PROGRAM REVIEW REPORT

for the

Leeward Oahu Basic Skills Program (LOBS)

for

Academic Year 2004 – 2005

University of Hawaiʻi

WINDWARD
COMMUNITY COLLEGE

September 2005
Program Review Health Indicator Summary

Leeward Oahu Basic Skills Program (LOBS) for 2004-2005

Overall Program Status

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<th>Healthy</th>
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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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<th>Healthy</th>
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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.

Program Mission Statement – To provide remedial basic math and language arts skills to assist students to increase their academic functioning level to enter other post secondary education and training programs.

Part I. Executive Summary of Program Status

Review of Program Rating

The program rating is in the unhealthy range with enrollment for the past 5 years as follows:

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<tr>
<th>Year</th>
<th>Enrollment</th>
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<tr>
<td>2000 - 01</td>
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<td>2001 - 02</td>
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<td>2002 - 03</td>
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<td>2003 - 04</td>
<td>38</td>
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<td>2004 - 05</td>
<td>21</td>
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Response to previous program review recommendations

This is the official program review for the LOBS program as it did not qualify under the current Perkins Act, which defines basic skills programs as non-vocational program majors. ETC has completed program reviews on all vocational programs, however, the basic skills programs are now being reviewed annually under WCC's assessment schedule.

By practice, however, ETC has an annual Administrative Retreat immediately following the end of the academic year where data is reviewed on completion rates, enrollment, and attainment of competencies, employment and other data. This data has been used to discuss program improvement and other recommendations. Annual data on LOBS has been decreasing with external changes such as the inception of the new Workforce Investment Act.

Part II. Program Description

History of the Program

The program was established by request of the state of Hawaii, Department of Labor and Industrial Relations, Job Help Store (JHS). JHS served the immigrant population and determined a need to have Basic Skills training to upgrade math and language skills of their clientele. JHS gave ETC a classroom that was connected to their service offices in Waipahu. This proved productive for both JHS and ETC. At that time, in the 1990’s, we ran classes in the mornings and the afternoons. Both classes were filled with students.
In the late 1990’s, the state of Hawaii built a state building in the Kapolei area and moved state agencies to the new site. JHS was a part of this move but no additional space was available for the LOBS program. To continue to serve this immigrant population, ETC negotiated with Leeward Community College and continued the program at LCC. Enrollment immediately began to decline.

In 2000, the new Workforce Investment Act (WIA) changed the process of serving students to the new Oahu WorkLinks (OWL) sites. Referrals decreased, however, the Job Help Store continued to refer immigrant students for basic educational skills. In 2003, the DLIR closed the Job Help Store as a division and the immigrant population was to be served by the Oahu WorkLinks. Without a division dedicated to serving a specific population, the referrals and enrollment decreased to less than half of the enrollment in 2001-02.

ETC’s Administrative team agreed to continue the program with increased marketing efforts and an annual review of data. Despite increased efforts, ETC has not been able to attain a full class. We were able to fill one class due to a plantation closure in the area, which resulted in many dislocated workers.

Program Goals

The program goals were to prepare students academically to enter into other post-secondary programs. The program also served a high immigrant population who needed Basic English and Math skills to enter higher-level education and training programs.

2004 Goals were accomplished as follows:

- Increase marketing efforts and update/upgrade ETC website.
- Regular annual program reviews.
- Expand partnerships in the community. Monitor DLIR data for training/labor market needs.
- Add professional development component.
- Meet with community leaders to identify additional recruitments.
- Provide student activities for teamwork in a multi-cultural setting.

All of the 2004 goals were met, however, despite increased recruitment efforts, enrollment remained very low. We were also able to identify that the Leeward Community College (LCC) campus had initiated their own recruitment for a similar program. In addition, LCC’s Waianae site also developed a similar program. This duplication of effort resulted in a competition for students from the same community.

ETC’s Administrative met in August, 2005 for our Annual Retreat where program data was reviewed for the previous year. All program data is available in July for review at the August retreat. The recommendation was made to close down the Leeward Oahu Basic Skills program and unanimously approved by the Administrative team.

The Learning Center’s program coordinator met with the division to discuss areas of need and reassignment of responsibilities. The area of greatest need was in the Integrated
Academic portion of TLC’s responsibilities. The LOBS instructor was reassigned and is now providing a critical program of Integrated Academics to the Trades programs.

Program Student Learning Outcomes (SLOs)

Students will be effective learners, problem solvers, and community contributor who are able to:

- Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits
- Provide and accept constructive criticism, contrasting points of view
- Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills
- Transfer learning from one environment to another
- Update vocational, technical, and technological skills
- Develop, practice, and evaluate problem-solving strategies
- Develop, practice, and evaluate goal-setting strategies
- Demonstrate cultural awareness; acknowledge and respect the uniqueness of others
- Demonstrate learning related to employability skills and attitudes
- Demonstrate interpersonal skills necessary to work effectively in diverse groups

Admission requirements

Test of Adult Basic Education (TABE) score of 3.5 or higher in reading

Credentials offered

Certificate of Professional Development

Faculty and staff

Leslie Lyum, Coordinator
Mary Bass Segura, Instructor

Resources

The Essential Skills program at HCC site provided additional support as needed. Leeward Community College provided a classroom and access to computers for training.

Articulation agreements

none

Community Connections, Advisory Committees, Internships, Coops, DOE Connections

From 1999 – 2001, ETC had an Advisory Committee for all of the programs at ETC. The Advisory committee consisted of professionals in the field of education, WIA, post-secondary education, as well as the legislature, and representatives from the business sector.
ETC was reorganized and merged into Windward Community College’s program in January 2001. Community connections remain as ETC is the community college system representative at WIA’s Partners quarterly meetings, partner with Samoan Service Provider’s Association (SSPA) in two grant applications, the City and County of Honolulu Youth Services Division, and other partnerships in the community.

**Distance Education Programs**

N/A

**Part III. Trend Quantitative Indicators for Program Review**

**Demand/Efficiency**

Historical Demand/Efficiency was determined by special request to establish a remedial program by the Job Help Stores, a DLIR division that worked specifically with the immigrant population. In addition, the DLIR obtained a special grant from the US DOL to serve the education and training needs of the immigrant population. ETC obtained the training portion of the Samoan Asian Pacific Islander (SAPI) program for 3 years.

Current Demand/Efficiency is based on enrollment data that showed a decrease in registrations for the program.

**Current and projected positions in the occupation (for CTE programs)**

The LOBS program is not a CTE program, however, it served as a feeder to higher level post secondary education for students who required basic skills training to qualify for advancement into post secondary programs. Discussions continue about the need for remedial programs in all counties in the state of Hawaii. The state of Hawaii is now looking at the duplication of service between the DOE’s Adult Education program and the CC’s remedial program.

**Annual new positions in the State (for CTE programs)**

Not a CTE program.

**Number of applicants**

Enrollment numbers for the past five years are as follows:

- 2000 - 01: 8
- 2001 - 02: 44
- 2002 - 03: 36
- 2003 - 04: 38
- 2004 - 05: 21

**Number of majors**
N/A

Student Semester Hours for all program classes –

ETC does not have SSH. Program hours were 240 hours per individual student program.

FTE program enrollment

One instructor was assigned the direct responsibility of instruction to the following student enrollment:

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<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>2000 - 01</td>
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<tr>
<td>2004 - 05</td>
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</tbody>
</table>

Number of classes taught ($n$)

Intake for new students was on an every other week schedule for a total of 39 intake class dates.

Average class size

Average class size was approximately 3 students.

Class fill rate

3 students per class or 20% class fill rate.

FTE of BOR appointed program faculty

One full time faculty member.

Semester credits taught by lecturers

None

Percent of classes taught by lecturers

None

FTE for classes taught in workload

20%

Major per FTE faculty

N/A
Number of degree/certificates awarded in previous year by major

N/A – not a program major

Cost of program per student major

Tuition of $660/student.

Cost per SSH

ETC does not use semester hours as our program length and times are not based on semester hours. The program length was 16 weeks for a total of 144 hours.

Outcomes

All ETC programs have program competencies. Students are ranked on the competencies that they gain.

Persistence of majors fall to spring

N/A – no majors, as this was a Basic Skills program.

Graduation rate

Completion rate of 81% for 2004 – 05. The goal for ETC is 75% so the completion rate of 81% is 6% above the goal of ETC.

Transfer rates

Transfer rates were not captured in our previous data reports however, we have hired a programmer to pull this data annually.

Success at another UH campus (based on GPA)

This data was not obtained for 2004. In 2005, the program was closed due to low enrollment.

Occupational placement in jobs

None

Licensure information where applicable

N/A

Employer satisfaction (for CTE programs)

Not a CTE program
Graduate/Leaver survey results (for CTE programs)

Not a CTE program

**Perkins core indicators/PHIS for CTE programs**

Not a CTE program.

**Part IV. Assessment Results Chart for Program SLOs**

See appendix

**Part V. Curriculum Revision and Review**

See appendix.

**Part VI. Student Satisfaction Survey Results**

ETC's student survey did not break the results down by programs. We have implemented a system to break down the respondents by program to gather this important data.

**Part VII. Analysis of the Program**

As mentioned earlier, this program was requested by the Department of Labor's (DLIR) Job Help Store (JHS). With the implementation of WIA in 2000, the DLIR began moving towards WIA initiatives and eventually closed down the JHS. With the closing of JHS, there was no specific agency working directly to serve the education and training needs of the immigrant population on Oahu. In addition, Leeward Community College began their own basic skills training program. Both of these events resulted in low enrollment for our LOBS program. Recruitment and marketing efforts were increased however; we were not able to fill classes. ETC's Administrative staff recommended program closure. The faculty member was reassigned to the Integrated Academic program serving the basic skills training of our current vocational education programs.

**Alignment with the mission statement.**

Program is aligned with the mission statement of Windward Community College and ETC's mission.

**Strengths and weaknesses based on analysis of data.**

Review of data for the LOBS program over a 5-year period shows enrollment that is far below a full class size. 2005 data showed a carryover of 13 students with only 8 new students in the fiscal year. A full time faculty is assigned to the program and the program had 39 intake dates. Full capacity would be 105 students and 21 students were served. The majority of the 21 students were a direct result of a plantation closure in the Leeward area. As there are no plantations or major planned closures in the immediate geographical area and LCC has assumed
the responsibility for basic skills training, ETC has closed the Leeward Oahu Basic Skills program.

Evidence of quality.

Faculty evaluations shows that the students were pleased with the program and learned a lot. Student Record of Training shows that students were able to learn and successfully complete program competencies.

Evidence of student learning.

ETC’s measure of completion is that the student completes at least 80% of the program competencies before completing the program.

Resource sufficiency.

Classroom and computer lab access was borrowed from Leeward Community College. Resources for classroom materials were sufficient.

A full time faculty was assigned to the program. A program counselor from Student Services assisted with recruitment and enrollment.

Recommendations for improving outcomes.

Since the Department of Labor’s closure of the Job Help Store whose primary goal was to serve the immigrant population, there has been a significant decline in referrals to the LOBS program. In reviewing the data, it was agreed to close the program, which was out-stationed at the Leeward Community College campus. Potential students could still be served at our TLC program housed at Honolulu Community College campus or at Leeward Community College’s basic skills program.

Part VIII. Action Plan

Program closure effective 7/1/05.

Part IX. Budget Implications

With two faculty leaving ETC from The Learning Center programs, consolidation of the ES programs are essential. Funds to continue the program as a frequent entry/frequent exit program are essential.

No budget implications for the LOBS program as we are closing the program and reassigning the General funded faculty to the Essential Skills program.

Appendices
1. Goals
2. Full curricular review
<table>
<thead>
<tr>
<th>College Goals</th>
<th>Program Goals</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>1-Access: to provide open access to educational opportunities.</td>
<td>Increase marketing efforts.</td>
<td>Program coordinator to work with Student Services on an annual Open House.</td>
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<td>Update and upgrade ETC website</td>
<td>Student Services Coordinator to work with program counselors on identifying and meeting with new agency counselors.</td>
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<td>Director of VCE to work on ETC website upgrade.</td>
</tr>
<tr>
<td>2-Learning and Teaching: to promote excellence in learning and teaching</td>
<td>Regular annual program reviews and assessments.</td>
<td>Faculty, Coordinator, and ETC Administrative team to meet annually to review and make recommendations on the program reviews.</td>
</tr>
<tr>
<td>3-Workforce Development: to provide a trained workforce by offering programs</td>
<td>Expand partnerships in the community. Monitor data on labor market needs and</td>
<td>Director of VCE to meet regularly with agencies that serve the county and the state on workforce issues. Continue quarterly OWL partnership meetings.</td>
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<tr>
<td>that prepare students for employment, advancement, and future careers</td>
<td>trends.</td>
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<tr>
<td>4-Personal Development: to provide life-long learning opportunities in the</td>
<td>Add at least one new personal/professional development component to the</td>
<td>Program coordinator to work with Student Services Coordinator to provide personal/professional development workshops for students.</td>
</tr>
<tr>
<td>areas of personal and professional development.</td>
<td>vocational program annually.</td>
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<tr>
<td>5-Community Development: to contribute to community development and enrichment</td>
<td>Add at least one new Service Learning site annually.</td>
<td>Program coordinator to work with the community at-large to add an additional Service Learning site annually.</td>
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<td>through campus leadership, partnership, and collaboration.</td>
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<tr>
<td>6-Diversity: to foster global understanding and appreciation for diversity</td>
<td>Provide student activities for teamwork and multi-cultural appreciation.</td>
<td>Program coordinator to work with Student Services to develop a library of learning materials and/or activities that foster appreciation for diversity.</td>
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EMPLOYMENT TRAINING CENTER
LEEWARD OAHU BASIC SKILLS - COURSE OUTLINE

Meeting Days: M, T, W, TH
Meeting Times: A.M. Class 8:00 – 11:00 P.M. Class 12:00 – 3:00
Length of Course: 16 weeks

COURSE:
Essential Skills in English and Math, Leeward Community College.
Located in the Business Education Bldg, Room 108

DESCRIPTION:
This program will assist the student in upgrading essential English, math, reading, and writing skills needed for further education, job training, and/or employment. Classes combine computer-assisted instruction in a setting that encourages independent thinking and confidence in learning. The class integrates academic skills with “real life” applications. Access to the Learning Resource Center and the availability of tutors on campus along with knowledgeable speakers add to the enrichment of this class

PREREQUISITES:
A 2.0 reading level as measured by the Test of Adult Basic Education.

EXPECTATIONS:
1. Students will come to class on time with the three assigned texts, paper and pencil
2. Students are expected to attend all sessions. In case of illness or excused absence, it is necessary to notify instructor either by email or phone. Assignments are due upon return to class.
3. More than 8 (eight) absences will require a doctors note and a letter of intent will be sent.

COURSE COMPETENCIES:
1. Develop and improve dictionary and thesaurus skills.
2. Integrate new vocabulary using word attack skills.
3. Demonstrate comprehension skills by finding the main idea, summarizing and paraphrasing.
4. Identify grammatical terms: noun, verb, adjective, and adverb.
5. Prepare a personal resume, cover letter, and thank you note.
6. Demonstrate the ability to complete an employment application.
7. Perform the functions of addition, subtraction, multiplication, and division.
8. Comprehend applications of fractions, decimals and percentages.
9. Understand common measurements, conversions, and their uses in daily living.
10. Demonstrate basic knowledge and use of desktop personal computers and printer.
11. Use Microsoft Works software application.

EVALUATION:
1. The student will participate in class activities.
2. The student will complete homework assignments.
3. The student will demonstrate vocabulary acquisition through quizzes.
4. The student will prepare and teach vocabulary lessons.
5. The student will take periodic math tests.
6. The student will prepare a resume, cover letter, and a thank you note.

I have read and understand this document.

Student Signature

Date
A. Effective learners: 1) who know how they learn best; 3) demonstrate learning related to employability, job search and survival skills; 4) demonstrate learning related to math, reading, listening, and speaking; 5) transfer learning from one environment to another; 6) demonstrate a commitment to lifelong learning.

B. Confident individuals: 1) who evaluate themselves effectively, 2) show respect for self and others, 3) demonstrate personal responsibility, 4) provide and accept constructive criticism, 6) set personal goals.

C. Effective problem solvers: 1) who apply technology properly in solving problems, 2) think creatively in problem solving, access resources properly in solving problems; 4) analyze and synthesize in solving problems, 4) choose appropriately from a variety of strategies, and 5) evaluate effectiveness of the process.

D. Users of technology: 2) who demonstrate proficiency with the use of technology; and 3) Understand the role/use of tools.

E. Effective communicators: 1) who communicate well with others; 2) demonstrate interpersonal skills necessary to work; and 4) teach others.

F. Organized individuals: 1) who follow directions; 2) manage time, resources, and materials effectively; 3) prioritize tasks; 4) use study skills appropriately.

Celeste Voecks 09/01/01
Submitted By

Mary Segura 09/01/01
Program Coordinator

David Murakami 12/21/01
Curriculum Committee Chair

Global Lang 12/21/01
Curriculum Committee

Curriculum Committee 1-1-01

Andrew Lam 10-24-07
