ANNUAL ASSESSMENT REPORT

for

Windward Community College – Employment Training Center

Introduction to Construction Occupations

for

Fiscal Year 2007 - 2008

November 1, 2008

45-720 Kea’ahala Rd., Kaneohe, HI  96744-4570
Telephone: (808) 235-7400 http://www.wcc.hawaii.edu
An Equal Opportunity/Affirmative Action Institution
# Program Review Health Indicator Summary

**Employment Training Center**  
**Introduction to Construction Occupations**  
**for Fiscal Year 2007 - 2008**

## Overall Program Status

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<th>Healthy</th>
<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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Considerations for ETC Program Reviewers

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.

Part I. Executive Summary of Program Status

Review of the program rating

The overall program rating is cautionary because this program fell short of meeting Perkins (1P2), (4P2) and (3P1). Program efficiency data indicate a low class fill rate of 61%. However data indicates the Construction Occupation program did surpass Perkins standards in two other measured areas (2P1) and (4P1). Also ETC’s SLO’s evaluation proves positive in 2 of the 3 measured areas with 89.1% of our students who were scheduled to complete their training before report submission successfully earned program certificates by completing at least 80% of the course competencies.

Program demand data from EMSI Data indicate an anticipated need for workers in this industry.

Response to previous annual program assessment recommendations

There was no response to the previous annual program assessment report.

Part II. Program Description

A. Description and history of the program

The Construction Occupation 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 and repair 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) in agreement with Kapolei High School.
B. Program goals/occupations for which this program prepares students

The Goal of this program is to provide opportunities for students to appreciate their gifts, potential and talents and to expand their future. After completion of this program students are encouraged to enroll in ETC’s Career and Workforce Development program for internship learning and possible job placement. Successful completion also provides a stepping stone for students to advance to a higher level learning institution in a related trades field.

The program prepares students for the following occupations:

- Masonry
- Carpentry
- Plumbing
- Dry Wall
- General Construction
C. ETC Student Learning Outcomes (SLOs)

Students who successfully complete ETC programs will:

1) Demonstrate career and employment readiness
   As demonstrated by achieving 87.2% of our students achieving certificates.

2) Broaden and enhance their workforce capabilities
   As demonstrated by 89.4% of our students completing the program.

3) Pursue further education and training opportunities
   As demonstrated by 55% successfully transitioning.

4) Continue pursuits that enrich their lives

Program Student Learning Outcomes

• 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, listing, 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
• Demonstrates interpersonal skills necessary to work effectively in diverse groups

C. Admission requirements

There is no admission requirement to this ETC training program; however, there is a recommendation of Test of Adult Basic Education (TABE) score of at least grade 8.0 for reading and math.

E. Credentials, licensures offered

There are no credentials or licensures offered as part of the program

F. Faculty and staff

1.0 FTE Instructor
Program Counselor

G. Articulation agreements

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

H. Community connections, advisory committees, internships, co-ops, DOE connections

The program does not have an Advisory Committee. However this program has developed a close relationship with the City and County of Honolulu’s Youth Services program. This relationship has produced 6 special classes designed for the Youth Services students only. Students enrolled in this class provide on site repairs and maintenance to city structures at parks as part of their hands on training. This program also services DOE at risk students.

Part III. Quantitative Indicators for Program Review

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

EMSI Spring 2007 Labor Demand data indicates that construction workers’ demand has increased. The Academic Planning, Assessment, and Policy Analysis (APAPA) in the Office of the Associate Vice President, Community Colleges Academic Affairs provides this data annually.

B. Program training hours

Construction Occupation 10 week class  300 hrs.

Construction Occupation 16 week class  416 hrs.

C. Demand - Program Data

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>Head count</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Number of applicants</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>B Enrollment - head count</td>
<td>46</td>
<td>55</td>
</tr>
<tr>
<td>C Student contact hours</td>
<td>10289</td>
<td></td>
</tr>
<tr>
<td>D Number of classes</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>E Number of work-based learning placements</td>
<td>1</td>
<td></td>
</tr>
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</table>

A. Demand - Perkins Core Indicators
According to the 2008 – 2014 Industry Employment Projection for the State of Hawaii EMSI data, our industry will have the following growth:

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<tbody>
<tr>
<td></td>
<td>7,498</td>
<td>8,339</td>
<td>841</td>
<td>11%</td>
<td>140</td>
</tr>
</tbody>
</table>

The industry trend demonstrates a continual growth for the construction industry. With construction on all islands currently projected to have continual growth in residential, commercial and capital state improvement projects the need to enhance the workforce is reflected in the EMSI data.

B. Efficiency – Program Data

<table>
<thead>
<tr>
<th>EFFICIENCY</th>
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</thead>
<tbody>
<tr>
<td>F</td>
<td>Maximum enrollment</td>
</tr>
<tr>
<td>G</td>
<td>Average class size</td>
</tr>
<tr>
<td>H</td>
<td>Class fill rate</td>
</tr>
<tr>
<td>I</td>
<td>FTE G-funded faculty</td>
</tr>
<tr>
<td>J</td>
<td>FTE all faculty &amp; instructional support</td>
</tr>
<tr>
<td>K</td>
<td>Budget allocation - General funds only</td>
</tr>
<tr>
<td>L</td>
<td>Budget allocation - Special funds only</td>
</tr>
<tr>
<td>K+L</td>
<td>Total Budget</td>
</tr>
<tr>
<td>C:J</td>
<td>Student contact hour to instruction FTE ratio</td>
</tr>
</tbody>
</table>

C. Effectiveness - Program Data

<table>
<thead>
<tr>
<th>EFFECTIVENESS</th>
<th>Head count</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>No. of enrolled students (B) scheduled to complete before reporting deadline</td>
<td>47</td>
</tr>
<tr>
<td>P</td>
<td>No. of scheduled completers actually retained in the program</td>
<td>42</td>
</tr>
<tr>
<td>P/O</td>
<td>Percent retained</td>
<td>89.4%</td>
</tr>
</tbody>
</table>
R | Number of scheduled completers receiving certificates | 41 | 49 |
O/R | Percent of scheduled completers receiving certificates | 87.2% | 89.1% |
T | Number of scheduled completers who successfully transitioned | 1 | 1 |
O/T | Percent of scheduled completers who successfully transitioned | 2.1 |

D. Effectiveness – Perkins Measures

**Program Outcomes - Perkins**

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Performance (%)</th>
<th>Baseline (%)</th>
<th>+/-</th>
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</thead>
<tbody>
<tr>
<td>Student attainment academic skill proficiencies (1P1)</td>
<td>N/A</td>
<td>80.81</td>
<td>N/A</td>
</tr>
<tr>
<td>Student attainment of vocational &amp; technical skill proficiencies (1P2)</td>
<td>87.2</td>
<td>91.53</td>
<td>-</td>
</tr>
<tr>
<td>Student attainment of a post-secondary credential (2P1)</td>
<td>87</td>
<td>34.95</td>
<td>+</td>
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<tr>
<td>Placement into employment (3P1)</td>
<td>2</td>
<td>69.77</td>
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<tr>
<td>Retention in employment. (3P2)</td>
<td>N/A</td>
<td>90.13</td>
<td>-</td>
</tr>
<tr>
<td>Non-Traditional participation (4P1)</td>
<td>17</td>
<td>15.60</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-traditional completion (4P2)</td>
<td>13</td>
<td>14.00</td>
<td>N/A</td>
</tr>
</tbody>
</table>

E. Attainment of Student Learning Outcomes

**ETC’s Student Learning Outcomes**

1) Demonstrate career and employment readiness
   As demonstrated by achieving ____87.2%____ of our students achieving certificates.
   
   ____89.1%____ of our students who were scheduled to complete their training before report submission successfully earned program certificates by completing at least 80% of the course competencies.

2) Broaden and enhance their workforce capabilities
   As demonstrated by ____87.2%____ of our students completing the program.
   
   ____89.1%____ of our students initially enrolled in the program and scheduled to complete their program before submission of this report successfully completed the course(s).
3) Pursue further education and training opportunities
As demonstrated by 1% successfully transitioning.

2.1% of our students scheduled to complete their program before submission of this report continued in their education, gained employment, or continued in vocational training.

Attainment of Program Student Learning Outcomes

Part IV. Graduate / Leavers

A. Tracking data – successful transitions

<table>
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<tr>
<td>Employed</td>
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<td>Work-based learning / Internships</td>
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<td>Secondary School</td>
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<tr>
<td>Higher Education</td>
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<tr>
<td>Military</td>
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<tr>
<td>Additional training</td>
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<tr>
<td>Unknown</td>
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</table>

Part V. Curriculum Revision and Review

Safety is an essential element in the construction industry ETC has integrated the OSHA 10 hr. outreach class and also CPR and First Aid into the Construction Occupation course. Upon successful completion students receive a Department of Labor OSHA 10hr. training course completion card and a CPR and First Aid certification course completion card.

Part VI. Analysis of the Program

A. Alignment with the mission statement

Construction Occupation has enrolled 47 students with 41 receiving certificates this measured to 87.2%. This 10 and 16 week program has brought education and training to the at-risk population by classroom lessons and live job projects. Students successfully completing this class have opened a new avenue for their success. Continual support for all ETC students through the Career and Workforce Development is another component that allows ETC to meet our employment goals.

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.
B. Analysis of Demand Data

Strengths:

Enrollment numbers show that Construction Occupation plays an important role in providing training to help meet the needs of the growing construction industry.

Weaknesses:
At this time there is no indication of weakness to report

C. Analysis of Efficiency Data

Strengths:

This program has a class fill rate above the 60\% mark with 1.0 G-funded faculty and 1 at a cost of $9 per student contact hours.

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<tr>
<th>EFFICIENCY</th>
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<td>F</td>
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<td>L</td>
<td>Budget allocation - Special funds only</td>
</tr>
<tr>
<td>K+L</td>
<td>Total Budget</td>
</tr>
<tr>
<td>(K+L)/C</td>
<td>Cost per student contact hour</td>
</tr>
<tr>
<td>C:J</td>
<td>Student contact hour to instruction FTE ratio</td>
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Weaknesses:

A challenge is to motivate completers to take a proactive approach by using their newly acquired skills to attain a job.

D. Analysis of Effectiveness Data

Strengths:
42 completers
89.4%

Weaknesses:

1 Transitioned

E. Evidence of student learning

42 completers

F. Resource sufficiency

1.0 FTE Instructor
0.25 FTE Counselor
0.33 FTE Coordinator

G. Recommendations for improving outcomes

• Increase enrollment to improve class fill rate.
• Conduct surveys to assess program outcomes.
• Include more career and workforce development activities.

VII. Action Plan

The program shall develop the following action plan:

• Increase enrollment.
• Promote and market this program to a more diverse population, which may include those currently working but seeking a career change with upward mobility.
• Take initial steps to secure a permanent training facility with lab and classroom space.
• Hire an Education Assistant to provide assistance for students needing individualized attention.
• Increase job placement.
• Increase work experience / internship opportunities.
• Secure more funding for supplies, tools, equipment/repairs, and materials.
• Seek pool of qualified substitute instructors and provide needed funding.

This Action Plan addresses
Community College System Action Outcome:

4.5 Contribute to the development of a high skilled, high wage workforce through the establishment of new education and training programs that lead to employment in emerging fields as identified as innovative and knowledge-intensive opportunities by the State of Hawaii DBED&T

Windward Community College Action Outcome:

4.4 Create internships and service learning opportunities in the community with successful completion of 180 students per year.

4.1 Contribute to the development of a high-skilled, high-wage workforce through the establishment of at least one new specific, career-focused degree, certificate or career pathway per year that leads to employment in emerging fields (innovative, knowledge-intensive – DBEDT fields, including life sciences, health and wellness, information technology, film and digital media, alternative energy, ocean and marine science, earth and space sciences, astronomy, diversified agriculture, dual-use (military/civilian) technology.

VIII. Budget Implications

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

- Award $3,000 annually for marketing and promoting this program to increase enrollment.
- Provide funding to support Education Assistant: $35,000 annually including fringe benefits
- Provide $10,000 annually for supplies, tools, equipment/repairs, and materials.
- Provide $5,000 annually for qualified substitute instructor.
Appendices

Abbreviations and acronyms

Sources of information

Signature page

Glossary of terms for Perkins core indicators for ETC programs

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

The information sources for this report are:

2. Perkins 2004-2005 College Core Indicators provided by APAPA.
3. Academic Profile Database provided by APAPA.
4. Spring 2007 EMSI PHI Labor Demographics provided by APAPA.
6. MAPS Reports.
7. ETC program information.
8. 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

Angela Meixell

Program information and research for this report was prepared by:

___________________________________  Coordinator, ETC Workforce

Development

Michael Moser

___________________________________  Director, Office of Institutional Research

Research

Jeffrey W. Hunt
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

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 before September 30th.

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 before September 30th.

1P1 Degrees and Credentials: concentrators who received a certificate and who stopped program participation before September 30th.

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.
2008 Annual Report of Program Data Coversheet

College: Windward Community College

Program: Intro to construction Occupations

<table>
<thead>
<tr>
<th>Check All Credentials Offered</th>
<th>AA</th>
<th>AS</th>
<th>ATS</th>
<th>AAS</th>
<th>CA</th>
<th>CC</th>
<th>COM</th>
<th>ASC</th>
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College Mission Statement (or provide link)
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 (or provide link)
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.

OVERALL PROGRAM HEALTH (Check one)

<table>
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<th>Healthy</th>
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<th>Unhealthy</th>
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Part II. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data)
The overall program rating is healthy. Program demand data from EMSI Data indicate an anticipated need for workers in this industry. Construction Occupation has enrolled 47 students with 41 receiving certificates this measured to 87.2%. This program has a class fill rate above the 60% mark with 1.0 G – funded faculty and 1 at a cost of $9 per student contact hours.

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year’s action plan)
ETC has integrated the OSHA 10 hr. outreach class and also CPR and First Aid into the Construction Occupation course. Upon successful completion students receive a Department of Labor OSHA 10hr. training course completion card and a CPR and First Aid certification course completion card.
### Part III. Action Plan

- Increase enrollment.
- Promote and market this program to a more diverse population, which may include those currently working but seeking a career change with upward mobility.
- Take initial steps to secure a permanent training facility with lab and classroom space.
- Hire an Education Assistant to provide assistance for students needing individualized attention.
- Increase job placement.
- Increase work experience / internship opportunities.
- Secure more funding for supplies, tools, equipment/repairs, and materials.
- Seek pool of qualified substitute instructors and provide needed funding.

### Part IV. Resource Implications (physical, human, financial)

- Award $3,000 annually for marketing and promoting this program to increase enrollment.
- Provide funding to support Education Assistant: $35,000 annually including fringe benefits
- Provide $10,000 annually for supplies, tools, equipment/repairs, and materials.
- Provide $5,000 annually for qualified substitute instructor.