

# **Kauai Community College Annual Program Review for Business Technology**

## **Program Description**

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 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. These positions may also provide opportunities for advancement in office occupations in the global marketplace. Additionally, we promote positive work ethics and attitudes. 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). 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. Certificate 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>

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.

The campus currently has one full-time faculty member who serves as both BTEC instructor and program coordinator. All other BTEC courses (BUS/BUSN alpha) are taught by part-time lecturers.

## Part I. Quantitative Indicators

### Kauai Community College 2015 Instructional Annual Report of Program Data Business Technology

#### Part I: Program Quantitative Indicators

#### Overall Program Health: **Cautionary**

Majors Included: BTEC Program CIP: 52.0401

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	271	258	258	<b>Unhealthy</b>
2	*New & Replacement Positions (County Prorated)	11	11	12	
3	*Number of Majors	62	52	46	
3a	Number of Majors Native Hawaiian	20	18	19	
3b	Fall Full-Time	42%	46%	43%	
3c	Fall Part-Time	58%	54%	57%	
3d	Fall Part-Time who are Full-Time in System	0%	4%	2%	
3e	Spring Full-Time	45%	55%	24%	
3f	Spring Part-Time	55%	45%	76%	
3g	Spring Part-Time who are Full-Time in System	2%	2%	13%	
4	SSH Program Majors in Program Classes	552	585	373	
5	SSH Non-Majors in Program Classes	1,019	707	545	
6	SSH in All Program Classes	1,571	1,292	918	
7	FTE Enrollment in Program Classes	52	43	31	
8	Total Number of Classes Taught	52	53	44	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	14.8	12.8	11.0	<b>Cautionary</b>
10	*Fill Rate	67%	58.7%	49.2%	
11	FTE BOR Appointed Faculty	2	1	1	
12	*Majors to FTE BOR Appointed Faculty	31	52	45.5	
13	Majors to Analytic FTE Faculty	15.8	14.2	14.1	
13a	Analytic FTE Faculty	3.9	3.7	3.2	
14	Overall Program Budget Allocation	\$227,690	\$290,022	Not Yet Reported	
14a	General Funded Budget Allocation	\$227,155	\$289,888	Not Yet Reported	
14b	Special/Federal Budget Allocation	\$0	\$0	Not Yet Reported	
14c	Tuition and Fees	\$535	\$134	Not Yet Reported	
15	Cost per SSH	\$145	\$224	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	11	18	19	

\*Data element used in health call calculation

Last Updated: August 28, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	73%	79%	75%	<b>Cautionary</b>
18	Withdrawals (Grade = W)	47	27	29	
19	*Persistence Fall to Spring	59%	66%	56.8%	
19a	Persistence Fall to Fall	35%	41.1%	0%	
20	*Unduplicated Degrees/Certificates Awarded	19	13	14	
20a	Degrees Awarded	13	10	13	
20b	Certificates of Achievement Awarded	6	4	0	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	13	9	2	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	2	1	3	
22a	Transfers with credential from program	1	1	0	
22b	Transfers without credential from program	1	0	3	

Distance Education: Completely On-line Classes		Program Year		
		12-13	13-14	14-15
23	Number of Distance Education Classes Taught	10	17	16
24	Enrollments Distance Education Classes	200	251	221
25	Fill Rate	87%	60%	56%
26	Successful Completion (Equivalent C or Higher)	52%	75%	67%
27	Withdrawals (Grade = W)	14	11	20
28	Persistence (Fall to Spring Not Limited to Distance Education)	67%	70%	45%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	88.89	Not Met
30	2P1 Completion	47.00	27.78	Not Met
31	3P1 Student Retention or Transfer	75.21	75.56	Met
32	4P1 Student Placement	68.92	37.50	Not Met
33	5P1 Nontraditional Participation	17.50	16.39	Not Met
34	5P2 Nontraditional Completion	16.00	13.33	Not Met

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	19	14	13
36	Number of Degrees and Certificates Native Hawaiian	1	3	7
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	47	36	34
39	Number of Transfers to UH 4-yr	2	1	3

\*Data element used in health call calculation

Last Updated: August 28, 2015

## Part II: Analysis of the Program

### Analysis of 2014-15 Program Health Indicators

#### **Demand Indicators**

The *New and Replacement Positions for the State* declined from 2012-13 and stayed the same in 2013-14 and 2014-15 (271; 258; 258). The *County Prorated Positions* increased by one during this period (11; 11; 12). The SOC code designation is as follows:

52.0401 Administrative Assistant and Secretarial Science, General

43-6011.00 Executive Secretaries and Executive Administrative Assistants

43-6014.00 Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

There was a substantial decrease in the number of BTEC majors (62; 52; 46) during this period which affected the demand health call. The score of *County Prorated Positions* (12) divided by *Majors* (46) yielded a score of 0.26, which gives the Demand Health Call the **unhealthy** range of  $< .5$ .

#### **Efficiency Indicators**

- A. The first of two parts in the efficiency indicator, the class fill rate, declined over time (67%; 58.7%; 49.2%). The rating was **unhealthy** ( $< 60\%$ ).
- B. The *Majors to FTE BOR Appointed Faculty* fluctuated over the years (31; 52; 45.5) giving this year's rating of **cautionary** as it falls between 36-60.

Finally, the average of the two measures  $(A + B / 2)$  is 0.5 which falls in the **cautionary** range of 0.5 – 1.0.

#### **Effectiveness Indicators**

There are two measurement pieces that make up the effectiveness category.

- A. *Unduplicated Degrees/Certificates Awarded* (14) divided by the *Number of Majors* (46) produced a score of 30%, which is in the **healthy** range ( $> 20$ ).
- B. *Persistence Fall to Spring* (59%; 66%; 56.8%) for this period falls in the **unhealthy** range ( $< 60\%$ ).

The average of the two measures  $(A + B / 2)$  is 1.0 which gives it an overall **cautionary** Health Call Score.

#### **Overall Health Score**

In conclusion, the BTEC Program is Demand (0) + Efficiency (1) + Effectiveness (1) = 2 which is **cautionary**.

#### **Perkins IV Core Indicators**

It is unclear why the Business Technology is not considered a “nontraditional degree program” (according to the VCSA) yet it continues to be ranked in the Perkins core indicators for those goals. However, an analysis of Perkins Core Indicators is provided below.

- A. The BTEC program has not met technical skills attainment goals. The Perkins IV inventory states the following:

Element 1P1 measures the percentage of CTE college credit hour concentrators who earned at least 75% of required program credit hours with a grade point average (GPA) of 2.5 or higher or passed a valid and reliable evaluation instrument applicable to their program area.

B. It has also not met technical skills completion goals which are assessed as follows:

**Numerator:** Number of CTE concentrators who, in the previous year, received an industry-recognized credential, a certificate or a degree and left postsecondary education.

**Denominator:** Number of CTE concentrators who, in the previous year, left postsecondary education.

C. The program has met student retention or transfer, student placement, and nontraditional participation goals but has not met nontraditional completion.

## Part III. Action Plan

BTEC is in its first full year after the Comprehensive Program Review. The following chart reflects the status of goals set last year and the progress for this year.

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
<b>1. ACCESS: To provide open access to educational excellence for a diverse student population.</b>							
<b>1.1 Outreach</b> Increase non-traditional students in CTE programs	Attract more non-traditional students (males) into BTEC	Time Marketing tools Color printer (existing)  Paper	Marketing Director Program Coordinator	Fall 2014	Marketing materials are developed	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	Nontraditional participation increased from 17.50 to 19.44.
Native Hawaiian students	Attract more Native Hawaiian students to BTEC Collaborate with Hawaiian Studies faculty	Time Marketing tools Color printer (existing)  Paper	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.	Status to be determined.
Increase and improve design and delivery of distance learning offerings	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	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.	Negotiate new date of completion; campus –wide task force met recently to discuss and strategize.
Increase completion of degrees and certificates	Review the process of declaring majors and receiving certificates Develop plan for students to declare certificates when they register for the AAS	Time	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.	Not met.
<b>2. LEARNING &amp; TEACHING: To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and lifelong learning.</b>							
<b>2.1 Articulation</b> Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific	Review DCAPs agreement Meet with high school counselors and counterparts Participate in College and Career Fairs, high school fairs, parent night	Time	BTEC Coordinator VCAA High School Counselors & Teachers	Fall 2015	Draft DCAPS in place	Apply appropriate strategies to secure employment, retain a job, and advance in a career.	Pending

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
opportunities that KCC provides							
<b>2.1 Curriculum</b>  Relevant curriculum development	Develop curriculum for health fields Develop curriculum for new and emerging degrees	Reassigned Time	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.	Achieved. Medical Office Receptionist and Virtual Office Assistant certificates were offered in Fall 2014.
<b>2.2 Remedial/ Developmental</b>  Address the learning needs of under-performing students	Revise the curriculum to design and Integrate career success activities	Time	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.	BUSN 164 (Career Success) is in place. Strategies used in this course will be applied to BUSN 193V to catch outgoing students.
<b>2.6 Faculty &amp; Staff</b>  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.	Goal deleted.
<b>2.7 Facilities</b>  Renovate and update computer labs	Renovate BUS 110 Renovate BUS 111 Purchase tables and chairs	Budget Allocation for Facility Improvement  \$50,000-\$60,000	Administration	Fall 2016	Remodel complete Tables and chairs in place	Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.	Pending funding and approval.
<b>3. WORKFORCE DEVELOPMENT: To provide a trained workforce by offering programs that prepare students for both employment and future career development.</b>							
<b>3.2 Transfer</b>  Add a benchmark for graduates who transfer to four-year institutions	Benchmark added to outcomes	Time	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.	Renegotiate deadline to Spring 2016.
Increase job placement through new curriculum	Develop Medical Office Receptionist Certificate Develop Virtual Office Assistant Certificate	Time	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.	Renegotiate deadline to Fall 2015 after programs run to completion its first year.
Increase job placement through better coordination with	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	Achieved.

Program Goal & Campus Strategic Priority or Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
business and industry						career.	
<b>4. PERSONAL DEVELOPMENT: To provide life-long learning opportunities in the areas of personal and professional development.</b>							
<b>4.1 Faculty/Staff Development</b>  Professional development related to increasing and improving design and delivery of distance learning offerings	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 benchmark	Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.	Pending.
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.	Pending.
<b>5. COMMUNITY DEVELOPMENT: To contribute to community development and enrichment through campus leadership and collaboration.</b>							
<b>5.1 Collaboration</b>  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.	In process.
<b>6. DIVERSITY: To foster global understanding and appreciation for diversity.</b>							
<b>6.1 Diversity</b>  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.	In process. Added guest speakers to informational lectures to promote campus activities/groups.

## Part IV. Resource Implications

### Human Resources

Full-time faculty resources are an area that needs improvement for the Business Education Division (BED). It's business as usual but programs are growing and the number of FTE BOR appointed faculty has declined. With additional program assessments, improvements, and planning demands, the Division needs stable collegial support in order to operate more effectively.

### Health and Safety

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. 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. Another 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. Finally, the carpet in the central area is worn and moldy and may be in need of attention and replacement.

## Part V. Program Learning Assessment

Assessment of the academic standards in BTEC is ongoing. 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.

**Evidence of Industry Validation.** The BTEC PCC committee collaborates on the University of Hawai'i System Articulation Agreement to facilitate the transfer and validate its courses across the University System. This agreement defines SLOs and aligns course requirements for the following courses:

- 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

The BTEC PCC uses the National Standards for Business Education (NSBE, Copyright 2014) 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.

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, *U.S. News and World Report* (<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 *Employment Projections for Industries and Occupations 2008-2018* 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 and projected 4,970 jobs in 2018. This is a 6.2% growth.

In a recent article about career planning ([http://education-portal.com/cm/10\\_great\\_degrees\\_to\\_help\\_you\\_find\\_a\\_job.html](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, if feasible.

Finally in an effort to validate program outcomes with industry needs, the BTEC coordinator connects with employers who are seeking to hire or have hired qualified graduates or interns, such as the County of Kauaʻi, Contemporary Flavors, KCC Bookstore, Shioi Construction, C & J Financial Services, YWCA Women’s Shelter, Kauaʻi 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

**Expected Level of Achievement for PSLOs.** General education and program student learning outcomes are cross listed and the achievement expectations are listed in the chart below.

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 PSLO 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 PSLOs 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 PSLOs 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 PSLOs 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 PSLOs 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 PSLOs 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

**Courses That Have Been Assessed.** The results of these assessments are systematically used to improve teaching methods. Courses that were assessed are:

ACC 124	BUSN 123	BUSN 166
ACC 201	BUSN 124	BUSN 170
BUS 120	BUSN 125	BUSN 179
BUS 130	BUSN 160	BUSN 189
BUS 175	BUSN 161B	BUSN 193V
BUSN 121	BUSN 164	ECOM 100

**Assessment Instrument Used.** 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 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.

**Other Comments.** BTEC students are meeting the benchmark and the program continues to refine and restructure to ensure student achievement and to meet industry needs.

**Next Steps.**