Annual Assessment
PROGRAM REVIEW REPORT

for

ETC Programs
Office Skills (OS) Program

for

Fiscal Year 2005 - 2006

November 1, 2006
Program Review Health Indicator Summary

ETC Programs
Office Skills (OS) Program
for Fiscal Year 2005 - 2006

Overall Program Status

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Overall Program Demand

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Program Efficiency

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Program Outcome

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Abbreviations and Acronyms Used in this Program Review

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

APAPA  Academic Planning, Assessment, and Policy Analysis  
Office of the Associate Vice President, Community Colleges Academic Affairs, University of Hawaii

BTD  Business Tech Division

CTE  Career and Technical Education

ETC  Employment Training Center

FTE  Full-time Equivalent

FY  Fiscal Year

IEC  Institutional Effectiveness Committee

IRO  Institutional Resource Office, University of Hawaii, Manoa

MAPS  Management and Planning Support, Institutional Research Office, University of Hawaii

OS  Office Skills

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:

1. The ETC Student Information System Database with the following “frozen data” dates.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-6</td>
<td>July 31, 2006</td>
</tr>
<tr>
<td>2004-5</td>
<td>July 31, 2005</td>
</tr>
<tr>
<td>2003-4</td>
<td>July 31, 2004</td>
</tr>
<tr>
<td>2002-3</td>
<td>July 31, 2003</td>
</tr>
<tr>
<td>2001-2</td>
<td>July 31, 2002</td>
</tr>
</tbody>
</table>

2. Perkins 2004-2005 College Core Indicators provided by APAPA.

3. Academic Profile Database provided by APAPA.

4. Spring 2006 EMSI PHI Labor Demographics provided by APAPA.


6. MAPS Reports.

7. ETC program information.

8. Anecdotal information gathered by program faculty.
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

Angela Meixell

Program information and research for this report was prepared by:

ETC Registrar

Geri Imai

Director, Office of Institutional Research

Jeffrey W. Hunt
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 programs.
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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.

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.

ETC is committed to providing counseling services, hands-on employment, and basic skills training, in individually responsive programs. ETC's approach is particularly well adapted to serve students with special needs, including individuals who are economically disadvantaged, unemployed, underemployed, academically under-prepared, persons with disabilities, and alienated high school youth.

Program mission statement

Office Skills program strives to teach students workplace computer skills within an independent environment.
Part I. Executive Summary of Program Status

Review of the program rating

Overall Program Status

Overall Program Demand

Overall Program Efficiency

Overall Program Outcomes

Response to previous program review recommendations

Not applicable.
Part II. Program Description

Description and history of the program

The Office Skills program began as a part-time program in the late 70's as an evening course offering calculator, keyboarding, and word processing classes on Apple computers for the working community. It expanded its offerings to include day classes in 1984. When ETC moved to the HCC campus in 1996, it became known as the Office Skills program with its own classes.

The Office Skills program prepares its adult students in the use and mastery of various computer and Microsoft Office programs, Windows XP, and electronic calculator. Offering courses in typing, ten-key calculator, MS Word, MS Windows, MS Excel, MS PowerPoint and MS Access, students are offered multiple start dates throughout the year as well as flexible class times. Students may also opt to prepare for and take the Microsoft Office Specialist Certification Program examinations. Successful completion of these exams validates the user’s skill level with the specific application of the Microsoft Office suite.

Program goals/occupations for which this program prepares students

The goal of the program is to prepare students with the basics in computer software and the operation of the electronic calculator. All courses in Office Skills are self-paced and individually guided, allowing students to work at their own pace. Classes are sold in 12-day, 24-hour segments, providing for customized training to meet the wide variety of abilities and needs of our students. Although there are four class times to choose from, with fifteen computers and two calculators, which allow a maximum of 60 students per day, the last class was cancelled due to low enrollment. This brought the maximum down to 45 students per day.

The program prepares students for the following occupations:

- Computer Operators
- Data Entry Clerks
- Word Processors and Typists

Program Student Learning Outcomes (SLOs)

The student will or should be able to:

1. Provide and accept constructive criticism, contrasting points of view
2. Transfer learning from one environment to another
3. Update vocational, technical, and technological skills
4. Develop, practice, and evaluate problem-solving strategies
5. Demonstrate learning related to employability skills and attitudes

Admission requirements

There are no admission requirements to this ETC training program.
Credentials, licensures offered

There are no credentials or licensures offered as part of the program. A Certificate of Professional Development is awarded to the students who complete each course offered in the Office Skills program.

Faculty and staff

There are two full-time faculty and a .25 clerical staff assigned to Office Skills. The senior faculty member assumed the duties of coordinator for the BTD in May 2006.

Diane Goo AS BCIS Assistant Professor
Evelyn Sugihara BEd. Professor

Resources

The resources allocated to the program include one classroom/computer lab combination with 15 computers and 2 calculator stations.

Articulation agreements

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

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

Community connections, advisory committees, internships, coops, DOE connections

The program’s Community Connections consist of its connections with state and private agencies in the community. The program does not have an Advisory Committee, internships, coops, or DOE connections.

Distance education programs

This program is not associated with any distance education programs.
Part III. Quantitative Indicators for Program Review

*Current and projected positions in the occupation and annual new positions in the State*

State employment data indicates that there is a diminishing demand for those trained in the basic office & administration support occupations as shown in the table below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office &amp; Administration Support occupations</td>
<td>1378</td>
<td>1007</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

(source: EMSI labor demand data, Spring 2006; provided by APAPA)

Although only 16 new state jobs and 2 new Honolulu jobs are projected during 2005-2012, there are currently 2,385 current state and Honolulu jobs. These positions continuously need to be filled to cover retirements and leavers. Office Skills trains its students to help fill the vacancies that arise in current jobs.
Number of applicants (students on the “Intake List”)

Out of a total of 125 applicants in this fiscal year, the actual number registered in the program was 118.

Enrollment for the past five years is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>602</td>
</tr>
<tr>
<td>2002-03</td>
<td>481</td>
</tr>
<tr>
<td>2003-04</td>
<td>309</td>
</tr>
<tr>
<td>2004-05</td>
<td>305</td>
</tr>
<tr>
<td>2005-06</td>
<td>246</td>
</tr>
</tbody>
</table>
Number of enrolled students in the program

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Enrollment Goals</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 – 2002</td>
<td>625</td>
<td>602</td>
</tr>
<tr>
<td>2002 – 2003</td>
<td>625</td>
<td>481</td>
</tr>
<tr>
<td>2003 – 2004</td>
<td>144</td>
<td>309</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>144</td>
<td>305</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>144</td>
<td>246</td>
</tr>
</tbody>
</table>

Enrollment has decreased steadily over the past five years. This is due, in part, to the low unemployment rate currently being experienced in the state. With most of Hawaii’s population in the workforce, enrollment in our program tends to decline.

In spite of the lowered enrollment, Office Skills has exceeded its enrollment goal of 144.
Program training hours

The total number of training hours for the Office Skills Program is shown in the table below. Total hours are based on an average of 48 hours per course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course</th>
<th>Total Enrolled</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPTR</td>
<td>Office Skills – Computers</td>
<td>158</td>
<td>7584</td>
</tr>
<tr>
<td>ECAL</td>
<td>Office Skills – Electronic Calculator</td>
<td>8</td>
<td>384</td>
</tr>
<tr>
<td>Keyb</td>
<td>Office Skills – Keyboarding</td>
<td>80</td>
<td>3840</td>
</tr>
<tr>
<td></td>
<td></td>
<td>246</td>
<td>11808</td>
</tr>
</tbody>
</table>
Number of program intakes

The Office Skills Program had 37 intakes during fiscal year 2005-2006. This amounts to an average of 6.6 students per intake.

<table>
<thead>
<tr>
<th>FY</th>
<th># of Intakes</th>
<th># of Students</th>
<th>Avg. Enrollment Per Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2003</td>
<td>41</td>
<td>602</td>
<td>14.7</td>
</tr>
<tr>
<td>2002-2003</td>
<td>42</td>
<td>481</td>
<td>11.5</td>
</tr>
<tr>
<td>2003-2004</td>
<td>42</td>
<td>309</td>
<td>7.4</td>
</tr>
<tr>
<td>2004-2005</td>
<td>38</td>
<td>305</td>
<td>8.0</td>
</tr>
<tr>
<td>2005-2006</td>
<td>37</td>
<td>246</td>
<td>6.6</td>
</tr>
</tbody>
</table>
Average class size

The average class size of the Office Skills Program was 32, compared to 20 in last year's report. No information is available for previous years.
Class fill rate

The enrollment goal for OS is 144 students. Actual student enrollment for 2005-2006 was 246 or 170.83% class fill rate.
Low-enrolled training cycles

N/A
FTE of BOR appointed program faculty

The FTE of BOR appointed program faculty is two. This is the minimum number of faculty required to run the program efficiently with the frequent intakes, evaluations, and volume of paperwork required.
Training cycles and hours taught by position count faculty and casual hires

There were 48 weeks of classes conducted during this period. Each faculty had 24 contact hours per week, which amounted to 1,152 hours per instructor during the fiscal year.
Per cent of hours taught by position count faculty and casual hires

The percentage of classes taught by position count faculty and casual hires in the program classes is shown below. All of the program courses are taught by position count faculty.

Each instructor in the Office Skills program teaches 50% of the classes. The other 50% is spent in class as a back-up instructor to assist students in the program. Additionally, each instructor fills in during vacations or sick leaves.
Number of enrolled students per FTE faculty

The number of enrolled students for this fiscal year per FTE of program faculty is 246:2 or 123:1. Individual student to instructor ratio was 21:1 (123/6 48-hr cycles). The following table and chart reflects the number of enrolled students per FTE faculty over the past five years.

Note: Although the number of students enrolled in this fiscal year dropped to 246, one class was cancelled, which raised the number of students per FTE faculty.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Students Enrolled</th>
<th>Number of Enrolled Students Per FTE Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>602</td>
<td>301</td>
</tr>
<tr>
<td>2002-2003</td>
<td>481</td>
<td>240.5</td>
</tr>
<tr>
<td>2003-2004</td>
<td>309</td>
<td>154.5</td>
</tr>
<tr>
<td>2004-2005</td>
<td>305</td>
<td>152.5</td>
</tr>
<tr>
<td>2005-2006</td>
<td>246</td>
<td>123</td>
</tr>
</tbody>
</table>
Number of certificates awarded in previous years by program cycle

A total of 231 certificates were awarded out of 246 students, which represents 94% of the students enrolled. 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 week. Some of the students in the enrollment numbers will exit after the June 30, 2006 cut-off date for the academic year.

Information for previous years is not available at this time.
**Cost of program per enrolled student**

Total cost per enrolled student included faculty salaries, books, supplies, materials, equipment, and maintenance service. Benefits for the soft-funded faculty were not included in the salaries.

<table>
<thead>
<tr>
<th>Items</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$114,618</td>
</tr>
<tr>
<td>Books (textbooks)</td>
<td>$2,381.27</td>
</tr>
<tr>
<td>Supplies (paper, plastic covers, paper clips, staples, etc)</td>
<td>$620.11</td>
</tr>
<tr>
<td>Materials</td>
<td>0</td>
</tr>
<tr>
<td>Equipment (computers, printers)</td>
<td>0</td>
</tr>
<tr>
<td>Maintenance Service (Riso &amp; Xerox)</td>
<td>$479.77</td>
</tr>
<tr>
<td>Total Cost of Program for the Year</td>
<td>$118,023.19</td>
</tr>
<tr>
<td>Cost of Program per Enrolled Student</td>
<td>$479.77</td>
</tr>
</tbody>
</table>

Income for the year: $103,246
Income per student (2 blocks computer plus book) = $460
Income per student (2 blocks keyboarding plus book) = $290

We either have to increase our computer enrollment or raise our prices. We raised our prices in the current fiscal year, but raising prices any higher will preclude the agencies from sending their clients to our program.

An enrollment of 265 students would cover our program costs.

Next year, with increased salaries, our enrollment needs to be increased to 275.
Determination of program’s health based on outcomes

The program’s health is rated as healthy because of the following:

A total of 231 certificates were awarded out of 246 students, which represents 94% of the students enrolled.

The enrollment goal for OS is 144 students. Actual student enrollment for 2005-2006 was 246 or 170.83% class fill rate.

Out of 246 students 231 completed their courses successfully, for a successful completion rate of 94%.

Out of 246 students, 234 completed a course, which represents a 95% retention rate.
Outcomes

Attainment of student educational goals

The program is currently developing methods to measure the attainment of students’ educational goals.

Retention of enrolled students in the program

The Office Skills program has a high retention rate of its enrolled students in the program. Out of 246 students, 234 completed a course, which represents a 95% retention rate.
Successful completion rate of enrolled students

Out of 246 students 231 completed their courses successfully, for a successful completion rate of 94%.
Licensure information

There are no requirements for licensure to be employed in the occupations for students in the Office Skills Program.
Perkins core indicators/PHIs for the Program for 2005-6.

Perkins III Core Indicators

Program Demand

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual job openings: Oahu (1)</td>
<td>20</td>
<td>40</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Annual job openings: State (1)</td>
<td>40</td>
<td>60</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Annual job openings: Oahu (2) Projected</td>
<td>20</td>
<td>40</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Annual job openings: State (2) Projected</td>
<td>40</td>
<td>60</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>No. Applicants</td>
<td>3</td>
<td>6</td>
<td>125</td>
<td>+</td>
</tr>
<tr>
<td>No. student majors</td>
<td>3</td>
<td>5</td>
<td>118</td>
<td>+</td>
</tr>
<tr>
<td>No. sections taught (intakes)</td>
<td>4</td>
<td>5</td>
<td>37</td>
<td>+</td>
</tr>
<tr>
<td>No. sections over-enrolled</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>+</td>
</tr>
<tr>
<td>Program cycle coverage</td>
<td>50%</td>
<td>70%</td>
<td>100%</td>
<td>+</td>
</tr>
</tbody>
</table>

Program Efficiency

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average class size (per week)</td>
<td>8</td>
<td>10</td>
<td>32</td>
<td>+</td>
</tr>
<tr>
<td>No. small classes: &lt; 9</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>+</td>
</tr>
<tr>
<td>Class fit (actual enrollment/max enrollment)</td>
<td>25%</td>
<td>50%</td>
<td>71%</td>
<td>+</td>
</tr>
<tr>
<td>Advisory Committee updated</td>
<td>yes</td>
<td>yes</td>
<td>71%</td>
<td>+</td>
</tr>
<tr>
<td>Lecturer-taught program core classes</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Office Skills Program Outcomes:

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Performance (%)</th>
<th>Baseline (%)</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic achievement (1P1)</td>
<td>N/A *</td>
<td>80.81</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Vocational skills (1P2)</td>
<td>87%</td>
<td>91.53</td>
<td>-3.53</td>
</tr>
<tr>
<td>3. Diploma/Equivalent/Degree/Credential (2P1)</td>
<td>77%</td>
<td>34.95</td>
<td>+32.05</td>
</tr>
<tr>
<td>4. Placement: employment (3P1)</td>
<td>58%</td>
<td>69.77</td>
<td>-11.77</td>
</tr>
<tr>
<td>5. Retention: employment. (3P2)</td>
<td></td>
<td>No data provided</td>
<td></td>
</tr>
<tr>
<td>6. Non-Traditional participation (4P1)</td>
<td>37%</td>
<td>15.60</td>
<td>+21.40</td>
</tr>
<tr>
<td>7. Non-traditional completion (4P2)</td>
<td>66%</td>
<td>14.00</td>
<td>+52.00</td>
</tr>
</tbody>
</table>

* This short term program of 12 hours is directed to reach the student who needs specific computer applications training. The short term nature of the program does not include academic skill attainment in the program competencies.
Determination of program's health based on outcomes

This program meets or exceeds three of the Perkins benchmark measures, which indicates that the program is healthy. At this time there is no criteria for assessing Academic Achievement (1P1).

The training meets a critical need in the community for short-term business training. The students completing this program have a high probability of meeting program competencies, locating a job and retaining their job.
Part IV. Assessment Chart for Program SLOs

Program SLOs

The program SLOs are that the student will be able to:

The student will or should be able to:

- Provide and accept constructive criticism, contrasting points of view
- Transfer learning from one environment to another
- Update vocational, technical, and technological skills
- Develop, practice, and evaluate problem-solving strategies
- Demonstrate learning related to employability skills and attitudes

All students enrolled in the Office Skills program are evaluated on a regular basis during each course to provide feedback to the student and referring agencies. Students are rated on attendance, following instructions, communicating effectively, progressing effectively, and demonstrating appropriate competencies. The students are allowed to respond to the ratings.

These SLOs are incorporated in the program courses as detailed below.

Changes made as a result of findings

None. All courses offered incorporate the program SLOs.
Part V. Curriculum Revision and Review

The curriculum is designed for students desiring entry-level employment or to enhance their skills in the clerical field.

Course SLOs

Office Skills program offers eight courses in its program. Each course has its own course Student Learning objectives

Introduction to Windows XP

1. The student can identify the various parts of the computer hardware.
2. The student can demonstrate proficiency using the mouse.
3. The student can demonstrate proficiency in the Windows XP environment and understand its role of a computer in the office environment.
4. The student can apply Windows XP skills in solving basic personal computer problems.
5. The student can recognize and use different web browsers.

Introduction to Microsoft Office Word 2002

1. The student can apply Word 2002 skills in solving word processing problems.
2. The student can demonstrate proficiency in the use of Word 2002 and understand its role in the office environment.

Introduction to Microsoft Office Excel 2002

1. The student can apply Excel 2002 skills in solving spreadsheet problems.
2. The student can demonstrate proficiency in the use of Excel 2002 and understand its role in the office environment.

Introduction to Microsoft Office PowerPoint 2002

1. The student can apply PowerPoint 2002 skills to create and edit a presentation.
2. The student can demonstrate proficiency in the use of PowerPoint 2002 and understand its role in the business environment.

Introduction to Microsoft Office Access 2002

1. The student can apply Access 2002 skills in solving basic database management problems.
2. The student can demonstrate proficiency in the use of Access 2002 and understand its role in the office environment.

Introduction to Microsoft Office Access 2002

1. The student can apply Access 2002 skills in solving basic database management problems.
2. The student can demonstrate proficiency in the use of Access 2002 and understand its role in the office environment.

Keyboarding I

1. The student can type using the proper keyboard keyboarding techniques.
2. The student can type at a minimum of 25 average words a minute.
3. The student can type one-minute drills accurately.
4. The student can use the keyboarding software program.
5. The student can understand computer functions and word processing terms.

**Keyboarding II**

1. The student can type with speed and accuracy using the proper keyboard fingering techniques.
2. The student can key smoothly with correct rhythm.
3. The student can use the keyboarding software program.

**Electronic Calculator**

1. Develop correct 10-key numeric data entry techniques by touch.
2. Use basic operational procedures of addition, subtraction, multiplication, division, constant multiplier and divisor, cumulative multiplication and division, memory, accumulation, and percent.
3. Use the electronic calculator as a tool in solving business mathematic problems.
4. Develop speed and accuracy in addition at a minimum rate of 100 net depressions per minute (ndpm) on a 5-minute timing through drills and practice.
Part VI. Survey Results

Student satisfaction

No surveys were completed to reflect student satisfaction with the program. Because most students continue their training by enrolling in our subsequent courses, this provides evidence to us that students and agencies are satisfied with our program and offerings.

Occupational placement in jobs

58% of successful completers were placed into jobs in 2005-2006.

Employer satisfaction

Employer satisfaction surveys have been completed and should be implemented sometime during this fiscal year.

Graduate/leavers

A graduate leaver survey is mailed out annually; however, there is no breakdown by individual programs. The student survey was to be revised to capture data by program beginning June 2006, but no results have been provided for this report.
Part VII. Analysis of the Program

Alignment with the mission statement

This program is designed to closely align with the mission statement of ETC, which is to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment.

Strengths and weaknesses based on analysis of data

Strengths

Because the majority of Office Skills' students come from the Division of Vocational Rehabilitation and private workers' comp, many of them have physical or emotional problems to overcome or manage while in training. The Office Skills program provides flexibility by allowing more training time should a student require it.

The Office Skills program offers four classes per day to accommodate the needs of its students. It consistently services a high number of students during the year, which demonstrates that there is a demand for the program.

Weaknesses

Enrollment has decreased steadily since 2001. The 40.86% 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 OS program has been especially hard hit with the low unemployment rate. Although the occupational outlook shows that the number of jobs in the clerical field is declining, our students are still able to fill positions that have opened due to retirements or leavers.

Evidence of quality

The student employment rate of 58% for Office Skills is high considering that students only learn specific computer or calculator skills.

Evidence of student learning

Students who complete their Office Skills training are able to use the computer and software on the job. This is evidence that students have learned the concepts taught in the Office Skills program.

Resource sufficiency

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

To improve program outcomes the program needs to continue its successful completion rate, improve its job placement rate and document employer satisfaction and graduate/leaver survey results.
Part VIII. Action Plan

The current Business Technology Division consists of the OAT and OS programs. The OS program has two full-time faculty, one general funded and the other on soft funds. The general funded faculty also serves as the coordinator for the Business Technology Division.

The program has developed the following action plan:

1. Because enrollment has been declining, faculty will work more closely with agencies to promote the Office Skills program and increase enrollment.
2. Faculty will continue to support Job Placement staff with placing students in employment to increase Office Skills' employment rate.
3. Faculty will support Job Placement staff in documenting the employer satisfaction surveys and graduate/leaver surveys. The employer satisfaction surveys should be implemented sometime during this fiscal year.
4. Because the OS faculty does not anticipate enrollment to increase in large numbers, the fourth class will be cancelled, and its aim will be to maintain full enrollment in the three classes. The instructors will continue to support these classes and each other as needed.
   a. The general-funded faculty member will continue as the coordinator for the Business Technology Division.
   b. The soft-funded faculty member is willing to be assigned elsewhere on Wednesday, the non-instructional day, from January through June, 2007, to make up the six contact hours and support a program where extra staffing is required. This will alleviate the need for an additional casual hire.
5. Office Skills will document, adopt, and implement WCC's new four-year lifecycle replacement schedules for technology resources.
Part IX. Budget Implications

The program’s Action Plan and the improvement of outcome gathering have the following budget implications:

Items 1, 2, and 3 in the previous Action Plan will not have any budget implications.

Cutting Office Skills’ classes down to three classes per day to fill the seats to capacity will utilize the faculty and classroom space more efficiently. This will provide time for the general-funded faculty to perform her coordinator duties for the Business Tech Division.

By utilizing the soft-funded faculty member elsewhere on Wednesdays, ETC will not have to spend additional funds for extra help.
Appendices

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

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

Concentrator: a participant who has completed at least four weeks of regular length vocational program or at least 25% of program hours in a short vocational program.

Completer: a concentrator who has been awarded a certificate in vocational program.

Time Period: July 1st through June 30th.

1P1 Academic Skill Attainment: concentrators who have a competency rating of 3, 4 or 5 in integrated academic courses and who have stopped program participation in the year reported.

1P2 Vocational Skill Attainment: concentrators who have a competency rating of 3, 4 or 5 in vocational work (not integrated academics) and who have stopped program participation in the year reported.

1P1 Degrees and Credentials: concentrators who received a certificate and who stopped program participation in the year reported.

Placement 3P1: completers in the year reported who are employed within one UI quarter following program completion.

3P2 Retention: completers in the year reported who are employed within one UI quarter following program completion (Numerator for 3P1) and employed in the following UI quarter.

4P1 Non-Traditional Programs: participants in under-represented gender groups who participated in non-traditional programs in the year reported.

4P2 Non-traditional completion: completers in under represented gender group in non-traditional programs in the year reported.

B. 2004-2005 Perkins III Core Indicator Reports.
ABRP Program Outcomes:

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Data</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attainment of Academic skill proficiencies. (1P1)</td>
<td>56%</td>
<td>80.81</td>
</tr>
<tr>
<td>2. Attainment of vocational and technical skills proficiencies. (1P2)</td>
<td>26%</td>
<td>91.53</td>
</tr>
<tr>
<td>3. Attainment of a post-secondary credential. (2P1)</td>
<td>18%</td>
<td>34.95</td>
</tr>
<tr>
<td>4. Placement into employment. (3P1)</td>
<td>4%</td>
<td>69.77</td>
</tr>
<tr>
<td>5. Retention in employment. (3P2)</td>
<td>100%</td>
<td>90.13</td>
</tr>
<tr>
<td>6. Participation in Non-Traditional programs. (4P1)</td>
<td>2%</td>
<td>15.60</td>
</tr>
<tr>
<td>7. Non-traditional student completions. (4P2)</td>
<td>0%</td>
<td>14.00</td>
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</tbody>
</table>

Facilities Maintenance and Construction Occupations Program Outcomes:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student attainment academic skill proficiencies. (1P1)</td>
<td>55%</td>
<td>80.81</td>
</tr>
<tr>
<td>Student attainment of vocational &amp; technical skill proficiencies. (1P2)</td>
<td>82%</td>
<td>91.53</td>
</tr>
<tr>
<td>Student attainment of a post-secondary credential (2P1)</td>
<td>70%</td>
<td>34.95</td>
</tr>
<tr>
<td>Placement into employment (3P1)</td>
<td>*</td>
<td>69.77</td>
</tr>
<tr>
<td>Retention in employment (3P2)</td>
<td>*</td>
<td>90.13</td>
</tr>
<tr>
<td>Non-traditional participation (4P1)</td>
<td>29%</td>
<td>15.60</td>
</tr>
<tr>
<td>Non-traditional completion rate (4P2)</td>
<td>50%</td>
<td>14.00</td>
</tr>
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</table>

* Employment and Retention data is not available as this is a new program that began in late 2004 after the program data was submitted to DLIR.

Program Outcomes for ICA at Windward Community College:

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Data</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attainment academic skill proficiencies. (1P1)</td>
<td>43%</td>
<td>80.81</td>
</tr>
<tr>
<td>Student attainment of vocational &amp; technical skill proficiencies. (1P2)</td>
<td>74%</td>
<td>91.53</td>
</tr>
<tr>
<td>Student attainment of a post-secondary credential (2P1)</td>
<td>48%</td>
<td>34.95</td>
</tr>
<tr>
<td>Placement into employment (3P1)</td>
<td>42%</td>
<td>69.77</td>
</tr>
<tr>
<td>Retention in employment (3P2)</td>
<td>87%</td>
<td>90.13</td>
</tr>
<tr>
<td>Non-traditional participation (4P1)</td>
<td>N/A</td>
<td>15.60</td>
</tr>
<tr>
<td>Non-traditional completion rate (4P2)</td>
<td>N/A</td>
<td>14.00</td>
</tr>
</tbody>
</table>
### Program Outcomes for Office Administration and Technology:

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Data</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attainment academic skill proficiencies. (1P1)</td>
<td>78%</td>
<td>80.56</td>
</tr>
<tr>
<td>Student attainment of vocational/technical skill proficiencies. (1P2)</td>
<td>76%</td>
<td>91.53</td>
</tr>
<tr>
<td>Student attainment of a post-secondary credential (2P1)</td>
<td>61%</td>
<td>34.70</td>
</tr>
<tr>
<td>Placement into employment (3P1)</td>
<td>53%</td>
<td>69.52</td>
</tr>
<tr>
<td>Retention in employment (3P2)</td>
<td>88%</td>
<td>90.13</td>
</tr>
<tr>
<td>Non-traditional participation (4P1)</td>
<td>16%</td>
<td>15.44</td>
</tr>
<tr>
<td>Non-traditional completion rate (4P2)</td>
<td>88%</td>
<td>13.84</td>
</tr>
</tbody>
</table>

### Program Outcomes for Nurse’s Aide:

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Data</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attainment academic skill proficiencies. (1P1)</td>
<td>97%</td>
<td>80.56</td>
</tr>
<tr>
<td>Student attainment of vocational &amp; technical skill proficiencies. (1P2)</td>
<td>99%</td>
<td>91.53</td>
</tr>
<tr>
<td>Student attainment of a post-secondary credential (2P1)</td>
<td>99%</td>
<td>34.70</td>
</tr>
<tr>
<td>Placement into employment (3P1)</td>
<td>65%</td>
<td>69.52</td>
</tr>
<tr>
<td>Retention in employment (3P2)</td>
<td>92%</td>
<td>90.13</td>
</tr>
<tr>
<td>Non-traditional participation (4P1)</td>
<td>9%</td>
<td>15.44</td>
</tr>
<tr>
<td>Non-traditional completion rate (4P2)</td>
<td>100%</td>
<td>13.84</td>
</tr>
</tbody>
</table>

### Office Skills Program Outcomes:

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Data</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attainment of Academic skill proficiencies. (1P1)</td>
<td>N/A *</td>
<td>80.81</td>
</tr>
<tr>
<td>2. Attainment of vocational and technical skills proficiencies. (1P2)</td>
<td>87%</td>
<td>91.53</td>
</tr>
<tr>
<td>3. Attainment of a post-secondary credential. (2P1)</td>
<td>77%</td>
<td>34.95</td>
</tr>
<tr>
<td>4. Placement into employment. (3P1)</td>
<td>58%</td>
<td>69.77</td>
</tr>
<tr>
<td>5. Retention in employment. (3P2)</td>
<td>90%</td>
<td>90.13</td>
</tr>
<tr>
<td>6. Participation in Non-Traditional programs. (4P1)</td>
<td>37%</td>
<td>15.60</td>
</tr>
<tr>
<td>7. Non-traditional student completions. (4P2)</td>
<td>66%</td>
<td>14.00</td>
</tr>
</tbody>
</table>

* This short term program of 12 hours is directed to reach the student who needs specific computer applications training. The short term nature of the program does not include academic skill attainment in the program competencies.