

SHORELINE COMMUNITY COLLEGE
BUSINESS TECHNOLOGY PROGRAM REVIEW
JULY 11, 2016

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EXECUTIVE SUMMARY AND PRIORITY RECOMMENDATIONS

Overall Observations

This program recently hired a new chair and she has breathed life and energy into the program. She is supported by competent and committed faculty who have a strong sense of the needs of their students and employers. This is reflected by strong reviews from current students, who were quite likely to recommend this program to others, giving it a 4.44 on a scale of 1 (definitely not) to 5 (definitely) (N=9).

The program provides seven certificates and an associate degree, as well as providing required courses to non-majors. Indeed, over 70 percent of FTEs in 2014-15 come from students enrolled in other programs and taking pre-requisites in BT (e.g., Health Information Management). Student enrollment in the program is somewhat low. In AY 2014-15, BT had 112.8 FTE, 32 of these came from students enrolled in BT. The percent of BT FTE coming from students enrolled in the BT program has steadily increased (20 percent in 2012-13, 24 percent in 2013-14, and 28 percent in 2014-15). Most of the priority recommendations listed below are focused on boosting program enrollment.

Employment prospects for future graduates of this program are strong. Occupations that could be a fit to graduates of this program are largely expected to grow faster than average and generate 5,700 openings in King County each year. Employment of program completers (62 percent in AY 2012-13) is significantly better than the employment of leavers (48 percent in AY 2012-13). This finding is important because employers interviewed for this study report having no difficulty hiring in these occupations.

Priority Recommendation 1: Too Many Overlapping Certificates and Program Learning Outcomes

Existing certificates have overlapping learning outcomes and certificate names. Faculty are aware of this problem. The PLOs listed on the BT website are out of date. In addition to the AAAS, the following list is the current certificates available through BT:

- Software Applications
- Microsoft Applications
- Office Technology
- Word Processing
- Customer Service Specialist/Receptionist
- Office Assistant/Receptionist
- Office Clerk

There appears to be considerable overlap between the first four certificates, focused on technical skills. There is also considerable overlap between the last three certificates, focused on receptionist/clerk positions. The casual reader of the PLOs of these certificates would be hard pressed to tell the difference between them. A complete analysis of the PLOs and the degree and certificates is available in Appendix C.

Substantial time should be devoted to simplifying these certificates and ensuring that there is suitable distinction between them. This should include updating the program learning outcomes and may require course revisions. Doing this will help the college to better market the program and help employers better understand what skills students received.

Recommendations

- 1.1 Reduce the number of overlapping certificates and program level learning outcomes in order to create more distinction between them.
- 1.2 Provide faculty/chair release time to complete this work. Rather than repeat this recommendation for each of the priorities below, it should be recognized that the work necessary to improve this program quality and enrollment is substantial and sufficient release time is necessary to accomplish all of these recommendations.

Priority Recommendation #2: Need Pathways to Specialties

To boost employment outcomes and program marketability, faculty should create pathways that boost graduate competitiveness for occupations requiring industry-specific skills (e.g. healthcare, book-keeping).

These pathways should be created in a way that allows them to be marketed to prospective students, and allow graduates to market their special skills.

Recommendation

- 2.1 Create a limited number of specialty, industry-specific pathways. Based on this analysis, these should include a healthcare and book-keeping pathway.

Priority Recommendation #3: Improve Ability to Test Out of Courses

BT offers a number of courses designed to help students acquire needed technical skills, such as learning how to type, or using Microsoft Word and Excel. It also offers a number of programs aimed at helping students gain the necessary non-technical skills to work in an office environment, such as interpersonal communication, and basic business office practices.

Faculty and IRD staff have discussed the opportunity of reducing the three required typing courses, as well as the option of testing out of these courses. This makes

abundant sense. Employers of front-office positions require that their employees can type efficiently, so this skill is important to certify. But the prevalence of computers ensures that many students will have been exposed to typing prior to coming to the BT program. Offering the ability to test out of these requirements will boost the marketability of this program.

But why stop there? Many BT courses are skills-based, lending themselves to converting to a competency-based model. For example, the Microsoft Office Suite is used universally and something that students may also pick up prior to coming to Shoreline.

Converting this program to a competency-based model would help faculty develop improved program-level and course-level learning outcomes. Piloting this with the BT program would allow Shoreline the opportunity to learn how to accomplish this in a community college setting and understand what other programs would lend themselves to competency-based instruction. It would also provide Shoreline Community College and the BT program with a unique distinction around the state and significantly boost the number of students enrolled in the program.

Undertaking this work will likely require the support and effort of multiple departments across the campus, including student services, registration, finance, and others. External funding would enable this work to be accomplished more quickly and competently.

Recommendations

- 3.1 Consult with an expert on competency-based education expert to help understand the needed administrative and faculty resources necessary to enable this conversion.
- 3.2 Seek external funding to undertake this work.

Priority Recommendation #4: Improve Instruction and Learning Outcomes

Employers were asked what skills were most important to their companies. Those rated the highest were: customer focus (14 out of 16); written communication skills (13 out of 16) including taking notes at meetings; verbal communication skills (14 out of 16); and telephone skills (13 out of 16). Courses in the BT program teach students the fundamentals of skills employers found relevant.

However higher-level learning, such as applying skills, is not a uniform focus across the program. Some current students and alumni noted that in other courses, such as in the Excel course, there was too much focus on basic understanding of skills and not enough on applying those skills in real-life scenarios.

Using Bloom's taxonomy as a guide, analyzing course level learning objectives based on the level of learning will improve graduates' skills, and ensure that they are

prepared for the demands of work. In the interim, individual courses can be adapted to begin addressing this higher-level learning.

The program should ensure that graduates are not in the position of never having applied BT skills and knowledge before working or participating in an internship or a job. There are useful instructional guides available to help faculty promote higher-level learning, such as “Quick Flip Questions for the Revised Blooms Taxonomy”.

Recommendations

- 4.1 In the short-term, make changes to existing courses to include higher-level learning, specifically giving students opportunities to practice skills in real-life situations, role plays, or using technology (e.g., faculty suggested: asking students in writing courses to watch a YouTube video of a meeting and have them practice taking meeting notes; asking students learning about interpersonal communication practice calling each other and role playing talking with a dissatisfied customer). Ensure that there are opportunities to give students feedback.
- 4.2 Examine course-level learning outcomes and analyze the type of learning included in each, revising these course-level outcomes to include higher level learning opportunities.

Priority Recommendation #5: Offer Outlook

Finally, the BT program is currently unable to adequately teach Outlook to current students. Faculty report that BT needs dedicated server space to set up Outlook and allow students to learn how to use it and practice skills. It is difficult to overstate the degree of disadvantage on which this places Shoreline Community College’s BT program and its graduates. Microsoft Outlook is used universally by employers with enterprise computing infrastructure; Microsoft claims over 400 million users worldwide. The majority of employers interviewed for this program review stated the importance of basic Outlook skills to their companies. Not being able to teach BT students how to use Outlook is similar to not being able to teach students in Shoreline’s auto mechanic program how to repair a combustion engine. This problem needs to be quickly resolved.

- 5.1 Work with Shoreline leadership to dedicate the necessary resources so that Microsoft Outlook can be offered to BT students.

Findings

School-wide Findings

1. Shoreline Community College should develop a system for collecting contact information from graduating students. This information could be used by the Foundation for fundraising, as well as by individual departments to assess

- alumni satisfaction and the degree to which alumni achieved program outcomes. (p. 9)
2. Support services were rated low in student evaluations. Shoreline should conduct an evaluation of its support services. (p. 22)

Program Level Findings

1. Monitor grade distributions annually to ensure the remedy to past grade inflation is effective. (p. 10)
2. Alumni who completed the program gained employment at significantly higher levels than those who did not complete the program. (p. 12)
3. BT enrollment slightly underperformed compared to Shoreline Community College professional-technical programs, but did significantly better than the state average BT FTE enrollment. (p. 13)
4. BT students tend to complete degrees and certificates at a higher rate than all of Shoreline Community College professional technical programs. (p. 14-15)
5. BT courses are all available online, which enhances accessibility to its older and working student population. (p. 16, 19)
6. The chair has had two courses certified by Quality Matters and plans to submit all BT courses for certification. This should continue. (p. 16)
7. BT fill rates are adequate (83 percent in AY 2014-15). (p. 21)
8. The BT, Business, and Accounting advisory committee is defunct. The chair is actively recruiting new members to sit on a new BT/Accounting advisory committee. Combining these two into one advisory committee makes sense because of the similarity of the work and work setting in which graduates will participate. (p. 22)
9. BT prepares students for occupations that are growing faster than average and will have 5,700 openings each year. (p. 23)

Student/Course Level Findings

1. Over 70 percent of BT FTE comes from students enrolled in other programs taking courses in BT to meet their departmental requirements. (p. 13)
2. The following courses were in the highest demand: BUSTC 150, BUSTC 170, and BUSTC 105. (p. 15-16)

Faculty Findings

1. The faculty are engaged, thoughtful, and had a good understanding of the needs of students and employers. (p. 20)
2. Current faculty ratios are adequate (13 full-time to 20 part-time). (p. 20)
3. Student to faculty ratio is low (19.82 in AY 2014-15). (p. 20-21)

INTRODUCTION

In an effort to maintain the highest quality post-secondary education and meet regulatory requirement, Shoreline Community College hired Phippen Consulting, LLC in spring of 2016 to conduct a program review of its Business Technology program.

METHODOLOGY

Meetings

- Four two-hour meetings with staff and faculty to discuss all aspects of their program.
- Six phone interviews with industry representatives to discuss industry trends and skill requirements, focusing on healthcare, university, and temporary staffing agency companies.
- Thirteen responses to a one-page survey of company representatives participating in a Shoreline Community College job fair (see Appendix E for a copy of the survey).
- One one-hour interviews with Division Dean, program chair and faculty, and Institutional Review staff.

Documents Reviewed

- One survey of current students (n=24)
- One survey of alumni covering (n=21)
- Student demographic data
- Class cancellation and waitlists
- Student completion data
- Student completion ratios for Business Technology, Shoreline, and the state
- Student grade distributions
- Comparative data on student-faculty ratios
- Comparative data on full-time to part-time faculty ratios
- Program and course level fill rates
- Labor market data
- Job openings data from Monster.com
- 2010 program review
- Program level learning outcomes
- College and program website and planning guides
- Annualized FTES, headcount, and percent of enrollment by program and by certificate/degree)

Surveys

The program instituted an alumni and current student survey this year (see Appendix E for a copy of the survey results). Because Shoreline does not collect

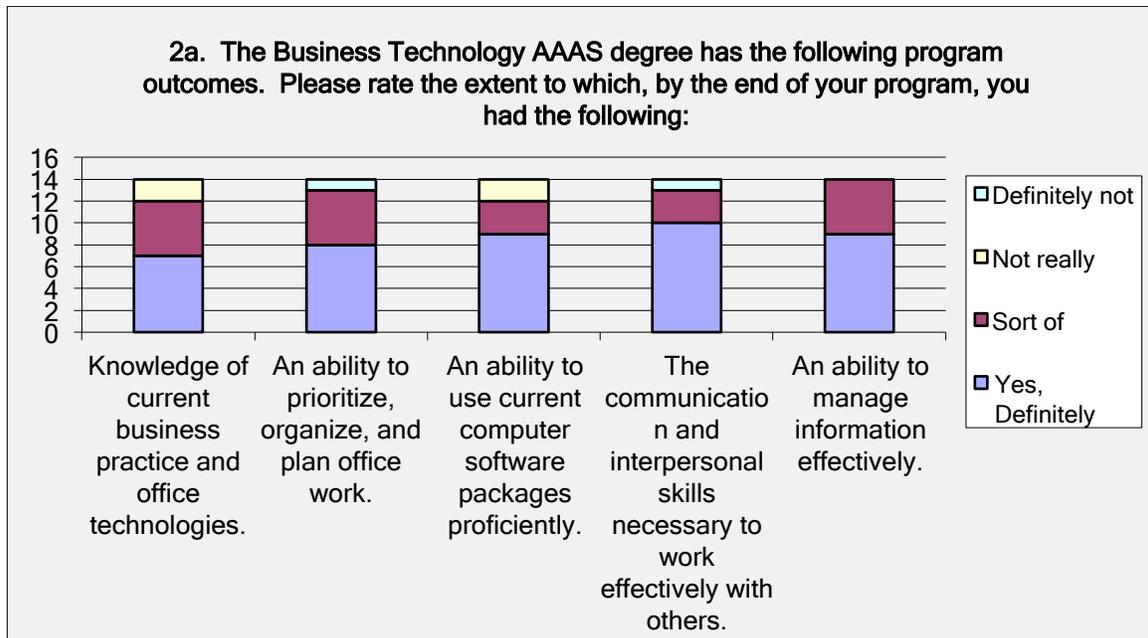
and/or maintain alumni contact information, alumni surveys were distributed to alumni still in contact with faculty, primarily the department chair. Accordingly, response was poor (n=21). Response to the current student survey was also poor (n=24).

ASSESSING STUDENT LEARNING

Program Outcomes

Program outcomes for each degree and certificate are currently being revised (because the revisions were not available, this program review is based on the current program outcomes). The alumni survey asked participants to indicate the degree or certificate they completed at Shoreline, and for those that completed the AAS in Business Technology, evaluate the extent to which they felt they achieved the programs learning outcomes.

Of the 21 respondents to the alumni survey, 14 stated they had completed the AAAS. The following chart shows that alumni of this program responding to the survey rated their achieving the six program outcomes for the BT AAAS on a scale of 1 (definitely not) to 4 (yes, definitely). All outcomes were rated positively; “an ability to manage information effectively” was rated the highest (all 14 respondents gave it a 3 or 4).



To improve the ability to assess program outcomes, this survey should be repeated regularly. Shoreline Community College, not the department, should develop a system for collecting contact information on graduating students.

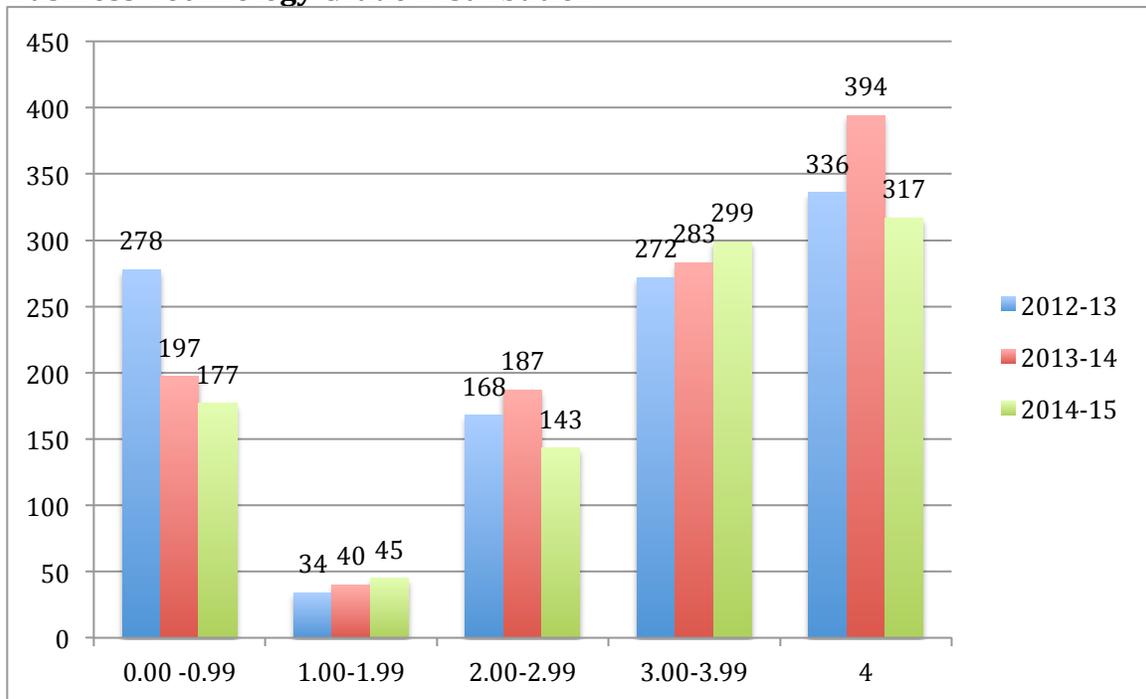
Meeting Individual Learning Needs

On a scale of 1 (poor) to 5 (excellent), current students (n=9) gave this department a strong 4.11 on its ability to meet individual learning needs.

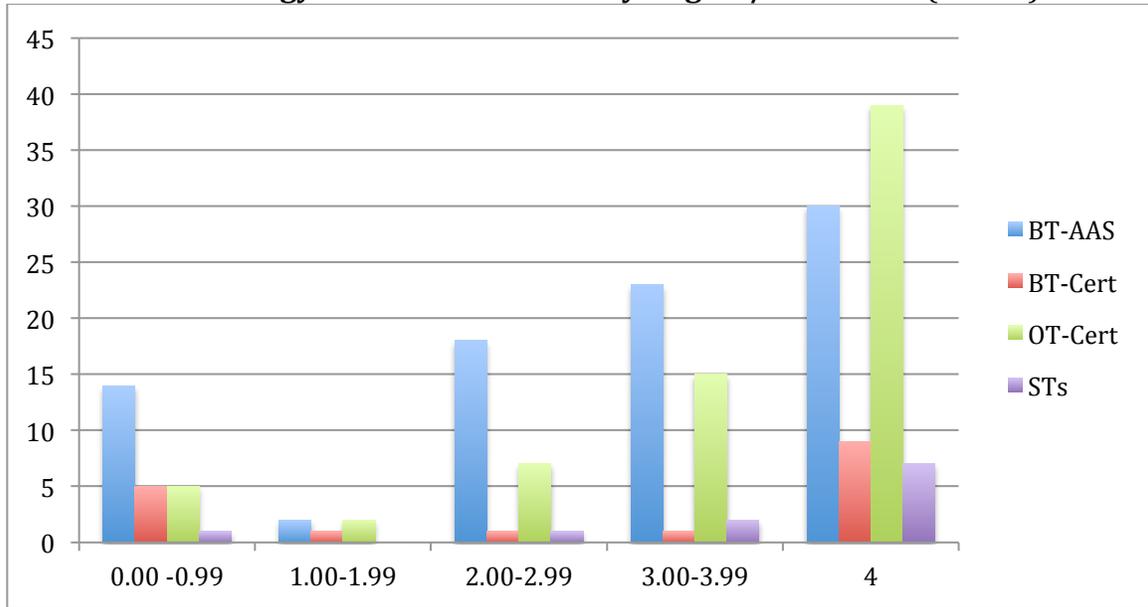
Grade Distributions

BT grade distributions shown in the following charts, reveals some degree of grade inflation occurring in the department. The grade inflation is fairly uniform across degrees and certificates and for students in the department or taking requisites from other departments. The new chair and faculty were aware of this problem, which they believe was related to faculty who are no longer with the department. They believe it occurred because these faculty either did not enter incomplete assignments into their grade books, or students were given special grade accommodation. Intensive technical assistance is currently occurring to norm student accountability within the department. It will be important to monitor grade distributions annually to track progress of the technical assistance.

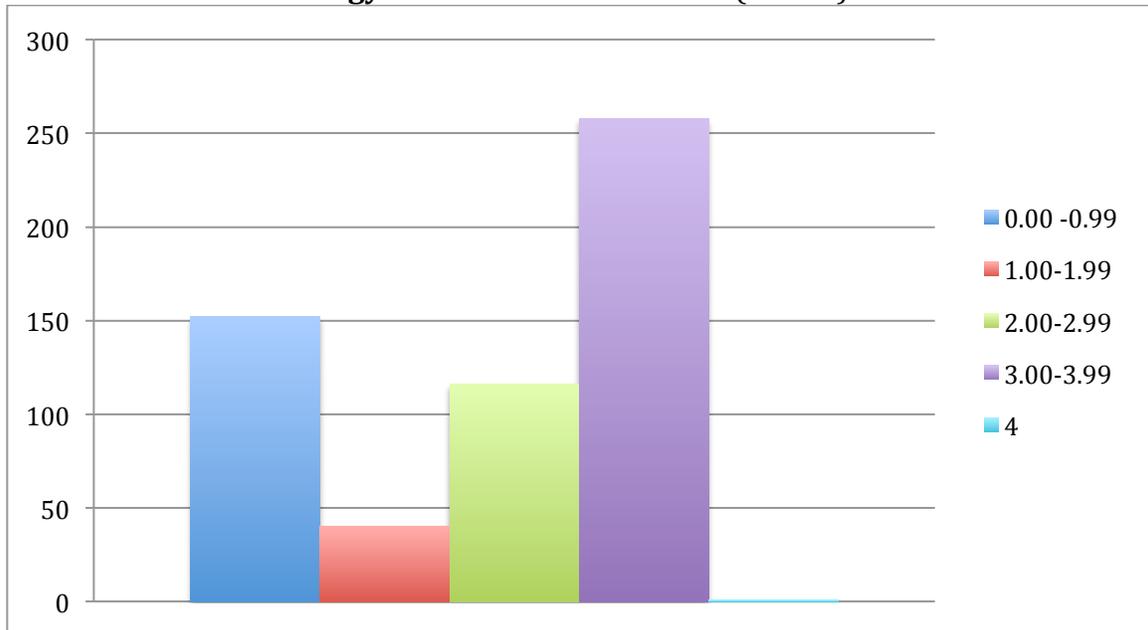
Business Technology Grade Distribution



Business Technology Grade Distribution by Degree/Certificate (A2014)

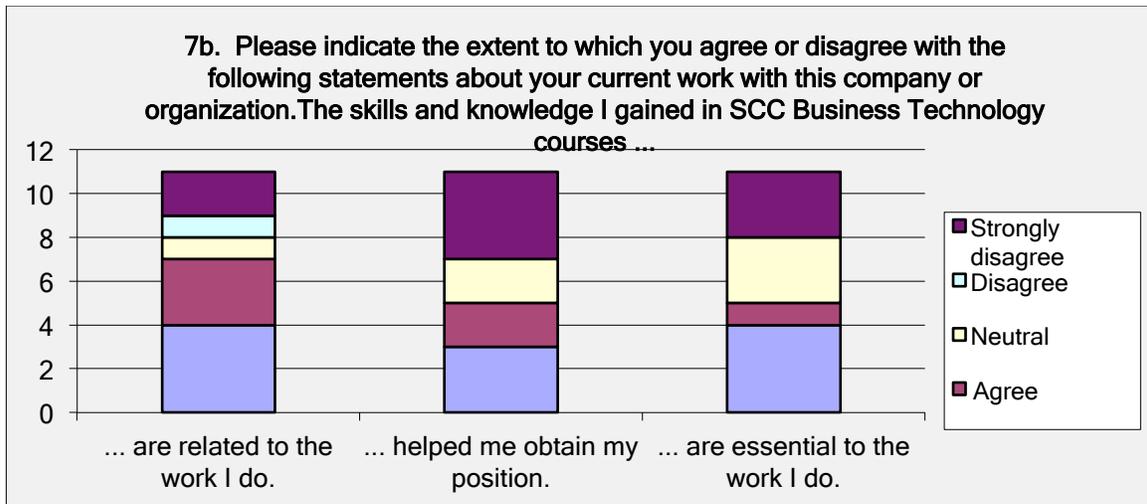


Non-business Technology EPC Grade Distribution (A2014)



EMPLOYMENT OUTCOMES

To understand employment outcomes, two data sources were used. First, BT alumni who responded to the survey reported their employment status. Eleven out of 20 respondents work full- or part-time, the majority in jobs related to their BT degree. The majority of respondents (7 out of 11) felt like their degree was related to the work they do. However, slightly less than half (5 out of 11) felt their degree helped them gain their position or was essential to their work.



The second data source is the Data Linking for Outcomes Assessment database compiled by the Washington State Board for Community Colleges linking program outcomes and employment data. This data shows the employment outcomes for alumni that completed their degree or certificate compared to those who did not (i.e., “Leavers”).¹ The data does not show what jobs these individuals have.

Completers	Leavers
2010-11: 69% (27)	2010-11: 53% (13)
2011-12: 73% (15)	2011-12: 48% (12)
2012-13: 62% (16)	2012-13: 48% (24)

These results reveal two significant findings. First, the overall employment rate of completers is relatively high. Second, the employment rate of completers is higher than that of leavers. Of course, there are likely multiple reasons that program completers have higher employment rates than leavers (e.g., people who cannot complete the program may struggle getting a job). However, it is also likely that successful completers of the Business Technology program gained skills that improved their employability.

Employers interviewed for this program review consistently stated that they currently do not have difficulty hiring qualified people to work in the positions for which this program prepares individuals (e.g., receptionists, clerks, typists, and, to a lesser extent, executive secretaries). In light of this consistent finding, these employment results are strong.

¹ The data includes alumni who have not enrolled in another Washington State community or state college or university for at least one year (i.e., so recent graduates are not included). It does not include alumni who do not have a social security number. For these reasons it may be an undercount of actual employment.

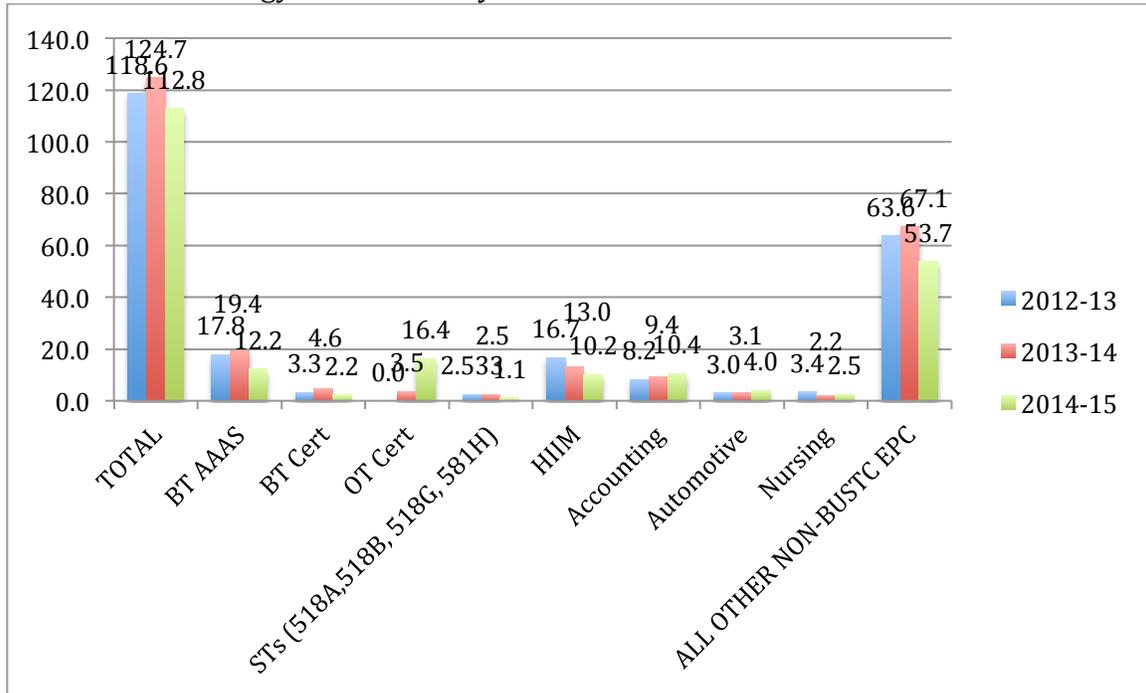
STUDENT DATA TRENDS

Enrollment

Overall enrollment in BT is concentrated in students coming from outside the department. In AY 2014-15, BT had 112.8 FTE, 80.8 of these came from students enrolled in other programs and taking pre-requisites in BT (e.g., Health Information Management). Since AY 2012-13, a greater percent of the BT FTE are coming from students enrolled in the BT program (20 percent in 2012-13, 24 percent in 2013-14, and 28 percent in 2014-15).

FTE enrollment for all of Shoreline's professional-technical programs has decreased by 4.9 percent since 2012-13. BT is underperforming the Shoreline Community College professional-technical programs, which increased by 1.4 percent during the same time period. However, Shoreline's BT program is outperforming the statewide average BT FTE enrollment, which averaged a 9.3 percent decrease during the same time period. These are expected trends due largely to the improving economy and experienced generally by all community colleges in Washington. The following histogram shows enrollment fluctuations by program for the past three years.

Business Technology Enrollment by EPC Code



The variety of certificates, and their relevancy to students, is discussed in the Curriculum section, below.

Student Demographics

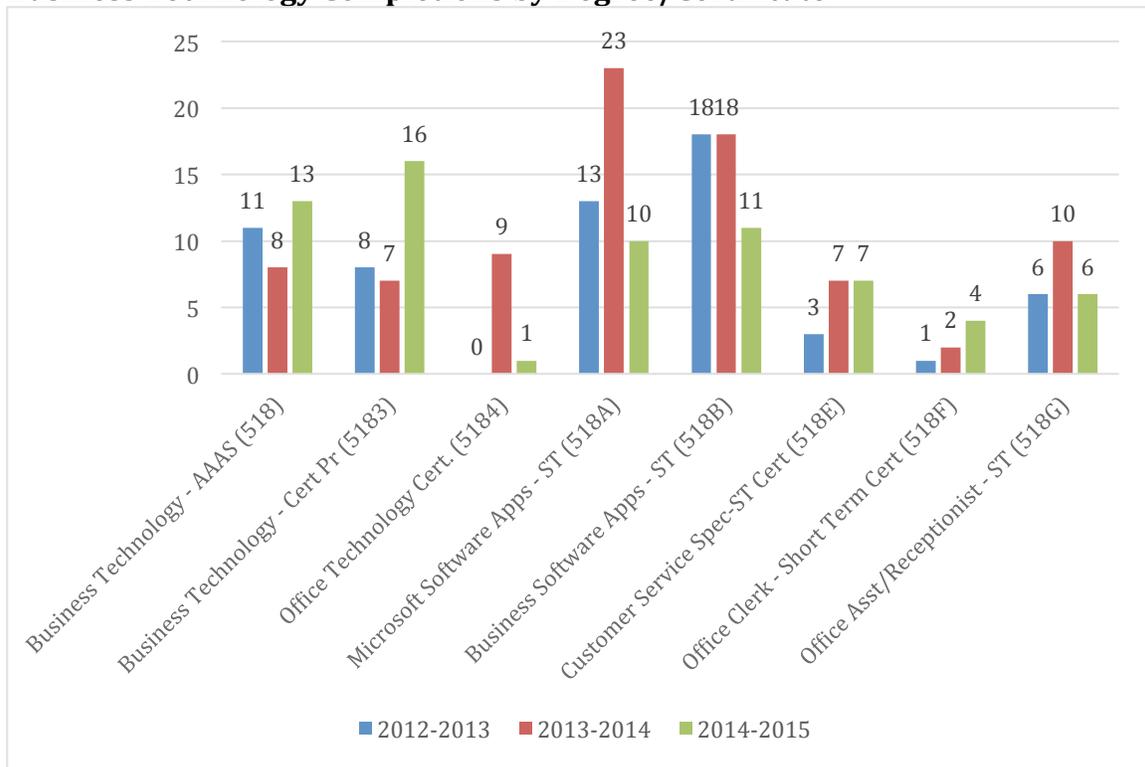
BT student gender is reflective of the occupation as a whole, mostly female. Over half of BT students are non-white, outperforming all Professional-Technical programs by four percent. Depending on the degree or certificate program, BT students are also between six to 14 years older than the mean age of Professional-Technical students. The program does well serving traditionally disadvantaged students (i.e., older, non-white, and to some extent, female).

Completion Data

Over the three-year study period, the 2013-14 academic year had a large bolus of students complete the Office Technology, Microsoft Software Applications, and Office Assistant/Receptionist certifications. This created considerable variation in overall completion data. During this period, AAAS completions also fluctuated slightly with a downturn in 2013-14, picking back up in 2014-15.

Academic Year	All Completions	AAAS Completions
2012-13	60	11
2013-14	84	8
2014-15	68	13

Business Technology Completions by Degree/Certificate



When comparing BT completion ratios to Shoreline Community College and statewide ratios, it is apparent the program does a good job at ensuring students complete their degrees and certificates.

Business Technology Completion Ratios Compared to State and Shoreline

All Workforce Certificates and Degrees		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
State	<i>Ratio</i>	<i>Unavail.</i>	<i>20%</i>	<i>20%</i>	<i>20%</i>	<i>Unavail.</i>
Shoreline	Completions	641	626	694	652	648
	Headcount	2262	2110	2331	2156	2068
	<i>Ratio</i>	<i>28%</i>	<i>30%</i>	<i>30%</i>	<i>30%</i>	<i>31%</i>
All Business Tech						
All Business Tech	Completions	38	22	35	44	34
	Headcount	108	86	98	79	74
	<i>Ratio</i>	<i>35%</i>	<i>26%</i>	<i>36%</i>	<i>56%</i>	<i>46%</i>
Workforce Degrees Only						
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Shoreline	Completions	251	194	206	202	207
	Headcount	1798	1616	1786	1643	1534
	<i>Ratio</i>	<i>14%</i>	<i>12%</i>	<i>12%</i>	<i>12%</i>	<i>14%</i>
All Business Tech						
All Business Tech	Completions	4	2	9	8	11
	Headcount	74	66	73	43	51
	<i>Ratio</i>	<i>5%</i>	<i>3%</i>	<i>12%</i>	<i>19%</i>	<i>22%</i>

Waitlists

Shoreline Community College’s Institutional Review Department (IRD) studies waitlist data for the college, analyzing number of seats waitlisted by course and

quarter, in addition to several additional factors of importance. This analysis flags courses that have 16 or more seats waitlisted.

Business Technology uses a course clustering technique that renders IRD's sophisticated analysis inaccurate. Therefore, courses were analyzed only based on seats waitlisted, and those with 9 or more seats waitlisted in more than one quarter are noted below as being in high demand. See Appendix A for the full analysis.

- BUSTC 150
- BUSTC 170
- BUSTC 105

CURRICULUM

Overall a Strong Program

The BT program has the underlying structure of a strong program. Its courses are all available online. This not only enhances program accessibility to its largely older, and likely working, student population, but it also allows the program to maintain maximum course flexibility at a lower cost point by "clustering" faculty instruction together (i.e., one faculty person teaches multiple online courses simultaneously).

Another notable feature is that the program chair is putting all online courses through the Quality Matters certification. This independent peer review certification ensures the quality of online and blended courses. As of June 2016, two courses have been certified by Quality Matters (BTWRT 115 and BTWRT 215), and one is to be submitted for approval in June of 2016 (BUSTC 270). Quality Matters certification is strengthening the program and should continue. (see Course Status Report in Appendix B)

The content of the programs appears to cover those skills employers most covet, and those students most seek: computer/technical skills and customer focus skills.

Too Many Overlapping Certificates and Program Learning Outcomes

There is definite room for improvement. First, there are too many certificates with overlapping learning outcomes and certificate names that do not help distinguish one from another. Faculty are aware of this problem and state, as mentioned earlier, that PLOs listed on the website are out of date. Acknowledging that they are being revised, it's helpful to see what is being listed now as areas for improvement. In addition to the AAAS, the following list is the current certificates available through BT:

- Software Applications
- Microsoft Applications
- Office Technology
- Word Processing

- Customer Service Specialist/Receptionist
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There appears to be considerable overlap between the first four certificates, focused on technical skills. There is also considerable overlap between the last three certificates, focused on receptionist/clerk positions. The casual reader of the PLOs of these certificates would be hard pressed to tell the difference between them. A complete analysis of the PLOs and the degree and certificates is available in Appendix C.

Substantial time should be devoted to simplifying these certificates and ensuring that there is suitable distinction between them. This will include updating the program learning outcomes and may require course revisions. Doing this will help the college to better market the program and help employers better understand what skills students received.

Need Pathways to Specialties

To boost employment outcomes and program marketability, faculty should create pathways that boost graduate competitiveness for occupations requiring industry-specific skills (e.g. healthcare, book-keeping). It is not necessary to create new certificates or degrees. This could be accomplished within the existing structure by providing recommended course planning guides that show how electives can be used to add these specialties.

These pathways should be advertised to prospective students, and should be provided in a way that allows graduates to market their specialty.

Ability to Test Out of Courses

BT offers a number of courses designed to help students acquire needed technical skills, such as learning how to type, or using Microsoft Word and Excel. It also offers a number of programs aimed at helping students gain the necessary non-technical skills to work in an office environment, such as interpersonal communication, and basic business office practices.

Faculty and IRD staff have discussed the opportunity of reducing the three required typing courses, as well as the option of testing out of these courses. This makes abundant sense. Employers of front-office positions require that their employees can type efficiently, so this skill is important to certify. But the prevalence of computers ensures that many students will have been exposed to typing prior to coming to the BT program. Offering the ability to test out of these requirements will boost the marketability of this program.

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used universally and something that students may also pick up prior to coming to Shoreline.

Converting this program to a competency-based model would help faculty develop improved program-level and course-level learning outcomes. Piloting this with the BT program would allow Shoreline the opportunity to learn how to accomplish this in a community college setting and understand what other programs would lend themselves to competency-based instruction. It would also provide Shoreline Community College and the BT program with a unique distinction around the state and significantly boost the number of students enrolled in the program.

Undertaking this work will likely require the support and effort of multiple departments across the campus, including student services, registration, finance, and others. External funding would enable this work to be accomplished more quickly and competently.

Improve Instruction and Learning Outcomes

Employers were asked what skills were most important to their companies. Those rated the highest were: customer focus (14 out of 16); written communication skills (13 out of 16) including taking notes at meetings; verbal communication skills (14 out of 16); and telephone skills (13 out of 16). Courses in the BT program teach students the fundamentals of skills employers found relevant.

However higher-level learning, such as applying skills, is not a uniform focus across the program. Some current students and alumni noted that in other courses, such as in the Excel course, there was too much focus on basic understanding of skills and not enough on applying those skills in real-life scenarios.

Using Bloom's taxonomy as a guide, analyzing course level learning objectives based on the level of learning will improve graduates' skills, and ensure that they are prepared for the demands of work. In the interim, individual courses can be adapted to begin addressing this higher-level learning.

The program should ensure that graduates are not in the position of never having applied BT skills and knowledge before working or participating in an internship. There are useful instructional guides available to help faculty promote higher-level learning, such as "Quick Flip Questions for the Revised Blooms Taxonomy"

BLOOMS TAXONOMY



(Source: <https://juliaec.wordpress.com/2011/03/23/blooms-taxonomy-encouraging-higher-cognitive-thinking-in-primary-school-classrooms/>)

Offer Outlook

Finally, the BT program is currently unable to adequately teach Outlook to current students. Faculty report that BT needs dedicated server space to set up Outlook and allow students to learn how to use it and practice skills. It is difficult to overstate the degree of disadvantage on which this places Shoreline Community College's BT program and its graduates. Employers universally use Microsoft Outlook with enterprise computing infrastructure; Microsoft claims over 400 million users worldwide. The majority of employers interviewed for this program review stated the importance of basic Outlook skills to their companies. Not being able to teach BT students how to use Outlook is similar to not being able to teach students in Shoreline's auto mechanic program how to repair a combustion engine. This problem needs to be quickly resolved.

Online Courses

Generally, students and alumni appreciated that all courses were available online, often noting that making the courses available online increased the accessibility of the program. Some students and alumni also mentioned that for some courses they would have preferred a face-to-face option. They noted either that this was a better fit for their learning styles or that they would have preferred a learning environment that better reflected actual work environments (working face-to-face). However, there was not enough students requesting in-person courses to actually sustain an in-person course.

FACULTY

The faculty participating in the program review were engaged, thoughtful, and had a good understanding of the needs of students and employers.

Faculty Workload

The following table highlights the number of sections taught by full-time and part-time faculty. Business Technology has a less favorable ratio compared to its peer Accounting and Business programs, but generally has a college-level ratio goal of 1 full-time faculty section to 2 part-time faculty sections.

		BUSTC		ACCT		BUS	
2011-2012							
	FULL-TIME	10	24%	17	55%	32	49%
	PART-TIME	27	66%	7	23%	22	34%
2012-2013							
	FULL-TIME	11	28%	9	55%	7	49%
	PART-TIME	21	54%	1	23%	1	34%
2013-2014							
	FULL-TIME	6	15%	18	62%	25	33%
	PART-TIME	21	54%	5	17%	41	55%
2014-2015							
	FULL-TIME	13	32%	19	63%	33	43%
	PART-TIME	20	49%	5	17%	25	33%

The Business Technology department operates at a lower student to faculty ratio than its peer departments and quite close to the statewide average for all community college programs. Increasing enrollment will help keep these levels competitive with the rest of the college and peer programs.

	2012-2013		2013-2014		2014-2015	
	Shoreline State		Shoreline State		Shoreline State	
Accounting	32.64	24.37	32.59	23.91	35.21	24.13
Business	29.59	27.48	25.85	24.98	26.14	23.66
Business Technology	20.87	20.04	17.07	18.72	19.82	18.54
Humanities (all)	19.26	21.70	21.21	19.46	19.49	20.95
All Students	19.62	22.03	19.00	21.06	18.33	20.69

The Business Technology department fill rates are adequate. It's worth noting again that BT uses a course clustering strategy, where one faculty member teaches multiple online courses at once, in order to continue to offer individual courses that have low demand.

	2012-2013	2013-2014	2014-2015
Business Tech Fill Rate	87%	71.9%	83%

RESOURCES

As mentioned above, the key resource needed for BT is the ability to offer Outlook training to students. As stated above, not being able to offer Outlook instruction serves to constrain enrollment and hampers alumni employability. In order to provide Outlook 2016, the program requires access to dedicated server space.

PARTNERSHIPS

Active Partners

The BT advisory is combined with Business and Accounting, and therefore covers a fairly broad topic base. The committee is defunct with few actively participating members. The chair is actively recruiting new members to sit on a new BT/Accounting Advisory Committee. This work should continue.

PROGRAM SERVICES

Current students were surveyed regarding their opinions of BT's program services. They were asked to rate each component on a scale of 1 (poor) to 5 (excellent). Responses were low to the survey overall and to these questions in particular (N=8-9). Their responses were:

Program Element	Rating	N
Helpful program information	4.33	9
Effective curriculum structure	4.56	9
Support individual learning needs	4.11	9
Adequate program resources	4.13	9
Class schedule meets student needs	4.56	9
Academic advising meets student needs	4.11	9
Effectiveness of other support services	3.71	8
How likely are you to recommend?	4.44	9

Current students gave Shoreline's support services the lowest ranking of all program services. This score was consistent with the program review of Music Technology (3.75). Shoreline should conduct an evaluation of its support services.

Students offered few, if any, comments to any of the other program services.

COMPETITION

Shoreline's Business Technology program is one of several similar programs across the state, including the following in King/Snohomish Counties²:

- Edmonds
- Everett
- Lake Washington
- Bellevue

² Source: <http://www.sbctc.edu/our-colleges/search-college-programs/default.aspx?pid=62&ccid=4>

- Highline
- Green River
- North Seattle
- Renton
- South Seattle

Some of these schools offer at least some of the curriculum online.

Students are quite likely to recommend this program to others, giving it a 4.44 on a scale of 1 (definitely not) to 5 (definitely) (N=9).

LABOR MARKET OPPORTUNITIES

This author identified 39 different occupations that could be a fit to graduates from the BT program. The Employment Security Department estimates that 20 of these occupations graduates may pursue with this degree will grow faster than average and generate 5,700 openings in King County each year. It's worth noting that these figures include positions created because of turnover. The average hourly wages for all of these occupations are listed below.

Percentile	Hourly wage	Annual wage
25 th percentile	\$16.10	\$33,488
50 th percentile	\$19.50	\$40,560
75 th percentile	\$23.50	\$48,880

The total list of jobs titles, wages, and annual employment can be found in Appendix D.

The King County 2013 average hourly wage was \$26.73 or \$55,598 annualized. The wages for the occupations listed here are below that. These jobs should be considered entry-level jobs that provide opportunities for meaningful work for the students served by BT. Experience in these positions will create opportunities to advance into higher paying jobs, particularly with larger organizations.

APPENDIX A

Business Technology Waitlist Analysis

	FALL COMPARISONS						WINTER COMPARISONS						SPRING COMPARISONS						
	2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016		
	#ENR	#WL	#ENR	#WL	#ENR	#WL	#ENR	#WL	#ENR	#WL	#ENR	#WL	#ENR	#WL	#ENR	#WL	#ENR	#WL	#W L
BTWRT 115					7	0					24	0							
BTWRT 215					20	0					16	0						27	0
BUSTC 101	30	0	36	0	19	0	17	0	32	0	18	5	27	0	18	2	19	0	0
BUSTC 102	11	0	10	0	7	0	12	0	20	0	12	1	13	0	11	1	6	0	0
BUSTC 103	5	0	6	0	7	0	4	0	6	0	2	1	12	0	15	1	11	0	0
BUSTC 105	43	8	19	0	24	4	59	0	17	7	29	4	37	0	32	12	32	12	0
BUSTC 107	6	0	12	0	15	0	2	0	17	0	23	0	5	0	19	0	14	0	0
BUSTC 109	99	0	31	0	67	3	61	1	63	0	66	0	61	0	67	0	27	0	0
BUSTC 112	3	0	5	0	9	0	10	0	14	0	10	0	2	0	6	0	4	0	0
BUSTC 114	9	0	11	0	7	0													
BUSTC 115	23	0	17	0			19	0	23	0									
BUSTC 128	13	0	17	0	16	2	24	0	27	0	18	4	17	0	36	2	21	0	0
BUSTC 129	7	0	1	0	14	1	5	0	6	0	4	0	12	0	6	0	2	0	0
BUSTC 135	5	0	3	0	4	1	4	0	2	0	6	0	4	0	1	0	2	0	0
BUSTC 150	37	6	32	1	32	2	24	0	20	17	30	18	32	3	33	14	31	18	0
BUSTC 160	11	0	7	0	7	1	7	0	11	0	10	0	8	0	8	0	7	0	0
BUSTC 170	24	4	11	0	15	0	17	0	11	7	8	8	43	2	24	11	27	0	0
BUSTC 185	4	0	2	0	2	3	11	0	3	0	4	0	4	0	4	0	2	0	0
BUSTC 215	24	0	30	17			31	12	27	0			21	0	24	0			
BUSTC 270	3	0											27	0	19	0	14	0	0
BUSTC 293											6	0							
BUSTC 297					1	0													
BUSTC 298	2	0	1	0							0		8	0	7	4			

BUSTC 299 | 1 0 | | 2 0 | 2 1 | 3 3 | | 1 0 | 2 0

APPENDIX B

Business Technology Course Update Status

Gail Dalton, Business Technology Chair, April 2016

COURSE	STATUS	NOTES
BUSTC 101: BEGINNING KEYBOARDING	These three courses have gone through the Course Review that led to the Program Review. Instructors have reviewed and agree that only two courses are needed: basic and speed. Data agrees with this. We need to know new industry standards of NWPM.	Open enrollment; possibly a test-out by NWPM
BUSTC 102: SPEED KEYBOARDING		Proposed: BUSTC majors only
BUSTC 103: SPEED KEYBOARDING II		Proposed: Eliminate
BUSTC 105: INTRODUCTORY COMPUTER COURSE (SURVEY-TYPE COURSE)	I continue to make changes to this course based on student input. I will make any major revisions once we switch to the 2016 version of Office and then submit for QM certification.	Proposed: This course should be taken by all beginning college students—as per student feedback and instructor recommendation. It gives them the tools they need for other courses.
BUSTC 107: TEN-KEY (COMPUTER)	Instructors have raised the KPH significantly. We need to know new industry standards of KPH before we finalize the 2016 version.	This course is needed by Accounting Generally, only Accounting/BUSTC students take this course.
BUSTC 112: FILING (HARD COPY)	This course is currently limited to BUSTC majors. Instructors have discussed the current validity of this course, as it deals with paper files. No changes have been made to this course for many years.	It has been noted that other disciplines, e.g. health, might benefit from this course, as some offices are still using paper files for patients.
BTWRT 115: BUSINESS ENGLISH	Course modification complete QM Certified 2015	This course is useful for all re-entry students who need review of basic English—grammar, punctuation, spelling, etc.
BUSTC 128: WORD I BUSTC 129: WORD II BUSTC 135: APPLIED WORD PROCESSING	These three levels of Word-based courses are being studied by instructors. We need a course review to determine if changes are needed. Of particular concern is the BUSTC 135 course, which may be duplicative of the other Word courses. After possible redesign of these courses, they will be submitted to QM for certification.	Proposed: Continued study, perhaps even a course review. Look at needs of industry for Word program—how much knowledge is needed...what are current, typical tasks?
BUSTC 150: EXCEL (LEVELS 1 AND II)	This course covers two levels in one quarter, whereas Word takes two-three quarters. This does not make sense, as Excel is a more difficult application to master. Feedback has been twofold:	As it is currently offered, this course meets the QRS for the college. Modifications to the structure might change that status. This course is needed by students in many other programs.

	1) divide into two levels, and 2) offer a more advanced level course. After possible redesign of this course, I will be submit to QM for certification.	Proposed: Continued study by instructors to determine the possible redesign of this course.
BUSTC 160: POWERPOINT	No official review is underway at this time. This course will be revised based on the 2016 version of Office, and ultimately submitted to QM for certification.	Proposed: Continued study by instructors to determine the possible redesign of this course as we transition to Office 2016.
BUSTC 170: ACCESS (LEVELS 1 AND II)	This course covers two levels in one quarter; it is a difficult application to learn thoroughly. I am currently trying to determine if two courses are viable: an introductory level, and an advanced level.	This course is needed by students in many other programs. Proposed: Continued study by instructors to determine the possible redesign of this course as we transition to Office 2016.
BUSTC 185: PUBLISHER	No current review of this course. Faculty sense that this may not be a desired software in today's job market. We need to know if this software is currently used by industry.	Once we determine the usefulness of this course, we will proceed with revisions or elimination of the course.
BTWRT 215: PROFESSIONAL COMMUNICATIONS	Course modification complete QM Certified 2016	This course meets the English 101 requirement for graduation with an AAAS degree.
BUSTC 270: OFFICE PROCEDURES: CAPSTONE COURSE FOR BUSTC MAJORS	Course modification almost complete To be submitted to QM for certification in June	This is the CAPSTONE COURSE for BUSTC majors. It is only offered in the spring of each school year. The course was formerly taught by an adjunct in Oregon. I took on this course to revise/instruct with increased rigor.
BUSTC 293: OUTLOOK	Course resurrected last winter by adjunct faculty with revised curriculum. Curriculum will need modifications once "server" space is made available by TSS. Instructors believe this course is essential for today's office workers. We need industry input. We need TSS cooperation in offering this course.	Course cannot be offered again this fall without TSS setting up a "server" space and special accounts for students. Advisory Committee recommended this course be offered. Former students indicate a lack of these skills due to this course not being offered for many years.

Some key acronyms:

BUSTC = Business Technology

BTWRT = Business courses with writing component

KPH = Keystrokes per hour for 10-key

NWPM = Net words per minute (actual words per minute minus mistakes)
QM = Quality Matters, a national program of peer-review and certification of courses that meet alignment criteria
QRS = Quantitative Reasoning Standard (course has key math component)

APPENDIX C
Business Technology Program Outcomes Analysis

		AA AS	Soft ware Apps	Cust Svc Spc /Recept ionist	Micros oft Applica tions	Office Asst /Recept ionist	Off ice Cle rk	Office Techn ology	Word Proce ssing
Business Office Practices	Knowled ge of current business practice and office technolog ies.	X							
	Apply standard business office practices and procedur es.							X	
Organize and prioritize work	An ability to prioritize, organize, and plan office work.	X							
	an ability to organize office documen ts			X		X	X		
	Plan, organize, and prioritize work in a typical business environm ent.							X	

Technical skills	An ability to use current computer software packages proficiently.	X							
	Employ technology tools such as Word and Excel to achieve satisfactory standards for entry level work.						X		
	A working knowledge of keyboarding								X
	a working knowledge of word processing		X	X	X	X	X		X
	a working knowledge of spreadsheets		X	X	X				
	a working knowledge of databases		X		X				

	a working knowledge of graphic presentations		X		X				
	A working knowledge of calculators						X		
	Demonstrate proficiency in basic payroll practices.							X	
Communication skills	communication and interpersonal skills necessary to work effectively with others.	X							
	an ability to communicate positively to internal and external customer			X		X	X		

a working knowledge of current business communications						X			
Communicate effectively in an office setting.								X	
An ability to manage information effectively.	X								

APPENDIX D

BT Labor Market Data

Wage data is for Seattle-Bellevue-Everett

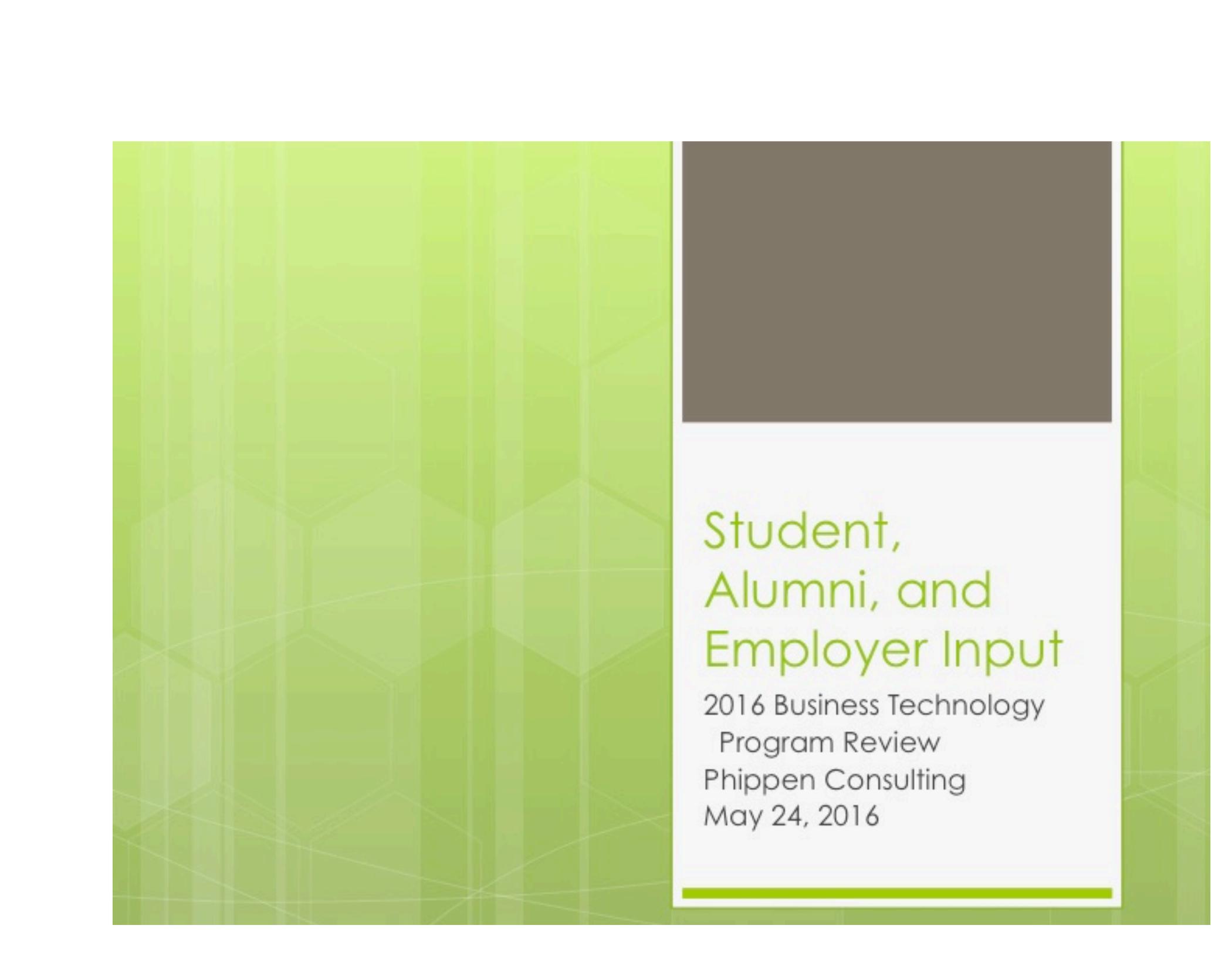
Total annual openings for the Seattle-King County WDA

Bold occupations growing faster than county average

SOC	Seattle-Bellevue-Everett, WA MD	Percentiles				Average annual total openings 2014-2019 (King County WDA)
code	Occupational title	Ave. wage	25th	50th	75th	
43-1011	Office & Administrative Support Worker Supervisors	\$28.94	\$21.53	\$27.14	\$34.84	361
43-2011	Switchboard Operators, Including Answering Service	\$16.94	\$14.05	\$16.47	\$18.68	21
43-3011	Bill & Account Collectors	\$17.94	\$13.80	\$17.65	\$21.47	64
43-3021	Billing & Posting Clerks & Machine Operators	\$20.06	\$16.57	\$20.10	\$23.27	162
43-3031	Bookkeeping, Accounting & Auditing Clerks	\$21.21	\$16.52	\$20.42	\$24.47	357
43-3051	Payroll & Timekeeping Clerks	\$22.84	\$19.36	\$22.42	\$26.76	57
43-3061	Procurement Clerks	\$21.45	\$18.03	\$21.33	\$25.10	18
43-3071	Tellers	\$14.72	\$12.75	\$14.24	\$16.57	86
43-3099	Financial Clerks, All Other	\$21.74	\$17.10	\$20.52	\$24.06	7
43-4011	Brokerage Clerks	\$24.38	\$18.91	\$24.93	\$28.81	10
43-4031	Court, Municipal & License Clerks	\$24.42	\$20.49	\$24.87	\$27.91	19
43-4041	Credit Authorizers, Checkers & Clerks	\$24.38	\$17.56	\$20.99	\$25.96	8
43-4051	Customer Service Representatives	\$18.68	\$14.57	\$17.84	\$22.11	974
43-4071	File Clerks	\$16.87	\$12.39	\$15.58	\$20.61	38
43-4081	Hotel, Motel & Resort Desk Clerks	\$11.96	\$10.31	\$11.41	\$13.19	98
43-4111	Interviewers, Except Eligibility & Loan	\$19.17	\$15.88	\$18.89	\$22.24	79
43-4121	Library Assistants, Clerical	\$13.65	\$12.14	\$13.42	\$14.68	42
43-4131	Loan Interviewers & Clerks	\$17.41	\$13.26	\$16.90	\$21.34	14
43-4141	New Accounts Clerks	\$19.37	\$17.07	\$18.92	\$21.68	1
43-4151	Order Clerks	\$17.80	\$14.26	\$17.40	\$21.10	99
43-4161	Human Resources Assistants, Except Payroll & Timekeeping	\$20.79	\$17.36	\$20.77	\$23.73	43
43-4171	Receptionists & Information Clerks	\$15.90	\$13.02	\$15.43	\$18.39	389
43-4181	Reservation/Transportation Ticket Agents/Travel Clerks	\$16.08	\$11.53	\$14.95	\$20.52	66
43-4199	Information & Record Clerks, All Other	\$18.93	\$15.54	\$18.35	\$22.44	50
43-5021	Couriers & Messengers	\$14.75	\$12.69	\$14.48	\$17.04	24

43-5031	Police, Fire & Ambulance Dispatchers	\$28.13	\$25.16	\$28.17	\$32.13	29
43-5032	Dispatchers (Except Police, Fire & Ambulance)	\$23.41	\$16.84	\$21.89	\$28.27	74
43-5061	Production, Planning & Expediting Clerks	\$25.14	\$18.91	\$23.37	\$32.04	162
43-5071	Shipping, Receiving & Traffic Clerks	\$18.16	\$13.73	\$17.13	\$21.33	168
43-5081	Stock Clerks & Order Fillers	\$15.39	\$11.12	\$13.94	\$19.17	598
43-5111	Weighers/Measurers/Checkers & Samplers, Recordkeeping	\$18.09	\$15.07	\$18.30	\$21.61	18
43-6011	Executive Secretaries & Administrative Assistants	\$27.77	\$22.72	\$27.33	\$32.49	100
43-6012	Legal Secretaries	\$24.79	\$18.26	\$24.94	\$31.72	12
43-6013	Medical Secretaries	\$21.20	\$17.73	\$20.96	\$24.31	135
43-6014	Secretaries & Admin Assts, Except Legal/Medical & Exec	\$20.25	\$16.66	\$20.18	\$23.45	428
43-9011	Computer Operators	\$21.62	\$17.03	\$21.49	\$26.45	20
43-9021	Data Entry Keyers	\$18.35	\$14.62	\$17.61	\$21.61	32
43-9022	Word Processors & Typists	\$25.78	\$20.50	\$24.30	\$31.81	0
43-9041	Insurance Claims & Policy Processing Clerks	\$19.74	\$16.23	\$19.17	\$22.97	46
43-9061	Office Clerks, General	\$16.51	\$12.86	\$15.63	\$19.08	828

Appendix E - Student and Alumni Survey Results



Student, Alumni, and Employer Input

2016 Business Technology
Program Review
Phippen Consulting
May 24, 2016



Current student survey results

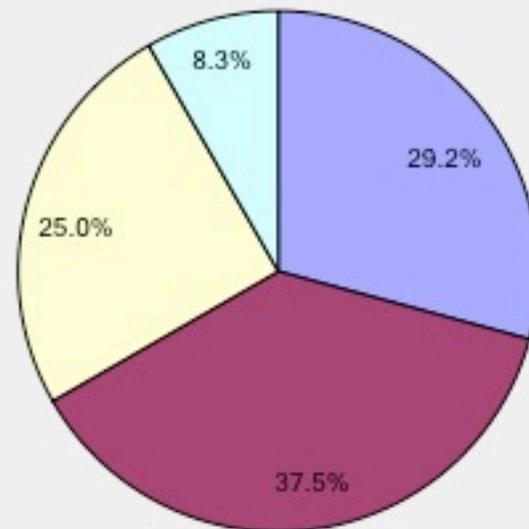
2016 Business Technology Program Review

Ed Phippen

Phippen Consulting

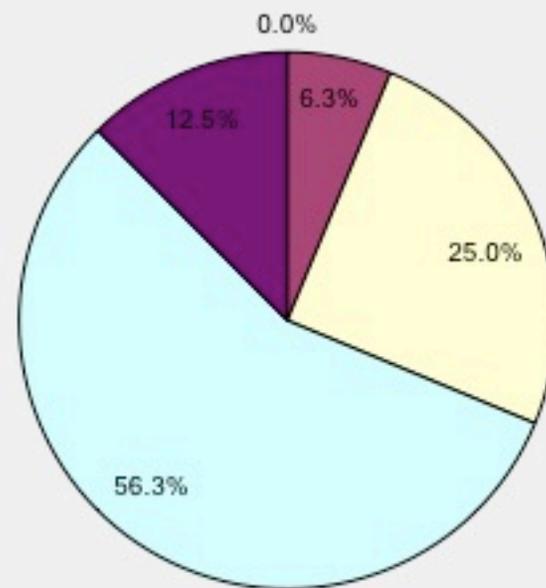
May 24, 2016

1. Approximately how many Business Technology courses have you taken BEFORE this quarter (Spring 2016)?



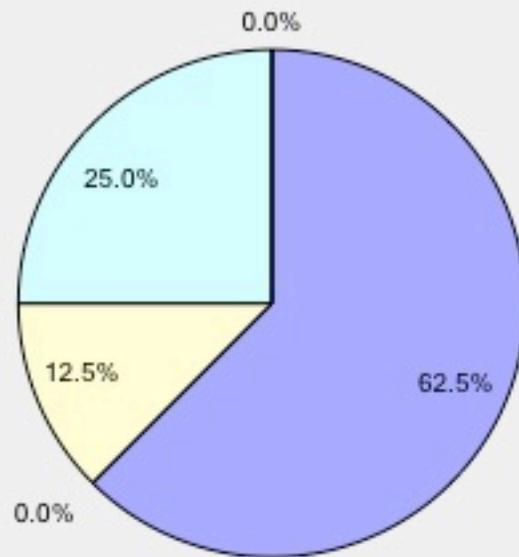
N=24

2. Which of the following best describes your ultimate academic goal with regards to Business Technology?



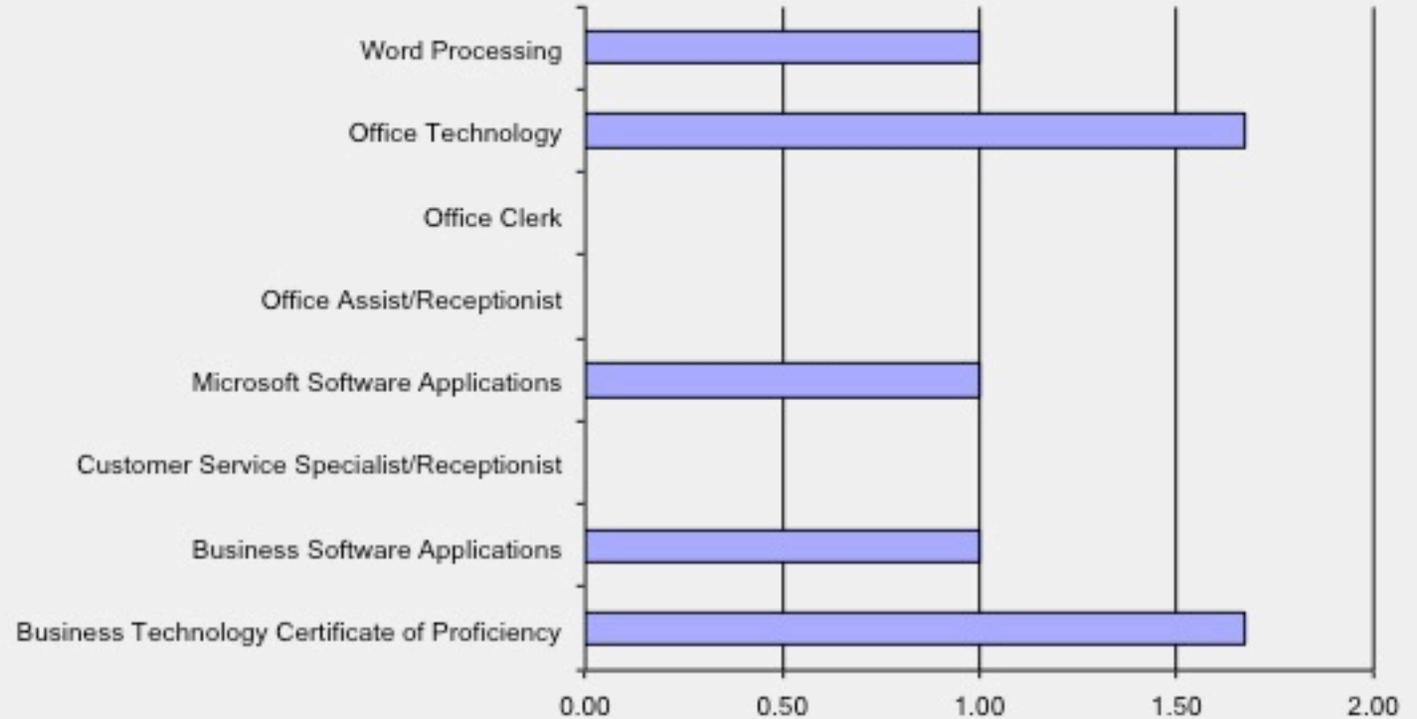
- Complete the Business Technology AAAS or Certificate of Proficiency
- Complete one (or more) of the Business Technology short-term certificate programs
- Take Business Technology classes to build skills
- Fulfill a degree requirement or requirements for another program
- Other (please specify)

2. Which of the following best describes your ultimate academic goal with regards to Business Technology?



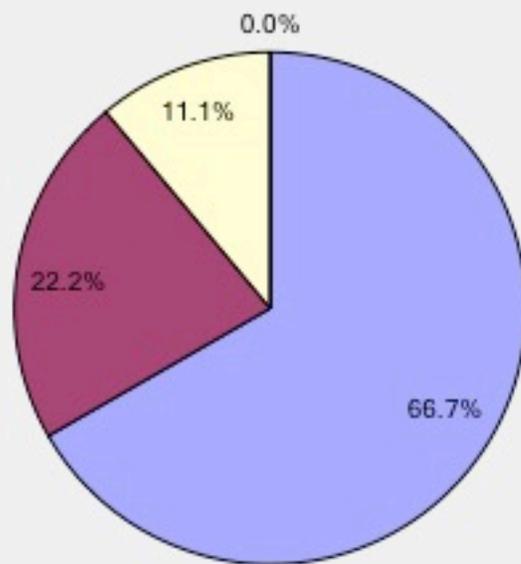
- Complete the Business Technology AAAS or Certificate of Proficiency
- Complete one (or more) of the Business Technology short-term certificate programs
- Take Business Technology classes to build skills
- Fulfill a degree requirement or requirements for another program
- Other (please specify)

Which of the following Business Technology certificates have you completed or plan to complete? (Select all that apply)



N=5

Would you say that you are taking Business Technology courses to help you with employment (to get a job or to get a better job)?

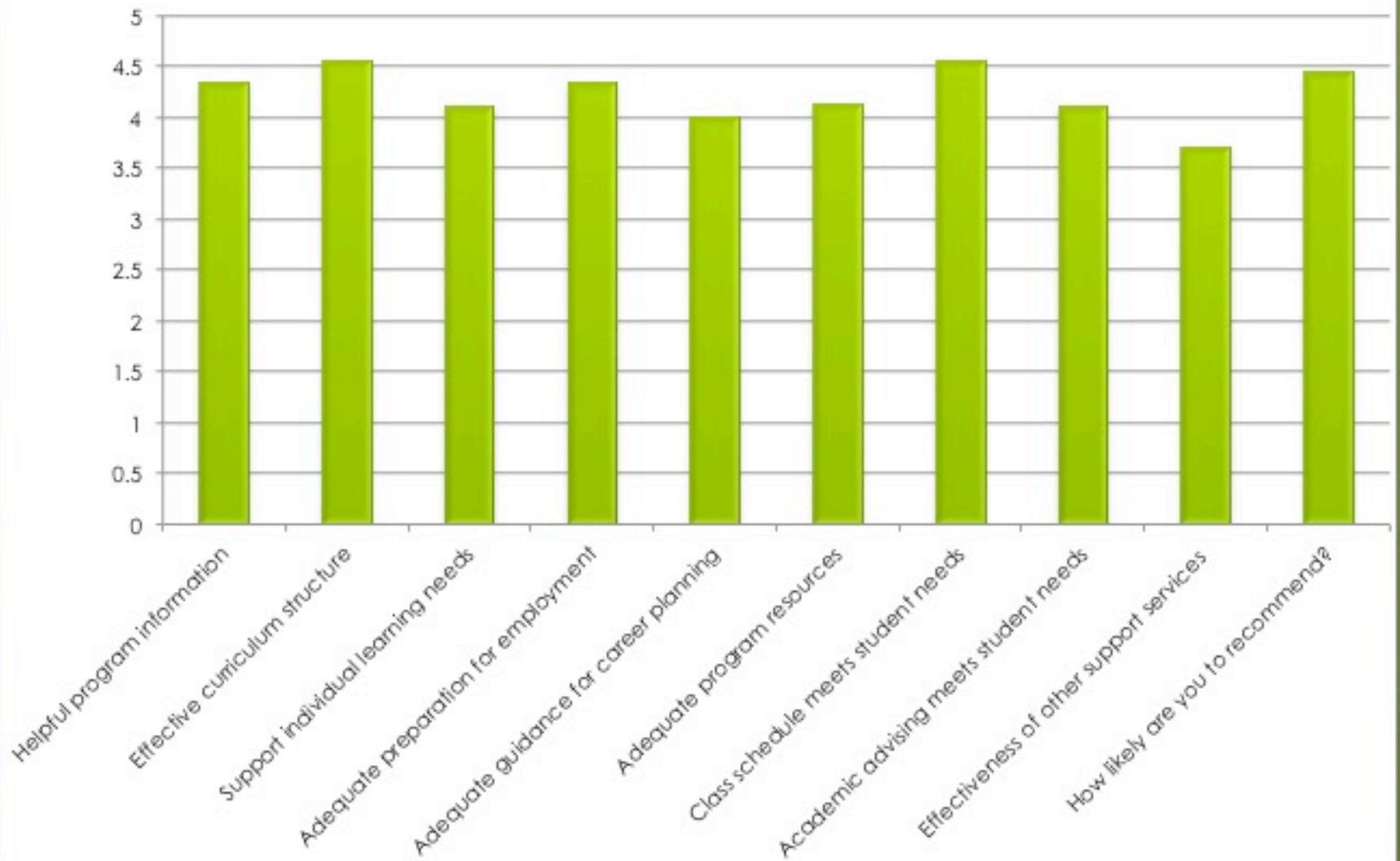


- Yes, definitely.
- Yes, sort of.
- Not really.
- Definitely not.

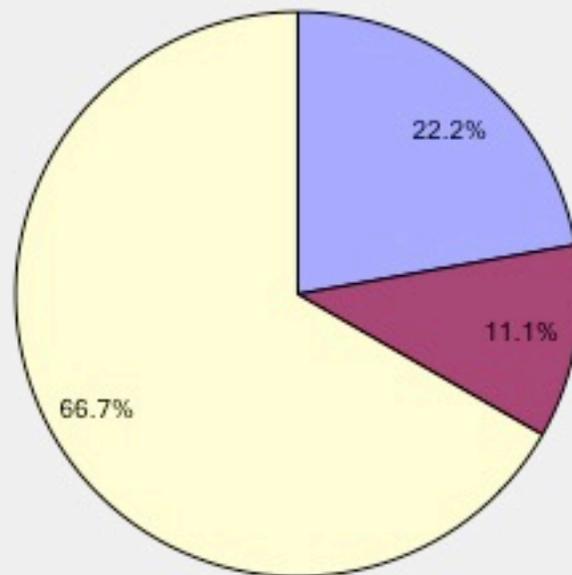
How might your BUSTC courses help you with employment?

- Building skills, like typing, and having a resume up to date and develop a support system in job search.
- Understanding the main programs used by so many employers has an advantage over people that don't have the knowledge
- With Business Technology courses I am more comfortable working with computer as well working with clients. During the courses I learned many computer skills such as Microsoft Word and Microsoft Excel. It helps me more efficiency at my work place.
- All though I have tons of soft skills, I felt I needed a degree to back that up, to be more competitive in the job market.
- Office software changes quite a bit so it's great to be able to keep up by taking courses.
- This program provides all the necessary skills to work in the office.

Current student program ratings



How did you hear about this program?



- Website
- Advisor
- Other, (please explain)

- In my mail
- I didn't know this was a program, took the classes needed for my degree
- Work source of Shoreline Community College
- Bfet Program
- Required classes for my program
- I was invited to the presentation

What changes would improve the program or service to students?

- Having all assignment in the same place. And graded before three weeks.
- More support and help for ESL students needed. I needed some financial help during my education that I did not receive from college.
- Everything is good

What are the program strengths?

- Helpful instructor's and up-to-date products and equipment.
- Has a lot of information for job searching and how to use Microsoft program.
- Working as a team with my classmates and my instructors during one year.
- Learning very helpful and efficient skills such as communication skills, keyboarding and human relations.
- Great teaching and tutoring staff.
- Literacy classes selected

Why did you select this program rather than a different college?

- I live in Shoreline and I was a student previously so I had some familiarity with the campus.
- Location, and I wanted to know how to use Microsoft program for business.
- Because I would like to learn some helpful skills such as communication skills and computer skills at work place.
- I'm not sure my AAAS in Accounting is specifically part of the Bus Tech program, but I chose Shoreline because my son recommended the school.
- It was a good start for me to go to the next level. For accounting.

Any additional comments?

- Having classes online really helped with my work schedule.
- Each class taught me more than I knew before. I found them very helpful.
- Thank you so much.

What has been the most valuable aspect of taking BUSTC courses so far?

- Learning/updating new technology skills (x2)
- The ability to relate the course material to the workplace and utilize the knowledge.
- I have taken a week long course in **excel**. In this short portion of the course, I learnt more in excel than I did in that bootcamp excel course.
- Computer skills are becoming more of a basic necessity with our growing dependence on technology. Learning these skills to find a basic means of employment is what I find the most valuable. Although, whether I do find and obtain a position in a field where such skills are applicable or relevant will affect my answer to this question greatly.
- Learning Office skills
- explore things on Microsoft Office that I hadn't noticed before
- Business technology helped me to learn more about MS office and its function.
- Learning business techniques and practices.
- I appreciate the fact that both classes I have taken, 10-Key and **Excel 1**, have been self paced.
- Learning all the functions that **Excel** can help me.
- Learning shortcuts and practicing skills I don't normally use in my retail job.

What, if anything, would improve your experience?

- I am not sure if this is a good initial course to take online. I am not ignorant to computers and software and found some portions of the course to be more difficult than necessary, especially with designs and themes.
- I've no advice or opinions related to the improvement of Business Technology courses. Any difficulties I have in such courses is typically the common ache of learning something I have little or sometimes no basis of knowledge. By the time I've grown to understand, however, I no longer struggle. Therefore, such are the common steps of learning.
- **Recorded lectures** from the professor on subjects that past students have struggled with, or that the professor thinks students will have trouble with
- If i can get a laptop that would let the applications on that we used on the class.
- when registering for classes it needs to state before registering **what the prerequisites and computer technology needed are**. It does not show any of this until basically the first day of the quarter when the instructor tells us and by then it is too late
- Trimming some of work load.
- The Excel 1 course I am currently enrolled in has a heavy workload. The instructor occasionally has conflicting directions on the assignments and doesn't always get back to my questions quickly. This makes it very difficult to move forward with the coursework.
- At this point I feel their doing a good job.
- **I like learning about excel but the work feels tedious**. I'd like it to be more interactive. Shortening the work load and having work that is valuable and significant is better than do long tedious homework that is wrote.



Former student survey results

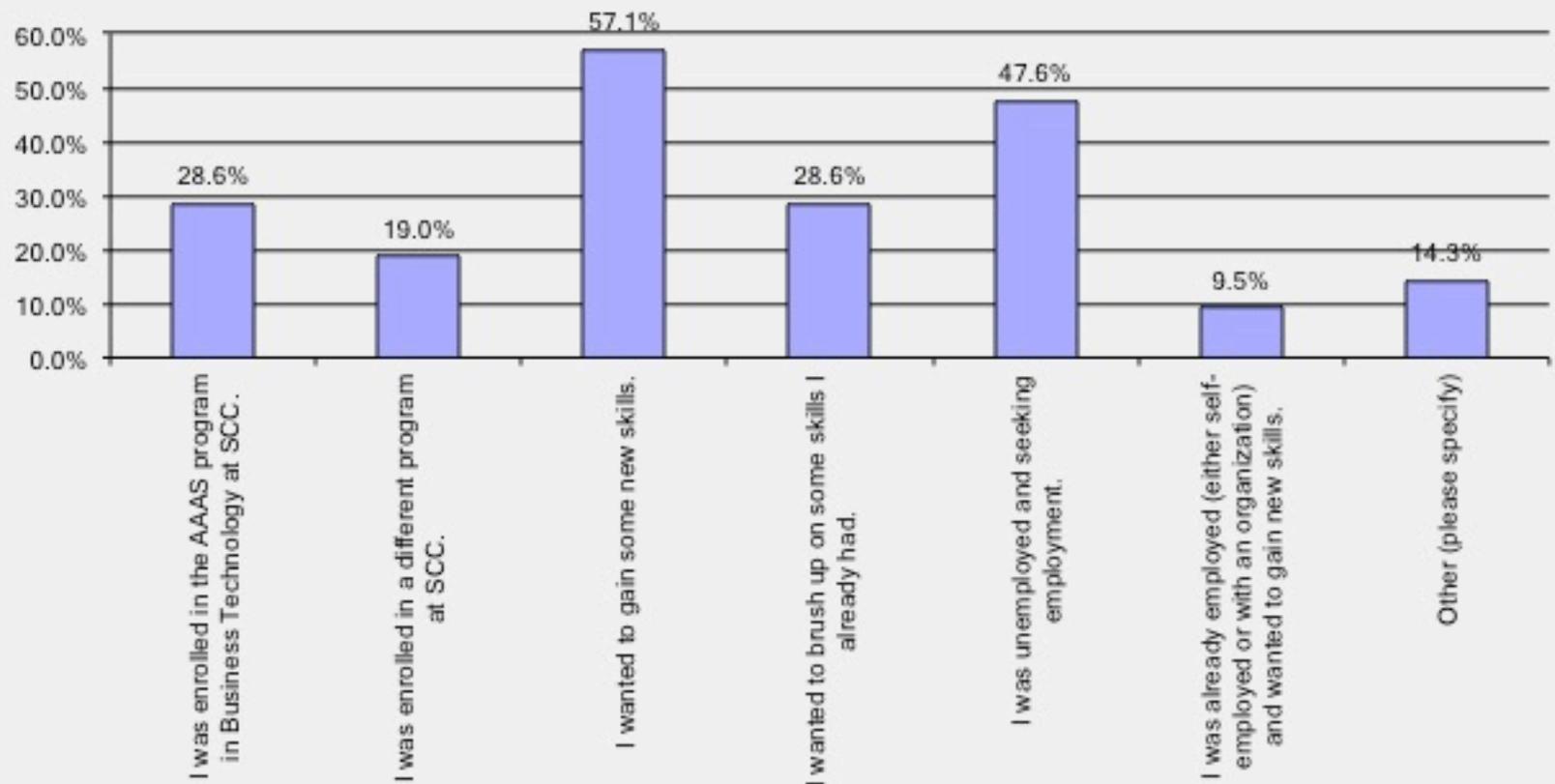
2016 Business Technology Program Review

Ed Phippen

Phippen Consulting

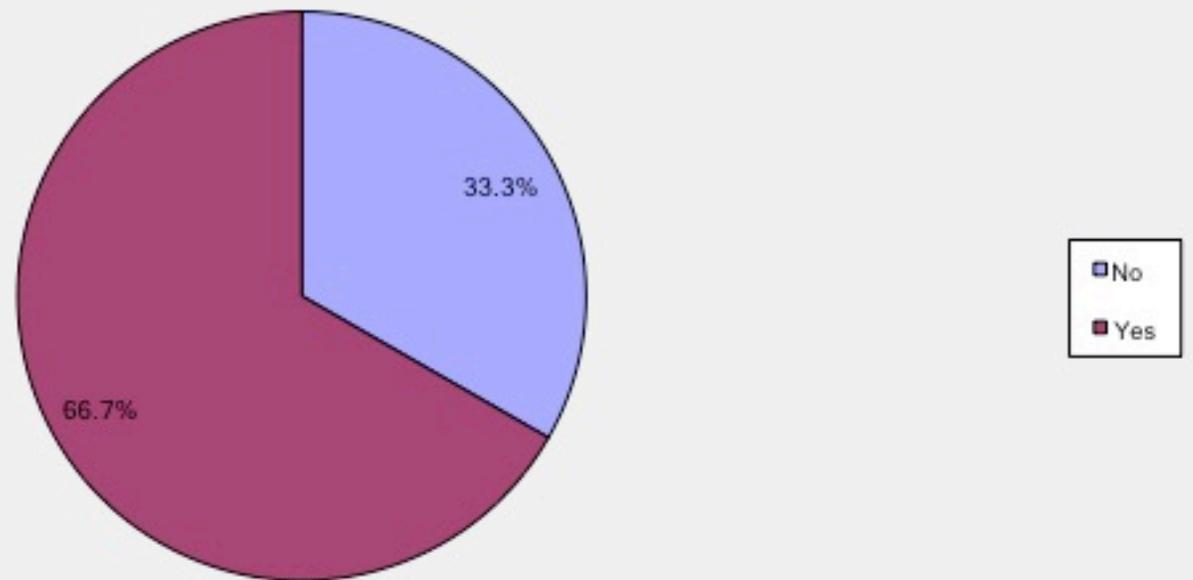
May 24, 2016

1. What led you to enroll in Business Technology courses at Shoreline Community College? (select all that apply)

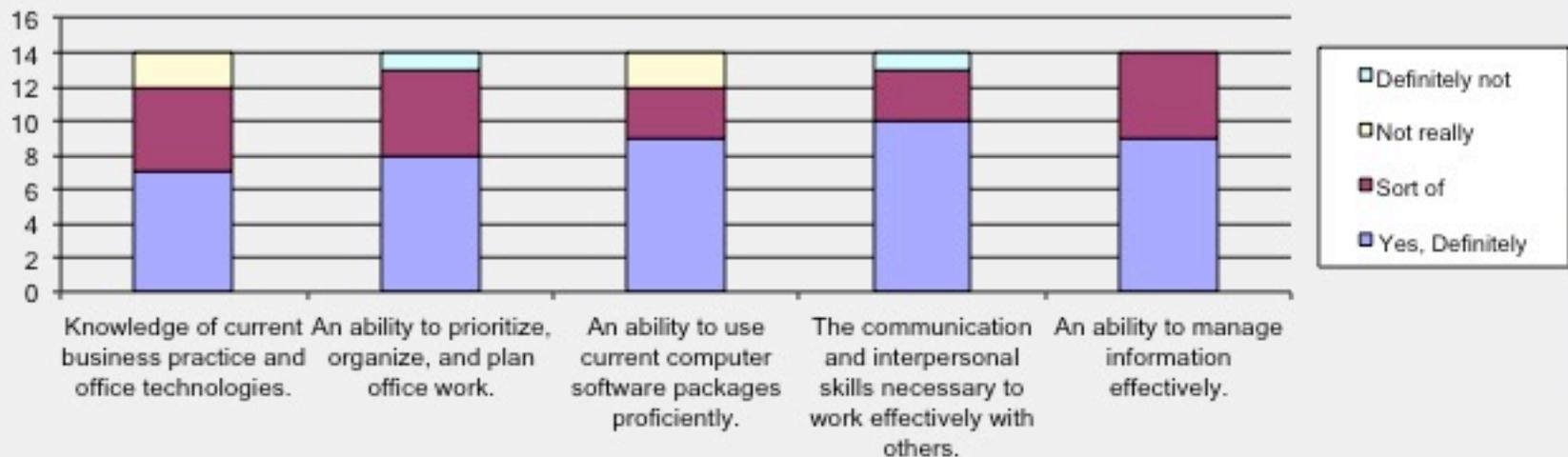


N=21

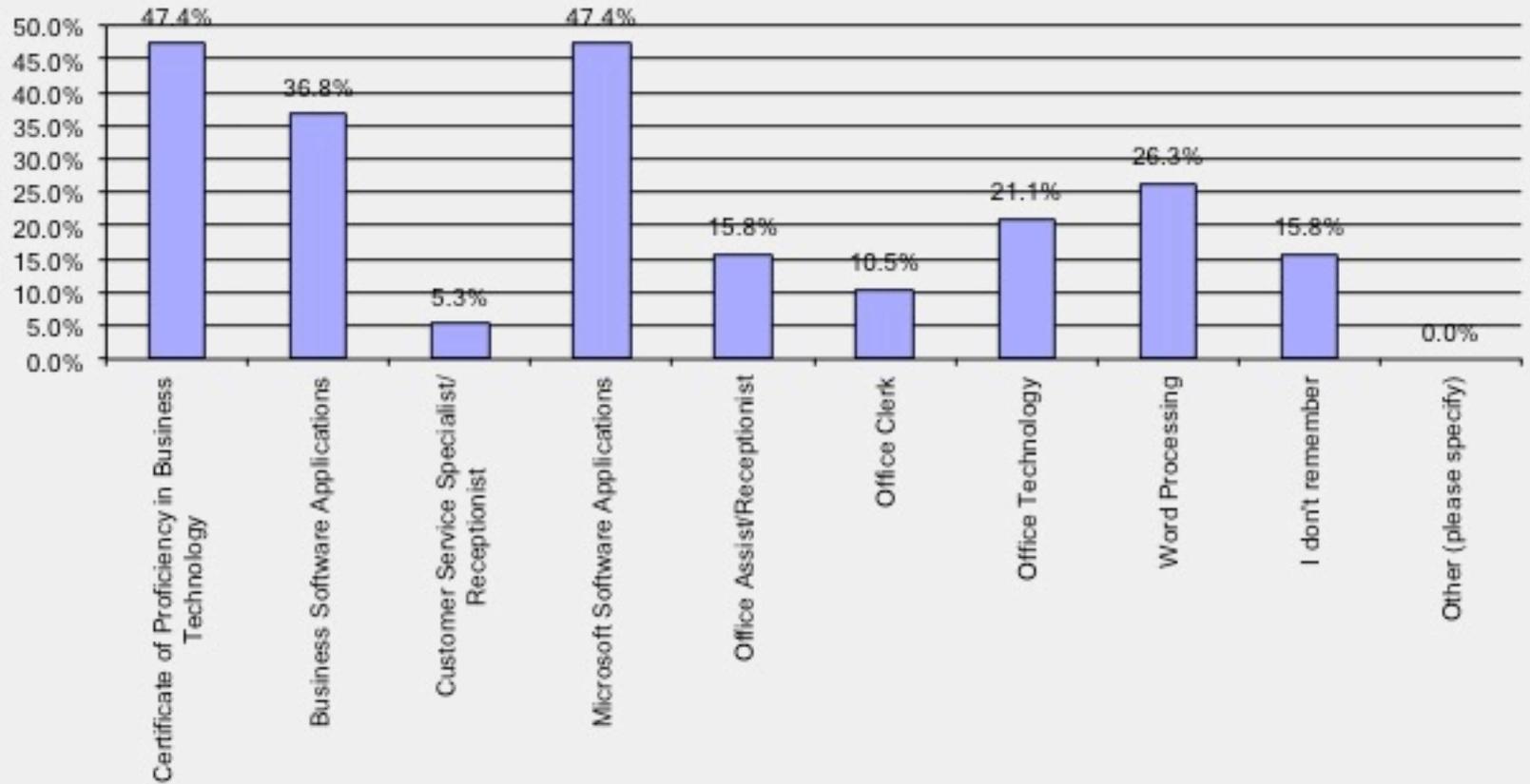
2. Did you complete the AAAS (two-year degree) in Business Technology?



2a. The Business Technology AAAS degree has the following program outcomes. Please rate the extent to which, by the end of your program, you had the following:



3. Which of the following short-term certificates did you complete at Shoreline? (Select all that apply.)



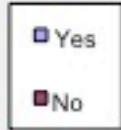
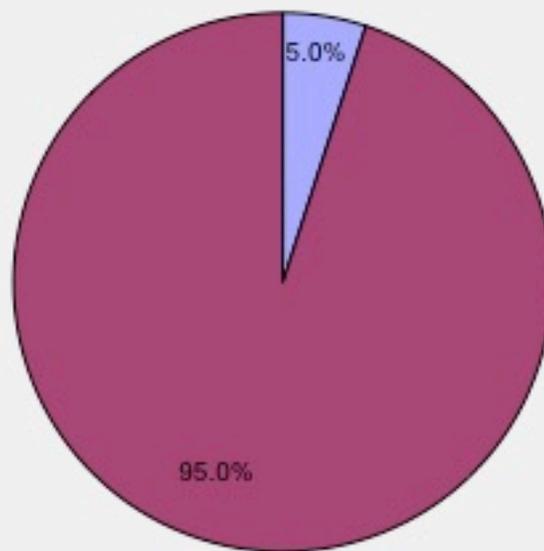
N=19

4. Please list any other AAAS degrees you received from Shoreline Community College.

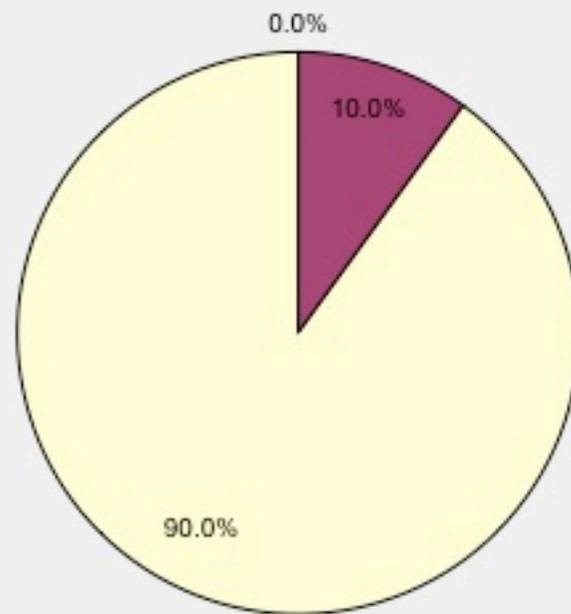
- None
- Accounting
- None
- n/a
- n/a
- AAAS Business Technology
- none
- Before I started the program I had a BA and a BFA
- AAAS in Accounting

N=9

5. Have you completed any other degrees since leaving Shoreline Community College?



6. Are you currently enrolled in any courses?

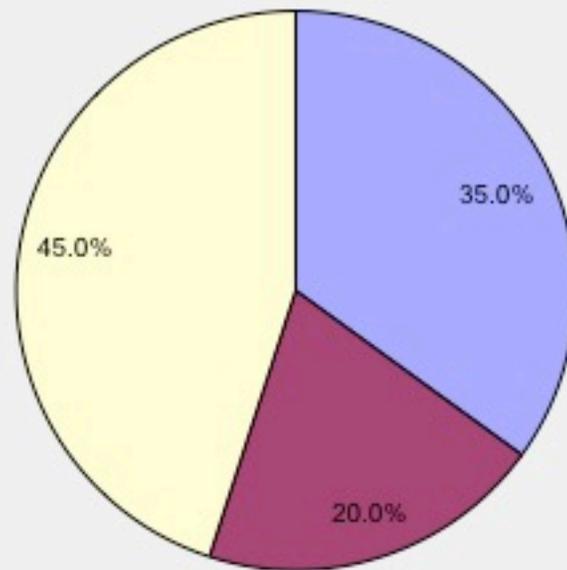


■ Yes, as part of a degree program

■ Yes, but not as part of a degree program

□ No

7. Are you currently employed (for pay)?



- Yes, full time (30+ hours per week)
- Yes, part-time (less than 30 hours per week)
- No

N=20

Current Employers

- Self
- Shoreline Community College (x4)
- Epitech
- Harris Teeter Grocery Store
- Epitech
- Provail
- Ten Gun Design

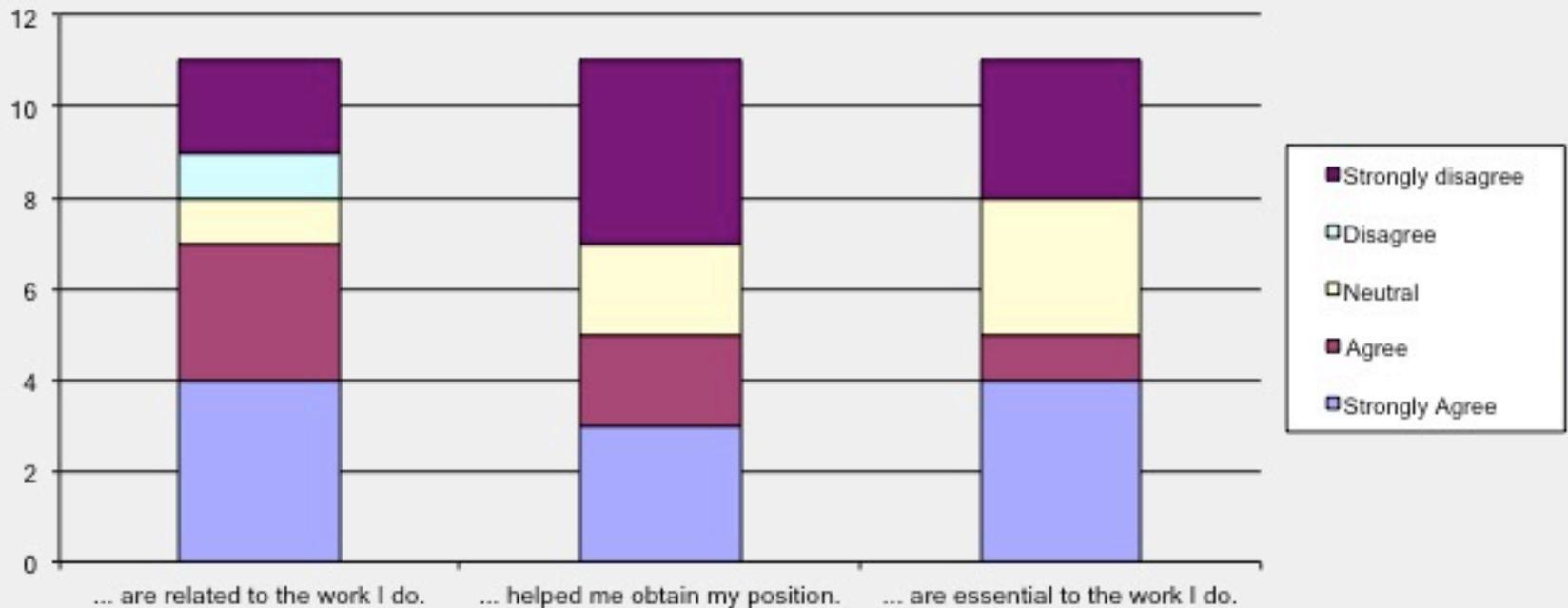
Current Job Titles

- Customer service
- Human Resources Consultant Assistant
- Office Assistant
- ESL teacher
- Cashier
- Office Assistant
- English Teacher/trainer
- Customer Service Specialist
- Support and Instructional Staff
- Staff Accountant

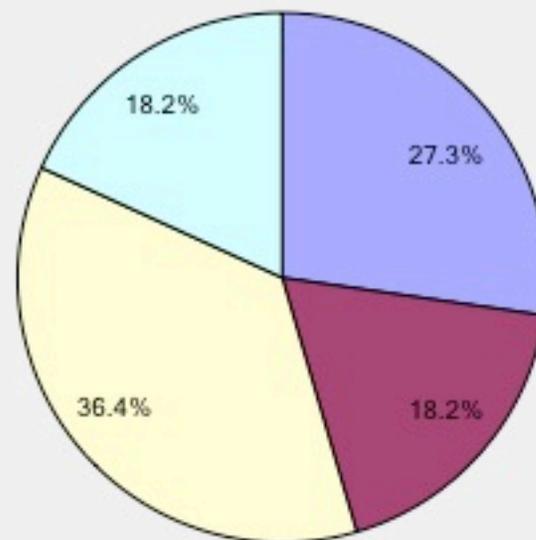
Current job responsibilities

- provide information
- Receptionist for HR and assistant for all department personnel
- Excel spreadsheets, filing, copying, front desk assistance, general office work
- perform cash register transactions to assist with product sales
- Data entry of student applications, filing, assisting both Supervisors with office duties
- Front Desk Customer Service, Phones, Data Entry, Faxing
- Taking care of people with developmental disabilities
- Accounting

7b. Please indicate the extent to which you agree or disagree with the following statements about your current work with this company or organization. The skills and knowledge I gained in SCC Business Technology courses ...



7c. Do you think your employer would consider providing an unpaid internship to an SCC Business Technology student?



- Yes, definitely
- Probably
- Probably not
- Definitely not

What skills helped you get and/or keep your job?

- Excel, filing, keyboarding, Microsoft word
- Learned how to use **Microsoft office software**
- Typing and **word** 2013
- **Excel** and **word**
- I can now easily make documents in **word** and **excel**. This helps me a lot at work.
- **Microsoft Office Suite** and professional communication skills.
- I am still seeking employment
- **Excel** spreadsheet, Access, **Microsoft software knowledge**, office technology
- Interview skills
- Computer skills **Word**, **Excel**, Access
- Human relations

What additional skills would help make students more competitive?

- Powerpoint 2013
- How to build website
- Outlook (x3)
- I would say adding a "Prove it" assessment as a test to determine how much the student can actually know.
- There should be classes that allow hands on training of the use and understanding of how the **copier, fax machine**, Outlook Calendar and email functions work, as well as the uses of the **telephone functions** such as Conference calls, putting someone on hold, etc.... Also how to set up and **print out address labels and/or direct printing onto envelopes..**
- Additional accounting
- It would be helpful to have a second level of Excel, and Access (Practical applications that are more relevant to an actual workplace).
- The lack of practical applications has hindered my ability to make use of the information that I learned. I had a 4.0 but **the lack of opportunities to discuss and work through case studies applying the information** limits your ability to access it in a workplace.

Impact of your experience in the BUSTC program on your educational and/or professional career.

- very good (x3)
- I can contribute to work using word, excel, and PowerPoint skills as an administrative assistant.
- It's one of the best college
- It definitely helped to prepare me for my current position by allowing me to update my skills and confidence. The internship in Human Resources then turned into a full time position.
- The courses I took helped me to prepare but not having real life work experience is my road block.
- I found all the information to be very helpful and beneficial in my chosen career path
- Helpful to have some knowledge of the job I may come upon in a business technology career.
- Although there were limitations to the learning in the online format, the software classes were helpful. I do not think that the Bus Tech program provides an adequate gateway to a living-wage job.
- excellent, both in the curriculum, adviser and staff
- It was good and help me interact with people without prejudice

What was most valuable about your experience?

- very much ever thing
- Specific office skills
- Everything I learned in BusTec was valuable!
- I was able to complete the **second year of classes completely online** which I very much appreciated.
- I was able to use all of the credits from the early childhood education classes I took so didn't lose anything.
- The **Tutor Lab** was most valuable, I was able to get assistant in real time.
- My instructor Marcia Liaw
- Interview and people skills
- It was valuable to get a **working knowledge of Word, Excel, Access, PowerPoint.**
- The Commitment of the teachers and other staff to help students succeed (x2)

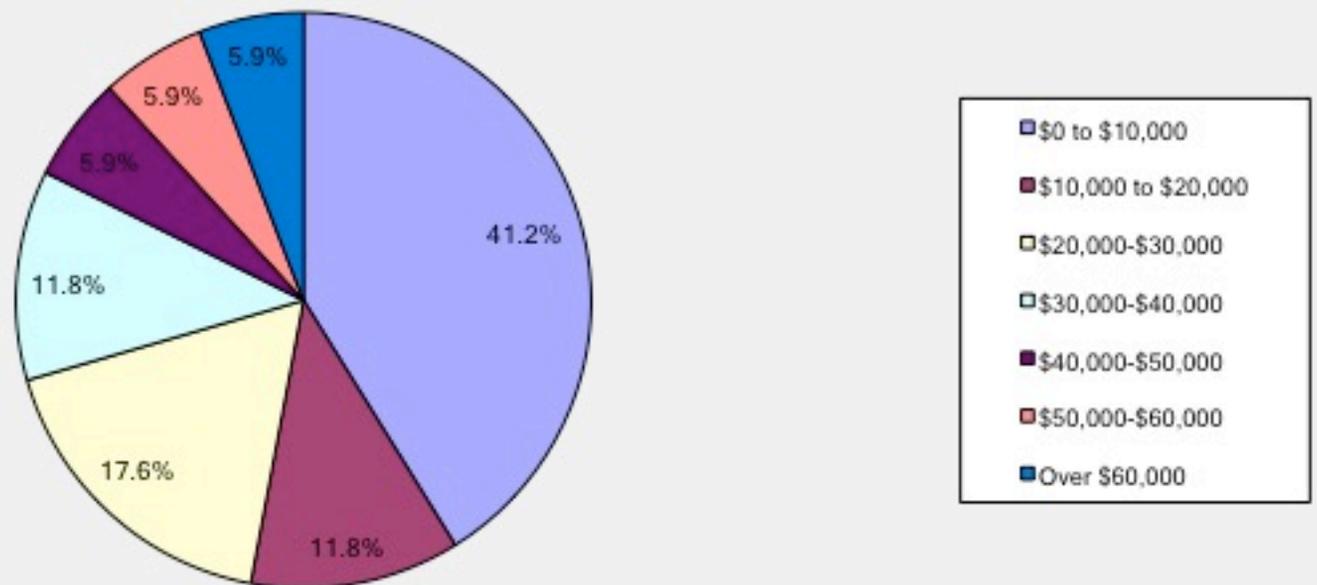
How could your experience have been improved?

- To keep practicing skills that I learned from time to time.
- There was not an Outlook class and I had no experience with it (x2)
- Being able to use my Microsoft skills in some sort of training rather than working out of a text book. Especially if a student does not qualify for financial aid.
- If they had had Friday tutoring available for at least 4 hours
- More accounting skills. Most jobs hiring in this field that I had come upon requires payroll, reconcile, etc. which I am not very good at, or comfortable with.
- All classes should be offered with a face-to-face option.
- A class in budget monitoring would be helpful.
- The capstone class, Office Procedure should be offered face to face for everyone so that the class and discussions would mimic what happens in a real office. It would offer the opportunity to collaborate with real people as happens in a workplace.

Additional comments?

- This is important common scale even anyjob
- I really enjoyed taking BusTec class and the skills I learned are helpful and necessary for jobs. I truly appreciate that I had an opportunity to learn those skills!
- This program is wonderful. The teachers and content were exceptional.
- A work study program to test out skills being learned.
- Be very careful to hire instructors who are strong communicators and who are genuinely interested and able to help: ESL learners, retraining students, older workers who have many jobs skills but lack comfort and experience with current technology. The teaching and communication style of some current instructors makes students unnecessarily stressed and discouraged. The growing online-only trend in the Bus Tech Program and the impersonal attitude of some of the Bus Tech teachers actually hinder the growth of your program.

13. What is your approximate gross annual income?



13a. Are you employed in Washington State?

