ANNUAL ASSESSMENT REPORT

WCC ETC Programs

Essential Skills

Fiscal Year 2008 - 2009

November 20, 2009

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

ETC Programs
Essential Skills

Fiscal Year 2008 - 2009

Overall Program Status

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

Overall Program Demand

Not Applicable/ No EMSI data available for this program

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

Overall Program Efficiency

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

Overall Program Outcome

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

College mission statement

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

Employment Training Center mission statement

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

A. Overall Program Status

CAUTIONARY

EMSI data do not apply to the Essential Skills program. Therefore the measure for demand used by ETC: “Demand Health is the Enrollment Number of Individuals divided by Annual New & Replacement Positions,” does not apply. Despite the fact that Essential Skills does not have EMSI data to determine demand, the overall status would still be cautionary as the ETC rubric further states: “Overall Health adds all health call points from Demand, Efficiency, and Effectiveness.

- 5-6 Healthy
- 2-4 Cautionary
- 0 – 1 Unhealthy

Note: These values preclude an overall “Healthy” call on a program with an unhealthy call in one category or “Cautionary” in two of the three categories.”

B. Overall Program Demand

Does not apply

The Essential Skills program has a persistence rating of 90%. Only 12% of the students who enrolled in the Essential Skills program did not complete the program. Of the 41 students who completed the program, 20 transitioned to other training or educational programs.

C. Overall Program Efficiency

UNHEALTHY

With a class fill of 27% and a total of 3,422 contact hours, the program’s efficiency is unhealthy.

D. Overall Program Outcomes

HEALTHY

The 90% persistence rate attests to the fact that the ES program successfully achieves outcomes with its clientele - a particularly at-risk population.
II. Program Description

A. Description and history of the program

The Essential Skills program was established in 1989 to address student’s needs for academic support in their efforts to attain educational/training, career, and personal goals. Program developers recognized that the “at-risk” population that they served faced more than academic challenges; therefore, the program encompassed “essential skills” for success in school, work, and life.

Students with all manner of obstacles to success can be found in Essential Skills: immigrants, ex-offenders, substance abusers, students with disabilities, displaced homemakers, the recently as well as long-term employed, underachievers. This program was well enrolled for many years. Students’ sponsoring agencies found the program’s holistic approach to their clients’ needs better prepared them to attain their goals.

As federal funding focused on employment, and as Hawaii’s job rate tumbled, Essential Skills found few agencies had the resources to pay for such a program – opting instead to spend their scarce resources on job placement. Nevertheless, the Division of Vocational Rehabilitation (DVR) and private rehabilitation agencies found the ES program a fitting venue for their clients. This started a shift in student demographics such that at times, students with physical as well as hidden disabilities composed one-half to two-thirds of the classes.

The Essential Skills program underwent a number of metamorphoses in response to student needs, agency requirements, and resource exigencies. Its current emphasis on workplace success has always been a focus of ES’ curriculum; but now it specifically aligns the program with ETC’s Student Learning Outcomes (SLO).

The program itself has retained its core values which echo the principle of Universal Design – a plan designed to help the most at-risk helps everyone succeed.

Since 2005, ES has lost two and half instructors. In the last year, one instructor’s contract was not renewed, and another instructor was reassigned to the program.

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

Essential Skills for Workplace Success addresses all students’ ultimate goal – employment. This program aims to help students learn to learn and work to improve skills they will need to succeed in further education, job training, and employment.

C. ETC Student Learning Outcomes (SLOs)

Students will be effective learners, problem solvers, and community contributors who are able to:
• Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits
• Provide and accept constructive criticism, contrasting points of view
• Demonstrate proficiency in basic math, reading, writing, listening, and speaking
• Transfer learning from one environment to another
• Update vocational, technical, and technological skills
• Develop, practice, and evaluate problem-solving strategies
• Demonstrate cultural awareness; acknowledge and respect the uniqueness of others
• Demonstrate learning related to employability skills and activities
• Demonstrate interpersonal skills necessary to work effectively in diverse groups

D. Program Student Learning Outcomes

• Pursue entry-level jobs or further education or training
• Broaden their skills and knowledge to advance their career choices
• Build upon their skills to enrich their academic, professional, and personal lives

E. Admission requirements

Test score of 2.5 or higher in Math and Reading on the Test of Adult Basic Education (TABE).

F. Credentials, licensures offered

The Essential Skills program does not offer credentials or licensure. Students who successfully complete the program receive a Certificate of Professional Development.

G. Faculty and staff

Leslie Lyum: Master of Arts in English as a Second Language – University of Hawaii, Manoa; Bachelor of Arts degree in English; California Community College Instructor’s Credential in Basic Education and Language Arts and Literature; State of Hawaii Department of Education Basic Professional Credential and certified instructor in Competency-Based High School Diploma Program (CBHSDP); Certification from Harvard University Graduate School of Education for Institute on Adult Learners.

Mari Nakamura: MA/BA; (2004—2008) Intervention Workshop/Applied Methods training in Wilson Reading System through Division of Vocational Rehabilitation’s Hawaii VR Literacy Project; (1973) MA in English Literature from the University of Chicago; (1970) graduate coursework at University of Oxford in the English Novel; (1970) BA in English Language & Literature from the George Washington University
H. Articulation agreements

The Essential Skills program does not have articulation agreements.

I. Community connections

The Essential Skills program maintains positive, productive working relationships with agencies that sponsor its students: Workability, the Division of Vocational Rehabilitations, Oahu Work Links, the Department of Labor and Industrial Relations (DLIR) and Gary Whitney. Additionally, the program accesses community resources for the students, such as the STRIDE Mentoring program.

Tina Enoki: MEd in Higher Education Administration; IT Consultant/Banner Specialist – HPU; private business entrepreneur

Mary Morioka: retired Human Resources Director, former Education Department Program Associate for Waikiki Aquarium; former president Hawaii Museums Association

David Owyang: general contractor; small business owner
III. Quantitative Indicators for Program Review

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

N/A – However, Math and Communication skills are viewed almost universally as critical elements for students’ success in future endeavors.

B. **Program training hours**

Essential Skills

July 1, 2008 to June 30, 2009

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am—9:00am</td>
<td>8:00am—9:00am</td>
<td>8:00am—9:00am</td>
<td>8:00am—9:00am</td>
<td>8:00am—9:00am</td>
</tr>
<tr>
<td>Instructional Lab</td>
<td>Instructional Lab</td>
<td>Instructional Lab</td>
<td>Instructional Lab</td>
<td>Instructional Lab</td>
</tr>
<tr>
<td>9:00am—11:00am</td>
<td>9:00am—11:00am</td>
<td>9:00am—11:00am</td>
<td>9:00am—11:00am</td>
<td>9:00am—10:00am</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>11:00am—12:00pm</td>
<td>11:00am—12:00pm</td>
<td>11:00am—12:00pm</td>
<td>11:00am—12:00pm</td>
<td>11:00am—12:00pm</td>
</tr>
<tr>
<td>Instructional Lab (for students unable to make 8:00am—9:00am lab)</td>
<td>Instructional Lab</td>
<td>Instructional Lab</td>
<td>Instructional Lab</td>
<td>Instructional Lab</td>
</tr>
</tbody>
</table>

Essential Skills Program July 1, 2009 to Present

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am—9:40am</td>
<td>8:30am—9:40am</td>
<td>8:30am—9:40am</td>
<td>8:30am—9:40am</td>
<td>8:30am—9:40am</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
</tr>
<tr>
<td>9:50am-1:00am</td>
<td>9:50am-11:00am</td>
<td>9:50am-1:00am</td>
<td>9:50am-11:00am</td>
<td>9:50am-11:00am</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
<td>Directed Instructional Lab</td>
</tr>
<tr>
<td>11:00am—12:30pm</td>
<td>11:00am—12:30pm</td>
<td>11:00am—12:30pm</td>
<td>11:00am—12:30pm</td>
<td>11:00am—12:30pm</td>
</tr>
<tr>
<td>Basic Computer Skills Lab</td>
<td>Basic Computer Skills Lab</td>
<td>Basic Computer Skills Lab</td>
<td>Basic Computer Skills Lab</td>
<td>Basic Computer Skills Lab</td>
</tr>
</tbody>
</table>
C. **Demand - Program Data**

NOTE: EMSI data do not apply to the Essential Skills program. Therefore the measure for demand used by ETC: “Demand Health is the Enrollment Number of Individuals divided by Annual New & Replacement Positions,” - does not apply.

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>No. of Indiv.</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Number of applicants</td>
<td>41</td>
<td>85</td>
</tr>
<tr>
<td>B  Enrollment - head count</td>
<td>41</td>
<td>82</td>
</tr>
<tr>
<td>C  Student contact hours</td>
<td></td>
<td>5476</td>
</tr>
<tr>
<td>D  Number of classes</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>E  Number of work-based learning placements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. **Demand - Perkins Core Indicators**

The Perkins Core Indicators do not apply to ES.

E. **Efficiency – Program Data**

<table>
<thead>
<tr>
<th>EFFICIENCY</th>
<th>No. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F  Maximum enrollment</td>
<td>15</td>
</tr>
<tr>
<td>G  Average class size</td>
<td>8.2</td>
</tr>
<tr>
<td>H  Class fill rate</td>
<td>55%</td>
</tr>
<tr>
<td>I  FTE G-funded faculty</td>
<td>1.6</td>
</tr>
<tr>
<td>J  FTE all faculty &amp; instructional support</td>
<td>1.6</td>
</tr>
<tr>
<td>K  Budget allocation - General funds only</td>
<td>$109,630</td>
</tr>
<tr>
<td>L  Budget allocation - Special funds only</td>
<td>$955</td>
</tr>
<tr>
<td>K+L  Total Budget</td>
<td>$110,585</td>
</tr>
<tr>
<td>(K+L)/C  Cost per student contact hour</td>
<td>$20</td>
</tr>
<tr>
<td>C:J  Student contact hour to instruction FTE ratio</td>
<td>3422</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>41</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>No. of scheduled completers actually retained in the program</td>
<td>P</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>P/O</td>
<td>Percent retained</td>
<td>90%</td>
</tr>
<tr>
<td>R</td>
<td>Number of scheduled completers receiving certificates</td>
<td>36</td>
</tr>
<tr>
<td>O/R</td>
<td>Percent of scheduled completers receiving certificates</td>
<td>88%</td>
</tr>
<tr>
<td>T</td>
<td>Number of scheduled completers who successfully transitioned</td>
<td>20</td>
</tr>
<tr>
<td>O/T</td>
<td>Percent of scheduled completers who successfully transitioned</td>
<td></td>
</tr>
</tbody>
</table>

**H. Attainment of Student Learning Outcomes**

ETC’s Student Learning Outcomes

The Essential Skills program’s competencies and student learning outcomes are aligned with the Employment Training Center’s student learning outcomes and with Windward Community College’s Mission Statement. For a student to attain the requisite 80% of the competencies for program completion, the student needs to demonstrate proficiency with ETC’s SLOs.

Students demonstrate their ability to identify and use tools and resources necessary to continue their chosen lifelong learning pursuits through program completion and transfer.

Students demonstrate their proficiency in basic math, reading, writing, listening, and speaking skills through their attainment of program competencies and their increased test scores.

Students demonstrate their abilities to transfer learning from one environment to another through their participation in education and training programs after the Essential Skills program.

**IV. Graduate / Leavers**

A. Tracking data – successful transitions

<table>
<thead>
<tr>
<th></th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>1</td>
</tr>
<tr>
<td>Work-based learning / Internships</td>
<td>2</td>
</tr>
</tbody>
</table>
V. Curriculum Revision and Review

When the previous Communication instructor's contract was not renewed, the program lost the only person on staff trained in the successful methodology of the Wilson Reading System, the method chosen to address the language needs of the students enrolled in the Vocational ESL classes. Upon the instructor's departure and with no one on staff trained in delivering the material, the program had to cease offering Vocational ESL.

ES began offering introductory computer workshops in the afternoons. The students learn to establish and use email, to use basic word processing skills, and to search the Internet for information and occupational resources.

VI. Analysis of the Program

A. Alignment with the mission statement

ES aligns with the WCC and ETC mission statements. During 2005, all ETC programs reviewed their competencies, and shifted from Student Learning Expectations (SLEs) to Student Learning Outcomes (SLOs). It was during this review that ES made the initial alignment of its competencies and assessment tools to the mission statements and ETC's SLOs and goals. Annually, the program reviews competencies and assessment tools to ensure the alignment is maintained.

B. Analysis of Demand Data

Strengths:

The Essential Skills program has a persistence rating of 90%. Only 12 % of the students who enroll in the Essential Skills program did not complete the program. Of the 41 students who completed the program, 20 transitioned to other training or educational programs. Although the unduplicated number of students fell from 56 in fiscal year 2007/2008 to 41 in fiscal year 2008/2009, the duplicated number rises from 63 in fiscal year 2007/2008 to 82 in fiscal year 2008/2009. This significant rise in the duplicated count indicates that Essential Skills is serving a needy population that requires additional time to hone their academic skills to successfully transition to employment, training, or further education. The duplicated count also indicates that the program successfully retains the student population through this essential first step.

Weaknesses:
Students who attend ES and other ETC programs cannot afford to pay the tuition on their own, so they rely on sponsoring agencies to refer them to training programs. Private rehabilitation agencies, Oahu Work Links (OWL), and the Division of Vocational Rehabilitation (DVR) are predominantly the primary sponsors of students in ES. During October 2008, ETC began hearing that DVR was short on funding and would only be able to provide services to its neediest clients. A drop in this sponsoring agency's funding directly impacts ES' enrollment. From November through June, most of ES' students came from private rehabilitation agencies or OWL. Though faculty were called to meetings to be informed of the dire economic situation over the last year, there was little evidence that vigorous recruiting efforts were being made on behalf of the programs until July 2009. As ETC fosters and maintains constructive relationships with sponsoring agencies, the agencies will continue to refer their clients.

B. Analysis of Efficiency Data

Strengths:

As the ETC Director herself indicated serving one at-risk individual is equal to serving five traditional Community College students. At-risk students have significant academic deficiencies, hidden disabilities, and economic burdens with which the traditional Community College student does not have to contend. They need the additional counseling and academic support that ES provides.

Weaknesses:

With a classfill of 27% and a total of 3,422 contact hours, the program's efficiency is unhealthy.

To a large degree, efficiency is the Director’s responsibility. If numbers of students increase the program’s efficiency, the Director should be having regular, on-going networking sessions with the agencies that refer students to ETC. The Director, like her predecessor, should be actively writing grants to help fund student learning opportunities. The Director has indicated that she would like ES to increase its efficiency; however, the ability to teach more students is hampered by the physical site, which the Director had reconfigured in 2007. This reconfiguration left ES with one, substandard instructional classroom, which can accommodate at most 12 students at one time. The computer lab can accommodate up to 15 students. A smaller room, used for testing and student conferences, can hold up to 4 individuals. In actuality, none of the three rooms provided to ES is appropriate for instruction. It is a testament to the program and students’ buy-in to the program that retention and completion rates are strikingly superior despite the marginal physical facilities.

C. Analysis of Effectiveness Data

Strengths:

ES’ effectiveness indicates that the program is adequately and appropriately teaching its designated population. ES’ effectiveness does not rise and fall with demand numbers: it does
not become less effective with more students and more effective with fewer students. Its effectiveness is quite stable, and faculty consistently provide effective training for this at-risk population. Despite ES’ effectiveness, if the agencies who sponsor our students have no money, they cannot send students. Many years ago, when these fiscal crises would arise, the Director would seek and obtain grant funding to provide training money for the students. This has not happened at ETC is some time.

Weaknesses:

Despite superlative levels of effectiveness ES has been unable to impress upon those who control the purse strings how important the program is. There is no other program available to this population to serve its needs. ES is not a duplication of Adult Basic Education. ES students can enter the program throughout the year, and they can extend their training as needed. No other college has made an effort or demonstrated a desire to serve this population. ES is the first step for students on a path to further education or training and employment. Without this critical first step, the students find themselves ineligible for further education and training, and employment is not even a prospect in the current economic environment. Instruction cannot be replaced with a computer because the students need to be taught to think critically and to solve problems, and they need support and encouragement that computers cannot provide.

It is our contention that all ETC students can benefit from an ES-like program of instruction before they begin their primary training program. The Learning Center offered this to students in ETC’s Trades programs through Integrated Academics instruction. Administration discontinued this practice on January 06, 2009. The elimination of this program has had a direct effect on program numbers and efficiency. Aside from this, the program’s demise affects students’ learning outcomes. Instructors in The Learning Center are exclusively qualified to teach academics and have a proven track record of providing that instruction.

**D. Evidence of student learning**

Eighty-eight percent of students enrolled in ES completed the program and achieved a Certificate of Professional Development. To accomplish this, students must demonstrate that they have attained 80% of the competencies available from the program. ES has indicated that students reading and math levels should increase at least one grade level on the Test of Adult Basic Education (TABE) by the end of the enrollment. To verify this expectation, ES post tests the students. In 2008/2009, the students enrolled showed a mean gain of 1.5 grade levels in reading and a mean gain of 1.6 grade levels in mathematics, so the students exceeded the expectation by at least half a grade level.
E. Resource sufficiency

In January 2009, The Learning Center (TLC) lost one faculty member when her contract was not renewed. The position has not been advertised to find a replacement. The loss of one of three positions in TLC seriously impacts the ability to serve students. Since January, The Learning Center has not been able to offer Integrated Academics instruction to the Trades classes. In January 2009, TLC faculty were relieved of this duty, and the Trades instructors vowed to embed Applied Academics into their curricula; however, the Trades instructors have been unable to successfully incorporate the academic component in their training schedules. Though the Trades instructors have said that they are providing academic instruction through “applied academics,” no curricular modifications have been submitted to ETC’s Curriculum Committee. In the case of one Trades program, the students use computers and a computer program supplied by The Learning Center to address their academic needs; TLC instructors try to attend to the Trades students as well as the students in the Essential Skills program. In another instance, students from another program with serious deficiencies in language or math are referred to TLC for academic instruction. Are the students’
learning needs being met? Additionally, TLC has been providing Directed Studies classes for DOE students enrolled in ETC’s vocational programs; the students attend the Directed Studies classes after their training classes end to study history. The instructional responsibilities of TLC faculty have expanded since our division was reduced by one third.

As mentioned previously, the physical site for ES is inadequate for instruction. Though the curricula and instruction strive to achieve universal design, the site itself could not accommodate more than one person in a wheelchair. The narrow space of the room ES needs a decent, instructional classroom to serve the students.

The carpet in the computer lab, circa 1999, is in desperate need of replacement. It is fraying and being held together with brown duct tape. What remains of the carpet presents a safety hazard. Falls resulting from tripping on the carpet will leave the University open to liability.

In August 2010, the 100 enrollments in the McGraw-Hill Passkey Learning System will expire, and TLC will need to purchase new enrollments for the next fiscal year.

F. Recommendations for improving outcomes

The Learning Center proposes that a 1.0 FTE position be returned to the program to help with the academic instructional needs of ETC, and also broaden the scope of the student population and better serve the most needy of the students.

To address the need for appropriate instructional space, TLC plans to reclaim its previous classroom (71D-C2), when the Auto Body Repair and Finishing program vacates the space in December. The larger, more appropriate instructional space will improve efficiency and effectiveness.

TLC wants to replace the carpet hazard with cork flooring, which is a sound-reducing, hypoallergenic, renewable resource.

To maintain and improve its effectiveness, The Learning Center would like to purchase 100 enrollments with the Passkey Learning System. The online format of the program allows the students to access the program outside of lab times.

VII. Action Plan

The Learning Center, the division that provides academic instruction for the Essential Skills program, should be assessed as The Learning Center. The Essential Skills program has historically been staffed by the faculty of The Learning Center. The Learning Center’s instructional duties, however, did not only involve the Essential Skills program; they also included providing academic instruction for the Trades programs. The Learning Center’s contributions to these efforts can be noted by the 0.2 or 0.3 FTE in the annual assessments of the Trades programs. Faculty members of The Learning
Center are the only ones minimally qualified to teach the academic components. It is The Learning Center’s position that the Annual Assessment should assess The Learning Center and its courses: Essential Skills and Integrated Academics.

To re-establish academic instruction for the Trades programs, The Learning Center will need a 1.0 FTE restored and larger, more adequate space for instruction. As stated previously in this report, the existing classroom is inadequate and inappropriate for instruction. One of The Learning Center’s former classrooms is about to be vacated by the Auto Body Repair and Finishing program. It is The Learning Center’s position that that classroom should return to The Learning Center.

Further into the future, the college will need to find an alternate site in Honolulu for The Learning Center because the rail plans will displace the present site.

VIII. Budget Implications

**Strategic Plan: 2.3 Hawai`i’s Educational Capital**
The Learning Center will need a 1.0 FTE position for someone who is minimally qualified to teach as an instructor in the Community Colleges to meet additional needs of instruction.

**Strategic Plan: 2.3 Hawai`i’s Educational Capital**
TLC needs $4,000 to purchase 100 enrollments on the Passkey Learning System. The 100 virtual enrollments allow students flexible access to the program, and the online data storage system allows for fast, accurate assessment.

**Strategic Plan: 5.4 Renovate and Repair College Facilities**
TLC requires $3,000 to replace the dilapidated carpet in the computer lab with cork flooring. The carpet’s condition presents a health and safety issue to the institution.
Appendices

Abbreviations and acronyms ................................................................. 16
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### 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>Full Form</th>
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<tbody>
<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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<td>EMSI</td>
<td>Economic Modeling Specialist Incorporated</td>
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<tr>
<td>FTE</td>
<td>Full-time Equivalent</td>
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<td>FY</td>
<td>Fiscal Year</td>
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<td>HCC</td>
<td>Honolulu Community College</td>
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<tr>
<td>HOSP</td>
<td>Hospitality</td>
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<tr>
<td>IEC</td>
<td>Institutional Effectiveness Committee</td>
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<tr>
<td>IRO</td>
<td>Institutional Resource Office, University of Hawaii, Manoa</td>
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<tr>
<td>MAPS</td>
<td>Management and Planning Support, Institutional Research Office, University of Hawaii</td>
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<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>
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<td>SLOs</td>
<td>Student Learning Outcomes</td>
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<tr>
<td>UH</td>
<td>University of Hawaii</td>
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<td>UHM</td>
<td>University of Hawaii at Manoa</td>
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<tr>
<td>WCC</td>
<td>Windward Community College</td>
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</table>
**Sources of Information for this Program Review**

The information sources for this report are:

2. Termination Reports submitted by faculty
3. Perkins College Core Indicators provided by APAPA.
4. Academic Profile Database provided by APAPA.
5. Spring 2008 EMSI PHI Labor Demographics provided by APAPA.
7. MAPS Reports.
8. ETC program information and catalog.
9. Anecdotal information gathered by program faculty.
Signature Page

Faculty review and coordination for this report was provided by:

____________________________________  ETC Faculty

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Michael Moser

____________________________________  Director, Office of Institutional Research

Jan Lubin
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.