

HAWAII COMMUNITY COLLEGE ANNUAL UNIT REVIEW

**OFFICE OF CONTINUING
EDUCATION AND TRAINING**

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I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the program, including the target student population:

In 1990, the Board of Regents (BOR) approved the separation of Hawai'i Community College from the University of Hawai'i at Hilo. This was based on the recommendation of the UH President Albert Simone to have a fully functioning community college. One of the first consequences of this separation decision was the establishment of the Office of Continuing Education and Training (OCET) in 1992. This community-based, non-credit branch of Hawai'i Community College developed and presently offers programs in Basic Skills, Corrections Education, Cultural Enrichment, Professional Development, Workforce Development, On-Line Education and Summer Youth Career Exploration. OCET also includes a semi-independent federal grant, the Rural Development Project (RDP) which focuses on workforce training and community development.

Two other programs that OCET offers are the Intensive English Program (IEP) and the Apprenticeship Program. IEP is a non-credit program that is offered to non-native English speakers both locally and abroad. It offers eight week sessions, five times a year in English instruction in reading, writing, listening, speaking and grammar skills. Students are prepared with the skills that they need to study in an American college or university.

The Apprenticeship Program's basic purpose 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 the program is to address the related instructional needs of registered and established Apprenticeship Programs. Both of these programs submit separate Program Reviews.

Hawai'i Community College Vision Statement

To promote student learning, Hawai'i Community College will emphasize the knowledge, skills and experience necessary for students to pursue academic achievement and workforce opportunities.

As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

OCET Vision Statement

The vision of the Office of Continuing Education and Training (OCET) is to be the primary lifelong learning center for the Big Island.

Hawai'i Community College Mission Statement

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

Hawai'i Community College Imperatives

- Community Development – The College will provide students with opportunities to serve their community.

- Workforce Development – The College will teach the skills needed to succeed in the workforce.
- Cultural Competency – The College will respect and learn from all its students.
- Environment – The College will build an awareness, appreciation, and sense of personal responsibility for the natural, social, and economic environments.
- Hawaiian Culture and Values – The College will be the center for the study of Native Hawaiian cultural knowledge.
- Healthy Communities – The College will work with students to build healthy communities.
- Technology – The College will provide access to current technology that supports student learning.

OCET Mission Statement

Our mission is to create lifelong opportunities for personal and professional development locally and globally. We take pride in offering quality training and educational classes that are customized to meet the needs of our community.

Target Student Population:

The target student population for OCET includes the Big Island community and international students that come to study English and/or the Hawaiian and American culture.

b. Information on external factors affecting the program;

External factors that may affect the program include:

- Availability of funding sources (i.e. Employers Training Fund and Workforce Investment Act)
- Workforce needs that may arise due to business closure or new industry initiatives (i.e. sugar plantation closing, forestry, etc.)
- Certification requirements (i.e. CDL, First Aid/CPR, Tour Driver)
- Workforce demand due to job openings (i.e. Police, Security, Transportation Security Administration)
- Consumer demand for leisure classes (i.e. culinary skills and crafting)
- New learning initiatives such as on-line training
- Local and world economy and/or events that may affect the international students' ability to travel to HawCC to study
- Other businesses, organization, and institutions offering similar types of training
- The status of the unemployment rate in various parts of the island

c. Required external measures, if applicable (e.g.) Nursing Cert.

- Omnibus Budget Reconciliation Act (OBRA) certification for Certified Nurses Aide (CNA) students
- Society of Human Resource Management (SHRM) certification for human resource personnel
- Commercial Driver's License (CDL) certification for truck drivers/heavy equipment operators
- Typing and Shorthand Certification required for Civil Service Employment

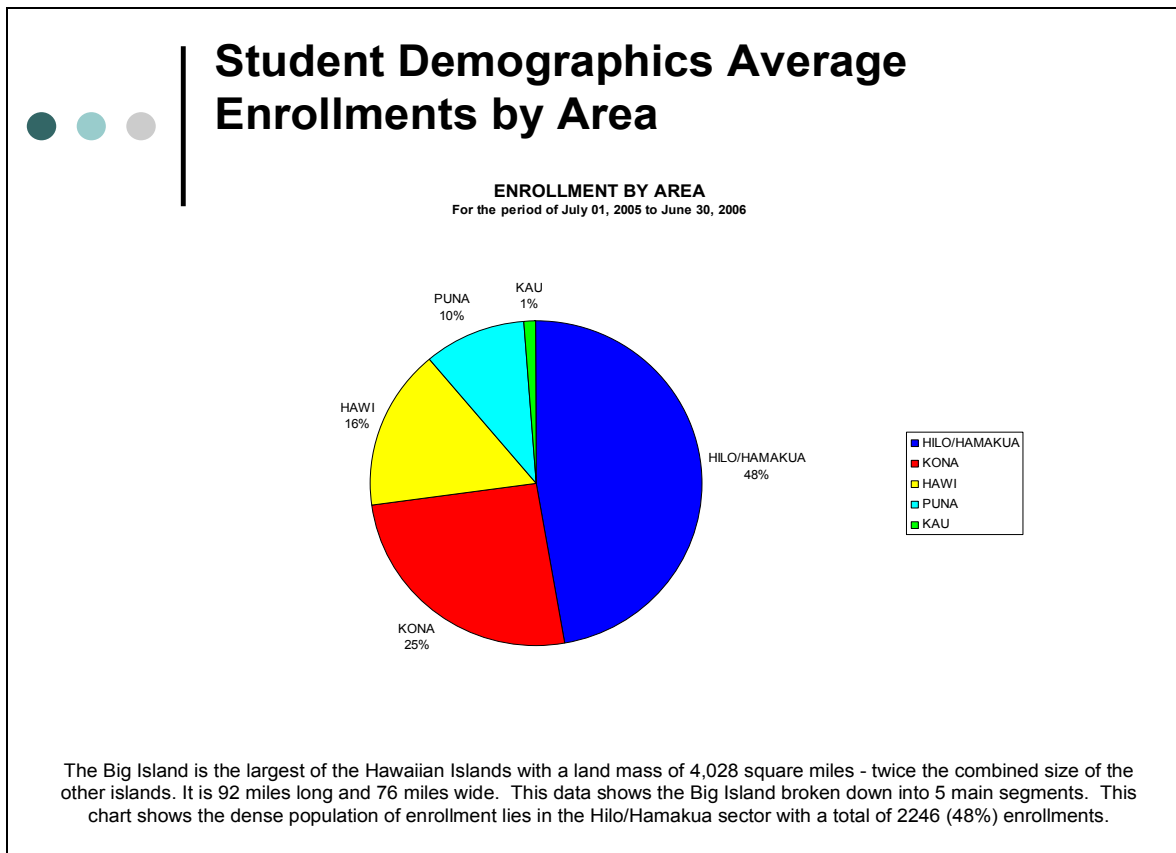
II. Update or Create Your Action Plan including Budget Request with Justification, if needed.

- Increase the amount of customized training by soliciting businesses and organizations
- Review strategies and personnel support to provide services in West Hawaii.
- Continue to apply for grants that will provide tuition assistance
- Increase online class enrollment for the purpose of reaching communities island-wide through improved marketing
- Enhance marketing strategies for all programs
- Search for event planning opportunities
- Continue to support Rural Development Project Grant
- Review personnel needs to provide island-wide services
- Explore the feasibility of travel study programs
- Modify class evaluation form to improve statistical data research
- Continue and expand memberships, partnerships and collaborations with the business community such as:
 - Hawai'i Island Chamber of Commerce (HICC)
 - Japanese Chamber of Commerce and Industry of Hawai'i (JCCIH)
 - Kanoiehua Industrial Area Association (KIAA)
 - Business Education Partnership (BEP)
- Continue memberships, partnerships, and collaboration with Hawai'i County and State Departments such as:
 - Workforce Investment Board (WIA)
 - Workforce Investment Act Youth Council
 - Mayor's Task Force
 - Big Island Workplace Connection (BIWC)
 - Department of Taxation (DOT)
 - Department of Education (DOE)
 - Office of Aging
 - County Civil Service
 - Hawai'i County Police Department (HPD)
 - State Department of Human Resources and Development (DHRD)
- Continue memberships, partnerships, and collaborations with organizations:
 - American Culinary Federation (ACF)
 - Society of Human Resource Management (SHRM)
 - Rotary Clubs
 - Visitor Aloha Society of Hawai'i (VASH)
 - Alu Like, Inc.
 - Hawai'i Visitor's Bureau (HVB)
 - Pihana Na Mamo
 - Gear Up
- Continue memberships, partnerships, and collaborations with other educational institutions including:
 - All Community Colleges in the University system
 - University of Hawai'i Manoa School of Travel Industry Management
- Seek agreements with educational institutions from abroad for short term English Study programs
- Explore potential data management systems
- Conduct a strategic planning session with OCET and RDP to develop strategies for island-wide services

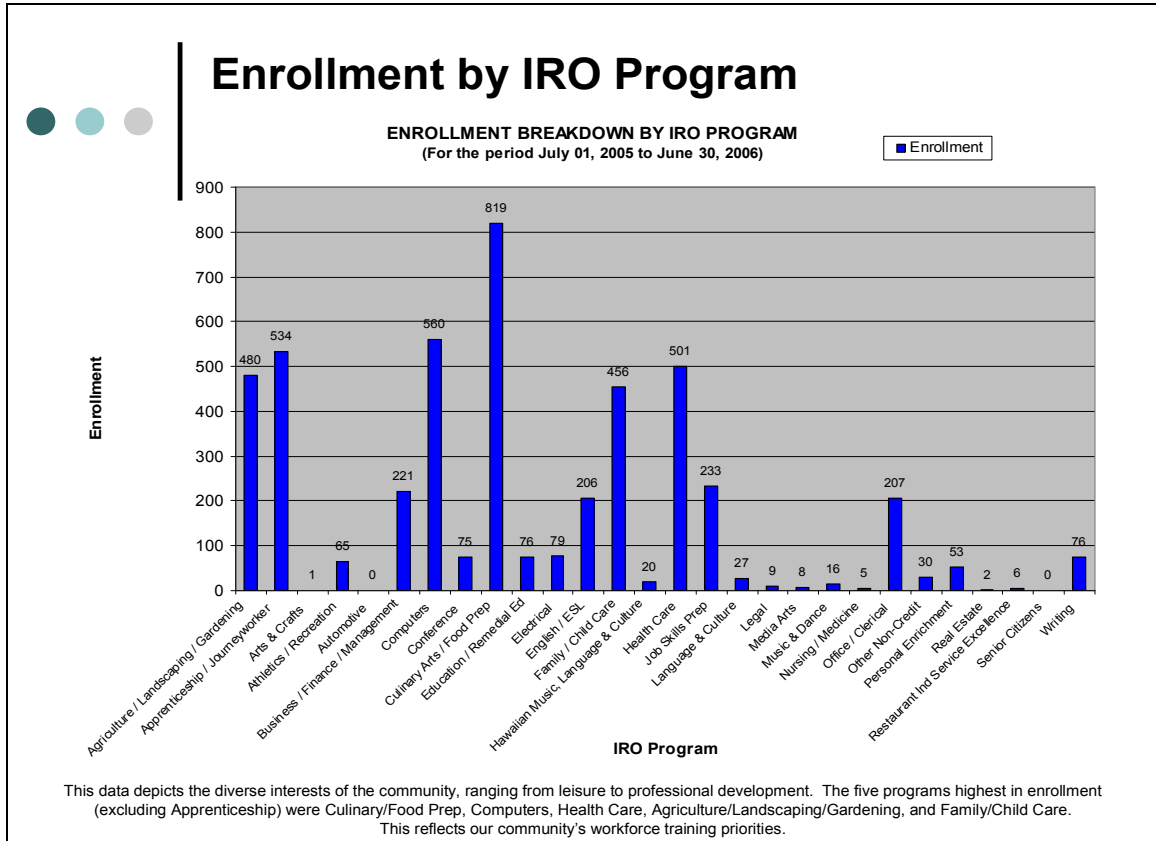
- Budget Request
 - Purchase a large capacity hardware server
 - Justification: Current server is insufficient for the OCET workload
 - Estimated cost: \$6,000

Data Charts

A. Demand



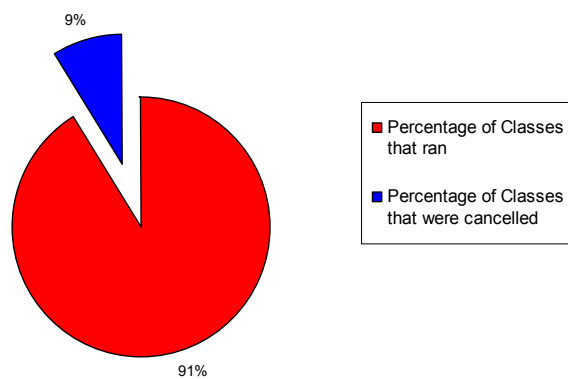
B. Output





Class Status Rate

CANCELLATION RATE
For the period of July 01, 2005 to June 30, 2006

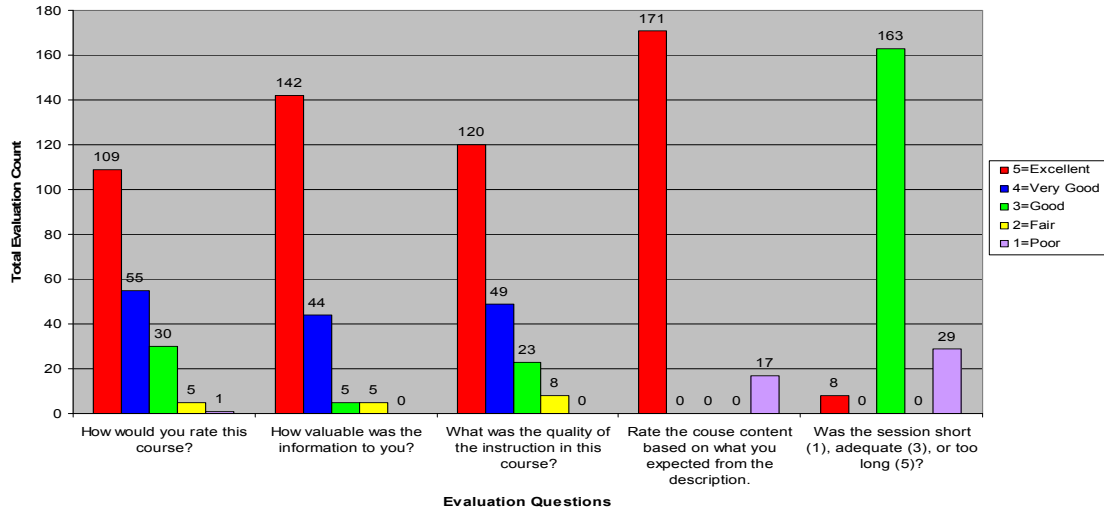


Out of the 795 classes that were offered (with 4765 enrollments) during this period, 91% of the classes ran.

C. Satisfaction

Course Evaluations

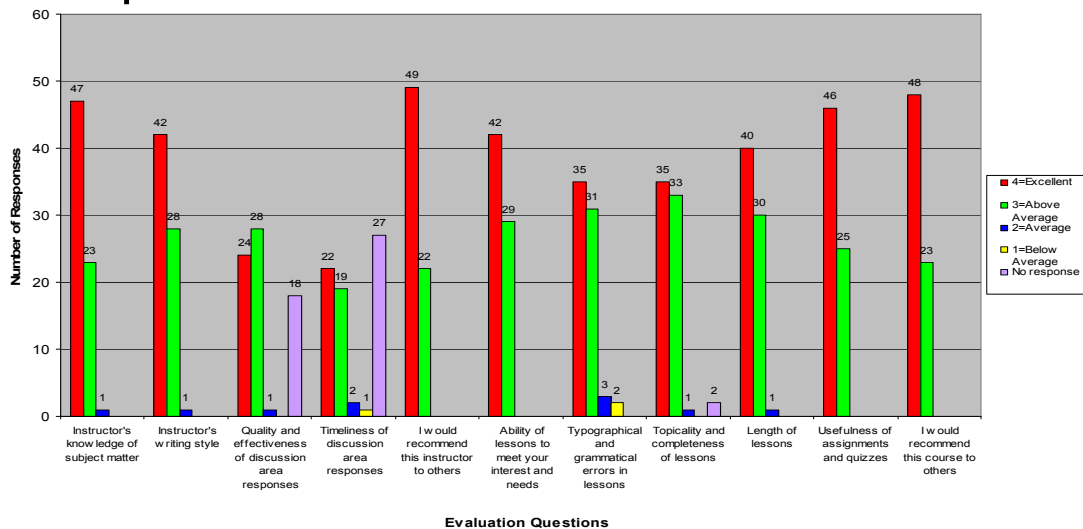
Course Evaluations of all Classes Offered
for the Period July 01, 2005 to June 30, 2006



After reviewing the data, we discovered that our evaluation process doesn't adequately collect evaluation data from all classes. The planning agenda for the next year will include a review of the evaluation instruments and collection procedures for student satisfaction data. From the collected data, 97% of students rated classes as being "Good" to "Excellent".

Online (Ed2go) Education Evaluations

Online (Ed2go) Course Evaluations
For the period July 01, 2005 to June 30, 2006



Ed2go offers over 300 courses that provide classes ranging from leisure to professional development. Students were highly satisfied with this mode of learning. Of the evaluations collected, approximately 92% scored "Above Average" to "Excellent".