HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Business Technology

Date February 16, 2017

Review Period
July 1, 2015 to June 30, 2016

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

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

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	The BTEC program prepares students for employment in government and industry positions such as administrative assistants, information processors, receptionists, clerks, and secretaries. The program prepares students 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.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	The Business Technology program enables students to communicate clearly through oral and written interactions complying with standard office etiquette. Students will use current and emerging technologies to create and produce quality, mailable office documents, and will learn how to organize and manage multiple organizational tasks and coworkers in an office, making efficient use of time and resources.

Comprehensive Review information: <mark>Required for ARPD Web Submission</mark>

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2011
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2011_btec_comprehensive_instructional_program_review.pdf
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	**Comprehensive Review is being completed this year.** The CERC feedback from the 11-12 comprehensive program review recommended the following: 1. Faculty not only receives training in using cloud technology, but also implements the new technologies in the classroom. 2. Continue articulation program/courses with campus, local high schools, and PCC. This alignment may result in increased enrollment. May need a marketing campaign. 3. Program is close to achieving rating of Healthy in most of its Cautionary areas. Suggest focus attention on improving success of native Hawaiian and non-traditional students, as the indicators point to deficiencies for these two populations in more than one area. 4. Suggest more substantial support and evidence for how program's goals improve program effectiveness; particularly the goals for training in cloud technology and exploring strategies to improve effectiveness and Perkins Indicators.

	Suggestion for training and use of cloud technology was very valid. Faculty was trained and has shared the information with the rest of the Business Education department. Cloud technology is being taught and used in business technology classes. In addition, the department is using cloud technology to share documents and information within the department to make work more productive and efficient. Faculty continue to be trained in the newest features available in using cloud technology to collaborate and increase productivity. Implementation is ongoing. *The BTEC program continues to work on articulating programs/courses with local high schools, and PCC. Faculty meets with DOE faculty and with 4-year faculty and have continued to meet with PCC to articulate efforts and courses.* *The BEaT division has worked on developing a marketing campaign to promote our programs. We also developed a Virtual Office Assistant certificate to update the curriculum. We continue to focus attention on improving success of native Hawaiian and non-traditional students. Will look at submitting grant proposals in the future to try and fund strategies to meet these needs. The program continues to look for strategies to address the deficiencies.* *The BTEC program needs more support in exploring strategies to improve effectiveness and in meeting the Perkins indicators. Need time and expertise to research, find funding, and implement strategies.*

QUANTITATIVE INDICATORS

ARPD Data
Please attach a copy of the program's ARPD data tables and submit with the Program Review document.
   a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
   OR
   b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

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

ANALYSIS OF THE PROGRAM's DATA

Analyze the program's ARPD data for the review period.	
Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	Based on the ARPD data, the health call for the demand category is unhealthy as it was in program year 14-15. According to the report, the number of new and replacement positions in the county declined from 26 to 18. Although not included in the health call calculation, the statewide demand showed a similarly declining trend from 258 to 177 new and replacement positions.

Demand cell continued:

The BTEC faculty at HawCC feel that one CIP code is too limiting for demand in the industry we serve. According to the International Association for Administrative Professionals (IAAP), the following job titles might all be considered appropriate for someone trained in office administration.

- Administrative Assistant
- Customer Service Manager
- Customer Service Representative
- Data Entry Specialist
- Entry-Level Administrative Assistant
- Executive Assistant
- File Clerk
- Logistics Coordinator
- Mail Assistant
- Marketing Assistant
- Office Assistant
- Office/Facilities Manager
- Presentation/Graphics Specialist
- Project Coordinator
- Receptionist
- Sales Assistant
- Senior Administrative Assistant
- Senior Office/Facilities Manager
- Switchboard Operator

According to O*NET OnLine website by the U.S. Department of Labor, the job outlook for Receptionists and Information Clerks; Office Clerks, General; Bookkeeping, Accounting, and Auditing Clerks; and Secretaries and Administrative Assistants, except Legal, Medical, and Executive all have a

	positive outlook with some job outlooks having a bright outlook.

In addition to the positions discussed above, people with the business technology skills are starting their own businesses as independent contractors/virtual assistants.

The BTEC program faculty conducts surveys of graduates and some of the positions that our students obtain after graduation include:

- Legal Clerk
- Banking Specialist
- Inventory Clerk/Inventory Manager
- Accounts Clerk
- Administrative Assistant
- Office Assistant
- Bookkeeper
- Financial Analyst
- Records Technician
- Clerk
- Customer Service Representative
- Sales Management Trainee |
| Efficiency | BTEC was healthy in the efficiency category in 14-15 but in 15-16, the health call has declined to cautionary.

- The fill rate declined over the last few years and was at 48.7 percent in 15-16. We believe that the enrollment in BTEC classes have declined as a result of the strong economy. In fact, local businesses have been reaching out to our faculty to ask for students to apply for open positions.
- We have three FTE BOR appointed faculty assigned to the BTEC program, but one full position is currently not in the classroom. This person serves as the division chair for BEaT and HOST and the release time for this position does not allow for the faculty to be in the classroom.
- Adjustments have been made to ensure that course sequencing is followed to avoid over-offering sections that are low enrolled.
    - We have scheduled many courses to be offered only one time a year. |

Effectiveness	Like the efficiency category, the BTEC program dropped from healthy to cautionary in the effectiveness category. The fall to spring persistence dropped from 76.9 percent to 66.6 percent from the 14-15 to 15-16 academic year. • Again, the economy is strong and the job market is very positive and we believe that students have chosen to start working and gain on-the-job training rather than spend the time in the classroom. The number of withdrawals declined from 23 to 20 and is a good sign despite the negative persistence number. • Another very encouraging sign is that the number of certificates awarded went from 4 to 17. The BTEC faculty believe this to be as a result of the short-term certificates and the online courses that were offered during this time period with the support of the Rural Hawaii grant. • A change that may have affected the BTEC program is that the counselor assigned to assist students in the business division has moved offices from one that was close to where the business students are located and was convenient for our students to visit to one on the Manono campus. It is no longer a situation where the students can pop in and see if the counselor is available in between classes. Because of the effort that students must make in getting to the other campus and finding parking, making an appointment is necessary to see their counselor. This is not always an easy task for both the counselor and the student.
Overall Health	The overall health of the BTEC program is cautionary. The number of majors in the BTEC program has declined over the past three years from 85 to 74 to 53. • We believe that a strong Hawaii economy has decreased enrollment in BTEC. However, it should be noted that in addition to those who want BTEC degrees, non-BTEC majors take BTEC courses to improve their job skills for employment • It is possible that as the economy has improved and more jobs have become available, more students are joining the workforce before completing a degree. • From the teaching perspective, lecturers fill teaching gaps but are not required to serve on committees which leaves a small resource pool of FTE faculty to share among the multitude of campus committees and responsibilities. With assessments, improvements, and planning

	demands, the division needs stable collegial support dedicated primarily to the BTEC program in order to operate more effectively or risk FTE faculty burnout.
Distance Education	• The number of distance education classes taught went from two classes in 13-14, to six in 14-15, to eight in 15-16. • The enrollment similarly went up from 38 to 93 to 95 for distance education classes. • Although the fill rate went down from 63 percent to 52 percent to 40 percent, the successful completion of the online courses went up steadily from 42 percent to 74 percent to 76 percent.
Perkins Core Indicators (if applicable)	Two Perkins Core Indicators (2P1 Completion, 3P1 Student Retention or Transfer) were met for the 2014-2015 data. All other indicators were not met. In the previous year, the program also met two indicators, but they were 1P1 Technical Skills Attainment and 5P1 Nontraditional Participation so there does not seem to be a clear trend. • 1P1 Technical Skills Attainment: The score of 88.89 is very close to the goal of 91. Faculty need to continue to work with students to assist them in being successful in program classes. It is possible that students with over the 2.0 GPA may leave the program after having learned specific skills and being able to obtain full-time employment. • 2P1 Completion: MET • 3P1 Student Retention or Transfer: MET • 4P1 Student Placement: The score of 61.76 did not meet the goal of 69 for student placement. The percentage of students who were placed or retained in employment following program completion went up from 40.54 in the previous year. The program assists its graduates with their job search efforts through email contact and sharing of job info. More details about the data such as how quickly a student needs to secure employment after program completion as well as the response rate from students would help with more accurate analysis of this data. • 5P1 Nontraditional Participation: The score of 17.78 did not meet the goal of 19.69 but is close. There was a slight improvement from the previous year. Male students are considered to be nontraditional students for the BTEC program. Marketing to males and supporting their efforts in the program would help BTEC reach the goal every year. Ways to promote BTEC as a nontraditional career continue to be discussed, and the program will seek help from those who may have advice on reaching nontraditional

	students.
	• 5P2 Nontraditional Completion: The score of 19.23 is very close to the goal of 19.36. There was significant improvement from the previous year during which the score was 10.53. The program would like to increase nontraditional participation so as to improve numbers in nontraditional completion.
Performance Funding Indicators (if applicable)	• Overall, the performance funding indicators for the 15-16 year is very similar to the 13-14 academic year. In the 14-15 academic year, the numbers were positive but were not sustained into 15-16. • Over a three year period, the number of degrees and certificates went from 17 to 28 to 15. • Over the same three year period, the number of degrees and certificates awarded to Native Hawaiians went from 8 to 14 to 7. • In addition, the number of Pell recipients decreased significantly from 57 to 53 to 37. • Finally, the number of transfers to UH 4-year decreased from 7 to 4 to 2.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	• We believe that an improving Hawaii economy overall has decreased enrollment in the major as well as at the college. • We theorize that students enroll in the BTEC program to develop employable skills and update technology skills. Once skills are obtained, students may choose to transition to the workforce before completing the degree. • The absence of one of our FTE faculty from our classroom affects the stable, dedicated faculty effort in program assessment and student support. • The movement of the business education counselor has made it less convenient for our students to obtain proper and complete advising in relation to financial aid, transfer, and other general information.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	• The addition of the Virtual Office Assistant certificate was intended to produce more interest in BTEC and subsequently produce more graduates; however, it has been slow in taking off. • Students have good rapport with faculty and lecturers. • The BTEC program works closely with the Marketing and Accounting programs to offer/require classes that may be used to fulfill requirements for one degree. This helps with filling classes. • The BTEC program supports PLA efforts by working with students in earning credits for prior learning through course challenge exams. • One challenge in the program is having one FTE faculty member who is

	not willing to teach some courses, is not willing to incorporate current technology into the program courses, and not willing to teach on-line courses. The other FTE faculty member has release time for program coordination and PLA coordination and is not in the classroom full time. This leaves the remainder of the courses to be taught by lecturers.

Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	IRO data was accessed by the program coordinator via Academic Logic. Permission to access the data was granted quickly. The reports assist the program coordinator to offer support to students as needed to run the program efficiently.
Discuss changes made as a result of the IRO data.	Student contacts through email are made more frequently and hopefully with more accuracy. This helps us as we advise students about courses being offered/not offered during certain terms.

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	BTEC Course and Program Modifications: • Added BUSN 121 (Introduction to Word Processing) so it is not a hidden prerequisite and in hopes that it will support student acquisition of keyboarding skills. This may also improve student mastery of skills in BUSN 123. • Included BUSN 158 (Social Media and Cloud-Based Collaboration for Business) as a requirement instead of an elective for BTEC program as a result of feedback from industry asking for skills in this area. • Changing BUSN 89/189 (Electronic Calculating/Business Math) combination to BUSN 188 (Business Calculations) to streamline curriculum for students and articulate courses with the UHCC. • Replace BUSN 151 (Intermediate Business Computing) requirement to ACC 155 (Spreadsheets in Accounting) requirement so that students are more literate in Excel. This

	action was initiated as result of feedback from industry and course assessment results.
New certificates/degrees	Virtual Office Assistant Certificate—Validated by industry but slow in starting. We are currently offering classes as a system rather than at each campus. This helps to streamline resources and combine efforts.
Personnel and position additions and/or losses.	N/A
Other major/meaningful activities, including responses to previous CERC feedback.	- Suggestion for training and use of cloud technology was very valid. Some faculty were trained during webinars, local, and state conferences and have shared the information with others in BEaT. https://livinghilostyle.com/2016/02/25/wbea-conference-big-island-style/ Cloud technology is being taught and used in business technology classes. In addition, the department is using cloud technology to share documents and information within the department to make work more productive and efficient. Faculty continue to be trained in the newest features available in using cloud technology to collaborate and increase productivity. Implementation is ongoing. - The BTEC program continues to work on articulating programs/courses with local high schools, and PCC. Faculty meets with DOE faculty and with 4-year faculty and have continued to meet with PCC to articulate efforts and courses. Program Faculty have participated in judging the Senior Project Presentations at both Hilo and Waiakea High Schools. https://livinghilostyle.com/2016/04/24/waiakea-high-senior-project/ - Program coordinator has had a booth at events such as the DOE Career Expo and HawCC College Day. https://livinghilostyle.com/2016/03/22/hawaii-community-college-day/ - https://livinghilostyle.com/2016/02/29/college-career-expo-in-hilo/ - In addition, the program coordinator offered Business Communication workshops (including cloud-based collaboration) to HawCC staff, students, and members of International Association of Administrative Professionals. https://livinghilostyle.com/2016/10/01/business-communications-seminar-by-iaaphawcc/ - The BEaT division has worked on developing a marketing campaign to promote our programs. We also developed and are trying to market a Virtual Office Assistant certificate as well as the Rural Hawaii business certificates to update the

	curriculum. We continue to focus attention on improving success of native Hawaiian and non-traditional students. Will look at submitting grant proposals in the future to try and fund strategies to meet these needs. The program continues to look for strategies to address the deficiencies.
	• The BTEC program needs more support in exploring strategies to improve effectiveness and in meeting the Perkins indicators. Need time and expertise to research, find funding, and implement strategies.

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* **OR** *the program successfully integrated new strategies/technologies***.)**	
Discuss what the program has been doing well. Are there areas that need to be maintained and strengthened? Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	Partnership with International Association of Administrative Professionals (IAAP) has been established and is being strengthened. This connection allows networking between faculty and industry professionals which in turn benefits the students through networking and current and relevant information being included in the BTEC curriculum. The program coordinator continues to do a survey of newly graduated as well as former graduates to see where, if anywhere, they are being employed. This informal survey is sent to students via email at least twice a year. The summary of the data makes me hopeful that many of our students are being placed in government and office jobs related to their degree. Program faculty have been able to share free/reasonably priced products with students. (MS Office via Microsoft.com) The program coordinator offers workshops to interested staff, students, and industry professionals on the topic of business communications. https://livinghilostyle.com/2016/10/01/business-communications-seminar-by-iaaphawcc/ According to student surveys, one activity that is described as very valuable and relevant is the planning of the field trip

by students in the capstone class, BUSN 292 (Integrated Office Procedures. This field trip allows students to visit local offices and see firsthand the professionalism required from someone in a position they are hoping to obtain. Articles are released with student testimonials after the visits. http://hawaiitribune-herald.com/news/community/hawcc-business-technology-students-visit-prosecutor-s-office

The program coordinator has made a concerted effort to share positive information about BTEC and HawCC with the community via the local newspaper and the www.LivingHiloStyle.com blog

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	We have three FTE BOR appointed faculty assigned to the BTEC program, but one full position is currently not in the classroom. This person serves as the division chair for BEaT and HOST and the release time for this position does not allow for the faculty to be in the classroom. Another FTE faculty has some release time for PLA and program coordination and is also not in the class full time. The other FTE faculty is not always able to assist with developing program vision for future that includes technology.
Discuss changes and actions taken to address those challenges, and any results of those actions.	We have had lecturers support our program which benefits students in the classroom, but the overall program coordination and development duties fall on one person.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Allow FTE faculty from BTEC to teach in classroom and encourage/require teaching faculty to be more open to teaching all classes in the BTEC discipline. This will allow for more continuity and stability in program and will allow students to get to know their advisors.

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.

Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	1. Improve student support initiatives
	   a. Worked with Business Division counselor to promote BTEC program and support students in our program.
	   b. Offered student support event to current and potential students.
	   c. Strategies to improve success and support of native Hawaiian and non-traditional students.
	   d. Support development of online BTEC courses.
	
	2. Promote excellence in learning and in teaching for transfer, career/technical education and lifelong learning.
	   a. Partnership with K-12 to improve college preparation and increase awareness of opportunities at HawCC.
	   b. Network with business people and organizations and join professional organizations.
	   c. Update software to address technology needs.
	   d. Review and revise curriculum and program offerings
	
	3. Foster global understanding and appreciation for diversity.
	   a. Encourage professional development for distance learning, addressing needs of underperforming students, addressing needs of native Hawaiian students.

Discuss the results of the action plan and the program's success in achieving its goals.	1a. Worked with counselor via email and phone due to the move of the Business Division counselor's office to the Manono campus. Students and faculty have indicated the difficulty in connecting with the counselor after the move. 1b. Offered opportunities for students to attend workshops relating to business technology, student success, and career success. Some of those workshops allowed for students to network with business people who work as administrative professionals. 1c. Was not able to come up with new strategies for improving success. Continued to offer support strategies that are currently in place. 1d. Continued to offer online BTEC courses. Enrollment in online BTEC courses seem to be higher than those in the face-to-face classes. 2a. Promoted HawCC through career and college fairs as well as stayed connected to DOE faculty at local high schools. Continued to encourage DOE faculty to take advantage of the articulation agreement between DOE and HawCC. 2b. Continued to network with business people and organizations. Have begun serving on board of directors,

	agreed to chair events related to administrative professionals, and offer support in community service. In particular, connected with IAAP, professional organization to see how we can work together to offer support to students. 2c. Reviewed current MS Office and new software and postponed adoption of new software. Want to wait until potential bugs are worked out and until more businesses/organizations also adopt the software. 2d. Reviewed curriculum and made some curriculum changes to meet the needs of students and businesses. 3a. Professional development for addressing needs of students was offered through attendance at HBEA, HSI, WBEA conferences.
Discuss any challenges the program had in implementing that action plan or achieving its goals.	The main challenge is not having all three FTE faculty working in conjunction to implement the action plan. The DC and the program coordinator work to achieve goals but both these faculty are not in the classroom full time.

- Did the program review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on _____(date)_____.

☐ Reviewed website and will submit change request to webmaster.

> Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at
> http://hawaii.hawaii.edu/web-developer

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	Benchmarks and Timelines for implementation and achievement of goals.

Hawaii Graduation Initiative:	Benchmarks/Timelines:
Action Goal 1: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations, and preparing them for success in the workforce and their communities.	

HGI Action Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.
 	
 • Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that HawCC provides.
     • Meet with high school business counterparts and align K-12 and college curricula.
     • Participate in college and career fairs.
	Continuous

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion. • Review course offerings and schedule courses to facilitate timely degree completion. • Improve and stabilize student support services • Provide professional development to improve teaching and learning.	Spring 2017-Fall 2017

HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.
 	
    • Follow up with graduates and employers regarding HawCC students' preparation for the workforce and community.
    • Review the BTEC curriculum to see if it is responsive to Hawaii Island's community needs.
    • Review possibility of transfer to 4-year institution. Look at transfers to UHWO. See articulation.
    • Increase job placement through new curriculum and better coordination with business and industry.
      o Advisory board input.
      o Establish collaboration with business and industry.
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Increase partnerships for internship placement sites. • 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. • Offer more classes via distance learning method.	

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

- This will allow the program to attract and retain students in the BTEC program who are interested in learning the current and relevant content that will be shared.
- The methods through which the curriculum will be shared will be convenient for students and will help train all students in BTEC PLOs.
- Connecting with community members will help businesses see the value of students who have earned a BTEC degree.

High Performance Mission-Driven System (HPMS)	**Benchmarks/Timelines:**
Goal: Through cost-effective, transparent, and accountable practices, ensure financial viability and sustainability to ensure UH's ability to provide a diverse student body throughout Hawaii with affordable access to a superb higher education experience in support of the institutional mission of the university which includes commitments to being a foremost indigenous-serving university and advancing sustainability.	

HPMS Action Strategy 1: Employ best practices in management, administration, and operations.
 	
 • Maximize efficient use of facilities and classrooms.
 • Increase utilization of available software and databases.
      o Google Drive--cloud
 • Continue participation in professional and leadership development for BTEC faculty.
 • Adopt strategies that eliminate cost as a barrier to education.
      o Curricular resources
      o Free/affordable software
 • Implement sustainable initiatives such as electronic, paper-
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free recordkeeping. o Sharing resources and submitting activities via cloud. **HPMS Action Strategy 2:** Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system. • Expand student-centered distance and on-line learning to create more educational opportunities through use of technology. • Promote stronger and more comprehensive transfer and articulation policies that are student-centered, transparent, and well-communicated in order to support student mobility and success throughout the system. • Provide services to students in facilities closer to their classes in order to increase successful interaction with counselors and staff. • Conduct industry-specific focus groups to address specific employment needs with the goal of updating curriculum and program. • Explore the possibility of partnering with another program, specifically Marketing and Accounting to address the needs of the community and to address the goals of the college. • Maintain the current FTE faculty. Include all FTE faculty in supporting the objectives and goals of the program.	Spring 2017-Fall 2017

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

- This will allow the program to attract and retain students in the BTEC program who are interested in learning the current and relevant content that will be shared with affordable or free software and resources.
- Encouraging PLA efforts in BTEC program will attract and retain students who are experienced and knowledgeable and motivated to earn degrees.
- Having a counselor near BTEC students will allow for stronger engagement of students with better advising results.
- The methods through which the curriculum will be shared will be convenient and affordable for students and will help train all students in BTEC PLOs.
- Connecting with community members will help businesses see the value of students

who have earned a BTEC degree.	
Action Goal 3: Combined into 1 and 2 by categories. See above.	**Benchmarks/Timelines:**
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	

RESOURCE IMPLICATIONS

> *NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.*

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

- N/A

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	N/A

Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>.	N/A

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

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (<mark>for CTE programs only</mark>)

Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s). <mark>Please attach copy of industry validation for the year under review and submit with the document</mark>. **Advisory council minutes.**

- The Business Technology (BTEC) Program Advisory Council Meeting was held on Thursday, February 18, 2016.
- BTEC PCC collaborates on the UH System Articulation Agreement to facilitate the transfer and validate its courses across the system.
   - The PCC uses the National Standards for Business Education (HSBE, 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 PCC relies on input from its advisory board, national publications, state publications, professional organizations, and other reported statistical information to determine workforce trends. For example, U.S. News and World Report (http://money.usnews.com/money/careers/slideshows/25-awesome-business-jobs-for-2016) ranked business professionals balancing high pay with low stress and great growth potential. The following professions made the top 25 business jobs of 2016.
      - 16-HR Specialist
      - 18-Administrative Assistant

- 23-Executive Assistant
- 24-Office Clerk
- 25-Bookkeeping, Accounting, and Audit Clerk
  - o According to the *Employment Projections for Industries and Occupations 2012-2022* report prepared by the State of Hawaii Department of Labor and Industrial Relations (DLIR) that listed the job openings by major occupational group, **Office & Administrative Support** is projected to have a total of 300 openings per year in Hawaii County from growth or replacements. Over the period from 2012-2022, Hawaii County is anticipated to need 850 **Office and Administrative Support** workers which ranks it as the second highest area of need behind construction and extraction occupations. Three occupational groups—service; office and administrative support; and sales and related occupations will provide 57 percent of the total openings in the period falling between 2012-2022. According to the report, job prospects for Office and Administrative Support workers will provide numerous openings due to the replacement of workers.
  - o The DLIR Released a *Hawaii County's Hot 20 Demand Occupations* report in 2015. According to the report, **General Office Clerks** were one of the top 20 demand occupations in Hawaii County with 40 annual openings forecasted through 2022.

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
No assessment reports submitted but informal assessments done with all students in the following classes..		• With a heavy load of program assessments, program improvements, planning demands, the program needs stable collegial support in order to operate efficiently and effectively and avoid risking faculty burnout. • Faculty have conducted assessments in classes but the program coordinator did not	

		get around to uploading the assessment reports.	
		• One of the FTE faculty in the program is not very technologically literate and collaborating on program improvement, assessment, operation has been difficult. The bulk of the work falls on one faculty who serves as the program coordinator. Marketing at college fair. This faculty also has some release time to coordinate prior learning assessment. Balance of time and responsibilities have been a struggle.	
		• The program coordinator also participates in PD (local and national and webinars) serves on committees for college (graduation committee, student recognition, entrepreneurship, screening committees, accreditation, TPRC chair,) and participates in community service (alumni & friends board as treasurer and on planning committee for dinner and breakfast fundraiser., Administrative Professionals Day Luncheon), HBEA, IAAP, Na Leo Board, 4-H Leader, seminar in order to attempt to qualify for upcoming promotion. Feeling overwhelmed. Will	

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
		streamline participation in See if there is something in my files that can be uploaded. Take a look at the schedule and review.	
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**
BUSN 123 Word Processing for Business	Fall 2015	CLO#1: Apply advanced features of current word processing software to produce mailable documents which facilitate timely internal and external business communication CLO2: Apply ethical and professional practices to perform business tasks, e.g.: a. Compliance with copyright laws b. Meet deadlines c. Adhere to codes of conduct CLO3: Use electronic operating system software to organize and maintain folders/files CLO4: Key information accurately and efficiently to meet business standards	BTEC PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment. (Business Technology) BTEC PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. (Business Technology) BTEC PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette. (Business Technology)
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**
BUSN 164 Career Success	Fall 15 and Spring 16	CLO1: Identify or model professional behavior acceptable in a business setting. CLO2: Communicate effectively with diverse	BTEC PLO1: Work as a responsible member of a team to meet an organization's objectives. (Business

		audiences using various methods of communication. CLO3: Analyze business situations and prescribe appropriate solutions to resolve conflicts. CLO4: Evaluate life-long learning resources available and determine appropriate times to use them.	Technology) BTEC PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment. (Business Technology) BTEC PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. (Business Technology) BTEC PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette. (Business Technology) BTEC PLO5: Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations. (Business Technology) BTEC PLO6: Apply appropriate strategies to secure employment, retain a job, and advance in a career. (Business Technology)

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
BUSN 182 Machine Transcription	**Fall 2015**	CLO1: Demonstrate the ability to use dictating-transcribing records CLO2: Demonstrate the ability to keyboard documents on a computer CLO3: Demonstrate the ability to listen to dictated material in thought units to understand the intended meaning CLO4: Demonstrate the ability to use reference materials to check spelling, word usage, and punctuation CLO5: Demonstrate the ability to proofread the typed transcript	BTEC PLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment. (Business Technology) BTEC PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. (Business Technology) BTEC PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette. (Business Technology)
Assessed Course Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**
BUSN 292 Integrated Office Procedures	Fall 2015 and Spring 2016	CLO1: Work as a responsible member of a team to meet an organization's objectives CLO2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment CLO3: Use current and	BTEC PLO1: Work as a responsible member of a team to meet an organization's objectives. (Business Technology) BTEC PLO2: Demonstrate professionalism in work quality, appearance,

		emerging technologies effectively to create and manage documents and handle multiple priorities CLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette CLO5: Use research and decision-making skills to make informed choices consistent with personal and organizational goals CLO6: Apply appropriate strategies to secure employment, retain a job, and advance in a career	attitude, and workplace behavior as required in a diverse business environment. (Business Technology) BTEC PLO3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities. (Business Technology) BTEC PLO4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette. (Business Technology) BTEC PLO5: Use research, critical thinking, and decision-making skills to make informed choices and solve problems for personal and work-related situations. (Business Technology) BTEC PLO6: Apply appropriate strategies to secure employment, retain a job, and advance in a career. (Business Technology)

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:

a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	BUSN 123: End-of-course survey and course grades were used for the narrative used in this section. BUSN 164: End-of-course survey and course grades were used for the narrative used in this section. BUSN 182: End-of-course survey and course grades were used for the narrative used in this section. BUSN 292: End-of-course survey and course grades were used for the narrative used in this section.
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	BUSN 123: Courses were assessed by the faculty member who taught the course. BUSN 164: Courses were assessed by the faculty member who taught the course. BUSN 182: Courses were assessed by the faculty member who taught the course. BUSN 292: Courses were assessed by the faculty member who taught the course.
a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	BUSN 123: All students were surveyed and included in the analysis. BUSN 164: All students were surveyed and included in the analysis. BUSN 182: All students were surveyed and included in the analysis. BUSN 292: All students were surveyed and included in the analysis.
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	BUSN 123: See attachment for the actual end-of-course survey with responses. See attachments for rubrics used in grading the assignments used in the course. BUSN 164: See attachment for the actual end-of-course survey with responses. See attachments for rubrics used in grading the assignments used in the course. BUSN 182: See attachment for the actual end-of-course survey with responses. See attachments for rubrics used in grading the assignments used in the course. BUSN 292: See attachment for the actual end-of-course survey with

	responses. See attachments for rubrics used in grading the assignments used in the course.

Expected Levels of Achievement
- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";
  - example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
BUSN 123 Word Processing for Business	70% of students will meet or exceed standard for each CLO in the course.
BUSN 164 Career Success	70% of students will meet or exceed standard for each CLO in the course.
BUSN 182 Machine Transcription	70% of students will meet or exceed standard for each CLO in the course.
BUSN 292: Integrated Office Procedures	70% of students will meet or exceed standard for each CLO in the course.

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a <u>description of the summative assessment</u> results in terms of students' attainment of the CLOs and aligned PLOs.	BUSN 123: Word Processing for Business Overall Results: 84% of students in BUSN 123 met or exceeded the CLOs for the course. The two students who did not pass the course attended sporadically and did not complete the majority of course requirements. CLO#1: 100% of students in the course felt that the course helped them apply advanced features of current word processing software to produce mailable documents which facilitate timely internal and external business communication. - The activities that were most helpful were: - Current events articles - Formats of Letters, Graphs, Memos, and process of Mail Merging CLO #2: 100% of students in the course felt that the course helped them learn how to apply ethical and professional practices to perform business tasks.

	• The activities that were most helpful were:
	o Creating different documents with proper format.
	o Daily exercises and documents.
	CLO #3: 100% of students in the course felt that the course helped them learn to use electronic operating system software to organize and maintain folders/files.
	• The activities that were most helpful were:
	o Using a flash drive to input documents into the keyboarding software.
	o Organizational tips on saving and printing documents as assignments were completed.
	o Learning new programs and transferring information, files, and organizing personal assignments.
	o Saving documents on the USB drive and since there were so many files, we had to organize them in a folder made specifically for them.
	CLO #4: 100% of students in the course felt that the course helped them key information accurately and efficiently to meet business standards.
	• The activities that were most helpful were:
	o Practice in using proper technique and timed writing activities.
	Students were asked if the ILOs, PLOs, and CLOs were relevant and valuable.
	• All students felt that the learning outcomes were relevant.
	o Helped me understand what I am learning in school and why.
	o It will help me in my future career.
provide a <u>description of the summative assessment</u> <u>results</u> in terms of students' attainment of the CLOs and aligned PLOs.	BUSN 164: Career Success (combination of the face-to-face and online format) Overall Results: 81% of students in BUSN 164 met or exceeded the CLOs for the course. Those students who did not pass the course attended sporadically or fully disappeared and did not complete the majority of course requirements? CLO1: Did the course help students identify or model professional behavior acceptable in a business setting.

	88% of students rated very well 12% of students rated well. - Activities that were helpful in mastering the learning outcome. - Wearing business attire to class - Oral presentations - Team projects - Guest Speakers - Workshops - Textbook - Class discussions CLO2: Did the course help students learn to communicate effectively with diverse audiences using various methods of communication? 58% of students rated very well 33% of students rated well 8% of students rated neutral - Activities that were helpful in mastering the learning outcome. - Group project on social media - Class discussions - Team activities - Oral presentations - Guest speakers - Lost at Sea activity - Writing reflections - Case study evaluations CLO3: Did the course help students learn to analyze business situations and prescribe appropriate solutions to resolve conflicts. 71% rated very well 25% rated well 4% rated neutral - Activities that were helpful in mastering the learning outcome. - Case study analyses - Textbook - Online scenarios - Team activities - Interview technique activity

	o Guest speakers
	CLO4: Evaluate life-long learning resources available and determine appropriate times to use them.
	• 79% rated very well
	• 17% rated well
	• 4% rated neutral
	• Activities that were helpful in mastering the learning outcome.
	    o Reflections and class discussions.
	    o Oral presentations
	    o Goal setting activities
	    o Mission statement activity
	    o ePortfolio project
	    o Guest speakers
	    o BLS website activity
	Students were asked if the ILOs, PLOs, and CLOs were relevant and valuable.
	• It helped me realize what my actual goals were.
	• Helped me prepare for my future and learn about proper workplace attire, behavior, and how to handle situations at work.
	• It can be applied to our daily lives.
	• Helped me evaluate and re-evaluate my life and the direction I am headed.
	• Allowed me to become aware of similarities and differences between cultures when it comes to conducting business and building professional business relationships.

provide a <u>description of the summative assessment</u> <u>results</u> in terms of students' attainment of the CLOs and aligned PLOs.	BUSN 182: Machine Transcription
	Overall Results: 85% of students in BUSN 182 met or exceeded the CLOs for the course.
	CLO1: Did the course help students demonstrate the ability to use dictating-transcribing records?
	• 100% of the students rated very well.
	• Activities that were helpful in mastering the learning outcome.
	    o Daily dictating-transcribing document activities
	    o Transcribing and grammar activities

	CLO2: Did the course help students demonstrate the ability to keyboard documents on a computer?
	• 100% of the students rated very well.
	• Activities that were helpful in mastering the learning outcome.
	o Formatting document activities
	o Using Express Scribe to transcribe documents
	CLO3: Did the course help students demonstrate the ability to listen to dictated material in thought units to understand the intended meaning?
	• 90% of the students rated very well
	• 10% of the students rated well
	• Activities that were helpful in mastering the learning outcome.
	o Express Scribe transcription activities
	o Grammar activities
	o Textbook
	CLO4: Did the course help students demonstrate the ability to use reference materials to check spelling, word usage, and punctuation?
	• 100% of the students rated very well
	• Activities that were helpful in mastering the learning outcome.
	o Textbook
	o Quizzes and English skill exercises
	CLO5: Did the course help students demonstrate the ability to proofread the typed transcript?
	• 90% of the students rated very well
	• 10% of the students rated well
	• Activities that were helpful in mastering the learning outcome.
	o Express Scribe transcription practice
	o Textbook
	o Proofreading practice activities
	Students were asked if the ILOs, PLOs, and CLOs were relevant and valuable.
	• Learned to create documents in a format that I can remember.
	• I can use the skills I learned in my career.

provide a <u>description of the</u> <u>summative assessment</u> <u>results</u> in terms of students' attainment of the CLOs and aligned PLOs.	BUSN 292: Integrated Office Procedures
	Overall Results: 89% of students in BUSN 292 met or exceeded the CLOs for the course.
	CLO1: Did this course help students learn to work as a responsible member of a team to meet an organization's objectives
	   • 71% of the students rated very well
	   • 24% of the students rated well
	   • 6% of the students rated not very well
	   • Activities that were helpful in mastering the learning outcome.
	       o Team projects
	       o Field trip project
	       o Hands-on activities
	CLO2: Did this course help students learn to demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment
	   • 76% of the students rated very well
	   • 18% of the students rated well
	   • 6% of the students rated not very well
	   • Activities that were helpful in mastering the learning outcome.
	       o Interview projects
	       o Dressing professionally
	       o Facilitating meetings, recording meeting minutes
	CLO3: Did this course help students learn to use current and emerging technologies effectively to create and manage documents and handle multiple priorities?
	   • 76% of the students rated very well
	   • 18% of the students rated well
	   • 6% of the students rated not very well
	   • Activities that were helpful in mastering the learning outcome.
	       o Creating various documents in class.
	       o Using Microsoft suite of applications and Adobe Acrobat
	       o Future technology project

CLO4: Did this course help students learn communicate clearly and effectively through oral and written interactions, complying with standard office etiquette?

- 76% of the students rated very well
- 18% of the students rated well
- 6% of the students rated not very well
- Activities that were helpful in mastering the learning outcome.
    - Oral presentations
    - Field trip
    - Self-assessment reflections
    - Role-playing activities

CLO5: Did this course help students learn to use research and decision-making skills to make informed choices consistent with personal and organizational goals?

- 59% of the students rated very well
- 24% of the students rated well
- 12% of the students rated neutral
- 6% of the students rated not very well
- Activities that were helpful in mastering the learning outcome.
    - Using real problems where teacher did not give answer on how to find solution so we could practice using our research skills.
    - Textbook

CLO6: Did this course help students learn to apply appropriate strategies to secure employment, retain a job, and advance in a career?

- 76% of the students rated very well
- 18% of the students rated well
- 6% of the students rated not very well
- Activities that were helpful in mastering the learning outcome.
    - Interview activity
    - Resume/Cover letter activity
    - ePortfolio Project

Students were asked if the ILOs, PLOs, and CLOs were relevant and valuable.

- Helped me succeed in obtaining employment

	• These will help me in all things I choose to do in the future. • These were all an important asset to being successful/professional.

Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	The places at which the program looks closely for direction are: • International Association of Administrative Professionals (IAAP) • National Business Education Association (NBEA and its affiliates WBEA/HBEA)
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course	Based on student recommendations, the program will look at ways to include relevant and valuable and real world activities for students that include: • Videos about the working environment

syllabi, course outlines of record (CORs), and other curricular elements.	- Activities in which student learn how to manage multiple projects and priorities - Networking opportunities - Field trip - Guest speakers - Business-related workshops A faculty is planning to meet with the advisory council and do research to find out how to update the BTEC curriculum to make it relevant and valuable to students AND employers in upcoming years.
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	Program will review activities in courses to help them be more real-world based to encourage student use of critical-thinking skills. Rubrics will be reviewed, modified, and shared for alignment throughout the program. Currently, one program faculty has students use Google Sites to create an "ePortfolio" that students use from semester to semester and finalize in their capstone class. We will look at incorporating more use of this ePortfolio in more program classes.
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	Highly recommend having a dedicated counselor on UHH campus—close to our BEaT students.

Part VI. Cost Per SSH
 Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds   = $_____
Federal Funds   = $_____
Other Funds   = $_____
Tuition and Fees   = $_____

Part VII. External Data

If your program utilizes external licensures, enter: Not applicable.

Number sitting for an exam   _____
Number passed   _____