Annual Review and Resource Allocation Template
Due Date: January 15, 2014

Division/Unit/Area Name: Business Division

Summary of progress made during past year towards achieving program goals and college goals

- For divisions, this section will be used to indicate progress toward AA Degree goals as well as other program goals within a division and college goals.
- For educational units and support areas, this section will be used to indicate progress toward unit or area goals as well as college goals.
- Discuss how well previous year’s plans were implemented and the subsequent results of the implementation.

All Programs within the Business Division worked on increasing the number of graduates during the past year with the assistance of the Business Division counselor. Students were given an updated matrix that listed all of the classes and degrees/certificates. In addition, students were encouraged and reminded to make an appointment with the Business Division counselor and apply for graduation. All Programs showed an increased in the number of associate degrees awarded, as well as the number of certificates (see below).

Another goal was to encourage students to persist onto the next semester. All personnel in the Business Division reminded the students to utilize the STAR system; and the faculty used the various resources provided by the campus (e.g. Maka’ala formerly known as Early Alert) to retain the students in their classes.

Perkin’s grants were submitted to provide accounting tutors through the Learning Resource Center (LRC) and Peer Mentors for all Programs. Also under a Perkin’s grant, a Retention Specialist was hired in 2012-2013 to assist the Peer Mentors (started in Spring 2013) in helping to increase the number of graduates and increase the number of students persisting to the next semester. As the result of the combined efforts of the Business Division counselor, Business Division faculty, and Retention Specialist, the number of completers have increased; but work on retention and persistence remains a goal. With the addition of the Peer Mentors in 2013-2014, it is expected that the 2013-2014 data will show an increase in the number of graduates, as well as, an increase in students persisting onto the next semester.

ACCOUNTING (Source: ARPD, Program Quantitative Indicators - 2011-2012 compared to 2012-2013 data)

- Decrease in number of majors: 204 to 200
- Decrease in number of majors Native Hawaiian: 45 to 41

- Increase of unduplicated degrees/certificates awarded: 30 to 39
- Increase of degrees awarded: 17 to 23
- Increase of C.A. awarded: 10 to 23
- Increase of other certificates awarded: 14 to 26
Effectiveness:
Successful Completion (equivalent C or higher): 73% to 73%
Decrease of persistence Fall to Spring: 73.1% to 66.5%
Persistence Fall to Fall: 40.1% (2012-2013 only)

2011-2012 ARPD Report: Providing more online tutoring services could help persistence in the Gatekeeping courses (ACC 124 and ACC 201). The campus CTE Data Team is currently analyzing the student success for ACC 201 including the comparison between DE and FtF students.

Accounting ARPD: One of the barriers for student success is purchasing the required textbook and access code for the course management website. In the Spring 2013 semester, the Retention Specialist and Program Peer Mentors contacted all students in the Business programs that did not complete a FAFSA form to see if they could assist with the process. Roy Kamida and Evelyn Wong concurred from results from their Data Team findings that students on financial aid were more successful in ACC 124 and ACC 201. We hope the efforts to get students to complete their financial aid forms will help to improve student success in our courses and programs in the coming academic year.

Persistence from Fall to Spring is an area that the program needs to address. We have been working closely with the Retention Specialist, Accounting Peer Mentor, Learning Resource Center and Accounting Tutor. One of the strategies implemented was to put Accounting tutors in the classroom. Evelyn Wong used the Accounting tutor in her live ACC 201 class in the Spring 2013 semester, which resulted in a success rate (grade of “C” or better for the course) of 86%. These efforts were made possible by funding from a Perkins grant. The LRC reapplied for Spring 2014 and monies were awarded.

IR Data: [http://intranet.leeward.hawaii.edu/page/436](http://intranet.leeward.hawaii.edu/page/436) (Gatekeeper Courses)
ACC 201 – Success Rate = 62.3%; 149/239 students = C or better (2012-2013) - Decrease
ACC 201 – Success Rate = 68.2%; 251/368 students = C or better (2011-2012)

ACC 124 – Success Rate = 58%; 69/119 students = C or better (2012-2013) - Decrease
ACC 124 – Success Rate = 67.3%; 66/98 students = C or better (2011-2012)

**BUSINESS TECHNOLOGY** (Source: ARPD, Program Quantitative Indicators - 2011-2012 compared to 2012-2013 data)

Decrease of number of majors: 196.5 to 179.5
Decrease of number of major Native Hawaiian: 65 to 43

Increase of unduplicated degrees/certificates awarded: 27 to 43
Increase of degrees awarded: 12 to 14
Increase of C.A. awarded: 18 to 19
Increase of other certificates awarded: 44 to 49

Effectiveness:
Decrease of successful completion (equivalent C or higher): 79% to 75%
Decrease of persistence Fall to Spring: 65.3% to 60.4%
Persistence Fall to Fall: 34.5% (2012-2013 only)
IR Data: [http://intranet.leeward.hawaii.edu/page/436](http://intranet.leeward.hawaii.edu/page/436) (Gatekeeper Courses)

BUSN 121 – Success Rate = 69.6; 110/158 students = C or better (2012-2013) - Increase
BUSN 121 – Success Rate = 66.7; 108/162 students = C or better (2011-2012)

2011-2012 ARPD Report: Retention and persistence for all programs can be improved by:
1. Encouraging and promoting all students to see the Business Counselor for academic advising.
2. Advising students to use STAR system to track and project their academic progress.
3. Encouraging students to submit graduation requests in anticipation of completing a certificate and/or degree.
4. Continuing use of the Early Alert system to help wayward students.
5. Encouraging students to continue on toward a bachelor’s degree.
6. Hiring a retention specialist to help address the retention, persistence, and completion indicators.

The Business Technology Program used all of the available resources (e.g. STAR, degree/certificate matrix) and encouraged the students to meet with the Business Division counselor, which resulted in the increase of degrees and certificates awarded. Faculty supported the Early Alert system (now known as Maka’ala). In addition, there was an approximately a 20% increase of transfers to a four-year institution.

**HEALTH INFORMATION TECHNOLOGY** *(Source: ARPD, Program Quantitative Indicators - 2011-2012 compared to 2012-2013 data)*

Number of majors: 28  
Number of major Native Hawaiian: 4  

Effectiveness:  
Successful completion (equivalent C or higher): 95%  
Persistence Fall to Spring: 84.6%  
Persistence Fall to Fall: 61.5% (2012-2013 only)

The Health Information Technology started offering classes in the 2012-2013 academic year as a provisional program of study.

**MANAGEMENT** *(Source: ARPD, Program Quantitative Indicators - 2011-2012 compared to 2012-2013 data)*

Increase of number of majors: 131 to 149.5  
Increase of number of major Native Hawaiian: 42 to 52  

Increase of unduplicated degrees/certificates awarded: 60 to 75  
Increase of degrees awarded: 8 to 14  
Increase of C.A. awarded: 0 to 1  
Increase of other certificates awarded: 98 to 127  

Effectiveness:  
Increase of successful completion (equivalent C or higher): 71 to 73%  
Increase of persistence Fall to Spring: 61.1% to 69.5%  
Persistence Fall to Fall: 43.5% (2012-2013 only)
2011-2012 ARPD Report: The hiring of a retention specialist is expected to help to bring persistence and retention rates to higher/improved levels.

The persistence from Fall to Spring increased from 61.1% to 69.5%. In addition, the Student Retention or Transfer (SP1 Perkins IV Core Indicators for 2011-2012) of 77.78 exceeded the 74.25 goal.

Assessment progress for past year
- Attach report of program and course assessments from Tk20 for the 2012-2013 academic year.
  
  OPPA will add the Tk20 report on the bottom of this report when it is submitted.

- This report will include completed assessments as well as analysis of results and future plans.

ACCOUNTING
Courses Assessed:
ACC 124, ACC 125 and ACC 201 were assessed in the 2012-2013 academic year. ACC 124 and ACC 125 cover the same content as ACC 201 but over two semesters rather than just one. The SLOs for ACC 201 are split between ACC 124 and ACC 125 so all three classes used the same assessment tool.

Assessment Strategy/Instrument:
The assessment tool was administered through McGraw Hill’s course management system, Connect. All instructors use Connect for homework assignments, quizzes and exams so all students assessed were familiar with the system. The assessment tool was able to address all SLOs for the three courses. ACC 124/125/201 address PLO #1, 3, 5 and 7 of the A.S. degree in Accounting.

Results of Program Assessment:
The following was pulled from the Tk20 assessment documentation site for the ACC 124/125/201 assessment results for 2012-2013: "Connect compiles the average score of all the students that took the assessment. Any item in the assessment that scored below 70% would require further investigation. None of the items fell below this level, which indicates that the students were meeting the expectations of the intended outcomes."

2013-2014 Course Assessment Schedule:
The following courses will be assessed: ACC 134, ACC 137, and BLAW 200.

BUSINESS TECHNOLOGY (BTEC)
Courses Assessed:
BUSN 164 and BUSN 121 were assessed in 2012-2013 academic year.

Assessment Strategy/Instrument:
BUSN 164 - PLOs 1, 2, 4, and 5; SLOs 1, 2, 3, 4 (all course SLOs) were assessed. All four SLOs were met with 12 out of 17 students (70.5%) meeting the acceptable assessment score of 70%.
BUSN 121 – PLOs 3 and 4; SLOs 1, 2, and 3 (all course SLOs) were assessed. All three SLOs were met with 10 out of 10 students (100%) meeting the acceptable assessment score of 70%.

**Results of Program Assessment:** Five (5) out of the 6 BTEC Program Learning Outcomes (PLOs) were assessed and met in the 2012-2013 academic year.

**2013-2014 Course Assessment Schedule:** The following courses will be assessed: BUSN 170, BUSN 250, and BUSN 284.

**HEALTH INFORMATION TECHNOLOGY (HIT)**
No courses were assessed because 2012-2013 was the first year the HIT Program was offered.

**2013-2014 Course Assessment Schedule:**
The following courses will be assessed: BUSN 106, BUSN 171, and BUSN 197C. Note: In Fall 2013, the Program made a request to the Leeward CC Curriculum Committee to change the HIT specialized class alpha from BUSN to HIT.

**MANAGEMENT**

**Courses Assessed:**
ECOM 100, FIN 150, MGT 125, MKT 120, and MKT 130 were assessed in the 2012-2013 academic year.

**Assessment Strategy/Instrument:**

**ECOM 100:** Students were measured using a website project evaluation rubric, where they created a website to market their product or service. The website integrated their strategies for developing a look/feel/tone/message for their website that was aligned with their targeted customer, best practices for easy site navigation and excellent customer service, and made improvements based on feedback from others.

**FIN 150:** Students were measured using a written project evaluation rubric, where they created a budget to reduce spending by 20% (budget is based on a 2-week spending diary). They described one short-term (achieved in less than 2 years), one intermediate (2-5 years) and one long-term (5+ years) financial goal including the goal in measurable terms, the time frame to achieve the goal, and 3 specific action items that helped them achieve the goal.

**MGT 125:** Students were measured using a written project evaluation rubric, where they wrote a business plan. The learning outcome was achieved if at least 90% of the students who submit the project received a rating of acceptable (grade of C or higher) on the rubric.

**MKT 120:** Students worked in teams to accomplish a defined project and applied the basic management principles to situations similar to that encountered in business. The final project outcomes exemplified the students’ ability to apply the management principles.

**MKT 130:** Students were measured using a written project evaluation rubric, where they created a Customer and Marketing action plan. They defined the type of retailer they used as their case study, determined how the company web site supported the physical store, identified how their product or service met the needs of their profiled customer, and gauged how social factors influenced the buying process.
Results of Program Assessment:
ECOM 100: 100% of the students sampled for assessment received a rating of acceptable or higher.
FIN 150: 96% of the students sampled for assessment received a rating of acceptable or higher.
MGT 125: 90% of the students sampled for assessment received a rating of acceptable or higher.
MKT 120: 88% of the students sampled for assessment (report) and 84% of the students sampled (presentation) received a score of 70% or higher.
MKT 130: 92% of the students sampled for assessment received a rating of acceptable or higher.

2013-2014 Course Assessment Schedule:
The following courses will be assessed: BUS 120, FIN 245, HOST 140, MGT 120, MGT 121, MGT 122, MGT 124, and MGT 200.

Description of current issues, problems, and opportunities
- Describe issues, problems, and opportunities to which the division/unit/area intends to respond. Specifically discuss those related to strategic plans and campus/system-wide initiatives.
- This section can also include a discussion of modified or new goals to be addressed, based on analysis of ARPD.

ACCOUNTING PROGRAM
- Continue to work on increasing the number of associate degree completers.
- Work on strategies to increase student retention and persistence numbers.
- Work on strategies to increase the number of Native Hawaiian majors (41 in 2012-2013), including funding to provide a Peer Mentor One Stop at the Halau.
- Replace the full-time accounting instructor on administrative assignment, which will give the discipline and division another faculty member to participate in student advising and campus committees.
- Establish and provide a campus CTE budget for faculty professional development funds to pay for membership dues in professional organizations for non-teaching organizations (e.g. Hawaii Association of Public Accountants) in order to keep current in industry trends and practices. In addition, professional organizations provide an opportunity for faculty to network with local professionals.
- Faculty professional development funds to keep abreast of the current trends and practices, as well as meet other discipline educators.

BUSINESS TECHNOLOGY PROGRAM
- Continue to work on increasing the number of associate degree completers.
- Work on strategies to increase the number of Native Hawaiian majors (43 in 2012-2013), including funding to provide a Peer Mentor One Stop at the Halau.
• Work on strategies for DE students for successful completion (69%, decrease in 2012-2013).
• Establish and provide a campus CTE budget for faculty professional development funds to pay for membership dues in professional organizations for non-teaching organizations (e.g. ARMA, IAAP, IVAA) in order to keep current in industry trends and practices. In addition, professional organizations provide an opportunity for faculty to network with local professionals.
• Faculty professional development fund for conferences to keep abreast of the current trends and practices, as well as meet other discipline educators.

HEALTH INFORMATION TECHNOLOGY PROGRAM
• Review the CIP code (51.0707) since the number of positions is less than the number of majors and does not reflect the job forecasts of 20% growth.
• Work on strategies to increase the number of Native Hawaiian majors (4 in 2012-2013), including funding to provide a Peer Mentor One Stop at the Halau.
• Work on strategies to increase student persistence numbers.
• Due to the increase in majors (28 to 117), an additional HIT faculty with a RHIT or RHIA credential is needed to teach the HIT-specific courses. This faculty member would be the second full-time HIT teacher that would provide stability in the provisional program. In order to attract a highly qualified teacher in this high-demand, high-wage profession, it is suggested that the opening be advertised as Rank C3. All provisional programs have three years before it must be reviewed by the UH Board of Regents; therefore, having another certified teacher is imperative to the growth of the Program. The first HIT instructor has been designated as the HIT Program Director which is required by CAHIIM for accreditation; the second instructor would be a back-up to the HIT Program Director. This Program will undergo Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) Accreditation in Spring or Summer 2014; the accreditation application has already been submitted to CAHIIM.
• Obtain a cart of 20 iPads for the HIT Program in order to manage electronic health records. This cart would also be used in other Business Technology courses.
• Establish and provide a campus CTE budget for faculty professional development funds to pay for membership dues in professional organizations for non-teaching organizations (e.g. AHIMA) in order to keep current in industry trends and practices. In addition, professional organizations provide an opportunity for faculty to network with local professionals.
• Faculty professional development fund for conferences to keep abreast of the current trends and practices, as well as meet other discipline educators.
• Create a HIT electronic records office with industry-style furniture and equipment.

MANAGEMENT PROGRAM
• Continue to work on increasing the number of associate degree completers.
• Work on strategies to increase student retention and persistence numbers.
• Work on strategies to increase the number of Native Hawaiian majors (52 in 2012-2013).
• Establish and provide a campus CTE budget for faculty professional development funds to pay for membership dues in professional organizations for non-teaching organizations (e.g. Society for Human Resource Management, American Management Association) in order to keep current in industry trends and practices.
• Faculty professional development fund for conferences to keep abreast of the current trends and practices.
• Convert BE-102 into a laptop classroom in order to allow for flexibility in teaching.
**BUSINESS DIVISION**

- Hire an APT to assist the Business Division counselor in order to achieve more program completers, increase transfer to four-year institutions, and increase student retention/persistence. The counselor is also responsible for general counseling duties (Student Services) and representing Student Services on committees; otherwise, the counselor is accountable to two divisions/departments. The demands on the counselor are increasing due to the new HIT Program.

- Provide night advising prior to preregistration for online and night students that cannot schedule daytime appointments.

- Expand the Peer Mentors’ One Stop hours to accommodate early day and night students.

**Plans for next year to respond to current situation and meet goals from CRE**

- Describe how the division/unit/area intends to respond to the ARPD analysis and the issues, problems, and opportunities identified above.

- Specific actions need to be identified and described with target dates and person responsible for ensuring the action is completed.

- Each action needs to describe how the division/unit/area will know if the action(s) planned is/are effective.

**Business Division Goals – 2013-2014**

Addresses College Goal – Student Success Initiative Goal: Increase the number of graduates and transfers in all areas by 25%:

- **Goal 1**: Hire an APT to assist the Business Division counselor in order to achieve more program completers, increase transfers to four-year institutions, and increase student retention/persistence.
  - **Target Date**: Spring 2014
  - **Responsible Party**: Counselor and Division Chair
  - **Effective Result**: APT hired

- **Goal 2**: Provide night advising prior to preregistration on either a Monday or Wednesday night and a Tuesday or Thursday night. (2012-2013 plan for improvement)
  - **Target Date**: Spring 2014 for Fall 2014 pre-registration
  - **Responsible Party**: Counselors
  - **Effective Result**: Night advising sessions held

- **Goal 3**: Expand the hours for the Peer Mentors’ One Stop (earlier than 1:30 p.m.; and later to support night students).
  - **Target Date**: Spring 2014
  - **Responsible Party**: Retention Specialist
  - **Effective Result**: Hours expanded

- **Goal 4**: Hold the Spring 2014 Graduation Application event.
  - **Target Date**: Spring 2014
  - **Responsible Party**: Counselor, Retention Specialist, and Business Division Faculty
  - **Effective Result**: Event held
Addresses College Goal – Student Success Initiative Goal: Eliminate Gatekeeper courses

- Goal 5: ACC 124 and ACC 201 – Replace the full-time accounting instructor on administrative assignment, which will give the discipline and division another faculty member to participate in student advising, course and program assessment, and campus committees.
  - Target Date: Spring 2014 for Fall 2014 start date
  - Responsible Party: Accounting Program Coordinator and Division Chair
  - Effective Result: Instructor hired

Addresses College Goal – Strategic Goal A: Promote Native Hawaiian student success through a variety of strategies and interventions with comparable goals as overall student success initiative (Goal A, A.)

- Goal 6: Establish a Business Peer Mentor Program in conjunction with the Native Hawaiian CTE Program, Ho'oulu; house a One Stop during the morning and evening hours at the Halau.
  - Target Date: Spring 2014
  - Responsible Party: Retention Specialist, Division Chair, and Ho'oulu Project Coordinator
  - Effective Result: Business Division Peer Mentors housed at the Halau

Addresses College Goal – Strategic Goal B: All Student Success [Increase by 3% per year the number of individuals enrolled in non-credit certificates programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, and where the average wage is at or above the US average (B.3.)] and Strategic Goal C: Workforce Development

- Goal 7: Hire a HIT instructor at Rank C3 (RHIT or RHIA required), 11-month position to teach year-round for an 18-month A.S. in HIT Program; and prepare students for the workforce as coders, which is a high-wage, high-demand career. The HIT Program includes non-credit students and offers opportunities to apply their non-credit classes toward approved credit HIT classes. The credit courses, which lead to certificates and/or an associate degree, open up additional career pathways. When the CAHIIM accreditation is achieved, Leeward CC students will be eligible to take national certification exams that lead to high-wage, high-demand careers.
  - Target Date: Spring 2014 interview for Fall 2014 start date
  - Responsible Party: HIT Program Coordinator and Division Chair
  - Effective Result: Instructor hired

Addresses College Goal – Strategic Goal D: Professional Development [Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership (D.1.)]

- Goal 8: Upgrade faculty computers to keep in pace with technology, including new software.
  - Target Date: Summer 2014
  - Responsible Party: Computer Committee, Division Chair, and Division Secretary
  - Effective Result: Computers ordered and received
Goal 9: Upgrade BE-102 electrical system and convert to a computer room that secure laptops (20 computers in classroom) on the desktop. The use of laptops makes the classroom more flexible for class activities.
  - Target Date: Summer 2014
  - Responsible Party: Management Program Coordinator and Division Chair
  - Effective Result: Classroom converted to a laptop computer classroom

Goal 10: Obtain a cart of 20 iPads for the HIT Program in order to manage electronic health records. This cart would also be used in Business Technology courses.
  - Target Date: Spring 2014
  - Responsible Party: HIT Program Coordinator and Division Secretary
  - Effective Result: iPads and cart received

Goal 11: Establish and provide a campus CTE budget for faculty professional development funds to pay for membership dues in professional organizations for non-teaching organizations (e.g. Hawaii Association of Public Accountants, ARMA, AHIMA, Society for Human Resource Management,) in order to keep current in industry trends and practices.
  - Target Date: Spring 2014
  - Responsible Party: Dean of CTE, Division Chair, and Division Secretary
  - Effective Result: Professional Development budget established

Goal 12: Professional Development fund to keep faculty abreast of the current trends and practices, as well as meet other discipline educators.
  - Target Date: Spring 2014
  - Responsible Party: Division Chair and Division Secretary
  - Effective Result: Professional Development fund established and list of designees assigned for the year

Goal 13: Create a HIT electronic records simulation office with industry-style furniture and equipment.
  - Target Date: Summer 2014
  - Responsible Party: HIT Program Coordinator, Division Chair, and Division Secretary
  - Effective Result: Room designated and industry-style furniture and equipment received.
Request for Resource Allocations
Each prioritized planning list should be limited to the **top five requests** for your division, unit, or area. **Planning requests should be $5,000 or greater in amount.** Some divisions may want to keep a complete prioritized list of items for any amount to use for division fund requests.

- Operating Budget (includes Supplies, Student Help, Technology, Equipment/Furniture, Travel/Professional Development)
- Personnel (positions and release time)
- Repair and Maintenance

OVERALL DIVISION/UNIT/AREA PRIORITIES FOR OPERATING BUDGETS (This category includes Supplies, Student Help, Technology, Equipment/Furniture, and Travel/Professional Development)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Item or Action and improvement sought</th>
<th>College, Program, or Unit Goal</th>
<th>Data supporting request</th>
<th>New Funding Cost Estimate</th>
<th>If new funding not available: Possibilities for Extramural Funding or Reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 tie</td>
<td>Computer updates</td>
<td>Business Division</td>
<td>The campus will be updating the software to Microsoft Windows 8 and Microsoft Office Suite 2013. In order to accommodate the new software changes, the older division computers need to be updated. Computers/laptops with touchscreens will be able to fully utilize the new Windows 8 software.</td>
<td>$24,000</td>
<td></td>
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<tr>
<td>1 tie</td>
<td>Professional development funds for faculty</td>
<td>Business Division</td>
<td>The faculty need to keep updated on current technology and industry trends. Attending professional development events (or purchasing books, software, etc.) help the faculty stay current and in touch with industry professionals.</td>
<td>$8,000</td>
<td></td>
</tr>
<tr>
<td>2 tie</td>
<td>HiT simulation classroom equipment and furniture</td>
<td>Business Division</td>
<td>Professional Practice Experience (PPE) is vital to the HiT educational process. In order to be accredited, CAHIIM requires PPE. The challenge for Leeward CC students on O‘ahu is that all of the acute care hospitals have reduced staff and very strict electronic health record security measures</td>
<td>$45,000</td>
<td>Perkin’s grant or C3T Round 4 proposal</td>
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</tbody>
</table>
(secondary to HIPAA, HI Tech laws require employee sign-on and prohibit sharing access of records to students). This makes it impossible for hospitals to offer PPE for records control, coding, and quality control (electronic, hybrid, and paper charts). Creating a Leeward CC HIT simulation classroom would enable students to get the necessary skills and experience to be job ready. If Leeward students had to rely exclusively on the community to get PPE, this could delay their graduation; an in-house PPE would matriculate students through the HIT program faster and these students would be eligible to take the Registered Health Information Technician (RHIT) national certification exam.

| 2 tie | Peer Mentor expanded hours to assist early day and night students; include additional hours at the Halau to increase the number of Native Hawaiian students in the Business Division programs. Assist Native Hawaiian students to persist and complete their certificates/degrees. | Business Division | Peer mentors have made a positive impact during Spring 2013 and Fall 2013.  
E-mails = 1,845  
Phone = 888  
Face to Face = 298  
One Stop Usage = Average of 6 students per day & 120 in a month according to sign-in sheets.  
The use of peer mentors is a strategy to improve student retention, persistence, and completion. The presence of Business Division peer mentors in the Halau is a strategy to (a) bring awareness to business programs and (b) encourage and help students to persist and complete their | $10,500 + current budget for fall and spring semesters; 30 hours per week total for all peer mentors. | Student Success or Perkin’s grant |
certificates/degrees.

2 tie

Special laptop desks in BE-102. Laptops are secured with a lock; table flips/converts into a flat table surface or brings up the laptop for use.

Business Division

Currently usage of laptops in BE-102 is limited due to the inordinate amount of time needed to hand-out and collect the computers. The Newpath Laptop Desks (sample vendor) will alleviate the problem by having the laptops easily accessible while being able to be "hidden" when using desks for group work and other activities.


$15,000 plus shipping

PERSONNEL (Positions and Release time)

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</table>
| 1        | APT to assist Business Division Counselor | Business Division | The Business Division is aware of the overwhelming responsibilities of the division’s counselor. Due to her time restraints, the Division would like to hire an APT to assist the counselor to provide additional contacts with students (e.g. calling, preliminary reports, e-mails). The personal contact would increase engagement with the students. Hiring an APT would help support the initiatives to increase completion rates.  
- 83% of business students are non-traditional students.  
- June 2009-August 2013 appointments = 2,738 | $40,000 (Band A, Step 3) | Perkin’s |
• June 2009-August 2013 walk-in appointments = 2,638
• Fall 2009-Summer 2013 graduation checks = 1,339
• Maka’ala program; contacting students – Fall 2010-Spring 2013 = 423 business students

2 Health Information Technology tenure-track position; Rank C3
Business Division
CAHIIM (accrediting agency) requires two full-time teachers. This is a high-demand, high-wage field; and other educational institutions, locally and nationally, offer this position at an assistant professor level.

$62,000 (Rank 3, Step 5) unless the position is reallocated within the division
A) Reallocation, if available
B) C3T Round 4 grant proposal

3 Accounting position to replace faculty on administrative duties
Business Division
The Analytic FTE faculty for 2012-2013 is 8.8, which indicates an equivalent of nearly 9 full-time faculty to teach the various courses offered in the discipline.

$55,400 (Rank 2, Step 5)

REPAIR and MAINTENANCE (R&M)

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<tbody>
<tr>
<td>1</td>
<td>HIT simulation classroom; return BE-227 (or similar room that can be divided) to use as a model office for HIT and BTEC students.</td>
<td>Business Division</td>
<td>Professional Practice Experience (PPE) is vital to the HIT educational process. In order to be accredited, CAHIIM requires PPE. The challenge for Leeward CC students on O‘ahu is that all of the acute care hospitals have reduced staff and very strict electronic health record security (secondary to HIPAA, HI Tech laws require employee sign-on and prohibit sharing access of records to students). This makes it impossible for hospitals to offer PPE for records control, coding, and quality control (electronic, hybrid, and paper.</td>
<td>$25,000</td>
<td>Perkin’s or C3T Round 4 grant proposal</td>
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</table>
Creating a Leeward CC HIT simulation classroom would enable students to get the necessary skills and experience to be job ready. If Leeward students had to rely exclusively on the community to get PPE, this could delay their graduation; an in-house PPE would matriculate students through the HIT program faster and these students would be eligible to take the Registered Health Information Technician (RHIT) national certification exam.

|   | Upgrade BE-102 electrical to accommodate and power laptops | Business Division | Currently usage of laptops in BE-102 is limited due to the inordinate amount of time needed to hand-out and collect the computers. The Newpath Laptop Desks (sample vendor) will alleviate the problem by having the laptops easily accessible while being able to be “hidden” when using desks for group work and other activities. [http://www.smartdesks.com/computer-desk-student-custom-computer-desks.asp](http://www.smartdesks.com/computer-desk-student-custom-computer-desks.asp) | $15,000 |