

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Business Technology

Date

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Program/Unit Review at Hawaii Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its accomplishments)

The Business Technology program enables students to communicate clearly through oral and written interactions complying with standard office etiquette. Students will use current and emerging technologies to create and produce quality, mailable office documents, and will learn how to organize and manage multiple organizational tasks and coworkers in an office, making efficient use of time and resources.

The BTEC program prepares students for employment in government and industry positions such as administrative assistants, information processors, receptionists, clerks, and secretaries. The program prepares students 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.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

1. BTEC program reviewed equipment and technology to ensure that current and technology needs are fulfilled.
2. Program faculty participated in webinars and attended local and national workshops and conferences to keep current with trends in the program area.
3. Program faculty collaborated with the BTEC PCC to review program and courses, articulate course curriculum, and update the articulation agreement with LeeCC, WinCC, KauCC, and UHMC. The PCC worked together to design courses, certificates, and action plans of BTEC courses. BTEC colleagues provide support and guidance to each other by providing course syllabi, grading rubrics, assessment tools, presentations and lectures, and best practices tips.
4. Continued to work with Nursing and Allied Health to offer an MOA certificate. Enrollment has declined and the program decided to stop offering the MOA certificate.
5. Contacted BTEC graduates with job opportunities in the community. Continued to maintain an electronic database of BTEC graduates.
6. Contacted area high schools to present HawCC programs to potential students and provide for a smooth transition from high school to college.
7. Met with the advisory council to review current offerings and community needs in the area of business technology.
8. Contacted students declared as BTEC majors via classes and email to offer advising assistance.
9. Continued to explore experiential learning to establish a program to recruit industry personnel without degrees as new students.
10. The division chair has been working with UHH CoBE to explore the possibility of articulating courses.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

The CERC feedback from the 2011-2012 Business Technology comprehensive program review ... CERC saw that BTEC did not meet Perkins indicators 5P1 and 5P2 and saw it as an area for BTEC explore strategies to improve. The CERC indicated that improved marketing could address the deficiency in participation by males. What is the strategy to improve success of identified disadvantaged populations? Also, are there courses being offered in West Hawaii? What needs are or are not being met there? Recommendations:

1. Faculty not only receive training in using cloud technology, but also implement the new technologies in the classroom.
2. Continue articulation program/courses with campus, local high schools, and PCC. This alignment may result in increased enrollment. May need a marketing campaign.
3. Program is close to achieving rating of Healthy in most of its Cautionary areas. Suggest focus attention on improving success of native Hawaiian and non-traditional students, as the indicators point to deficiencies for these two populations in more than one area.
4. Suggest more substantial support and evidence for how program's goals improve program effectiveness; particularly the goals for training in cloud technology and exploring strategies to improve effectiveness and Perkins Indicators.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

Suggestion for training and use of cloud technology was very valid. Faculty was trained and has shared the information with the rest of the Business Education department. Cloud technology is being taught and used in business technology classes. In addition, the department is using cloud technology to share documents and information within the department to make work more productive and efficient. Faculty continue to be trained in the newest features available in using cloud technology to collaborate and increase productivity. Implementation is ongoing.

The BTEC program continues to work on articulating programs/courses with local high schools, and PCC. Faculty meets with DOE faculty and have continued to meet with PCC to articulate efforts and courses.

The BEaT division has worked on developing a marketing campaign to promote our programs. We also developed a Virtual Office Assistant certificate to update the curriculum. We continue to focus attention on improving success of native Hawaiian and non-traditional students. Will look at submitting grant proposals in the future to try and fund strategies to meet these needs. The program continues to look for strategies to address the deficiencies.

The BTEC program needs more support in exploring strategies to improve effectiveness and in meeting the Perkins indicators. Need time and expertise to research, find funding, and implement strategies.

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
<p style="text-align: center;">Healthy</p> <p>The number of new and replacement positions have gone down slightly in the county, but the number of majors has also gone down as well so demand continued to be rated as healthy.</p>	<p style="text-align: center;">Healthy</p> <p>Many classes in the program are capped at 20 students due to equipment availability and the hands-on nature of the subject matter. The BTEC program is filling classes at 70 percent level and continue to be considered healthy.</p>	<p style="text-align: center;">Healthy</p> <p>Successful completion of program has gone up in 13-14 while persistence is maintained at 68 percent. BTEC program improved its rating from cautionary to healthy for effectiveness.</p>

Overall Health
Healthy

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

Formal analysis of courses taught online is a project that is recommended for the BTEC program. Course assessments indicate that students who complete course requirements appreciate having the option of an online format.

The BTEC program offers the following courses online: BUSN 121, BUSN 164, BUSN 150, and BUSN 158. The support from the Rural Hawaii staff has helped to increase student success and completion. Student indicate that they like having specified tutors to assist them when needed.

BTEC faculty work with ITSO to help courses be designed in an organized format that is consistent with other online courses offered at HawCC.

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

Two Perkin's Core Indicators (1P1 Technical Skills Attainment, 5P1 Nontraditional Participation) were met for the 2013 data for the BTEC program. All other indicators were not met. This is an improvement from the previous year when none of the indicators were met.

From the last academic year, the BTEC program improved in the areas of 1P1, 2P1, and 5P1. There was a very slight decrease in the areas of 3P1. The BTEC program also decreased in the area of 4P1.

MET: 1P1-Technical Skill Attainment-The BTEC program's actual participation was 91.18, up from 89.19. Faculty need to continue to work with students to assist them in being successful in program area classes.

2P1-Completion-The BTEC program's actual participation was 35.29, up from 29.73. The BTEC program saw progress toward meeting the completion goal and faculty will continue to work with students to assist them in making sure they complete requirements for certificates and degree. As stated earlier, some students transition into the workforce without completing a degree. As the economy has improved and more jobs have become available, that has meant more students are joining the workforce before completing a degree. Faculty will also continue to work with the counselors to promote the BTEC program.

3P1-Student Retention or Transfer-The BTEC program's actual participation was 70.49, down from 71.01. This was a very slight decrease and faculty will support students to encourage them to complete degrees or assist them in transfer efforts.

4P1-Student Placement-The BTEC program's actual level of performance was 40.54 down from 57.50. The percentage of students who were placed or retained in employment following program completion declined. The BTEC program is unclear how the data was collected, but the program would like to assist its graduates with employment. More details about the data such as how quickly a student needs to secure employment after program completion as well as the response rate from students would help with more accurate analysis of this data.

MET: 5P1-Nontraditional Participation-Nontraditional participation is an area with a goal of 17.50 percent participation. The BTEC program met this goal and had a performance rate of 19.80, up from 13.68 in the previous. Male students are considered to be nontraditional students for the BTEC program. Marketing to males and supporting their efforts in the program would help BTEC reach the goal every year. Ways to promote BTEC as a nontraditional career continue to be discussed, and the program will seek help from those who may have advice on reaching nontraditional students.

5P2-Nontraditional Completion-Nontraditional completion is calculated by comparing the concentrators from underrepresented gender groups who earned a degree or certificate to all of the concentrators who completed a program that leads to employment. The Perkins goal is 15.25 percent and the BTEC actual performance was 10.53, down from 14.29. The BTEC program would like to increase nontraditional participation so as to improve numbers in nontraditional completion.

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

Since the last program review, the BTEC program has been awarded a Perkins grant to implement a Virtual Office Assistant certificate at HawCC. The hope is that this certificate will be attractive to students, especially nontraditional students and that we will be able to market this certificate to our target groups.

We are also looking at ways to marketing the BEaT division programs to meet the Perkins indicators.

Hawaii Graduation Initiative:

The goal of the Hawaii Graduation Initiative is to increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities.

- The BTEC program is trying to address the goal through expanded access to its classes and strengthened support for student success. In partnership with the Rural Hawaii grant, the BTEC program is offering more classes via distance-learning channels to make it easier for students to have access to its classes and graduate with a degree.
- The faculty work closely with high school faculty to strengthen the partnerships with local schools and engaging students in our community early to promote and encourage them to prepare for college.
- The BTEC program work with local schools to establish ways for students to earn college credit through local area articulation programs.
- The BTEC program looks at workforce, employment, and salary information from the local and national sources in order to anticipate and align curricula with community and workforce needs.

High Performance Mission-Driven System (HPMS)

The goal of the HPMS is to provide affordable access to a superb higher education experience in support of the institutional mission of the university, which includes commitments to being a foremost indigenous-serving university and advancing sustainability.

- The BTEC program aims to increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.
- The program has expanded its student-centered distance and online learning to create more educational opportunities.
- The program has developed degrees and certificates, including with distance delivery, as part of integrated pathways for students enrolled across the UH system.
- The BTEC program has promoted the local area articulation policies that are student-centered and transparent in order to support student mobility to HawCC.

C. Trends & Other Factors -- Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

Today's administrative professional needs a wide base of knowledge ranging from technical skills to expert communication abilities. Aptitude in areas of organization and planning, information distributions, and administration skills are key. Employers expect their administrative professionals to be familiar with current technologies as well as advanced practices and procedures that are integral in business.

Office Team 2015 Salary Guide reports that according to the U.S. Department of Labor's Bureau of Labor Statistics, 1.5 million new jobs will be added in office and administrative support occupations between 2012 and 2022.

Employers are seeking executive and administrative assistants to help their organizations stay on track as business picks up. Expansion in overall personnel levels is fueling a need for more HR staff. Being comfortable with technology and software is essential, especially Microsoft Office applications and various social media platforms. Business seek familiarity with social media as they boost their online presence on sites such as Facebook, Twitter, LinkedIn and Google Plus.

Healthcare-related organizations, such as medical groups and insurance companies, continue to recruit administrative professionals due to growing workloads tied to the Patient Protection and Affordable Care Act (ACA), an aging

population and the ongoing shift to electronic medical records. At the same time, real estate, construction, manufacturing and other sectors are on an upswing and expanding their administrative teams.

Skills in Demand:

Communication strength: Administrative staff interact constantly with clients, employees, vendors, and others, making it imperative that they are articulate, both verbally and in writing. Administrative professionals are expected to be excellent communicators. Businesses want individuals who are adept at sharing information verbally and in writing with a variety of audiences.

Technical Skills: Microsoft Office expertise is essential in the administrative profession, with many employers seeking advanced proficiency with Word, Excel, Outlook, and PowerPoint.; Companies also want candidates who can help their firms keep up with social media activity, including monitoring and responding to customer feedback on sites such as Facebook, Twitter, LinkedIn, Google+, Pinterest, and Instagram. Many organizations value knowledge of database management software, such as Microsoft Access and FileMaker Pro, and familiarity with SAP or other enterprise resource planning systems.

Initiative: Employers need administrative staff who can switch gears easily when juggling multiple assignments. Businesses desire administrative professionals who are go-getters and anticipate needs without being asked. They want people who adapt quickly to change, take action when they see something has to be done and are resourceful problem solvers.

Professionalism: Administrative professionals are often the initial point of contact in a firm and can make a big first impression on those they meet. It is critical that they dress appropriately, maintain a positive attitude, and display confidence. Tact and sensitivity to confidential matters also may be required.

According to Office Team 2015 Salary Guide, the salary for an entry-level administrative assistant is expected to increase by 3.9 percent from 2014-2015 to \$27,250-\$34,500.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program's faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai'i Island Community.

The mission of Hawai'i Community College is to promote student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." The BTEC program supports HawCC's mission by training and educating our students to be effective and productive members of our community. We partner with community businesses and organizations to learn about the needs of our community. This partnership also helps the program by providing resources to our students. The BTEC program has a bureau of guest speakers who regularly visit classes to share their knowledge. In addition, in the capstone class, the students visit a local business so they can see what it takes to be a successful office professional in our community.

2) ILO Alignment

a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"

Example: The SUBS program's curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

The BTEC program supports ILO1: Our graduates will be able to communicate effectively in a variety of situations. PLOs that support ILO 1 are:
Work as a responsible member of a team to meet an organization's objectives.
Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
Apply appropriate strategies to secure employment, retain a job, and advance in a career.

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"

The BTEC program supports ILO2: Our graduates will be able to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions.
 The BTEC PLOs that support ILO2 are:
 Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
 Use research and decision-making skills to make informed choices consistent with personal and organizational goals.

c) ILO3: *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

The BTEC program supports ILO3: Our graduates will be develop the knowledge and skills to make contributions to our community in a manner that respects diversity and Hawaiian culture.
 The BTEC PLOs that support ILO3 are:
 Work as a responsible member of a team to meet an organization's objectives.
 Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
 Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
 We discuss Hawaiian values and connect them to our local leadership and workplace values. As stated above, we work with local organizations as well as bring in guest speakers to learn about the needs of our community. In our capstone class, we take the students on a field trip to a local office so students can see what it takes to be successful in our local community as an office professional.

B. Program Mission – Write Official Program Mission

(Official Program Mission)
 The Business Technology program enables students to communicate clearly through oral and written interactions complying with standard office etiquette. Students will use current and emerging technologies to create and produce quality, mailable office documents, and will learn how to organize and manage multiple organizational tasks and coworkers in an office, making efficient use of time and resources.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<p><i>Example:</i> Program Curriculum</p>	<p><i>Example:</i> 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</p>

S1. Strong connection with PCC in articulating courses.	PCC Minutes. Good resource in working with other faculty from other campuses to share resources, solve problems. The PCC meets more than once a year to discuss system-wide articulation, minimum MQs, common PLOs, etc.
S2. Faculty willing to learn and implement new technology and new initiatives.	Use of cloud technology is evident in program and division efforts as well as at the individual and classroom level. Most faculty willingly attend workshops and conferences that offer opportunities to learn about new and emerging technologies and initiatives.
S3. Local articulation agreements and collegial relationship with high school teachers assist in helping students transition to college. In addition, the faculty have a strong relationship with business people in community and can ask for assistance relating to BTEC program.	Articulation agreement, DOE/HawCC meeting minutes, field trip agenda

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example: Lacks 2-year Degree Program</i>	<i>Example: Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</i>	<i>Example: Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</i>
W1. Some Perkins Indicators were not met. Need to work on supporting students.	According to the quantitative indicators, the BTEC program needs to improve in several areas.	<ul style="list-style-type: none"> • Attract nontraditional and Native Hawaiian students. • Implement student support initiatives. • Support and stay connected with students after program completion.
W2. Lack of information from graduates/leavers.	Need for more information to assess whether our students are successful in getting jobs in office administration area after graduation. This will help the program determine whether curriculum is meeting the needs of students and business community.	<ul style="list-style-type: none"> • Support and stay connected with students after program completion.
W3. Need to support faculty and lecturers in being trained in current and emerging technologies and practices.	Some faculty are hesitant to learn and teach the newer technologies and practices that are in place in industry.	<ul style="list-style-type: none"> • Provide time for mentorship within the BTEC program. • Provide time and funding support for professional development.

Part III: Course/Program Assessment

A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

BUSN 123-Word Processing for Business

BUSN 164-Career Success

BUSN 193V-Cooperative Education

BUSN 292-Integrated Office Procedures

BTEC Program Learning Outcomes

1-Work as a responsible member of a team to meet an organization's objectives.

2-Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.

3-Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.

4-Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.

5-Use research and decision-making skills to make informed choices consistent with personal and organizational goals.

6-Apply appropriate strategies to secure employment, retain a job, and advance in a career.

B. Expected Level of Achievement -- *Describe the different levels of achievement for each*

characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

BUSN 123-Word Processing for Business

- All artifacts produced in the class were used for this assessment.
- Performance rubric used.
- At least 70 percent of students will meet or exceed expectations

BUSN 164-Career Success

- All artifacts produced in the class were used for this assessment.
- Performance rubric used.
- At least 70 percent of students will meet or exceed expectations

BUSN 193V-Cooperative Education

- All artifacts produced in the class were used for this assessment.
- Performance rubric used.
- At least 70 percent of students will meet or exceed expectations

BUSN 292-Integrated Office Procedures

- All artifacts produced in the class were used for this assessment.
- Performance rubric used.
- At least 70 percent of students will meet or exceed expectations.

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example:

SAMPLING: College records for seven (all) 2009 program graduates

BUSN 123-Students are asked to produce various word processed documents to meet business standards. Rubrics were used to assess quality and professionalism of documents. Students were asked to apply concepts to produce quality documents. In addition, objective tests and timed writings were included in assessment of skills.

BUSN 193V-Work Skills Evaluation-Work site supervisors are asked to complete a work skills evaluation form of the Cooperative Education student at the beginning and end of the semester. The CVE coordinator reviews the evaluations and consults with the students and/or instructors if improvement is needed.

CLO #1-Perform duties at a worksite according to industry standards. (ILO 1, PLO 1, 2, 3, 4)

CLO #2-Evaluate career choice based on personal traits, industry expectations, and work experience. (ILO 2, PLO 5, 6)

BUSN 292-Students were asked to perform projects that require them to integrate skills and technologies to meet the objectives of various assignments. The projects include planning an off-campus trip, meeting facilitation and etiquette, records management and mail merge project, proofreading and document production (word processing, spreadsheet, desktop publishing), creation of an eportfolio, and oral presentations. Rubrics were used to assess quality and professionalism of products/artifacts.

All PLOs and CLOs were assessed.

BUSN 164-

Students were asked to do case study analyses, a career portfolio, and oral presentations. Rubrics were used to assess quality and professionalism of products/artifacts.

CLO #1-Model professional behavior acceptable in a business environment (ILO 1, 2, 3, PLO 2, 5, 6)

CLO #2-Communicate effectively with diverse audiences using various methods of communication. (ILO 1, 2, 3, PLO 1, 2, 3, 4)

CLO #3-Analyze business situations and prescribe appropriate solutions to resolve conflicts. (ILO 1, 2, 3, PLO 1)

CLO #4-Evaluate lifelong learning resources available and determine appropriate times to use them. (ILO 2, 3 PLO 6)

D. Results of Course Assessment - Provide a summary of assessment results.

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

BUSN 123-Out of the 16 students in the class, one student earned an A, five students earned a B, and four students earned C's. Five students earned Fs. All of the five students who earned Fs were students who started the semester but had significant absences as the semester progressed. Those students who attended class regularly throughout the semester were all able to earn grades of C or higher. Students who attend class are clearly able to demonstrate that they can attain the learning outcomes indicated for the class. At least 91% of the class felt that all ILOs, PLOs, and CLOs were addressed in the class and were able to give specific evidence of activities that addressed each outcome.

BUSN 164-In terms of the case study analyses, there was a clear improvement from the beginning of the semester to the end. Student were able to use the rubric more effectively to give enough details to support their analyses. Student performed similarly for the oral presentations. Using rubrics allowed students to know what is expected of them in preparing presentations. The career portfolio was probably one of the most valuable and relevant activities for students. Students are creating products that they can use to apply for jobs. The product is valuable to the students and because it can be used in the 'real world' I see the effort and quality reflected in the student work. At least 93% of students in the class felt that all ILOs, PLOs, and CLOs were addressed in the class and were able to give specific evidence of activities that addressed each outcome.

BUSN 193V-

All (100%) students met or exceeded expectations.

87% (13/15) students received outstanding evaluations from their supervisors.

All students were requested by their supervisor to return to their CE position the following semester.

BUSN 292-

Out of the ten students in the class, two students earned A's, two students earned B's, and five students earned C's. No students earned D's and one student earned an F. The student who earned an F was a student who started the semester, but had significant absences as the semester went on. Those students who attended class throughout the semester were all able to earn grades of C or higher. Students who attend class regularly were clearly able to demonstrate that they attained the learning outcomes indicated for the class. In a final assessment of the course, 100 percent of the students in the class felt that the ILOs, PLOs, and CLOs were addressed in the class and were able to give specific evidence of activities that addressed each outcome.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1:</i> Develop and utilize a Work Skills Evaluation tool that provides a uniform system for various UHCCs that offer the CE program.</p> <ul style="list-style-type: none">• Gather input from other CCs in the system that offer CVE courses.• Share and compare resources available to develop comprehensive assessment tool with standardized rubric.	<p><i>Evaluation of Change 1:</i> Articulated with PCC and are currently having ongoing discussions with 2014-2015 as initial implementation.</p>
<p><i>Change 2:</i> Recommend implementing a hands-on, real-world activity as part of the curriculum to improve student learning and achievement of skills. For example, for the mail merge lesson, instead of using the textbook lesson, the class can be asked to collect names and other information into a database. That info can then be used to create and send out a memo or letter that the students can create based on a situation appropriate to class.</p>	<p><i>Evaluation of Change 2:</i> This will be implemented in Fall 15 semester.</p>

<p>Incorporate more Hawaiian cultural information into the assignments and lessons and connect it to the business environment.</p>	<p>Implementation has begun and students seem very receptive to the inclusion of Hawaiian culture and values as part of the business curriculum. Implementation will continue. Clearer connections to our Hawaiian and local culture will be made in daily assignments and assessments.</p>
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E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

BUSN 123-Recommend implementing a hands-on, real-world activity as part of the curriculum to improve student learning and achievement of skills. For example, for the mail merge lesson, instead of using the textbook lesson, the class can be asked to collect names and other information into a database. That info can then be used to create and send out a memo or letter that the students can create based on a situation appropriate to class.

BUSN 164-Incorporate more Hawaiian cultural information into the assignments and assessments. This will create more of a connection between what the students are reading in the mainland published textbook and what they see in their daily lives.

BUSN 193V-Continue to work with the PCC to align and systemize the assessment of work quality.

BUSN 292- Do a similar writing assessment in fall 2013 and ask members of the BTEC Advisory Council to participate in the assessment. The assessment letter or memo should be something similar to what they have done in previous classes and/or what is often drafted by our graduates (office workers).

F. Evidence of Industry Validation for CTE Programs -- *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.*

Minutes of the BTEC Advisory Council, Artifact examples from advisory council members.
 The BTEC PCC meets throughout the year to review and update courses and SLOs, share resources and teaching strategies, discuss current industry trends and requirements, and integrate new teaching methods and advanced technology in BTEC courses.

The BTEC PCC relies on input from its advisory board, national and state publications, and other reported statistical information to determine workforce trends.

Part IV Action Plan

A. 20% Course Review

a) **Courses Reviewed** -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
BUSN 89	Electronic Calculating
BUSN 121	Introduction to Word Processing
BUSN 123	Word Processing for Business
BUSN 150	Intro to Business Computing
BUSN 151	Intermediate Business Computing
BUSN 158	Social Media and Collaboration Tools for Business
BUSN 159	Creating and Managing the Virtual Office
BUSN 164	Career Success
BUSN 166	Professional Employment Prep
BUSN 170	Records & Information Management
BUSN 182	Machine Transcription
BUSN 184	Medical Transcription
BUSN 193V	Cooperative Education
BUSN 292	Integrated Office Procedures
ENG 55	Business Communications
MEDA 107	Introduction to Medical Office Assisting

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
BUSN 89		xx			
BUSN 121			xx	xx	
BUSN 123				xx	
BUSN 150	xx				xx
BUSN 151			xx		

BUSN 158		Xx			
BUSN 159		Xx			
BUSN 164		Xx			
BUSN 166		xx			Xx
BUSN 170			Xx		
BUSN 182				Xx	
BUSN 184					
BUSN 193V	Xx				
BUSN 292	xx	xx	xx	xx	Xx
ENG 55	xx		xx		
MEDA 107					

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty	<i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.
Offer MEDA 107 in Spring 2013.	We had offered it and enrollment did not justify continuing to offer it. This course will no longer be offered. This will no longer be a program action.
Develop and implement VOA program to increase the pool of nontraditional BTEC students. (Spring 2013)	Program development. We have not had enough enrollment to offer the new VOA courses yet. We are still working at exploring strategies to market the courses and the VOA program. Need time.
Prior Learning Assessment initiative at HawCC. (Spring 2013)	BTEC program has worked with UH system to further the PLA initiatives at HawCC. CBIE assessments have been developed and shared with the system. In addition, courses have been made available for assessment by portfolio. Two pilot portfolios have been assessed and have been returned with feedback to the PLA coordinator.

Improve student support and support Kauhale concept in BTEC. (Spring 2013)	Graduation Remediation Workforce. Underserved Populations. Will continue to explore student support strategies and implement as appropriate. Need time.
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C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>
<p>Improve Student Support Initiatives</p> <ul style="list-style-type: none"> • Explore strategies to increase nontraditional students in BTEC program. • Explore strategies to attract Native-Hawaiian students to BTEC program. • Increase and improve design and delivery of distance learning offerings. • Increase completion of degrees and certificates. • Continue to implement and explore strategies to market the VOA program to increase the pool of nontraditional BTEC students.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
<p>Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...</p>
<p>Goal 1 aligns with ILO 1 (Communication) through support of curriculum taught in BUSN 89, BUSN 121, BUSN 123, BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 166, BUSN 170, BUSN 182, BUSN 193V, BUSN 292, and ENG 55.</p>
<p>Goal 1 aligns with ILO 2 (Critical Thinking) through support of curriculum taught in BUSN 89, BUSN 121, BUSN 123, BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 166, BUSN 170, BUSN 182, BUSN 193V, BUSn292, and ENG 55.</p>
<p>Goal 1 aligns with ILO 3 (Community and Culture) through support of curriculum taught in BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 193V, BUSN 292, and ENG 55.</p>

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
<p>Examples: <i>Goal 1 aligns with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i> <i>Goal 1 does not align to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i></p>

Goal 1 aligns with: Goal A: Promote Learning & Teaching, Goal C: Promote Workforce and Economic Development, Goal D: Develop our Human Resources: Recruitment, Retention, and Renewal.

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

1. Continue working with Business Division counselor in promoting the BTEC programs, including VOA and other stackable certificates.
2. Continue offering other student support events for current and future students to learn more about the support services that the BEaT program offers. Can market our degrees and certificates at this time. This also helps the kauhale concept so students feel part of our BEaT ohana..
3. Focus on improving success of native Hawaiian and non-traditional students, as the indicators point to deficiencies for these two populations in more than one area.
4. Explore ways to support development of online courses for BTEC program.
5. Explore student support strategies for nontraditional and Native Hawaiian students.

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>						
Improve Student Support Initiatives <ul style="list-style-type: none"> • Explore strategies to increase nontraditional students in BTEC program. • Explore strategies to attract Native-Hawaiian students to BTEC program. • Increase and improve design and delivery of distance learning offerings. • Increase completion of degrees and certificates. • Continue to implement and explore strategies to market the VOA program to increase the pool of nontraditional BTEC students. 		xx		xx		xx

<p>UH System Collaboration (if applicable)</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<p><i>Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.</i></p>
<p>Aligned with UHCC Initiatives: Hawaii Graduation Initiative, Achieving the Dream, Workforce Development, and Distance Learning.</p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
Work with counselor to promote BTEC programs.	Ongoing, based on time allowed to work on this activity.
Explore strategies to attract Native-Hawaiian students to BTEC program.	Ongoing, based on time allowed to work on this activity.
Network with community business people. Hawaii Island Chamber, IAAP to promote BTEC and VOA. Join professional organizations to support this effort.	Ongoing, based on time allowed to work on this activity.
Increase and improve design and delivery of distance learning offerings.	Ongoing, based on time allowed to work on this activity.
Increase completion of degrees and certificates.	Ongoing, based on time allowed to work on this activity.
Continue to implement and explore strategies to market the VOA program to increase the pool of nontraditional BTEC students.	Ongoing, based on time allowed to work on this activity.

Define Goal (Action Strategy) 2

<p>To promote excellence in learning and in teaching for transfer, career/technical education and lifelong learning.</p> <ul style="list-style-type: none"> • Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of opportunities at HawCC. <ul style="list-style-type: none"> ○ Review articulation agreement. ○ Meet with high school partners.
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- Improve partnerships with local business organizations to ensure that faculty are connected with needs and wants of local employers.
- Review and revise curriculum and program offerings
- Update software to address current technology needs.
 - Acrobat-most current version

Alignment of Goal 2 to ILO(s)

Goal 2 aligns with ILO 1 (Communication) through support of curriculum taught in BUSN 89, BUSN 121, BUSN 123, BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 166, BUSN 170, BUSN 182, BUSN 193V, BUSN 292, and ENG 55.

Goal 2 aligns with ILO 2 (Critical Thinking) through support of curriculum taught in BUSN 89, BUSN 121, BUSN 123, BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 166, BUSN 170, BUSN 182, BUSN 193V, BUSN 292, and ENG 55.

Goal 2 aligns with ILO 3 (Community and Culture) through support of curriculum taught in BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 193V, BUSN 292, and ENG 55.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Goal 1 aligns with: Goal A: Promote Learning & Teaching, Goal C: Promote Workforce and Economic Development, Goal D: Develop our Human Resources: Recruitment, Retention, and Renewal.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Work on developing course challenge assessments to allow eligible students to earn credit for courses without having to take the course.

Continue to work to (1) explore ways to promote the visibility of the BTEC programs of study and its certificates.

Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of opportunities at HawCC.

- Review articulation agreement.
- Meet with high school partners.

Improve partnerships with local business organizations to ensure that faculty are connected with needs and wants of local employers.

Review and revise curriculum and program offerings

Update software to address current technology needs.

- Acrobat-most current version

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<p>To promote excellence in learning and in teaching for transfer, career/technical education and lifelong learning.</p> <ul style="list-style-type: none"> • Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of opportunities at HawCC. <ul style="list-style-type: none"> ○ Review articulation agreement. ○ Meet with high school partners. • Improve partnerships with local business organizations to ensure that faculty are connected with needs and wants of local employers. • Review and revise curriculum and program offerings • Update software to address current technology needs. <ul style="list-style-type: none"> ○ Acrobat-most current version 		xx	xx	xx		xx

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<p>Aligned with UHCC Initiatives: Hawaii Graduation Initiative, Achieving the Dream, Workforce Development, and Distance Learning.</p>

Calendar of planned activities for Goal 2 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 2

Activity	When will the activity take place
<p>Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of opportunities at HawCC.</p> <ul style="list-style-type: none"> ○ Review articulation agreement. 	<p>Ongoing as time allows.</p>

o Meet with high school partners.	
Network with community business people. Join professional organizations to support this effort.	Ongoing as time allows.
Update software to address current technology needs. o Acrobat-most current version	Fall 2015 if funds allow
Review and revise curriculum and program offerings	Ongoing as time allows.

Define Goal (Action Strategy) 3

<p>To provide lifelong learning opportunities in the areas of personal and professional development. To contribute to community development and enrichment through campus leadership and collaboration. To foster global understanding and appreciation for diversity.</p> <ul style="list-style-type: none"> Professional development related to increasing and improving design and delivery of distance learning offerings. Professional development related to addressing the needs of underperforming students. Professional development related to addressing the needs of Native Hawaiian students. Establish collaboration with business and industry. Provide support for diversity and cultural awareness.

Alignment of Goal 3 to ILO(s)

Goal 3 aligns with ILO 1 (Communication) through support of curriculum taught in BUSN 89, BUSN 121, BUSN 123, BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 166, BUSN 170, BUSN 182, BUSN 193V, BUSN 292, and ENG 55.
Goal 3 aligns with ILO 2 (Critical Thinking) through support of curriculum taught in BUSN 89, BUSN 121, BUSN 123, BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 166, BUSN 170, BUSN 182, BUSN 193V, BUSN 292, and ENG 55.
Goal 3 aligns with ILO 3 (Community and Culture) through support of curriculum taught in BUSN 150, BUSN 151, BUSN 158, BUSN 159, BUSN 164, BUSN 193V, BUSN 292, and ENG 55.

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

<p>Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</p>
<p>Goal 1 aligns with: Goal A: Promote Learning & Teaching, Goal C: Promote Workforce and Economic Development, Goal D: Develop our Human Resources: Recruitment, Retention, and Renewal.</p>

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Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Professional development related to increasing and improving design and delivery of distance learning offerings.
 Professional development related to addressing the needs of underperforming students.
 Professional development related to addressing the needs of Native Hawaiian students.
 Establish collaboration with business and industry.
 Provide support for diversity and cultural awareness. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Improving the BTEC programs student support will strengthen course completion, retention, persistence, and ultimately degree completion. This student focused imitative will allow students to develop strong relationships with each other, with the faculty, and also with staff and support members in our program. It will connect students to the community in preparation for their entry into the workforce.		xx	xx	xx		xx

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Aligned with UHCC Initiatives: Hawaii Graduation Initiative, Achieving the Dream, Workforce Development, and Distance Learning.

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Network with community business people. Hawaii Island Chamber, IAAP to promote BTEC.	Ongoing if funding and time allows.
Professional development related to increasing and improving design and delivery of distance learning offerings.	Ongoing if funding and time allows.
Professional development related to addressing the needs of underperforming students.	Ongoing if funding and time allows.
Professional development related to addressing the needs of Native Hawaiian students.	Ongoing if funding and time allows.
Provide support for diversity and cultural awareness. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.	Ongoing if funding and time allows.
Attend local, regional, and national conferences, if possible. Stay up-to-date on trends in industry and business education.	Ongoing if funding and time allows.

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
<p>Professional development training via attendance at national and state conferences in areas relating to business technology. Conferences offered by National Business Education Association, Western Business Education Association, Hawaii Business Education Association, IAAP, ARMA, and IVAA all have topics relating directly to the courses taught</p> <ul style="list-style-type: none"> ● Allowing faculty to attend local and national conferences will strengthen the skills and knowledge that can be shared with the students. The program is trying to stay up-to-date with trends in industry and networking and attending conferences will support that effort. This ultimately will strengthen the program and keep it a viable and in-demand program. ● Training related to addressing the learning needs of under-performing students would be targeted. ● Training related to increasing and improving the design and delivery of distance learning offerings would be targeted. ● Professional development for faculty on current business practices, including learning about computer software and hardware. 	Travel and registration	\$5000

Alignment of Cost Item 1 to Strategic Plan (SP)

<p>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</p>
<p>A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy A1.4f. Provide the necessary academic and student support services focused on high risk Native Hawaiian students A2.4f Provide the necessary academic and student support services focused on high risk students</p>

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.
This cost item aligns with: <ul style="list-style-type: none"> • Student Completion: Graduation, Remediation, and Workforce Training • Underserved Populations: Native Hawaiians • Underserved Populations: Low-Income Students

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”
Example: No Alignment
S1. Strong connection with PCC in articulating courses. S2. Some faculty willing to learn and implement new technology and new initiatives. S3. Local articulation agreements and collegial relationship with high school teachers assist in helping students transition to college. In addition, the faculty have a strong relationship with business people in community and can ask for assistance relating to BTEC program.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”
W1. Perkins Indicators were not met. Need to work on supporting students. W3. Need to support faculty and lecturers in being trained in current and emerging technologies and practices. This will keep curriculum and program relevant and valuable to current and prospective students.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> • Personnel • Facilities • Equipment • Health/Safety • Others (Define) 	Estimated Cost
Increase and improve design and delivery of distance learning offerings. <ul style="list-style-type: none"> • Review existing design and delivery of offerings. • Strategize ways to improve success rates. • Revise curriculum as needed. • Provide professional development for distance learning faculty. • Update software to current version needed to stay on top of technology trends. 	Time Software	\$5000

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

A2.1 Increase enrollment by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project)

New Strategy

A2.4 Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

New Strategy

B2. Contribute to meeting the State's incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

Alignment of Cost Item 2 to Academic Master Plan (AMP)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

This cost item aligns with:

- Student Completion: Graduation, Remediation, and Workforce Training
- Underserved Populations: Native Hawaiians
- Underserved Populations: Low-Income Students

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

S1. Strong connection with PCC in articulating courses.

S2. Some faculty willing to learn and implement new technology and new initiatives.

S3. Local articulation agreements and collegial relationship with high school teachers assist in helping students transition to college. In addition, the faculty have a strong relationship with business people in community and can ask for assistance relating to BTEC program.

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

W1. Perkins Indicators were not met. Need to work on supporting students.

W3. Need to support faculty and lecturers in being trained in current and emerging technologies and practices. This will keep curriculum and program relevant and valuable to current and prospective students.

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> • Personnel • Facilities • Equipment 	Estimated Cost

	<ul style="list-style-type: none"> ● Health/Safety ● Others (Define) 	
<p>Funding to offer student support initiatives. Open house, business collaboration events, advising efforts.</p> <p>Improving the BTEC program's student support will strengthen course completion, retention, persistence, and ultimately degree completion. This student focused initiative will allow students to develop strong relationships with each other, with the faculty, and also with staff and support members in our program. It will connect students to the community in preparation for their entry into the workforce.</p> <ul style="list-style-type: none"> ● Attract non-traditional students to BTEC program. ● Attract Native-Hawaiian students to BTEC program. ● Increase completion of degrees and certificates. ● Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that HawCC provides. ● Establish collaboration with business and industry. ● Provide support for diversity and cultural awareness. ● Meet with support staff to explore ways to promote the visibility of the BTEC programs of study and develop program brochures. 	<p>Supplies (color printer supplies, paper) Time</p>	\$2500

Alignment of Cost Item 3 to Strategic Plan (SP)

<p>Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy A1.4f. Provide the necessary academic and student support services focused on high risk Native Hawaiian students A2.4f Provide the necessary academic and student support services focused on high risk students</p>

Alignment of Cost Item 3 to Academic Master Plan (AMP)

<p>Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p>This cost item aligns with:</p> <ul style="list-style-type: none"> ● Student Completion: Graduation, Remediation, and Workforce Training ● Underserved Populations: Native Hawaiians ● Underserved Populations: Low-Income Students

Alignment of Cost Item 3 to Strength(s)

<p>Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
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This cost items aligns with the strength of the local articulation agreements and collegial relationship with high school teachers to assist in helping students transition to college.

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

W1. Perkins Indicators were not met. Need to work on supporting students.

W2. Lack of information from graduates/leavers.

W3. Need to support faculty and lecturers in being trained in current and emerging technologies and practices. This will keep curriculum and program relevant and valuable to current and prospective students.

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

There is still a trend for needing office professionals in the state of Hawaii. Hawaii County and State of Hawaii government offices still are looking for employees to fill office administrative positions. According to US News and World Report, the following jobs are listed in the top 25 best business jobs of 2015: Event Planner, Administrative Assistant, Executive Assistant, Office Clerk.

Graduates have to have good communication and time management skills in order to be successful in the office. Being flexible and open to learning new technology is crucial to being an efficient and productive employee. According to eSchool News, the key skills today's employers desire are workers who are self-directed, able to solve problems, and can manage their time and productivity. The "4Cs"—critical thinking, communication, collaboration, and creativity—in combination with self-direction and global understanding are six skills that make for an in-demand employee. Technology has a key role to play, but it's not about learning how to use technology—it's about using technology to help develop skills and deliver content in exciting ways. Businesses are looking for the ability to collaborate, communicate well, and think critically and creatively, but they also want you to show up on time, understand hard work and how the workplace operates.

The BTEC program works to keep the curriculum current and relevant to offer the training to meet those needs.