PROGRAM REVIEW REPORT

for the

Office Administration and Technology (OAT) Program

for

Academic Year 2004 – 2005

September 2005
# Program Review Health Indicator Summary

**Office Administration and Technology (OAT) Program for 2004-2005**

## Overall Program Status

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<th>Cautionary</th>
<th>Unhealthy</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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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.

ETC Mission Statement

The mission of the 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.

Background

Vocational and Community Education includes the Employment Training Center and the Office of Continuing Education, both of which offer non-credit education and training. Through cooperative agreements with other campuses in the community college system and the Department of Education, ETC’s occupational training programs share facilities at Honolulu and Leeward Community College.

ETC offers a wide range of programs and services designed to assist all students throughout their educational experience. These services include admissions and counseling; assessment; career, academic, and personal counseling; self-development workshops and seminars; internships and service learning opportunities; and job placement services.

The Student Learning Outcomes (SLOs) for ETC are:

Students will be effective learners, problem solvers, and community contributors 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
Part I. Executive Summary of Program Status

Review of Program Rating

Enrollment for the past five years is as follows:

- 2000 – 01: 129
- 2001 – 02: 117
- 2002 – 03: 108
- 2003 – 04: 101
- 2004 – 05: 51

The steady decline (enrollment goal: 105) in enrollment in the OAT program began with the implementation of the new Workforce Investment Act (WIA), which was implemented in July 2000. This, along with increased computer training options, primarily through private vendors, has shown a marked decline in student enrollment.

Response to Previous Program Review Recommendations

Previous reviews showed a decline; however, the marked decline was in this last fiscal year.

The OAT program consists of two courses, OAT 1 and OAT 2. Both are 15-weeks in length and run for 28 hours/week. Students successfully completing OAT 1 may elect to register for OAT 2 for higher level technological skills training. The enrollment by course is as follows:

- OAT 1 served 41 students
- OAT 2 served 10 students

Two full-time faculty were assigned to teach OAT. One of the full time faculty also was assigned to team teach the first-week orientation class.

In addition to the Program Review, ETC has been conducting Program Health Indicator reports annually for all vocational programs since 1992. These reports and data documents are on file in the VCE office.

Part II. Program Description

The OAT program offers a flexible curriculum, with industry-validated competencies and a learning-how-to-learn training foundation.

OAT 1 provides ethical expectations of the business environment through on-campus orientation, off-campus Service Learning, and comprehensive sequentially based competency acquisition. Integrated foundation competencies include keyboarding, filing, computer literacy, numeric keypad by touch, introduction to word processing and spreadsheet, “live” projects, and job search skills.
OAT 2 provides an additional 15-weeks of training to master foundation competencies, solve problems using business math, acquire advanced computer applications (e.g. Word, Excel, PowerPoint, Access, desktop publishing), learn integration of computer programs, perform Internet research, prepare for Microsoft Office Specialist certification, work on “live” projects, enhance job preparation skills, and gain experience in an office through field experience.

**Program Goals**

<table>
<thead>
<tr>
<th>College Goals</th>
<th>Program Goals</th>
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<tbody>
<tr>
<td>1. Access: to provide open access to educational opportunities.</td>
<td>Increase marketing efforts. Update and upgrade ETC website</td>
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<tr>
<td>2. Learning and Teaching: to promote excellence in learning and teaching</td>
<td>Regular annual program reviews and assessments.</td>
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<tr>
<td>3. Workforce Development: to provide a trained workforce by offering programs that prepare students for employment, advancement, and future careers</td>
<td>Expand partnerships in the community. Monitor data on labor market needs and trends.</td>
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<td>4. Personal Development: to provide life-long learning opportunities in the areas of personal and professional development.</td>
<td>Add at least one new personal/professional development component to the vocational program annually.</td>
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<td>5. Community Development: to contribute to community development and enrichment through campus leadership, partnership, and collaboration.</td>
<td>Add at least one new Service Learning site annually.</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>
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**Program Student Learning Outcomes (SLOs)**

- 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

**Admission Requirements**

Scores of at least 8.0 on the Test of Adult Basic Education (TABE)
Credentials, Licensures Offered

Certificate of Professional Development

Faculty and Staff

Two full time faculty and a .25 clerical staff

Resources

Classroom/computer lab combination

Articulation Agreements

Articulated with Leeward Community College’s Business Technology Program in 1999

Community Connections, informal advisory committees, DOE Connections, service learning sites

All OAT faculty are members of the Hawaii Business Education Association, the Western Business and Information Technology Educators, and the National Business Education Association. In addition, the OAT faculty is represented in the University of Hawaii Program Coordinating Council on Business Technology.

As part of their learning, OAT students participate in Service Learning by volunteering to perform clerical responsibilities at a private, non-profit, or governmental agency. This gives the students work experience which enhances their résumés, an opportunity to practice competencies they are learning in the classroom, networking opportunities, and experience with service to the community. OAT instructors have a network of agencies which have been working with OAT students for many years. On occasion, service learning sites have segued into employment. On other occasions, service learning site supervisors have been the “referral agents” for a student’s employment.

Distance Education Programs

N/A

Part III. Quantitative Indicators for Program Review

Demand/Efficiency

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

The 2002 – 20012 Employment Outlook for Industries and Occupations by the State of Hawaii, DLIR, Research and Statistics Offices reports a growth of 3.4% or 3,240 more jobs over the projected period. Although it is a slower growth than other occupational fields, this category employs a third of the number of workers.
The percentage of workers will drop from 17.1% to 15.5% due to widespread usage of automated functions throughout all industries allowing businesses to eliminate various clerical positions.

**Annual New Positions in the State (for CTE Programs)**

A new EMSI labor database was purchased which includes data for federal jobs in Hawaii. It reports that there will be a total of 3,409 jobs to fill annually due to replacements and new positions.

**Number of Applicants**

Enrollment for the past five years is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>2000 – 01</td>
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<td>2004 – 05</td>
<td>51</td>
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**Number of Majors**

All of the enrollment numbers are students who are majoring in OAT

**Student Semester Hours for Program Majors in All Program Classes**

ETC students are not in traditional semesters; therefore, no SSH numbers are available. OAT students are enrolled for 15 weeks and gain clock hours in the program. They are evaluated based on competencies gained.

**Student Semester Hours for All Program Classes**

ETC does not use the SSH but uses student clock hours. Of the 51 students served, the total number of clock hours for learning was 14,450.25 or an average of 283.34 hours.

**FTE Program Enrollment**

2:51 or 1:25.5

Two faculty are assigned to the program. OAT full-time faculty served 51 students (41 completed OAT 1; 10 completed OAT 2). The one-week orientation class served 51 students.

**Number of Intakes (n)**

15 intakes

**Average Intake Size**

5
3.4 average intake size

Course Fill Rate

The enrollment goal for OAT is 105 students. Actual student enrollment for 2004-2005 was 51 or 49% class fill rate.

FTE of BOR Appointed Program Faculty

Two OAT faculty

Semester Credits Taught by Lecturers

None

Percent of Classes Taught by Lecturers

None

FTE Workload

2.0

Majors per FTE Faculty

51:2

Number of Degree/Certificates Awarded in Previous Year by Major

A 68% completion rate shows the number of students who completed their programs and received certificates. This is not indicative of all of the students served as ETC operates on a frequent entry/frequent exit program with new students entering every 2-3 weeks. Some of the students in the enrollment numbers will exit after the June 30, 2005 cut off date for the academic year.

Cost of Program Per Student Major

Tuition of $905 per 15 week module

Cost Per SSH

Non-credit program; no SSH. Tuition divided by the number of student clock hours in a module is $2.01/hour. Faculty is general funded.
Outcomes

Attainment of student educational goals

A termination form lists the competencies that the student has attained. A formal Record of Training is awarded to each student that also states the competencies that the student has attained. This differs from the termination form, which also records number of hours student has been present, attendance days, absent and tardy days, etc.

Persistence of Majors Fall to Spring

8 or 20% completed OAT 1 and enrolled into OAT 2. Note: the nature of the program allows for students to gain sufficient skills to attain a job after completing OAT 1.

Graduation Rate

68% successful completion rate

Transfer Rates

Success at Another UH Campus (Based on GPA). No OAT graduates articulated to the Leeward Community College’s Business Technology program last fiscal year.

Occupational Placement in Jobs

33 OAT students were placed into jobs in 2003 – 2004
20 OAT students were placed into jobs in 2004 – 2005

Employer Satisfaction (for CTE Programs)

Anecdotal reports from two employers; the State of Hawaii, Department of Taxation and Honolulu Community College where OAT students have been hired shows that return requests for OAT student referrals shows employer satisfaction with previous hires. We will begin implementing an employer satisfaction survey in June 2006.

Graduate/Leaver Survey Results (for CTE Programs)

A graduate leaver survey is mailed out annually; however, there is no breakdown by individual programs. We have revised our student survey and will be capturing data by program beginning next fiscal year.

Perkins core indicators/PHIS for CTE programs

1. Attainment of academic proficiency
2. Attainment of vocational proficiency
3. Diploma/Equivalent/Degree/Credential
4. Placement into employment
5. Retention in employment
6. Non-traditional student participation in a non-traditional program
7. Retention of non-traditional student in a non-traditional program.

Part IV. Assessment Results Chart for Program SLOs

See Appendix

Part V. Curriculum Revision and Review

See Attachment

Part VI. Student Satisfaction Survey Results

There is an annual student survey that is sent out at the end of each academic year; however, the survey is mailed to all ETC students. We have modified the surveys so that we can compile data on student satisfaction by the various programs. This will be implemented in Spring 2006.

Part VII. Analysis of the Program

Alignment with the Mission Statement

The program is designed to align with our mission of providing support and challenge to individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

Strengths and Weaknesses Based on Analysis of Data

Although the occupational outlook shows that there are and will be jobs in the future, ETC’s program now has competition from the private sector for computer training. Our program has been very successful with the “live” projects, teamwork, hard skills, soft skills, and general holistic approach towards student learning as well as lifetime job search assistance.

During this period of a decline in enrollment, it was agreed that one faculty member will become the Program Coordinator on a .50FTE and teach on a .50FTE. The OAT faculty continue to assist in teaching OCE classes, as needed.

Evidence of Quality

The student employment rate is high for the OAT program as compared to other ETC programs. The quality of the program is excellent. Anecdotally, many employers contact ETC to recruit new hires or replacements.
The Hawaii State Department of Taxation contacted the OAT program to announce that they had 75 openings and wanted to recruit as many ETC students as possible. This was the beginning of a beneficial source of employment for OAT students. Many started in temporary jobs and are now in permanent state positions with the DOTax.

A local law firm calls ETC whenever they have clerical openings. The first OAT student hired, the one who set the precedent, retired from the firm in 2005. The second student hired ten years ago as a clerk is now a paralegal with the firm. The most recent OAT non-traditional hire was brought on because the OAT student before him so impressed one of the partners that he recruited her to help him start his own firm.

The first of several hires by our sister college, Honolulu Community College, resulted from the student’s doing service learning at one of their campus offices.

This is but one indication of the quality of student learning based on the foundation of “To Teach is To Learn.”

Evidence of Student Learning

Again, the placement rate of OAT students show evidence of student learning. Employers who have hired our students return to ETC for recruitment showing evidence that our students are learning well in the program and performing well in the workplace.

Emphasis on the soft skills (e.g., active listening, teamwork, clocking in/clocking out, choosing a positive daily attitude, goal setting) and the students’ motto, “To Teach is To Learn,” provide the foundation for OAT students’ success in the workforce.

Resource Sufficiency

Computer technology is continuously changing and students should learn on current programs and equipment. Maintenance and repair of computers is important for the OAT program and more resources are needed to accomplish proper maintenance and upgrade of the computer lab.

Recommendations for Improving Outcomes

A half time coordinator for the Business Technology programs (Office Administration and Technology (OAT) and the Office Skills (OS) program) should improve communication, completion of reviews and assessments, streamlining of faculty responsibilities, and overall coordination of the programs. Currently, the full-time Trades Division Coordinator was also in charge of coordinating the OAT and OS programs. With the addition of a Business Technology Division Coordinator, the division will have regular review, coordination, and management of the OAT program.
Part VIII. Action Plan

Enrollment remained steadily in the low 100 levels in the early 2000s. The 44% decline in student enrollment began at the same time Hawaii reached very low unemployment percentages. This showed that more residents were able to get jobs without training. Traditionally, unemployment levels affect enrollment in post secondary education with high unemployment resulting in more students obtaining training to compete in the job market. Conversely, low unemployment means employers are willing to hire and train on their own. The OAT program has been especially hard hit with the low unemployment rate.

The current Business Technology Division consists of the OAT and OS programs. The OAT program has two full-time general funded faculty. The Business Technology Division coordinator also supervises the large Trades Division. Taking into consideration that the OAT program has a 3-day new student orientation every three weeks, it was agreed that we would have a half-time coordinator for the Business Technology Division who will also be a half-time instructor during the student orientation weeks.

This was discussed with faculty who were in full agreement to the compromise. This also leaves some flexibility should a faculty member not be able to work, either with vacation or sick leave. ETC employs only 11-month faculty who earn 21 days of both sick and vacation leave a year. The Trades Division would also have a full-time coordinator dedicated to the division.

ETC administrative staff voted unanimously for this concept at our annual ETC Administrative Retreat in August 2005 with approval from the Chancellor in August 2005.

Part IX. Budget Implications

Funding for the OAT program should be increased to keep abreast of technology updates and upgrades. ETC has been receiving a flat $80,000 from the college for the operating supplies over a period of 4 years. This must be increased to reflect higher costs of operation including technology updates and upgrades.

Appendices

1. College Goals/Program Goals/Action Plans
2. OAT 1 Course Analysis for alignment with SLOs and Goals
3. OAT 2 Course Analysis for alignment with SLOs and Goals
4. Approved curricular review