

APPENDIX C: PROGRAM REVIEW FOR ESTABLISHED PROGRAMS

Kaua`i Community College
PROGRAM REVIEW TEMPLATE
Instructional Programs

Program/Unit Name: Business Technology (BTEC)

Report Prepared/Edited by: Cheryl Fujii (October 2013)

Other Review Participants:

Reviewed by Dean: _____

Dean's Signature: _____ Date: _____

Date submitted to Program Review Committee: _____

GENERAL INSTRUCTIONS

- To use this template, replace probes/bullets with your responses.
- When writing, direct your review to someone not familiar with your program.
- Include page numbers.
- When possible, demonstrate links between statements/conclusions/analysis and data.
- Include data sets used in your appendix.
- Spell out program acronyms when introducing for the first time.
- In your action plan, please address all program goals, even if actions are ongoing.

I. PROGRAM DESCRIPTION AND BACKGROUND

- **Provide a brief general description of the program and any relevant background/historical information. Include information about numbers of faculty and FTE. If the program was created subsequent to the opening of the college, provide information related to its development.**

The Secretarial Science program began in 1965 when Kauai Community College became part of the University of Hawaii Community College System. In 1991, following PCC (Program Coordinating Council) recommendations, the program changed its name to Office Administration and Technology (OAT) to better reflect industry trends. Effective Fall 1997, most OAT courses were converted to 100-level numbering, also as a result of PCC recommendations. Since Fall 2006, the PCC agreed to change from OAT to Business

Technology (BTEC).

The campus currently has one full-time faculty member who serves as both BTEC instructor and program coordinator. It also has one position under BTEC (which is currently vacant) that teaches general business courses, and all other BTEC courses (BUS/BUSN alpha) are taught by part-time lecturers.

▪ **How is this program consistent with the mission of Kaua'i Community College?**

The BTEC program directly serves the mission of the college by providing business technology education and training in a caring, student-focused, and intellectually stimulating environment. The program prepares students/graduates for entry-level clerical positions, provides opportunities for updating office skills, and contributes to the development of life-long learners who think critically, appreciate diversity, and lead successful, independent, socially responsible, and personally fulfilling lives.

▪ **What are the program's key central functions? List and describe the services provided by the program.**

The BTEC program prepares students for employment in government and industry positions such as administrative assistants, information processors, receptionists, clerks, and secretaries. Our mission is to provide quality education that will prepare students for immediate employment with opportunities for advancement in office occupations in the global marketplace. Additionally, we promote positive work ethics and attitudes. The program offers the following degrees and certificates:

1. Certificate of Completion, Business Technology (Office Assistant) <13 credits>
2. Certificate of Completion, Business Technology <21 credits>
3. Certificates of Achievement, Business Technology <33 credits>
4. Associate in Applied Science, Business Technology <60 credits>
5. Certificate of Completion, Medical Office Receptionist (NEW) <23 credits>
6. Certificate of Completion, Virtual Office Assistant (NEW) <19 credits>

Course descriptions and program list for all BTEC courses are provided in the Exhibits section of this document. <Exhibit 9>

II. PROGRAM GOALS

Describe the program's goals and demonstrate how they directly relate to the College's goals.

Writer's Note: Items in green font are action items that will be addressed in the Action Plan With Timeline.

1. Access: To provide open access to educational excellence for a diverse student population.

Outreach: Increase access to and participation in college programs through coordinated and continually improving marketing and recruitment activities.

- Comment on your program's marketing and recruitment efforts. How do students and the community at large learn about the program? (e.g. print publications, electronic publications, community activities...). Are the results of your efforts satisfactory? What improvements will you make in this area in the next 2 years?

Outreach is conducted at various career fairs, job fairs, and relationships with industry agencies. The College also conducts radio ads and publishes articles and press releases in various local and state publications. Newsworthy articles are also published on the campus website and other UHCC system marketing campaigns

The BTEC program is sequenced in a career-ladder structure so that students can fulfill the BTEC basic competencies and attain a certificate of completion (CC) and/or certificate of achievement (CA) on their way to completing the associate in applied science (AAS). However, data for 2005-2013 shows that of the 75 AAS graduates, only 27 received a CA and 41 received a CC. **It appears that over the next two years students could be encouraged to apply for the certificates as they are on their way to the AAS.** This would be a win-win situation that would not only increase completion of degrees and certificates but also ensure that students attain a certificate to prepare them for employment if they stop out on their way to the AAS. **<Exhibit 1>**

In terms of non-traditional students in the BTEC program, about one in every ten students in the BTEC AAS program is male and one in three is of Native Hawaiian ancestry. This represents a shortfall in the strategic goal of increasing non-traditional and Native Hawaiian enrollment. **Perhaps marketing efforts need to be diverse and focused such as including success stories of graduates, particularly focusing on the male and Hawaiian population since they are underrepresented.** **<Exhibit 2>**

1.2 Enrollment: Enhance educational success through retention initiatives.

- Comment on your program's retention efforts over the past 2 years. How have these efforts affected enrollment and graduation rates? Indicate program plans as a result of the analysis. Identify institutional research data needed to effectively plan student retention strategies.

BTEC instructors work quickly to engage the Early Alert System to pinpoint students who struggle with attendance. Strategies for building student accountability include frequent face-to-face meetings, peer/team assignments, and follow-up meetings to discuss grades and performance. Also, instructors collaborate with each other to devise individual strategies to encourage individuals to stick with it.

According to health indicators, enrollment is stabilizing as records show that the enrollment increased slowly since 2008 and declined slightly in 2013 (2008-09=50, 2009-10=54, 2010-11=56, 2011-12=64, 2012-13=62.). Graduation rates have also experienced changes with two bursts in 2010 and 2013 (2008=5, 2009=5, 2010=13, 2011=7, 2012=9, and 2013=13). **<Exhibit 3>**

Despite rigorous efforts to engage students, students will sometimes succumb to their challenges and drop out. It would be helpful to know at what point in

	<p>the semester and why these drops occur so that instructors can deploy remedies. Having mandatory customer satisfaction surveys during the first quarter would also provide useful information for program planning.</p>
<p>1.3 Placement & Scheduling: Enhance utilization of placement testing and course scheduling processes.</p>	
<ul style="list-style-type: none"> Is enrollment in any required program course dependent upon student performance on assessment/placement tests or prerequisites/co-requisites? Have results of these assessment/placement tests or prerequisites/co-requisites been demonstrated to be related to student success in the program. What strategies will your program use to improve the effectiveness of placement testing practices. 	<p>Although there is no prerequisite for entering the BTEC program, there are prerequisites for individual courses. Data shows that over the past five years, the percentages of students who have ever been a BTEC major tested into remedial/developmental courses and were as follows: Reading 54%, Writing 61%, and Math 47%. Of those who tested into remedial/developmental courses, the following actually took those courses: Reading 26%, Writing 50%, Math 30%.</p> <p>The large number of BTEC students in remedial/developmental courses is concerning and surely presents challenges for student success in the program. Strategies for improving the effectiveness are to incorporate more opportunities in the curriculum for improving reading and writing skills. Working with developmental instructors would be the first step in assessing the needs and providing solutions, then incorporating new techniques into the curriculum is next, followed by assessment of results.</p> <p>Course prerequisites are regularly reviewed in the curriculum review process to ensure that students are adequately prepared to succeed in their coursework. In the future, these prerequisites need to be inspected more closely to identify if students need more preparation to succeed in courses.</p> <p>The College also incorporated the IS 103 course (Introduction to College) which supports remedial-level students in their first college experience. Colleagues engage in discussions on appropriate prerequisites that address the academic remediation levels of students as it relates to their propensity to succeed. Many of the discussions surround the fact students lack the basic habits that make them diligent students, such as time management, organization, good study habits, prioritization, etc., and not necessarily the effectiveness of placement testing practices.</p>
<ul style="list-style-type: none"> Does the current scheduling method adequately support access and completion needs of students? Describe your scheduling method. What other data and/or approaches would help in improving the course scheduling procedure? 	<p>The College relies on the Multi-Year Program Offerings (MYPO) method for scheduling courses. The MYPO is evaluated annually to ensure that students have the opportunity to complete their courses based on the suggested course sequence plan. Information would be helpful so that we could arrange courses more deliberately so that students have options to schedule morning or afternoon classes around work. To do this we would need to know if students work or have routines/obligations that may conflict with classes.</p>
<ul style="list-style-type: none"> Does your schedule meet the needs of special populations (Running Start, Early Admits, Workforce)? 	<p>In the MYPO, we do our best to schedule courses (mornings and afternoons) so that students have alternative choices to potentially meet their individual schedules. For Running Start and Early Admits, we schedule courses during normal school hours. For the Workforce, we schedule courses in two-day sequences (MW, TTH, etc.) to free up available work days.</p>

<ul style="list-style-type: none"> Have you surveyed employers and scheduled according to their needs? 	<p>It is unknown if we have surveyed employers about course schedules prior to 2010; however, it seems that this information would be pertinent only if employers wish to send their employees for retraining.</p>
<p>1.4 Support services for access: Strengthen support services processes to better meet student needs.</p>	
<ul style="list-style-type: none"> Comment on your program's level of collaboration with access services such as advising, admissions, registration, financial aid, and business office support services. How could this be enhanced? 	<p>The program has a medium level of collaboration with access services and do not regularly participate in individual counseling sessions. However, there is sufficient open collaboration/communication with the BTEC counseling and advising staff, disabilities counselor, and financial aid staff to resolve issues as they arise. Having a counselor located in the business building would be ideal, although it has been ruled out as being logistically possible.</p>

<p>2. Learning and Teaching: To promote excellence in learning and in teaching for transfer, career/technical education, remedial/developmental education and life-long learning.</p>	
<p>2.1 Articulation: Improve communication and articulation processes with other KCC programs as well as secondary and postsecondary institutions.</p>	
<ul style="list-style-type: none"> Comment on collaborative efforts with other program units. Assess successes and challenges and plans for future collaboration. 	<p>The Health Education (HED) and Business Education Division's (BED) BTEC are collaborating to provide Medical Office Receptionist (MOR) certificate of competence effective Fall 2014 in response to the Nursing Advisory Board's recommendation to address the shortage of medical office receptionists on Kaua'i. Colleagues from within the UHCC system are generously providing information on curriculum and best practices, and we (HED and BED) are gathering data from local medical clinics to develop a new program to address the current shortfall.</p> <p>There is also a multi-campus partnership with BTEC instructors at Leeward Community College, Hawai'i Community College, and Maui College on a Perkins proposal to create a 23-credit Virtual Office Assistant (VOA) Course and Certificate Program. The plan is to incorporate new, existing, and online courses in a program where students acquire the skills to run a virtual home office. The target date of offering is Fall 2014. A faculty member in Language Arts and Humanities has committed to teaching a VOA course. The challenge right now is that each campus has a different set of criteria and processes for course proposals, and it's time consuming to adapt to our individual requirements.</p> <p>The BTEC Coordinator is actively involved in the BTEC Program Coordinating Council (PCC) which meets on a quarterly basis to review programs and courses. We develop and design courses, certificates, and action plans of BTEC courses. BTEC colleagues provide support and guidance to each other by providing course syllabi, grading rubrics, assessment tools, presentations and lectures, and best practices tips.</p> <p>A potential idea is to collaborate with the Hawaiian Studies faculty on</p>

	<p>increasing the enrollment in the BTEC program to bolster the Native Hawaiian enrollment in BTEC programs.</p>
<ul style="list-style-type: none"> • What has the program done to ensure that it is in communication with high schools and transfer institutions regarding articulation issues and/or problems? Describe successes and challenges and near-term plans for improvement. 	<p>At the college level, the BTEC PCC reviews/updates its courses and learning outcomes and revises its agreement every four years. UH West Oahu also provided support in developing a draft articulation agreement with BTEC. Currently, there is a BTEC PCC agreement with Job Corps Hawaii that has been approved in Fall 2013.</p> <p>At the high school level, there are discussions among colleagues in the BTEC PCC to improve collaboration with other post-secondary institutions and communication with high schools. Discussions include the need to revisit the Dual Credit Articulation Program of Study (DCAPS) Agreement in which students can earn community college credit by successfully completing an approved high-school course. Historically, it has been difficult to work with the Department of Education (DOE) to agree on articulation of courses. A near-term goal would be to establish relationships with DOE teachers and counselors to find similarities in course offerings that may potentially meet transferability. Another strategy would be to participate in DOE career planning activities.</p>
<p>2.2 Curriculum: Ensure quality, relevancy and currency of curriculum to meet the needs of our diverse student population and community.</p>	
<ul style="list-style-type: none"> • How is program curriculum reviewed for currency and relevancy to institutional, community, and student needs? Include recent deletions, additions and revisions. What are your upcoming plans in this area? 	<p>The BTEC PCC committee collaborates on the University of Hawai'i System Articulation Agreement to facilitate the transfer of courses across the University System. This agreement defines SLOs and aligns course requirements for the following courses:</p> <ul style="list-style-type: none"> BUSN 89 Electronic Calculating (1 credit) BUSN 121 Introduction to Word Processing (3 credits) BUSN 123 Word Processing for Business (3 credits) BUSN 166 Professional Employment Preparation (1 credit) BUSN 164 Career Success (3 credits) BUSN 189 Business Mathematics (3 credits) BUSN 188 Business Calculations (3 credits) BUSN 170 Records and Information Management (3 credits) BUSN 193V Cooperative Education <p>The BTEC PCC uses the National Standards for Business Education (NSBE, Copyright 2013) as the guideline for national standards of what students should know and be able to do in business. The NSBE is a combined resource of performance and achievement standards written by numerous business educators and business professionals who are experts in the field.</p> <p>BTEC PCC representatives meet three to four times a year to review and update courses and SLOs, share resources and teaching strategies, discuss current industry trends and requirements, and integrate new teaching methods and advanced technology in BTEC courses. The committee recently worked with a consultant to align BUSN 164, 170, and 193V. We refined course descriptions, SLOs, course content, concepts and skills, learning</p>

	<p>assessment tasks, assessment outlines/blueprints, assessment weighting, and methods of instruction; we developed grading rubrics for evaluating portfolios, projects, presentations, and various assignments. We also reviewed textbook resources and developed test banks for each of the courses we reviewed. The updated BTEC PCC agreement is systematically reviewed and updated to ensure currency and effectiveness. <BTEC PCC Articulation Agreement Link: http://www.hawaii.edu/offices/app/aa/articulation/BTArticulation_Agreement_aug_08.pdf></p> <p>The BTEC program is currently up to date on a five-year review process of all of its courses. The Program Coordinator is trained in Curriculum Central and meets with BTEC counterparts to revise the BTEC Program Action Request (PAR), streamline courses, and add new courses. Results include the addition of two new courses (BUSN 150 and 151—Business Computing Introduction and Intermediate) to address a broader range of technology skills that covers Microsoft Word, Excel, PowerPoint, and Access which was not addressed previously. The new AS in Business degree will be requiring these courses as well. These two courses are also offered at Maui and Hawai'i Community Colleges and may become part of the PCC Agreement in the future. In addition, BUSN 164—Career Success is added to the PAR as part of the BTEC PCC agreement. Finally, BUSN 180 and 181 (Business English and Transcription I and II) have been streamlined into one, three-credit semester-length course rather than two separate two-credit courses.</p> <p>New courses that are going through the curriculum approval process include the following:</p> <ul style="list-style-type: none"> • BUSN 106 Introduction to Medical Coding (for Medical Office Receptionist COC) • BUSN 158 Social Media and Collaboration Tools for Business (for Virtual Office Assistant COC) • BUSN 159 Managing the Virtual Office (for Virtual Office Assistant COC)
<ul style="list-style-type: none"> • Are instructional methodologies appropriate for program content? Explain. Do instructional methodologies utilize available, current technology? Explain. Indicate recently implemented innovations in instructional methodology or use of technology as well as changes your program is considering within the next two years. 	<p>Instructional methodologies are closely aligned with BTEC programs in the UHCC system thanks to the collaboration of BTEC PCC members. We ensure that textbooks are current and relevant and that assessment strategies are effectively designed. We also review if courses are conducive to distance learning delivery.</p> <p>Technology today is vastly more advanced than ever before, and students today are exposed to technology trends like social media and popular “apps” at an early age. It is a challenge to keep up but we use information technology as a tool to enhance classroom instruction, to communicate with students, and to provide students with technical skills. BTEC students use a variety of software applications such as Microsoft Word, Access, PowerPoint, and Excel to develop hands-on proficiency and build their skills for the workplace. Because technological competency is an essential learning outcome in the BTEC program and the institution, BTEC is more proactive to changing resources as frequently as required and have incorporated technology in the following ways:</p>

- BTEC students have easy access to computers on a daily basis to strengthen their use of technology and software application programs.
- Students can use their smart phones and other devices to take online quizzes at supplementary resource sites such as those available at the author's website for the Business English or Business Communications textbooks.
- Microsoft Office is the software of choice in BTEC, but students learn how to use Google Docs to prepare production jobs (letters, memos, reports, tables, etc.) in case they don't have Microsoft Word. This option allows students to access document processing software for free from any location, thereby allowing them to do their work anytime and anywhere.
- For the past two years, BUSN 121 and 123 (keyboarding) used the online version of the Gregg Document Processing (GDP) software. The added beauty is that the GDP management system has allowed the Division to be completely paperless in those courses. Teachers can now view students' progress and Word documents online, check that work is submitted by the due date, and check for originality of student documents through a built-in authenticity checker.
- The word/information processing courses (BUSN 124/125) use Word's desktop publishing features, Microsoft Publisher, and Microsoft PowerPoint.
- The business writing and business English courses (BUS 175, BUSN 180/181) require that students compose and edit business correspondence using Microsoft Word.
- Students use Internet online resources (dictionaries, thesaurus, etc.) to conduct research when writing papers, Lualaba to do quizzes, and the author's web site to complete a wide array of grammar exercises and assessments.
- BUSN 170 students use Microsoft Access to create, edit, and manage a database.
- Handouts, lectures presentations, and supplementary resources are posted to Lualaba and Schoology for students to access.

In the Fall 2012, BUS 175 (Business Communication – Written) was designated as a writing-intensive course to improve students' writing skills and at the same time satisfy transfer-level graduation requirements. This course is designed to meet writing intensive hallmarks such as ensuring that students meet the required volume of writing and revising of their assignments, adjusting the rubric to assess each assignment and its revision, and scheduling time for one-on-one meetings with students. Students were also exposed to SmarThinking as a tutoring tool and used Turnitin as a plagiarism grading tool.

There is a push to increase the number of distance learning courses offered by the College. The BTEC Program is currently assessing how many of its courses are appropriate for distance learning delivery. At the top of the list is the Virtual Office Assistant Certificate of Completion, which is a prime candidate for online delivery. However, student success in distance courses is discouraging. Records show that of the BUSN courses that are offered both

	<p>online and face-to-face, 47% of online students pass with a C or better compared to 84% of face-to-face students who pass with a C or better. This is an alarming spread that must be studied and solved before more BUSN courses are offered online. The question is if students have adequate online training prior to taking courses (i.e. Laulima), if resources that are available are adequate and user friendly, and if instructors need to deploy more aggressive methods to increase student participation. <Exhibit 4></p>
<ul style="list-style-type: none"> • What steps are taken to develop and ensure consistent application of academic standards? (e.g. grading standards, course objectives...etc). Comment on plans you have to improve this process. 	<p>BTEC PCC representatives meet three to four times a year to review and update courses and SLOs, share resources and teaching strategies, discuss current industry trends and requirements, and integrate new teaching methods and advanced technology in BTEC courses. The committee recently worked with a consultant to align BUSN 164, 170, and 193V. Using the National Business Education’s <i>National Standards for Business Education</i>, the PCC refined course descriptions, SLOs, course content, concepts and skills, learning assessment tasks, assessment outlines/blueprints, assessment weighting, and methods of instruction; developed grading rubrics for evaluating portfolios, projects, presentations, and various assignments; and reviewed textbook resources and developed test banks for each of the courses. The updated BTEC PCC agreement is systematically reviewed and updated to ensure currency and effectiveness; it is an efficient process which requires improvement. <BTEC PCC Articulation Agreement Link: http://www.hawaii.edu/offices/app/aa/articulation/BTArticulation_Agreement_aug_08.pdf></p> <p>Luckily, assessment of the academic standards in BTEC is ongoing, and plans are to continue full participation in reviewing course outlines both in the curriculum review process (Curriculum Committee) and at BTEC PCC meetings where courses are designed to reflect trends in industry. Additionally, the BTEC coordinator plans to meet with faculty and lecturers to ensure that they are following the minimum standards set forth in the approved course outlines.</p>
<ul style="list-style-type: none"> • Comment on how your program addresses the learning needs of under-performing students. Are there strategies you are considering to strengthen this process? If so, describe them. Are there other programs and services currently not available that would help in this area? 	<p>As stated earlier, the BTEC program has a large number of students who test into and are enrolled in remedial/developmental courses. Strategies for improving the learning needs of under-performing students include incorporating basic success skills such as those taught in the IS 103 course (Introduction to College) which supports remedial-level students in their first college experience. Another idea is to engage in discussions with Student Success faculty to define appropriate techniques that support student needs and perhaps provide mini-workshops related to overcoming these challenges.</p>
<ul style="list-style-type: none"> • What assessments are being used to determine if current teaching methods used in the program are adequately meeting student needs. How are the results of these assessments 	<p>Student learning outcomes (SLOs) from the course to program to institutional level are assessed in multiple places (course outlines, comprehensive program review, and annual program review update). All instructors use a variety of assessment methods such as performance-based assessments, traditional exams, presentations, written assignments, and portfolios. The program- and course-level student learning outcomes for the BTEC program are succinct and are evaluated on course-level assessment CARDS. These cards report if</p>

<p>currently being used?</p>	<p>students have met course SLO (CSLO) benchmarks (70% or higher) and provide an opportunity to see what adjustments need to be made to help students succeed in achieving a particular course SLO. Currently, CSLOs in BTEC courses are continually being updated as part of the Business Education Division's five-year review plan. Reports for the past semesters' worth of cards are reviewed annually and improvements are put in place the following semester.</p> <p>The results of these assessments are systematically used to improve teaching methods. The following is a small sample from 2012-13 CARDS of how results are analyzed and used:</p> <ul style="list-style-type: none"> • BUS 175: Increase successful achievement by ensuring that online students have Lulima orientation before taking online courses. • BUS 120: Again, online orientation is a possible remedy. • ICS 100: Review the course content to reduce the amount of material covered in class.
<ul style="list-style-type: none"> • DL: What distance learning options are available in your program? How is your program responding to student needs by using distance learning? Do you have a timeline? 	<p>The BTEC program is being proactive in meeting the needs of a diverse audience by offering various methods of delivery. There are at least 24 credits of distance learning options available for BTEC majors. The following courses are offered via distance learning:</p> <ul style="list-style-type: none"> • BUS 120 • BUS 175 • BUSN 89 • BUSN 160 • BUSN 166 • ECOM 100 • HOST 101 • ICS 100 • ACC 124 • SP 151 <p>In Spring 2014, BUSN 121 will also be offered in distance learning format. The program coordinator has submitted the DL request and qualified instructor is assigned.</p> <p>There is a catch to offering online courses. Results show that the success rate of online courses for BUS is 67%, BUSN is 47%, and ECOM is 56%. Non-distance learning success rate in BUS is 70%, BUSN is 84%, and ECOM is 90%. <i>Clearly, students have performed better in non-distance learning delivery but work must be done to determine why. Thus, the Program coordinator plans to work with the institutional researcher over the next two years to pinpoint challenges and strategize on solutions.</i></p>
<p>2.3 Remedial/Developmental: Review the college's current strategies for dealing with remedial students and, based on the findings, modify offerings to meet their needs.</p>	
<ul style="list-style-type: none"> • How has your program addressed academic 	<p>Tutoring services are effective resources and are available to students who need support in English, math, and accounting; however, students need help in</p>

<p>remediation for students? Has this been effective? What proposals for change in this area does your program have?</p>	<p>skills courses like BUSN 121 or 123 in which technique and practice is a key element to success. The College also incorporated the IS 103 course (Introduction to College) which supports remedial-level students in their first college experience. Colleagues engage in discussions on appropriate prerequisites that address the academic remediation levels of students as it relates to their propensity to succeed.</p> <p>A potential strategy over the next two years is to partner with the college success faculty to identify plans and ideas that could be incorporated into existing curriculum.</p>
<p>2.4 Student Learning Outcomes: Develop, implement and sustain an assessment process that fosters innovative and continuous improvement of student learning outcomes at the college, program, and course level.</p>	
<ul style="list-style-type: none"> How does your program encourage and assess student growth in areas such as: communication, cognition, information competency, social interaction, and personal development and responsibility? What are the results of the assessment and what plans do you have to improve SLO's in these areas? 	<p>Institutional SLOs, program SLOs, and achievement benchmarks are cross-listed on a chart below. <Exhibit 5></p> <p>Results of the assessment are as follows:</p> <ol style="list-style-type: none"> Written Communication (434 assessed), 78% met benchmark Oral Communication (124 assessed), 82% met benchmark Research Skills (132 assessed), 98% met benchmark Critical Thinking (293 assessed), 84% met benchmark Employment Strategies (55 assessed), 87% met benchmark Technology Use (235 assessed), 86% met benchmark Teamwork (22 assessed), 100% met benchmark Professionalism and Ethics (160 assessed), 94% met benchmark <p>A goal is to increase the amount of opportunities to assess teamwork from 22 to 100 in the next two years.</p>
<ul style="list-style-type: none"> List the student learning outcomes that you have identified for the program. What is the minimal level of performance that you expect program completers to accomplish? How are student-learning outcomes monitored and evaluated? 	<p>Program student learning outcomes are reviewed and assessed every four years or sooner, if required, by the BTEC PCC. Course SLOs are monitored and evaluated every semester. Students are assessed on CSLOs with a benchmark of 70% and results are calculated via assessment cards. <Exhibit 5></p>
<p>2.5 Academic support: Support student success through accessible, reliable, and user-focused academic support services.</p>	
<ul style="list-style-type: none"> Comment on program use of auxiliary resources- e.g. library, instructional media, laboratory resources, computer assets. How can you improve utilization of these resources? 	<p>BTEC relies on computer services to maintain and update equipment on a regular basis. We also support student use of library and media resources as needed. The computer software coordinator provides information on instructional support tools (Laulima, Google) and the professional development coordinator offers training in using instructional software. A way to improve utilization of these resources is to have the auxiliary resource staff and college success faculty speak to the class on available services or to take</p>

	<p>students on a tour of the office.</p> <p>In terms of technological resources, the BTEC coordinator serves on the Information Technology Advisory Committee whose purpose is to make recommendations for prudent technology purchases for the college and to ensure compliance with campus goals, APRU goals, available resources, and legal and ethical standards. Members review proposals from college personnel and make recommendations based on set guidelines. Involvement on this committee with experts in the field helps keep us abreast of the latest technological trends and best practices for implementation in the classroom.</p>
<ul style="list-style-type: none"> • What tutoring, mentoring, and/or counseling services are available to support students in your program? Comment on ways that your program can work with these groups to improve service to students. 	<p>Tutoring services are effective resources and are available to students who need support in English, math, and accounting. However, more needs to be done to assist in skills courses like BUSN 121 or 123 in which technique and practice is a key element to success. We need to add tutors to cover these skills courses so that students have the support they need to meet the required skills sets. The BTEC coordinator/instructor provides tutoring when time permits during open lab hours for students who need extra help on various assignments. Having an additional lab monitor or teacher's assistant is another solution to providing immediate support for students.</p>
<p>2.6 Faculty & staff: Create an environment that attracts, retains, and supports qualified personnel.</p>	
<ul style="list-style-type: none"> • Describe strengths and weaknesses of faculty/staff appropriate to the program's current status or future development. Comment on the adequacy of faculty to meet program outcomes. Indicate any immediate and projected future staffing needs. 	<p>The greatest weakness of the BTEC faculty and staff lies in the limited number of full-time BTEC faculty and over dependence on lecturers. As lecturers come and go, the program's course stability is affected, and the program coordinator expends time and energy in retraining new staff. With two new certificates in the pipeline for Fall 2014 and plans for adding a certificate of achievement, the one full-time instructor will be stretched to cover more program-area courses. BTEC needs to consider adding at least one dedicated position to address this shortfall especially during the two-year overlap period. This person must also have a solid foundation and proven experience in delivering distance education.</p> <p>In addition, data from the institutional researcher concerning the success rate of students who take distance learning courses suggests that faculty need more expertise in distance delivery. Effective strategies for teaching via distance delivery are the keys to bolstering completion rates and supporting student success in online courses.</p>
<p>2.7 Facilities: Maintain facilities, equipment, and technological infrastructure to support institutional and student needs.</p>	
<ul style="list-style-type: none"> • Comment on facilities that the program uses, their current adequacy and any immediate needs. 	<p>Room 110 is the larger computer lab and is in need of renovation to replace the old, moldy cabinets or remove them altogether. This is a potential health hazard that needs to be resolved. We would also like to propose purchasing computer tables with built-in power strips and possibly add or relocate power receptacles depending upon the new layout. One consideration is that when the new HVAC system is installed in the Business building, it might be an opportune time to install either drop cords or other similar options and remove moldy cabinets.</p>

	<p>The immediate need is to replace the standard office chairs which have multiple stains on the seat area. They were steam cleaned over the summer but are still unsightly.</p> <p>BUS 111 is the smaller lab with 16 stations and has inadequate air conditioning and very little circulation. This has been reported over the past two years but will apparently be resolved when the new HVAC system is installed. The ceiling also leaked during a heavy downpour last year which brings concerns of mold growth in both classrooms. This is a potential health hazard that also needs to be resolved.</p> <p>Finally, the carpet in the central area is worn and moldy and may be in need of attention and replacement.</p>
<ul style="list-style-type: none"> Comment on the currency of equipment and technology for the program. Indicate immediate needs. 	<p>BTEC students have easy access to the two computer labs, two common-area computer stations, and laptops. They also have access to new ten-key calculators for their core and accounting courses. The available equipment in the Business Education Division satisfies the needs of the BTEC program. There are no immediate technology hardware needs at this time.</p> <p>In the Fall 2014, BTEC would be eligible to upgrade to the industry standard-- Office 2013. Funding for this will be needed at that time.</p>

2.8 Financial Resources: Strengthen processes to develop and better utilize fiscal resources.

<ul style="list-style-type: none"> What efforts has the program made to investigate entrepreneurial opportunities or alternative funding sources to support program goals? Describe your programs level of success in obtaining funds and future plans. 	<p>BTEC instructors at Leeward Community College, Hawai'i Community College, and Maui College have secured a Perkins proposal to create a Virtual Office Assistant Course and Certificate Program. This is the only alternative funding source for program planning that is needed at this time.</p>
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3. Work Force Development: To provide a trained workforce by offering programs that prepare students for both employment and future career development.

3.1 Program articulation with workforce needs: Articulate educational programs with workforce needs by utilizing input from advisory groups and other relevant sources of information.

<ul style="list-style-type: none"> How does the program identify applicable workforce trends? What trends or projections in your discipline may affect your program in the next five years? How will you address this? 	<p>The BTEC PCC relies on input from its advisory board, national publications, state publications, and other reported statistical information to determine workforce trends. For example, <i>U.S. News and World Report</i> (http://money.usnews.com/careers/best-jobs/rankings/best-business-jobs) ranks the Executive Assistant as #10, Administrative Assistant as #21, and Receptionist as #22 of the 24 best business jobs in 2013. According to the <i>Employment Projections for Industries and Occupations 2008-2018</i> report prepared by the State of Hawaii Department of Labor and Industrial Relations, the Office and Administrative Support Occupations listed 4,680 jobs in 2008</p>
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	<p>and projected 4,970 jobs in 2018. This is a 6.2% growth.</p> <p>In a recent article about career planning (http://education-portal.com/cm/10_great_degrees_to_help_you_find_a_job.html), it states that “hands down, the fastest growing industry in the U.S. is healthcare.” Of particular interest is the fact that demands for medical secretaries will see a 41 percent growth from 2010-2020. This information solidifies that the decision to offer a Medical Office Receptionist certificate is a good move in diversifying program offerings at the College. Furthermore, the BTEC coordinator plans to pilot test the certificate of completion for the first two years and then increase to a certificate of achievement.</p>
<ul style="list-style-type: none"> • How is the selection of courses reviewed for relevancy to community and workforce needs? What recent changes have resulted from this review? How has your program addressed professional development needs which have risen from the changes? 	<p>As mentioned earlier, BTEC PCC representatives meet three to four times a year to review and update courses and SLOs, share resources and teaching strategies, discuss current industry trends and requirements, and integrate new teaching methods and advanced technology in BTEC courses. The committee recently worked with a consultant to align BUSN 164, 170, and 193V. Using the National Business Education’s <i>National Standards for Business Education</i>, the PCC refined course descriptions, SLOs, course content, concepts and skills, learning assessment tasks, assessment outlines/blueprints, assessment weighting, and methods of instruction; developed grading rubrics for evaluating portfolios, projects, presentations, and various assignments; and reviewed textbook resources and developed test banks for each of the courses. The updated BTEC PCC agreement is systematically reviewed and updated to ensure currency and effectiveness; it is an efficient process which requires improvement. <BTEC PCC Articulation Agreement Link: http://www.hawaii.edu/offices/app/aa/articulation/BTArticulation_Agreement_aug_08.pdf></p> <p>The faculty member in the BTEC program has participated in professional development on a national level to learn best practices, develop currency in career technical areas, network with colleagues in the field, and create changes in the program. As mentioned earlier, recent changes include offering two new certificate programs to address workforce needs. However, additional professional development will be needed to prepare instructors to teach these courses; goals for such professional development are addressed in the plan below.</p>
<ul style="list-style-type: none"> • What method is used to assess student and employer satisfaction with the program's offerings and operations. What are the results of this assessment and how have results changed over time? What changes did you make or are planning to make due to the results? 	<p>The BTEC coordinator has connected with employers who are seeking to hire or have hired qualified graduates or interns, such as the County of Kaua’i, Contemporary Flavors, KCC Bookstore, Shioi Construction, C & J Financial Services, YWCA Women’s Shelter, Kaua’i Humane Society, KCC Business Office, KCC Admissions and Records Office, KCC Counseling and Advising Office, KCC Wellness Center, KCC Early Childcare Education Center, Pioneer Seed, and Scott Shimabukuro Dentistry. For those where student placement did occur, the results were positive and were documented in informal surveys via follow-up emails or phone calls. It is not possible to gauge if these results have changed over time since a survey has not been regularly conducted; however, this could be included in future plans.</p>

	<p>Offering BUSN 164 will potentially address comments that are listed in the employer survey. <Exhibit 6></p> <p>A student satisfaction survey has not been completed at this time and has been included in the goals listed in this document. Modifications to the BTEC program will be considered based on the results of this survey.</p>
<ul style="list-style-type: none"> What program initiatives have been implemented to improve course completion, and job preparation? 	<p>Good ethics is one focal area that BTEC Advisory members emphatically stated as lacking. The BTEC program implements the following guidelines to prepare students for employment:</p> <ol style="list-style-type: none"> 1. Attend class daily and be punctual. 2. Work collaboratively and in teams; respect others; teach others. 3. Ask questions about your work when necessary. 4. Accept and initiate change, demonstrate flexibility. 5. Take responsibility for one's own life and job. 6. Accept responsibility willingly to do a job, to do it right, and to do it on a timely basis. 7. Organize information in a neat and logical manner. 8. Continue developing the skills of analysis, critical thinking, and problem solving. 9. Continue learning and growing. <p>To help students develop that skill, the Division sets standards by implementing a productive work environment which includes a strict attendance policy that three absences result in a lowered grade, and three tardies equal one absence. Students know that they are tardy when the class door is closed and that their attendance history reflects their attitude about work. They are also encouraged to practice neatness, professionalism, and appropriate behavior/language use. They are given opportunities to practice being prepared, working ahead of due dates, and becoming organized (e.g., using sticky tabs to label chapters, current chapters, and important concepts to be remembered; storing course outlines, calendars, and other assignments in three-ring binders so nothing gets lost, etc.). They are guided to demonstrate paying attention to detail, being conscientious, working as a team member, and producing quality work both as a student and future employee.</p> <p>There needs to be more strategic discussion on how the College can better train students to have solid work ethics. The training ground should not only include all career technical education courses but Liberal Arts courses as well.</p>
<ul style="list-style-type: none"> What are the expected career/occupational outcomes for students? (e.g. transfer, employment)? 	<p>It is important to note that BTEC transfers to four-year colleges are not numerous. In fact, according to information from the institutional researcher which was obtained from National Student Clearinghouse records, five students have transferred to UH four-year institutions, four to other community colleges, and none have transferred to private Hawaii-based schools or out-of-state schools. Of these transfers, only one was a graduate of a UH four-year institute.</p> <p>Thus, the expected career/occupational outcome for students is primarily gainful employment. However, transfer to four-year colleges is a long-term goal that will be added to long-range plans.</p>

<ul style="list-style-type: none"> Does the program have an Advisory Board Committee? How does the program work with the Advisory Board to assess effectiveness? 	<p>The BTEC Advisory Board consists of graduates, personnel officers representing various businesses (hotels, law firms, health care facilities), County personnel, government and private labor organizations, and a high school business instructor. The Board meets annually and provides relevant feedback on its respective industries in terms of trends, needs, and challenges. Board members are also prime resources for job placement sites. Based on their recommendation, the Business English and Transcription course was revised by removing transcription outcomes since the Board reported that transcribing is a skill that is rarely used in industry. They also noted that “Knowledge of Microsoft Word, Excel, Outlook, Access, and PowerPoint greatly preferred” and that the College will “Need to continue to stress work etiquette/ethics along with academics.” These recommendations are addressed by including BUSN 150/151 in the program because it covers the whole Microsoft Office package, and included BUSN 164 covers concepts and theories relating to workplace behavior, managing one’s attitude, and building relationships for workplace effectiveness. The Board also gave their full support in plans to create a Medical Office Receptionist Certificate and a Virtual Assistant Certificate.</p>
<p>3.2 Certification/Licensure, Job Placement, Transfer: Meet workforce needs, increase students' rates of certification, licensure, job placement and/or transfer to appropriate baccalaureate programs by providing relevant education and training programs.</p>	
<ul style="list-style-type: none"> What is the percentage of your graduates that receive licensure/certification? Is this satisfactory? How can this be improved? 	<p>The BTEC Program does not have data on licensure/certification because it is not applicable.</p>
<ul style="list-style-type: none"> Comment on the level of job placement in the field of study. Is this satisfactory for your program? 	<p>There is no system in place for recording the job placement of BTEC graduates. However, a systematic, six-month follow-up plan would provide information on the job placement of BTEC graduates.</p>
<ul style="list-style-type: none"> Do you have a percentage of program graduates that are expected to transfer to an appropriate upper division program? If so, what is this percentage and has your program met this benchmark? If not, would this be one appropriate index of your program's success. Please comment. 	<p>As noted above, BTEC transfers to four-year colleges are not numerous. In fact, according to information from the institutional researcher which was obtained from National Student Clearinghouse records, five students have transferred to UH four-year institutions, four to other community colleges, and none have transferred to private Hawaii-based schools or out-of-state schools. Of these transfers, only one was a graduate of a UH four-year institution.</p> <p>Although transfer to an upper division program is not a stated goal, the BTEC instructor encourages students to think long term and to consider their options. Having a four-year degree does not automatically guarantee a job, but it does open up more opportunities for advancement and/or higher paying salaries. (Note: The Bureau of Labor Statistics lists the median wage for office and administrative support assistant as \$34,660; CTE teacher with four-year degree as \$53,920.) As stated in the program description, students are trained for immediate, gainful employment. However, student transfer to a baccalaureate program is a viable benchmark with the expectation that the goal would be a small number.</p>

<p>4. Personal Development: To provide life-long learning opportunities in the areas of personal and professional development.</p>	
<p>4.1 Faculty/Staff Development: Foster faculty and staff currency of expertise in their areas of responsibility through support of professional development activities.</p>	
<ul style="list-style-type: none"> Explain how faculty and staff maintain expertise in their discipline or area of responsibility. 	<p>The current faculty and staff in the Business Education Division are fairly new with the most senior faculty having been in her position for seven years. The BTEC Coordinator (and only full-time, BTEC-dedicated instructor) is in her fourth year. Participating in professional development activities locally and nationally (as time permits) maintains the teaching faculty's currency in business technology in terms of latest trends in software and technology, textbook updates, and teaching methodologies.</p> <p>Students are the faculty's number one priority, and to maintain expertise in the field they participate in various in-service workshops and professional activities outside of the college and make connections with colleagues and programs as well. The program coordinator participates in professional development activities sponsored by state and regional business education associations on a quarterly basis. Such participation helps to maintain currency in business technology in terms of latest trends in software and technology, textbook updates, and teaching methodologies.</p> <p>When it comes to professional development, time is the most valued and scarce commodity and the BTEC coordinator does her best to stay updated. An area of need would be to provide more professional development opportunities for the BED lecturers.</p>
<ul style="list-style-type: none"> Describe the Professional Development plan, including availability of resources and the process of allocating these resources. Does this plan adequately meet Professional Development needs? 	<p>A professional development plan for the BTEC coordinator is provided in the exhibits below. This plan adequately meets professional development needs at this time. <Exhibit 7></p>
<p>4.2 Student Development: Foster personal enrichment of students by providing opportunities that broaden their college experience.</p>	
<ul style="list-style-type: none"> Describe program faculty involvement in providing opportunities for students' personal enrichment through co-curricular activities. 	<p>The BTEC program provides support to students who participate in co-curricular activities on campus but does not have a "club" of its own. Students are encouraged to work with industry to conduct research and interview staff on assigned projects. For example, students in the BUSN 170 Records and Information Management conduct research at various worksites to review filing systems used in the industry.</p> <p>BTEC students are also engaged in supporting the annual culinary arts Spring Gala by providing administrative support in making flyers, menus, tickets, and brochures.</p>

	<p>The Program coordinator recognizes that this is a weak area and is open to increasing opportunities in co-curricular activities.</p>
<ul style="list-style-type: none"> Does the program support non-traditional approaches to education? If so describe these. What outcomes are expected from these approaches, and how have they affected student success across the curriculum? 	<p>The BTEC program supports non-traditional approaches in its courses to engage students in hands-on learning. Other learning tools include peer learning, team assignments, internet research and group presentations, case studies, interviews with experts in the industry, mock interviews by industry representatives, site visits, computer-aided and computer-graded assignments, and more. One prime example is mentioned above, where students in the BUSN 170 Records and Information Management conduct research at various worksites to review filing systems used in the industry, which they then compile and conduct a formal presentation to their classmates. Based on course evaluation responses, students respond favorably to methods that include active participation and have the opportunity to practice being held accountable for learning.</p>

5. Community Development: To contribute to community development and enrichment through campus leadership and collaboration.

5.1 Leadership:

<ul style="list-style-type: none"> Comment on activities initiated and lead by program faculty and staff that have positively impacted our community. List pertinent community services and activities. Discuss leadership roles in other community activities that you are interested in pursuing. 	<p><u>Involvement of Program Coordinator/Instructor in Community Services and Activities</u></p> <p>Kaua`i High School Senior Capstone Project, Fall 2010. Reviewed students' (seniors') proposals to determine if they were permissible, measurable, valid, and substantial and that they met the rubrics that were set. Because of previous involvement at Kauai High School, the objectives, programs, and faculty are a familiar curriculum resource. This involvement provides a better understanding of academic achievement of potential KCC students as they exit high school.</p> <p>Executive Committee Secretary and Member, Lihue Aiki Kai (LAK). As practicing member and secretary to this aikido club, I manage the files, take minutes at executive committee meetings and general board meetings, make leadership decisions on behalf of the organization and facilities, and volunteer service in community events such as the Lihue Hongwanji Bon Dance. LAK executives are appreciative of my experience and community college connection; this involvement provides me the opportunity to network with and give back to the community in which I reside.</p> <p>Selection Committee, Garden Island Federal Credit Union (GIFCU) Scholarship Committee, 2012-2013. For the past two years, I have served to review applications for the GIFCU scholarship program which annually awards three \$1,000 scholarships to graduating high school seniors from the public high schools. We reviewed multiple applications in 2012 and 2013 based on academic excellence, community service, and personal character. The portfolios of the applicants are impressive, and seeing the academic</p>
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	<p>excellence produced by these students indicates that local schools are providing academic rigor which must be maintained at the community college level.</p> <p>Volunteer Parent, Chiefess Kamakahahei Middle School, Fall 2012 to present. As a parent to a young child, I am involved in curricular and extracurricular activities both during and outside of school hours. Being involved helps in my relationships with other teachers as he progresses up grade levels; it has also broadened my perspective of the needs of my students especially at the remedial level. My students also indirectly benefit with my experience and empathy in child-raising challenges.</p> <p>Accounting Team, Meadow Gold Health Baby Contest, Summer 2012. I worked with Kaua`i High teachers to enter the judges' scores on an Excel spreadsheet. I was represented as a Kaua`i Community College instructor in this community service event.</p> <p>The BTEC coordinator is currently a new member of the Delta Kappa Gamma Xi Chapter and looks forward to being involved in pertinent community services and activities and is willing to assist community groups when approached.</p>
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5.2 Collaboration: Establish active collaborative arrangements to support community goals and needs.

<ul style="list-style-type: none"> What has the program done to establish communication, partnerships, and cooperation with high schools, other community college programs, the community, and four-year institutions in supporting their mission and goals? Discuss successes, challenges, lessons learned and how these findings will be applied in future plans. 	<p>BTEC program colleagues in the UHCC system work closely to articulate program and course learning outcomes and curriculum details. The Kauai BTEC recently received UH West Oahu support in developing a draft articulation agreement with BTEC for transfer equivalencies. As mentioned earlier, there are discussions among colleagues in the BTEC PCC to improve collaboration with other post-secondary institutions and communication with high schools. Discussions include the need to revisit the Dual Credit Articulation Program of Study (DCAPS) Agreement in which students can earn community college credit by successfully completing an approved high-school course. Currently, there is a BTEC PCC agreement with Job Corps Hawaii that has been approved in Fall 2013.</p> <p>Establishing better partnerships with the College's feeder schools (high schools) would be advantageous to building enrollment. All potential partners have to be willing to invest the effort and be on the same page in order to be effective. It is understandable that other schools are so intensely involved in their own procedures/demands that collaborating with others may not be their priority. Discussions with the DOE are best undertaken at the administrative level.</p>
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6. Diversity: To foster a global understanding and appreciation for diversity.

6.1 Diversity: Support diversity and cultural awareness through campus programs.

<ul style="list-style-type: none"> How does your program support diversity and cultural awareness? What 	<p>The BTEC program supports diversity and cultural awareness and appreciation in its cultural and social environment courses and will be addressed in BUSN 164 in the Fall 2014. In other examples, BUSN 125 students are given the task</p>
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<p>are the desired outcomes? How have these outcomes been met?</p>	<p>of creating presentations of their unique travel experiences or cultural experiences and are graded on their oral presentations. In BUSN 175, students learn about the difference between western and eastern styles of communicating. In BUSN 170, students participate in a cultural potluck in which they each bring a dish that is representative of their culture and they explain the significance of it. In BTEC courses, students have the opportunity to work collaboratively with their classmates in pairs and larger groups and are encouraged to be nonjudgmental as well as supportive of and helpful to their peers.</p>
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6.2 International education: Foster global understanding, develop partnerships with communities and organizations both within and beyond Hawai'i.

<ul style="list-style-type: none"> • What academic relationships does your program have beyond Kaua'i, Hawai'i, the U.S.? Describe these and their impact on student learning experiences. If none, what areas of the program could benefit from such relationships? Describe plans ready for implementation and/or projects to be developed. 	<p>The BTEC program does not directly have academic relationships beyond the national level and this is not a high priority for the program but is willing to explore possibilities as they relate to the curriculum.</p>
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STRENGTHS AND AREAS NEEDING IMPROVEMENT

- Use this area to summarize, in narrative form, what you found out about your program: what is the program doing well? Is there room for improvement in these areas of strength? What can the program be doing better?
- Feel free to add a bulleted list of strengths and areas needing improvement.

The BTEC program is doing fairly well in its successful completion rates over the past five cycles (82%; 73%; 75%; 81%; 73%). The number of unduplicated degrees and certificates awarded has fluctuated (8; 16; 11; 19; 12) as did the number of majors (50; 54; 56; 64; 62), but overall this figures have leveled off. **What has changed dramatically is the number of new and replacement positions for the state (855; 679; 695; 271; 271) and county (31; 29; 33; 12; 11) which led to an unhealthy status in the demand indicator.** This reduction in state and county positions is a shift from previous years when graduates could seek the security of civil service employment. Graduates now compete for fewer jobs. **<Exhibit 8>**

Full-time faculty resources are an area that needs improvement. It's business as usual but the structure of the program is growing and the number of FTE BOR appointed faculty has declined. Since the retirement of two BTEC-dedicated, full-time faculty members in 2010, only one BTEC-dedicated faculty provides both instruction and program coordinator duties. With two new certificates underway in Fall 2014 and additional program assessments, improvements, and planning demands, the program needs stable collegial support in order to operate more effectively. The BTEC program not only manages the instruction of dedicated BTEC courses but also courses that are required for the entire Business Education Division (Hospitality, Accounting, AS in Business). As of this writing there are 23 BUS or BUSN courses offered in the Business Education Division, and only 11 of them are specific to BTEC majors. **<Exhibit 9>**

The Virtual Office Assistant certificate is uncharted territory that also requires curriculum revision if it is to be offered purely online. It is also the area where instructors will need continual professional development to stay abreast of new and emerging technology. Results show that students are not doing as well in their distance learning courses as they are in face-to-face courses, and this is the biggest area that needs improvement. Students are not meeting benchmarks, and this must be addressed before any new distance learning courses are offered out of the Business Education Division.

ACTION PLAN WITH TIMELINE

- Summarize action steps to be taken as a result of program review.
- Indicate both broad strategies for addressing program goals as well as smaller steps for accomplishing this strategy.
- Be sure to address each program goal.
- Identify names of key persons involved in implementing the steps and the overall strategy.
- When possible, identify partnerships that will enhance strategies.
- Identify and quantify where possible the outcomes expected from the action, e.g., 30% increase in number of majors, 50% improvement in semester to semester retention, 20% improvement in program completion.
- Indicate resources that will be needed. Due to limited funding, programs should attempt to re-align, re-purpose, and reallocate whenever feasible.
- Indicate when specific steps will take place and be completed (a timeframe is fine).
- Leave status blank as program action plan will be used for annual updates and status can be addressed then.

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
1. ACCESS: To provide open access to educational excellence for a diverse student population.							
1.1 Outreach Increase non-traditional students in CTE programs	Attract more non-traditional students (males) into BTEC	<ul style="list-style-type: none"> • Time • Marketing tools • Color printer (existing) • Paper 	<ul style="list-style-type: none"> • Marketing Director • Program Coordinator 	Fall 2014	Marketing materials are developed	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
Native Hawaiian students	Attract more Native Hawaiian students to BTEC Collaborate with Hawaiian Studies faculty	<ul style="list-style-type: none"> • Time • Marketing tools • Color printer (existing) 	<ul style="list-style-type: none"> • Marketing Director • Program Coordinator • Hawaiian Studies faculty 	Fall 2014	Marketing materials are developed	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
		<ul style="list-style-type: none"> Paper 					
Increase and improve design and delivery of distance learning offerings	<ul style="list-style-type: none"> Review the existing design and delivery of distance learning offerings Strategize ways to improve success rates Revise curriculum as needed Provide professional development for distance learning faculty 	Reassigned Time Information provided by Institutional Researcher	<ul style="list-style-type: none"> BTEC Coordinator Institutional Researcher Division Chair Distance Learning Coordinator Professional Development Committee 	Fall 2014	30% increase in success rates of students	Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.	
Increase completion of degrees and certificates	<p>Review the process of declaring majors and receiving certificates</p> <p>Develop plan for students to declare certificates when they register for the AAS</p>	Time	<ul style="list-style-type: none"> BTEC Coordinator Counseling and Advising Registrar 	Spring 2014	30% more certificates declared and issued	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
2. LEARNING & TEACHING: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning.							
2.1 Articulation Improve partnerships with K-12 to improve college preparation and to ensure that	<ul style="list-style-type: none"> Review DCAPS agreement Meet with high school counselors and counterparts 	Time	<ul style="list-style-type: none"> BTEC Coordinator VCAA High School Counselors & 	Fall 2015	Draft DCAPS in place	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
students are aware of specific opportunities that KCC provides	<ul style="list-style-type: none"> Participate in College and Career Fairs, high school fairs, parent night 		Teachers				
2.1 Curriculum Relevant curriculum development	<ul style="list-style-type: none"> Develop curriculum for health fields Develop curriculum for new and emerging degrees 	Reassigned Time	<ul style="list-style-type: none"> BTEC Coordinator Curriculum Committee HED Division Faculty 	Fall 2014 Fall 2016 = AA in place	Medical Office Receptionist certificate in place Virtual Office Assistant certificate in place	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
2.2 Remedial/Developmental Address the learning needs of under-performing students	Revise the curriculum to design and Integrate career success activities	Time	<ul style="list-style-type: none"> BTEC Coordinator Career Success Coordinator Lecturers 	Fall 2014-Ongoing	Solutions in place; 20% increase in retention numbers	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
2.6 Faculty & Staff Increase current FTE faculty	Hire FTE Faculty with specialty in distance learning education	Salary Funds (~\$4,167 @ 12 months = \$50,004-\$55,000 annually)	Administration	Fall 2014	New FTE faculty in place	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
2.7 Facilities Renovate and update computer labs	<ul style="list-style-type: none"> Renovate BUS 110 Renovate BUS 111 Purchase tables and chairs 	Budget Allocation for Facility Improvement \$50,000-	Administration	Fall 2016	Remodel complete Tables and chairs in place	Use current and emerging technologies effectively to create and manage documents and	

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
		\$60,000				handle multiple priorities.	
3. WORKFORCE DEVELOPMENT: To provide a trained workforce by offering programs that prepare students for both employment and future career development.							
3.2 Transfer Add a benchmark for graduates who transfer to four-year institutions	Benchmark added to outcomes	Time	<ul style="list-style-type: none"> BTEC Coordinator Institutional Researcher 	Spring 2014	Benchmark in place; UHWO articulation agreement in place; students in pipeline	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
Increase job placement through new curriculum	<ul style="list-style-type: none"> Develop Medical Office Receptionist Certificate Develop Virtual Office Assistant Certificate 	Time	<ul style="list-style-type: none"> BTEC Coordinator HED Faculty Institutional Researcher UHCC BTEC Partners 	Fall 2014	20% increase in enrollment and graduation success rates	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
Increase job placement through better coordination with business and industry	Advisory committee input	Survey & Time	BTEC Coordinator and Institutional Researcher	Spring 2015	30% increase in job placement rates	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
4. PERSONAL DEVELOPMENT: To provide life-long learning opportunities in the areas of personal and professional development.							
4.1 Faculty/Staff Development Professional development related to increasing and improving design and delivery	Develop training for distance learning faculty	Time and Money \$5,000	BTEC Coordinator	Spring 2014 - Ongoing	Professional development completed 30% increase in grades that meet	Use current and emerging technologies effectively to create and manage documents and	

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
of distance learning offerings					benchmark	handle multiple priorities.	
Professional development related to addressing the learning needs of under-performing students	Find training for faculty and lecturers	Time and money (Ed White funds) \$5,000	BTEC Coordinator	Summer 2014	Professional development completed; strategies in place in curriculum; test piloted in Fall 2014	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	
5. COMMUNITY DEVELOPMENT: To contribute to community development and enrichment through campus leadership and collaboration.							
5.1 Collaboration Establish collaboration with business and industry	Increase partnerships Cooperative Education placement sites	Time	Outreach Counselor & Program Coordinator	Fall 2015	30% increase in new partnerships	Work as a responsible member of a team to meet an organization's objectives.	
6. DIVERSITY: To foster global understanding and appreciation for diversity.							
6.1 Diversity Provide support for diversity and cultural awareness	Promote teamwork and collaborative cultural awareness activities in the curriculum	Time	BTEC Coordinator	Fall 2015	More opportunities are offered in the curriculum Students display appreciation for cultural diversity	Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.	

Exhibits

Exhibit 1 – Completion Rates

Students	Column Labels			
Row Labels	AAS	CA	CC	Grand Total
BTEC	75	27	41	143
2005	8	3		11
2006	9	1	2	12
2007	6	2	2	10
2008	5	2	1	8
2009	5	1	2	8
2010	13	2	3	18
2011	7	6	7	20
2012	9	4	11	24
2013	13	6	13	32
Grand Total	75	27	41	143

Exhibit 2 – Male/Female and Native Hawaiian Enrollment

BTEC	494	16%
F	429	18%
HW	154	12%
non-HW	275	21%
M	65	6%
HW	14	0%
non-HW	51	8%

Exhibit 3 – Number of Majors

		2008-2009 Healthy	2009-2010 Healthy	2010-2011 Healthy	2011-2012 Unhealthy	2012-2013 (unofficial)
Demand	1 New & Replacement Positions (State)	855	679	695	271	271
	2 *New & Replacement Positions (County Prorated)	31	29	33	12	11
	3 *Number of Majors	50	54	56	64	62
	4 SSH Program Majors in Program Classes	501	523	506	682	552
	5 SSH Non-Majors in Program Classes	601	791	706	992	1019
	6 SSH in All Program Classes	1102	1,314	1,212	1,674	1571
	7 FTE Enrollment in Program Classes	37	44	40	56	52
	8 Total Number of Classes Taught	33	38	41	49	52

Exhibit 4 – Distance Learning Success Rate

Attempt?	1	<input type="button" value="v"/>
Has Distance Version?	1	<input type="button" value="v"/>
Values		
Row Labels	<input type="button" value="v"/>	Students Success Rate
BUS	1193	69%
DCO	420	67%
(blank)	773	70%
BUSN	2146	81%
DCO	149	47%
(blank)	1997	84%
ECOM	82	65%
DCO	61	56%
(blank)	21	90%
Grand Total	3421	77%

Exhibit 5 – Student Learning Outcomes (Institution, Program, Satisfactory Level)

BTEC Program Learning Outcomes		
PLO	How Is It Assessed?	Summary of Assessment Data Satisfactory = “C” or 70%
Work as a responsible member of a team to meet an organization’s objectives. <Meets SOCIAL RESPONSIBILITY>	Classroom assessment; written products (review, transcription, peer evaluations); research teams; group projects (written and oral)	Students perform at a satisfactory to above satisfactory level.
Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment. <Meets SOCIAL RESPONSIBILITY, PERSONAL RESPONSIBILITY>	Classroom assessment; overall analysis; written products (correspondence, reports, production jobs, resumes, etc.); group projects (written and oral); situational assessment (work experience)	Students perform at a satisfactory to above satisfactory level.
Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. <Meets COGNITION and INFORMATION COMPETENCY>	Assessment center methods (in-baskets, production tests, etc.); overall analysis (assignments, time management); portfolios; written products (projects, resumes, etc.); group projects (written and oral); standardized tests	Students perform at a satisfactory to above satisfactory level.
Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette. <Meets COMMUNICATION, SOCIAL RESPONSIBILITY, PERSONAL RESPONSIBILITY>	Assessment center methods (in-baskets, production tests, etc.); overall analysis (assignments, time management); portfolios; written products (projects, resumes, etc.); group projects (written and oral); standardized tests	Students perform at a satisfactory to above satisfactory level.
Use research and decision-making skills to make informed choices consistent with personal and organizational goals. <Meets INFORMATION COMPETENCY, SOCIAL RESPONSIBILITY, PERSONAL RESPONSIBILITY>	Classroom assessment; overall analysis; written products (correspondence, reports, production jobs, resumes, portfolios etc.); group projects (written and oral); situational assessment (work experience); standardized tests	Students perform at a satisfactory to above satisfactory level.
Apply appropriate strategies to secure employment, retain a job, and advance in a career. <Meets PERSONAL RESPONSIBILITY, SOCIAL RESPONSIBILITY, INFORMATION COMPETENCY, COGNITION, COMMUNICATION>	Student journals; self-critiques; written products (applications, resumes, letters); internships; portfolios; overall analysis	Students perform at a satisfactory to above satisfactory level

Exhibit 6 – Business Employer Questionnaire (5/3/13) <4 PAGES>

1. Please think about the tasks, activities, and responsibilities of your employees. What specific skills, competencies, and personal characteristics such as attitude and ethics are required for these positions?
 - a. Able to take on more responsibilities
 - b. Positive attitude is necessary and ability to shift between tasks with flexibility.
 - c. Very conscientious about excelling above and beyond servicing or providing a memorable stay at the hotel. Will want to return to the island to visit with hotel staff.
 - d. Knowledge of Microsoft Word, Excel, Outlook, Access, and PowerPoint greatly preferred. Good attitude, ability to work well with others and follow basic office policies.

2. What are some characteristics of an outstanding employee?
 - a. Wanting to help; getting along with others
 - b. Someone who is intuitive in customer service, diplomatic when dealing with team as well as customers.
 - c. Well mannered; always want to give the best service experience. Always have a “yes” mentality.
 - d. Works well with others, follows attendance (start/end time) policy, self starter, follows up on assigned tasks.

3. What do you see as the main challenge for employers when dealing with employees/workers?
 - a. Initiative, adapting to technology used on site, iPod, iPhone
 - b. Teaching the above skills.
 - c. Don't want to work hard; have very little patience.
 - d. Too often employees don't take responsibility for their mistakes and will try to blame it on someone else. Proper use of work time—some employees.

4. Think for a moment about the performance of KCC graduates. Now consider the performance of other non-KCC employees. How well do the KCC graduates perform in comparison to others? In what specific areas, if any, do KCC graduates outperform others? In what areas, if any, do KCC graduates not perform as well?
 - a. Certificates put them ahead of those without
 - b. –
 - c. –
 - d. We had one KCC student who was outstanding and very task oriented and diligent in her work. The second student we had was the exact opposite, but a lot of it was personal attitude of the individual.

5. Based on your familiarity or experience with the BTEC program, how might the College improve its courses? Its programs? The performance of its graduates? Are there specific areas you feel should be changed?
 - a. Problem solving, trouble shooting
 - b. –
 - c. On the job training
 - d. From the student that performed well with us, it's obvious that KCC works with them to have them prepared for the worksite. Just need to stress to them about professionalism, work ethic, and confidentiality.

6. Consider the changing nature and demands of the industry. In your experience, to what extent have KCC student employees or graduates been prepared for these changing demands and responsibilities?
 - a. Good start but they need to grow to adapt to needs of workplace
 - b. –
 - c. –
 - d. For the most part, they seem prepared.

7. How well do KCC graduates perform relative to your personal and professional expectations of an entry-level employee?
 - a. Seem to be advanced over those without technology education
 - b. In my experience, the graduate had better analytical skills.
 - c. –
 - d. One did very well and exceeded our expectations. The other one did not do so well. It does depend on the individual's drive and if an individual does not perform well it's not necessarily because the college didn't do its job.

8. In what ways do you foresee the clerical profession changing in the near future? For example, over the next 3-5 years, what new skills, knowledge, or competence will be required of an office administrator?
 - a. More sales, dynamic personalities, using social media, internet searches
 - b. –
 - c. Absolute multi-tasking and completion
 - d. You know, I have no idea!

9. Can you think of any skills and competencies that were required in the past which may now not be as important?
 - a. Short hand-sanskrit
 - b. –
 - c. –
 - d. Shorthand

10. Does your company (or a company you know of) use a Dictaphone or transcribing machine on a regular basis?
 - a. No
 - b. No
 - c. No
 - d. No

11. Do your graduates/employees have any specific technology needs or training?
 - a. Taking minutes
 - b. –
 - c. Push to talk—PTT—use of cell phone.
 - d. –

12. Do you have any concerns about professionalism (attire, habits, and behaviors)?
 - a. Yes. Humble, need to understand it takes time to advance.
 - b. Yes, separating business habits from social.
 - c. Speaking good English—no pidgin language.
 - d. Yes. They need to be aware of proper dress, etc., and that they should not be on Facebook, Twitter, etc. when they should be working.

13. Do you have employee problems with punctuality, efficient use of time, and returning from breaks?
- I've heard others, smoke breaks, from lunch, getting to work late, lack of enthusiasm.
 - Not a serious problem.
 - Yes!
 - Yes
14. Do you feel that Co-op and internship is an important part of student training?
- Yes. Middle of learning and the real world.
 - Yes.
 - Yes.
 - Yes
15. Overall, how can KCC improve its BTEC program?
- Putting in social media, more researching, how to interconnect organizations, save money or make money for company
 -
 - Perhaps look at large populated school and see what they are offering?
 - Need to continue to stress work etiquette/ethics along with academics.

Database SW used:

- Hirenet
-
- SAP Payroll; Publisher
- Access, Excel

Presentation SW used:

- PowerPoint
-
- PowerPoint
- PowerPoint

Spreadsheet SW Used:

- Excel
- Excel
-
- Excel

Word processing SW used:

- Word
- Word
- Microsoft Word
- Word

Please rate the frequency/importance of each type of task (at your work site) by checking the appropriate box.	<0> Used <u>none</u> of the time (not important)	<1> Used <u>rarely</u> (important in a few cases)	<2> Used <u>some</u> of the time (important half of the time)	<3> Used <u>all</u> of the time (very important)
TASK				
Accounting	A		C	BD
Business math			AB	CD
Communication (externally)				ABCD
Communication (interoffice)				ABCD
Communication (oral—presentations, selling, taking phone orders, etc.)		D	AB	C
Communication (written—memos, letters, etc.)		B		ACD
Confidentiality				ABCD
Customer service				ABCD
Database (list software used):				ACD
Desktop publishing (flyers, brochures, newsletters, etc.)			ABD	C
Conduct electronic research		B		ACD
Filing papers			AB	CD
Grammar and mechanics				ABCD
Handling complaints			B	ACD
Handling currency	AD	C		B
Keyboarding accuracy			B	ACD
Keyboarding speed		B	AC	D
Managing electronic files			BC	AD
Organization & cleanliness			A	BCD
Presentation software (list software used):		C		AD
Social media (Facebook, Twitter)	ABD	C		
Spreadsheets (list software used)			B	ACD
Team projects		BD	A	C
Telephone skills				ABCD
Ten-key speed and accuracy		C	A	BD
Transcribing from recorded messages	ACD	B		
Typing/keyboarding by touch			AC	BD
Web page maintenance	ACD		B	
Word processing (list software used):			B	ACD

Exhibit 7 – Professional Development Plan

Professional Development Plan BTEC Program Coordinator			
Plan	Completion Date	Purpose and Plan of Action	Measurement
Acquire Skills to Effectively Address Remedial, Developmental, and Distance Education Shortfalls	Fall 2014	<ul style="list-style-type: none"> • Increase techniques in existing curriculum • Partner with Student Success to strategize 	<ul style="list-style-type: none"> • Student success rate increases by 30%
Provide Professional Development Activities for Faculty and Lecturers Who Teach Distance Learning Courses	Fall 2014 to Spring 2015	<ul style="list-style-type: none"> • To strategize with key faculty and staff on curriculum development and delivery in distance learning courses • To support and collaborate with campus colleagues in other divisions 	<ul style="list-style-type: none"> • Student success rate increases by 30%
Design new course: BUSN 158 Social Media and Collaboration Tools for Business	Fall 2013 to Spring 2014	<ul style="list-style-type: none"> • To collaborate with key faculty and staff on curriculum development in this distance learning course • To offer the certificate program under BTEC • To provide options for students seeking home-based occupation • To support interdependent collaboration with campus colleagues in other divisions 	<ul style="list-style-type: none"> • Course will be integrated in BTEC VA certificate program • Course is offered in Fall 2014 schedule
Design New Course: BUSN 159 Managing the Virtual Assistant Office	Fall 2013 to Spring 2014	<ul style="list-style-type: none"> • To collaborate with key faculty and staff on curriculum development in this distance learning course • To offer the course towards the Virtual Assistant certificate program under BTEC • To provide options for students seeking home-based occupation • To support interdependent collaboration with colleagues on other campuses 	<ul style="list-style-type: none"> • Course will be integrated in BTEC VA certificate program • Course is offered in Spring 2015 schedule
Submit Virtual Assistant Certificate Program on BTEC PAR	Fall 2013 to Spring 2014	<ul style="list-style-type: none"> • To offer the Virtual Assistant Certificate under BTEC • To provide options for students seeking home-based occupation • To support interdependent collaboration with colleagues on other campuses 	<ul style="list-style-type: none"> • VA Certificate will be integrated in BTEC program • Program is offered in Fall 2014 schedule
Teach BUSN 164, Career Success	Fall 2014 to Spring 2015	<ul style="list-style-type: none"> • To implement BUSN 164 in the BTEC program (see above) as an essential course for student achievement • To offer and teach the course in Fall 2014 	<ul style="list-style-type: none"> • Course will be integrated in BTEC program • Course is offered in Fall 2014 schedule
Teach BUSN 150, Introduction to Business Computing	Fall 2014 to Spring 2015	<ul style="list-style-type: none"> • To implement BUSN 150 in the BTEC program (see above) as an essential course for student achievement • To offer and teach the course in Fall 2014 	<ul style="list-style-type: none"> • Course will be integrated in BTEC program • Course is offered in Fall 2014 schedule
Teach BUSN 151, Intermediate Business	Spring 2015	<ul style="list-style-type: none"> • To implement BUSN 151 in the BTEC program (see above) as an essential course for student 	<ul style="list-style-type: none"> • Course will be integrated in BTEC program

**Professional Development Plan
BTEC Program Coordinator**

Plan	Completion Date	Purpose and Plan of Action	Measurement
Computing		<ul style="list-style-type: none"> achievement To offer and teach the course in Spring 2015 	<ul style="list-style-type: none"> Course is offered in Spring 2015 schedule
Offer Medical Office Receptionist Certificate of Completion (MOR CC)	Fall 2014 to Spring 2015	<ul style="list-style-type: none"> To offer the MOR CC as a certificate program under BTEC To provide options for students seeking health-related occupation To support interdependent collaboration with campus colleagues in other divisions 	<ul style="list-style-type: none"> Course will be integrated in BTEC program Course is offered in Fall 2014 schedule
Attend HBEA Conferences (five-year plan)	Three times a year (2013-2018)	<ul style="list-style-type: none"> To participate in professional development activities that will contribute to effectiveness in teaching To network with colleagues in the field and share best practices To gain new teaching tools that contribute to vocational training 	<ul style="list-style-type: none"> Travel expenditures approved Travel request submitted
Attend WBEA Conferences (five -year plan)	February 13-17, 2014 (Portland, OR) February 2015 (Scottsdale, AZ) February 2016 (Honolulu, HI) February 2017 (TBD) February 2018 (TBD)	<ul style="list-style-type: none"> To broaden my vision and perspective by networking with professionals from the 10 western states To participate in professional development activities that will contribute to effectiveness in teaching To network with colleagues in the field and share best practices To gain new teaching tools that contribute to vocational training 	<ul style="list-style-type: none"> Travel expenditures approved Travel request submitted
Attend Virtual Assistant Live Summit Conference	April 29-May 2, 2014 (Las Vegas, NV) May 2015 (TBD) May 2016 (TBD) May 2017 (TBD) May 2018 (TBD)	<ul style="list-style-type: none"> To build in-person networking with practicing virtual assistants who are independent business owners To attend quality, hands-on workshops with unique programs and state-of-the-art tools To learn from colleagues To gather best practices and effective training tools 	<ul style="list-style-type: none"> Certificate will be integrated in BTEC program Course is offered in Fall 2014 schedule
Become President-Elect for HBEA	Fall 2014 to Spring 2015	<ul style="list-style-type: none"> To maintain currency and understanding of BTEC on a statewide level To build leadership, program, and curriculum development To provide leadership and service to the community, colleagues, and students 	<ul style="list-style-type: none"> Inducted in Fall 2014 Professional growth and development is achieved

Exhibit 8

BUSINESS TECHNOLOGY - QUANTITATIVE INDICATORS							
			2008-2009 Healthy	2009-2010 Healthy	2010-2011 Healthy	2011-2012 Unhealthy	2012-2013 (unofficial)
Demand	1	New & Replacement Positions (State)	855	679	695	271	271
	2	*New & Replacement Positions (County Prorated)	31	29	33	12	11
	3	*Number of Majors	50	54	56	64	62
	4	SSH Program Majors in Program Classes	501	523	506	682	552
	5	SSH Non-Majors in Program Classes	601	791	706	992	1019
	6	SSH in All Program Classes	1102	1,314	1,212	1,674	1571
	7	FTE Enrollment in Program Classes	37	44	40	56	52
	8	Total Number of Classes Taught	33	38	41	49	52
		DEMAND HEALTH CALL	Healthy	Healthy	Healthy	Unhealthy	
Efficiency	9	Average Class Size	16.5	15.9	13.7	16.3	14.8
	10	*Fill Rate	81%	77%	66%	76%	67%
	11	FTE BOR Appointed Faculty	2	3	3	3	2
	12	*Majors to FTE BOR Appointed Faculty	25	17.8	18.5	21.2	31
	13	Majors to Analytic FTE Faculty	20.15	18.1	18.1	16.5	15.79
	13a	Analytic FTE Faculty	2.5	3.0	3.1	3.9	3.9
	14	Overall Program Budget Allocation	\$218,267	\$471,846	\$226,365	\$186,923	
	14a	General Funded Budget Allocation	\$218,267	\$471,846	\$226,365	\$185,505	
	14b	Special/Federal Budget Allocation	\$0	\$0	\$0	\$0	
	14c	Tuition and Fees		Not Reported	Not Reported	\$1,418	
	15	Cost per SSH	\$198	\$359	\$187	\$112	
16	Number of Low-Enrolled (<10) Classes	3	5	11	9	11	
		EFFICIENCY HEALTH CALL	Healthy	Healthy	Healthy	Unhealthy	
Effectiveness	17	Successful Completion (Equivalent C or Higher)	82%	73%	75%	81%	73%
	18	Withdrawals (Grade = W)	25	34	24	38	47
	19	*Persistence (Fall to Spring)	67%	66%	59%	80%	59%

	20	*Unduplicated Degrees/Certificates Awarded	8	16	11	19	12
	20a	Degrees Awarded	5	13	7	9	0
	20b	Certificates of Achievement Awarded	2	2	6	4	6
	20c	Advanced Professional Certificates Awarded	0	0	0	0	0
	20d	Other Certificates Awarded	1	3	7	11	13
	21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
	22	Transfers to UH 4-yr	2	1	2	2	2
	22a	Transfers with credential from program	0	0	1	1	1
	22b	Transfers without credential from program	2	1	1	1	1
		EFFECTIVENESS HEALTH CALL	Cautionary	Cautionary	Cautionary	Healthy	
Distance Education	23	Number of Distance Education Classes Taught	1	2	2	5	10
	24	Enrollment Distance Education Classes	15	53	36	95	200
	25	Fill Rate	75%	100%	82%	86%	87%
	26	Successful Completion (Equivalent C or Higher)	73%	77%	50%	66%	52%
	27	Withdrawals (Grade = W)	1	1	2	8	14
	28	Persistence (Fall to Spring Not Limited to Distance Education)		77%	81%	67%	67%
Perkins IV Core Indicators	29	1P1 Technical Skills Attainment	100	84.62	90.91	86.36	80
	30	2P1 Completion	25	38.46	40.91	27.27	40
	31	3P1 Student Retention or Transfer	80	76.92	70.45	64.29	77.78
	32	4P1 Student Placement	100	50	69.23	68.18	68.18
	33	5P1 Nontraditional Participation		12.7	9.09	12.86	12
	34	5P2 Nontraditional Completion		40	0	9.09	16.67

PERKINS HEALTH CALL

2009-2010 Perkins IV Core Indicators	Goal	Actual	Met
1P1 Technical Skills Attainment	90.05	90.91	Met
2P1 Completion	44.50	40.91	Not Met
3P1 Student Retention or Transfer	55.50	70.45	Met
4P1 Student Placement	50.50	69.23	Met
5P1 Nontraditional Participation	16.00	9.09	Not Met
5P2 Nontraditional Completion	15.10	0.00	Not Met

2010-2011 Perkins IV Core Indicators	Goal	Actual	Met
1P1 Technical Skills Attainment	90.10	86.36	Not Met
2P1 Completion	45.00	27.27	Not Met
3P1 Student Retention or Transfer	56.00	64.29	Met
4P1 Student Placement	51.00	68.18	Met
5P1 Nontraditional Participation	16.25	12.86	Not Met
5P2 Nontraditional Completion	15.15	9.09	Not Met

Exhibit 9 - Business Technology AAS Degree – Course Descriptions

COURSE & CREDITS *Courses for BTEC Majors Only	PREREQUISITES & DESCRIPTION
<p>Choose one of the following:</p> <p>(A) ACC 124, Accounting I (3 credits)</p> <p>(B) ACC 201, Introduction to Financial Accounting (3 credits)</p>	<p>Prereq: Qualified for ENG 22. Description: This course introduces basic accounting principles and practices to a service and merchandising sole proprietorship. Upon successful completion of this course, the student will be able to demonstrate an understanding of the procedures involved in the basic accounting cycle and apply those procedures to the recording and reporting of accounting data at the introductory level. The student will be able to maintain specialized journals and subsidiary ledgers, and demonstrate an understanding of banking procedures and payroll accounting at the introductory level. F,S</p> <p>Prereq: Qualified for ENG 100. Description: This course is an introduction to accounting theory and methods used to record and report financial information according to generally accepted accounting principles. F, S</p>
<p>BUS 120, Principles of Business (3 credits)</p>	<p>This course surveys the fundamentals of the American business enterprise and examines the foundations and responsibilities of accounting, business, management, finance, marketing, and the business environment.</p>
<p>SP 151, Personal and Public Speech (DA) (3 credits)</p>	<p>Prereq: Qualified for ENG 22. This course is an introduction to the fundamentals of speech communication. Students engage in activities to acquire competence in interpersonal, small group, and public communication.</p>
<p>BUS 175, WI-Business Communications – Written (3 credits)</p>	<p>Prereq: "C" or higher in ENG 22 or acceptable reading and writing placement test scores. This course covers basic skills and techniques for effective business writing. It is designed to develop and refine writing skills with an emphasis on basic writing, proofreading, and editing techniques.</p>
<p>BUSN 89, Electronic Calculating (1 credit)</p> <p style="background-color: yellow; padding: 2px;"><FOR CERTIFICATES ONLY, EFFECTIVE FALL 2014></p>	<p>This course gives students practice with real world skills used in the modern business environment; emphasizes proper technique and speed with the ten-key pad found on calculators, computer keyboards, and cash registers; and develops the ability to work with numbers and use of a calculator to perform business computations.</p>
<p>*BUSN 106, Introduction to Medical Coding (3 credits)</p> <p style="background-color: yellow; padding: 2px;"><NEW, EFFECTIVE FALL 2014></p>	<p>Prereq: C" or higher in HLTH 140. (DRAFT): This course introduces the procedures to code medical office visits or diagnostic procedures for tracking and billing purposes. Students will use the International Classification of Disease (ICD) and Current Procedural Terminology (CPT) systems as required for medical insurance claims and statistical information tracking in health care facilities.</p>
<p>BUSN 121, Intro. to Word Processing (3 credits)</p> <p style="background-color: yellow; padding: 2px;"><FOR CERTIFICATE DEGREE ONLY, EFFECTIVE FALL 2014></p>	<p>The course covers touch operation of alphabetic, numeric, and symbols keys; application of basic word processing features to produce business documents including letters, memos, tables, and reports; e-mail; and skill development. Students will use Microsoft Word.</p>
<p>*BUSN 123, Word Processing for Business (3 credits)</p>	<p>Prereq: 35 gwam, or "C" or higher in BUSN 121. This course uses advanced features from a word processing program to create business documents emphasizing production and proofreading. Knowledge of the internet and the computer is integrated in the course content. Timed computer keyboarding skills for creating and editing business</p>

COURSE & CREDITS *Courses for BTEC Majors Only	PREREQUISITES & DESCRIPTION
	documents and sending electronic attachments are also included.
*BUSN 124, Information Processing (3 credits) <TO DELETE, EFFECTIVE FALL 2015>	Prereq: "C" or higher in BUSN 123. Comments: Credit by exam is not an available option. Description: This course expands students' concepts of word/information processing and further develops skills. Emphasis is placed on more advanced applications such as merging and sorting, formatting with special features, and adding visual elements. Using Microsoft Word, students will prepare documents that are representative of business applications. S
*BUSN 125, Information Processing Applications (3 credits) <TO DELETE, EFFECTIVE FALL 2015>	Prereq: "C" or higher in BUSN 124. Comments: Credit by exam is not an available option. Description: The course uses Microsoft Word and PowerPoint to introduce basic webpage development and design techniques to enhance the presentation and readability of documents, such as letterheads, business cards, flyers, brochures, and promotional documents. S
BUSN 130, Spreadsheet and Database (3 credits) <TO DELETE FROM BTEC AAS, EFFECTIVE FALL 2015>	This course introduces students to the basic functions of spreadsheet and database programs. It includes the input, retrieval, and processing of alphanumeric data on computerized spreadsheet and database programs. Students will develop proficiency in designing worksheets and databases.
BUSN 150, Introduction to Business Computing (3 credits) <NEW, EFFECTIVE FALL 2014>	This course is an introduction to computers and the components of a business computer system, including "hands-on" exposure to elementary applications and learning how computer technology can be applied to satisfy business needs.
BUSN 151, Intermediate Business Computing (3 credits) <NEW, EFFECTIVE FALL 2014>	Prereq: "C" or higher in BUSN 150. This course expands the concepts of business computing introduced in BUSN 150, broadens the knowledge of word processing, spreadsheet, database, and presentation software utilizing intermediate and advanced-level features of the software, and provides experience with typical business applications that utilize the Intranet and Internet technologies. Students develop greater proficiency in creating, modifying, and printing documents, spreadsheets, database queries, reports, and forms.
*BUSN 158, Social Media and Collaboration Tools for Business	Prereq: "C" or higher in ENG 21 and ENG 22. Recommended Prep: Basic computer, internet, and keyboarding skills. This course introduces students to social media, collaboration, and Web 2.0 tools as it relates to business. Students learn how to effectively create, maintain, and update blogs, social media sites (i.e. Facebook, Twitter, LinkedIn, Google+, YouTube), and internal/external collaboration and communication tools. Organizational management of cloud storage will be covered.
*BUSN 159, Creating and Managing the Virtual Office	Prereq: "C" or higher in ENG 21 and ENG 22, BUSN 123, BUSN 150, BUSN 164; Recommended Prep: Basic computer and keyboarding skills. This course will explore issues that should be addressed when creating a virtual office. Topics will include managing your time, setting up a home-based business, customizing your workplace, evaluating and buying technology, communicating using technology, marketing your business, and applying business ethics.
BUSN 160, Telephone Techniques and Communications (1 credit)	Students will learn to develop positive telephone communication skills (professional relationships, a positive image, and reliable customer service). They will also study how current technology facilitates information processing. Emphasis will be on answering and using the telephone efficiently and courteously and taking messages effectively.
BUSN 161B, Customer Service - Basic Concepts (1 credit)	This course covers basic customer service concepts, which include gaining customer loyalty, handling difficult customers, and exceeding customer expectations.

COURSE & CREDITS *Courses for BTEC Majors Only	PREREQUISITES & DESCRIPTION
*BUSN 164, Career Success (3 credits) <NEW, EFFECTIVE FALL 2014>	This course presents concepts and theories relating to workplace behavior, managing one's attitude, and building relationships for workplace effectiveness.
BUSN 166, Professional Employment Preparation (1 credit)	This course facilitates employment search by emphasizing professional techniques and standards in the preparation of application forms, résumés, cover letters, and employment interviews.
*BUSN 170, Records and Information Management (3 credits)	The course studies principles of and procedures for organizing and operating Records and Information Management (RIM) programs. Topics include selection of filing systems, equipment, and supplies; procedures for storage, retrieval, transfer, retention, and disposal of records; study and application of Association of Records Managers and Administrators (ARMA) rules for alphabetic, alphanumeric, geographic, numeric, and subject methods.
*BUSN 179, Business English (3 credits) <NEW, EFFECTIVE FALL 2014> To replace BUSN 180/181	Prereq: "C" or higher in BUSN 123 and ENG 22, or acceptable placement test scores. This course is a study of grammar, punctuation, and word usage, which provides the basic tools for effective business communication.
*BUSN 180, Business English and Transcription I (2 credits) <TO DELETE, EFFECTIVE FALL 2015>	Prereq: "C" or higher in BUSN 123 and ENG 22, or acceptable placement test scores. Description: This course is a study of grammar, punctuation, and word usage, which provides the basic tools for effective business communication. Use of a transcribing machine is also covered.
*BUSN 181, Business English and Transcription II (2 credits) <TO DELETE, EFFECTIVE FALL 2015>	Prereq: "C" or higher in BUSN 180. Description: This course covers English mechanics with application to business communications.
Choose one of the following: (A) BUSN 189, Business Mathematics (3 credits) (B) MATH 103, College Algebra (3 credits)	Prereq: Qualified for ENG 21 and MATH 24. Introduces various accounting and finance computational procedures utilizing the calculator as a tool. Surveys concepts in algebra, logical structure, numeration systems, and statistics. Develops critical thinking skills in making personal and business decisions. Prereq: "C" or higher in MATH 25 or acceptable math placement test score. This course is a continuation from Elementary Algebra. Topics of study include exponents; algebraic equations and inequalities; absolute value; polynomial, rational, exponential, and logarithmic functions; conic sections; systems of equations and inequalities; matrices; and determinants.
*BUSN 193V, Cooperative Education (1-3 credits)	Prereq: Business major or Department/instructor approval. Additional prerequisites may be required by different campuses. Cooperative Education provides practical career-related work experience through a program used nationally in colleges and universities to apply classroom knowledge and to develop job competencies. Full-time or part-time work in private and public sectors of the business, government, and industrial communities is utilized for this program. The number of credits earned depends upon the number of hours spent at the job station during the semester.

COURSE & CREDITS *Courses for BTEC Majors Only	PREREQUISITES & DESCRIPTION
ECOM 100, Introduction to E-Commerce (3 credits)	<p>Recommended: Working knowledge of personal computer systems and the ability to operate standard web browsers and use email comfortably. Knowledge of data communications systems would be very helpful.</p> <p>This course provides an introduction to the technology and history of the internet and its use as an electronic commerce medium from informational websites to full online retail systems. Included in this introductory survey course will be an analysis and evaluation of retail and business-to-business internet-based systems. Coursework includes webpage design and the construction of a business-style website, and in-depth internet and email marketing techniques. F</p>
Social Environment (3 credits) (A) BUS 130, Business Communications - Oral (B) ECON 130, Principles of Microeconomics (DS)	<p>This course gives students an opportunity to develop competence in oral communications within an organizational context. Emphasis is placed upon interviewing and conference discussion, including participation and leadership in groups. Students are involved in personal presentations, including explaining, reporting, briefing, and selling ideas.</p> <p>Prereq: Qualified for ENG 100. Description: In this course, students will study supply, demand, and price determination in a market economy; costs, revenues, and price policies of the firm under conditions of competition and monopoly; and the determination of wages, rent, interest, and profits. S</p>
Written Communication (3 credits)	<p>BUS 175; ENG 100, ENG 104 or higher; JOUR 205; LING 102; any WI course; or any FW designation</p> <ul style="list-style-type: none"> • BUS 175: Business Communications – Written (Prereq: "C" or higher in ENG 22 or acceptable reading and writing placement test scores.) • ENG 100: Composition I (FW) (Prereq: "C" or higher in ENG 22 or acceptable writing placement test score.) • ENG 104: Introduction to Creative Writing (DA) (Recommend: ENG 100) • JOUR 205: News Writing ("B" or higher in ENG 22) • LING 102: Introduction to the Study of Language (DH) (Qualified for ENG 100)
Elective (5 credits)	<ul style="list-style-type: none"> • Any 100-level or higher course that is not currently listed • For MOR = HLTH 140: Intro. to Human Body Systems and Related Medical Terminology (Prereq: Qualified for ENG 102)
GEN ED: Cultural Environment (3 credits)	<p>ANTH 200, ANTH 220; BOT 105; CULN 130; HOST 101; SP 185; any Humanities course; or any DA, DH, or DL designation, including languages</p> <ul style="list-style-type: none"> • ANTH 200: Cultural Anthropology (DS) (Prereq: Qualified for ENG 100) • ANTH 220: Prehistory of Hawaii (DS) • BOT 105: Ethnobotany (DS) CULN 130: Intermediate Cookery (Prereq: CULN 120) • HOST 101: Introduction to Hospitality and Tourism • SP 185: Intercultural Communication (DS) (Prereq: Qualified for ENG 100 or "C" or higher in SP 151)
GEN ED: Natural Environment (4 credits)	<p>CULN 185; HLTH 140; ICS 100, ICS 101; any Natural Science course; or any DB/DP designation</p> <ul style="list-style-type: none"> • CULN 185: Culinary Nutrition (Prereq: Qualified for ENG 21 or Math 50H) • ICS 100: Computing Literacy and Applications • ICS 101: Digital Tools for the Information World (Prereq: Qualified for ENG 100 and MATH 103, "C" or higher in ICS 100, or acceptable math placement test score.) • For MOR = BIOL 100 & 100L Human Biology (Prereq: Qualified for ENG 100) OR SCI 121 & 121L Introduction to Science

Business Technology Program Action Request (PAR)
Proposed, Fall 2014

PRESENT	CC Business Technology (Office Assistant)	CC Business Technology	CA Business Technology	AAS Business Technology	PROPOSED	CC Medical Office Receptionist	CC Business Technology (Office Assistant)	CC Virtual Office Assistant	CC Business Technology	CA Business Technology	AAS Business Technology
					New courses to be implemented Fall 2014.						
BUSN 89			1	1	BUSN 89		1				
					BUSN 106 (Intro. to Medical Coding)	3					
BUSN 121	3				BUSN 121		3				
BUSN 123		3	3	3	BUSN 123	3		3	3	3	
BUSN 124			3	3	BUSN 150 (Intro. to Bus. Computing)	3		3		3	3
BUSN 125			3	3	BUSN 151 (Inter. Bus. Computing)			3		3	3
BUSN 130	3	3	3	3	BUSN 158 (Social Media & Collaboration Tools for Business)			3			3
BUSN 160	1	1	1	1	BUSN 160	1	1		1	1	1
BUSN 161B	1	1	1	1	BUSN 161B	1	1		1	1	1
BUSN 166	1	1	1	1	BUSN 166		1		1	1	1
BUSN 170		3	3	3	BUSN 170	3			3	3	3
					BUSN 164 (Career Success)		3		3	3	3
BUSN 180/BUSN 181			4	4	BUSN 179 (Business English)					3	3
BUSN 189 or MATH 103			3	3	BUSN 189 or MATH 103				3	3	3
BUSN 193V				3	BUSN 193V			1			3
					BUSN 258 (Creating & Managing the Virtual Office)			3			
ACC 124 or ACC 201				3	ACC 124 or ACC 201						3
					ACC 201			3			
BUS 75 or BUS 175	3	3			ENG 22	3					
BUS 175			3	3	BUS 175		3		3	3	3
ECOM 100		3	3	3	ECOM 100				3	3	3
Cultural Environment Core Options				3	Cultural Environment Core Options						3
Elective: Any 100 level or higher				7	Elective: Any 100-level or higher For MOR, HLTH 140 (3)	6					5
Natural Environment Core Options				3	Natural Environment Any 100-level or higher 3-credit DB or DP science course with a 1-credit DY. For MOR, BIOL 100 or SCI 121.	3					4
Oral Communication BUS 130 or SP 151				3	Oral Communication BUS 130; SP 151						3
Social Environment BUS 120 or ECON 130			3	3	Social Environment BUS 120 or ECON 130					3	3
Written Communication Core Options				3	Written Communication Core Options						3
	12	18	35	60		23	13	19	21	33	60