

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Business Technology

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/Unit 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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

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

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

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

Suggestion for training and use of cloud technology was very valid. Faculty was trained and has shared the information with the rest of the Business Education department. Cloud technology is being taught and used in business technology classes. In addition, the department is using cloud technology to share documents and information within the department to make work more productive and efficient. The BTEC program is continuing to work on articulating programs/courses with local high schools, and PCC. Faculty meets with DOE faculty and have continued to meet with PCC to articulate efforts and courses. The BEaT division has worked on developing a marketing campaign to promote our programs. We are currently in the process of developing our promotions. We continue to focus attention on improving success of native Hawaiian and non-traditional students. We have submitted Perkins grant proposals to try and address these needs. The program continues to look for strategies to address this deficiency.

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

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

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Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

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

College's mission:

Hawai'i Community College (Hawai'iCC) 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.

Program Mission:

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

Describe how this program supports the College's mission.

The mission of Hawai'i Community College is to promote student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." The BTEC program supports HawCC's mission by training and educating our students to be effective and productive members of our community. We work with local organizations as well as bring in guest speakers to learn about the needs of our community. In our capstone class, we take the students on a field trip to a local office so students can see what it takes to be successful in our local community as an office professional.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

The BTEC PLOs that support ILO 1 are:

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

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

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

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

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.

Describe how this Program supports ILO 2:

The BTEC PLOs that support ILO2 are:

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

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

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.

Describe how this Program supports ILO 3:

Although we do not have a PLO that is clearly aligned with ILO 3, we address this ILO in our classes.

Needs of community. We discuss Hawaiian values and connect them to our local leadership and workplace values. As stated above, we work with local organizations as well as bring in guest speakers to learn about the needs of our community. In our capstone class, we take the students on a field trip to a local office so students can see what it takes to be successful in our local community as an office professional.

Annual Report of Program Data (ARPD)

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

Overall Health-- Healthy

Demand -- Healthy

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 BTEC program continued to be healthy from AY 2012-2013 (as well as AY 2010-2011 and AY 2011-2012) in this category. There continues to be a demand for employees with the skills and knowledge developed in the BTEC program. There was a decrease in the number of program majors from 120.5 to 97.5, but there was also a decrease in the number of new and replacement positions for the county from 33 to 31. Non-BTEC majors continue to take BTEC courses to learn skills and knowledge necessary for success in the workplace.

Efficiency -- Healthy

Program efficiency is calculated by using fill rate and majors to FTE BOR appointed faculty measures. The fill rate for the BTEC program is 68.6 percent. Many classes in the program are capped at 20

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students due to equipment capacity and the hands-on nature of the subject matter. The ratio of majors to FTE BOR appointed faculty is calculated to be 32.5 students per faculty. The overall efficiency call for the program is healthy.

Effectiveness -- Cautionary

The effectiveness indicator remains at cautionary status. There are three measures used to determine effectiveness health. The first measure is calculated by dividing unduplicated degrees/certificates awarded (#20) by majors (#3). ($18/97.5=0.18$) This number is close to the top of the range for the cautionary status and missed being healthy by just 2 percent. The second measure is found by dividing unduplicated degrees certificates (#20) by annual new and replacement positions (county prorated) (#2) ($17/31=0.55$) A rating of 0.75 would have put the program in the healthy range. The final measure used to determine health in this category is persistence. The persistence rating for the BTEC program is 68.6 percent. 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 students who were awarded unduplicated degrees/certificates would also support the health of the program in this category. This indicates that action taken in the area of student support would help the program have a healthier rating in the effectiveness category. In addition, the BTEC program is hoping to have better statistics in this category with the change in policy allowing students to automatically earn certificates as requirements are completed. The faculty and division counselor encourage students to come in for advising to confirm that students are on the right path to completing program requirements. It is also possible that students enroll in our program to develop employable skills and to upgrade skills. Once those skills are obtained, the students transition into the workforce without completing a degree.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

Not applicable.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

Only one Perkin's Core Indicator (4P1 Student Placement) was met for the BTEC program. All other indicators were not met. From the last academic year, the BTEC program improved in the areas of 4P1 and 5P1. There was a decrease in the areas of 1P1, 2P1, 3P1, and 5P2.

1P1-Technical Skill Attainment-The BTEC program's actual participation was 77.50, down from 84.62. Faculty need to work with students to assist them in being successful in program area classes.

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2P1-Completion-The BTEC program's actual participation was 27.50, down from 38.46. Faculty will work with students to assist them in making sure they complete requirements for certificates and degree. As stated earlier, some students transition into the workforce without completing a degree. As the economy has improved and more jobs have become available, that has meant more students are joining the workforce before completing a degree.

3P1-Student Retention or Transfer-The BTEC program's actual participation was 69.77, down from 77.32. Faculty will support students to encourage them to complete degrees or assist them in transfer efforts.

5P1-Nontraditional Participation-Nontraditional participation is an area with a goal of 17 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 BTEC program did not meet this goal and had a performance rate of 14.93, up from 12.59 in the previous year and 11.86 and 7.55 in years prior. The numbers seem to indicate that we are improving over the years, but not enough to meet the Perkins goal. 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 16.25 percent participation. Ways to promote BTEC as a nontraditional career continue to be discussed, and the program will seek help from those who may have advice on reaching nontraditional students.

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

Performance Funding

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

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

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

Previous Program Actions

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From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
7.1 Using the Business Technology Medical Office Assistant (MOA) curriculum to create a stackable certificate; population target will be the 400+ students who self-identify as pre-nursing majors, many of whom fall in the underserved populations of low-income and ESL.	<p>The BTEC program now has the certificate in place and markets the MOA curriculum to potential students.</p> <p>This will no longer be a program action since the certificate has been implemented. We will substitute the VOA as a new program action.</p>
7.2 Offer MEDA 107 in Spring 2013	MEDA 107 has been offered and is continuing to be offered during spring semesters. This will no longer be a program action.
7.3 Work in partnership with other UHCC Business programs to explore, and if appropriate, seek external accreditation through the Accreditation Council for Business Schools and Programs.	Discussed this at the program coordinating council and program advisory council meetings and the members indicated that the cost and effort expended seeking external accreditation would not be valuable to students seeking employment. If students earned a Certified Administrative Professional (CAP) certificate through the International Association of Administrative Professionals (IAAP) would be more valuable to employers as it shows evidence of individual proficiency. This will no longer be a program action. We would like to explore the possibility of IAAP CAP certification in its place.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. BTEC program reviewed equipment and technology to ensure that current and emerging technology needs are fulfilled.
2. Program faculty participated in webinars and attended local workshops and conferences to keep current with trends in the program area.
3. Program faculty collaborated with the BTEC PCC to articulate course curriculum and update the articulation agreement with LeeCC, WinCC, KauCC, and UHMC.
4. Continued to work with Nursing and Allied Health to offer a MOA certificate.
5. Contacted BTEC graduates with job opportunities in the community. Continued to maintain an electronic database of BTEC graduates.
6. Contacted area high schools to present HawCC programs to potential students and provide for a smooth transition from high school to college.
7. Met with the advisory council to review community needs in the area of business technology.

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Contacted students declared as BTEC majors via classes and email to assist them with advising.
8. Continued to explore experiential learning to establish a program to recruit industry personnel without degrees as new students.

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Strong connection with PCC in articulating courses.	PCC Minutes. Good resource in working with other faculty from other campuses to share resources, solve problems. The PCC meets more than once a year to discuss system-wide articulation, minimum MQs, common PLOs, etc.
S2. Faculty willing to learn and implement new technology and new initiatives.	Use of cloud technology is evident in program and division efforts as well as at the individual and classroom level. BTEC program is committed to participating in PLA efforts to encourage qualified potential students to consider a college degree.
S3. Local articulation agreements and collegial relationship with high school teachers assist in helping students transition to college. In addition, the faculty have a strong relationship with business people in community and can ask for assistance relating to BTEC program.	Articulation agreement, DOE/HawCC meeting minutes, field trip agenda

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Perkins Indicators were not met. Need to work on supporting students.	According to the quantitative indicators, the BTEC program needs to improve in five out of six areas. BTEC needs to focus on 1P1, 2P1, 3P1, 5P1, and 5P2.
W2. Lack of information from graduates/leavers.	Need for more information to assess whether our students are successful in getting jobs in office administration area after graduation. This will help the program determine whether curriculum is meeting the needs of students and business community.
W3. Increased need for student access to computers with high-speed internet	Anecdotal evidence from student feedback.

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access and MS Office software during night and weekend hours.	
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Trends and Other Factors

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

<p>Office Team 2014 Salary Guide reports that administrative hiring in the U.S. continues to move in a positive direction. Companies are filling vacancies and adding new positions to keep up with rising workloads. Being comfortable with technology and software is essential, especially Microsoft Office applications and various social media platforms. Business seek familiarity with social media as they boost their online presence on sites such as Facebook, Twitter, LinkedIn and Google Plus. Administrative staff may be involved, to varying degrees, with monitoring and responding to customer feedback in these channels. Administrative professionals are expected to be excellent communicators, Businesses want individuals who are adept at sharing information verbally and in writing with a variety of audiences. Employers need administrative staff who can switch gears easily when juggling multiple assignments. This requires excellent organization and time-management skills, flexibility, and a positive attitude. They also are expected to bring a positive, can-do attitude to each interaction. According to Office Team 2014 Salary Guide, the salary for an entry-level administrative assistant is expected to increase by 3.9 percent to \$26,500-\$33,000. A medical receptionist's salary is also expected to increase by 2.7 percent to \$24,750-\$32,500. The healthcare field continues to be a driving force in U.S. Hiring. Administrative staff are needed to help medical practices, hospitals, and others in the sector keep up with increased service demands.</p>

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment <small>(select up to 3)</small>	Strategic Plan Alignment <small>(select best alignment; max 3)</small>		UH System Collaboration
			Performance	Action Strategy	

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			Measure		
Develop and implement VOA program to increase the pool of nontraditional BTEC students.	Program Development	ILO 1	A1.4	New Strategy	
	Underserved Popula	ILO 2	A2.4	New Strategy	
	Workforce	ILO 3	A1.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Continue working with Business Division counselor in promoting the BTEC programs, including MOA, VOA certificates. Also, encourage submittals of graduation applications in order to improve completion rates
2. Continue offering "open house" type events for current students to learn more about the support services that the BEaT program offers. Can market our degrees and certificates at this time. This also helps the kauhale concept so students feel part of our BEaT ohana.
3. Develop program brochures for VOA certificate. 4. Establish and provide a campus BTEC budget for professional development funds to pay for membership dues in International Virtual Assistant Association (IVAA) organization. 5. Focus on improving success of native Hawaiian and non-traditional students, as the indicators point to deficiencies for these two populations in more than one area.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

The VOA certificate supports ILOs 1, 2, and 3 through the curriculum required for completion of the certificate. The VOA certificate is a new certificate in the BTEC program and supports program development for a healthy BTEC program that operates efficiently and effectively to deliver academic services and ensure ongoing improvement to the program. The BTEC program also hopes to target underserved populations by offering stackable certificates as an academic incentive for low-income students, enabling them to earn certificates at various steps in their education, providing them with a greater chance of finding a job in the event their education is interrupted by outside factors. This certificate also meets the need for graduates to fill the demand for "middle-skilled" workers in industries requiring more than a high school diploma and less than a bachelor's degree. These industries represent the greatest number of future job openings and are projected to have the highest worker shortages in the years ahead.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Work with counselor to promote BTEC programs.	Spring 2014 and ongoing.

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Develop VOA brochure to market certificate.	Spring 2014
Offer "open house" each semester for students.	Spring 2014 and ongoing.
Join IVAA and get publications and training materials for curriculum development	Spring 2014 and ongoing.
Network with community business people. Hawaii Island Chamber, IAAP to promote BTEC and VOA. Join professional organizations to support this effort.	Ongoing

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Prior Learning Assessment initiative at HawCC,	Graduation	ILO 1	A2.4	New Strategy	
	Workforce	ILO 2	A2.1	New Strategy	
	Underserved Popula	ILO 3	B.2	a.	

Narrative of New Action Strategy for Strategic Plan:

1. Work on developing course challenge assessments to allow eligible students to earn credit for courses without having to take the course.
2. Continue to work with Marketing faculty to (1) explore ways to promote the visibility of the BTEC programs of study and its relation to PLA, (2) develop program brochures that include PLA, and (3) improve and maintain the BTEC website to include PLA efforts.
3. Focus on working with Transcript Evaluator to see how BTEC can support the PLA initiative at HawCC. Identified courses available for portfolio assessment (implementation in spring 2014).

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

The PLA initiative supports program development by allowing potential students who have college-level knowledge to enter at the community college level and allowing them to earn credits for the knowledge they already have. The BTEC program also hopes to target underserved populations by offering this process of earning credits as an academic incentive for low-income students, enabling them to earn certificates and degrees faster than it would take if they had not earned the PLA credits. This provides students with a fast-track method to earning their degree and rewarding them for life experience and knowledge that relates to the BTEC program. This initiative allows graduates better chance for promotion and advancement in the workforce.

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
Look for professional development training on PLA	Spring 2014 and ongoing
Post course outlines or syllabi on BEaT/BTEC PLA website for students to review for PLA consideration.	Ongoing

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Network with community business people. Hawaii Island Chamber, IAAP to promote BTEC and PLA. Join professional organizations to support this effort.	Ongoing
Prepare course challenge assessments for identified BTEC courses	Spring 2014
Work with Marketing faculty to (1) explore ways to promote the visibility of the BTEC programs of study and its relation to PLA, (2) develop program brochures that include PLA, and (3) improve and maintain the BTEC/BEaT website to include PLA efforts.	Spring 2014 and ongoing

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Improve student support and support Kauhale concept in BTEC.	Underserved Popula	ILO 1	A1.4	f.	
	Graduation	ILO 2	A2.4	f.	
	Graduation	ILO 3	A1.1	None	

Narrative of New Strategy for Strategic Plan:

1. Sharing of electronic database of BTEC students and graduates through use of cloud computing will be implemented. This will allow all BTEC faculty ease in contacting students and graduates
2. Continue to offer open house events for enrolled students.
3. Continue to offer open advising and support for enrolled students.
4. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Improving the BTEC programs student support will strengthen course completion, retention, persistence, and ultimately degree completion. This student focused initiative will allow students to develop strong relationships with each other, with the faculty, and also with staff and support members in our program. It will connect students to the community in preparation for their entry into the workforce.
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Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place
Network with community business people. Hawaii Island Chamber, IAAP to promote BTEC.	Ongoing.

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Have program faculty meetings to focus on student learning outcomes assessment. Make sure that SLO assessment contribute directly to student learning and has a direct connection to student learning. Assess student learning as well as close the loop by reflecting on assessment results and make adjustments to teaching and/or curriculum. This will help to improve the quality of the program and demonstrate the level of quality to others. Provide opportunity at these meetings to discuss student problems and concerns so that these are shared and taken into account in our decision making.	Spring 2014 and ongoing.
Attend local, regional, and national conferences, if possible. Stay up-to-date on trends in industry and business education.	Spring 2014 and ongoing.
Continue to implement the assessment plan as indicated in the five-year plan.	Ongoing.
Offer open house events every semester. Look for opportunities for students to work with community organizations that relate to BTEC PLOs.	Ongoing.

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
1P1	Faculty need to work with students to assist them in being successful in program area classes. Advising and recommending resources for increased success-tutoring, learning lab. Continue to offer open house events for enrolled students. Continue to offer open advising and support for enrolled students. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.	Spring 2014 and ongoing.
2P1	Faculty will work with students to assist them in making sure they complete requirements for certificates and degree. As stated earlier, some students transition into the workforce without completing a degree. As the economy has	Spring 2014 and ongoing.

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	<p>improved and more jobs have become available, that has meant more students are joining the workforce before completing a degree. Continue to offer open house events for enrolled students. Continue to offer open advising and support for enrolled students. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.</p> <p>The PLA initiative supports program development by allowing potential students who have college-level knowledge to enter at the community college level and allowing them to earn credits for the knowledge they already have. The BTEC program also hopes to target underserved populations by offering this process of earning credits as an academic incentive for low-income students, enabling them to earn certificates and degrees faster than it would take if they had not earned the PLA credits. This provides students with a fast-track method to earning their degree and rewarding them for life experience and knowledge that relates to the BTEC program. This initiative allows graduates better chance for promotion and advancement in the workforce.</p>	
3P1	<p>Faculty will support students to encourage them to complete degrees or assist them in transfer efforts. Continue to offer open house events for enrolled students. Continue to offer open advising and support for enrolled students. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.</p>	Spring 2014 and ongoing.

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	<p>The VOA certificate supports ILOs 1, 2, and 3 through the curriculum required for completion of the certificate. The VOA certificate is a new certificate in the BTEC program and supports program development for a healthy BTEC program that operates efficiently and effectively to deliver academic services and ensure ongoing improvement to the program. The BTEC program also hopes to target underserved populations by offering stackable certificates as an academic incentive for low-income students, enabling them to earn certificates at various steps in their education, providing them with a greater chance of finding a job in the event their education is interrupted by outside factors. This certificate also meets the need for graduates to fill the demand for "middle-skilled" workers in industries requiring more than a high school diploma and less than a bachelor's degree. These industries represent the greatest number of future job openings and are projected to have the highest worker shortages in the years ahead.</p>	
<p style="text-align: center;">5P1</p>	<p>Marketing to males and supporting their efforts in the program would help BTEC reach the goal of 16.25 percent participation. Ways to promote BTEC as a nontraditional career continue to be discussed, and the program will seek help from those who may have advice on reaching nontraditional students. Continue to offer open house events for enrolled students. Continue to offer open advising and support for enrolled students. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.</p> <p>The PLA initiative supports program development by allowing potential students who have college-level knowledge to enter at the community college level and allowing them to earn credits for the</p>	<p>Spring 2014 and ongoing.</p>

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	<p>knowledge they already have. The BTEC program also hopes to target underserved populations by offering this process of earning credits as an academic incentive for low-income students, enabling them to earn certificates and degrees faster than it would take if they had not earned the PLA credits. This provides students with a fast-track method to earning their degree and rewarding them for life experience and knowledge that relates to the BTEC program. This initiative allows graduates better chance for promotion and advancement in the workforce.</p> <p>The VOA certificate supports ILOs 1, 2, and 3 through the curriculum required for completion of the certificate. The VOA certificate is a new certificate in the BTEC program and supports program development for a healthy BTEC program that operates efficiently and effectively to deliver academic services and ensure ongoing improvement to the program. The BTEC program also hopes to target underserved populations by offering stackable certificates as an academic incentive for low-income students, enabling them to earn certificates at various steps in their education, providing them with a greater chance of finding a job in the event their education is interrupted by outside factors. This certificate also meets the need for graduates to fill the demand for "middle-skilled" workers in industries requiring more than a high school diploma and less than a bachelor's degree. These industries represent the greatest number of future job openings and are projected to have the highest worker shortages in the years ahead.</p>	
5P2	<p>The BTEC program would like to increase nontraditional participation so as to improve numbers in nontraditional completion. Continue to offer open house events for enrolled students. Continue to offer open advising and support for enrolled students. Look for ways for students to participate in activities and events both within and</p>	<p>Spring 2014 and ongoing.</p>

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	<p>outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.</p> <p>The PLA initiative supports program development by allowing potential students who have college-level knowledge to enter at the community college level and allowing them to earn credits for the knowledge they already have. The BTEC program also hopes to target underserved populations by offering this process of earning credits as an academic incentive for low-income students, enabling them to earn certificates and degrees faster than it would take if they had not earned the PLA credits. This provides students with a fast-track method to earning their degree and rewarding them for life experience and knowledge that relates to the BTEC program. This initiative allows graduates better chance for promotion and advancement in the workforce.</p> <p>The VOA certificate supports ILOs 1, 2, and 3 through the curriculum required for completion of the certificate. The VOA certificate is a new certificate in the BTEC program and supports program development for a healthy BTEC program that operates efficiently and effectively to deliver academic services and ensure ongoing improvement to the program. The BTEC program also hopes to target underserved populations by offering stackable certificates as an academic incentive for low-income students, enabling them to earn certificates at various steps in their education, providing them with a greater chance of finding a job in the event their education is interrupted by outside factors. This certificate also meets the need for graduates to fill the demand for "middle-skilled" workers in industries requiring more than a high school diploma and less than a bachelor's degree. These industries represent the greatest number of future job openings and are projected to have the highest worker shortages in the years ahead.</p>	
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None		
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Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Membership Dues in professional organizations for non-teaching organizations (e.g. ARMA, IAAP, IVAA) to have access to materials to support curriculum including publications, webinars, and training materials. In addition, purchasing curriculum to study for the IAAP CAP certification.	Equipment	\$2,000	A1.1	New Strategy		S2	W1
			A2.1	New Strategy		None	None
			B.2	New Strategy		None	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

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Allowing membership in professional organizations will allow faculty to take advantage of publications and trainings available to those in the organization. This will allow for cutting-edge information to be shared with students. In addition, faculty will be able to network with business professionals while encouraging them to plan events where BTEC students can be involved. Finally, the training materials available with membership in IAAP will allow the program to determine whether IAAP CAP certification is a reasonable effort for our students to undertake. It will also allow the faculty to make changes to the curriculum based on the current industry needs.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Professional development training via attendance at national and state conferences in areas relating to business technology. Conferences offered by National Business Education Association, Western Business Education Association, Hawaii Business Education Association, IAAP, ARMA, and IVAA all have topics relating directly to the courses taught	Equipment	\$8,000	A2.1	New Strategy		S1	W1
			A2.4	New Strategy		S2	None
			B.2	New Strategy		S3	None

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in the BTEC program.							
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Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Allowing faculty to attend local and national conferences will strengthen the skills and knowledge that can be shared with the students. The program is trying to stay up-to-date with trends in industry and networking and attending conferences will support that effort. This ultimately will strengthen the program and keep it a viable and in-demand program.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3) Program Action from AMP (ie 4.3) or write "New Strategy"	Strength	Weakness
				Action Strategy			
Funding to offer student support initiatives. Open house, business collaboration events, advising efforts.	Equipment	\$2,000	A1.1	New Strategy		None	W1
			A1.4	f.		None	W2
			A2.4	f.		None	None

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Improving the BTEC program's student support will strengthen course completion, retention, persistence, and ultimately degree completion. This student focused initiative will allow students to develop strong relationships with each other, with the faculty, and also with staff and support members in our program. It will connect students to the community in preparation for their entry into the workforce.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

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

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

April 2013 Minutes of the BTEC Advisory Council, Artifact examples from advisory council members

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

BUSN 170

- All artifacts produced in the class were used for this assessment.
- Performance rubric used.
- At least 75 percent of students will meet or exceed expectations

BUSN 292

- All artifacts produced in the class were used for this assessment.

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- Performance rubric used.
- 100 percent of students will meet or exceed expectations.

ENG 55

- All artifacts produced in the class were used for this assignment.
- Performance rubric used.
- At least 75 percent of students will meet or exceed standards (score 15 or higher) as determined by the Memo Rubric for PLO #4.

C) List Course(s) Assessed – List the courses assessed during the reporting period.
BUSN 170-Records and Information Management, BUSN 292-Integrated Office Procedures,
ENG 55-Business Communication

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

BUSN 170-Students are asked to research a local company and its records management system. In a written report, students must describe and analyze the company's recordkeeping system in relation to the ARMA International's Generally Accepted Recordkeeping Principles. Finally, students must make recommendations for improving the company's recordkeeping system. (See project assignment).

BUSN 292-Students are asked to write a persuasive letter asking for donations (see project assignment).

ENG 55-Students are asked to produce a written memo using word processing software in standard business memo format. The memo will include an appropriate heading, cohesive introductory, message and concluding paragraphs, and closing utilizing the 6 Cs of business writing: courteous, clear, complete, concise, correct and consistent communication. Students will complete a 3-5 minute oral presentation before the class utilizing a PowerPoint or similar visual presentation software program, with graphics and photos as appropriate. Students will select one of five business ethics case studies, each with accompanying questions for their presentation. They will develop their presentation using the case study questions as a guide, the 'What is Ethics?' handout provided, notes from the ethics lecture, their text, their own online research on the topic, and notes from the lecture on oral presentations. The oral presentation will consist of an introduction, background, issues, and recommendations and/or findings and conclusion. The case studies, questions, and the "What is Ethics" handout are attached. The attached Oral Presentation Rubric was used to assess eye contact, voice control, body language, appearance, visual aids, use of language, and assigned content, to include business/office protocol for this qualitative assessment.

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E) **Results of Program Assessment** – The % of students who met the outcome(s) and at what level they met the outcome(s).

BUSN 170-Students worked in teams on this project and seven artifacts were submitted. One student did not complete the assignment. Six out of the seven artifacts submitted met or exceeded standards as determined by the assessment rubric. One of the artifacts scored below standards. The main area the students lacked is in addressing the industry ARMA Generally Accepted Recordkeeping Principles in their analyses. Students did interview and research local businesses and documented their findings in a paper. However, many of the students did not connect what they found to the industry standards which would indicate an understanding of why businesses do what they do. More instruction in this area will be done beginning in the Fall 2013 semester.

BUSN 292- Four out of the six students Met or Exceeded Standards (14 pts/70% or higher). Here is the breakdown:

Student #1	11 pts	55%
Student #2	16 pts	80%
Student #3	14 pts	70%
Student #4	19 pts	95%
Student #5	15 pts	75%
Student #6	11 pts	55%

The results indicate that a third of the students (two) need to work on their writing skills. One of these students did not take ENG 22 or ENG 100, but passed ENG 55. The other student successfully passed all three courses.

Discussion among the BTEC program faculty included: the appropriateness of the writing sample (students have little or no practice to creating this type of letter), the appropriateness of students to Google and use sample letters or templates, and is the expected level of writing necessary for graduates.

ENG 55- One hundred percent (16 of 16) of the artifacts submitted met or exceeded standards as determined by the assessment rubric. Scoring ranged from 16 to 20 (out of a possible score of 20), with a mean of 17.75, and median of 18. Three students (19%) scored at the low end of the range (16 of 20); errors were primarily mechanical, and could be resolved with more thorough proofreading. However, as stated, all three scored above the 'meets standards' cutoff. One student turned in an exemplary document that scored at 20. One student was not available for the assessment. All seventeen students attend class regularly and engage consistently in daily writing activities. The instructor rates the assessment results as consistent with work produced by the class on a daily basis the final quarter of the semester.

One hundred percent (17 of 17) of the oral presentations met or exceeded standards as determined by the oral presentation rubric. Scoring ranged from 15 to 21, with a 'meets standards' cut-off at 14, with a mean of 18.2 and a median of 17.5. One student scored at 15, at the low end of the range of scores; this particular student had requested to present on her own, and was clearly nervous, rushing through her presentation. Nonetheless, all categories rated at least satisfactory, though with only one category rating above the average level

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(dress/appearance). The remaining students worked in groups of two, though were assessed individually.

F) **Other Comments** – Include any information that will clarify the assessment process report.

G) **Next Steps** – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options. BUSN 170-Recommend continuing this project next semester and have more discussion with students about how to address the ARMA Generally Accepted Recordkeeping Principles. Students indicated that this research and analysis was a good experience and that they liked seeing how records management systems were used in the local workplace. One way that this project could address the communication aspect more is by asking students to make an oral presentation about their findings to the class. This has been considered in the past, but lack of time is a factor in allowing oral presentations.

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

ENG 55- As stated above, this assessment (for PLO#4) was also administered to the Fall 2012 semester ENG 55 class; while oral communication assessment results were identical (at 100% meeting standards), improvement was noted on the writing assessment (84% meeting standards in the Fall, compared to 100% in the Spring). As these are small samples over a short period of time, any statistical significance should not be concluded. However, anecdotally, the difference may be attributed to improved instructional technique gleaned from lessons learned over the course of the two semesters (and of course a higher performing set of students in the Spring could also be considered a factor).

It is indicated that students who attend class regularly, complete the required daily writing assignments, as well as the major written assignments, and take the time necessary to proofread and effectively edit will successfully meet written communication standards for English 55.

It is also indicated that students who attend class regularly, and are provided thorough lecture analysis and practical discussion, along with the information provided in the text book, and have the opportunity for a practice presentation with feedback, will successfully meet standards for oral communication for English 55. It was observed in their first presentation that most students had discovered they could not only survive a presentation, but do well. It was also observed that utilizing high interest presentation topics encourages engagement and thorough preparation, which is 90% of a good presentation. With that, students tended to approach the podium with more confidence, as they were prepared, they had taken a position on their topic, and believed in what they were to present.

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The need to regularly practice and apply writing and oral communication concepts discussed in the text and in class, to include active class discussion, in order to increase the probability of success in communicating in the business environment, and to master those concepts and skills, will continue to be emphasized. Hands-on activities and real-world applications in the classroom will also be utilized to the greatest extent possible to facilitate student interest, buy-in, and overall learning.