HAWAII COMMUNITY COLLEGE
UNIT REVIEW REPORT

Office of Continuing Education & Training

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Program/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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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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. The Apprenticeship Program and Intensive English Program are housed under the OCET unit.

Apprenticeship Program
The basic purpose of the Apprenticeship Program is to comply with the requirements of Hawai`i's Apprenticeship Law (Hawai`i Revised Statues, 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, mostly in the construction trades. 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 as non-credit offerings 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 listen, 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.

Unit Mission

(Official Unit Mission)

Working with compassion, integrity, and in a spirit of excellence, OCET provides lifelong learning opportunities for professional development and personal growth in our local and global community.

3yr Review Report Summary– *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.*

Due to a struggling economy three years ago, enrollment in non-credit programming was drastically reduced nationwide. OCET has taken the opportunity to diversify services in order to remain financially sustainable. We began seeking out additional funding sources other than tuition that still continued to allow us to focus on our mission. Between passport acceptance and exam proctoring services, OCET has been able to remain

viable during a very difficult market. OCET has also been successful at tapping other economic markets, such as the edu-tourism short-term international programs we coordinate mainly for groups visiting from Japan.

CERC Comments and Feedback

CERC Comments as listed in most recent Comprehensive Review:

To summarize:
1. The unit description is very thorough and shows a clear alignment with the College's mission and ILOs. OCET serves a large number of areas and for future reviews should consider addressing each one separately, providing a more detailed analysis of the various programs.
2. The unit is commended for providing a substantial number of non-credit training opportunities and programs to all segments of our Hawai`i Island community. It is also commended for the number of established collaborations with other UHCC's, schools, businesses, and community members.
3. Although the goal does not state a dollar amount, the unit did raise almost $350,000. The list of grants received is significant and greatly increases access to courses by individuals who may not otherwise be able to afford the cost of the classes. This is another way OCET aligns its goals with the College's mission.
4. Overall OCET does an excellent job of meeting its mission. Current funding models need review.
5. It is suggested that the unit find a way to assess demand, efficiency, and effectiveness as a means of strengthening this section. Concrete evidence with consistent assessment of data elements would yield meaningful results.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.
- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

1. Apprenticeship and Intensive English Program each write their own Annual Reviews. They have their own assessment outcomes and enter their own information in PATH as it relates to their specific programs.
2. OCET continues to seek out new marketing and training connections, from local to nationwide partners as well as maintaining those that are fruitful.
3. As the entrepreneurial arm of the college, OCET utilizes various funding sources in order to remain financially self-sufficient. Between grants, tuition, and fees for services, OCET must cover all direct costs including most staff salaries for the unit, marketing, course materials, equipment and supplies.
4. As stated above, there are many necessary unit expenses that require OCET to continually seek new and innovative funding sources. Any financial support the college is able to provide leads directly to significant education and support for our community as we are able to provide a gamut of services.

5. As with many units, OCET does not participate in the ARPD data, so that section of our last comprehensive review was left blank, which may have led to the CERC comment. OCET does have certain data that we consistently track, including number of courses offered in different areas around the island, cancellation rates, enrollment numbers, revenue and expenses, etc. The review template is not designed for OCET to report on data elements in the same way a different unit or a program might. Instead, we incorporate our data into our review as evidence of strengths or weaknesses, or as support for a statement or request.

Part I: Quantitative/Qualitative Indicators
A. Annual Report of Program Data (ARPD) Data Grid -- <mark>Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.</mark>

Look up 2014ARPD data at: http://www.hawaii.edu/offices/cc/arpd/index.php
List below any data elements related to the Unit.

	2011-2012	2012-2013	2013-2014
Not applicable to OCET.			

B. ARPD Data Analysis -- <mark>Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.</mark>

Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.
- *Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy*
- *If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.*

Demand Health	Efficiency Health	Effectiveness Health
Not applicable to OCET.		

Overall Health

C. Other Data, Trends & Factors -- *Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.*

- *Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.*
- *Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.*
- *Describe any external factors affecting the unit or additional unit changes not included elsewhere.*

Example:
There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.
Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.

- The University of Hawaii at Hilo's (UHH) College of Continuing Education and Community Service (CCECS) has been offering professional and workforce development programs for the past 2 years, which duplicates many of the courses that OCET offers. The community often cannot make the distinction between CCECS and OCET programs and gets confused as to what we offer vs. UHH.
- The statewide registration system for the UHCC continuing education units require that all courses have student learning outcomes, consistent course descriptions and comparable tuition. This change has the non-credit courses looking more like credit courses.
- OCET keeps updated on trends and forecasts by being a member of the Learning Resources Network (LERN), the largest association in continuing education with over 1,100 organizational members. Conferences, training, webinars and quarterly magazines help to keep OCET staff informed about trends and best practices in marketing, programming and finance.

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

> *Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.*

Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example:
The unit supports the UH Community College's mission by providing:
▪ access to post-secondary education in Hawaii
▪ training workforce needed in the State, the region, and internationally
▪ opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities
▪ contributions that stimulate the cultural and intellectual life of the community

The unit supports the UH Community College's mission by providing:
- access to post-secondary education in Hawai`i
- training workforce needed in the State, the region, and internationally
- opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities
- contributions that stimulate the cultural and intellectual life of the community

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 the community with other educational opportunities, such as short-term certificate programs or online training. 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.

2) ILO Alignment

a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations***.**

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."

Example:
OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication and math skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO2."

OCET's professional development courses, online management training, and test preparation classes help develop skills in problem solving and decision making.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO3."

Workshops such as "History and Culture of Hawai`i" prepare those in the visitor industry to understand the Hawaiian culture so they are better able to educate visitors of our islands. 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 students gain the necessary knowledge to be tolerant and understanding of other cultures.

B. Strengths and Weaknesses
1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
Example: *OCET hires knowledgeable and responsive instructors*	*Example:* *Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.*
S1: Strong partnerships within the UH system and outreach to the community.	OCET staff regularly attends campus, system-wide, and community meetings. OCET partners with: • credit programs to offer non-credit alternatives • statewide OCETs to share curriculum and resources for common initiatives • local businesses and organizations to meet community workforce needs See attached list of partnerships in Appendix A.
S2: Meets community needs	OCET began offering passport acceptance and non-UH exam

through additional services.	proctoring services in July 2011. Due to high demands, OCET has significantly increased staffing and resources. Between FY12 (242) and FY13 (775), the amount of passports OCET accepted increased by 320%. Between FY13 (775) and FY14 (1139), the amount went up another 147%. Each year, OCET has partnered with additional testing companies to provide local proctoring services, accommodating island candidates by reducing travel costs to complete licensing, certification and educational requirements. FY12: OCET partnered with Prometric testing to offer computerized Automotive Service Excellence (ASE) testing on Hawaii Island for the first time. From the start of ASE testing in July 2011 to the end of FY14, OCET served nearly 650 testing candidates during over 1,000 exams. OCET also began working with ISO Quality testing, which has serviced individuals to obtain Substance Abuse Counselor Certification. FY13: OCET assumed responsibility for Pearson VUE and non-UH test proctoring from Hale Kea Testing Center. In addition, we worked with the Nursing Dept. to begin offering computer-based entrance exams via the Test of Essential Academic Skills V (TEAS V) through ATI Testing. Overall, during FY13, OCET provided proctoring services for 622 exam candidates. This number nearly doubled the following year with an increase of 184% to 1,144 served in FY14. FY14: The Dept. of Public Safety (DPS) partnered statewide with the UHCC system to provide proctoring services for 128 Hawai`i Island Corrections Officer and Deputy Sheriff candidates, with continued opportunities forthcoming. This relieves costs associated with DPS personnel traveling from Oahu to offer paper-based testing, which is additionally more costly to score than the computer-based testing we provide.
S3: OCET hires knowledgeable and responsive instructors.	Class evaluations showed that 99.13% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 98.99% agreed or strongly agreed that the instructors were responsive to their learning needs. Anonymously summarized results of the class evaluations are shared with course instructors to encourage a cycle of continuous improvement. Furthermore, any verbal comments received from class participants are taken seriously and shared as feedback whenever possible. Overall, feedback on the knowledge and responsiveness of OCET instructors tends to be very favorable. See sample evaluation form in Appendix B.

2)Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
Example: *Lack of island-wide professional staffing*	*Example:* *Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.*	*Example:* *Hire a program coordinator for West Hawaii (see Resource Implication).*
W1: Delivering successful non-credit programs in West Hawai`i is challenging.	During the course of OCET's history, there have been several significant attempts to increase the number of non-credit course offerings in West Hawai`i. There are a few different factors that have impeded results: • Lack of contacts in West Hawai`i to help develop appropriate courses for the area, market courses, and connect with instructors. • Geographical distances for travel to class locations are costly and time-consuming for customers, instructors, and staff. Class locations in West Hawai`i (West HI) are often off-campus, requiring travel time for staff. Customers share dissatisfaction with West HI class locations due to traffic when traveling from Kailua-Kona to Kealakekua, etc., at certain times of day. • The main OCET office is in Hilo, making communication more difficult for staff. • West Hawai`i campus has waived some of their facility fees, however at times additional costs are required. These costs increase expenses which directly impacts our customer's fees. • Finding the right staff that can work independently is challenging due to the multifaceted responsibilities that are expected of the position. • OCET offered 40 classes in West Hawai`i during FY13, 21 (53%) of which were canceled. The main reason for cancellation is low enrollment.	Whenever possible, we will continue to make available via PolyCom, training we offer at other sites that can be delivered in this manner. At this time we continue to utilize casual hire staff until we determine that the position can be financially self-sufficient. It is a slow process to build up a profitable non-credit office, so concerns about generating revenue to cover salaries are high. It would be ideal to have financial support in the form of a G-funded coordinator and clerk positions in order to support the efforts of expanding non-credit programming in West Hawai`i while new staff get to a place where there is enough revenue generated to cover his/her salaries.

W2: Challenges with implementation of Destiny One (statewide registration system)	The seven non-credit units of the University of Hawai`i System purchased an online registration system, Destiny One. Some of the challenges include: • Extensive training that was required to learn new system. • New procedures had to be designed around the new registration system. • Takes time to work through errors that occur as a result of using an unfamiliar system (mistakes happen as you learn and resolution can be time consuming). • Responses to questions can be slow since administrative support is located at a different campus and they have other responsibilities. • Identifying ways to export and analyze data in Destiny are time consuming. • Statewide approval is now required for all Workforce Development and Professional Development courses, including SLOs.	Training was provided on Oahu for statewide staff. Registration and Fiscal staff statewide continue to meet via teleconference on a monthly basis to resolve issues and work toward best practices. Over time procedures become more practiced, reducing the time necessary to complete tasks. New responsibilities relating to statewide course approval have demanded large amounts of staff time. To help reduce the burden on one individual, we are now splitting the responsibilities among more staff members.
W3: Limited entrepreneurial opportunities due to system policies/procedures	As the entrepreneurial arm of the College, it is imperative for OCET to be flexible with constantly changing training trends in order to keep up with community needs. As opportunities arise, we need to be able to work through contract negotiations to finalization so we can increase our revenue streams as old services fall out of need. Each of the vendors OCET has begun working with over the past 5 years (or more) have been flexible with their contract requirements. There have been multiple times where we have submitted and re-submitted contracts to Legal Council during that period. Whenever we have submitted a document for review, we have not received any feedback and have not been able to move forward with any new initiatives.	It would be ideal to change the process of contract approval to a more local level. Having someone on our campus who understands the legal needs of our office would be of great benefit to OCET and Hawai`i Community College alike. As that may not be possible, it would be an improvement to require response from the Legal Council in a timely manner as to the progress of the contract, rather than allowing contracts to sit on someone's desk for months or even years with no end in sight.

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community

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

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

Outcome #1: 80% of students either Agree or Strongly Agree that Hawai`i Community College provides continuing education and training that is relevant to the needs of the Hawai`i Island community.

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.

Strategy/Instrument 1: Course evaluation forms are issued to every class participant at the conclusion of the course. Course evaluation questions provide information that address OCET's unit outcomes. Customer responses are recorded and compiled. See sample evaluation form in Appendix B.
Strategy/Instrument 2:
Strategy/Instrument 3:

D. Results of Unit Assessment - Provide a summary of assessment results.

Example: Out of 998 total responses, 78% Strongly Agree and 21% Agree that OCET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.

Class evaluations showed that 1,102/1,113 or 99.13% of respondents agreed or strongly agreed that the instructors were knowledgeable about the class subject matter. 1,098/1,110 or 98.99% agreed or strongly agreed that the instructors were responsive to their learning needs.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1: OCET follows a process of continuous improvement, whereby instructors and coordinators are receiving valuable feedback on teaching skills after each course via the student evaluations. This quantitative data and personal feedback is valuable for improvement in the future and provides OCET coordinators with support for our hiring choices.	*Evaluation of Change 1:* OCET Coordinators continue to hire instructors who receive excellent feedback and who are willing to incorporate the feedback into their teaching.
Change 2: OCET has begun a process of correlating pay rate with experience teaching as well as with student evaluation ratings.	*Evaluation of Change 2:* This process is in the beginning stages, but the idea is to reward well-received instructors in order to encourage further partnership. Retaining excellent instructors can be challenging.

E. Next Steps – *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

In order to seek a higher level of excellence, OCET will raise the Level of Expected Achievement for Outcome #1. Rather than including both Agree and Strongly Agree responses in our data, we could adjust to strive for above 80% of Strongly Agree responses only. In that case: Class evaluations showed that 925/1,113 or 83.38% of respondents agreed or strongly agreed that the instructors were knowledgeable about the class subject matter. 888/1,110 or 80.54% agreed or strongly agreed that the instructors were responsive to their learning needs.

OCET will continue to follow up on each course evaluation and seek continuous improvement with our instructors.

Part IIIB: Course Assessment & 20% Course Review
(Section IIIB pertains only to units with courses)
A. Course Assessment

1) Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

Example: *Courses: SUBS 140, 245, 268* *PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification:* *Embedded in PLO#1 are PLO's 2, 3, 4, & 5*
Not applicable to OCET.

2) Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."*

3) Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

Example: SAMPLING- College records for seven (all) 2009 program graduates
Strategy/Instrument 2:
Strategy/Instrument 3:
Strategy/Instrument 4:

4) Results of Course Assessment -- *Provide a summary of assessment results.*

Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1:	*Evaluation of Change 1:*

Change 2:	*Evaluation of Change 2:*

5) Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.*

B. 20% Course Review

1) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title

2) 20% Course Review Schedule -- *Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf) to create a new schedule.*

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Part IV Action Plan

A. Previous Goals (Unit Actions) & Planning

- *Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf)*
- *Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.*
- *Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.*
- *If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.*

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
Examples: *Goal: Increase opportunities for island-wide training* *AMP 29.3: Outreach to departments who have not used library services*	*Examples:* *Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.*
Goal 1: Reduce non-credit course cancellation rates to less than 20%. AMP: Not applicable to OCET.	OCET offered 415 courses island-wide during FY14. 100 courses canceled, or 24%. This is a drastic improvement from FY13 when the cancellation rate was over 40%. Considering that the West Hawai`i cancellation rate for this reporting period is 53%, we improve the cancellation rate significantly when we calculate the rate for the rest of the island. 315 courses were offered outside Kona in FY14, of which 79 were canceled, resulting in 21% cancellation.
Goal 2: Establish motorcycle safety training on the Hawai`i CC campus. AMP: Not applicable to OCET.	An OCET coordinator has been assigned to work with Leeward to offer classes on the Hawai`i CC campus since Sept. 2013. Delays due to program development relating to identification of qualified local rider coaches have not allowed OCET to assume full coordination of the program. We anticipate assuming all responsibilities soon.
Goal 3: Increase the number of classes offered island-wide by 3%. AMP: Not applicable to OCET.	OCET offered 295 courses during FY13. 415 courses were offered during FY14, an increase of 141%.

B. New Goals (Action Strategies) and Alignment – *Describe New Goals, if any*

Define Goal (Action Strategy) 1

Goal 1 -- *Example: Reduce non-credit course cancellation rates to less than 20%.*
Hire additional full time staff for new initiatives and to expand services in West Hawai`i; one Testing coordinator and one West Hawai`i coordinator.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.
Hiring a dedicated Testing Coordinator will allow OCET to increase necessary proctoring services without impacting the production of other non-credit offerings. In this way, the position will indirectly support all three ILOs. Along the same reasoning, hiring a West Hawai`i Coordinator will provide more opportunities for non-credit offerings, thus increasing our island-wide impact and supporting the ILOs. OCET delivers programs that speak to the underlying basis of these ILOs, including courses in writing and communication, management and supervision (critical thinking and problem solving), and Hawaiian culture.

Alignment of Goal 1 to Strategic Plan (SP)
http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.
Goal 1 aligns with A2.1.C Establish a branch campus in West HI, one of the most underserved areas in the state. For obvious reasons, having a full-time coordinator in West HI would help to achieve this Action Strategy. Strategic Outcome A2 strives to increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions. Hiring a Testing Coordinator indirectly supports this outcome by providing greater ability for other OCET coordinators to coordinate classes in underserved areas around the island.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*
Not applicable.

Alignment of Goal 1 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf

	Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.						
	STEM	**Graduation Remediation Workforce**	**Student Transfer**	**Underserved Populations**	**Green Curricula**	**Program Development**
Example: Reduce non-credit course cancellation rates to less than 20%.		*X*		*X*		
Not applicable for OCET.						

UH System Collaboration (if applicable) ● *include collaboration efforts w/other campuses* ● *include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).*
Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.
Not applicable.

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place

Example:
  1. Determine base cancellation rate.
  2. Improve marketing strategies
  3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts.
	Example:
	  1. Completed for this Annual Review
	  2. Ongoing with training and collaboration efforts
	  3. Ongoing as new strategies are implemented Spring/Summer 2015

Hire casual Testing Coordinator	Fall 2013
Hire casual West Hawaii Coordinator	Summer 2014

****

Define Goal (Action Strategy) 2

Seek new workforce development initiatives by focusing on industry sectors based on job openings.

Alignment of Goal 2 to ILO(s)

Explain how Goal 2 aligns with ILO(s) and provide supporting rationale

Depending on the industry, some training may align with ILOs 1 and 2 relating to improved communication and critical thinking.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

This goal aligns with Outcome B.4.a to offer non-credit certificate programs to respond to high demand, high skilled, high salary occupations.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

	Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Not applicable for OCET.						

UH System Collaboration (if applicable) –
- *include collaboration efforts w/other campuses include alignment with the UHCC Initiatives* *http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).*

Curriculum and resources for certain industry specific training may be shared between statewide non-credit departments.

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Collaborate with Leeward CC to replicate successful Process Technology and Industrial Maintenance Program at Hawai`i CC	January-March 2013
Work with Rural Hawai`i grant staff to begin development of new program	March 2013
Identify current resources at Hawai`i CC and determine equipment needed for new program	March-May 2013
Identify key individuals in the community who can provide input on local industry workforce needs	March-July 2013
Schedule workgroup meetings to plan program	June-August 2014
Develop plan to offer training in Spring 2015	August 2013-June 2014

****

Define Goal (Action Strategy) 3

Improve communication and collaboration with statewide counterparts relating to Destiny One registration program, as well as to streamline policies and procedures where possible to find best practices and act more as a unified University of Hawai`i Community College System rather than as individual campuses.

Alignment of Goal 3 to ILO(s)

Explain how Goal 3 aligns with ILO(s) and provide supporting rationale

Alignment of this goal to the ILOs is indirect. Allowing OCET to be more efficient will provide more training relating to communication and critical thinking skills.

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
This goal doesn't directly align with the current Action Strategies; however it does align with Performance Measure B.4. Increase by 3% the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated state of Hawai`i shortage of qualified workers, and where the average wage is at or above the U.S. average. ($38,651 YR 2006)
Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*
Unite the campuses statewide in their policies, procedures, and sharing of resources to best meet the State's needs as a whole, as well as serving our local communities.

Alignment of Goal 3 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

	Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Not applicable for OCET.						

UH System Collaboration (if applicable) – ● *include collaboration efforts w/other campuses* *include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).*
We have many similar programs that are offered at other campuses and having the ability to communicate and share resources with other campuses statewide allows us to deliver programs more seamlessly and at a reduced cost to the UH system.

Calendar of planned activities for Goal 3 -- *In chronological order, briefly describe the procedures/activities*
planned to achieve Goal 3

Activity	When will the activity take place
Directors of the OCETs statewide to meet monthly to discuss collaboration on initiatives, as well as trends in non-credit programming.	July 2013-June 2014
DOCETs meet weekly via teleconferences and webinars relating to the roll-out of the new registration system. The software is highly customized and many decisions will be necessary to determine the final product.	September 2013-January 2014
Several Destiny One trainings will be held on Oahu for all campuses to send staff	November 2013-February 2014
Monthly telephone meetings will be held for registration, fiscal, and marketing staff to discuss issues with using the new registration system	March 2014
Staff from all seven campuses will attend a Destiny conference in California	June 2014

Part V: Resource Implications

A. Cost Item 1

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost
Example: 1.0 fte APT B, West Hawaii	*Personnel*	*$55,000*
1.0 fte APT B, West Hawaii	Personnel	$67,000

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...
A2.1.C Establish a branch campus in West HI, one of the most underserved areas in the state. Providing OCET with a G-Funded coordinator position in West Hawai`i would allow tremendous expansion of services. At this time, OCET must pay the salaries of coordinators, requiring the position to be financially self-sufficient. This is extremely difficult to do when establishing services in a new area. Our first choice request is for an APT B position. Alternatively, it would also be helpful to receive support in the form of a G-Funded clerk position (see Cost Item 2).

Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.
OCET is not included in the AMP.

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment
No Alignment.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
W1: Delivering successful non-credit programs in West Hawai`i is challenging.  If the West Hawai`i coordinator position were financially supported by the college, we would be able to find more permanent staff who could take the time necessary to establish working relationships in the community. At this time, OCET's presence is intermittent due to inconsistent staff and having a permanent position would help reduce the chance of staff overturn. Each time staff leaves, we lose contacts including both instructors and students alike.

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B. Cost Item 2

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost
1.0 fte Office Assistant III, West Hawaii	Personnel	$30,000

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
A2.1.C Establish a branch campus in West HI, one of the most underserved areas in the state. Providing OCET with a G-Funded clerk position in West Hawai`i would allow imperative support for a coordinator who is solely responsible for non-credit programming in West Hawai`i. At this time, OCET must pay the salaries of coordinators, requiring the position to be financially self-sufficient. This is extremely difficult to do when establishing services in a new area. Our first choice request is for a G-Funded APT B position (see Cost Item 1).

Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.
OCET is not included in the AMP.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
No Alignment.

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
W1: Delivering successful non-credit programs in West Hawai`i is challenging. If the West Hawai`i clerk position were financially supported by the college, the coordinator would be able to focus on networking and programming, rather than hiring and Business Office processes. As the community needs in West Hawai`i are being determined there will be a higher rate of class cancellations. Thus, the coordinator will need to offer more classes in order to generate enough revenue to cover his/her salary, with clerical support it would allow more time to do so.

****

C. Cost Item 3

Description	**Type** ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	**Estimated Cost**
No request at this time.		

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
N/A

Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.
N/A

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
N/A

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
N/A

Part VI: Justification for Unit Existence

Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable?
If so, briefly state why. If not, briefly state why the College should continue to support your Unit.
(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

The Office of Continuing Education and Training contributes to the mission and vision of the College by offering non-credit educational opportunities for the diverse Hawai`i Island community, including youth programming, workforce and professional development, and personal enrichment. The unit has added new services such as passport acceptance and testing as a result of community needs. From keiki to kapuna, OCET provides training and services to a portion of the community that may generally be overlooked by the College, as the customers we serve are not the typical college student.

OCET generates enough revenue to cover the majority of unit expenses, which means the only costs to the College at this time relate to the use of space and services on campus. The unit strives to be sustainable, however in reaching our goal to establish a West Hawai`i office, personnel expenses are a significant barrier.  If the College can support the APT Band B Education Specialist position as we are re-establishing OCET in the West Hawai`i community, we can provide better outreach and services in this underserved area of the island.

Considering the great benefit OCET's services offer the community, it is imperative to continue to support the existence of the unit. The value to the College in fulfilling its Mission far exceeds the cost to keep us on campus.

Appendix A-Partnerships

Partner	Type of Partnership
Department of Labor and Industrial Relations: ● Workforce Development Division ● Workforce Investment Board (WIB) ● State Apprenticeship Council ● Big Island Workplace Connection (BIWC)	State
Department of Public Safety	State
Department of Transportation	State
Department of Education	State
Hawaii Electricians Training Fund	State
Plumbing and Mechanical Contractors Assn. of HI	State
Hawaii Masons and Plasterers Training Fund	State
Hawaii JAC for the Sheet Metal Industry	State
Operating Engineers, Local Union 3	State
Glaziers, Architectural Metal and Glass Workers Apprenticeship and Training	State
Painters Union, Local 1791	State
Carpet, Linoleum, and Soft Tile Layers, Local 1926, D.C. 50	State
Tapers Local Union 1944	State
Hawaii Island Contractors Assn.	State
Hawaii Regional Council of Carpenters	State
Department of Taxation	State
Department of Human Services: Vocational Rehabilitation	State
Hawaii County Police Department	County
Hawaii County Civil Defense	County
Hawaii County Senior Employment	County
Society of Human Resource Management (SHRM)	Professional
Apprenticeship Training Coordinators Association of Hawaii (ATCAH)	Professional
Learning Resources Network (LERN)	Professional
American Association of International English Program	International
Teachers of English to Speakers of Other Languages (TOEFL)	International

National Association of Foreign Student Advisors (NAFSA)	International
Iiyamakita High School	International
MMJ	International
HawCC Agriculture Program	Internal
Directors of Continuing Education and Training (DOCET)	Internal
Maui College	Internal
Leeward Community College	Internal
Windward Community College	Internal
HawCC Human Services Program	Internal
HawCC Business Ed Division	Internal
HawCC Electronics Program	Internal
HawCC Nursing Program	Internal
HawCC Early Childhood Program	Internal
Pearson VUE Testing	Testing
Prometric Testing	Testing
ISO Quality Testing	Testing
ATI Testing	Testing
Center for Legal Studies	Onsite/Online Education
Ed2go	Online Education
Gatlin Education	Online Education
Kanoelehua Industrial Area Association (KIAA)	Community
Keaukaha Panaewa Farmers Association (KPFA)	Community
Thirty Meter Telescope	Community
Alu Like	Community
Goodwill Industries	Community
Japanese Chamber of Commerce	Community
Kona Kohala Chamber of Commerce	Community
Jack's Diving Locker	Community

Appendix B - Course Evaluation Form

Office of Continuing Education & Training
Evaluation Form

Course Code:	Instructor:
Course Title:	Date:

Please check the boxes that best represent your opinions.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The information was presented in a clear and well-organized manner.				
2. The length of the class was just right.				
3. The class materials were relevant and useful (if applicable).				
4. The instructor(s) was/were knowledgeable about the subject matter.				
5. The instructor(s) was/were responsive to my learning needs.				
6. I am satisfied with the overall quality of the class.				
7. Hawai'i CC provides continuing education and training that is relevant to the needs of the Big Island community.				
8. Hawai'i CC effectively communicates courses and service offerings to the community it serves.				
9. What did you like most about this class?				
10. What did you like least about this class?				
11. How could this class be improved?				
12. What other classes would you like offered?				

May we use your comments as a testimonial?

If so, please write your name _____

You may use the back of this form if you need more space.
Mahalo for helping us evaluate this class and our program.