HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Business Technology

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Review Period
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Initiator: Robert Yamane
Writer(s): Anne Chung

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 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/program-unit-review/

Program Description

 Please provide a brief description of your Program. Include your Program Mission statement.

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.

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.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

http://www.hawaii.edu/offices/cc/arpd/

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

HEALTH CALLS
In terms of demand, the number of new and replacement positions in the county have stayed the same from last year, but the number of BTEC majors has gone down as well so health call for demand is considered to be unhealthy. Non-majors are still enrolled in BTEC program classes, but that number has gone down as well.

BTEC is healthy in the efficiency category. Many classes in the program are capped at 20 students due to equipment availability and the hands-on nature of the subject matter. The BTEC program is filling classes at 60 percent level and continue to be considered healthy. Even though the health call for efficiency is healthy, the BTEC program would like to work at raising the fill rate for program classes.

BTEC is healthy in terms of effectiveness. Successful completion of program has gone up in AY 14-15 and fall to spring persistence also went up from 68.1 percent to 76.9 percent. The fall to fall persistence was maintained from last year and went up 1.1 percent. The number of withdrawals with a W grade went up from 15 to 23, however, BTEC program continued its healthy rating from last academic year. The program was pleased to see that there continue to be transfers to UH 4-year program. The fact that there are students who transfer without credentials from the program is positive since BTEC courses generally do not transfer to UHH. This shows that if students want to earn a 4-year degree from UHH, they are not waiting to get a BTEC degree and then transfer since that degree will not help with their academic progress at UHH.

ACTION PLAN RESULTS
BTEC faculty continue to work with ITSO to help online course offerings be designed in an organized format that is consistent with other online courses offered at HawCC. The MOA certificate offerings has been phased out and the program hopes that by having a fewer number of elective offerings, the remaining courses will be filled at a higher rate. The VOA certificate is still being offered and has only added two new courses to the elective list.

The action plan from the prior year included strategies to improve student support initiatives that include strategies to support nontraditional as well as native Hawaiian students. In addition, the program wanted to improve the design and delivery of distance learning offerings and finally, increase completion of degrees and certificates for BTEC and VOA programs. The program worked closely with the counselor assigned to the business division and brought that assigned counselor and others into classes to introduce students to the counselors and their services. Students found this to be helpful and made them feel special and part of the HawCC ohana. Another action item was to work with K-12 faculty to improve college preparation of high school students. The program worked through the HBEA organization to offer a fall networking conference for both K-12 and 4-year faculty to meet and discuss opportunities for students at all levels. The program continues to work with community and business organizations to ensure that faculty are connected with needs and wants of local employers.

PERKINS CORE INDICATOR ANALYSIS
Two Perkin's Core Indicators (1P1 Technical Skills Attainment, 5P1 Nontraditional Participation) were met for the 2013-2014 data. All other indicators were not met.
This is an improvement from the previous year when none of the indicators were met.
From the last academic year, the BTEC program improved in the areas of 1P1, 2P1, and 5P1. There was a very slight decrease in the areas of 3P1. The BTEC program also decreased in the area of 4P1.

MET: 1P1-Technical Skill Attainment-The BTEC program's actual participation was 91.18, up from 89.19. Faculty need to continue to work with students to assist them in being successful in program area classes.

2P1-Completion-The BTEC program's actual participation was 35.29, up from 29.73. The BTEC program saw progress toward meeting the completion goal and faculty will continue to work with students to assist them in making sure they complete requirements for certificates and degree. As stated earlier, some students transition into the workforce without completing a degree. As the economy has improved and more jobs have become available, that has meant more students are joining the workforce before completing a degree. Faculty will also continue to work with the counselors to promote the BTEC program.

3P1-Student Retention or Transfer-The BTEC program's actual participation was 70.49, down from 71.01. This was a very slight decrease and faculty will support students to encourage them to complete degrees or assist them in transfer efforts.

4P1-Student Placement-The BTEC program's actual level of performance was 40.54 down from 57.50. The percentage of students who were placed or retained in employment following program completion declined. The BTEC program is unclear how the data was collected, but the program would like to assist its graduates with employment. 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.

MET: 5P1-Nontraditional Participation-Nontraditional participation is an area with a goal of 17.50 percent participation. The BTEC program met this goal and had a performance rate of 19.80, up from 13.68 in the previous. 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-Nontraditional completion is calculated by comparing the concentrators from underrepresented gender groups who earned a degree or certificate to all of the concentrators who completed a program that leads to employment. The Perkins goal is 15.25 percent and the BTEC actual performance was 10.53, down from 14.29. The BTEC program would like to increase nontraditional participation so as to improve numbers in nontraditional completion

Part III. Action Plan

Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.

To improve Student Support Initiatives
•Explore strategies to increase nontraditional students in BTEC program.
•Explore strategies to attract Native-Hawaiian students to BTEC program.
•Increase and improve design and delivery of distance learning offerings.
•Increase completion of degrees and certificates.
•Continue to implement and explore strategies to market the VOA program to increase the pool of nontraditional BTEC students.
1. Continue working with Business Division counselor in promoting the BTEC programs, including VOA and other stackable certificates.
2. Continue offering other student support events for current and future students to learn more about the support services that the BEaT program offers. Can market our degrees and certificates at this time. This also helps the kauhale concept so students feel part of our BEaT ohana.
3. Focus on improving success of native Hawaiian and non-traditional students, as the indicators point to deficiencies for these two populations in more than one area.
4. Explore ways to support development of online courses for BTEC program.
5. Explore student support strategies for nontraditional and Native Hawaiian students.

To promote excellence in learning and in teaching for transfer, career/technical education and lifelong learning.
1. Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of opportunities at HawCC.
   a. We will continue to review the articulation agreement as we continue to meet with high school partners.
2. Network with community business people and organizations and join professional organizations support this effort.
3. Update software to address current technology needs.
4. Review and revise curriculum and program offerings.

To provide lifelong learning opportunities in the areas of personal and professional development.
To contribute to community development and enrichment through campus leadership and collaboration.
To foster global understanding and appreciation for diversity.
1. Encourage professional development in the following areas:
   a. Increasing and improving design and delivery of distance learning offerings.
   b. Addressing the needs of underperforming students.
   c. Addressing the needs of Native Hawaiian students.
2. Establish collaboration with business and industry.
3. Provide support for diversity and cultural awareness. Look for ways for students to participate in activities and events both within and outside of college boundaries. This will allow students to develop relationships with business community while supporting the ILOs and PLOs.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawaiʻi Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. HAWCC Strategic Plan

Need #1:
Professional development training via attendance at national and state conferences in areas relating to business technology. Conferences offered by National Business Education Association, Western Business Education Association, Hawaii Business Education Association, IAAP, ARMA, and IVAA all have topics relating directly to the courses taught. Approximately $5000 is requested.
Strategic Plan Alignment:
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.

New Strategy

A1.4f. Provide the necessary academic and student support services focused on high risk Native Hawaiian students

A2.4f Provide the necessary academic and student support services focused on high risk students

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

• Training related to addressing the learning needs of under-performing students would be targeted.

• Training related to increasing and improving the design and delivery of distance learning offerings would be targeted.

• Professional development for faculty on current business practices, including learning about computer software and hardware.

Need #2:

Increase and improve design and delivery of distance learning offerings. Approximately $5000 is requested.

Strategic Plan Alignment:

A2.1 Increase enrollment by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project)

New Strategy

A2.4 Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

New Strategy

B2. Contribute to meeting the State's incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

• Review existing design and delivery of offerings.

• Strategize ways to improve success rates.

• Revise curriculum as needed.

• Provide professional development for distance learning faculty.

• Update software to current version needed to stay on top of technology trends.

Need #3:

Funding to offer student support initiatives. Open house, business collaboration events, advising efforts. Improving the BTEC program's student support will strengthen course completion, retention, persistence, and ultimately degree completion. This student focused initiative will allow students to develop strong relationships with each other, with the faculty, and also with staff and support members in our program. It will connect students to the community in preparation for their entry into the workforce. Approximately $2500 is needed.

Strategic Alignment:

A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.

New Strategy

A1.4f. Provide the necessary academic and student support services focused on high risk Native Hawaiian students

A2.4f Provide the necessary academic and student support services focused on high risk students

• Attract non-traditional students to BTEC program.

• Attract Native-Hawaiian students to BTEC program.

• Increase completion of degrees and certificates.

• Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that HawCC provides.

• Establish collaboration with business and industry.

• Provide support for diversity and cultural awareness.

• Meet with support staff to explore ways to promote the visibility of the BTEC programs of study and develop program brochures.

Part V. Comprehensive Review Information

Please 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.

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

1. Faculty not only receive training in using cloud technology, but also implement the new technologies in the classroom.

2. Continue articulation program/courses with campus, local high schools, and PCC. This alignment may result in increased enrollment. May need a marketing campaign.

3. Program is close to achieving rating of Healthy in most of its Cautionary areas. Suggest focus attention on improving success of native Hawaiian and non-traditional students, as the indicators point to deficiencies for these two populations in more than one area.

4. Suggest more substantial support and evidence for how program's goals improve program effectiveness; particularly the goals for training in cloud technology and exploring strategies to improve effectiveness and Perkins Indicators.

Suggestion for training and use of cloud technology was very valid. Faculty was trained and has shared the information with the rest of the Business Education department. Cloud technology is being taught and used in business technology classes. In addition, the department is using cloud technology to share documents and information within the department to make work more productive and efficient. 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.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://hawaii.hawaii.edu/program-unit-review/docs/2012-2013_btec_annual_program_review.pdf

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

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).

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

The BTEC PCC meets throughout the 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 BTEC PCC relies on input from its advisory board, national and state publications, and other reported statistical information to determine workforce trends.

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., "85% of students will achieve Excellent or Good ratings in the assessed activity" or "90% of students will score Meets or Exceeds Standards on the assessment rubric").

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up "Closing the Loop" assessment was implemented in AY 2014-15.

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
BUSN 193V	Sp 15	Perform duties at a worksite according to industry standards.
		Evaluate career choice based on personal traits, industry expectations, and work experience.
BUSN 292	Sp 15	Work as a reponsible member of a team to meet an organization's objectives
		Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		Use current and emerging technologies effectively to create and manage documents and handle multiple priorities,
		Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
		Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
		Apply appropriate strategies to secure employment, retain a job, and advance in a career.
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**PLO-aligned CLOs that were assessed**
BUSN 170	Fa 12	Integrate all phases of the records management cycle to accurately and efficiently manage records.
		Create and manage manual filing systems and electronic database systems for records and information management according to professional standards.

		Research and analyze a company's records and information management system and report on how records and information management concepts are applied in the workforce.
BUSN 292	Fa 13	Work as a responsible member of a team to meet an organization's objectives
		Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.
		Use current and emerging technologies effectively to create and manage documents and handle multiple priorities,
		Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.
		Use research and decision-making skills to make informed choices consistent with personal and organizational goals.
		Apply appropriate strategies to secure employment, retain a job, and advance in a career.

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artifacts were selected, and how the artifacts were analyzed.

BUSN 193V-Work Skills Evaluation –Work site supervisors are asked to complete a work skills evaluation form of the Cooperative Education student at the beginning and ending of the semester. The Cooperative Ed. coordinator reviews the evaluations and consults with the students and/or instructors if improvement is needed.
70% of artifacts examined by the Assessment Team will meet or exceed expectations. Students were rated as Satisfactory, Above Average, or Outstanding. All student artifacts were selected and analyzed by industry partners.

BUSN 292-Students are asked to perform projects that require them to integrate skills and technology to meet the objective of various projects. Projects include planning an off-campus trip, meeting facilitation and etiquette, records management, mail merge, proofreading and document production, creation of an eportfolio, and oral presentations. 70% of artifacts examined by the Assessment Team will meet or exceed expectations. Students were rated as Satisfactory, Above Average, or Outstanding. All student artifacts were selected for analysis and were analyzed by instructor. However, some of the artifacts were to be used in real

life situation and so an indirect/informal analysis was also done by industry partner and discussed with instructor.

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.

BUSN 193V:
- 100% (15/15) of the students met or exceeded expectations.
- 87% (13/15) of the students received outstanding evaluations from their supervisors.
- Five (5) students received maximum scores of 39.
- All (15) students were requested by their supervisor to return to their CE position the following semester.

BUSN 292:

Students felt that activities in this course addressed the HawCC ILOs.

100 percent of the students in the class felt that this class helped them learn how to communicate effectively in a variety of situations.

Student comments:

- With the business courses, I have gained the confidence to communicate with people.
- We worked in teams, and pairs, and also were leaders in a meeting where we had to communicate effectively to agree.
- We learned how to deal with different kinds of customers as well as communicate with our co-workers. We also learned how to communicate effectively via telephone and leaving voicemails.

100 percent of the students in the class felt that this class addressed ILO #2 and helped them gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions.

Student comments:

- Yes, we did a project on 'green' practices. With this presentation we had to research ideas and evaluate as well as analyze them to see if they would really work in a normal office setting. We had to make decisions within the group as to who does what part.
- The courses here offer all of the above and prepare us for the future in business settings to make the proper decisions and problem solve effectively.

100 percent of the students in the class felt that this class addressed ILO #3 and helped them develop the knowledge, skills, and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Student comments:

- While visiting the OPA office, we learned a lot about how community service is important.
- Yes, we learned business ethics and how to act professional and ethical in the workplace environment. We also learned kuleana and reflected what that means and what it means to us.

100% of students in the class felt that this class addressed PLO/CLO #1 and helped them work as a responsible member of a team to meet an organization's objectives.

Activites that supported the outcome:

• Field trip on site to see and hear about what is actually expected in the workplace and how important each position in an organization is for it to run smoothly.

• Presentations and creating itineraries

• Group presentations

• Organizing work space, inputting database information, planning agendas

100% of students in the class felt that this class addressed PLO/CLO #2: Demonstrate professionalism in work quality, appearance, attitude, and workplace behavior as required in a diverse business environment.

Activities that supported the outcome:

• Going to the prosecutor's office for our field trip, knowledge of PowToons.

• Working in team presentations required us to deliver quality work and present a good appearance to the class.

• Dressing for success.

100% of students in the class felt that this class addressed PLO/CLO #3: Use current and emerging technologies effectively to create and manage documents and handle multiple priorities.

Activities that supported the outcome:

• Using a variety of software on the computer to record, keep, import, spreadsheets, etc.

• Working on our Excel project, working on fillable forms for both Word and Acrobat.

• The field trip because we were able to see how they stored their records and how they used their information management system.

100% of students in the class felt that this class addressed PLO/CLO #4: Communicate clearly and effectively through oral and written interactions, complying with standard office etiquette.

Activities that supported the outcome:

• Learned about how you should dress and present yourself in the office setting.

• Writing thank you letters.

• Green practices presentation. Having to communicate with the class and also being dressed professionally.

100% of students in the class felt that this class addressed PLO/CLO #5: Use research and decision-making skills to make informed choices consistent with personal and organizational goals.

Activities that supported the outcome:

• Creating our ePortfolio gave me an idea on what career/personal short-term and long-term goals I wanted to achieve. Filling our assessments helped me make informed choices in what I want to do as a career.

• Organizing and prioritizing PowerPoint, persuasive letter, records management/database project.

- Creating a travel itinerary for business.

100% of students in the class felt that this class addressed PLO/CLO #6: Apply appropriate strategies to secure employment, retain a job, and advance in a career.

Activities that supported the outcome:

- Updating resume and keeping up-to-date with what is available in the work field.
- Retaining a career portfolio for new employers.
- Learning how to dress for success and learn business ethics.
- Creating resumes, cover letters for our ePortfolio will help me secure employment.

Collectively, these results support student achievement of the PLOs because some analysis is done by work site supervisors from 13 county departments in the Cooperative Education program. In addition, the Hawaii County Human Resources recruitment division head reviews the assessment results and provides critique and recommendations. This validates the skills and knowledge that the students portray at the internship worksite. Other projects are done for use in real life pursuits and so students see value in working hard on course activities.

F) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

I did an informal survey of those student who self-identified as graduating in Fall 14 or Spring 15 to see where they are being employed. I got 21 responses. Of those 21 students, 15 of them said that they are currently employed and 6 are not currently employed. By viewing the names of the respondents, I was able to see that some of those students are now pursuing another major and are not currently looking for a job. Of the 15 that did respond that they are employed, I estimate that around 9 are employed in an area related to the BTEC degree. This informal survey is sent to students via email and some send me updated information and others may have outdated information. However, the summary of the data makes me hopeful that our students are being placed in government and office jobs related to their degree.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

There is still a trend for needing office professionals in the state of Hawaii. Hawaii County and State of Hawaii government offices still are looking for employees to fill office administrative positions. According to US News and World Report, the following jobs are listed in the top 25 best business jobs of 2015: Event Planner, Administrative Assistant, Executive Assistant, Office Clerk.

The Salary Guide published by OfficeTeams in 2014 indicates the following skills in demand:
  • Industry-specific knowledge – Each business sector has its own terminology, software and emerging trends that take time to master. As a result, employers aim to reduce the learning curve by pursuing candidates who've already worked in their field or industry.
  • Technical and social media expertise – Administrative professionals who are adept with Microsoft Office applications such as Word, Excel, Outlook and PowerPoint remain in strong demand. Businesses also seek familiarity with social media as they boost their online presence on sites such as Facebook, Twitter, LinkedIn and Google Plus. Administrative staff may be involved, to varying degrees, with monitoring and responding to customer feedback in these channels.
  • Multitasking skills – Employers need administrative staff who can switch gears easily when juggling multiple assignments. This requires excellent organizational and time-management skills, flexibility, and a positive attitude.
  • Strong communication abilities – Because administrative personnel are often the first point of contact for clients, customers and vendors, it's critical they display top-notch interpersonal skills and a service mindset. Multilingual abilities are prized at companies with global operations or a diverse customer-base with global operations or a diverse customer base.

Our graduates have to have good communication and time management skills in order to be successful in the office. Being flexible and open to learning new technology is crucial to being an efficient and productive employee. According to eSchool News, the key skills today's employers desire are workers who are self-directed, able to solve problems, and can manage their time and productivity. The "4Cs"—critical thinking, communication, collaboration, and creativity—in combination with self-direction and global understanding are six skills that make for an in-demand employee. Technology has a key role to play, but it's not about learning how to use technology—it's about using technology to help develop skills and deliver content in exciting ways. Businesses are looking for the ability to collaborate, communicate well, and think critically and creatively, but they also want you to show up on time, understand hard work and how the workplace operates.

The BTEC program works to keep the curriculum current and relevant to offer the training to meet those needs.

Part VII. 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 VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____

[If your program does not utilize external licensures, skip Part IX.]