

# **HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT**

## **OFFICE OF CONTINUING EDUCATION & TRAINING**

**November 30, 2012**

**Reporting Period: July 1, 2007 to June 30, 2012  
Assessment Period: July 1, 2009 to June 30, 2012**

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*Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Unit Reviews are available to the college and community at large to enhance communication and public accountability.*

**HAWAI‘I COMMUNITY COLLEGE**  
**COMPREHENSIVE UNIT REVIEW REPORT**  
***OFFICE OF CONTINUING EDUCATION & TRAINING***

Part I: Insert Annual Unit Review, if applicable. Insert data elements provided by UHCC system or unit generated, if NOT included within your Annual Review.

Part II:

**A. Unit Effectiveness**

1. In Table 1, write a brief narrative describing the unit and how it supports the College’s mission and Institutional Learning Outcomes (ILOs).

**Table 1: Description and Alignment with Mission and ILOs**

Unit Description:

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 testing services and is a US Passport Acceptance facility as community service for the Hawaii Island community.

**Apprenticeship Program**

The basic purpose of the Apprenticeship Program is to comply with the requirements of Hawai‘i’s Apprenticeship Law (Hawai‘i Revised Statutes, chapter 37). In accordance with this law, the mission of this program is to address the related instructional needs of registered and established Apprenticeship Programs. In addition to the apprenticeship training classes, the Electricians Continuing Competency Program, the Plumbers Continuing Competency Program, and the Automotive Service Excellence Test Prep classes are offered through OCET.

**Intensive English Program**

The Intensive English Program (IEP) provides academic English language instruction and comprehensive support services to international students seeking academic, personal, and professional goals in a rich, cross-cultural environment. The IEP is offered to non-native English speakers both locally and abroad. Eight-week sessions in English instruction covering reading, writing, listening, speaking, and grammar skills are offered five times a year. Students are prepared with the skills that they need to pass TOEFL admission requirements and to study in an American college or university. Many IEP students continue their education by enrolling in Hawaii Community College credit programs and some continue to a four-year baccalaureate program. As a result, the IEP has become the major access point to the college for international students.

### **Rural Development Project**

The Statewide Rural Development Project based out of UH Maui College, focuses on workforce and economic development initiatives. Hawaii Island initiatives have included distance learning upgrades to on- and off-campus sites around the island, equipment acquisition and curriculum development for the Machining, Welding, and Industrial Mechanics Technology program, acquisition of Refrigeration and Air Conditioning program equipment, expansion of Digital Media Arts certificate program, funding of Construction Academy instructor, agricultural-related farmer training, and rural improvement projects in Honouliuli and Kauai. RDP has also provided certification training for professional development of selected faculty.

The latest initiative is the Sustainability Center project, which began in January 2012. The goal of the project is to infuse green technology subject matter into HawCC programs (i.e. Electrical, Carpentry, Agriculture, Architectural, Engineering, & CAD Technologies, and Construction Academy), as well as implement and support sustainability measures on campus.

### **UH System Partnerships and Collaborations**

OCET partners with the other UH system community colleges in a variety of statewide initiatives:

1. KapCC leads the system with a Western Region Health Information Technology workforce training consortium grant providing Hawaii residents the opportunity to enroll in a 6-month online training. Five areas were selected for participants to be trained in: Practice Workflow and Information Management, Implementation Support Specialist, Implementation Manager, Technical/Software Support Staff, and Trainer.
2. Prior to the 2011 Asia Pacific Economic Cooperation (APEC) Summit, as part of a statewide effort, OCET provided training for airport staff in Hilo and Kona on Hawaiian hospitality and customer service. This training was funded by the RDP grant.
3. State Energy Sector Partnership grant, a 3-year statewide community college grant to recruit, train and place underemployed, unemployed, dislocated, and incumbent workers in the energy industry, will end in December 2012. OCET exceeded its training goal of 66 trainees.
4. The Pacific Center for Advanced Technology Training (PCATT) provides funding for training of faculty and the general public, upgrade of equipment and software for both credit and non-credit programs, and markets all advanced technology classes statewide. The Vice Chancellor for Academic Affairs, the Career and Technical Education Dean, and the Architectural, Engineering and CAD (AEC) faculty were sent to attend professional development conferences through PCATT. PCATT funds allowed three OCET coordinators to receive national certification as Certified Program Planners through The Learning Resources Network (LERN) and allowed one coordinator to attend the LERN Conference in 2011.
5. Through the UH system Rapid Response Fund, the Model Home Project received monies for statewide expansion of their project on Oahu, Kauai, and Maui, and for supplies/equipment for the AEC and Carpentry programs. Professional development for Human Resources personnel, certification for medical professionals in billing and coding, as well as supervisory training

were made possible due to this funding source.

6. HawCC OCET partners with Cengage Learning, formerly Ed2Go and Gatlin Education, to offer online certification and non-credit classes. With over 300 classes offered monthly, these instructor-facilitated classes include workforce and personal development classes that provide opportunities for non-credit training island-wide.

7. Special Projects/Events

- Coordinated campus events such as the statewide Comprehensive Economic Development Strategy (CEDS) conference and UHH/HawCC visitation of Indonesian administrators.
- Planned and coordinated class activity for a private high school on Oahu from 2008-2011.
- Arranged short-term English and Hawaiian culture programs for several Japanese junior highs, high schools, and universities. This is an area that OCET will increase to help indigenize the campus with international students and provide opportunities for intercultural interaction between domestic and international students.
- Planned and organized workshops/conferences for the following professional organizations: American Mathematical Association of Two Year Colleges (AMATYC); Zonta International Organization; Pacific Center for Advanced Technology Training (PCATT); Apple, Inc.; Hawaii Food Manufacturers Association; Cho Global International; and Hui Malama O Naoiwi.
- Partnered with County of Hawaii Research and Development, Hawaii Ag-Tourism Association, UH College of Tropical Ag and Resource to offer AgTourism workshops.

How does this Unit support the College's mission?

The college's mission to "promote student learning by... inspiring growth... and serving all segments of our... community", is supported by OCET in that the unit reaches out to the segment of our community that is not able to or interested in attending for-credit classes.

OCET plays a vital role in the community by rapidly responding to personal and professional development training needs in a way the college's other units and programs are not able to, due to the flexibility of our unit and its entrepreneurial nature. OCET meets the training needs of those community members with other educational opportunities, such as short-term certificate programs. Whether it be training for a new job, increasing current professional skills in the hope of a raise or promotion, or taking a personal enrichment class, OCET's services and course offerings are a perfect complement to help the college achieve its mission to serve our entire island community in the spirit of E`Imi Pono.

ILO: Our graduates will be able to communicate effectively in a variety of situations.

*How does the Unit support the ILO:*

OCET provides a wide range of professional development workshops that help participants improve their communication skills (i.e. technical writing and grammar workshops), as well as many online classes with topics such as *Keys to Effective Communication* and *Grant Writing*.

ILO: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

*How does the Unit support the ILO:*

OCET's professional development workshops prepare participants with supervisory skills and

online training helps develop skills in problem solving and decision making.

OCET has provided supervisory and management training several times during this reporting period. Topics include conflict resolution, prioritization, performance management, accountability and trust, execution, collaboration, and team and employee development.

Other incumbent worker training helps participants learn skills to overcome challenges, solve problems and make decisions in their jobs.

ILO: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

*How does the Unit support the ILO:*

Short-term international program participants are exposed to the Hawaiian culture and diversity of the various local ethnic groups while they are at Hawaii CC. Kipaepae ceremonies and infusion of culture with English classes help participants gain the necessary skills to be tolerant and understanding of other cultures.

OCET offers for the visitor industry specific non-credit classes that addresses the Hawaiian culture. Kapiolani Community College is the lead campus that works with OCET in offering various programs in Hawaiian history and hospitality. OCET participated in island-wide Hookipa Me Ke Aloha Train the Trainer sessions, pre-APEC preparation training for airport personnel, and a statewide initiative in training and certifying visitor industry personnel in the history and culture of Hawaii.

A high school exploration program on Hawaiian myths and legends was offered to expose students to the Hawaiian culture.

OCET has offered several workshops on conquering the generational divide in the workplace and meeting the customer service needs of a multi-generational market.

2. In Table 2, list the Unit's top 3 goals/plans from the last Comprehensive Review period and an evaluation of accomplishment over the review period.

### **Table 2: Previous Goals**

Goal 1:

Increase opportunities for island-wide training.

Goal 1 Evaluation:

The OCET team collaborates well with each other and the community and is highly committed to workforce and economic development. The following are some of the initiatives that were made possible by collaborating with state, county and private industry. *Energy Efficiency* training was held in Kau, Waimea, Pahoia, Kealahou, Hilo and Kailua-Kona. OCET delivered bi-annual tax workshops and personal watercraft safety training in both Hilo and Kailua-Kona.

Early childhood education workshops are regularly held in Hilo, Kailua-Kona, and Waimea. RDP funded health care and emergency response management training in Kau.

Overall, the vast majority of course offerings are held in Hilo due to the staff being situated here. During the last review period, the Hilo offerings were 73.9% and increased to 79.3% for FY08-FY12. Offerings in other districts decreased. This may have been caused by two factors: there was a casual hire full-time coordinator housed in West Hawaii for over a year in 2006 causing a boost in registrations in West Hawaii and subsequently after coordinator left, decreased staffing caused a limited number of West Hawaii offerings during this reporting period.

More recently a concerted effort is being made to connect with the residents via focus groups in Pahoa and Kona to identify training that is relevant to their communities. OCET is represented on the American Culinary Federation Kona-Kohala Chapter, the Workforce Investment Board Youth Council, the Society for Human Resources Management, as well as the Kona-Kohala Chamber of Commerce Task Force that addresses education needs of the West Hawaii community.

Goal 2:

Seek extramural funding opportunities.

Goal 2: Evaluation:

It is imperative that OCET, as the entrepreneurial unit of the College, seek grants and extramural funds to subsidize or fully fund classes, programs or projects. OCET and the UH Community college system have written grants and received funding for the following projects:

2008-2010	\$133,578	Kamehameha Schools	Summer Career Explorations Program
2009	\$77,000	Dept. of Health	CNA training in Hamakua/Hilo
2010	\$3,000	PCATT	Sent CTE Dean to NTAC conference
2010	\$50,000	Rapid Response	Medical billing and coding classes
2011	\$15,000	Rapid Response	Human Resource Personnel Certification, Supervisory training
2011	\$6,500	County R&D	Ag-tourism workshops x 2
2011	\$82,300	Department of Labor	State Energy Sector Partnership grant for dislocated/unemployed/incumbent workers
2011	\$21,637	PCATT	Statewide Model Home Project expansion
2012	\$11,000	PCATT	Professional development for CTE Dean, AEC faculty, and OCET staff

Goal 3

Determine meaningful common data elements with system OCET's and internal staff.

Goal 3 Evaluation:

The Directors of OCETs at Honolulu CC, Maui College, Windward CC, Kapiolani CC, Leeward CC, Kauai CC and Hawaii CC along with registration personnel at all campuses worked together

to identify common data elements in October 2007. In 2008 and 2009 a sub-committee was formed with IT personnel from UH-Manoa to determine a matrix of registration requirements with committee convening at least 6 times a year. Meetings continued in 2010-2011 to establish a RFP for a new online registration system. The RFP was sent out in 2011. Two vendors responded and were interviewed by the Committee in spring 2012. A vendor was selected in June 2012.

3. In Table 3 list the Unit Strengths and Weaknesses
  - a. Briefly describe the unit's top 3 strengths and 3 weaknesses to include:
    - 1) An analysis of data elements - demand, efficiency & effectiveness (Data may be determined by UHCC System Units or campus units)
    - 2) Other pertinent information

### **Table 3: Strengths and Weaknesses**

#### **Strengths**

S1:

Strong partnerships and outreach to the community.

#### **Evaluation:**

OCET staff are members of community organizations as a means to be connected with businesses and professional groups as well as to represent Hawaii Community College's interests. OCET staff are currently active members of the Japanese Chamber of Commerce, Hawaii Island Chamber of Commerce, Workforce Investment Board, and the Big Island Workplace Connection to name a few. We also partner with State and County departments, Alu Like, Division of Voc Rehab, Friends of NELHA, and others to provide non-credit educational opportunities for the organization's employees and/or clients, as well as the Hawaii Island community at large.

The staff was able to determine some workforce and community educational needs by belonging to organizations, however it was not sufficient and further efforts have been made. For instance, OCET staff participated in a three-part Workforce Summit in 2010, which identified key workforce issues surrounding work places, employees, and job candidates. The goals were to prepare the workforce for emerging industries, develop and expand our home-grown initiatives, and deploy resources to rural communities. As a result, OCET is part of the Rural Outreach Services Initiative (ROSI) in Honokaa, with a staff member located at NHERC one day per week since January 2012. OCET is also active with the Kona-Kohala Chamber of Commerce's education focus group that meets monthly.

The directors of the OCET offices (DOCETs) meet monthly to discuss and collaborate on statewide initiatives. As an example of the benefits of this system-wide network, HawCC collaborated with Kauai CC and Maui College in cost-sharing the expenses for a trainer from Oregon in 2008 and 2009. We also share curriculum, faculty, and other resources.

In 2011, as part of the assessment process, coordinators invited members from the community to join them for a focus group, providing feedback on existing and potential future courses. Limited West Hawaii courses were offered during the current reporting period since historically many courses cancelled there. In May 2012, OCET held a focus group in Kona as a means to establish relationships and to introduce the unit to the community. We intend to use feedback from meetings and focus groups to develop new program ideas, find better ways to market programs, and to make decisions about which courses to offer and when.

S2:

Responds rapidly to training and community needs.

Evaluation:

As part of a statewide effort to meet the rapidly growing needs of the healthcare industry, OCET partnered with the Department of Health to implement a \$77,000 grant that funded training and clinical supplies for 23 graduates in Honokaa and Hilo.

Rapid Response proposals through the UH System Office covered the needs of the community by providing training in Medical Reimbursement, Medical Coding, Human Resource Certification, and Supervision.

The RDP grant identified a need for refrigeration workers, so funds were utilized to modify an existing HawCC building. State-of-the-art industrial refrigeration trainers and other equipment were purchased to pilot two cohorts in a non-credit Refrigeration and Air Conditioning course.

Through the SESP grant, we were able to provide training in LEED certification, and for recycle service workers and security guards.

Local businesses with specific educational needs contact OCET to request customized training. In the past, we have fulfilled requests for computer classes, supervision and management, writing, and more. This type of specialized training is usually planned and executed within about two months of the request, making OCET an excellent resource for local employers.

OCET assumed passport acceptance responsibilities from the college's information center in July 2011 and accepted 242 applications by June 30, 2012. We have had many customers tell us how grateful they were for our timely service since the wait time for an appointment at the Post Office is generally about 3 weeks and OCET is able to make immediate accommodations in most cases.

OCET assumed test administration responsibilities from the Hale Kea Testing Center staff in July 2011 and now proctors exams for Pearson VUE, Iso-Quality, Prometric, and others. This community service saves many residents from having to travel off-island for certification and testing.



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S3:

Connection from the college to the community.

Evaluation:

The PACE program for Early Childhood Education offers classes for preschool staff through OCET to provide training which later can be converted to college credits. Other departments such as Business Education and Electronics have offered seats for non-credit students to enroll in classes which could later be converted to credits, if approved by the Vice Chancellor for Academic Affairs.

OCET professional staff is active in island-wide community organizations, professional groups, and statewide and national associations. For instance, OCET worked with Global Corporate College (GCC), an organization that works in partnership with businesses to build their workforce, and teamed up with the Administration of Justice faculty to offer a 3-credit program at Kona International Airport for TSA staff.

The Comprehensive Economic Development Strategy (CEDS) Conference brought the community to the campus to elicit feedback and suggestions for credit programs. The conference attendees included the credit advisory committees, industry representatives, as well as faculty and staff.

OCET serves as a liaison for local chambers and organizations, bringing them on campus by sponsoring special events. For instance, Zonta International members selected early childhood education students for a domestic violence prevention project.

OCET offers Passport acceptance services in addition to test proctoring. These community services bring local residents onto the campus.

## Weaknesses

W1:

Lack of island-wide professional staffing.

Evaluation:

OCET is driven by its mission to provide continuing education programs to all of Hawaii Island. OCET also services short-term international groups as a means to infuse a global perspective into our island community. From FY08-12, OCET held 79.3% of classes in Hilo. This is a direct result of the fact that there is currently only 1½ professional staff to plan and coordinate programs island-wide. Since OCET's inception in 1992, there have been no new G-funded positions created, however our unit's services have expanded greatly and staff continues to take on more responsibilities such as passport acceptance, test proctoring, campus committee involvement, and grant writing.

Current detriments due to having *insufficient staff*:

Time consuming to attend regular meetings and sustain significant partner relationships in areas outside Hilo.

Challenging to identify relevant course offerings without regular feedback from the community.

Long travel times for staff when courses are run outside Hilo, raising the cost of training.

Two RDP staff were reassigned to assume non-credit program coordination responsibilities due to lack of staffing in OCET.

OCET staff is currently working at maximum capacity and if no new positions are created, its capacity will remain stagnant at a critical time when change is needed to keep up with the population and economic growth of our community.

Not able to create high-quality, competitive promotional materials, which is an essential part of getting enrollment for our classes and lowering class cancellation rates.

Coordinator's assistant is not able to perform supportive function due to inadequate staffing and has had to perform other responsibilities in order to keep the office functioning on a basic level during changeover of staff. A large part of the assistant's responsibilities include marketing and promotions, a field in which she has very little professional training.

Kona residents are dissatisfied with continuing education offerings in West Hawaii, as well as with the high rate of cancellation due to the failure of marketing and promotion efforts.

Quality and number of programs are reduced due to overburdening of staff, causing late submission of paperwork and inadvertent oversight of personnel processes and logistical details.

Lack of internal communication has also been caused by overloaded schedules.

Expected improvements with the addition of *West Hawaii Coordinator and Office Assistant III* - Offer more training that is relevant to the needs of the West Hawaii community.

Hold regular focus groups for industry personnel and involved community members to provide OCET with constructive suggestions on future course offerings.

Expand partner network to gain feedback from a greater portion of our service population.

Create sustainable collaboration efforts with West Hawaii businesses and agencies by attending regular meetings and other networking opportunities.

OCET will have a presence in West Hawaii at the Palamanui campus.

Kona-centric staff will be involved with the community and will be able to better address the training preferences of West Hawaii residents.

Expected improvements with the addition of *East Hawaii Coordinator* –

RDP staff can focus on grant initiatives, rather than assisting with OCET projects.

Expand course offerings to service more participants. Enrollment numbers have been stagnant over the past couple years as staff has been working overloaded with responsibilities.

Focus on high-growth industry career training.

Additional staff for rural community outreach, including Puna and Kau.

Existing staff will have a more manageable workload.

OCET will be able to expand youth programs and coordinate innovative projects.

The Learning Resources Network (LERN), the professional organization that leads continuing education units internationally, suggests that a marketing professional be added in addition to coordination and clerical staff. Marketing is more than just sending out brochures and must

include assessment so the unit can review demographics, compile surveys of participants, do more extensive evaluations and develop better customer relations programs. In order to keep up with a constantly changing market, OCET is requesting the creation of a marketing specialist position.

Expected improvements with the creation of a *Marketing and Promotion Specialist* – Increase use of target marketing techniques, track successes, and make calculated decisions based on data in order to make promotion efforts more cost effective.

Improve marketing through use of updated and innovative techniques to revamp brochures and flyers, thereby increasing enrollment. OCET designs and produces a schedule of courses brochure four times per year and individual flyers for nearly all course offerings.

Program Coordinators will be able to focus on planning more courses and do more networking, which will generate more revenue.

Full-time Academic Support (APT-Coordinator) and Office Assistant III positions housed in West Hawaii and a full-time Academic Support (APT-Coordinator) in East Hawaii are necessary in order for OCET to make a concerted effort at meeting the needs of the entire island community. Having specialized marketing staff as well as staff in West Hawaii will provide OCET with the tools to generate more revenue, increase efficiency, and continue to maintain the excellent service and quality for which we're known. In the long run, we would be able to fulfill Hawaii Community College's mission to inspire growth in the spirit of E`Imi Pono and serve all segments of our Hawaii Island community, providing the opportunity for all of us to compete in our local workforce and in the global economy.

W2:

Lack of designated classrooms.

Evaluation:

OCET is sometimes able to offer classes on evenings and weekends, when classroom space is more readily available. Most commonly these classes are personal enrichment programs and since most participants are working during the day, they are able to attend classes during off-hours. A large portion of the programs we offer, however, are professional development opportunities for incumbent workers. As an example, the State of Hawaii Department of Human Resources Development participants are required to attend classes during regular work hours, Monday through Friday from 7:45am-4:30pm. Even dislocated and unemployed workers that are registered for classes through Workforce Investment Act funds generally need to attend classes during the day while children are in school since child care costs are high. Overall, daytime classes conflict with credit offerings, so suitable locations are difficult to reserve due to the requirement that all credit class reservations be given priority. Designated classrooms for East and West Hawaii are necessary for OCET to meet the training needs of the community.

W3:

Lack of funding.

Evaluation:

OCET operates like a business so supplemental funds are needed to defray tuition expenses or to fund special training for niche markets. Grants have been written to underwrite many of OCET's

initiatives, however, it is time consuming and OCET may be missing opportunities that are available since multiple staff responsibilities do not allow for seeking grants on a full time basis. It's one thing for OCET staff to identify training that will help fill local job openings, and another barrier entirely as to whether community members will be able to afford tuition for the training they need to get a new or better job. There is no financial aid available for non-credit students, so outside funding sources are imperative for students to be able to attend OCET programs. OCET relies heavily on Workforce Investment Act monies, as well as funding sources such as Alu Like, Inc. Being able to identify more and varied funding sources would allow students from all over the island to benefit from OCET programs. As we are the only revenue generating program or unit at Hawaii Community College, we also have great potential to support college initiatives via extramural funding.

OCET has consistently missed its targeted enrollment increase of 3% over the past few years as we have struggled with a high turn-over of staff and experienced a severe economic downturn. That being said, during the past seven years, OCET generated the revenue to pay back a \$343,000 deficit that was left from the closure of BTTI in 2005. Considering the challenges that the department has faced over the past 5 years, this is a tremendous accomplishment. OCET is making enough money to cover direct costs by working as efficiently as possible with what we have, which is great for a business, however compared to the total population of the island, we are not able to provide enough services for anywhere near the number of people that could benefit from our programs.

#### 4. Unit Outcome Assessment

Use a separate copy of the rows in Table 4 below for each outcome assessed. Describe the assessment method, summarize the data gathered and briefly describe any changes or improvements made based on assessment.

**Table 4: Unit Outcome Assessments**

Unit Outcome Assessed:

OCET provides continuing education and training that is relevant to the needs of the Big Island community.

Assessment Method:

Defined baseline information by extracting data showing in which district each course was offered for two time frames, FY03-FY07 and FY08-FY12, to help determine if course offerings are relevant to the community.

OCET added a new statement on the student evaluation forms to help us determine the relevancy of course offerings, per consultant's recommendation. Students complete an evaluation at the end of each class and on February 1, 2012, we added the statement: Hawaii CC provides continuing education and training that is relevant to the needs of the Big Island community. Students choose one of the following responses: Strongly Agree, Agree, Disagree, or Strongly Disagree.

An initial focus group meeting was held in West Hawaii. Efforts continue in West Hawaii with regular meetings in the areas of Health and Wellness, Agriculture, Science and Technology, and Energy.

**Summary of Assessment Data:**

At the 2010 census, Hawaii island had a population of 185,079 residents. Hilo's population was 43,263, representing 23.3% of the island. According to OCET's records, 73.9% of classes were offered in Hilo during the last reporting period and was increased to 79.3% during the FY08-FY12 period. This shows that OCET could definitely improve its service to the community by holding trainings in other districts besides Hilo. A concerted effort is currently being made to offer island-wide training.

The class cancellation rate from FY08-FY12 was 11.8 percentage points lower than the class cancellation rate from FY03-FY07, 19.24% and 31.04%, respectively. This correlation indicates that OCET is improving on the relevance of training offered in the most recent reporting period, with fewer classes canceling because residents do find the programs offered to be relevant to their needs. It appears that the vast majority of course offerings are relevant for the area they are offered in, however there are still areas of the island that are underserved.

Baseline data was collected from February 1-28, 2012 from student evaluation forms that are completed at the end of each class. 69.8% of OCET students Strongly Agree that Hawaii CC provides continuing education and training that is relevant to the needs of the Big Island community. 28.4% Agree, 1.9% Disagree, and 0.0% Strongly Disagreed.

**Changes/Improvements from Assessment:**

OCET has begun holding regular focus group sessions in West Hawaii in four topic areas: Ag, Health, Science/Technology, and Energy.

Continue to work with community agencies such as Workforce Development Division in Kona and participate in area committees such as the Kona-Kohala Chamber Education Committee and Ag and Health Skill Panels.

Continue to attend events island-wide that will benefit networking and partnerships, as well as provide guidance for program development (i.e. Workforce and Economic Development Summits).

Continue to collect data on our student's perception of how well we are meeting the needs of the Big Island community. Question has been permanently added to our evaluation form.

5. Describe trends noted over the review period, comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results and any external factors affecting the program, special studies and/or instruments used, i.e. CCSSE, etc. Describe any additional Unit changes not included elsewhere.

Many of our current customers are baby boomers who are retiring or seeking new careers, as well as Gen Y & Z who are our emerging customers. There have been challenges in learning how to market to these demographics, as well as offer courses that will be relevant to their needs.

OCET changed from a focus on workforce development training to include an expanded assortment of personal enrichment offerings.  
 Entire staff is encouraged to promote courses and be an active promotions agent.  
 The Learning Resources Network provides review of brochures and website and gives feedback for improvement at no charge to members. OCET has begun taking advantage of this service.  
 RDP staff was utilized to coordinate programs, so OCET is paying part of their salary.

## 6. Goals and Forward Thinking

List the Unit's top 3 goals for Unit success in the next Comprehensive Review period in Table 5. Briefly explain how these goals align with the ILOs. Do these goals have counterparts within the UH system? What innovations are being considered for reporting unit outcomes?

**Table 5: Goals and Alignment**

### Goal 1

Increased opportunities for island-wide training.

#### ILO alignment

OCET courses support all three of the college's ILOs by providing opportunities for the community to get training in communication, critical thinking and problem solving, and respect for others and the environment. Example topics include; management and supervision, public speaking, business writing, customer service needs of a multi-generational market, and conquering the generational divide in the workplace.

Creation of new positions would support OCET's goal to increase course offerings island-wide. If OCET could expand staffing to other parts of the island, we would be able to serve more of the community. In order for classes to reach enrollment and run, extensive marketing efforts are required. If word doesn't get out about our programs and we don't get enough enrollment, we are forced to cancel classes. This is not necessarily an indication of relevance, but rather the class information is not getting to the right people. Current staffing allows for minimal time and resources to be expended on marketing. Assistance with marketing is needed since OCET is supposed to serve the entire island.

#### UH System

Statewide OCETs have a goal of 3% enrollment growth each year. The statewide online registration system will support OCETs goal to increase training opportunities by reducing the amount of time required for registration tasks.

#### Innovations

OCET will continue to stay involved with our community by participating in committees and organizations. We will hold regular focus groups in underserved areas and we plan to establish advisory groups for several main topic areas.

Statewide OCETs will be implementing the new online registration system in 2013. This will improve tracking for marketing purposes and data management.

OCET will have new positions created to help supplement and expand on existing employee responsibilities.

## Goal 2

Increase training for high salary jobs.

### ILO alignment

As stated in the UH System's Strategic Plan, OCET will increase by 3% the number of individuals enrolled in a non-credit certificate program that leads to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, or where the average annual wage is at or above the US average. (\$38,651 YR 2006)

OCET courses support all of the college's ILOs by providing opportunities for the community to get training in communication, critical thinking and problem solving, and respect for others. Upcoming courses for high salary occupations include; Process Technician, Refrigeration & A/C Maintenance, Meat Cutter, and Agriculture Inspector trainings.

### UH System

Collaborate with system-wide OCETs on addressing the state's labor shortages and emerging industries for workforce development training. Statewide grants help support this type of initiatives.

### Innovations

OCET will work with County Research and Development and Department of Labor to stay abreast of emerging industries and appropriate job training. We will also continue to meet regular with the community and area agencies.

## Goal 3

Increase by 3% per year the level of extramural fund support expended.

### ILO alignment

As we said previously, OCET courses support all of the college's ILOs by providing training opportunities for the community. Increasing access to our programs allows more of our community to gain the skills necessary in order to communicate effectively, think critically, and respect diversity.

The level of extramural fund support expended is directly correlated with the number and quality of course offerings. Due to the current state of the economy, many of our potential students aren't able to afford training without assistance. Since financial aid is not available for non-credit students, they are forced to seek out other resources, which are very limited. If we increase our level of extramural funding, we will be able to provide reduced tuition, allowing greater access to training for our entire community. In the past, we have had great success with tuition subsidized training.

Short staffing in OCET has made grant writing very limited. OCET is requesting a specialized position for someone with grant writing expertise. This position could be shared with other departments and would allow for more innovation and creativity across the college. We have had limited opportunities to develop grants within our office, and would benefit greatly from working closely with someone who is aware of workforce needs.

C1-a. Establish a grants writing and management office to increase UH extramural fund support

E2-a. Increase non-state revenue streams by 3-17% per year

UH System

The UH System includes Hawaii Community College in statewide initiatives and will continue to do so.

Innovations

OCET has requested the establishment of a grant writer position to secure extramural funds on the campuses' behalf.

### B. Action Plan for Unit Improvement

Complete Table 6 to provide justification for Unit budget requests

(examples given in italics; delete & replace with Unit's items; equipment maintenance should be included)

\*Budget Categories: P=Personnel; SE=Supplies Enhanced; Eq=Equipment (>= \$5K)

Budget Guidelines: Position requests should be listed separately; NO B Budget requests should be included

\*\*Strategic Outcomes Goals and Performance Measures are: A1.1, B4., C1., D3., E2., etc.

**Table 6 Prioritized Top 3 Cost Items (“G” funded requests only)**

Priority

Create five new positions under OCET:

- 1.0 FTE - APT B, West Hawaii
- 1.0 FTE - Office Assistant III, West Hawaii
- 1.0 FTE - APT A, East Hawaii
- 1.0 FTE - APT A, Marketing Specialist
- 0.5 FTE - APT B, Grant Writer

\$ amount & budget category\* (Except R/M)

- APT B, WH - \$44,000 P
- Office Assistant III, WH - \$25,668 P
- APT A, EH – \$38,684 P
- APT A, Marketing - \$38,684 P
- APT B, Grants - \$22,000 P
- Total: \$169,036.00

\*\* Best fits which Action Strategies in the Strategic Plan and how?

(If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.)

A2.1.c: Establish a branch campus in West HI, one of the most underserved areas in the state.

A2.2.b: Explore additional funding sources through other agencies and private donors.

B2.b: Survey employers and incumbent workers to determine higher education needs of worker, scheduling of classes and curriculum.

B4: Increase by 3% the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, and where the average wage is at or above the U.S. average. (\$38,651 YR 2006).

D2 and A2.5: Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least 1 program every 2 years that can be completed through distance learning technologies.

E2: Increase non-state revenue streams by 3-17% per year.



Gaining additional staff will allow OCET to make progress on these action strategies through:  
Increased community networking by new coordination staff to help identify emerging industries.  
Expansion of programs to West Hawaii as a first priority and also other areas of the island.  
Increased funding assistance that's available for our programs via a grant writer.

Addresses which strength or weakness?

S1, S2, S3, W1, W3

If currently grant funded, please explain:

(put date when funding ends and indicate HawCC commitment to support)

RDP staff are currently reassigned to OCET projects. Upcoming projects under RDP will require the coordinator to focus on non-OCET programs. This will leave a gap in staffing that needs to be filled as soon as possible.

Priority

Designate classrooms for non-credit classes.

\$ amount & budget category\* (Except R/M)

N/A

Best fits which Action Strategies in the Strategic Plan and how?

(If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.)

B4: Increase by 3% the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, and where the average wage is at or above the U.S. average. (\$38,651 YR 2006).  
A2.1.c: Establish a branch campus in West HI, one of the most underserved areas in the state.

OCET would be able to provide more high salary certificate programs if designated non-credit classroom space were available during peak class times.

Addresses which strength or weakness?

W2

If currently grant funded, please explain:

(put date when funding ends and indicate HawCC commitment to support)

Priority

\$ amount & budget category\* (Except R/M)

Best fits which Action Strategies in the Strategic Plan and how?

(If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.)

Addresses which strength or weakness?

--

If currently grant funded, please explain:

(put date when funding ends and indicate HawCC commitment to support)

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### Table 7 Facilities, Equipment and Staffing

Use Table 7 to indicate Repair and Maintenance, if appropriate. Copy the nature and description of problem sections as needed. Table 7 will be given to the Vice Chancellor for Administrative Affairs. Include an organizational and staffing chart as Attachment A.

### **Table 7: Repair and Maintenance**

Nature of Problem

None
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Describe location: Building(s) & Room(s)

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**Attachment A: Unit Organizational Chart**

**Office of Continuing Education & Training  
Organization Chart**

