

**HAWAI'I COMMUNITY COLLEGE
PROGRAM COMPREHENSIVE 3-YEAR REVIEW REPORT**

Business Technology

Date May 22, 2017

Review Period

July 1, 2013 to June 30, 2016

AY 2013-14, AY2014-15, and AY2015-16

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance

communication and public accountability.

Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART I: THE PROGRAM

Describe the Program	
Provide the short description as listed in the current catalog.	The Business Technology program prepares students for employment in positions such as administrative assistants, receptionists, clerks, or secretaries. Students will learn critical office skills, along with communication and organizational proficiencies. The curriculum includes courses in office technology, business communication, office administration, accounting, and business math to enhance employment and promotion possibilities.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	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.

Report and discuss all major/meaningful actions and activities that occurred in the program over the past three years, from July 1, 2013 through June 30, 2016. For example:	
Changes to the program's curriculum	The BTEC program has reviewed its program offerings and reflected on course offerings, as well as feedback from students, graduates, and

due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing

industry professionals. As a result of these conversations and resulting reflection, changes were made in the curriculum to better prepare students for industry success. Faculty collaborated with the PCC to review program and courses, articulate course curriculum, and update the articulation agreement across the system. BTEC colleagues provide support and guidance to each other by providing course syllabi, grading rubrics, assessment tools, presentations and lectures, and best practices tips.

The BUSN 188 is a new course that combines the curriculum from the BUSN 89 and the BUSN 189 and slightly streamlines the program for our BTEC students. We have upgraded the ENG 55 course to a 100-level course numbered BUSN 178.

The program removed the hidden prerequisite of BUSN 121 and have made it a required class based on the feedback from the advisory council and from assessments that show that students need more support in keyboarding skills.

Another recommendation from the advisory council is that students have stronger skills in using Microsoft Excel. Instead of the BUSN 151 that reviews Excel slightly as well as Word, PowerPoint, and Access, the program replaced it with an ACC 155 course that focuses on Microsoft Excel. This change not only follows the curriculum recommendation from the advisory council but also streamlines the course offerings between BTEC and the ACC programs.

In order to increase students quantitative skills, we have implemented a QM 78B course to support students in being successful in the BUSN 188 course.

	<p>We reviewed and update the program learning outcomes based on PCC and advisory council discussion and recommendations.</p> <p>Program faculty participated in webinars and attended local and national workshops and conferences to keep current with trends in the program area. Faculty continue to work with ITSO to help online course offerings be designed in an organized format that is consistent with other online courses offered at HawCC.</p> <p>Currently the BTEC program is planning on focusing efforts in developing ways to increase student interest and create a marketing buzz on social media to the public. It is the hope that these efforts will help to attract and retain new majors and produce quality graduates ready to work in industry.</p>
<p>New certificates/degrees</p>	<p>N/A</p> <p>The program is reviewing the course offerings to continue to offer our stackable certificates and to see how we can offer other stackable mini certificates that will encourage students to enroll in our classes.</p>
<p>Personnel and position additions and/or losses.</p>	<p>BTEC instructional faculty has been pulled to serve as division chair of both BEaT and HOST and is no longer in the classroom. Lecturers fill in the gap.</p>
<p>Other major/meaningful activities, including responses to previous CERC feedback.</p>	<p>The BTEC program reviewed its equipment and technology to ensure that current technology needs are fulfilled. The implementation and use of cloud technology allows for ease of collaboration while keeping expenses low. Cloud technology and applications are being taught and used in BTEC classes. In addition, the program uses it to share documents and information to make work more productive and efficient. Faculty continue to be trained in the newest features available to collaborate and increase productivity. Implementation is ongoing.</p>

	<p>Online course offerings are continuing to be a goal and the program is working toward more courses using innovative and engaging strategies to support student success.</p> <p>Attracting and retaining students continues to be a goal for the program. Faculty have participated in career and college fairs to attract majors from nontraditional populations. After the attendance of some professional development sessions in Spring 2017, some new ideas have been discussed and will plan to be implemented in Fall 2017. These include a photo booth idea for career/college fair, a social media campaign that will involve current students to maintain and monitor, and offering free introductory workshops to concepts like business communication and social media strategies to bring awareness to what BTEC has to offer.</p> <p>The program continues to work with community and professional organizations to ensure that faculty are connected with needs and wants of local employers. In conjunction with this, the program has invited high school faculty to the advisory council meetings and work with and involve the high school business faculty in the discussion so that efforts are aligned. In addition, course articulation efforts are continuing with high schools and we have renewed the articulation agreement with local area high schools.</p>
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<p>Describe, analyze, and celebrate the program’s successes and accomplishments. (For example, <i>more students were retained/graduated OR the program successfully integrated new strategies/technologies.</i>)</p>	
<p>Discuss what the program has</p>	<p>The BTEC program supports non-traditional approaches in its</p>

<p>been doing well that needs to be maintained and strengthened.</p> <p>Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).</p>	<p>courses to engage students in hands-on learning. Other learning tools include peer learning/teaching, team assignments, group presentations, case studies, interviews with experts in the industry, mock interviews, and site visits.</p> <p>Based on feedback, students regard these active participation strategies positively and like having the opportunity to practice their skills and knowledge in a real-life situation.</p> <p>Program faculty contact interested BTEC graduates with job opportunities in the community. The program continues to maintain an electronic database of BTEC graduates.</p>
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Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
<p>Identify and discuss the program's challenges/obstacles.</p>	<p>Over the past three years, the health call for the Business Technology program has declined from Healthy to Cautionary.</p> <ul style="list-style-type: none"> ● Demand indicator changed from Healthy to Unhealthy ● Efficiency indicator changed from Healthy to Cautionary ● Effectiveness indicator changed from Healthy to Cautionary <p>BTEC needs to continue to work on meeting Perkins Indicators.</p> <ul style="list-style-type: none"> ● Some students are underprepared to enter the BTEC program. ● There is a lack of importance (low salary) placed on highly-skilled administrative assistants, secretaries, and clerks which may cause students to feel that the careers BTEC prepares for are not highly valued. ● The counselor assigned to assist students in the business

	<p>division has moved offices from one that was close to where the business students are located and was convenient for our students to visit to one on the Manono campus. It is no longer a situation where the students can pop in and see if the counselor is available in between classes. Because of the effort that students must make in getting to the other campus and finding parking, making an appointment is necessary to see their counselor. This is not always an easy task for both the counselor and the student.</p> <ul style="list-style-type: none"> ● Some faculty are hesitant to learn and teach the newer technologies and practices that are in place in industry.
<p>Discuss changes and actions taken to address those challenges, and any results of those actions.</p>	<ul style="list-style-type: none"> ● Work with high schools to articulate courses and discuss needs of students as well as industry. Modify program requirements so that support for students who need remediation is built in. ● Discuss industry needs with business members and discuss ways of marketing the program to potential students. Identified some ideas for marketing. ● Discuss with state and county government human resource offices to see if we can include a move in step/class for employees with associate degrees. ● Bring counselor into occasional class session to make sure students are introduced to counselor and are able to ask questions as needed. ● Provide offer for mentorship and professional development for faculty in need.
<p>Discuss what still needs to be</p>	<p>The BTEC program will continue to address the challenges</p>

done in order to successfully meet and overcome these challenges.	identified above and will continue to use the strategies identified above. Marketing with social media will be implemented this fall.
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ARPD Data

Please attach a copy of the ARPD data tables for the three years under review and submit with the Program Review document.

a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**

OR

b) **If you will be submitting the Program Review document in digital form, attach a PDF copy along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Analyze the program’s ARPD data for the 3-year review period.	
Describe, discuss, and provide context for the data, including the program’s health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories.	<p>The demand indicator for the Business Technology Program declined from Healthy (AY 2013-2014) to Unhealthy (AY 2015-2016). The main reason for this decline was the decrease in County New and Replacement positions relative to the number of majors.</p> <p>The Efficiency Indicator declined from Healthy (AY 2013-2014) to Cautionary (AY 2015-2016).</p> <ul style="list-style-type: none"> • The fill rate declined over the last few years and was at 48.7 percent in 15-16. We believe that the enrollment in BTEC classes have declined as a result of the strong economy. In fact,

	<p>local businesses have been reaching out to our faculty to ask for students to apply for open positions.</p> <ul style="list-style-type: none"> ● We have three FTE BOR appointed faculty assigned to the BTEC program, but one full position is currently not in the classroom. This person serves as the division chair for BEaT and HOST and the release time for this position does not allow for the faculty to be in the classroom. ● Adjustments have been made to ensure that course sequencing is followed to avoid over-offering sections that are low enrolled. We have scheduled many courses to be offered only one time a year. <p>The Effectiveness Indicator declined from Healthy (AY 2013-2014) to Cautionary (AY 2015-2016).</p> <ul style="list-style-type: none"> ● Again, the economy is strong and the job market is very positive and we believe that students have chosen to start working and gain on-the-job training rather than spend the time in the classroom. The number of withdrawals declined from 23 to 20 and is a good sign despite the negative persistence number. ● Another very encouraging sign is that the number of certificates awarded went from 4 to 17. The BTEC faculty believe this to be as a result of the short-term certificates and the online courses that were offered during this time period with the support of the Rural Hawaii grant.
<p>Describe, discuss, and provide context for data in the Distance Education, Perkins Core Indicators, and</p>	<p>The BTEC program feels that one CIP code is too limiting for demand in the industry we serve.</p> <p>The program will implement social media marketing to try and meet</p>

<p>Performance Funding Indicators categories, as appropriate.</p>	<p>the non-traditional audience categories to improve core indicators and performance funding indicators.</p>
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.</p>	<p>The BTEC faculty at HawCC feel that one CIP code is too limiting for demand in the industry we serve. According to the International Association for Administrative Professionals (IAAP), the following job titles might all be considered appropriate for someone trained in office administration.</p> <ul style="list-style-type: none"> ● Administrative Assistant ● Customer Service Manager ● Customer Service Representative ● Data Entry Specialist ● Entry-Level Administrative Assistant ● Executive Assistant ● File Clerk ● Logistics Coordinator ● Mail Assistant ● Marketing Assistant ● Office Assistant ● Office/Facilities Manager ● Presentation/Graphics Specialist ● Project Coordinator ● Receptionist ● Sales Assistant ● Senior Administrative Assistant ● Senior Office/Facilities Manager ● Switchboard Operator <p>According to O*NET OnLine website by the U.S. Department of Labor, the job outlook for Receptionists and Information Clerks; Office</p>

	<p>Clerks, General; Bookkeeping, Accounting, and Auditing Clerks; and Secretaries and Administrative Assistants, except Legal, Medical, and Executive all have a positive outlook with some job outlooks having a bright outlook.</p> <p>In addition to the positions discussed above, people with the business technology skills are starting their own businesses as independent contractors/virtual assistants.</p> <p>The BTEC program faculty conducts surveys of graduates and some of the positions that our students obtain after graduation include:</p> <ul style="list-style-type: none"> ● Legal Clerk ● Banking Specialist ● Inventory Clerk/Inventory Manager ● Accounts Clerk ● Administrative Assistant ● Office Assistant ● Bookkeeper ● Financial Analyst ● Records Technician ● Clerk ● Customer Service Representative ● Sales Management Trainee
<p>Discuss other strengths and challenges of the program that are relevant to understanding the program's data.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ● Faculty willing to teach online courses. ● Smaller class sizes that support student learning. ● Some faculty and lecturers are dedicated to keeping breast with current trends and software in the primary duty areas. ● Reviewing program requirements/courses by implementing the latest trends and technology. ● Faculty participate in professional, business, and community

organizations. Faculty members participate in national and local level professional development to learn best practices, develop currency in technical areas, network with colleagues in the field, and create changes in the program.

- Connections with local businesses and high school programs.
- Increasing resources from textbook publishers.
- Faculty are well-qualified and recognized as outstanding educators.
- Certificates are stackable and build toward an AAS degree.
- BTEC PCC meet three to four times a 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.

Challenges:

- Poor writing skills of business students.
- Some students are underprepared.
- Students generally have part-time or full-time jobs which reduce their focus on school.
- Lack of importance (low salary) placed on highly-skilled administrative assistants, secretaries, and clerks
- A change that may have affected the BTEC program is that the counselor assigned to assist students in the business division has moved offices from one that was close to where the business students are located and was convenient for our students to visit to one on the Manono campus. It is no longer a situation where the students can pop in and see if the counselor is available in between classes. Because of the effort that students must make

	<p>in getting to the other campus and finding parking, making an appointment is necessary to see their counselor. This is not always an easy task for both the counselor and the student.</p> <ul style="list-style-type: none"> • We suspect that some students enroll in our program to develop employable skills and to upgrade skills. Once the skills are obtained, the 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.
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<p>Analyze the program’s IRO data for the 3-year review period:</p> <p>If applicable: Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)</p>	
Describe, discuss, and provide context for the data.	<p>Using data downloaded from Academic Logic, faculty have contacted students and assisted with academic advising.</p> <p>STAR GPS registration data has been used to support students.</p>
Discuss changes made as a result of the IRO data.	<p>Using data downloaded from Academic Logic, faculty have contacted students and assisted with academic advising.</p> <p>More student support through the use of STAR GPS registration data has been implemented.</p>

<p><u>Contributions to the College:</u> Discuss how the program aligns with and supports the College’s institutional effectiveness and helps the Kauhale achieve our shared goals.</p>	
<u>College Mission:</u>	The BTEC program supports the mission by training and education our

<p><i>“Hawai‘i Community College (Hawai‘i CC) 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.”</i></p>	<p>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. The 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 first hand what it takes to be a successful office professional in our community.</p> <p>The BTEC program directly serves the mission of the college by providing business technology education and training in a caring, student-focused, and intellectually stimulating environment. The program prepares students/graduates for entry-level clerical positions, provides opportunities for updating office skills, and contributes to the development of life-long learners who think critically, appreciate diversity, and lead successful, independent, socially responsible, and personally fulfilling lives.</p>
<p><u>Institutional Learning Outcomes (ILOs):</u></p>	<p>ILO 1: Our graduates will be able to communicate effectively in a variety of situations.</p> <p>PLO Alignment: Students communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.</p> <p>As recommended and supported by the BTEC Advisory Council, the BTEC program focuses on training students in effective communication in both oral and written interactions. Courses require students to create written documents (email, memo, letters, reports), social media posts, as well as make oral presentations in class and with local business people.</p> <hr/> <p>ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.</p>

	<p>PLO Alignment: Students use current and emerging technologies effectively to create and manage documents and handle multiple priorities. They use research and decision-making skills to make informed choices consistent with personal and organizational goals.</p> <p>One way BTEC students practice this is through case study analyses. Students are required to analyze a situation, determine what the problem is and use information appropriately to suggest a solution for the problem. Students must then support their decision making with clear support for their decisions as well as apply these concepts to their own personal and professional lives. Research is required in order for solutions to come about and students must think critically in order to propose a solution that will have a positive or negative effect on a business.</p>
	<p>ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.</p> <p>PLO Alignment: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.</p> <p>In business, people are required to support one another and the community. Students discuss and reflect on Hawaiian values and connect them to our leadership and workplace values. We work with local organizations as well as bring in guest speakers to learn about the needs of our community.</p>

The Program’s Learning-Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the program during the review period, please see the following websites:

Assessment website: <http://hawaii.hawaii.edu/files/assessment/>

Assessment Reports/Resources: <http://hawaii.hawaii.edu/files/assessment/reports/>

- The program faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including the PLOs, is correct.
- The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all information is not correct and hereby affirm that the program will be submitting proposals for revision.

Kualii KSCM: <https://hawaii.kualii.co/cm/#/courses>

If the Kualii KSCM program entry needs revision (for example, to the program description, entry or completion requirements, and/or PLOs) those revisions must be proposed through the Fast Track process or CRC "Proposal to Modify a Program" process, as appropriate.

PLOs

<p>Please list the Program Learning Outcomes (PLOs) as recorded on Kualii KSCM.</p>	<p>Work as a responsible member of a team to meet an organization's objectives.</p> <p>Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.</p> <p>Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.</p> <p>Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.</p> <p>Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations.</p> <p>Apply appropriate strategies to secure employment, retain a job, and advance in a career.</p> <p>Analyze, synthesize, and evaluate real-world problems in quantitative terms.</p>
<p>Discuss the program's</p>	<p>Challenges:</p>

<p>challenges, if any, in helping students overall achieve its PLOs.</p>	<ul style="list-style-type: none"> ● Poor writing skills of business students. ● Students generally have part-time or full-time jobs which reduce their focus on school. ● Lack of importance (low salary) placed on highly-skilled administrative assistants, secretaries, and clerks ● A change that may have affected the BTEC program is that the counselor assigned to assist students in the business division has moved offices from one that was close to where the business students are located and was convenient for our students to visit to one on the Manono campus. It is no longer a situation where the students can pop in and see if the counselor is available in between classes. Because of the effort that students must make in getting to the other campus and finding parking, making an appointment is necessary to see their counselor. This is not always an easy task for both the counselor and the student.
<p>Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.</p>	<p>BTEC faculty and lecturers implement hands-on, real-world activities as part of the curriculum whenever possible to improve student learning and achievement of skills.</p> <p>Student achievement of PLOs are supported by worksite supervisors, faculty, and by student self-assessment. This validates the skills and knowledge that students demonstrate in the classroom and at the internship worksites. Students see value in working hard on program curriculum because of the clear connection it has to the real world.</p> <p>All graduates of the BTEC program are surveyed each semester and many are employed in the area they prepared for through their BTEC education.</p>

CLOs

<p>Discuss and summarize the <u>overall</u> results of course learning outcomes (CLO) assessments during the 3-year review period.</p>	<p>The majority of BTEC students are meeting the course learning outcomes for assessed courses.</p> <p>The hands-on, real-world and integrated activities used in class support critical thinking practice and allow students to practice using skills and knowledge that are expected of them in the workplace. In particular, students who are in the intern phase of the program are assessed by worksite supervisors who give them constructive feedback on what is expected of them as graduates of the BTEC program. Students are also asked to perform self-assessments in addition to the feedback they get from others. The combination of these various forms of assessment validates the findings that the skills and knowledge that students demonstrate in the classroom and at the internship worksites are meeting course learning objectives. Students see value in working hard on program curriculum because of the clear connection it has to the real world.</p> <p>There is room for improvement to not just meet objectives at an average level but to bring all students up to a level where they can be at the highest level of performance for learning outcomes.</p>
<p>Describe how the program’s faculty/staff regularly discussed and used overall assessment results to plan for improvement.</p>	<p>Faculty and staff shared assessment results with advisory council and they stressed the importance of critical thinking, soft skills, and writing skills.</p> <p>Faculty discuss results with each other and collaborate with each other, with other campuses, and with colleagues formally and informally to determine strategies for planning for improvement.</p>

<p>Discuss the implementation of these improvement plans and consequences for overall program improvement.</p>	<p>For the CVE course, a Work Skills Evaluation tool was developed and implemented and shared with PCC for a uniform assessment tool across the system.</p> <p>BTEC faculty and lecturers implement hands-on, real-world activities as part of the curriculum whenever possible to improve student learning and achievement of skills. Realistic assessment exercises were shared with the faculty from the BTEC advisory council members for use in classroom activities and assessments.</p> <p>Targeted Hawaiian cultural information has been incorporated into the BTEC curriculum and is connected to the business environment. In particular the concepts shared by Rosa Say and her Managing with Aloha information are useful in the BTEC program.</p>
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PART II: PROGRAM ACTION PLAN

<p>Describe and discuss the program’s action plan to improve student learning for the next 3 years, from July 1, 2016 through June 30, 2019.</p>	<p>Benchmarks and Timelines</p>
<p>Action Goal 1: Increase recruitment and retention through a social media presence. Students will work on this social media campaign through the classes offered in the BTEC program.</p> <ul style="list-style-type: none"> ● Include awareness of local and national workforce trends in the social media posts.. <p>http://money.usnews.com/money/careers/slideshows/25-awesome-business-jobs-for-2016 (Administrative Assistant is #18,</p>	<p>Benchmarks/Timelines:</p> <p>Develop/publish social media posts including photos and videos and blogs beginning Fall 2017.</p> <ul style="list-style-type: none"> ● Include features

<p>Executive Assistant is #23, Office Clerk is #24 of the top 25 business jobs for 2016.)</p> <ul style="list-style-type: none"> Local Employment Forecast https://www.hiwi.org/admin/gsipub/htmlarea/uploads/Hot20DemandOccs_2012-2022-HawaiiCty.pdf (Hot 20 Demand Occupations-General Office Clerks) Hawaii County Industry Highlights: https://www.hiwi.org/admin/gsipub/htmlarea/uploads/LT_2012-22_Highlights_HawCty.pdf From 2012 to 2022, service occupations will lead all occupational gains, generating 3,020 positions, which translate to more than a third of the total jobs created in Hawaii County. Positions in this group will comprise 30 percent of the total county job count, the highest concentration of all occupational groups. Office and administrative support occupations will expand by 850 jobs. Perhaps marketing efforts need to be diverse and focused such as including success stories of graduates, particularly focusing on the male and Hawaiian population since they are underrepresented. Use Instagram and BTEC blog. Publish photos and video clips. Use this as an assignment embedded into BTEC courses. <p>At career fairs, increase visibility with photo booth.</p> <p>Increase awareness in the community of HawCC offerings.</p> <p>Promote the availability of online degrees.</p> <p>Continue working with Business Division counselor to promote BTEC programs and its stackable certificates.</p> <p>Continue to improve K12 partnerships to improve college preparation and to ensure that students are aware of opportunities at HawCC.</p> <ul style="list-style-type: none"> Continue to review articulation agreement with local area high 	<p>of non-traditional BTEC participants in the posts.</p> <p>Participate in College and Career Fairs, high school fairs, parent night. Use photo booth concept to attract and get others to share on social media for increased visibility beginning in Fall 2017.</p> <p>If the Business Education Counselor is still not located near business education students, be sure to schedule visits for the counselor to come to classes to meet students and assist as needed.</p> <p>Continuous.</p>
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<p>schools.</p> <p>Offer events for current and future students to learn more about the program and its services.</p> <ul style="list-style-type: none"> ● Offer free workshops that will introduce potential students to things like social media, communications. ● Open house/counseling/registration potlucks 	
<p>How can this action Goal lead to improvements in student learning and attainment of the program’s learning outcomes (PLOs)?</p> <p>Using workforce trends and skills gap information, student learning and attainment of learning outcomes will be focused on the needs of industry. Student support will help with attracting and retaining students in the program.</p>	
<p>Action Goal 2:</p> <p>Address demand for more DE classes by increasing and improving the design and delivery of distance learning offerings.</p> <p>Review and revise curriculum and program offerings.</p> <p>Additional professional development is needed to prepare full-time faculty and lecturers to teach DE courses effectively and to train them in new courses and technology that will be introduced in BTEC program.</p> <p>The Virtual Office Assistant is intended to be offered purely online. In this area, instructors will need continual professional develop to stay abreast of new and emerging technology in the industry.</p>	<p>Benchmarks/Timelines:</p> <p>Review the existing design and delivery of distance learning offerings.</p> <p>Strategize ways to support success in DE courses.</p> <p>Revise curriculum as needed.</p> <p>Provide professional development for distance learning faculty. These actions items should begin in Fall 2017.</p>
<p>How can this action Goal lead to improvements in student learning and attainment of the program’s learning outcomes (PLOs)?</p> <p>Offering courses online will allow for those students who are not able to attend regular face-to-face</p>	

classes register for courses and work toward a degree. Some courses will be offered in collaboration with other campuses so that we can combine enrollment numbers to be cost-efficient while serving student needs.

Action Goal 3:

Use interactive resources including mobile tech and video recordings.
 Seek supplemental resources from publishers to help support student learning. Look at e-book options to keep textbook costs affordable for students. IDAP.
 Review current software and assess to make sure it meets current technology needs of the program and the industry.

Benchmarks/Timelines:

Review of resources and software should begin in Fall 2017 and be ongoing as needs/demands change in industry.

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?
 Lowering student textbook/resources costs will help attract and retain students in the program.
 Having current software that meets industry demands will make graduates more marketable to employers and will help to attract and retain students in the BTEC program.

Describe and discuss any specific strategies, tactics, activities, or plans for:

Program modifications:

Ethics and soft skills is an area that BTEC Advisory council members stated is lacking in entry level employees.

The program is using reflective activities

critical thinking

video case studies

real activities--writing letters, blog posts, creating videos.

The employment forecast for office professionals in Hawaii is positive. 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 e-School 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 is not about learning how to use technology--it is about using technology to help develop skills and deliver content in exciting ways. Businesses are looking for people who have 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 these needs.

A report published by OfficeTeams in 2017 states that the U.S. Dept. of Labor statistics projects more than 5.6 million total job openings in office and administrative support positions between 2014 and 2024.

The skills in demand are:

- Communication skills
- Multilingual ability
- Flexibility
- Resourcefulness

The tech skills in demand are:

- Microsoft Office Suite
- Social Media Tools
- Enterprise resource planning (ERP) software
- Database management tools
- Customer relationship management (CRM) software

Course-level instructional or curriculum changes:

BTEC is using publisher provided software such as e-books to make costs more affordable for students. The discipline will continue to offer courses in person and online.

Changes to assessment practices, activities, or projects:

Due to changes in curriculum offering schedule, BTEC will revise its five-year assessment schedule. This will be completed over the summer 2017 and will be complete before the start of the Fall 2017 semester.

Increases or changes in student support activities and services:

- Encourage and promote all students to see the Business Counselor for academic advising.
 - Since counselor is not located near our classes, schedule visits from Business Counselor to class sessions when appropriate.
- Advise students to use STAR GPS system to track and project their academic progress.
- Continue and encourage more sharing of rubrics for use in all classes. Collaborate within the program and division.

Discuss how the program's action plan will help the Kauhale achieve the four Initiatives in the College's *Strategic Directions 2015-2021* plan:

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

Hawai'i Graduation Initiative

Help 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

- Provide enhanced professional development to improve teaching and learning. BTEC will expand access to classes and strengthen support for student success. Offer more classes through distance-learning channels.
- Engage Hawaii Island K-12 students parents, and public and private schools early and often to promote and prepare for college readiness. Align K-12 and college curricula. Continue to work with local high schools to maintain partnerships, promote college preparation, and

	<p>encourage articulation opportunities.</p> <ul style="list-style-type: none"> ● Utilize current State and Hawaii Island information about workforce, employment, and salaries. Review workforce, employment, and salary information from local and national sources and align curricula with community and workforce needs. ● Follow up with graduates and employers regarding HawCC students' preparation for the workforce and community.
<p>Hawai'i Innovation Initiative</p>	<p>Help create more high quality jobs and diversify Hawaii's economy.</p> <ul style="list-style-type: none"> ● Integrate entrepreneurship and innovation in the BTEC program. ● Cultivate an entrepreneurship culture on campus and in the community. ● Participate in PCATT training. ● Work closely with employers to increase the qualified and skilled workforce base.
<p>21st Century Facilities (21CF) – Modern Teaching and Learning Environments</p>	<p>Use modern practices in teaching and learning.</p> <ul style="list-style-type: none"> ● Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students.
<p>High Performance Mission-Driven System</p>	<p>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</p> <ul style="list-style-type: none"> ● Expand student-centered distance and on-line learning to create more educational opportunities through use of technology. BTEC program will leverage academic resources and capabilities by working with other colleges in the system. ● BTEC will expand its distance education offerings ● BTEC will continue to maintain and look for degrees and certificates

	<p>that meet the needs of the current industry and see if it can be offered as an online course</p> <ul style="list-style-type: none"> ● BTEC will continue to promote local area articulation agreements to support student mobility to HawCC. ● Provide support services to students in facilities closer to their classes in order to increase successful interaction with counselors and staff. <p>BTEC recommends having a Business Education counselor located on the UHH campus closer to classes that the business education students are in.</p>
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Explain how the program’s action plan contributes to the College’s achievement of the performance-based measures below.	
Degrees & Certificates	The action plan aims to attract and retain students to the BTEC program which will raise the number of degrees and certificates awarded.
Native Hawaiian Degrees & Certificates	The action plan aims to attract and retain students to the BTEC program which will raise the number of degrees and certificates awarded. Specifically, Native Hawaiian students will be featured in some of the planned social media posts. Offering relevant courses via online delivery will help in attracting students who may already have jobs and cannot take time off to attend face-to-face classes.
STEM Degrees & Certificates (include 4-Year Degrees)	There is no clear plan for addressing STEM goals as BTEC is not considered a STEM degree.
Pell Grant Recipients Degrees & Certificates	There is no plan for addressing Pell Grant recipients other than the general goal to attract and retain students to the BTEC program.
Transfers to UH 4	There is a low number of BTEC transfers to UH.

Year/Transfers to non-UH 4 Year	<p>The AAS is considered a terminal degree and many of our students are in the program to upgrade skills and knowledge and want to work rather than go on to a 4-year degree program.</p> <p>Although transfer to an upper division program is not a stated goal, the BTEC faculty encourage students to think long term and consider all options for their future. In the BTEC program, students are trained for immediate, gainful employment.</p>
IPEDS Success Rate	<p>There is no specific plan for addressing IPEDS success rate other than the general goal to attract and retain students to the BTEC program.</p>

Suggestions for Improvement:

If the program’s faculty/staff have any suggestions they’d like to share with the College about raising the program’s or the College’s overall enrollment, improving overall student engagement and success, or any other matter that the faculty/staff think can help the College increase our overall institutional effectiveness, please discuss below.

One suggestion BTEC makes is to house a counselor near the business education students. Ever since the counselor location moved away from our students, there has been a decrease in visits from students to the counselor.

PART III: Resources

Note: “Budget asks” for all categories may be included in the Comprehensive Review.

Based on the program’s overall AY 2014-16 assessment results, other relevant program information and data, and the program’s overall action plan to improve student learning, describe and discuss below the program’s current resources, resource needs, and cost-item “budget asks” for the 3-year period from July 1, 2016 through June 30, 2019.

Resource Inventory

Describe the status of the following faculty/staff program resources:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	Tutoring services are effective resources and are available to students who need support in classes. BTEC also supports student use of library and media resources as needed. Additional tutors in specific skill courses such as keyboarding and records management would be an additional area in which students could use support.
Adequate Student Support Services (academic advising, counseling, career guidance).	Faculty work at contacting all identified BTEC students and assist with academic advising and counseling. If the business education counselor was located closer to students, more adequate counseling support could be offered to students.
Safe workplace.	Workplace is safe for employees and students.
Adequate and up-to-date computers and software (for program needs).	BTEC relies on computer services to maintain and update equipment on a regular basis.
Adequate computer access to allow faculty to do their jobs.	BTEC faculty have access to dedicated computers for work purposes. Students have access to computer lab classrooms for their program courses.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	Faculty could use more training on the use of current and emerging technology including social media. We need to model the technology for our students.
Adequate training in audiovisual technology (projectors, ELMOs,	Faculty has adequate training and support in the use of audiovisual technology tools for classroom and work.

polycom, etc.).	
Adequate training in distance learning course development and management (Laulima, etc.).	The ITSO staff provides information on instructional support tools (Laulima, Google) and the professional development committee also offers training in using technology at the workplace.

Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
A. Personnel			
1) Positions (Functions)	3 full-time faculty	3 full-time faculty and additional lecturers.	The gap is that one of the full-time faculty is pulled away from time in the classroom due to division chair responsibilities.
2) Professional Development	Resources to help support faculty and lecturers to attend local and national PD opportunities.	Some funds for attending local PD opportunities.	Support for additional faculty /lecturers to participate in PD opportunities.
B. Operating Resources			
1) Supplies	Supplies purchased through designated	Program able to support its own supply needs.	We share the computer classrooms with other

	budget.		divisions and the college. Printing of paper is not monitored during those sessions and the business ed division sometimes face paper shortages.
2) Contracts			
3) Equipment			
4) Space and Facilities	Furniture is usable and allows the program to operate effectively.	Aging furniture.	In a perfect world business education would have a dedicated room for students, faculty, and staff to do work, get tutoring, relax between classes, get assistance with counseling, and have workshops/open house/speaker sessions.
C. Technology			
1) Hardware	Hardware is usable and allows the program to operate effectively.	Classroom and office computers/printers/projectors/ELMO	Will have to assess whether we need to replace printers/projectors in a year. Laptops available to faculty lecturers would help distance learning

			faculty be more innovative and responsive to students.
2) Apps or Software	Software is current and allows the program to operate effectively.	Microsoft Office, Adobe Acrobat, Classroom Lab Computer software	No current gap, but if new versions are released in the future, we may need to update.
3) Tech Support	Adequate and meeting BTEC needs.	Adequate and meeting BTEC needs.	none
4) Tech-related Professional Development	Adequate and meeting BTEC needs.	Adequate and meeting BTEC needs.	none
5) Tech labs / facilities	Adequate and meeting BTEC needs.	Adequate and meeting BTEC needs.	none

RESOURCE REQUESTS:

For each “budget-ask” item, provide the following information:

Describe the needed item in detail.	<p>Professional development training via attendance at local and national conferences in areas relating to business technology. Conferences offered by National Business Education Association, Western Business Education Association, Hawaii Business Education Association, International Association of Administrative Professionals, and International Virtual Assistants Association all have topics relating directly to courses taught.</p> <p>For professional development and software purchase for increasing and improving the design and delivery of distance learning offerings. Purchase laptops and software for</p>
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	<p>faculty/lecturers offering online courses.</p> <p>Funding for social media marketing and events. BTEC would like to begin offering free 30 min to one hour workshops to the public on topics of social media and communication to get people aware of the kinds of valuable and relevant content being offered by the program. Marketing materials can be distributed at these workshops. BEaT Open House/Registration Sessions/Advising Sessions can be offered to introduce prospective and current students to each other and to faculty and counselor for student support and engagement. Marketing materials should also be distributed at these sessions. Photo Booth idea for marketing at career/college fairs. The program is collecting business jackets and props for students to come by and dress up and take a photo and post to their social media with assigned hashtags for social media marketing. Students can post photos to their social media accounts in exchange for entry to win prizes from BTEC. If we can purchase a portable printer/photo paper, we can print photos while students are at the event and get excited about dressing up as a business professional.</p>
<p>Provide complete information about known or estimated cost(s).</p>	<p>Approximately \$3000 is requested for partial covering of registration, airfare, lodging for faculty and/or lecturers.</p> <p>Distance Ed curriculum upgrades: Approximately \$5000 For professional development, software, and laptop purchase for instructors offering online courses.</p> <p>Marketing and event funding for BEaT open house, workshops, photo booth props (printer/photo paper) \$1000</p>

<p>Provide details about timeline(s) for procurement and activation/implementation.</p>	<p>Professional development timeline: Ongoing as appropriate conferences are brought to our attention.</p> <p>Distance learning improvement: One lecturer started training in Summer 2017 and will be ongoing. Laptop purchases is hoped to be purchased in Fall 2017 and software purchases will be ongoing as needs are assessed.</p> <p>Marketing events/photo booth events would be implemented in Fall 2017.</p>
<p>How does this align with the program's Action Plan above?</p>	<p>All of these events are intended to attract students to and retain students in the BTEC program.</p>
<p>Identify how the item aligns with one or more of the <i>2015-2021 Strategic Directions</i>' four Initiatives.</p>	<p>These items will help 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</p> <p>It will also work to provide affordable access to a higher education experience in support of the institutional mission of the university.</p>
<p>Discuss how the item will help the program support improvements in student learning and attainment of the program's and College's learning outcomes.</p>	<p>Allowing faculty and lecturers to attend local and national conferences will strengthen the skills and knowledge of instructors and will be shared with the college and with students. The program is staying up-to-date with the quickly changing trends in our industry and networking and attending conferences will support that effort. This will strengthen the program and keep it a viable and in-demand program. In particular, professional development on current business practices, including computer software and hardware will be a focus of training.</p>

RESOURCE REQUESTS:

For each “budget-ask” item, answer the following questions:

<p>What are the implications or consequences for the program if this request is not funded?</p>	<p>If these requests are not funded then the program will continue working as needed. Major professional development costs will be funded by faculty if affordable.</p> <p>Distance learning efforts will continue to be supported but work may not be as innovative or responsive.</p> <p>Social media marketing efforts will happen in class as cost-effective resources will be searched out but the event marketing via workshops and fairs will happen at a lower level without marketing materials to distribute. The photo booth idea can be done with donations of clothing and props from faculty and friends. The print-on-site idea would be curtailed without funding.</p>
<p>How can the program build, create, or develop the needed resources within its existing capacity?</p>	<p>As mentioned, the program would continue working but the efforts may not be as innovative or responsive without the support of the funding request.</p>
<p>Can other resources be re-purposed to accommodate this need?</p>	<p>We are currently using available resources to fulfill the goals.</p> <p>There are local PD opportunities supported by faculty and by the college that most of our faculty and lecturers take advantage of. Faculty collaborate with each other within the division to share ideas and strategies.</p> <p>Faculty is beginning to set up the photo booth idea by asking for donations. We are doing our best to</p>
<p>Are there other sources to fund this need, such as grants, community</p>	<p>Will look for other sources to help fund these needs. Time is the most valuable resource in short supply that would help with this</p>

partnerships, etc.?	effort.
Can this need be deferred? If so, for how long? What are the consequences if deferred?	The request can be deferred and the program will continue working as faculty and lecturers are able to participate in these activities and with resources that we can acquire with existing funds and efforts.

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	83%	84%	79%	Cautionary
18	Withdrawals (Grade = W)	15	23	20	
19	*Persistence Fall to Spring	68.1%	76.9%	66.6%	
19a	Persistence Fall to Fall	43.3%	44.4%	40.8%	
20	*Unduplicated Degrees/Certificates Awarded	24	25	19	
20a	Degrees Awarded	12	22	12	
20b	Certificates of Achievement Awarded	5	6	3	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	15	4	17	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	7	4	2	
22a	Transfers with credential from program	3	0	1	
22b	Transfers without credential from program	4	4	1	

Distance Education: Completely On-line Classes		Program Year		
		13-14	14-15	15-16
23	Number of Distance Education Classes Taught	2	6	8
24	Enrollments Distance Education Classes	38	93	95
25	Fill Rate	63%	52%	40%
26	Successful Completion (Equivalent C or Higher)	42%	74%	76%
27	Withdrawals (Grade = W)	3	6	4
28	Persistence (Fall to Spring Not Limited to Distance Education)	75%	64%	68%

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	88.89	Not Met
30	2P1 Completion	50.30	58.33	Met
31	3P1 Student Retention or Transfer	76.72	77.08	Met
32	4P1 Student Placement	69.00	61.76	Not Met
33	5P1 Nontraditional Participation	19.69	17.78	Not Met
34	5P2 Nontraditional Completion	19.36	19.23	Not Met

Performance Measures		Program Year		
		13-14	14-15	15-16
35	Number of Degrees and Certificates	17	28	15
36	Number of Degrees and Certificates Native Hawaiian	8	14	7
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	57	53	37
39	Number of Transfers to UH 4-yr	7	4	2

*Data element used in health call calculation

Last Updated: February 17, 2017