PROGRAM ASSESSMENT REPORT

for

WCC ETC Programs

Introduction to Construction Occupations (ICO)

for

Fiscal Years 2005-2010

November 15, 2010
# Program Review Health Indicator Summary

## ETC Programs
**Introduction to Construction Occupations (ICO)**
for Fiscal Years 2005 - 2010

## Overall Program Status

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<td>Healthy</td>
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## Overall Program Demand*

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## Overall Program Efficiency

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## Overall Program Outcome

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<td>Cautionary</td>
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* See Executive summary for explanation
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Considerations for ETC Program Reviews

The Employment Training Center offers non-credit vocational training programs designed to ease the transition to the workforce and prepare individuals for academic and/or professional careers. These programs operate year-round and have frequent entry and exit dates (at least one per month). The durations of the programs range from 3 weeks to 17 weeks. The training programs are terminal by design.

In addition to our programs, ETC is able to create, modify, and design customized workshops and courses tailored to meet the needs of Hawaii’s employers and the dynamic changing labor market.

As such, ETC programs do not generate data in semesters, majors, SSHs, transfer rates, persistence or other indicators used in credit-based program review. ETC intakes may also bridge fiscal years, i.e., a training program with an intake in June (with a course completion in September) may bridge into the next fiscal year; consequently, enrollment data for these training programs will not be detailed in this report.

The indicators used in this program review report have been modified and re-labeled to reflect the nature of ETC training program
Mission Statements

College mission statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Employment Training Center mission statement

The mission of Windward Community College, Employment Training Center, is to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment.

ICO Program purpose statement

The Introduction to Construction Occupations (ICO) program is committed to providing vocational and workplace skills and meeting the needs of labor for entry-level construction workers.
I. Executive Summary of Program Status

Review of the program rating

A. Overall Program Status

Using the ETC rubric, the ICO program overall is cautionary.

Regarding program demand, our rubric measures only ETC’s training program as it addresses the State’s overall need for construction worker. When you look at the class fill rate, which in the past 5 years has risen from 53% to 137, you get a more accurate picture.

Program efficiency rates improved in 2007 and 2008 but fell in 2010. Program effectiveness rates fall within a range of 82% to 95%. In this regard the program is healthy.

The challenge is in continuing to improve these results. There are many variables such as changes in counselors, location, scheduling, student population, inclusion of field practicum, coordinator, curriculum, instructor, and economy. In addition, data will improve with better promotion/marketing, tracking of students, up-to-date green building skills, and safety training.

B. Overall Program Demand

From 2005 and including FY 2009-10, the Fundamentals of Construction Occupations Program has been able to meet the needs of the City & County of Honolulu’s Youth Build Program. Pending contracts are still in effect, until June 2011.

The goal of the Youth Build program is to provide these young adults with vocational skills and a GED diploma from Youth Build instructors to transform them into contributing members of our society.

Another venue for the ICO program is the Hawaii National Guard Youth Challenge Program, who are also based in Kalaeloa, near our facilities. We have serviced them in the past, teaching construction and basic auto body classes. They have expressed an interest to further engage their students in our programs due to our convenient location and curriculums.

C. Overall Program Efficiency

The cost per student contact hour for FY 2009-10 has declined from $8 to $7 cost per student contact hour. However, the student count did change due to the dividing of a group into two classes with instructors.

With grants from the American Recovery and Reinvestment Act, the ICO program will continue to accommodate the high employment demand.
D. Overall Program Outcomes

The success of the ICO program is dependent on instructors with technical and vocational expertise as well as the ability to interact with students that are looking for guidance toward their career goals.

As of January 2011, the ICO Program under ETC will be transferred over to Windward Community College under a new heading as OCET (Office of Continuing Education and Training). The ICO program will forego the remaining class already scheduled at Kalaeloa and at Windward Community College till June. Extensions for this program may be possible through the continuation of grants.

II. Program Description

A. Description and history of the program

Based on Employment Training Center catalogs on file, there is evidence that the Construction Occupations program was offered in 1988. It is unknown when the program was initially established. Needless to say, this program has been serving the workforce needs of Hawaii for at least two decades.

Over the years, the Construction Occupations program has prepared students for construction related careers through theory, demonstration, and hands-on practice of basic elements of carpentry, masonry, drywall, plumbing, and electrical work.

The current Introduction to Construction Occupations (ICO) program consists of two modules of basic construction trades designed to prepare students for careers in various areas of the construction industry. This program provides classroom instruction, hands-on training, and an understanding of the basic construction principles needed to complete basic building functions. This program was developed to provide and serve the west coast community with career-focused education and training. The Construction Occupation program is conducted at a site in Kalaeloa (Barber’s Point) under an agreement with Kapolei High School.

B. Program goals/occupations for which this program prepares students

The ICO program is offered year-round and is committed to serving students by providing vocational and workplace skills for entry-level employment in the following general areas:

a. General building maintenance
b. Grounds maintenance
c. Carpentry
d. Electrical
e. Plumbing
f. Hardware outlets
g. Custodial
h. Laborer
i. Tool person and tool maintenance technician
j. Self-employed handyperson
Currently, the course is offered for 10 weeks, averaging 31 hours per week:

- Rough Carpentry 6 weeks
- Electricity, Plumbing, Drywall 4 weeks

Recommended Prerequisite: minimum 8th grade TABE scores

The ICO program consists of two modules of basic construction trades designed to prepare students for careers in various areas of the construction industry. The program provides classroom instruction, hands-on training, and an understanding of basic construction principles needed to complete basic building construction functions. All modules emphasize safety and accident prevention on a work site and the proper use of hand and power tools.

Students learn introduction to rough carpentry, electricity, plumbing, drywall, and masonry. All instruction emphasizes workplace safety, accident prevention at a work site, and the use of hand and power tools. Students learn to function in teams, work productively with a supervisor, demonstrate responsibility and safety mindedness, and practice work habits and communication skills necessary for good job performance.

Integrated Academics instruction provides three hours per week of classroom instruction and directed lab activities in math and language arts skills to enhance students’ success and employment potential.

C. ETC Student Learning Outcomes (SLOs)

Students who successfully complete ETC programs will:

1. Demonstrate career and employment readiness
   As demonstrated by 70% of students achieving certificates.

2. Broaden and enhance their workforce capabilities
   As demonstrated by 70% of students completing the program.

3. Pursue further education and training opportunities
   As demonstrated by 70% of the students successfully transitioning.

4. Continue pursuits that enrich their lives

D. Program Student Learning Outcomes

Students who successfully complete ICO program will:

1. Demonstrate vocational skills for entry-level positions in construction industry.
   As demonstrated by 70% of the students receiving certificates.

2. Demonstrate appropriate workplace behavior and attitude for employment.
   As demonstrated by 70% of the students receiving certificates.
E. Admission requirements

Recommended Test of Adult Basic Education (TABE) score of at least 8.0 for reading and math

F. Credentials, licensures offered

None. Upon program completion (80% of competencies with a grade of “3” or higher), ICO students receive a Certificate of Professional Development.

G. Faculty and staff

1.0 FTE G-funded ICO instructor
0.2 FTE G-funded Integrated academics instructor
0.2 FTE G-funded coordinator
0.2 FTE special funded counselor

H. Articulation agreements

There are no articulation agreements with this program within the University of Hawaii System.

I. Community connections

The Advisory Committee made up of select members in the construction industry reviews and advises the Introduction to Construction Occupations program.

The ICO students are given the opportunity to participate in hands-on field experiences at “live” jobs in the community. Projects requiring minor repairs and rebuilding existing structures were performed at Honolulu Community College, Kapolei High School, Windward Community College, and City & County projects.
III. Quantitative Indicators for Program Review

A. Current and projected positions in the occupation and annual new positions in the State

The EMSI data indicate that maintenance and repair workers will continue to grow in 2008. Data shows 7,498 workers and it is projected to increase to 8,339 in the year 2014. In comparison with other work fields of interest, maintenance workers enjoy a higher end in wage earnings.

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<tr>
<td>7,498</td>
<td>8,339</td>
<td>841</td>
<td>11%</td>
<td>943</td>
<td>157</td>
<td>13%</td>
<td>$16.25</td>
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</table>

The data estimates that by 2014 there will be a total of 8,339 jobs in this occupational area, which indicates an 11% growth. The data estimates 943 new and replacement jobs over six years with 157 annual growth. This shows the need to continue ICO training to meet projected labor demands.

B. Program training hours

Training cycles and hours, position count faculty and casual hire

This is the current schedule with approximately 4 training cycles/intakes of 10 to 16 weeks:

ICO vocational skills training       MTThF  8:00 a.m. to 3:00 p.m.
                                      W     8:00 a.m. to 1:00 p.m.

Integrated Academics skills training W     8:30 a.m. to 1:00 p.m.
                                      F     8:30 a.m. to 10:00 a.m.

10-Hour OSHA General Industry training 10 hours
Responsibilities of the coordinator are to provide overall support and guidance in the day-to-day operations as well as to promote and market the ICO program. Some of the duties include ordering and shopping for materials and supplies, networking with referral agencies, and completing assessment reports.

C. Demand - Program Data

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<tbody>
<tr>
<td>Number of applicants</td>
<td>undup</td>
<td>dupl</td>
<td>undup</td>
<td>dupl</td>
<td>undup</td>
</tr>
<tr>
<td>Enrollment - head count</td>
<td>26</td>
<td>28</td>
<td>3</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Student contact hours</td>
<td>4400</td>
<td>819</td>
<td>10289</td>
<td>11252</td>
<td>11734</td>
</tr>
<tr>
<td>Average contact hr / applicant</td>
<td>169</td>
<td>157</td>
<td>273</td>
<td>273</td>
<td>2110</td>
</tr>
<tr>
<td>Number of classes</td>
<td>11</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>5</td>
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ICO Program - Demand
Applicants and Enrollment
(unduplicated)

Number of Students

- Number of applicants
  - 2005-06: 26
  - 2006-07: 3
  - 2007-08: 48
  - 2008-09: 60
  - 2009-10: 65

- Enrollment - head count
  - 2005-06: 26
  - 2006-07: 3
  - 2007-08: 47
  - 2008-09: 59
  - 2009-10: 66
ICO program data is not available for FY2004-07. During the time period for this program review, the ETC student information system had undergone major changes; and data was collected under three different, non-migratable systems. From 2004-06, ETC used a DOS-based system; from 2006-07, Banner system; and from 2007-10, Classware system, which have been very stable and secure.

D. Demand - Perkins Core Indicators

According to the 2008-2014 Industry Employment Projection for the State of Hawaii EMSI data, the Maintenance and Repair Work General industry projects an 11% increase in employment.

The data also reveals 943 new and replacement State jobs and 157 annual new and replacement jobs. The construction industry continues to project a promising growth in employment in Hawaii.

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<tr>
<td>2008</td>
<td>7,498</td>
<td>8,339</td>
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<td>11%</td>
<td>943</td>
<td>157</td>
<td>13%</td>
<td>$16.25</td>
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The table below projects new and replacement positions for the State and the County of Honolulu as provided by Ms. Chappell-Long from the EMSI data on October 8, 2009, via email.

![FAMCO & Construction State and Honolulu County Projected Demand](image-url)
E. Efficiency – Program Data

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<tr>
<td>Maximum Enrollment</td>
<td>15</td>
<td>15</td>
<td>15</td>
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</tr>
<tr>
<td>Average Class Size</td>
<td>2.5</td>
<td>3</td>
<td>9.2</td>
<td>15</td>
<td>12.4</td>
</tr>
<tr>
<td>Class Fill Rate</td>
<td>17%</td>
<td>20%</td>
<td>61%</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>FTE G-funded Faculty</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.37</td>
</tr>
<tr>
<td>FTE all faculty &amp; instructional support</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>2</td>
</tr>
<tr>
<td>Budget Allocation - General Funds Only</td>
<td>$36,847</td>
<td>$41,254</td>
<td>$73,068</td>
<td>$76,573</td>
<td>$85,340</td>
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<tr>
<td>Budget Allocation - Special Funds Personnel &amp; Supplies</td>
<td>$21,665</td>
<td>$13,445</td>
<td>$17,913</td>
<td>$10,197</td>
<td>-</td>
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<tr>
<td>Total Budget</td>
<td>$58,512</td>
<td>$54,699</td>
<td>$90,981</td>
<td>$86,770</td>
<td>$85,400</td>
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<tr>
<td>Cost Per Student Contact Hour</td>
<td>$13</td>
<td>$67</td>
<td>$9</td>
<td>$8</td>
<td>$7</td>
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<tr>
<td>Student Contact Hour to Instructor Ratio</td>
<td>4,400.00</td>
<td>819.00</td>
<td>10,289.50</td>
<td>9,002.00</td>
<td>867.00</td>
</tr>
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With the many changes in the ICO program over the past five years, it is difficult to analyze the reasons for the great variance in the data. Many factors contributed to the wide range of percentages in Class Fill Rate, Cost Per Student Contact Hour, and Average Class Size.

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<tr>
<td>No. of enrolled students scheduled to complete before reporting deadline</td>
<td>26</td>
<td>47</td>
<td>59</td>
<td>61</td>
<td>NOT AVAILABLE</td>
</tr>
<tr>
<td>No. of scheduled completers actually completing the program (retained in the program)</td>
<td>22</td>
<td>42</td>
<td>50</td>
<td>45</td>
<td>NOT AVAILABLE</td>
</tr>
<tr>
<td>Percent completing</td>
<td>85%</td>
<td>89.40%</td>
<td>85%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Number of scheduled completers receiving certificates</td>
<td>20</td>
<td>47</td>
<td>47</td>
<td>45</td>
<td>NOT AVAILABLE</td>
</tr>
<tr>
<td>Percent of scheduled completers receiving certificates</td>
<td>77%</td>
<td>100.00%</td>
<td>80%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Number of scheduled completers who successfully transitioned</td>
<td>0</td>
<td>2.1</td>
<td>0</td>
<td>2</td>
<td>NOT AVAILABLE</td>
</tr>
<tr>
<td>Percent of scheduled completers who successfully transitioned</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
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</table>
F. Effectiveness - Program Data

The percentage of students completing the ICO program is very high, ranging from 82% to 95% and the percentage of students receiving certificates is equally very high, ranging from 80% to 95%. Certificates of Professional Development of which 19 or 86% transitioned successfully to job, military, higher education, returned to high school, further training, and/or internship.

G. Effectiveness – Perkins Measures

| Perkins Measures for FAMCO & ICO Programs (excludes Integrated Academics and Safety Seminars) |
|---------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
|------------------|---------|---------|---------|---------|---------|
|                  | Number  | Percent | Number  | Percent | Number  | Percent | Number  | Percent | Number  | Percent |
| Student attainment of technical skills proficiencies (1P1) | 20 | 77% | 41 | 47 | 80% | 45 | 74% |
| Student attainment of a post-secondary credential (2P1) | 20 | 77% | 41 | 47 | 80% | 45 | 74% |
| Student retention or transfer (3P1) | 0 | 0% | 1 | 0 | 0% | 9 | 35% |
| Student placement (4P1) | 0 | 0% | not available | 0 | 0% | 0 | 0% |
| Non-traditional participation (5P1) | 0 | 0% | 8 | 9 | 15% | 12 | 18% |
| Non-traditional completion rate (5P2) | 0 | 0% | 6 | 7 | 15% | 6 | 13% |

ICO has exceeded Perkins requirements in two areas over the past five years: (1) student attainment of a post-secondary credential.

ICO has not met Perkins requirement in two areas in FY 2006-10: (1) student attainment of academic skills proficiencies and (2) student attainment of vocational and technical skills proficiencies.

H. Attainment of Student Learning Outcomes

ETC’s Student Learning Outcomes

1. Demonstrate career and employment readiness
   As demonstrated by 82% - 95% of students achieving certificates for the past five years.

2. Broaden and enhance their workforce capabilities
   As demonstrated by 82% - 95% of students completing the program for the past five years.

3. Pursue further education and training opportunities
As demonstrated by 100% of the students from FY 2007-08 successfully transitioning. Meanwhile, FY 2008-09 starts the gradual decline of 80% to FY 2009-10 at 74%.

Attainment of Program Student Learning Outcomes

ICO program SLOs:

1. Demonstrate vocational skills for entry-level positions in construction industry. As demonstrated by 74% - 95% of the students receiving certificates over the past five years. To earn a certificate, the student must pass at least 80% of the course competencies with a rating of “3” or higher (rating scale: 5 = exceeds; 3 = meets, 1 = approaches, 0 = does not apply). The students also demonstrate competency attainment by completing hands-on projects in the shop lab and by passing quizzes/exams. Students are accountable for time with use of timecards and for skills attainment by use of skills checklist.

2. Demonstrate appropriate workplace behavior and attitude for employment. As demonstrated by 74% to 95% of the students receiving certificates from FY 2004-10. At the “live” job experiences, the students demonstrate workplace attendance, timeliness, behavior and attitude, and attire. In FY 2008-09, 80% of the adult students gained employment. Recent data unavailable for 2009-10.

IV. Graduate / Leavers

A. Tracking data – successful transitions

During this time period, the student information system had undergone major changes; and data was collected under three different, non-migratable systems. From 2004-06, ETC used a DOS-based system; from 2006-07, Banner system; and from 2007-10, Classware system. Data for FY 2004-2007 is unavailable.

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<tr>
<td>No. employed</td>
<td></td>
<td>1</td>
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<tr>
<td>No. in Work-Based Learning Only</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>No. returning to Secondary Education</td>
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<tr>
<td>No. pursuing Higher Education</td>
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<tr>
<td>No. Continuing with additional training in ETC or other agency</td>
<td>45</td>
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<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>26</td>
<td>3</td>
<td>59</td>
<td>59</td>
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</tr>
</tbody>
</table>

B. Surveys
ETC surveys were not conducted for this period.

V. Curriculum Revision and Review

ICO curriculum was not revised, but the scheduling of the course was revised as needed to meet the needs of the agency or organization.

The course prepares students for entry-level employment covering these general areas:

- masonry
- rough carpentry
- finish carpentry
- electricity
- plumbing
- drywall
- painting
- general construction principles

As the construction industry changes, the ICO curriculum will be reviewed and revised to meet the standards of green buildings. This process is on-going as the ICO instructor attends training sessions to keep abreast of this new technology.
VI. Analysis of the Program

A. Alignment with the mission statement

In alignment with WCC’s mission statement, the ICO program is committed to career development and support for individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

The ICO program is committed to ETC’s mission statement of providing short-term career-focused education and training in a flexible, learner-centered and supportive environment.

The ICO program serves students from age 16 and older. In a supportive learning environment, the students gain the necessary vocational skills and workplace attitude/behaviors for entry-level employment in the construction field. With these newly acquired skills and enhanced self-esteem, the students are prepared for the future.

B. Analysis of Demand Data

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Number of applicants</td>
<td>26</td>
<td>28</td>
<td>3</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Enrollment - head count</td>
<td>26</td>
<td>28</td>
<td>3</td>
<td>3</td>
<td>47</td>
</tr>
<tr>
<td>Student contact hours</td>
<td>4400</td>
<td>819</td>
<td>10289</td>
<td>11252</td>
<td>11734</td>
</tr>
<tr>
<td>Average contact hr / applicant</td>
<td>169</td>
<td>157</td>
<td>273</td>
<td>273</td>
<td>214</td>
</tr>
<tr>
<td>Number of classes</td>
<td>11</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>5</td>
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</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>7,498</td>
<td>8,339</td>
<td>841</td>
<td>11%</td>
<td>943</td>
<td>157</td>
<td>13%</td>
<td>$16.25</td>
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</tbody>
</table>
Program | Annual County New & Replacement Positions | Annual State New & Replacement Positions
---|---|---
Intro Construction | 129 | 235

Strengths based on analysis of data:

- EMSI Data continue to show growth in the maintenance area as shown above.
- Data shows that maintenance and repair workers will continue to grow in both the County and State needs.
- For FY 2009-10, the Fundamentals of Construction Occupations & Facilities Maintenance (Fundamentals) Program will be offered to meet the needs of the City & County of Honolulu’s YouthBuild program. This Fundamentals program, which is scheduled to start in November 2009 and end in June 2010, is a 4-day a week, 40-day training program. It is anticipated that there will be two classes with full enrollment. The goal of this YouthBuild program is to provide these young adults with vocational skills and GED diploma to transform them into contributing members of our society.

Weakness based on analysis of data:

- Throughout the years, data indicate that the economy and securing the students from the Youth Build Program plays a major part in ICO’s class fill rate.

### C. Analysis of Efficiency Data

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Maximum Enrollment</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>2.5</td>
<td>3</td>
<td>9.2</td>
<td>15</td>
<td>12.4</td>
</tr>
<tr>
<td>Class Fill Rate</td>
<td>17%</td>
<td>20%</td>
<td>61%</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>FTE G-funded Faculty</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.37</td>
</tr>
<tr>
<td>FTE all faculty &amp; instructional support</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>2</td>
</tr>
<tr>
<td>Budget Allocation - General Funds Only</td>
<td>$ 36,847</td>
<td>$ 41,254</td>
<td>$ 73,068</td>
<td>$ 76,573</td>
<td>$ 85,340</td>
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<tr>
<td>Budget Allocation - Special Funds Personnel &amp; Supplies</td>
<td>$ 21,665</td>
<td>$ 13,445</td>
<td>$ 17,913</td>
<td>$ 10,197</td>
<td>-</td>
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<tr>
<td>Total Budget</td>
<td>$ 58,512</td>
<td>$ 54,699</td>
<td>$ 90,981</td>
<td>$ 86,770</td>
<td>$ 85,400</td>
</tr>
<tr>
<td>Cost Per Student Contact Hour</td>
<td>$ 13</td>
<td>$ 67</td>
<td>$ 9</td>
<td>$ 8</td>
<td>$ 7</td>
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<tr>
<td>Student Contact Hour to Instructor Ratio</td>
<td>4,400.00</td>
<td>819.00</td>
<td>10,289.50</td>
<td>9,002.00</td>
<td>867.00</td>
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</table>
The Construction Occupations student population has changed over the years, which is probably the main reason for the differences in average class size and class fill rates. The YouthBuild students have been filling the Construction Occupations classes for FY 2007-10.

The cost per student contact hour for FY 2007-10 has dropped to $7 from $8 cost per student contact hour.

With grants from the American Recovery and Reinvestment Act, it is also anticipated that enrollment will increase with high unemployment. ETC needs to continue to promote and market the Construction/FAMCO programs; data indicates that there is a demand for labor in this industry.

**Strengths based on analysis of data:**

- ICO program class fill rate had peaked at 137% in 2004-05 and again at 100% in 2008-09. The slight decline to 83% is reflected for 2009-10.

- With grants from the American Recovery and Reinvestment Act, it is also anticipated that enrollment will increase with high unemployment. ETC needs to continue to promote and market the Construction/FAMCO programs; data indicates that there is a demand for labor in this industry. There is a projected growth of 13% of new and replacement jobs by year 2014.

**Weakness based on analysis of data:**

- Student enrollment is depended on youth seeking to attain high school diploma or equivalent at no cost to student.

### D. Analysis of Effectiveness Data

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>No. of enrolled students scheduled to complete before reporting deadline</td>
<td>26</td>
<td>47</td>
<td>59</td>
<td>61</td>
<td></td>
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<tr>
<td>No. of scheduled completers actually completing the program (retained in the program)</td>
<td>22</td>
<td>42</td>
<td>50</td>
<td>45</td>
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<tr>
<td>Percent completing</td>
<td>85%</td>
<td>89.40%</td>
<td>85%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Number of scheduled completers receiving certificates</td>
<td>20</td>
<td>47</td>
<td>47</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Percent of scheduled completers receiving certificates</td>
<td>77%</td>
<td>100.00%</td>
<td>80%</td>
<td>74%</td>
<td></td>
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<tr>
<td>Number of scheduled completers who successfully transitioned</td>
<td>0</td>
<td>2.1</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Percent of scheduled completers who successfully transitioned</td>
<td>0%</td>
<td></td>
<td>0%</td>
<td>3%</td>
<td></td>
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</tbody>
</table>
Strengths based on analysis of data:

- The percent of students completing the ICO program for FY 2009-10 slightly declined from 80% to 74% during this 5-year period. Both of these percentages indicate that the ICO program, in its supportive learning environment, is effective in teaching the skills/behaviors as required.

Weaknesses based on analysis of data:

- Student attainment of vocational and technical skill proficiencies or student attainment of a post-secondary credential meets the baseline for Perkins Measures. However, placement into employment, student retention or transfer, non-traditional participation, or non-traditional completion rate do not meet Perkins Measures.

- Data regarding placement into employment only reflects student’s self-reporting; in the future, it is recommended that ETC devise a system to deliberately track graduates regarding entering into employment, military, or high education. Some of the ICO students during this 5-year period were high school referrals; the goals of this group are to earn catch-up credits for re-entry into their respective high schools for graduation and for career exploration.

E. Evidence of student learning

- The percent of students completing the ICO program is consistently high, ranging 74% to 95% during this 5-year period. In FY 2009-10, 45 out of 61 students completed the ICO program. The percent of completers receiving certificates declined from 80% to 74%, which is still not critical at this time.
F. *Resource sufficiency*

Cellular phones are provided to instructor and counselor. The instructor needs mobile access to Internet. The current facility has only one restroom that is shared by the instructor, male students, and female students and has not encountered any problems during the seven years at the facility. There is no potable water system; therefore, drinking water is delivered to the facility by a contractor. Public bus transportation is accessible approximately a mile from the facility. Under adverse weather conditions, the shop area is exposed to the elements of rain and wind.

G. *Recommendations for improving outcomes*

ETC could do a better job to improve performance outcomes by the following:

1. Provide resources for ICO instructor to continue with the Green House Technology development annually.

2. Promote and market ICO and other ETC programs; print ads/brochures/job fairs/TV ads; increase enrollment by 3%.

3. Work more closely with Career & Workforce Development to track employment data.

4. Provide training in assessment of outcomes and competencies.

5. Provide training with Energy Efficient Technology, touching on solar power and electrical efficiency use.
## VII. Action Plan

## VIII. Budget Implications

<table>
<thead>
<tr>
<th>WCC Strategic Action Plan Number</th>
<th>Action Plans</th>
<th>Budget Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>1. Provide resources for ICO instructor to continue professional development in green industry annually.</td>
<td>$2,000</td>
</tr>
<tr>
<td>2.6</td>
<td>2. Promote and market ICO and other ETC programs; print ads/brochures/job fairs/TV ads; increase enrollment by 3%.</td>
<td>$2,000</td>
</tr>
<tr>
<td>4.2, 4.4</td>
<td>3. Work more closely with Career &amp; Workforce Development to track employment data.</td>
<td>N/A</td>
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</table>
Appendices

Abbreviations and acronyms .................................................................20
Sources of information ...........................................................................21
Signature page .........................................................................................22
Glossary of terms for Perkins core indicators for ETC programs ................23
### Abbreviations and Acronyms Used in this Program Review

*(note: to be modified to fit ETC reviews as appropriate)*

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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</table>
| APAPA        | Academic Planning, Assessment, and Policy Analysis  
Office of the Associate Vice President, Community Colleges Academic Affairs, University of Hawaii |
| CTE          | Career and Technical Education |
| ETC          | Employment Training Center |
| EMSI         | Economic Modeling Specialist Incorporated |
| FTE          | Full-time Equivalent |
| FY           | Fiscal Year |
| HCC          | Honolulu Community College |
| HOSP         | Hospitality |
| IEC          | Institutional Effectiveness Committee |
| IRO          | Institutional Resource Office, University of Hawaii, Manoa |
| MAPS         | Management and Planning Support, Institutional Research Office, University of Hawaii |
| PHI          | Program Health Indicator |
| SIS          | Student Information System, Employment Training Center |
| SLOs         | Student Learning Outcomes |
| UH           | University of Hawaii |
| UHM          | University of Hawaii at Manoa |
| WCC          | Windward Community College |
Sources of Information for this Program Review

The information sources for this report are:


2. Term Reports submitted by faculty

3. Perkins College Core Indicators provided by APAPA.

4. Academic Profile Database provided by APAPA.

5. Spring 2008 EMSI PHI Labor Demographics provided by APAPA.


7. MAPS Reports.

8. ETC program information and catalog.

9. Anecdotal information gathered by program faculty.
Signature Page

Faculty review and coordination for this report was provided by:

____________________________________ ETC Faculty

____________________________________ ETC Faculty

____________________________________ ETC Program Coordinator

Administration review for this report was provided by:

____________________________________ ETC Director

Bernadette Howard

____________________________________ Chancellor

Douglas Dykstra

Program information and research for this report was prepared by:

____________________________________ Coordinator, ETC Workforce Development

Michael Moser

____________________________________ Director, Office of Institutional Research

Jan Lubin
Appendices

A. Glossary of terms for Perkins core indicators for ETC programs.

Time Period: July 1 through June 30.

Participant: a student registered for a vocational program (not TLC).

Concentrator: a student who has completed at least 25% of program hours

Completer: a concentrator who has been awarded a certificate in a vocational program, not TLC