Response Report to UHCC Organizational and Resource Planning
Next Steps on Proposed Actions – Plan #3

The Business Technology Program Coordinating Council (BTEC PCC) met numerous times to discuss the University of Hawai‘i Community Colleges Organization and Resource Planning document - Next Steps on Proposed Actions – Plan #3.

After much discussion of the proposed actions, it is the contention of the BTEC PCC that the Business Technology program (BTEC) remain a separate program from Accounting and general business programs. This position is supported and echoed in the individual Accounting and Business programs responses to Plan #3. The nature and uniqueness of the BTEC curriculum does not align well with the Accounting and other Business programs. Furthermore, the 1,612 new and replacement positions (2019-2020) available in the State of Hawai‘i demonstrate a need for the BTEC program. In meetings with the State of Hawai‘i Department of Human Resources Development, the State government is in need of filling more than 900 vacant office administration type positions (post-COVID-19). Renewed efforts by State Senator Dela Cruz and Moriwaki to train and fill these high need areas demonstrated the workforce need of Business Technology credentials.

Program Alignment/Decrease in Duplication of Courses
The BTEC program already has an established UHCC BTEC Articulation Agreement that outlines articulated courses in the various BTEC programs; however, the BTEC PCC did identify opportunities to decrease duplication of course offering and better coordinate scheduling across campuses. A modification to the BTEC programs at each campus will better align the curriculum and courses to reduce duplication, increase ease of transfer between campuses, and expedite student degree completion.

Consortium Program Model
The BTEC PCC is in agreement that a consortium program works best for Business Technology and business programs because it allows each campus to identify the needs of the unique communities they serve, without the restrictions of a hub and spoke model. A consortium program should reflect practices similar to the “Shared courses” (Collaborative scheduling among campuses) model detailed in the UHCC Curriculum Sharing Models (draft).

Unique Community Needs
There is a BTEC program on ‘Oahu, Maui, and Hawai‘i Island, which makes the communities they serve very different and unique. A hub and spoke model removes the connection to the unique communities each campus serves. A centralized control of courses will lead to reduced enrollment and student engagement. In particular, hiring lecturers and faculty that relate best to the population it serves is critical to student success within Hawai‘i’s unique and diverse cultural mix. A connection to community is of critical importance with serving Native Hawaiians and underserved populations. BTEC programs at each campus have established their own industry advisory committee and industry partnerships that support meeting their unique community needs.

VPCC Forum with Industry Representatives
BTEC faculty should be included in the discussion on the membership of the “forum with industry representatives” as part of the next round of facilitated work group meetings. Since 95% of the
workforce in Hawai‘i is employed by small to medium size businesses, the forum should reflect similar industry representatives. Consultation on the make-up of the committee with faculty is imperative to reflect the workforce needs our grades serve.