education that will prepare students for immediate employment. These positions may also provide opportunities for advancement in office occupations in the global marketplace. Additionally, we promote positive work ethics and attitudes. The BTEC program is sequenced in a career-ladder structure so that students can fulfill the BTEC basic competencies and attain a certificate of completion (CC) and/or certificate of achievement (CA) on their way to completing the associate in applied science (AAS). The program offers the following degrees and certificates:

1. Certificate of Completion, Business Technology (Office Assistant) <13 credits>
2. Certificate of Completion, Business Technology <21 credits>
3. Certificate of Achievement, Business Technology <33 credits>
4. Associate in Applied Science, Business Technology <60 credits>
5. Certificate of Completion, Medical Office Receptionist <23 credits> *
6. Certificate of Completion, Virtual Office Assistant <19 credits>

*Medical Office Receptionist CO to be deleted in Fall 2017
The campus currently has one full-time faculty member who serves as both BTEC instructor and program coordinator. All other BTEC courses (BUS/BUSN alpha) are taught by part-time lecturers.

Part I. Quantitative Indicators

Overall Program Health: Cautionary
Majors Included: BTEC   Program CIP: 52.0401

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
1	New & Replacement Positions (State)	258	177	173	
2	*New & Replacement Positions (County Prorated)	12	7	7	
3	Number of Majors	46	27	23	
3a	Number of Majors Native Hawaiian	19	7	10	
3b	Fall Full-Time	43%	33%	30%	
3c	Fall Part-Time	57%	67%	70%	
3d	Fall Part-Time who are Full-Time in System	2%	0%	9%	
3e	Spring Full-Time	24%	26%	25%	Cautionary
3f	Spring Part-Time	76%	74%	75%	
3g	Spring Part-Time who are Full-Time in System	13%	9%	4%	
4	SSH Program Majors in Program Classes	373	207	191	
5	SSH Non-Majors in Program Classes	545	354	123	
6	SSH in All Program Classes	918	561	314	
7	FTE Enrollment in Program Classes	31	19	10	
8	Total Number of Classes Taught	44	27	11	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
9	Average Class Size	11.0	10.2	9.5	
10	*Fill Rate	49.2%	51.4%	43.5%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	45.5	26.5	23	
13	Majors to Analytic FTE Faculty	14.1	12.6	21.4	
13a	Analytic FTE Faculty	3.2	2.1	1.1	
14	Overall Program Budget Allocation	$351,122	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	$349,736	Not Reported	Not Yet Reported	Cautionary
14b	Special/Federal Budget Allocation	$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	$1,386	Not Reported	Not Yet Reported	
15	Cost per SSH	$382	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	19	12	5	

*Data element used in health call calculation   Last Updated: October 29, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	75%	69%	75%	
18	Withdrawals (Grade = W)	29	13	7	Healthy
19	*Persistence Fall to Spring	56.8%	66.6%	68.1%	
19a	Persistence Fall to Fall	35.7%	46.6%	52.3%	

20	*Unduplicated Degrees/Certificates Awarded	14	2	5	
20a	Degrees Awarded	13	1	3	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	2	3	2	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	3	3	4	
22a	Transfers with credential from program	0	1	3	
22b	Transfers without credential from program	3	2	1	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	16	9	5	
24	Enrollments Distance Education Classes	221	105	52	
25	Fill Rate	56%	50%	41%	
26	Successful Completion (Equivalent C or Higher)	67%	67%	67%	
27	Withdrawals (Grade = W)	20	5	3	
28	Persistence (Fall to Spring Not Limited to Distance Education)	45%	67%	67%	

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	92.00	100.00	Met	
30	2P1 Completion	51.00	12.50	Not Met	
31	3P1 Student Retention or Transfer	81.00	78.95	Not Met	
32	4P1 Student Placement	63.87	80.00	Met	
33	5P1 Nontraditional Participation	22.00	13.33	Not Met	
34	5P2 Nontraditional Completion	22.00	0.00	Not Met	

Performance Measures		Program Year			
		14-15	15-16	16-17	
35	Number of Degrees and Certificates	13	0	3	
36	Number of Degrees and Certificates Native Hawaiian	7	0	2	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients[1]	34	20	1	
39	Number of Transfers to UH 4-yr	3	3	4	

*Data element used in health call calculation   Last Updated: October 29, 2017

[1]PY 16-17; Pell recipients graduates not majors

Glossary | Health Call Scoring Rubric

Part II. Analysis of the Program

Demand Indicators = Cautionary

1. Demand indicators of County replacement positions to graduates is 7 / 5 = 1.4 (**cautionary**).
2. New and Replacement Positions (County Prorated) stayed the same (12; 7; 7).
3. Number of BTEC majors changed this period (46; 27; 23); down four from last period.
4. Fall full-time majors decreased (43%; 33%; 30%) while Fall part-time increased (57%; 67%; 70%).
5. Spring full-time decreased (24%; 26%; 25%) while Spring part-time increased (76%; 74%; 75%).
6. Total number of classes taught decreased (44; 27; 11), likely due to more efficient offerings (MYPO) to better utilize resources and ensure student completion.

Efficiency Indicators = Cautionary

1. Efficiency/Class fill rate is 43.5% (**unhealthy**).
2. Efficiency Student/Faculty ratio is 23 (**healthy**).
3. Average class size changed slightly (11.0; 10.2; 9.5).
4. Fill rate decreased (49.2%; 51.4%; 43.5%).
5. Majors to FTE BOR appointed faculty decreased (45.5; 26.5; 23).
6. Number of low-enrolled classes decreased (19; 12; 5) due to consolidated offerings to avoid low-enrollment cancellations.

Effectiveness Indicators = Healthy

1. Effectiveness for degrees awarded = 150% increase from 2015-16 to 2016-17 (**healthy**).
2. Effectiveness for Fall to Spring = 68.1% (**cautionary**).
3. Successful completion increased three percent over the previous year (75%; 69%; 75%).
4. Fewer "W" grades were recorded (29; 13; 7).
5. Persistence Fall to Spring is steadily improving (56.8%; 66.6%; 68.1%).
6. Persistence Fall to Fall is improving (35.7%; 46.6%; 52.3%).
7. Unduplicated degrees/certificates awarded increased slightly from the previous year (14; 2; 5).
8. Transfers to a UH four-year college increased by one (3; 3; 4).
9. Persistence rates (fall to spring) are increasing (45%; 67%; 68.1%).
10. Enrollments in distance education courses are declining (221; 105; 52) but the successful completion (67%; 67%; 67%) stayed the same and withdrawal rates (20; 5; 3) saw a nice decrease.

Perkins IV Core:

1. Nontraditional participation continues to not be met (goal=22; actual=13.33).

Overall Health Score
In conclusion, the BTEC Program is **cautionary (1 + 1 + 2 = 4)**.

Part III. Action Plan

Priority: Strategic Goal 1, Increase the Number of Graduates. At our last BTEC PCC meeting, colleagues have expressed concerns that the BTEC program health indicators show a significant decline in student enrollment and completion, and we all agreed that there is an urgency to act now to revitalize our programs. A request for sabbatical leave to improve the program prompted KCC Administrators to put enrollment in the BTEC program on hold until program modifications are made. The BTEC coordinator was granted assigned time and spent the Fall 2017 semester exploring new strategies to improve and reinvent existing certificates and degrees. Two separate community groups

were sent both online and paper surveys (~400 business employers and 61 graduates); to date, 46 employers and 17 completers have responded and the list is growing. The program coordinator also took advantage of the WorkWise Job Fair in October 2017 to meet with employers to assess their needs and also met with the PCATT Director to discuss workforce training strategies. This research and assessment process is ongoing. Surveyors were also polled on their interest to participate in a focus group, which will be conducted early in the Spring.

General highlights **as of 10/30/17** of the employers' responses are as follows

- Businesses are from various sectors: agriculture, defense/military, education, for profit or nonprofit, government, health care, recreation, technology, visitor industry, and other.
- Over 60% were C-level management or owners.
- 73% did not know about the BTEC degree program before reading the survey
- 75.6% said they will or may need a qualified office worker.
- Over 60% employed 30 or more people.
- Work experience and high school diploma were rated the highest in employee education, followed by equal ratings in four-year degree or higher, certificates, and two-year degrees.
- Over half reported needing entry-level positions in the next one to two years.
- On a scale from 1-10 with 10 being highest, the overall likelihood of hiring a BTEC graduate was 7.3.
- Employers were polled on a variety of relevant skills sets; the most prominent ones ranked as used **often** to **all of the time** at the worksite are shown in the chart below.

Relevant Skill (N=46)	% of 46
Managerial Skills [Motivating others]	74%
Communication Skills [Serving customers]	70%
General Office Skills [Prioritizing tasks]	67%
General Office Skills [Practicing trustworthiness with important information]	65%
Managerial Skills [Providing leadership]	61%
Communication Skills [Answering the telephone and screening calls]	59%
General Office Skills [Dressing professionally]	59%
General Office Skills [Performing under multiple deadlines]	54%
Technical Skills [Proficient in Microsoft Outlook]	52%
Technical Skills [Proficient in Microsoft Word]	52%
Communication Skills [Editing using proper grammar and mechanics]	50%
Communication Skills [Writing reports, memos, letters, etc.]	50%
Communication Skills [Working on team projects]	48%
General Office Skills [Scheduling appointments and managing calendars]	48%
Managerial Skills [Organizing and aligning resources]	48%
Managerial Skills [Planning and strategizing]	48%
Technical Skills [Proficient in Microsoft Excel]	48%
Technical Skills [Typing/keyboarding by touch]	48%
Recordkeeping Skills [Filing electronic records]	46%
Technical Skills [Typing documents]	46%
Recordkeeping Skills [Filing paper documents]	43%
Technical Skills [Proofreading]	43%
Managerial Skills [Analyzing data to create reports or make decisions]	41%
Recordkeeping Skills [Handling currency transactions with accuracy]	39%
Communication Skills [Handling complaints]	37%
Recordkeeping Skills [Processing payments]	37%
Technical Skills [Understanding computer networking systems]	35%
Recordkeeping Skills [Making and recording deposits]	33%
Managerial Skills [Managing and controlling a project]	30%
Technical Skills [Creating spreadsheets]	30%
Recordkeeping Skills [Tracking budgets]	28%
Technical Skills [Creating flyers, brochures, newsletters, etc.]	28%
Technical Skills [Entering content in a database software program]	28%
Technical Skills [Proficient in Microsoft PowerPoint]	28%
Recordkeeping Skills [Invoicing clients]	24%
Technical Skills [Calculating on the ten-key]	24%
General Office Skills [Organizing, arranging, and coordinating meetings]	22%
Recordkeeping Skills [Taking meeting minutes]	22%
Technical Skills [Proficient in Microsoft Access]	17%
Technical Skills [Social media maintenance (Facebook, Twitter, etc.)]	17%
General Office Skills [Conducting research]	15%
Technical Skills [Creating presentations]	15%
Recordkeeping Skills [Managing a petty cash fund]	13%
General Office Skills [Mass mailing]	9%
General Office Skills [Preparing travel arrangements and itineraries]	9%
Recordkeeping Skills [Transcribing from recorded messages]	7%
Technical Skills [Designing a web page]	0%

BTEC is in its fifth year of the CPR (submitted in October 2013). Status of goals set for its past year are as follows:
UHCC/KCC Initiative: Hawaii Graduation Initiative

Strategic Goal 1: Increase the Number of Graduates

- Triple the number of graduates from last year (from 2 to 6). **Not achieved; status is 5 graduates which is one shy of the goal.**

Strategic Goal 2: Increase the Number of Native Hawaiian Majors

- Increase NH majors by 20% (7 to 8). Status: **Achieved; status is 10.**

Strategic Goal 4: Increase the Number of Students Who Transfer

- Increase the number of transfer students from 0 to 2. Implementing and promoting the UHWO student transfer agreement is a prime strategy. **Achieved: status is 4.**

UHCC/KCC Initiative: Hawaii Innovation Initiative
Strategic Goal 8: Increase Job Placement for KauaiCC Students

- Increase job placement in the Virtual Office Assistant certificate by 2 (currently no graduates). **Not achieved; the BTEC PCC will re-evaluate the relevancy of continuing this certificate at its meeting in the end of November 2017.**
- Incorporate more "real world" connections in academia to develop professionalism and career success. **Achieved; course has been revised in Spring 2017.**

UHCC/KCC Initiative: Modern Teaching and Learning Environment
Strategic Goal 12: Strengthen Distance Education Offerings

- Increase the rate of successful completion by 5% (from 67% to 72%). **Not achieved; status is 66% but continuous improvements are being made to improve distance education delivery and completion rates.**
- Run courses that don't necessarily meet the "standard class minimum" by carefully negotiating the pros and cons of offering the course to build clients' confidence in the institution. **Achieved; courses section offerings have been better streamlined to ensure that degrees can be attained in a timely manner.**

Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments

- Upgrade computer labs to Microsoft Office 2016. **Achieved in Summer 2017**.

UHCC/KCC Initiative: High Performance Mission-Driven System
Strategic Goal 14: Reduce the Cost of Education for Students

- Research cost-effective textbook and online resources. **Achieved; agreement attained with book vendors to provide low-cost bundles and three-hole-punch books.**

ACTION PLANS FOR THIS COMING YEAR:

The priority Strategic Goals for this year are:

Goal 8: Increase Job Placement for Kauai CC Students (increase by 5% and implement tracking system)
Goal 12: Strengthen Distance Education Offerings (Unresolved in last goal; increase from 8 to 12)
Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments

While the overall goal is always to increase the number of all types of graduates, the action plan for this reporting period is to determine how to best meet the needs of Kauai's businesses. By providing relevant skills training and education to their future employees, we can work to improve job placement rates. To achieve this, it is essential that the program coordinator continue the process of interviewing/surveying businesses and completers, follow up with finalizing the research with a focus group study, and implement better methods of training students for the workforce. Based on the survey results, the program coordinator will achieve the following by January 2018.

- Revise Program Learning Outcomes to comply with the BTEC PCC agreement.
- Remove existing courses (BUS 175, BUSN 106, BUSN 150, BUSN 151, ECOM 100, and HOST 100) to update for skills relevancy.
- Add new courses to the CA and AAS (BUSN 130, BUSN 171, BUSN 172 BUSN 173, ICS 101) to meet industry demand.
- Edit curriculum to match relevant skills that are identified by the survey (BUSNs 121, 123, 130, 164, 170, 179; ICS 101).
- Add BUSN 121 as a required course for all certificates/degrees to ensure keyboarding proficiency baseline.
- Revise the BTEC PAR to reflect modifications and to remove the Medical Office Receptionist CO.
- Target market to encourage nontraditional participants.

OTHER GOALS
Strategic Goal 20: Increase Enrollment of Working Adult. Based on the employer survey, 73% of responders did not know of the BTEC degree program before seeing the survey. Marketing will need to be a primary focus to increase awareness of the College's degrees and programs, potentially in the area of incumbent worker skills upgrades. This may be more non-credit related but could be investigated; goal is Spring 2018.

Status Report for the prior year requests
No additional resources were requested on the last ARPD.

Part IV. Resource Implications

Part IV. Resource Implications

The proposal below is a request for Vizio displays for each of the classrooms in the Business Building. It's a challenge trying to pinpoint specific BTEC quantitative indicators that reflect improving or upgrading classrooms. Essentially, providing the best facilities and equipment reflects the College's commitment to provide an ergonomically sound environment with quality technology that will bolster student learning. Right now, there is a need for substantial improvement. The *National Standards for Business Education* says this about the role of information technology in business education: "To prepare students to be successful in today's global business environment, which is increasingly dependent on—and defined by—technology tools, educators must focus on the use of technology as a tool for facilitating business functions." (NBEA, 2013, p. 80) Additional benefits include:

- Demand: Appealing and modern equipment for the 21st Century classroom
- Efficiency: Quick and easy to use equipment
- Effectiveness: Indirectly, but argue that new equipment should lead to better overall student success.

Program Goal and Campus	Strategic Goal 13: Enhance Facilities with Appropriate

Strategic Goal or Priority Alignment	Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
Action Item	Upgrade presentation displays and printers in classrooms.
Resource(s) Request	**1. Vizio model E75-E3, 4K 85-inch display.** Initial Acquisition Cost: $1,950 x 9 = $17,550 **2. Two Laserjet Printers, $1,700 x 2 = $3,400** During the remodeling of the LRC, the printers in BUS-110 and BUS-111 experienced higher ussage by students who would normally use the LRC equipment. The printers are starting to show signs of wear and tear and need to be replaced before they completely break down.
Person(s) Responsible and Collaborators	Computer Services
Timeline	Fall 2018
Indicator of Improvement	Class fill rate will increase from 43.5% to 50%. Persistence will increase from the current 68.1% to 75%. Successful completion will increase from 75% to 80%.
PSLO Impacted	Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. <ISLO: Information Literacy, Technological Competency>
Current Status	Discussed with Computer Services staff and ITAC Chair.

Program Student Learning Outcomes

For the 2016-2017 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?		Program Student Learning Outcomes
1	Yes	Work as a responsible member of a team to meet an organization's objectives.
2	Yes	Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
3	Yes	Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
4	Yes	Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
5	Yes	Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
6	Yes	Apply appropriate strategies to secure employment, retain a job, and advance in a career.

A) Evidence of Industry Validation

No content.

B) Expected Level Achievement

No content.

C) Courses Assessed

Twenty-five course learning outcomes in the following eight courses were assessed during this report period; results of the assessments are provided below.

Course/Assessment Instruments	Success Rate (70% or higher)	Comments
BUSN 121 Timed tests, production work, observation, written exams.	Fall 2016: 92% Spring 2017: 71%	Student participation and attendance is an instructor and academic advisor to provide initial warning signs.
BUSN 123 Timed tests, production work, observation, written exams.	Spring 2017: 82%	No concerns.
BUSN 150 Timed tests, production work, observation, written exams, case studies	Fall 2016: 100%	No concerns.
BUSN 151 Timed tests, production work, observation, written exams, case studies	Spring 2017: 50%	Student participation and attendance is an instructor and academic advisor to provide initial warning signs.
BUSN 164 Written products, case studies, exams/quizzes	Fall 2016: 83%	No concerns.
BUSN 170 Written products, case studies, timed filing exams, written exams, simulation exercises	Spring 2017: 91%	No concerns.
BUSN 189 Timed tests (ten-key), observation, written exams, production exams.	Fall 2016: 75% Spring 2017: 70%	No concerns.
BUSN 193V Work performance, advisor and instructor evaluations, self-evaluations, work hours	Fall 2016: 100% Spring 2017: 100%	No concerns.

D) Assessment Strategy/Instrument

Please refer to the chart in the Program Student Learning Outcomes, Section C) Courses Assessed section.

E) Results of Program Assessment

Please refer to the chart in the Courses Assessed section. Course student learning outcomes are attained at 70% or higher.

F) Other Comments

No content.

G) Next Steps

Please see these sections that cover Next Steps:

- Part III Action Plans for this Coming Year
- Part IV Resource Implication

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