ANNUAL ASSESSMENT REPORT
for
WCC ETC Programs
Business Technology Department
for
Fiscal Year 2008 - 2009

November 10, 2009
Program Review Health Indicator Summary

ETC Programs
BUSINESS TECHNOLOGY DEPARTMENT
for Fiscal Year 2008 - 2009

Overall Program Status

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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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# TABLE OF CONTENTS

Program Review Health Indicator Summary ........................................................................... i
Table of Contents ................................................................................................................ ii
Considerations for ETC Program Reviews .......................................................................... iii
Mission Statements ................................................................................................................ 1
   College Mission Statement .............................................................................................. 1
   Employment Training Center Mission Statement .......................................................... 1
I. Executive Summary of Program Status ............................................................................. 2
   A. Overall Program Status ............................................................................................. 2
   B. Overall Program Demand ......................................................................................... 3
   C. Overall Program Efficiency ...................................................................................... 3
   D. Overall Program Effectiveness ................................................................................ 3
   E. Overall Program Outcomes ....................................................................................... 4
II. Program Description ......................................................................................................... 5
   A. Description and History of the Program .................................................................. 5
   B. Program Goals/ Occupations for Which This Program Prepares Students ............ 6
   C. ETC Student Learning Outcomes ........................................................................... 8
   D. Program Student Learning Outcomes .................................................................... 8
   E. Admission Requirements ......................................................................................... 9
   F. Credentials, Licensures Offered .............................................................................. 9
   G. Faculty and Staff ..................................................................................................... 9
   H. Articulation Agreements .........................................................................................10
I. Community Connections .................................................................................................. 10
III. Quantitative Indicators for Program Review .................................................................. 11
   A. Current and Projected Positions in the Occupation and Annual New Positions in HI .. 11
   B. Program Training Hours ........................................................................................11
   C. Demand – Program Data .......................................................................................12
   D. Demand – Perkins Core Indicators ......................................................................12
   E. Efficiency – Program Data ....................................................................................13
   F. Effectiveness – Program Data ..............................................................................13
   G. Effectiveness – Perkins Measures .........................................................................14
   H. Attainment of Student Learning Outcomes ............................................................17
IV. Graduate Leavers ........................................................................................................... 18
   A. Tracking data – Successful Transitions ................................................................18
   B. Surveys .................................................................................................................. 18
V. Curriculum Revision and Review .................................................................................... 19
VI. Analysis of the Program ............................................................................................... 19
   A. Alignment With the Mission Statement .................................................................19
   B. Analysis of Demand Data ......................................................................................20
   C. Analysis of Efficiency Data ....................................................................................21
   D. Analysis of Effectiveness Data ..............................................................................23
   E. Evidence of Student Learning ..............................................................................25
   F. Resource Sufficiency ............................................................................................26
   G. Recommendations For Improving Outcomes ..........................................................26
VII. Action Plan .................................................................................................................... 27
VIII. Budget Implications ..................................................................................................... 30
Appendices .......................................................................................................................... 31
Considerations for ETC Program Reviews

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

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

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

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

*College mission statement*

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

*Employment Training Center mission statement*

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

*Program mission statement*

The Business Technology Department (BTD) program is committed to serving students and meeting the needs of Hawaii’s employers for entry-level office workers. BTD provides students with hard and soft skills for employment preparation, retention, and promotion.
I. **Executive Summary of Program Status**

Review of the program rating

Business Technology Department did well this past fiscal year by improving in all areas of program status, program demand, program efficiency, program effectiveness, and overall program outcomes over last year’s assessment.

A. **Overall Program Status**

BTD contributed to the Community College and WCC Strategic Plan in the following ways:

*CC Strategic Plan #1.1 Increase Native Hawaiian enrollment by 3% per year, particularly in regions that are underserved and WCC #1.6 Increase by 6-9% the number of Native Hawaiians (from 45 to 78) who receive degrees or certificates in each Annual Fiscal Year.*

BTD served 23 Native Hawaiians, which represented 33% of our total enrolled students. A total of 7 students, or 30%, successfully completed the program.

*CC #4.3 and WCC #4.8 Increase by 3% per year the number of degrees and certificates awarded in Science, Technology, Engineering, and Math (STEM) fields.*

BTD awarded 124 certificates versus 103 last year, for an increase of 16.94%.

*WCC Strategic Plan #4.4 Create internships and service learning opportunities in the community with successful completion by 180 students per year.*

Fifty BTD students performed service learning this past fiscal year.

*WCC Strategic Plan #4.5 Promote the knowledge, skills, and opportunities that support current and emerging STEM fields and careers by increasing credit and noncredit STEM course enrollments by 3% per year.*

Enrollment increased from 139 to 147, for an increase of 6%.

*WCC Plan #4.7 Contribute to meeting the state’s incumbent worker goal by increasing enrollment of 25-49 year olds in credit programs by 3% per year.*

Twelve students transferred to higher education compared to eight last year, for an increase of 50%.

*CC#5.3 Increase non-state revenue streams by3-17% per year, and WCC#5.6 Increase non-state revenues by 3-10% per year (from $5,221,178 to $8,261,463)*

BTD received $9,500 in Perkins funding, which brought in money for ETC as part of WCC. These funds enabled BTD to purchase four computers and a server, which will allow students to have their own passwords and learn outlook and instructors to have file privacy.

BTD is always looking for ways to improve student access to training materials. Students can now access an Internet-based program called Simnet to assist them in learning Microsoft Office programs. This program is available to each student for a period of two years. Other value-added programs are the online keyboarding program students use to learn how to type and the
online filing tutorial for students to review filing rules and practice filing. These help our students to achieve student success.

To accommodate our physically disabled students, BTD will need to purchase 12 keyboards and 12 ergonomic office chairs with armrests. The purchases will amount to approximately $4,000.

**B. Overall Program Demand**

Enrollment rose from 142 to 147, for a 3.52% increase in head count. Student contact hours increased from 22,271 to 34,815, providing 236.8 average contact hours per student compared to 112 last year. Number of classes also increased from 30 to 32.

**C. Overall Program Efficiency**

Efficiency improved in most areas.

Average class size increased from 8.5 to 9, and the class fill rate increased from 65% to 75% due to the maximum enrollment being reduced from 36 to 24. Maximum enrollment was changed from 36 to 24 students to reflect the correct number of students accommodated with intakes.

With a total budget of $296,418, cost per student contact hour was $8.51 versus $13.89 last year. This cost reduction was due to an increased number of student contact hours from 22,771 to 34,815 hours.¹

Student contact hours to instructor ratio increased from 6,363.14 to 9,947 due to modularizing two OAT classes to three, counting actual class days rather than weeks, and increased enrollment in the full-time classes.

**D. Overall Program Effectiveness**

BTD improved in effectiveness.

Of the 147 students enrolled, 125 or 85% completed the program versus 84% last year.

Of the 147 students enrolled, 124 or 84.4% received certificates compared to 75.25% last year. This met the goal of WCC Strategic Plan #4.8 to increase the number of degrees and certificates awarded in STEM fields (includes both credit and noncredit) by 3% per year.

The number who successfully transitioned increased from 94 to 137, which represented a 93.2% transition rate over last year’s 74.5%.

¹ Note: 11,135 student contact hours were reported incorrectly in last year’s report, which should have reflected a $13.89 cost per student contact hour.
E. Overall Program Outcomes

BTD improved its Perkins measures in all areas:

Technical Skill Attainment improved from 72.5% to 86%. Although this number is higher than last year, it is still 4% below the Perkins baseline of 90%.

Credential, Certificate, or Degree increased from 72.5% to 86% against Perkins baseline goal of 44%.

Student Retention or Transfer (3P1) improved from 42% to 77% compared to Perkins baseline goal of 55%.

Student placement including employment, internships, and further education increased from 42% to 93.2% compared to Perkins baseline goal of 50%.

Nontraditional Participation increased from 28% to 36% compared to Perkins baseline goal of 16%.

Nontraditional Completion rose from 20.5% to 26.5% against Perkins baseline goal of 15%.
II. Program Description

A. Description and history of the program

The Business Technology Department is comprised of two year-round, open-entry/open-exit programs: Office Administration & Technology (OAT) and Office Skills (OS).

July 1, 2008 – March 27, 2009: OAT1&2 (full-time) and Office Skills (part-time)
March 30, 2009 – Present: OAT1&2 (full-time), OAT A, B, & C (full-time) and Office Skills (part-time).

BTD serves students who are dealing with barriers to employment. Its counseling-based training assists students to transition to the workplace and to additional education/training. BTD’s full- and part-time classes fit the needs of students and referring agencies by providing year-round training with frequent intakes (e.g., weekly in OS). These programs provide an opportunity for referring agency counselors and their clients to incrementally (from 2 hours/day up to 28 hours/week) see if they’re ready for work.

The OAT program began as the Clerical Occupational Cluster with ETC in 1962 offering sequentially structured full-time training for job titles including messenger, mail clerk, file clerk, receptionist, clerk typist, and account clerk.

In the late 1970s OAT started an experimental part-time hard-skills only evening program. This met an unserved need of referring agencies and employers (companies sent employees in need of word processing training); the program became permanent.

Full- and part-time OAT moved to the Kapi‘olani Community College (KCC) Pensacola campus in 1989 and subsequently moved to and consolidated with KCC’s Diamond Head campus OAT program. In the summer of 1996 when a systemwide consolidation of OAT moved KCC’s program to LCC, ETC’s full-time OAT moved to its current location at the HCC campus portables and offered two, full-time 15 week courses using industry-validated skills and competencies with up-to-date computer technology and software.

This 1996 move to smaller facilities necessitated a temporary stopout of the part-time OAT program. When space became available, the part-time program was started up again, designated a separate program, and renamed Office Skills.

Since our move to the portables on the Honolulu Community College Campus, the following improvements were made: blinds installed in Rm. 4 to cut the glare from the morning sun; air conditioners replaced as needed and serviced quarterly; new carpets installed in Buildings 71B, C, and D; walkways resurfaced in Buildings 71ABC&D; bathrooms renovated in Building 71ABC; picnic tables constructed, with corrugated plastic roofing and placed in courtyard of Building 71ABC; quarterly Terminex inside and outside treatments. ETC Building Maintenance constructed monitor stands and footstools and wooden blocks to raise computer tables to accommodate wheelchairs and heavy-set clients. This improved the environment for students’ success, safety, and health, and these improvements meet WCC Strategic Plan #5.4.

On March 30, 2009, in addition to phasing out OAT1 & OAT2, BTD began offering three, full-time, 45-day (9-week) courses (OAT A, B, & C) using industry-validated skills, updated
competencies, and current computer technology and software. This additional module meets WCC Strategic Plan #4.1.

The OAT program is open to adults and 16-year-old-and-above students from the Department of Education (DOE). Referring agencies send their clients (1) for training to obtain an entry-level job, (2) for training leading to another program, or (3) to assess their job readiness. DOE counselors send their students, depending on the number of high school credits needed, (1) to earn hours towards high school credits and return to or graduate from high school or (2) to earn hours towards high school credits and enroll in another ETC or alternative program.

Registered OAT students meet with the BTD counselor before Orientation in order to start their service learning process: find a non-profit willing to take them in as a volunteer, get an interview with the site, complete required forms. This way, the students begin volunteering the first week of classes. The ease with which the majority of registered students find a non-profit site reflects the need for those skills taught in the program. Students are provided an opportunity to apply competencies learned in the classroom.

During the two-day Orientation, full-time students write a 10-10-10 Plan for their time in training: 10 experiences they want, 10 goals they want to reach, and 10 commitments they are willing to make to bring about their experiences and goals. Students are advised to use their 10-10-10 plan throughout training to determine if they are on track. At graduation, students reflect on how they did with their plan.

A requirement from Day 1 for full-time students is to keep an Attitude Journal. After the first 21 days of selecting a daily positive attitude, they write an essay reflecting on their first 21 days and develop a Personal Affirmation to guide them through their training and their life-long pursuits.

In Goal Setting/Self-esteem workshops students write one-year and five-year goals. The one-year goal is mailed to them one year after attending the workshop.

Office Skills is open to community members 18 years and older, who are interested in the use and mastery of common business software and those who are interested in learning to keyboard and operate the electronic calculator. OS part-time students take individual courses to develop their hard skills. Multiple start dates and flexible two-hour class times are available throughout the year. An introductory course on using the Internet and email is offered on demand.

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

The Office Administration & Technology year-round, full-time program (OAT1 & OAT2 and OAT A, B, & C) is committed to serving students who need to develop hard and soft job skills, meeting the needs of Hawai‘i’s employers for entry-level office workers, and providing a training venue for referring agency clients to fulfill their employment plans. Because of the office-like environment and length of the program, OAT students are provided the opportunity to learn and apply the all-important soft skills which play a major role in job retention, promotion, and quality of life.

OAT students’ motto: To Teach is To Learn. With a learning-how-to-learn training foundation, OAT offers a flexible, sequential, integrated curriculum, with industry-validated competencies to
prepare students with hard skills and soft skills necessary to obtain an entry-level office job and to get promoted. Basic hard skills: computer software, filing, business math, operation of the electronic calculator, keyboarding. Basic soft skills: team work, oral communication, active listening, dress code, attendance, community service, time on task. Upon entering the program female students are immediately connected with the YWCA Dress for Success program. They receive one complete outfit and upon attaining employment, they receive two complete outfits. Throughout training students are encouraged to visit the YWCA monthly sales to acquire professional clothing in preparation for employment.

Over the past several decades, Hawai‘i’s employers and advisory committee have conveyed to OAT faculty the importance they place on attitude. Attitude, like self-esteem, is measurable in what it manifests: e.g., employees’ adherence to rules, willingness to communicate, timeliness on tasks, team-playing skills, and the commitment to show up every day for work. In general – professional ethics. OAT students make a daily commitment to live a positive attitude by journalizing their experiences.

Integrated and applied tools used to raise students’ awareness of the above and to give them opportunity to practice are clocking in on a timecard to keep a record of promptness and attendance along with maintaining (1) an attitude journal and (2) a service learning journal and timesheet reflecting a minimum of four hours/week of volunteer clerical work at a non-profit agency, institution, or government office (service learning).

Through collaboration with the ETC Career Center, BTD students attend workshops to learn and practice using the Internet for job search, completing online applications, and researching company websites for job opportunities and mission statements.

The program prepares students for the following occupations:

- Receptionists & Information Clerks
- Office Clerks, general
- Word Processors & Typists
- File Clerks
- Computer Operators
- Data Entry Clerks
- File Clerks
- Data Entry Clerks

The Office Skills (OS) part-time program offers students workplace computer skills within an open-lab delivery environment. The goal of the OS program is to prepare students with the following basic hard skills: keyboarding, electronic calculator, MS Windows, MS Word, MS Excel, MS PowerPoint, and MS Access. Although soft skills are not stressed in OS, students are taught basic soft skills such as appropriate dress, attendance, and work performance traits. All courses in OS are self-paced and individually guided, allowing students to work and learn at their own pace. Classes are offered year-round in 12-day/24-hour segments, and 24-day/48-hour segments, providing for customized training to meet the wide variety of abilities and needs.

Office Skills services students who have no typing or computer skills. Many students are on worker’s compensation, so agencies use this program to help their clients learn new skills to pursue a new career or to further education and to assess their clients’ abilities to sit for a minimum of two hours per day. Because it is used as a testing ground for rehabilitation, the completion rate is affected when students are unable to type and/or sit for prolonged periods of time and need to drop their course. The Division of Rehabilitation (DVR) also refers clients to OS to provide them with some basic office skills for employment. In addition to physical
disabilities, many of these clients have mental, drug abuse, housing, and health issues, which make it difficult for them to complete their training.

The OS program prepares students for the following occupations:

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

**C. ETC Student Learning Outcomes (SLOs)**

Students who successfully complete ETC programs will:

1) Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits.

2) Provide and accept constructive criticism, conflicting points of view.

3) Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills.

4) Transfer learning from one environment to another.

5) Update vocational, technological skills.

6) Develop, practice, and evaluate problem-solving strategies.

7) Develop, practice, and evaluate goal-setting strategies.

8) Demonstrate cultural awareness; acknowledge and respect the uniqueness of others.

9) Demonstrate learning related to employability skills and attitudes.

10) Demonstrate interpersonal skills necessary to work effectively in groups.

**D. Program Student Learning Outcomes**

BTD SLOs: Students will:

1. Demonstrate hard skills for entry-level clerical work.
2. Apply appropriate soft skills for entry-level clerical work.
3. Recognize skills necessary to pursue continuing educational and career goals.

The following grid outlines how ETC’s and BTD’s SLOs relate to WCC’s SLOs.
<table>
<thead>
<tr>
<th>WCC SLOs</th>
<th>Employment Training Center SLOs</th>
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<tbody>
<tr>
<td>Understand importance of ethical conduct and practice in daily lives</td>
<td>Communicate through speaking, writing, and listening effectively individually and in teams</td>
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<tr>
<td>Think critically and solve problems by finding, analyzing and evaluating information and engaging in informed debate</td>
<td>Use technology to access, maintain, and analyze data and information</td>
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<tr>
<td>Make choices for a healthy mind, body, and spirit</td>
<td>Pursue life-long learning and share learning with others</td>
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<tr>
<td>Apply specialized skills for employment</td>
<td>Appreciate and/or express themselves artistically, creatively, and culturally</td>
</tr>
<tr>
<td>Contribute to the community through active participation and support</td>
<td>Develop life skills to fulfill their personal and professional potential</td>
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| Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits | BTD |
| Provide and accept constructive criticism, conflicting points of view | BTD |
| Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills | BTD |
| Transfer learning from one environment to another | BTD |
| Update vocational, technological skills | BTD |
| Develop, practice, and evaluate problem-solving strategies | BTD |
| Develop, practice, and evaluate goal-setting strategies | BTD |
| Demonstrate cultural awareness; acknowledge and respect the uniqueness of others | BTD |
| Demonstrate learning related to employability skills and attitudes | BTD |
| Demonstrate Interpersonal skills necessary to work effectively in groups | BTD |
E. Admission requirements

OAT 1: Recommended score of 8th grade or higher on the Test of Adult Basic Education (TABE)

OAT 2: Completion of OAT 1 or recommended score of 8th grade or higher on the TABE and demonstrated minimum 8th grade proficiency in reading and business math; keyboarding (minimum 25 wpm); numeric keypad by touch; and beginning levels in filing, word processing, and spreadsheet concepts.

OAT A: recommended score of 8th grade or higher on the TABE and keyboarding speed of 15 nwpm with 3 errors on a 3' timing.

OAT B: Completion of OAT A or recommended score of 8th grade or higher on the TABE and keyboarding speed of 20 wpm on a 5' timing, filing, and beginning levels in word processing and spreadsheet.

OAT C: Completion of OAT A&B or recommended score of 8th grade or higher on the TABE and keyboarding speed of 25 wpm on a 5' timing, filing, and intermediate levels in word processing and spreadsheet.

OS: Students must be able to read, comprehend, and follow directions. Students must also be able to type when enrolling in computer classes.

F. Credentials, licensures offered

None. A Certificate of Professional Development is awarded to the students who complete 80% of the competencies with a grade of “3” or higher for each course offered in BTD (or a minimum of 10% of the competencies and acquisition of an OAT-related job for OAT 1, OAT 2, and OAT A, B, & C students).

G. Faculty and staff

There are three full-time, G-funded faculty assigned to BTD. A .75 Education Assistant was assigned to BTD through March 2009. The instructor in Office Skills serves as coordinator for BTD.

Kay Beach BA Professor
Ellen Nagaue BEd. Professor
Evelyn Sugihara BEd. Professor
JoAnne Tuifanu Educational Assistant .75 (July 2008-Mar. 2009)
Wendy Yamamoto Office Clerk
H. Articulation agreements

The OAT program was articulated with Leeward Community College’s Business Technology Program in 1999. There are no current articulation agreements with the OAT or the Office Skills programs within the University of Hawai‘i System.

I. Community connections

Advisory Committee: BTD established an advisory committee in 2008. It is comprised of

- Nancy China, Retired
  HR Manager, Law Firm

- Polly Kano, Accounting Manager
  SMS Research & Marketing

- Deborah Jardine
  Retired: Office Manager
  Honolulu Community Action Program
  Current: Office Assistant III
  Women’s Community Correctional Center

Professional Associations: All BTD faculty are members of the Hawai‘i Business Education Association and the Western Business Education Association; OAT faculty are members of the National Business Education Association. In addition, the OAT program is represented in the University of Hawai‘i Program Coordinating Council on Business Technology.

Internship: An optional part of the BTD curriculum includes an opportunity for students to work for pay or volunteer in an office. This is a rich opportunity to enhance the résumés of students who are changing careers, have been out of the workforce for a long time, or have little or no work experience.

OAT

Service Learning (Internship): As part of their learning, OAT students participate in Service Learning by volunteering to perform clerical responsibilities at non-profit agencies, institutions, and government offices. 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. Service Learning contributes to WCC Strategic Plan #4.4.

DOE: ETC, through the UH, has a long-term partnership with the DOE via a Career Opportunities Program, Memorandum of Agreement. DOE students continue to be referred to ETC programs as an alternative way to earn high school credits. DOE students are accepted in the OAT programs as part of their training.
III. Quantitative Indicators for Program Review

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

EMSI 2009 Labor Demand data projects 265 annual new and replacement Honolulu County jobs and 369 statewide jobs in the area of Business Tech. This represents a total of 634 new and replacements position that BTD can help to fill. (The Academic Planning, Assessment, and Policy Analysis (APAPA) in the Office of the Associate Vice President, Community Colleges Academic Affairs provides this data annually.)

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<thead>
<tr>
<th>Program</th>
<th>Annual County New &amp; Replacement Positions</th>
<th>Annual State New &amp; Replacement Positions</th>
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</thead>
<tbody>
<tr>
<td>Business Tech</td>
<td>265</td>
<td>369</td>
</tr>
<tr>
<td>Health</td>
<td>20</td>
<td>141</td>
</tr>
<tr>
<td>Hospitality</td>
<td>220</td>
<td>332</td>
</tr>
<tr>
<td>Autobody Repair &amp; Painting</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Intro Construction</td>
<td>129</td>
<td>235</td>
</tr>
<tr>
<td>Unexploded Ordnance</td>
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B. Program training hours

Training cycles and hours, position count faculty and casual hires

The OAT program is staffed by two position count faculty, which offers eight training cycles for a total of 20,018 training hours.

OAT: Two-position count faculty teach year-round:
Class contact hours: MTThF: 8 – 3pm
Lab contact hours: MTThF: before 8 a.m. and 3 - 5 p.m.
Office hours: no offices provided; faculty desks in classrooms

Each OAT instructor covers for the other when needed (leave, other duties). OAT faculty teaches OS students when those classes are over-enrolled. When the OATA class is over enrolled, the OATBC faculty also teaches those students. At the beginning of the fiscal year, the OATBC faculty also taught OS students when classes were over-enrolled.

In addition, one OAT faculty creates and prepares materials and PowerPoint presentations and co-presents an OCET Customer Service workshop with an ETC counselor.

The OS program is staffed by one position count faculty and a .5 Education Assistant. The program offers 24 training sessions for a total of 13,478 training hours.
OS: One faculty teaches year-round:

Class contact hours: MTThF: 7 – 2:30
Lab contact hours: MTThF: 6:45 – 7 and 9 – 9:30
Office hours: None

C. Demand - Program Data

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<th>DEMAND</th>
<th>No. of Indiv.</th>
<th>Registrations</th>
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<tr>
<td>A Number of applicants</td>
<td>149</td>
<td>322</td>
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<tr>
<td>B Enrollment - head count</td>
<td>147</td>
<td>284</td>
</tr>
<tr>
<td>C Student contact hours</td>
<td>34,815</td>
<td></td>
</tr>
<tr>
<td>D Number of classes</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>E Number of work-based learning placements</td>
<td></td>
<td>8</td>
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Enrollment numbers for BTD would be higher if duplicated numbers are used, with a headcount for BTD at 284.

D. Demand - Perkins Core Indicators

According to the 2009 – 2014 Industry Employment Projection for the State of Hawaii EMSI data, our industry will have the following growth:

<table>
<thead>
<tr>
<th>Program</th>
<th>Annual County New &amp; Replacement Positions</th>
<th>Annual State New &amp; Replacement Positions</th>
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<td>20</td>
<td>141</td>
</tr>
<tr>
<td>Hospitality</td>
<td>220</td>
<td>332</td>
</tr>
<tr>
<td>Autobody Repair &amp; Painting</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Intro Construction</td>
<td>129</td>
<td>235</td>
</tr>
<tr>
<td>Unexploded Ordnance</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The dichotomy: Economy down; college enrollments up. Economy up; college enrollments down. A major part of ETC’s mission is job placement. We need to be here for the students needing the training so when the economy reverses, students will be poised to take advantage.

EMSI 2009 Labor Demand data projects 265 Business Tech County jobs and 369 state jobs annually, which represents a total of 634 new and replacements positions. This is strong evidence for the need of BTD’s training. BTD can contribute to the state’s demand for clerical workers to help fill these vacancies.
### E. Efficiency – Program Data

<table>
<thead>
<tr>
<th>EFFICIENCY</th>
<th>No. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F  Maximum enrollment (per class)</td>
<td>12</td>
</tr>
<tr>
<td>G  Average class size</td>
<td>9</td>
</tr>
<tr>
<td>H  Class fill rate</td>
<td>75%</td>
</tr>
<tr>
<td>I  FTE G-funded faculty</td>
<td>3</td>
</tr>
<tr>
<td>J  FTE all faculty &amp; instructional support</td>
<td>3.5</td>
</tr>
<tr>
<td>K  Budget allocation - General funds only</td>
<td>$280,450</td>
</tr>
<tr>
<td>L  Budget allocation - Special funds only</td>
<td>$15,968</td>
</tr>
<tr>
<td>K+L Total Budget</td>
<td>$296,418</td>
</tr>
<tr>
<td>(K+L)/C Cost per student contact hour</td>
<td>$8.51</td>
</tr>
<tr>
<td>C:J Student contact hour to instruction FTE ratio</td>
<td>9,947</td>
</tr>
</tbody>
</table>

### F. Effectiveness - Program Data

<table>
<thead>
<tr>
<th>EFFECTIVENESS</th>
<th>No. of Indiv.</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>O  No. of enrolled students (B) scheduled to complete before reporting deadline</td>
<td>147</td>
<td>284</td>
</tr>
<tr>
<td>P  No. of scheduled completers actually retained in the program</td>
<td>125</td>
<td>234</td>
</tr>
<tr>
<td>P/O Percent retained</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>R  Number of scheduled completers receiving certificates</td>
<td>124</td>
<td>230</td>
</tr>
<tr>
<td>O/R Percent of scheduled completers receiving certificates</td>
<td>84.4%</td>
<td></td>
</tr>
<tr>
<td>T  Number of scheduled completers who successfully transitioned</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>O/T Percent of scheduled completers who successfully transitioned</td>
<td>93.2%</td>
<td></td>
</tr>
</tbody>
</table>
G. Effectiveness – Perkins Measures

Program Outcomes - Perkins

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Performance (%)</th>
<th>Baseline (%)</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skill Attainment (1P1)</td>
<td>86</td>
<td>90</td>
<td>-</td>
</tr>
<tr>
<td>Credential, Certificate, or Degree (2P1)</td>
<td>86</td>
<td>44</td>
<td>+</td>
</tr>
<tr>
<td>Student Retention or Transfer (3P1)</td>
<td>77</td>
<td>55</td>
<td>+</td>
</tr>
<tr>
<td>Student Placement (4P1)</td>
<td>93.2</td>
<td>50</td>
<td>+</td>
</tr>
<tr>
<td>Nontraditional Participation (5P1)</td>
<td>36</td>
<td>16</td>
<td>+</td>
</tr>
<tr>
<td>Nontraditional Completion (5P2)</td>
<td>30</td>
<td>15</td>
<td>+</td>
</tr>
</tbody>
</table>

H. Attainment of Student Learning Outcomes

ETC’s Student Learning Outcomes

1) Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits.
2) Provide and accept constructive criticism, conflicting points of view.
3) Demonstrate interpersonal skills necessary to work effectively in groups.
4) Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills
5) Transfer learning from one environment to another
6) Update vocational, technological skills.
7) Develop, practice, and evaluate problem-solving strategies
8) Develop, practice, and evaluate goal-setting strategies
9) Demonstrate cultural awareness; acknowledge and respect the uniqueness of others
10) Demonstrate learning related to employability skills and attitudes

BTD SLOs: Students will:

1. Demonstrate hard skills for entry-level clerical work.
2. Apply appropriate soft skills for entry-level clerical work.
3. Recognize skills necessary to pursue continuing educational and career goals.

1) Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits.

Students are required to use appropriate computer applications and resources for completion of assignments, projects, tests, and job search.

Assessment: all assignments, projects, cover letters, résumés, applications, and thank you letters are reviewed and assessed for usage and mailability by faculty; return to high school; transition to a community college; employers requesting students to come in for an interview and job offer are second-tier assessments.
2) Provide and accept constructive criticism, conflicting points of view.

Students are provided feedback on a daily basis on the quality of their assignments, work ethic, and etiquette. Instructors provide the students with written and oral evaluation in the form of evaluation forms, ratings on classroom work (assignments, projects, tests, live projects), and one-on-one teaching moments.

Evaluations are compiled based on progress and demonstration of course and workplace competencies, foundation skills, and performance levels as well as attendance and keyboarding/electronic calculator/ten-key pad speeds attained. Students also receive evaluations from service learning supervisors.

Assessment: Students are provided opportunities to respond to feedback from instructors by writing comments on the evaluation form, including reflection in the service learning and attitude journals, by writing progress memos and reflections on projects, by questioning the feedback on work submitted, and by speaking with the program counselor or other instructors.

3) Demonstrate interpersonal skills necessary to work effectively in groups.

Students are provided opportunities to work in groups/teams to teach others and to produce documents such as time cards, new student orientation materials, materials and information needed to put on graduation.

Assessment: completed group-work assignments (materials for new students; timecards for student population; materials and information to put on student-produced graduation) are graded using course competencies.

4) Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills

BTD students use their math skills in Excel and on the electronic calculator. They read their assignments from textbooks and on the computer and write journals and/or assignments on the computer. Listening and speaking skills are demonstrated by following oral instructions, speaking in groups or in front of the students, and leading Brain Gym® exercises.

Assessment: All assignments are graded according to course and workplace competencies.

5) Transfer learning from one environment to another

Students are provided the opportunity to transfer their classroom learning into the community by performing service learning at non-profit organizations. Examples of service learning opportunities include elementary, middle, and high schools; community colleges; government agencies; community agencies; hospitals; churches; and YMCAs.

Assessment: service learning supervisor submits evaluation of volunteer’s performance; service learning journals and timesheets submitted on weekly basis. If a student needs more practice on certain skills, it is provided in class so that the student is able to perform the tasks required.
6) Update vocational, technological skills.

BTD students learn the most current computer programs and use up-to-date computers and equipment. We introduced Windows Vista and MS Office 2007 this year. Current technology provides ETC students with the same opportunities provided to high school and community college graduates as they enter the world of work or transition to continued education. To further meet employers’ needs, Rm. 4 and Rm. 6 each have a computer station for an overview of MS Office 2003 to address employers’ needs. Students practice at and take employment tests on these two stations as needed.

Assessment: personal, group, and instructor review; self-evaluation memos to instructor with attached evidence; book exercises; publisher projects and exams with instructions; instructor revised publisher projects and exams; “live” projects are all graded using course and workplace competencies.

7) Develop, practice, and evaluate problem-solving strategies

Faculty work with and encourage students to find solutions to problems encountered on classroom assignments, in teamwork, on projects, in job searching, and in life challenges. With faculty oversight, they work individually or with each other in pairs, groups, and teams to develop and practice problem-solving strategies. The BTD motto, To Teach is to Learn, provides the stimulus for students to take teaching and leadership roles.

Assessment: Projects are assigned throughout training and varied to provide problem-solving strategies. Students are graded on the projects and they also self-reflect on how they performed.

8) Develop, practice, and evaluate goal-setting strategies

From the first day, students develop a 10-10-10 plan, start keeping an attitude journal, and are scheduled for a goal setting workshop. During training they are provided opportunities to practice goal setting. At graduation, the majority of the students state that keeping an Attitude Journal is the foundation of their success. They also reflect on how even their loved ones are choosing positive attitudes.

Assessment: self-evaluation through attitude journals; reflection on their 10-10-10 plan; graduation speech includes a report on 10-10-10 plan accomplishments; and one-year correspondence indicates that many students attained their one-year goals set during the goal setting workshop. All assignments are graded using course and workplace competencies.

9) Demonstrate cultural awareness; acknowledge and respect the uniqueness of others.

The “culture” refers to the training (high school students from age 16, adults, and disabled students learning together) and service learning environment (for most, first exposure to an office).

BTD enrolls students from age 16 up. The culture created – youth and adults learning together – benefits both groups. Youth tend to listen to adults other than their parents and when BTD’s adult students share their personal stories with the youth, it makes an impact. Many adults are
afraid of the computer. This gives the at-risk youth, especially those who have not had many experiences to boost their self-esteem, an opportunity to make meaningful deposits in their emotional banks. An awareness and appreciation for each other’s needs deepens. Many long-term relationships have spawned from this happenstance of being in the same program.

The above awareness and appreciation is also true for those of us given the opportunity to work closely with the many disabled students who enroll in BTD. We have able bodies working side by side with students who have experienced emotional and physical trauma, strokes, heart attacks, loss of limb(s), brain damage, etc.

BTD’s emphasis on teamwork, communication, attitude journals, and the To Teach is to Learn motto, encourages interaction.

Assessment: Observation is the main tool for assessment, but students are also evaluated through course competencies.

10) Demonstrate learning related to employability skills and attitudes

During training, Service Learning allows students to demonstrate their learning related to employability skills and attitudes. These skills are also practiced in the classroom where students work together on workplace projects.

From Day One, students keep an Attitude Journal. This is most often mentioned at graduation as being the activity that grounded them when they felt most vulnerable. This is a lifetime tool.

Learning related to employability skills and attitudes is also demonstrated in the Work Experience and Internship programs available to students upon completion of BTD.

Assessment: Feedback from service learning supervisors, observation of student performance, quality and quantity of production output, and evaluations are some of the assessment tools used to assess course and workplace competencies.

The redundancy above and the instruction from the specialist in SLOs at the WCC convocation, are why ETC voted on the following four SLOs:

1. Demonstrate career and employment readiness
2. Broaden and enhance their workforce capabilities
3. Pursue further education and training opportunities
4. Continue pursuits that enrich their lives

Why these were never finalized is unknown.

Attainment of BTD Student Learning Outcomes

Job attainment is the best tool to assess whether our students have attained the SLOs. The assessments and evaluations we prepare on each student, which are sent to the agency counselor, also reflect whether students are or are not attaining the SLOs. Feedback from service learning supervisors and self-assessments from students also reflect attainment of SLOs. For those
students who are not meeting the SLOs in the normal length of time, but are demonstrating progress, an extension of training time can be requested.

BTD SLOs: Students will:

1. Demonstrate hard skills for entry-level clerical work.
2. Apply appropriate soft skills for entry-level clerical work.
3. Recognize skills necessary to pursue continuing educational and career goals.

Of the 147 enrolled BTD students, 137 successfully transitioned to employment, work-based learning, secondary education, higher education, or continued with additional training.

Of the 125 completers, 39 students or 31% found employment and were able to demonstrate hard skills and apply appropriate soft skills for entry-level clerical work.

Twelve students or 9.6% obtained computer skills to pursue higher education because they knew these skills were required to attend college. All of the students realize that skills acquired in BTD are necessary to further their career goals and lifelong learning pursuits.

Where Service Learning was a required part of the curriculum, 100% attained service learning sites. Students are given the tools and directions to seek out and attain a site.

IV. Graduate / Leavers

A. Tracking data – successful transitions

<table>
<thead>
<tr>
<th></th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>39</td>
</tr>
<tr>
<td>Work-based learning / Internships</td>
<td>8</td>
</tr>
<tr>
<td>Secondary School / GED program</td>
<td>6</td>
</tr>
<tr>
<td>Higher Education</td>
<td>12</td>
</tr>
<tr>
<td>Military</td>
<td>--</td>
</tr>
<tr>
<td>Additional training</td>
<td>72</td>
</tr>
<tr>
<td>Unknown</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>147</td>
</tr>
</tbody>
</table>

Of the 147 total enrolled BTD students, 137 students were employed, placed in work-based learning sites, returned to high school, enrolled in higher education, or went on to further training. Most of the 10 unknown number went on to job search or had health or mental issues, the results of which are unknown.

B. Surveys

No surveys were taken during this assessment period.
V. Curriculum Revision and Review

In order to have our students learn the most current software programs, Windows Vista was offered along with Windows XP. New competencies were created to reflect the course contents, together with new assignment sheets and answer keys.

Based on last year’s annual assessment, BTD modified its curriculum to improve completion and increase enrollment. On March 30, 2009, in addition to phasing out OAT1 & OAT2, BTD began offering three, full-time, 45-day (9-week) courses (OAT A, B, & C) using industry-validated skills, updated competencies, and current computer technology and software.

The above curriculum changes were made with the review and approval of the Advisory Committee. Further modularizing the curriculum increased enrollment and successful completions.

VI. Analysis of the Program

A. Alignment with the mission statement

The BTD program is committed to serving students and meeting the needs of Hawaii’s employers for entry-level office workers. BTD provides students with hard and soft skills for employment preparation, retention, and promotion.

BTD meets the needs of students and employers by offering part- and full-time training options.

Employers have sent employees to BTD’s part-time training. Students who have part-time jobs and/or family commitments are able to update their skills. Students who obtain part-time jobs during training can enroll in part-time.

BTD meets the needs of students needing and employers wanting hard skills by offering up-to-date, hands-on computer application training as well as other office skills. An integral part of the curriculum is the service learning component where students practice their newly acquired and/or updated skills in a real-life setting and receive evaluations from their service learning supervisors.

BTD meets the needs of students needing and employers wanting soft skills by emphasizing, from Day 1, the importance of

- one’s attitude and the truth that one has the power to choose an attitude on a daily basis, or, if need be, on an hour-by-hour basis (attitude journal; 10-10-10 plan)

- teamwork and what it takes to be a team player: communication, active listening, attendance

BTD emphasizes the soft skills because the #1 reason employees get fired is that they do not get along on the job. Soft skills are emphasized because at-risk students come with heavy baggage which usually equates to a negative attitude.
Attitude is reflected in attendance, follow through, quality of work, etc. Employers have been known to say

*Give me a student with good attendance and a positive attitude, and I’ll teach them everything else they need to know.*

**B. Analysis of Demand Data**

<table>
<thead>
<tr>
<th></th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants</td>
<td>149</td>
<td>149</td>
</tr>
<tr>
<td>Enrollment – head count</td>
<td>142</td>
<td>147</td>
</tr>
<tr>
<td>Student contact hours</td>
<td>22271</td>
<td>34815</td>
</tr>
<tr>
<td>Average contact hr/applicant</td>
<td>149.47</td>
<td>236.8</td>
</tr>
<tr>
<td>Number of classes</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>No. of work-based learning placements</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

Strengths:

A total of 34,815 student contact hours were provided by our three faculty and half-time education assistant, which resulted in 236.8 average contact hours for each of the 147 students, compared to 149.7 hours last year. The increase in contact hours is due to the
increased enrollment in the full-time program and the method of counting the days rather than the weeks in training which included non-training days.

Faculty provides additional contact hours (an average of 5-7 hours /week/student) during lab hours (MTThF: 630am – 8am and 3pm – 530pm and Wednesdays: 8am – 5pm) which are not included in the statistics.

BTD also offers 32 classes throughout the year, which provide easy entry into the program.

Job placement, Service Learning, and work-based learning placements contribute to the demand for student enrollment in BTD.

EMSI data also supports the need for our programs. It is projected that a total of 265 new and replacement positions are needed annually for Honolulu county with a total of 634 statewide.

**Weaknesses:**

According to the demand data, BTD enrolled 147 students during this period, compared to 142 last year for a 6.6% gain over FY 2008. The increase, however, is still insufficient to improve efficiency data.

Enrollment figures would have been higher if it were not for DVR, one of BTD’s major referring agencies. DVR became more cautious due to depletion of its funding. During part of the year, they referred clients under a deferred payment arrangement. DVR was also mandated to serve the more severely disabled, which made our training inappropriate for them.

More training options became available to our referring agencies, so ETC was not always the first choice.

The state’s current budget crisis will further affect enrollment into our program, as state agencies will not have adequate funding to send their clients for training. We will need to look to outside agencies, such as private rehabs and the military for students.

**C. Analysis of Efficiency Data**

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Enrollment (per class)</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Average Class size</td>
<td>8.5</td>
<td>9</td>
</tr>
<tr>
<td>Class fill rate</td>
<td>65%</td>
<td>70.5%</td>
</tr>
<tr>
<td>FTE G-funded faculty</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FTE all faculty &amp; instructional support</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Budget allocation - General funds only</td>
<td>256741</td>
<td>280450</td>
</tr>
<tr>
<td>Budget allocation - Special funds only</td>
<td>52614</td>
<td>15968</td>
</tr>
<tr>
<td>Total Budget</td>
<td>309355</td>
<td>296418</td>
</tr>
<tr>
<td>Cost per student contact hour</td>
<td>13.89</td>
<td>8.51</td>
</tr>
<tr>
<td>Student contact hour to instructor ratio</td>
<td>6363.14</td>
<td>9947</td>
</tr>
</tbody>
</table>
Strengths:

Total budget for BTD was $296,418 which covered three full-time G-funded faculty in BTD, and a 50% part-time special funds education assistant who was assigned from July 2008 to March 2009. Total budget for last year was $309,355, which covered three senior G-funded faculty, special funds faculty, and support staff.

Cost per student dropped from $14 to $8.51, which represents a 60.7% improvement over 2008. There are several reasons for this decrease:

1. Enrollment increased from 142 to 147
2. Total contact hours increased from 20,018 to 34,815 due to further modularizing the curriculum
3. Providing increased training hours by counting days in training versus weeks in training
4. Support staff costs were removed

Student contact hour to instructor ratio was 9,947 hours. Last year the ratio was 6,363.14 hours per instructor. This represents a 56.32% increase in hours per instructor. This is due to the increase in enrollment, further modularizing the curriculum, and increasing student training hours.

Weaknesses:

Average class size for BTD was 9. This was above last year’s average class size of 8.5, which represents an increase of 5.8% over 2007 and a 37.5% class fill rate for BTD. This increase is due, in part, to the adjusted maximum enrollment number from 36 to 24. The program’s efficiency rating, however, still indicates that improvement is needed to increase the average class size through enrollment numbers.

While student contact hours increased, we still need to look at ways to increase enrollment in BTD.
D. Analysis of Effectiveness Data

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of enrolled students scheduled to complete before reporting deadline</td>
<td>139</td>
<td>147</td>
</tr>
<tr>
<td>No. of scheduled completers actually completing the program (retained in the program)</td>
<td>118</td>
<td>125</td>
</tr>
<tr>
<td>Percent completing</td>
<td>84.9%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Number of scheduled completers receiving certificates</td>
<td>103</td>
<td>124</td>
</tr>
<tr>
<td>Percent of scheduled completers receiving certificates</td>
<td>74.1%</td>
<td>84.4%</td>
</tr>
<tr>
<td>Number of scheduled completers who successfully transitioned</td>
<td>94</td>
<td>137</td>
</tr>
<tr>
<td>Percent of scheduled completers who successfully transitioned</td>
<td>67.6%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

**Strengths:**

Of the 147 enrolled students scheduled to complete before the reporting deadline, 125 or 85% completed the program of which 124 students or 84.4% received certificates. The percentage of students completing the program increased from 84.9% to 85% (+.1%). The percent of scheduled completers receiving certificates also increased from 74.1% to 84.4% (+10.3%).

Of the 147 enrolled students, 137 or 93.2% successfully transitioned.

1. 39 students successfully transitioned to employment,
2. 8 students were placed in work based learning,
3. 6 students pursued higher education,
4. Continued with additional training in ETC or another agency, and
5. 10 unknown

This represents an increase of 25.6% over last year. (Last year, 94 or 67.6% of the 139 students successfully transitioned.)

Weaknesses:

Because ETC predominantly services students who are considered “at-risk,” we will always have drop-outs from the program. There were ten students whose whereabouts are unknown. These ten students represent a 6.8% drop-out rate.

<table>
<thead>
<tr>
<th>Perkins Measures</th>
<th>Performance (%)</th>
<th>Baseline (%)</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Skill Attainment (1P1)</td>
<td>86</td>
<td>90</td>
<td>-</td>
</tr>
<tr>
<td>Credential, Certificate, or Degree (2P1)</td>
<td>86</td>
<td>44</td>
<td>+</td>
</tr>
<tr>
<td>Student Retention or Transfer (3P1)</td>
<td>77</td>
<td>55</td>
<td>+</td>
</tr>
<tr>
<td>Student Placement (4P1)</td>
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<tr>
<td>Nontraditional Participation (5P1)</td>
<td>36</td>
<td>16</td>
<td>+</td>
</tr>
<tr>
<td>Nontraditional Completion (5P2)</td>
<td>26.5</td>
<td>15</td>
<td>+</td>
</tr>
</tbody>
</table>

Strengths:

BTD students’ achievement of Credentials, Certificates, or Degrees (86%) almost doubled the Perkins baseline (44%).
Student Retention or Transfer was 77% compared to the Perkins baseline percentage goal of 55%. The factors contributing to this include BTD’s emphasis on counseling, the inclusion of the referring agency counselors as part of the team for the students’ success, and the Career & Workforce Development Center providing additional transfer options (internship, work experience).

Student placement, at 93.2%, almost doubled the Perkins baseline goal of 50%. Student placement represents employment, internships, and further education. Most of the full-time, adult students find employment after training, while DOE students return to high schools. Part-time students tend to continue their courses, further their education at credit institutions, or enroll in work-based learning environments.

BTD enrolled 53 Nontraditional students, which represents 36% of the 147 students enrolled. This exceeds the Perkins baseline goal of 16%.

Of these Nontraditional students, 39 completed, which represents 73.6% of the Nontraditional population, and a 26.5% completion rate for those enrolled compared to the Perkins baseline goal of 15%.

Weaknesses:

Although BTD almost doubled its Technical Skill Attainment rate, it still falls short of Perkin’s goal by 4%. (Technical skill attainment was 86% compared to the Perkins baseline percentage goal of 90%.) BTD will continue to work toward meeting the Perkins baseline goal by working more closely with students to achieve their competencies.

Non-Credit, year-round, open-entry/open-exit technical skill programs such as BTD with the emphasis on soft skills (attitude, self-esteem, teamwork) do not experience the same dropout rate as degree programs. It is a plus for BTD at-risk students and a reflection of increased contact hours to succeed in training and, in addition, to come within 4% (an improvement over last year’s 72.5%) of the Perkins baseline for technical skill attainment.

E. Evidence of student learning

BTD meets the SLOs established criteria for success.

Of the 147 enrolled students, 124 students earned their certificates, and 137 students or 93.2% successfully transitioned to employment, pursued higher education, returned to DOE, continued with additional training in ETC or other agency, or Internship. Of the 137 who successfully transitioned, 39 students found employment.

Service learning evaluations and continued demand for service learning students reflect that students can apply the competencies they’re learning in the classroom. In the current economy BTD graduates are being welcomed to continue as volunteers at their service learning sites. While this data is not reflected, it continues to be a viable way for graduates to maintain their skill levels and employability while continuing to network.
Job placement is strong evidence coupled with satisfied employers who return to BTD to meet their staffing needs. Students who complete their training are able to use the computer and software on the job and teach their colleagues. This is evidence that students have learned the concepts taught in the programs.

Periodic evaluations of students provide students and counselors with feedback as to how they are progressing in the programs.

One agency counselor who has referred clients to BTD for over eight years consistently does so because over 95% of his clients were able to attain employment in all types of industries.

F. Resource sufficiency

BTD is fortunate to continue to be connected to WCC’s technology, four-year lifecycle replacement schedule, which provides current, up-to-date equipment for students. ETC provides responsive technical support for computer problems.

BTD also has qualified and dedicated faculty who are committed to teaching excellence and effective student learning in their respective programs. A full-time counselor services all BTD students. All four have received the Excellence in Teaching Awards.

Facilities are adequate for BTD’s needs. Maintenance and security of our buildings and surrounding areas are provided by HCC personnel, who respond promptly to our requests.

Supplies monies provide for most of our needs. Administration continues to find ways to purchase the adaptive equipment needed for our disabled students.

G. Recommendations for improving outcomes

According to the demand data, BTD enrolled 147 students during this period, compared to 142 last year for a 6.6% gain over FY 2008. Fifty-three of these were non-traditional students. Although enrollment increased by 5 this year, our fill rate of 9, or 75%, still indicates that improvement is needed to increase the average class size through enrollment numbers.

More effort is needed to market our program to attract students and to increase enrollment. The state’s current budget crisis will further affect program enrollment, as state agencies will not have adequate funding to refer clients for training. We will look to outside agencies, such as private rehabs, Oahu Work Links, and the military, for students.

BTD meets five of the six Perkins’ goals. Although BTD improved its technical skill attainment percentage from 72.5% to 86%, it is still 4% below Perkins goal of 90%. We will work more closely with our students to help them achieve the skills required.

Student placement was 26.5% compared to the 50% Perkins baseline score. We will work more closely with the Career Center to help our students find employment.
This year, BTD serviced 23 native Hawaiian students. To meet the goal of increasing enrollment under CC Strategic Plan 1.1 to increase Native Hawaiian enrollment by 3% per year, particularly in regions that are underserved, BTD will have to enroll 24 students next year.

**VII. Action Plan**

In last year’s program review, BTD listed the following action plans:

Our priorities in our last Assessment Report were to

1. Replace 4 computers for Office Skills to accommodate the new Vista software, which was offered in January, 2009
2. Review and revise Office Administration & Technology curriculum and reallocating FTE by December 31, 2008
3. Work more closely with Career & Workforce Development to track employment numbers
4. Review competencies to improve student attainment of vocational and technical skills proficiencies goals by December 31, 2008
5. Review BTD program mission statement by June 30, 2009

The following steps were to be taken to address the above action plans:

1. OS plans to offer a Vista operating system course in January 2009. Four computers in OS will not accommodate the Vista software, including the instructor’s station. The new computers will replace these old ones.
2. BTD will review and revise the OAT curriculum and explore ways to increase enrollment by looking at the cost of the programs, the length of training, and the course offerings, and how, as a team, we meet the needs of an open-entry/open-exit, year-round, fluid student population. BTD will also reallocate FTE assignments to properly reflect assigned time.
3. BTD needs to increase job placements for completers. Better employment records will improve our employment numbers to meet Perkins measures.
4. Student attainment of vocational and technical skill proficiencies was 72.5% as compared to the Perkins baseline percentage goal of 91.53%. BTD needs to review its competencies.
5. One program mission statement for BTD needs to be created.

All above priorities were accomplished except for increasing job placements during this past fiscal year.

1. Vista was offered in January 2009, and four computers were purchased through Perkins funding to accommodate the software.
2. BTD reviewed and revised the OAT curriculum by changing the two-course structure to three courses, which shortened the length of training. FTE faculty was reassigned to cover the three courses. Increased contacts with OWL counselors and the slowdown in the economy helped to improve enrollment numbers, which, in turn, increased training hours and lowered the cost per training hour of each student.
(3) Job placement decreased from 43 to 39 due to the slowdown in the economy. Total placement represented 93.2%, which includes employment, internships, and further education.

(4) BTD increased the student attainment of vocational and technical skill proficiencies from 72.5% to 86%, which is still below the current Perkins’ goal of 90%. We will continue to work on improving this.

(5) One mission statement for BTD was established for both the full-time and part-time classes.

The following are areas of exploration BTD hoped to accomplish to improve outcomes: increase enrollment numbers in OAT, reduce cost of the programs, shorten length of training, add/delete course offerings, expand partnerships to remove duplication of services with agencies experiencing budget cuts, improve student tracking information, and incorporate course pre- and post-tests.

We accomplished all of the above items except to expand partnerships to remove duplication of services with agencies experiencing budget cuts.

Enrollment numbers in OAT increased due to increased contact with agency counselors.

Cost of the programs was reduced by creating three OAT courses and offering these at a lower price. The three courses shortened the length of the training and added to our course offerings.

No action was taken to remove duplication of services with agencies experiencing budget cuts because it was actually beyond our parameters.

We improved our student tracking information by ensuring that information was input into a central location. This system was created by Michael Moser of the Career Center.

Pre- and post-tests using TABE are given to DOE students. We will look at using these for all students.

BTD meets five of the six Perkins’ goals and needs to improve technical skill attainment. We will work together with students who are not progressing to help them meet the technical skills required.

The following lists our action plan for next year:

1. We will market our program more aggressively with private rehab agencies, Oahu Work Links, and the military to increase enrollment numbers by 3% from 147 to 151 students. This will address WCC Strategic Plan #2.1 and #4.5.

2. Increase the number of students who receive certificates by 3% from 124 to 128. This will address WCC Strategic Plan #4.8.
3. Although BTD increased its technical skill attainment rate to 86%, it still falls short of Perkin’s goal by 4%. BTD will continue to work toward meeting the Perkins baseline goal.

4. The current keyboards that come with the computers are small and flimsy. Because students use the computers for six to eight hours, sturdier keyboards are needed for the health and safety of our students. These new keyboards are requested to alleviate carpal tunnel or other hand and wrist injury incidents. This request falls under WCC Plan #5.4 to renovate, repair, and maintain all College facilities to meet or surpass established standards for health and safety, handicapped access, energy-efficient climate control and lighting, functionality, and aesthetics; and #5.5 to equip all personnel and college facilities with appropriate technologies and tools for effective communication, teaching, learning, and other professional work and scholarly activities. This purchase will cost approximately $1,000.

5. To accommodate our physically disabled students, BTD will need to purchase 12 ergonomic office chairs with armrests. This request falls under WCC Plan #5.4 to renovate, repair, and maintain all College facilities to meet or surpass established standards for health and safety, handicapped access, energy-efficient climate control and lighting, functionality, and aesthetics; and #5.5 to equip all personnel and college facilities with appropriate technologies and tools for effective communication, teaching, learning, and other professional work and scholarly activities. The purchase will amount to approximately $3,000.

How it relates to the Strategic Plan

1. More aggressive marketing of our program to increase enrollment by 3% ties in with Strategic Plan #2.1 to increase enrollment with groups who are underserved and #4.5 to promote the knowledge, skills, and opportunities that support current and emerging STEM fields and careers by increasing credit and noncredit STEM course enrollments by 3% per year.

2. Increasing the number of students who receive certificates by 3% from 124 to 128 ties in with Strategic Plan #4.8 to increase the number of degrees and certificates awarded in Science, Technology, Engineering and Math (STEM) fields (includes both credit and noncredit) by 3% per year.

3. Increasing technical skill attainment scores will result in increasing the number of certificates issued. This will then improve Strategic Plan #4.8 mentioned above.

4. The purchase of twelve keyboards will alleviate carpal tunnel or other hand and wrist injury incidents. This request falls under WCC Plan #5.4 to renovate, repair, and maintain all College facilities to meet or surpass established standards for health and safety, handicapped access, energy-efficient climate control and lighting, functionality, and aesthetics; and #5.5 to equip all personnel and college facilities with appropriate technologies and tools for effective communication, teaching, learning, and other professional work and scholarly activities. This purchase will cost approximately $1,000.
5. The purchase of the twelve ergonomic chairs will accommodate our disabled students with back problems. This request falls under WCC Plan #5.5 to equip all personnel and college facilities with appropriate technologies and tools for effective communication, teaching, learning, and other professional work and scholarly activities.

VIII. Budget Implications

BTD will need funding of $4,000 to replace keyboards and purchase workstation chairs.

Our next 4-year cycle for new computers occurs in 2010. Most of our equipment needs were obtained through Perkins funding, which totaled $9,500. These funds enabled BTD to purchase four computers and a server. In addition to bringing in dollars for ETC as part of WCC, this funding met Strategic Plan #3.1 and 5.1 and helped meet our goal for student success.

How it relates to the Strategic Plan

The purchases of new keyboards and chairs fall under Strategic Plan WCC Plan #5.4 to renovate, repair, and maintain all College facilities to meet or surpass established standards for health and safety, handicapped access, energy-efficient climate control and lighting, functionality, and aesthetics; and #5.5 to equip all personnel and college facilities with appropriate technologies and tools for effective communication, teaching, learning, and other professional work and scholarly activities.
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