

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Office of Continuing Education and Training

Date: January 2018

Review Period
July 1, 2016 to June 30, 2017

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes.

Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description (required by UH System)

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>The Office of Continuing Education and Training (OCET) is the community based, non-credit unit of Hawaii Community College providing services for the entire island of Hawaii. A wide range of training in workforce and professional development, cultural and personal enrichment, summer youth programs, and short-term edu-tourism programs, are offered year-round, either on-site or online. OCET also offers test proctoring services and is a US Passport Acceptance facility. The Apprenticeship Program and Intensive English Program are housed under the OCET unit.</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2012</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2011-2012_ocet_comprehensive_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Unit data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the unit's data tables and submit with this Annual Unit Review (AUR).

a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

Analyze the Unit's ARPD and other data for the review period.

Describe, discuss, and provide context for the unit's 2016-17 data related to its services, operations and functions, including the unit's contributions, as applicable, to its Division's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

OCET does not have ARPD data, so other data is used to determine Demand, Efficiency and Effectiveness.

Demand - Is OCET offering courses that our community is interested in attending? OCET offers several different categories of training services, including open enrollment courses that are marketed to the general community and contract training that are developed based on incoming requests from local businesses and agencies. Below is a chart showing data for adult and youth open enrollment courses as well as contract training enrollment. At the bottom is the total number of students and courses served during the past three fiscal years for comparison.

Adult Open Enrollment Courses			
Fiscal Year	FY15	FY16	FY17
# Students	962	1017	588
# Courses Offered	176	196	139
# Courses Ran	94	97	68
% Courses Ran	53%	49%	49%
Youth Open Enrollment Courses (K-12)			
Fiscal Year	FY15	FY16	FY17

# Students	168	223	364
# Courses Offered	15	18	36
# Courses Ran	14	16	30
% Courses Ran	93%	89%	83%
Contract Training			
Fiscal Year	FY15	FY16	FY17
# Students	470	465	506
# Courses Offered	50	39	41
Total # Students	1600	1705	1458
Total # Courses	241	253	216

In addition to non-credit education programs, OCET also provides United States Passport acceptance and exam proctoring services for the community. The number of exams OCET proctors annually continues to remain high, having proctored exams for 862 duplicated participants in FY17. The slight reduction in the number served during FY17 compared to FY16 may be due to the fact that OCET has been limiting appointment times in order to be more efficient with staff time. As was explained in the previous Annual Unit Review, exam proctoring has not been a lucrative service for OCET to provide. Even with extensive efforts that were made during 2017 to make the revenue from the services cover personnel expenses, OCET continues to lose money in its endeavor to provide this necessary community service. Due to the nature of OCET's self-sustaining business model, it has been determined that OCET will no longer be able to continue providing this much needed service and plans to discontinue offering exam proctoring as of 12/31/17. The service has been shown to be an important one, saving community members from having to travel off-island for many of the exams provided. It is recommended that a General-funded department take on this community service.

Passport acceptance services have been provided by OCET since 2011. The number of community members served annually has continued to increase nearly every year, with an all-time high of 1,733 being accepted during this reporting period.

Exam Proctoring Services

Fiscal Year	FY15	FY16	FY17
# Served	905	944	862
Passport Acceptance Services			
Fiscal Year	FY15	FY16	FY17
# Served	1,054	1,572	1,733

Efficiency - Is OCET providing training and services efficiently? OCET is expected to be a self-sustaining unit, which means that courses and services are expected to generate enough revenue to cover unit expenses. When OCET coordinators plan a course, instructional costs, materials and supplies, 10% indirect costs paid to the campus on all revenue, administrative costs, and other expenses are considered when determining the course tuition. A calculator that takes all these course costs into account, and is a part of standard operating procedures at OCET's system-wide, is then utilized to set the tuition rate for the course. In looking at our net revenue over the reporting period, OCET took in \$579,677.43 and had \$471,575.42 in expenses, which leaves a net of \$108,102.01. This indicates OCET operations were efficient during this reporting period.

Effectiveness - OCET looks to evaluation responses when considering the effectiveness of OCET courses. At the end of OCET course offerings, participants are given a one page evaluation form to complete (Attachment C). OCET collected 439 evaluations from 52 courses during this reporting period. 88% of our course participants "Strongly Agree" with the statement, "The instructor(s) was/were knowledgeable about the subject matter." 85% "Strongly Agree" with the statement, "The instructor(s) was/were responsive to my learning needs." These percentages are at or above our benchmark of 85% and indicate that our participants feel the course they completed was Effective. The percentages increase to 100% and 99% respectively if we include "Agree" responses (Attachment D).

Describe, discuss, and provide context for the unit's contributions to its Division's data in all CCSSE categories, as applicable.

OCET does not participate in CCSSE.

What else is relevant to understanding the unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

Challenges: For the majority of courses, expenses are incurred upfront. This includes marketing, personnel time, instructional materials and supplies.

Turnover and delay in hiring disrupted overall operations and ceased new course development. Focus was placed on maintaining contract training. We do not have dedicated staff members to conduct marketing or outreach. Coordinators have difficulty balancing a multitude of duties. This impacts the effort and breadth of marketing that can be conducted by individuals.

Strengths: Industries are constantly changing. Our unit assists workers to stay current with latest developments, skills and new technologies required in their fields. Certain professions also require continuing education to comply with laws, remain licensed or certified. Overall, it is a way for professionals to keep abreast of their fields and stay current. We offer customized training in different formats. We are flexible to accommodate work schedules and can deliver courses on campus or at the workplace.

Trends: As a continuing education unit, we are accustomed to rapid change and agile adaptation. This is necessary when one's work involves contributing to workforce development, often in a volatile environment. Part of the flexibility includes offering non-degree credentials that convert to credit bearing courses, using Prior Learning Assessment (PLA).

We are hoping to develop the capacity to make significant strides towards offering Continuing Education (CE) units for more of our courses and programs.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities contributed to achievement of the unit's goals and helped support student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and helping to support student success, and explain what the unit did to address those challenges.

High staff turnover contributes to the decline in course development and income for the unit. Hiring processes have held up several positions and it takes a significant amount of time to develop and train new staff once on board.

A General-funded Lead Program Coordinator was hired in March of 2017, which filled a position that had been vacant for seven years. In addition, there were two casual hire Outreach Coordinators brought on board; one from January to March 2017 and another from May to October 2017. Hiring these positions was critical in the process of reorganizing office staff to allow for better focus of responsibilities. In the past, Program Coordinators were expected to develop programs from start to finish, including submission of hiring paperwork, coordination of logistics for programs, and marketing them. This required a broad range of skills and responsibilities, making expertise in any one area difficult to master. Reorganizing staff responsibilities allows for specialization and better focus of duties and skills.

Outreach efforts focused on collecting assessment data that was inputted into a Customer Relationship Management (CRM) tool. The CRM was developed to collect needs data and begin to look at trends and demand. This would assist coordinators in creating training that directly met needs. We will continue to develop this tool and received a programmer IT specialist, on reassignment, that continues to refine the CRM's functionality.

Without a dedicated marketing professional in our unit, coordinators have dedicated time to designing flyers, constructing emails and updating website and social media. If budget permits, we have depended on UH graphics to design materials. Due to the frequency to update our courses, coordinators often find time to also update website. We have been fortunate to have had a savvy student worker to assist with website update and website design. We are also relying on our reassigned IT specialist to assist with developing a new website.

The position description for an APT-A Educational Specialist was re-described from 60% program coordination and 40% fiscal management to an APT-B Office Manager. The working description covers responsibilities of Operations Manager, overseeing registration and enrollment, accounts receivable, course logistics, and hiring. A workflow document will be created for operations tasks to begin the process of assigning duties to align with the desired reorganization. Staff will continue to fine-tune processes and procedures.

Besides high turnover and delays with hiring processes, OCET's registration system (Destiny) is funded by each non-credit unit across the system. This has put financial strain on our unit to pay for licenses and technical support. In addition, although it was recently connected to our financial system, this has continual flaws and has required extensive collaboration between OCET staff and Business Office staff to determine new best practices. The registration system is limited in collecting demographic data, enrollment patterns. The checkout process is also lengthy and cumbersome for customers. We have to use additional tools to market to our customers, since the system does not have communication capabilities. The numerous challenges requires staff to continue to meet monthly with sister campuses to assist new users and to troubleshoot processes.

The direction to work towards non-credit pathways has also increased the amount of time spent on development versus implementation of short-term courses. We are working to establish workforce councils (employers who can contribute to course curriculum content), and develop partnerships with instructional staff and credit programs to enhance such pathways. In-house curriculum development will provide greater resources for our unit.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on October 2017.
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

*Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at HYPERLINK "http://hawaii.hawaii.edu/web-developer"
<http://hawaii.hawaii.edu/web-developer>*

PART 2: UNIT ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments and other unit evaluations of its services conducted during the AY16-17 review period and reported below.

This Action Plan should identify the unit's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving each goal.

Please provide attachments and additional documentation as appropriate.

Action Goal 1:

OCET will continue to strengthen the reorganization; the OCET team members will continue to look at roles, responsibilities and workflow. This includes staff managing each function as follows: outreach, operations, programming and marketing.

Benchmarks/Timelines:

Reorganization plan submitted to Chancellor by October 2017
Re-describe and hire vacant positions by August 2017.

Action Goal 2:

Increase outreach and data collection.

Benchmarks/Timelines:

Continue to develop, test and input information into the Customer Relationship Management (CRM) tool (continuous).
Identify 5 performance measures to assist in making informed decisions by Feb 2018.
Develop and launch a user-friendly website by January 2018.
Conduct outreach and implement assessments with community and businesses (continuous).

Action Goal 3:

Build curriculum assets: Work with employers to design workforce training by partnering a curriculum developer with subject matter experts and build library of resources.

Benchmarks/Timelines:

Hire curriculum coordinator position by March 2018.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs and SLOs as applicable).

Action Item 1:

OCET will continue to strengthen the reorganization; the OCET team members will continue to look at roles, responsibilities and workflow. This includes staff managing each function as follows: outreach, operations, programming and marketing.

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

Implement a strategic planning session with unit staff that will focus on aligning job duties to reorganization of structure.

Align with Chancellor's initiatives to draft and submit a college-wide reorganization.

Create a workflow document to identify duties and responsibilities for operations team staff.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

Reorganizing the structure and flow of OCET will enhance efficiency for the unit. A more seamless integrated workflow will improve the responsiveness of training requests and shorten timelines to meet employment training needs for both incumbent and unemployed individuals.

Provide greater opportunity for collaboration between non-credit and credit programs to provide training to our local community and provide pathways for individuals into our college system.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs and SLOs as applicable).

Ensuring success and implementation in achieving this action item will help the unit achieve its Unit Outcomes by meeting and providing relevant training to individual needs and needs of the community (UO #1).

Action Item 2:

Increase outreach and data collection.

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

Strategic planning session(s) with unit staff will identify data, accountability and frequency of data collection.

Develop workforce councils; create groups of employers to contribute to course development.

Associate and/or coincide with Chancellor's outreach efforts and community involvement via member groups (ex. Chamber membership).

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

As more tools to measure performance are identified, we will use data to improve student learning outcomes and improve decision making to meet the training and educational needs of our community.

Participating in member groups will provide an opportunity and avenue to increase outreach efforts and develop meaningful work relationships. Community support will also provide further assistance to provide valuable feedback on program content to ensure meaningful and relevant training to the workforce and employer expectations.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs and SLOs as applicable).

Outreach to our community members, inclusive of employers, provides an opportunity for our team to develop working relationships and understanding their needs. It provides an opportunity to market courses and programs and develop customized/contract training (UO#3).

Action Item 3:

Build curriculum assets; Work with employers to design workforce training by partnering a curriculum developer with subject matter experts and build library of resources.

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

Curriculum coordinator will work with OCET program developers; Curriculum Coordinator will work with identified employers to assist in developing courses/programs for specific industries and employers.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

OCET will be able to improve responsiveness and meet workforce needs. Providing customized solutions for employers increases productivity and allows employees an opportunity to gain knowledge, skills and credentials that may lead to increase in pay.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs and SLOs as applicable).

Implementing relevant training through the partnerships of local employers and building in-house curriculum will provide for the relevant and responsive training to the needs of the community (UO# 1).

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the unit's current operating resources.

OCET has ongoing challenges with maintaining involvement in College committees and events while also needing to generate revenue and remain self-sustaining. With increased expenses over the past few years relating to implementation of the new system-wide registration system, as well as the required 10% administrative fee, we continually strive to increase income despite challenges. We recognize benefits of committee involvement, which include developing of relationships and campus service. However, with minimal staff, we struggle to find a representative when course development, outreach and marketing is time consuming.

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17.

Unit Outcomes

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the Assessment website: <http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Community participants in OCET training programs will report that OCET training is relevant to their needs and the needs of the Hawaii Island community.	3, 4
2	Community participants in OCET training programs will report that their instructors are highly qualified.	5
3	Community partners and members will report that OCET's outreach and community marketing is effective in communicating OCET's courses and services to the community.	1, 4
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #
	OCET doesn't have SLOs.	

Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or a log/count of services provided, etc.

Assessment Strategies

UO/SLO#:

Outcomes #1, 2 & 3: Customer and participant satisfaction will be reported via the anonymous Course Evaluation survey (Attachment C). All participants in courses, classes, and other trainings are asked to complete the survey. The surveys are handed out by course instructors and students are asked to respond to all questions and put their completed survey in an envelope provided in order to maintain anonymity. The survey asks participants to select one of four responses to eight different statements. They can select from: Strongly Agree, Agree, Disagree, or Strongly Disagree. The number of participants who selected each response is compiled and divided by the total number of respondents in order to get the percentage who selected each response, as summarized in Attachment D.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 listed above, provide:

- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

UO/SLO#:

#1 OCET will provide training that is relevant to the needs of the Hawaii Island community.

428/439 participants (97%) reported that they "Agree" or "Strongly Agree" with the statement, "Hawai'i CC provides continuing education and training that is relevant to the needs of the Big Island community."

This is above our benchmark of 95%, so we successfully achieved this outcome.

UO/SLO#:

#2 OCET will maintain a pool of highly qualified instructors.

439/439 participants (100%) reported that they "Strongly Agree" with the statement, "The instructor(s) was/were knowledgeable about the subject matter."

434/439 participants (99%) reported that they "Strongly Agree" with the statement, "The instructor(s) was/were responsive to my learning needs."

Both of these results are above our benchmark of 95%, so we successfully achieved this outcome.

UO/SLO#:

#3 OCET will effectively communicate courses and services to the community.

426/439 participants (97%) reported that they "Agree" or "Strongly Agree" with the statement, "Hawai'i CC effectively communicates courses and service offerings to the community it serves."

This is above our benchmark of 85%, so we successfully achieved this outcome.

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

Our evaluation data shows our training is relevant to our customer needs. We successfully exceeded the benchmark of 95%. As we work with employers, we will continue to offer relevant training.

We exceeded the benchmark for qualified instructors of 95% and will maintain or increase after our onboarding is developed.

We exceeded the benchmark for marketing our courses of 85%. We will focus on expanding questions to include where customers heard about courses. Although we exceeded our benchmark there is room for improvement, therefore we should advance our marketing efforts to reach more customers. We recognize that marketing is a job in itself and we do not have personnel dedicated to such efforts which can directly affect our results.

Discuss, if relevant, any additional evaluations or assessment projects relevant to understanding the unit's services, operations, functions and clients, including any UH System-wide data or national/industry data trends.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the unit's intended next steps to support improvements in services, operations and functions in support of student success and to help the unit achieve its UOs/SLOs.

Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations and functions

Next Steps:**Changes to assessment practices, activities, or projects.**

Assessment practices will remain. Improvements will be made however to better track methods of marketing that are effective and those in which resources are wasted. Such data will also be used to develop better communication to our customers. We will look at editing our unit outcomes based on our identified measures.

Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.

Ensure that the updates to our Trainer Handbook aligns with our unit's overall goals, procedures, and outcomes.

Develop an onboarding process for new instructors to better understand the mission, vision, goals and objectives of our unit and carry through the standards and quality to which we want to offer our customers.

Improve customer service and processes to collect interests.

Continue to operationalize positions and functions that is recommended by LERN.

Increases or changes in student support activities and services to support student learning and achievement.

Encourage instructors to access the Destiny One portal to increase support to course participants. This feature has been minimally used since implementation. Staff will also familiarize with student support via Destiny One as a means to further encourage its usage.

Maintain and advance partnerships with employers to gather data to secure relevant education and training to course participants for their new and/or existing careers.

Continue to partner with Goodwill Industries of Hawaii to provide career preparation and job placement

Continue to explore applied learning techniques in course curriculum