November 2, 2012

TO: Manuel Cabral, Chancellor
   Leeward Community College

SUBJECT: Career & Technical Education Award

Leeward Community College is awarded $17,658 in 2011-2012 Title I Career and Technical Education Carryover funds to support the entitled project:

   Introduction to Social Media  $17,658

The award period for the project is from July 1, 2012 to June 30, 2013 and the award number for the project is: LEE2011/12(2)-T1-11 and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2013. A completion report is due on October 10, 2013.

Please call Dominic (Nic) Estrella at 956-3865 if you have questions.

Sincerely,

[Signature]
Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: M. Pecok, VCAA
    M. Lane, VCAS
    R. Umehira, Dean, CTE
    C. Wakamura, FA
    L. Tshuhako, FA
    S. Robinson, Dir. of Academic Programs
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006
Perkins IV Intervention Strategy Proposal Form
(revised August 2012)

<table>
<thead>
<tr>
<th>Campus Priority Number:</th>
<th>#5 of 7 Proposals (REVISED 10-27-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carryover funds from 2011-12</td>
<td></td>
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</tbody>
</table>

1. College: Leeward Community College

2. (Descriptive) Strategy Title: Develop, Design and Deliver a new course “Introduction to Social Media” to offer in the Spring 2013 as experimental for Hybrid delivery and developed for the Fall 2013 as a fully-online delivery course.

3. Proposer’s Name: Beau Beadel & Warren Kawano

Email: bbeadel@hawaii.edu
warrenk@hawaii.edu


☑ New Proposal

☐ Resubmitted/Revised Proposal

5. Total Amount Requested: $17,658

6. Proposal meets the following requirement for uses of funds or permissible use of funds (also describe how it meets this criterion):

a. "Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses", by developing an Introduction to Social Media course.

b. "Link career and technical education at the postsecondary level", by creating a college-level course to promote workforce skills by maintaining social media Web-sites for business and industry and to meet the entry-level skills set forth by local business employment advertisements at craigslist.com, careerbuilder.com, and monster.com.

c. "Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences". The course would entail maintaining social media Web sites, such as, LinkedIn, facebook, twitter, and business/industry professional blogging sites to communicate and facilitate business strategies, goals, marketing, sales, product information and customer retention.

d. "Initiate, improve, expand and modernize quality career and technical education programs, including relevant technology", by developing the course to meet the demands of skills required by the current workforce according to current employment advertisements for entry-level administrative support roles in business and industry.

e. "Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs". To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education: In addition to delivering the course in a traditional face-to-face format with an online format (hybrid), developing and designing the course for online delivery so as to reach special populations as described in the
required and permissive use of funds that would describe our student population who are unable to travel to campus for traditional face-to-face classes.

7. Brief Statement of identified problem area and reason for selection:
   a) Provide relevant program and/or college data to support the need to address this problem.
   b) Describe alignment of problem to one or more Perkins Performance Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pg. 2 of Instructions)
   c) Include narrative that is supported by data. Be brief and succinct.

According to the National Business Education Association (NBEA), The American Community College Association and the number of entry-level administrative support jobs with the phrase "social media" in their employment descriptions on popular job Web-sites has increased by more than 45 percent. With the explosion of Facebook, Twitter, Linkedin, and other social media sites---Facebook alone now boasts more than 800 million users worldwide---more employers have a demand for workers who can skillfully navigate the social media universe. Community colleges are quickly becoming the place to turn. Entry-level administrative support jobs start from $45,000 a year according to recent job searches at Craigslist.com in the local Oahu area; Monster.com, and Careerbuilder.com for job searches across the country. Some institutions have begun working with employers to launch professional training courses to help businesses and their employees tap a wellspring of new business and marketing opportunities.

The current problem is that many individuals already use social media in their personal lives. This proposed course would expand social media to be a valuable employment skill used by businesses and other organizations to market their products and services, disseminate corporate communication, and create interactive relationships among customers, employees, vendors, and other parties. Transforming our students' personal social media skills to an ever-increasing need by business and industry for professional social media skills related to the workplace is the challenge that this proposed course would meet. This course would serve the needs of the workforce by instilling from the course SLOs in our students the importance of writing effective blogs and maintaining communication that is suitable for business and industry that requires the promotion of products, services, and customer satisfaction in social media today.

1P1: The development of the course, Introduction to Social Media, is directly aligned with 1P1 of the Perkins Core Indicator on Technical Skill Attainment. Moreover, offering this course would meet the goal of increasing the number of students, especially Native Hawaiian, low-income, and other under-server students, to attain the skills that are currently needed in the workforce.

2P1: While developing an Introduction to Social Media course it is critical to consider meeting the demands of employers by offering a future certificate program which would utilize this course as a "gateway" to providing a certificate program with an emphasis by an ever increasingly popular program known as the Virtual Assistant. While researching other colleges and universities across the country for this course and proposal we have found that typically the course fell within the business departments in higher-education and even more specifically, within Business Technology/Office Systems/Administration disciplines with a new certificate known as Virtual Assistant. We believe that while proposing this gateway course we will need to develop a new program within Business Technology at Leeward Community College with the ultimate goal of designing a new Virtual Assistant Certificate. Existing courses within the Business Division, such as Accounting, Marketing, Management and other courses within Business Technology would compliment the Virtual Assistant Certificate. In fact, the Perkins Core Indicator, 2P1, which states "Student attainment of an industry-recognized credential, a certificate, or a degree" would support
our proposal of not only the gateway course, Intro to Social Media, but further developing a Virtual Assistant certificate program by incorporating other business courses. It is our strong belief that this course and subsequent certificate would attract students along all disciplines of the business division and beyond at Leeward Community College.

4P1: Lastly, Introduction to Social Media as a new course offered in the Spring 2013 and a subsequent certificate, Virtual Assistant offered in the Fall of 2013, would support the Perkins Core Indicator. 4P1: Student Placement in which it states "Student Placement in military service or apprenticeship programs, or placement or retention in employment in high skill, high wage, or high demand occupations or professions" would directly meet the demands of several job opportunities in the local Oahu area and beyond as supported by our recent research on popular employment Web-sites, such as, Craigslist.com, Careerbuilder.com, and Monster.com.

8. Brief Strategy Description: (Be succinct)
   - Answer the question: What do you want to do based on information provided in item #7 above?
   - If this strategy is a continuation of a current strategy, indicate rationale for continuance.
   - Include supporting data i.e. effectiveness measures. Data on student needs, student impact (number served last year and anticipated number to be served in current year), and effectiveness must be provided below.
   - Evidence of industry support.

We propose to design, develop and deliver a new course within the Business Division, "Introduction to Social Media" (ISM) and offer it as an experimental course in the Spring of 2013 and deliver it in a hybrid format. The design of the course would involve rich media and the utilization of collaborative tools such as asynchronous and synchronous discussion within Laulima. The course would be scheduled to meet once per week face-to-face on Tues or Thursday for 1.25 hour and the other student contact would be online. While teaching the course in the Spring of 2013, student assessment and feedback would assist us further in developing a fully-online distant educational course to be offered in the Fall of 2013. In developing this course we will seek a wide spectrum of local business advisement throughout the island of Oahu to align the student learning objectives with the current social media needs in the workforce. In addition, we plan on attending local workshops, social media groups, and attending the popular annual conference in California, Wisdom 2.0. The conference in February of 2013 will be helpful in gathering current information from the many Social Media organizations that will be in attendance (Facebook, Twitter, LinkedIn, and Google Blog just to name a few!) to immediately implement in the course.

We will develop marketing materials and attending local job fairs in the surrounding area to promote the course to attract students for enrollment. In addition, we would utilize the campus marketing efforts in promoting the course in and out of the Leeward Community College population that it serves. It is also important to note here that implementation of this new course in social media would compliment the Business Division’s existing ECOM 100 –Introduction to E-Commerce course that serves all majors within Business to include accounting, management, and marketing students.

We believe based on recent articles published by the National Business Education Association and Association of Community Colleges that there is a strong need in the workforce for social media skills by our business students (see below). In addition, as evidentiary of popular employment Web-sites (craigslist.com, monster.com, and careerbuilder.com) that there is a high-demand by employers for social media skills of their entry-level administrative support positions
that warrants this need for Leeward Community College to offer an Introduction to Social Media course to students now.

Media and Publication Support for Social Media in business and industry:

Craigslist.org (search locally, Honolulu, keywords: administrative, social media)
Careerbuilder.com (search locally and nationally, keywords: administrative, social media)
Monster.com (search locally and nationally, keywords: administrative, social media)


Practical Advice on Social Media from the American Association of Community Colleges: http://www.communitycolletgetimes.com/Pages/Technology/Widgets-2.aspx

Meeting the Demands of Workers for Social Media Skills from the American Association of Colleges: http://www.communitycolletgetimes.com/Pages/Technology/Colleges-adjust-program-to-meet-demand-for-workers-with-specialized-online-skills.aspx

9. Calendar of Planned Activities: (add or delete rows as appropriate)
   In chronological order, briefly describe the procedures/activities planned to achieve stated goal(s) or outcome(s)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek advisement from the business community on desired SLOs</td>
<td>October 2012</td>
</tr>
<tr>
<td>Develop SLOs, adopt textbook(s), develop course Syllabus</td>
<td>October 2012</td>
</tr>
<tr>
<td>Develop and Design Laulima course shell for the hybrid delivery for Spring 2013</td>
<td>November 2012</td>
</tr>
<tr>
<td>Market and advertise course to the LCC student population, local business/industry, and to local chamber groups</td>
<td>October – December 2012 &amp; March – July 2013</td>
</tr>
<tr>
<td>Deliver hybrid course in Spring 2013</td>
<td>January – May 2013</td>
</tr>
<tr>
<td>Transform the Hybrid course to a fully-online delivery for the Fall of 2013 and develop Virtual Assistant certificate</td>
<td>January – July 2013</td>
</tr>
</tbody>
</table>
10. Effectiveness Measures: (Refer to the identified problem – item #7), and describe the anticipated quantitative outcomes expected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one, year two, etc.) **State the effectiveness measures clearly and in assessable terms.** The outcomes stated here must be addressed later in the completion report. Confer with your IR office to ensure the appropriateness of the measurement of outcomes.

A. After meeting with local business and industry and receive input, contact publisher for textbook material and review for alignment, design and develop course student learning objectives, design assessments within Laulima by use of asynchronous discussion forums, schedule course synchronous activities, design course activities where actual blogging, facebook design/maintenance, Linkedin design/maintenance, Twitter design/maintenance and identify each activity while developing a course syllabus.

B. Enrollments will be measured by effectiveness of the course design, development and delivery by soliciting business/industry, Business Advisory Committee, and student survey feedback.

C. Course completions will be measured by technical skill attainment and student learning objectives by the student achievement of a grade "C" or better.

**1P1: Technical Skill Attainment:**
From the following information obtained through Banner:
- 70% of the students will have earned a C grade or higher in ISM courses.
- 70% of the students will have achieved a cumulative grade point average (GPA) of 2.0 or higher.

D. Quantitative hits on course facebook, twitter, Linkedin from the student activities that are required in the course.

E. Student learning objectives will be measured by a course entry and course exit survey and by course assessments (Quizzes, exams, social media participation, student presentations).

F. Staff/faculty will attempt to stay in contact with student after course and certificate completion to track job placement.

**4P1: Student Placement:**
The following information will be obtained through Job Prep Services or other sources:
- 100% of the students will be asked to complete an exit survey that will include questions about job search activities and placement.
- Instructors will attempt to stay in touch with students as they continue with their education and job search.
Intentionally left blank to place budget on one page (next).

11. Budget Summary  (Double click to activate worksheet. Scroll back to top when done and click outside the sheet). Itemize all items $500 and over.

<table>
<thead>
<tr>
<th>Personnel (List all Positions separately)</th>
<th>Budget</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor 3CR Summer 2013 Overload</td>
<td>$4,110.00</td>
<td>Faculty</td>
</tr>
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<td>Faculty</td>
</tr>
<tr>
<td><strong>Personnel Subtotal</strong></td>
<td><strong>$8,220.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

Fringe Benefits (List per Position)

<p>| Instructor 3CR Summer 2013 Overload      | $85.00   | Faculty  |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor 3CR Summer 2013 Overload</td>
<td>$85.00</td>
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<tr>
<td>Fringe Subtotal</td>
<td>$170.00</td>
</tr>
<tr>
<td>Total Personal</td>
<td>$8,390.00</td>
</tr>
<tr>
<td>Services</td>
<td>$2,000</td>
</tr>
<tr>
<td>Material &amp; Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$5,768.00</td>
</tr>
<tr>
<td>Rentals</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Total Other</td>
<td>$9,268</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$17,658</td>
</tr>
</tbody>
</table>

Fringe Benefits Rates (AS OF) 7/20/12

- Faculty/Staff: 44.21%
- Casual Hire/Overload: 2.06%
12. Budget Elements:

- Personnel - Please include a short description on all proposed personnel to be paid for by these funds. The description should include the FTE, if the hire is regular or casual, title (counselor, lecturer, APT, etc.), their job duties that will benefit the project (cite narrative), the monthly salary and fringe, and the number of months of funding. Please take into consideration the recruitment time for new hires.

  Two Business instructors to design, develop, and promote course from Fall 2012 through Spring 2013 and continue to develop course for online delivery for Fall 2013:
  Two instructor, 3 credits overload Summer 2013, $1370/cr x 3 = $4110.00 x 2 = $8,220 + $170 fringe = $8,390.00.

- Material & Supplies - Itemize supplies purchased that cost more than $500 and have a shelf life of 1 year or longer.

  Office supplies $500

- Travel – Breakdown the estimated cost including airfare, lodging, per diem, conference fees, and ground transportation. Include the conference name, description, location, and dates. If possible, include conference flyer and/or agenda.

  Attendance at the Wisdom 2.0 Conference, San Francisco, CA Feb 21rst-24th.
  http://wisdom2conference.com
  Conference Fee $1,150 per person x 2 = $2,300
  Airfare for 2 approximately = $1600
  Accommodations @ approximately $200 per night x 3 = $600 x 2 for both = $1200
  Transportation $100
  Per Diem $71 per day for 4 days for 2 = $568
  http://wisdom2conference.com/

- Services – If you know the name of the specific vendor you would like to hire, please include. Also a breakdown of service cost (cost per day, hour, etc.)

  Social Media Technology Training $2000

- Other – Includes items such as software, printing, rentals, etc. Each item must be listed and described as to how it will enhance the project.

  Use of our campus printing services for promotional material to advertise the course estimated at $1000.00

- Equipment, whose description is an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds $5,000.

  None, will utilize Leeward Community College classroom labs
13. Indicate which Perkins requirements are covered by this proposal? (Check no more than three category that best describe your proposal):

| ☑ 1. Building of the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions |
| ☑ 2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instructions, and that link secondary education and postsecondary education for participating career and technical education students |
| ☑ 3. Increasing State and local flexibility in providing services and activities designed to develop, implement and improve career and technical education, including tech prep education |
| ☑ 4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities |
| ☑ 5. Providing technical assistance that –
| (a) Promotes leadership initial preparation, and professional development at the State and local levels; and
| (b) Improves the quality of career and technical education teachers, faculty, administrators and counselors |
| ☑ 6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries |
| ☑ 7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive |

14. Certifications:

I certify that this proposal, budget, and certifications are accurate and complete and that this project will be conducted in accordance to Perkins Policies, Federal, State, and University requirements. I certify that this proposal has been reviewed by the fiscal office.

Proposer’s Signature: [Signature]  Date: 9/3/12

Beau Beadel & Warren Kawano

Leeward CC Priority Number #5 of 7 Proposals
“Introduction to Social Media”