

HAWAII COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW REPORT

BUSINESS TECHNOLOGY

November 18, 2011

Assessment Period: July 1, 2008 to June 30, 2011

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Program Review at Hawai'i 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 Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

**HAWAII COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW
BUSINESS TECHNOLOGY**

Part I: 2011 Annual Program Review

**University of Hawaii Community Colleges
Annual Report of Program Data Analysis**

**College: Hawaii Community College
Program: Business Technology
Program Introduction**

Program Description: The primary objective of the Business Technology (BTEC) program is to prepare students for employment in administrative support positions in office settings in private business and government. The curriculum provides for career mobility for students who wish to prepare for positions as clerks, receptionists, and secretaries/administrative assistants. A secondary objective is to provide upgrading/retraining for anyone that needs specific office/business technology skills.

Program Mission Statement: The Business Technology program will prepare students with the soft skills and the technical skills to qualify for and maintain a job in administrative support positions.

Part I. Quantitative Indicators

[Click here to access quantitative indicator tables online.](#)

Overall Program Health: Healthy

Majors Included: BTEC

Demand Indicators	Program Year			Demand Health Call
	08-09	09-10	10-11	
1New & Replacement Positions (State)	855	126	250	Healthy
2New & Replacement Positions (County Prorated)	106	13	36	
3Number of Majors	93	103	119	
4SSH Program Majors in Program Classes	997	937	963	
5SSH Non-Majors in Program Classes	858	920	1,138	
6SSH in All Program Classes	1,855	1,857	2,101	
7FTE Enrollment in Program Classes	62	62	70	
8Total Number of Classes Taught	45	45	49	

Efficiency Indicators	Program Year			Efficiency Health Call
	08-09	09-10	10-11	
9 Average Class Size	17.0	16.6	17.1	Healthy
10 Fill Rate	82%	82%	78%	
11 FTE BOR Appointed Faculty	3	4	4	

12 Majors to FTE BOR Appointed Faculty	31	25.8	29.6
13 Majors to Analytic FTE Faculty	23.5	26.0	28.3
13a Analytic FTE Faculty	4.0	4.0	4.2
14 Overall Program Budget Allocation	\$202,197	\$193,790	\$374,293
14a General Funded Budget Allocation	\$202,197	\$193,790	\$374,293
14b Special/Federal Budget Allocation	\$0	\$0	\$0
15 Cost per SSH	\$109	\$104	\$178
16 Number of Low-Enrolled (<10) Classes	6	6	8

Effectiveness Indicators	Program Year			Effectiveness Health Call
	08-09	09-10	10-11	
17 Successful Completion (Equivalent C or Higher)	82%	78%	76%	
18 Withdrawals (Grade = W)	32	30	35	
19 Persistence (Fall to Spring)	69%	69%	71%	
20 Unduplicated Degrees/Certificates Awarded	17	24	24	
20a Degrees Awarded	15	19	20	Cautionary
20b Certificates of Achievement Awarded	1	3	3	
20c Academic Subject Certificates Awarded	0	0	0	
20d Other Certificates Awarded	1	2	4	
21 Transfers to UH 4-yr	5	0	0	
21a Transfers with credential from program	3	0	0	
21b Transfers without credential from program	2	0	0	

Distance Education: Completely On-line Classes	Program Year		
	08-09	09-10	10-11
22 Number of Distance Education Classes Taught	0	1	2
23 Enrollment Distance Education Classes	0	25	56
24 Fill Rate	0%	83%	93%
25 Successful Completion (Equivalent C or Higher)	0%	60%	54%
26 Withdrawals (Grade = W)	0	1	7
27 Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	75%

Perkins IV Core Indicators 2009-2010	Goal	Actual	Met
281P1 Technical Skills Attainment	90.05	84.62	Not Met
292P1 Completion	44.50	38.46	Not Met
303P1 Student Retention or Transfer	55.50	77.33	Met
314P1 Student Placement	50.50	62.96	Met
325P1 Nontraditional Participation	16.00	11.86	Not Met
335P2 Nontraditional Completion	15.10	14.29	Not Met

Last Updated: November 9th, 2011

Part II. Analysis of the Program

Demand Health

Demand health is calculated by dividing the number of majors in the program by the number of new and replacement positions for the county. The Business Technology program improved from *Cautionary* to Healthy in this category. The program added a second Standard Occupational Code (SOC) and the number of new and replacement positions increased from 13 to 36. This increase by almost 176 percent was the major reason for the change in health rating. The number of majors also increased for the program from 103 to 119, a growth of about 15 percent.

Efficiency Health

The FTE BOR Appointed Faculty number of four (4) is incorrect in the chart. The BTEC program has only three (3) full-time faculty in the program. The adjusted score of Majors to FTE BOR Appointed Faculty is actually 39 percent, and the overall efficiency of the program is calculated to be healthy.

Effectiveness Health

The program Effectiveness is considered Cautionary.

There are three measures used to determine effectiveness health. The first measure is calculated by Unduplicated Degrees/Certificates Awarded (#20)/Majors (#3). The program was calculated to be 20 percent, which is in the healthy range. The second measure is found by calculating Unduplicated Degrees/Certificates Awarded (#20)/Annual new and replacement positions (County prorated) (#2). The program had a ratio of .67, which is in the cautionary range. A rating of .75 is considered healthy. If the program had awarded just three more unduplicated degrees/certificates, it would have put the program in the healthy range for this category. The program is very close to being healthy. The final measure used to determine the health in this category is Persistence (#19). The program has a persistence rating of 71 percent. A persistence rating of 75 percent is considered healthy. The persistence rating grew two percent from 2010 to 2011. The program's total score in effectiveness health is a four (4), which is at the high end of the cautionary range. A score of five (5) would have placed the program in the healthy range. To improve the health of the program, a higher number of students persisting from fall to spring would have helped the program. In addition, a higher number of unduplicated degrees/certificates would also have helped. This indicates that action taken in the area of student support would help the program have a healthier rating in the effectiveness category.

Overall Program Health

The Overall Program Health indicator is Healthy. The 2010-2011 academic year has shown an increase in enrollment (15% increase) and many non-majors are enrolling in Business Technology courses. The demand for the Business Technology program has increased and the demand and efficiency of the program continues to be healthy.

Program Strengths (S1, etc.) and Weaknesses (W1, etc.)

- S1: Strong Program Coordinating Council (PCC)--meets more than once a year to discuss system-wide articulation (between community colleges and with DOE), minimum MQs, common PLOs, etc.
- S2: Graduate database is utilized to help students find employment.
- S3: Local articulation agreements and collegial relationship with high school teachers assist in helping students transition to college.
- S4: Annual advisory committee meetings to ensure that the program is up-to-date with the needs of local area businesses.
- S5: Cooperative Education work experience program--coordinates student work experience with classroom instruction.
- W1: Lack of consistent marketing of all Career and Technical Education programs.
- W2: Lack of information from graduates/leavers.
- W3: Increased competition for students--via online and non-credit offerings.
- W4: Increased need for student access to computers with high-speed Internet access and MS Office software during night and weekend hours.

Analysis of Perkins Core Indicators (did not meet goal)

The areas in which the program did not meet the core indicators are in 1P1 Technical Skills Attainment, 2P1 Completion, 5P1 Nontraditional Participation, and 5P2 Nontraditional Completion.

In the area of 1P1 Technical Skills Attainment, the goal is to have at least 90.05 percent of students earn a GPA of 2.0 or higher. Eighty-four percent of the students in Business Technology earned a 2.0 or higher, down from 92.59 percent last year. According to the disaggregated data, the race/ethnicity that had the lowest level of performance was the Native Hawaiian or Other Pacific Islander group. Males scored lower than females and the Nontraditional Enrollees scored the lowest in the special population categories. The BTEC program should review how it meets the needs of males, native Hawaiians, and nontraditional enrollees in order to make the most impact on helping raise student performance.

In the area of 2P1 Completion, the Perkins goal is to have at least 44.5 percent of those who stop participation do so as a result of earning a degree or certificate. The 09-10 academic year had a 2P1 completion rate of 38.46 percent. The previous year's completion rate was 33.33. There was a slight improvement in this category. The subgroups to focus on are female, Asian, native Hawaiian, and nontraditional enrollees. All these subgroups did not meet the Perkins goal. If the BTEC program could have had two more students earn a degree or certificate, it would have allowed the program to meet the goal for Completion.

5P1 Nontraditional participation is an area with a goal of 16 percent participation. To calculate this figure, the percentage of those from underrepresented groups is compared with the total number of participants who participated in a program that leads to employment in nontraditional fields. The Business Technology program did not meet the

goal and had a performance rate of 11.86 percent, up from 7.55 percent last year. 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 of 16 percent participation. For the current program size, the BTEC program should aim to include approximately five more male students into the program.

5P2 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 15.10 percent and the program's actual performance was 14.29 percent, up from 13.33 percent last year. The program was very close to meeting the goal. If one more male student had earned a degree or certificate, the program would have met the Perkins goal for this category.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

According to the 2010 Program Review, the action plan included:

- Continue to articulate with Big Island high schools in order to promote the program and provide for a smooth transition from high school to college.
- Establish a more comprehensive graduate follow-up system.
- Work with OCET to potentially fill the void left by the elimination of the Office Procedures program.
- Work with Nursing and Allied Health Director to revisit the Medical Office Assistant curriculum so a certificate can be offered.
- Work with counselors to implement SARS Early Alert Referral System.
- Look into the possibility of acquiring netbooks for students who are categorized as Native Hawaiian and economically disadvantaged.

During the 2010-2011 academic year, the BTEC program faculty:

- Worked with Information Specialist to develop a marketing brochure for the BTEC program.
- Reviewed equipment and technology being used in the program. Adjusted course delivery (distance learning through hybrid course) and materials/software to reflect more current technology (Office 2010) available.
- Attended workshops and conferences to keep current with trends and technologies in the program area.
- Worked with BTEC PCC to:
 - articulate course curriculum for BUSN 164 and update BUSN 166
 - and finalize DCAPS agreement for BUSN 121 and BUSN 123.
- Worked with Nursing and Allied Health and began offering the Certificate of Completion for Medical Office Assistant (MOR). Discussed how the BTEC faculty can assess the program and what benchmarks to use to monitor the program's progress. There is some difficulty in getting data on these students because their majors are usually not declared as Medical Office Assistant. Discussed the possibility of monitoring progress of students in the Medical Transcription course to be offered in the Spring 12 semester. Benchmark data

such as enrollment count and number of students who are planning to earn the MOR certificate will be collected in the Medical Transcription class.

- Continued to contact BTEC graduates with job opportunities.
- Discussed the current HawCC leavers survey with Institutional Analyst, Shawn Flood, to see what questions are being asked. Discovered that the rate of response is very low for this survey. BTEC faculty discussed the possibility of creating a system to keep in touch with graduates that would allow us to have a higher rate of response to questions we would like to have answered as we assess the program. Use of social networking websites in conjunction with email is being considered.
- Contacted area high schools for chance to present HawCC programs to potential students.
- Contacted students who were close to graduation, but not enrolled at HawCC to see if the students could be encouraged to return to school and complete the program.
- Met with OCET to determine the status of the Office Procedures program and determine necessary actions to support the program. Met with Hawaii Workforce Development Division staff to determine how the BTEC program can support community needs.
- Met with Advisory Council to review community needs in the area of business technology.

Part III. Action Plan

The mission of Hawai'i Community College (HawaiiCC) is to promote student learning by embracing our unique Hawaii 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 Hawaii Island community.

The Business Technology program action plans are as follows:

- Continue to support Nursing & Allied Health's Medical Office Assistant Certificate of Completion. Monitor progress through the Medical Transcription class that will be offered in Spring 2012.
- Continue to work with Big Island high schools in order to promote the program and provide for a smooth transition from high school to college. Continue to promote the Business Technology articulation program to local high schools.
- Continue maintenance of an electronic database of BTEC graduates. Establish a more comprehensive graduate follow-up system. Explore possibility of using cloud computing to make the collection of data easier. Investigate possibility of using social networking software to keep in touch with BTEC graduates.
- Continue efforts to advise students in the Business Technology program.
- Keep up with the latest technologies in the workplace. Begin sharing interfaces other than PC (including MAC-based software) with students so they are aware of a variety of technology options. Learn about cloud computing for professional use and to teach students how to manage tools and information.
- Meet with OCET and State of Hawaii Workforce Development Division to determine how the BTEC program can support students who have completed the Office Procedures program and are still looking for jobs.

- Continue articulation agreement with LeeCC, WinCC, KauCC, UH Maui College.
- Work with college information/marketing specialist to market and/or recruit for the BTEC program.
- Continue to explore ways to offer online or hybrid classes.
- Explore possibility in accrediting the BTEC program through the Accreditation Council for Business Schools and Programs.
- Explore possibility of offering specializations that utilize online courses from other UHCCs not offered at HawCC.
- Work with the English Department to explore possibility of creating and offering Business Writing (ENG 209). This change will accommodate students taking the transfer path to University of Hawaii at Hilo College of Business and Economics.
- Explore possibility of a AS degree in BTEC or in Business (new program).

Part IV. Resource Implications

The following is a list of cost items that are required to carry out the action plan for BTEC (annual cost is indicated in parentheses).

- Explore possibility in accrediting the BTEC program through the Accreditation Council for Business Schools and Programs (\$15K)
- Professional development for three full-time faculty including training in Apple software usage and cloud computing (\$3K)
- Purchase five Mac Book Pro laptops (\$10K)
- Lecturer cost to teach three credits of health related courses for Medical Office Assistant certificate. (\$4K)
- Computer software to update/upgrade old or obsolete software. (\$1K)
- Miscellaneous devices to support efforts to move toward cloud computing for both faculty and student use. (\$1K)
- Color laser printer, toner, and other miscellaneous classroom supplies. (\$2K)

Program Student Learning Outcomes

Student Learning Outcomes:

- 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.
- Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.
- Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
- Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
- Apply appropriate strategies to secure employment, retain a job, and advance in a career.

Spring 2011 Assessment Results

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

BUSN 193V-Work Skills Evaluation–Work site supervisors were asked to complete a

work skills evaluation form of Cooperative Education students at the beginning and ending of the semester. The Cooperative Education coordinator reviewed the evaluations and consulted with the students and/or instructors if improvement was needed.

The Business Technology Advisory Council members reviewed the work skills evaluations and determined that 87 percent of the students met or exceeded expectations. Two students did not meet expectations: one was absent often (child care problems), the other quit her job and had ended on unpleasant terms.

Strengths:

1. Employers seem to be satisfied with students as a whole.
2. Students come to the county very well prepared. Pleased with CVE students. Students express a willingness to learn.

Weaknesses: (not necessarily weaknesses, but recommendations by evaluation team)

1. Recommendation that the rubric have only three rating levels (rather than the current five levels). Exceeds expectations, Satisfactory/Meets expectations, Below expectations.
2. Add a section where supervisors can add a sentence or two describing the type of work student is doing. (DESCRIPTION OF DUTIES.) Duties may evolve for the students as they master the skills at the workplace.
3. Some supervisors did not put comment. One supervisor did not even score the sheet. More helpful for students to have comments on the form. Assists in improvement. Supervisors should provide a sentence or two of feedback. Numbers don't give students specific information that they can use to improve.
4. Work on counseling students before placing them in positions. Give them a better idea of expectations of them as employees.
5. Validity of rating can be questioned. Each rater may have different standards. A low or high rating is not necessarily a true reflection of student performance.
6. When asking advisory council or others to assist with assessment, recommendation was made that student names be hidden for confidentiality purposes.

Course of Action Using the Assessment Results:

1. Revise the rubric to have only three rating levels (rather than the current five levels). Exceeds expectations, Satisfactory/Meets expectations, Below expectations.
 2. Add a section where supervisors can add a sentence or two describing the type of work student is doing. (DESCRIPTION OF DUTIES.) Duties may evolve for the students as they master the skills at the workplace.
 3. Encourage evaluators to enter comments.
 4. To provide a more consistent rating of student performance, a more detailed explanation of the rating levels and how one might begin to rate students may be helpful to evaluators.
 5. All potential CVE students will be counseled (need time and resources to balance school, work, and family obligations) before allowing enrollment into the course.
 6. Standard will be raised next year so that the expectation is that 100 percent of students will be rated as at least satisfactory.
 7. Remove student names from assignments when presenting to assessment team.
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Fall 2011 Assessment Plan

The student learning outcome to be assessed in the Fall 2011 semester is SLO #3. (Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. Faculty will administer assessments in BUSN 121 (Introduction to Keyboarding) and BUSN 292 (Integrated Office Procedures) classes to determine whether students are achieving success in SLO at the introductory and mastery levels in the program.

Five-Year Assessment Plan Course/Program Assessment

Business Technology

Semester	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	F11	S12	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17
	PLO #3	PLO #3	PLO #4	PLO #4	PLO #5	PLO #5	PLO #6	PLO #6	PLO #1	PLO #1	PLO #2	PLO #2
BUSN 84	D	D	D	D							D	D
BUSN 86	D	D	D	D							D	D
BUSN 89	I	I	I	I							I	I
BUSN 121	I	I	I	I			I	I			I	I
BUSN 123	D	D	D	D							D	D
BUSN 150	I	I	I	I	I	I			I	I	D	D
BUSN 151	D	D	D	D	D	D	D	D	D	D	D	D
BUSN 160	I	I	I	I	I	I			I	I	I	I
BUSN 164	I	I	I	I	I	I	D	D	I	I	I	I
BUSN 166	I	I	I	I	I	I	I	I	D	D	I	I
BUSN 170	I	I	D	D							D	D
BUSN 182	I	I	I	I							D	D
BUSN 193V	D	D	D	D	D	D	D	D	D	D	D	D
BUSN 292	M	M	M	M	M	M	M	M	M	M	M	M
ENG 55	D	D	M	M	D	D	D	D				

Key: I = PLO is introduced, D = PLO is developed and reinforced, M = PLO is mastered and assessed.

I-- Concept/procedure/technique must be introduced in this course.

Complete the Course Learning Outcome Assessment form to assess your course learning outcomes. Each instructor should assess at least one course every semester, and align it with the PLO being assess in that year.

Part II:

A. Program Effectiveness

1. Write a brief narrative describing how the program supports the College's mission and Institutional Learning Outcomes (ILOs).

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

HawCC INSTITUTIONAL LEARNING OUTCOMES: Hawai'i Community College provides a learning environment in which graduates acquire the knowledge, skills, and values to "Connect, Create, and Contribute" in their communities in the following ways:

- Graduates will be able to connect with their communities and contribute to the creation of healthy communities.
- Graduates will be able to contribute to the workforce of their communities and the creation of healthy economic and social environments.
- Graduates will be able to connect with their communities in a culturally competent manner that respects diversity and Hawaiian culture and values.
- Graduates will be able to connect with their natural environments and create sustainability.
- Graduates will be able to use technology to connect, contribute and create value in their communities.

BTEC MISSION: The Business Technology (BTEC) program will prepare students with the soft skills and the technical skills to qualify for and maintain a job in administrative support positions.

The Business Technology career ladder focuses on the skills, knowledge, and attitudes needed to prepare students for employment in administrative support positions in office settings in both private and public business. The BTEC program prepares students to: work as a responsible member of a team, demonstrate professionalism, use current and emerging technologies effectively, communicate clearly and effectively, use research and decision-making skills, and apply appropriate strategies to secure employment, retain a job, and advance in a career.

The BTEC mission and objectives all aim to support HawCC students meet the HawCC mission and institutional learning outcomes. The BTEC program allows students to be able to connect and contribute to the local community and

workforce. The program integrates the use of technology in its curriculum so that students will be able to connect, contribute and create value in their communities.

[BTEC Program Learning Outcomes \(Click to link\)](#)

[BTEC Program Requirements \(Click to link\)](#)

2. As a result of a five year review of the program and preparing to write this program review, summarize:
 - a. What changes have been made (e.g. courses, curricula) due to economic impacts and/or community needs;
 - b. What changes have been made based on assessment results;
 - c. Other pertinent information.

The BTEC program meets at least once a year with its advisory council and is able to keep current with community needs. For example, one area the community has a need is in the medical field. The BTEC program was able to work with the Nursing & Allied Health program to offer the Medical Office Assistant curriculum in Fall 2011. Another example of how the BTEC program has updated its curriculum and delivery to keep current is in the Machine Transcription (BUSN 182) course. Course material has been updated to use digital files rather than cassette tapes. To facilitate this effort, transcribing software has been installed in the computer lab and foot pedals that are connected to the computer via a USB cable have been purchased and installed. The Introduction to Word Processing (BUSN 121), Word Processing for Business (BUSN 123), Introduction to Business Computing (BUSN 150), and Intermediate Business Computing (BUSN 151) have begun to use web-based technology to allow students to access course curriculum more easily. A capstone class, Integrated Office Procedures (BUSN 292) has been added to emphasize skills needed by industry—teamwork, decision making, and critical thinking. Prerequisites and course descriptions for Introduction to Word Processing (BUSN 121), Word Processing for Business (BUSN 123), and Business Communications (ENG 55) have been revised to meet the changing needs of the community. The BTEC program has adopted the use of Office 2010 in all of its computer labs in order to allow students to learn on the latest software available. A new course has been added to the program curricula. Career Success (BUSN 164) prepares students for college and career success and focuses on soft and technical skills necessary for success in the classroom and workplace.

Previously, the BTEC program assessed courses individually and in an isolated environment. After reviewing the assessment system with assistance of Kate Sims, accreditation liaison officer, the BTEC program developed a five-year plan to align course assessments more efficiently and productively. BTEC faculty will be able to see connections between the introductory, developing, and mastery level courses. Conversations between faculty/lecturers who teach same classes are built into this plan. This five-year assessment plan allows for alignment of

course materials and assessment tools on a program-level basis rather than just at the individual course level.

3. Program Effectiveness Strengths and Weaknesses
Enumerate the top three strengths and weaknesses

The unemployment rate in the state of Hawaii remains high and the demand for BTEC classes by people who are looking for opportunities to upgrade their skills is high.

- S1. Strong system-wide and high school articulation for program. Strong Program Coordinating Council (PCC) that works on system-wide articulation (meet regularly 1-4 times per year). Local articulation agreements and collegial relationship with high school teachers.
- S2. Meeting annually with Advisory Council. Determine needs and wants of local government and businesses. Keep council up-to-date with our program and offerings.
- S3. Faculty/lecturers are implementing five-year assessment plan. The five-year assessment plan will help to align PLOs and courses within program. It encourages collaboration between faculty/lecturers. This component will assist in both horizontal and vertical articulation within the BTEC program.

W1. Lack of consistent graduate follow up procedures.

W2. Increased competition for students from via online and non-credit offerings.

W3. Lack of consistent marketing of all CTE programs.

4. Discuss the progress the program has made in meeting the goals set in the last Comprehensive Program Review.

- a. The division chair has continued to maintain an electronic database of BTEC graduates. The next step is to determine how best to use this database to keep in touch with graduates. The program would like to develop a graduate survey to determine strengths and weaknesses of the program from a student perspective. Shawn Flood, Institutional Analyst for HawCC has shared the results of the campus leaver survey with us. The leaver survey has a very low response rate and thus the results are not accurate. The program would like to explore other means of gathering feedback (Twitter, Facebook, alumni website, etc.) by using the database of BTEC graduates to get higher response rate and better feedback.
- b. The BTEC program continues to support an articulation agreement with local high schools.
- c. The program has upgraded its software to Office 2010 in the computer classrooms. This will allow students use more current technology in preparation for the workplace.
- d. The program explored options for teaching the use of voice recognition software as part of the BTEC curriculum, but determined that it is not

appropriate for our program needs. Voice recognition software is very individualized and would not be able to be used effectively in a lab situation.

- e. The Machine Transcription (BUSN 182) class upgraded equipment and software to take advantage of current technology such as MP3 technology instead of cassette tape recordings. The computer lab has been installed with transcribing software that works with a USB connected foot pedal to make the transcription process work seamlessly with the computer rather than as a separate unit.
 - f. The BTEC program is working on marketing its program by working with our information specialist to develop promotional materials for those interested in exploring business education options at HawCC.
5. List the program's top 3 goals/plans for the next Comprehensive Review period. Briefly describe evidence that supports these goals/plans.
- a. Pursue training for faculty to learn about using cloud technology. Cloud technology will allow for faculty to access documents more easily and work more efficiently and productively. In addition, the program would like to incorporate cloud technology into the curriculum to introduce students to the current technology and software available to them.
 - b. Continue articulating program/courses with campus, local high schools, and PCC. On the campus, the program would like to review its courses and see how it can articulate courses with University of Hawaii at Hilo College of Business Education and Economics for those students who are planning to transfer. Business Writing (ENG 209) is one specific course the program would like to consider offering in place of Business Communications (ENG 55). Scheduling an articulation meeting with local high school business teachers will assist in easing the transition to college for incoming students. There have been some changes in faculty at the high school level as well as some changes in the program requirements for BTEC. Reviewing the articulation agreement with the teachers will allow for better vertical articulation for incoming high school students. Goals and objectives will be reviewed and DOE teachers will be able to share changes that have happened at the high school level. Encouraging incoming community college students to take advantage of the articulation agreement will allow them to complete their program more efficiently. Finally, continuing articulation efforts with the UH system community colleges through the PCC will strengthen the BTEC program on our program while working toward system productivity and efficiency.

This goal is aligned with the Program-major-to-program-major articulation project identified in the Academic Master Plan Inventory. This would allow students in specific HawCC majors to transfer into targeted upper division programs. BTEC is exploring efforts to align its program with the UHH College of Business Education and Economics.

- c. Explore strategies to improve Effectiveness and Perkins Indicators. Developing and implementing strategies in these areas will allow for program to improve indicators for demand, efficiency, and effectiveness while addressing indicators in areas for technical skills attainment, completion, and nontraditional participation and completions.

B. Action Plan for Program Improvement: Complete Tables 1-4 to provide justification for program budget requests

Table 1—Top 3 Non-Cost Items

(examples are given in *italics*; *delete & replace with Program's items*)

***Strengths/Weaknesses are numbered (S1, S2, S3; W1, W2, W3) and taken from A.3**

Task:	Academic yr.	Who is responsible	Justifications	
			How does it improve program effectiveness?	Addresses which strength or weakness *
1. Continue working on articulation agreement with LeeCC, KauCC, & Maui College, and WinCC.	2011-2012	Division Chair	Sets clear goals for courses and programs. Clear articulation across the system for community colleges. Addresses inconsistencies in similar courses across campuses. Many courses are now offered as distance learning courses so having articulated courses is important for program effectiveness.	S1, W2
2. Begin exploring options for administering surveys to graduates.	2011-2012	Program Coord.	The current campus leaver survey has a very low response rate. The program would like to explore other means of gathering feedback (Twitter, Facebook, alumni	W1

			website, etc.) to use our database of BTEC graduates to get higher response rate and better feedback. Survey responses will help the BTEC program determine program strengths and weaknesses from a student perspective.	
3. Implement five-year assessment plan, review data and take necessary action to improve course curriculum.	Ongoing; Begin in 2011-2012	Program Coord.	The five-year assessment plan will help to align PLOs and courses within program. Allows for conversation between faculty/lecturers. This component will assist in both horizontal and vertical articulation within the BTEC program.	S3

Table 2 —Prioritized Top 3 Cost Items (“G” funded requests only)

(examples given in *italics*; delete & replace with Program’s items)

*Budget Categories: P=Personnel; S1x=College Discretionary Fund; SE=Supplies Enhanced; Eq=Equipment (>= \$5K)

**Strategic Outcomes Goals and Performance Measures are: A1.1, B4., C1., D3., E2., etc.

Priority	\$ amount & budget category* Except R/M	Justifications		If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any
		Best fits which Action Strategy in the Strategic Plan and how? If it doesn’t match to any of the existing Action Strategy, you may write a new one for recommendation.	Addresses which strength or weakness?	
1. Explore possibility in accrediting the BTEC program through the Accreditation Council for Business Schools and Programs	\$15,000, S1x	Goal A: Promote Learning & Teaching for Student Success A2.4-Expand articulation agreements with four-year institutions and publicize to students and provide appropriate advising services for students to benefit from these transfer opportunities. (Accreditation may create the path for articulation with	W2	

		<p>UHH.), Develop focused degrees that lead to a four-year degree pathway and market to students.</p> <p>Goal B: Globally Competitive Workforce</p> <p>B.1-Provide the necessary academic and student support services focused on high risk students.</p> <p>Academic Master Plan- Also aligned with program-major-to-program-major articulation project identified in the Academic Master Plan Inventory. This would allow support students who want to transfer into targeted upper division programs. BTEC is exploring efforts to align its program with the UHH College of Business Education and Economics.</p>		
2. Training in cloud computing for three BOR FTE faculty	\$3000, S1x	<p>Goal A: Promote Learning & Teaching for Student Success</p> <p>A2.5-Expand Distance Learning support as indicated by program/unit review analyses.</p> <p>Goal B: Globally Competitive Workforce</p> <p>B.1-Provide the necessary academic and student support services focused on high risk students.</p>	W2	
3. Purchase five Mac Book Pro Laptops (\$2K each)	\$10K, Eq	<p>Goal A: Promote Learning & Teaching for Student Success</p> <p>A2.5-Expand Distance Learning support as indicated by program/unit review analyses.</p> <p>Goal B: Globally Competitive Workforce</p> <p>B.1-Provide the necessary academic and student support services focused on high risk students.</p>	W2	

Table 3.--Repair and Maintenance

Nature of Problem	Describe Location: e.g. Building(s) & Rooms(s)

Table 4—Equipment Depreciation, if applicable

(examples given in *italics*; delete & replace with Program's items & add rows as needed)

Key to abbreviations:

CP=Controlled Property w/item value \$1K-\$5K

E=equipment w/item value >\$5K

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
Replace/upgrade classroom computers	CP		\$2K per computer (20 computers per classroom, 2 classrooms)
Replace/upgrade classroom printers	CP		\$1K per printer (3 printers per classroom, 2 classrooms)