

**HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW - OCET**

**HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW
OCET, APPRENTICESHIP, IEP**

November 27, 2013

July 1, 2012 to June 30, 2013

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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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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

- CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

Part II. Analysis of the Unit

A. Unit Effectiveness

Table 1: Description and Alignment with Mission and ILOs

CERC Recommendation/Comments:

- 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.

OCET Response:

- Yes, this was a valid suggestion. OCET does service many areas and will address each separately with more details beginning with this Annual Unit Review.

Table 2: Previous Goal

Goal 1: Increase opportunities for island-wide training

CERC Recommendations/Comments:

- A good summary is provided of progress towards this goal. Course offerings in Hilo increased 5% and the decrease in West Hawaii was addressed.

OCET Response:

- A concerted effort continues to be made to expand to different parts of the island.

Goal 2: Seek extramural funding opportunities.

CERC Recommendations/Comments:

- 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.

OCET Response:

- OCET will continue to seek extramural funds to benefit the campus and community.

Goal 3: Determine meaningful common data elements with system OCETs and internal staff.

CERC Recommendations/Comments:

- The goal is stated but the evaluation is very confusing.
- Overall there has been significant movement toward goal achievement which has contributed to OCET's ability to increase training opportunities.
- It is suggested that a more substantial evaluation be provided in future reviews.

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OCET Response:

- Common data elements were discussed at the Director of OCET level statewide to begin tracking. Elements include: revenue, enrollment data, customer satisfaction, survey of completion rate, survey of industry needs and cancellation rates.

Table 3: Unit Strengths and Weaknesses

Strength 1: Strong partnerships and outreach to the community

CERC Recommendations/Comments:

- There is a thorough and strong description of this strength with information about outreach and collaboration. Unfortunately no data elements were provided for analysis. For example, what were the results of the focus groups? Have the results led to any changes or actions? It would be helpful to know specific examples of courses or programs that were offered as a result of engagement with Kona-Kohala Chamber's of Commerce's education focus group.

OCET Response:

- As a result of one major focus group session meeting held on May 30, 2012 in West Hawaii, four sub-groups were formed: Business and Hospitality, Diversified Agriculture, Health and Wellness, and Science, Technology and Energy. Attached are summaries of these sessions (Appendix A). Unfortunately, only a handful of participants attended the focus group sessions and so continued efforts will be made to improve attendance and participation at future sessions by way of the newly hired coordinator located in West Hawaii.

Strength 2: Responds rapidly to training and community needs.

S2 and Evaluation of Data Elements

CERC Recommendations/Comments:

- There is a thorough and strong description of this strength with information about classes and programs offered. However, there is not a lot of concrete supporting evidence. It would be helpful to include tables with number of students proctored, trained, participated, and completed classes or programs.

OCET Response:

- CERC made a valid recommendation to provide more concrete supporting evidence of this strength. In response, OCET added the suggested data elements to this annual unit review (Appendix B).

Strength 3: Connection from the college to the community:

S3 and Evaluation of Data Elements

CERC Recommendations/Comments:

- Again, there is a thorough and strong description of the connections between the College and community. However, there is not a lot of concrete supporting evidence. It is also unclear how this strength differs from Strength #1.

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OCET Response:

- This strength refers to the community involvement in committees, associations, and chambers. It is imperative that OCET be part of the community to become aware of training and community needs. See attached list of partnerships for supporting evidence (Appendix C).
- Based on the observation by CERC that Strength 3 (Connection from the college to the community) did not differ much from Strength 1 (Strong partnerships and outreach to the community), Strength 3 has been eliminated from this review and replaced with a newly identified strength: Supports credit programs and HawCC through extramural grants.

Weakness 1: Lack of island-wide professional staffing.

W1 & Evaluation of Data Elements

CERC Recommendations/Comments:

- An excellent analysis and discussion is provided which illustrates the unit's inability to expand services due to a lack of staff and provides compelling reasons to increase staffing. However, there are little or no concrete data elements to support this.

OCET Response:

- West Hawaii focus group participants clearly indicated the need for someone from their community to listen to their training needs. Attached is documentation from the focus group sessions as support.

Weakness 2: Lack of designated classrooms.

W2 & Evaluation of Data Elements

CERC Recommendations/Comments:

- The description of problem is clear, but there is no concrete evidence that space is unavailable during the typical workday hours. How was it determined that space is unavailable? How frequently does the problem occur? Have other alternative sites been considered? A designated classroom should be of what size?

OCET Response:

- OCET has not been tracking the number of times staff has had to determine alternate locations for training due to unavailability of space on campus over the years. The determination that dedicated space would be helpful is mainly based on observation. To offer some idea of frequency, during FY13 OCET held 21% of courses off-campus (not at HawCC Manono or UH Center at WH). Alternate locations have been used, however there are often fees associated with room use off-campus which causes increased tuition, thereby lowering accessibility, attendance and profit. For instance, there are parking and room rental charges associated with courses held at UHH, which have to be passed on directly to the students. In addition, holding courses off-campus requires increased staff hours and costs to coordinate with and travel to those locations. Partnerships with Hawaii CC programs, such as use of the Manono Campus Cafeteria, the Nursing classrooms, or the Natural Sciences lab for instance, would allow for a reduction in off-site courses, as well as allow for more varied offerings. At this time, none of those facilities are available for OCET use. The size of the classroom needed for each course varies. For a rough idea, during FY13 96% of OCET offerings could have been held in a classroom that holds 25 students max and 71% could have been held in a classroom that holds 20 students max.

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Weakness 3: Lack of funding.

W3 & Evaluation of Data Elements

CERC Recommendations/Comments:

- There is a good explanation of current funding challenges. It is recommended that the unit re-evaluate its funding model especially in light of the reliance on grants which are time consuming to write and there is no designated staff member for this function.

OCET Response:

- This suggestion to re-evaluate our funding model is appreciated. We, as the entrepreneurial arm of the College, are consistently seeking ways to remain self-sufficient by finding different revenue streams for the unit

CERC Overall Recommendation/Comments for Strengths & Weaknesses:

- Overall OCET does an excellent job of meeting its mission. Current funding models need review.
- 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.

OCET Response:

- A statewide non-credit registration system will assist the unit in obtaining consistent data summaries including completion rates, certificates issued, revenue generated, and much more.

Table 4: Unit Outcome Assessment:

CERC Overall Recommendation for Unit Outcome Assessment:

- The unit should present all unit outcomes and the assessment of each.
- Develop a structured method for capturing meaningful data to measure the effectiveness of the unit in fulfilling the outcomes. This method should be executed, evaluated, and acted upon annually.
- Embedding data gathering within the unit's normal daily work will enable consistent collection of useful data.

OCET Response:

- OCET has developed a structured method for assessing unit outcomes, which is included in this review.

Table 5: Goals and Alignment:

Goal 1: Increased opportunities for island-wide training

CERC Goal 1 Recommendations/Comments:

- This is a continuation of the same goal which seems relevant and appropriate, maintaining alignment with ILOs. Be specific about how its achievement will be measured.

OCET Response:

- We will be tracking the enrollment in different areas of the island and will make a concerted effort to schedule training in other areas besides Hilo. A coordinator has been hired who's office is located at the UH Center for West Hawaii and the Rural Development Project has already expanded training to include areas such as Hawi, Pahoa, Kealahou and Honokaa.

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Goal 2: **Increase training for high salary jobs**

CERC Goal 2 Recommendations/Comments:

- This goal represents the unit's responsiveness to changing demographics and emerging industries. This goal seems relevant and appropriate in meeting the ever changing needs of the community, and aligns with the ILOs and Strategic Plan. How will its achievement be measured?

OCET Response:

- We track course enrollment and will specifically identify those courses that lead to high salary jobs.

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

Goal 3 Recommendations/Comments:

- This goal is stated by seems confusing. Perhaps it could be reworded to state "Increase by 3% per year, the level of extramural funding."
- There is a lack of strategy for achieving this goal. It would be helpful to see specific actions or funding sources targeted.

OCET Response:

- This is part of a tactical plan that the Directors of statewide OCET's have included as part of their annual goal. Sub-committees are addressing sources of extramural funds statewide by identifying the baseline before setting the goal, identifying opportunities/programs based on identified industry needs, and identifying funding sources and exploring the OCET unit as a commercial enterprise.

Overall Recommendations/Comments for Goals and Alignment:

- Goals seem appropriate but lack specific strategies toward achievement.
- The statement for the alignment with ILOs for each goal needs more detail.
- The goals generally provide logical steps to improve delivery of relevant training with a focus on island-wide.

OCET Response:

- OCET is currently working on improving data collection, reporting standards and artifacts. This was the first cycle where documentation was stressed. We will improve by including evidence with future reports.

Table 6: Prioritized Top 3 Cost Items ("G" funded requests only)

Cost Item 1: Create five new positions under OCET—1.0 FTE APT B (WH), 1.0 FTE Office Assistant II (WH), 1.0 FTE APT A (EH), 1.0 FTE APT A (Marketing Spec), 0.5 APT B (Grant Writer).

Cost Item 1 Comments:

- Includes all position requests in one item and without prioritization of each. Not all position requests have been justified in the narrative. The grant writing job can be contracted out.

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OCET Response:

- We misunderstood and thought that all position requests could be included as one “ask”. The most imperative positions include 1.0 FTE APT B (WH) and 1.0 FTE APT A (EH) to be able to meet community needs and to assist OCET to reach our financial and program goals.

Overall Recommendations/Comments on the Comprehensive Review:

- While the requests seem relevant and in support of the findings of the review, it may be challenging to meet the request for all 4.5 positions.
- A prioritization of the positions would be helpful.
- Also, it was noted that the budget guidelines state that position requests should be listed separately.

OCET Response:

- Recommendations will be implemented beginning with this review.

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, Intensive English Program and Rural Development Project 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 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 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

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program. As a result, the IEP has become the major access point to the college for international students.

Rural Development Project

The Rural Development Project, a satellite of the Statewide Rural Development Project based out of UH Maui College, focuses on workforce and economic development initiatives.

Successful completed projects for this annual review time period are shown in Appendix D.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) 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.

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.

Describe how this unit supports the College's mission.

The unit supports the UH Community College's mission by providing:

- 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 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

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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.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO 1:

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.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

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

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

Workshops like "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.

Annual Report of Unit Data (ARPD) NOTE: OCET does not have ARPD data.

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Efficiency -- Healthy

Effectiveness -- Healthy

Other Data

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OCET data elements: Revenue, enrollment, cancellation rate, districts served is presented in Appendix B. Customer satisfaction is presented in Appendix E.

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
Goal 1: Increase opportunities for island wide training	<ul style="list-style-type: none"> • Hired casual APT B in West Hawaii and testing/motorcycle coordinator • Delivered agriculture training island-wide • Seeking partnership with new online vendor (contract is with UH legal council)
Goal 2: Increase training for high salary jobs	Unforeseeable demands on staff responsibilities (e.g., testing, passport services, C3T grant management, and reduction in coordinators) have not allowed for coordination of training for high salary occupations during this reporting period.
Goal 3: Increase by 3% per year the level of extramural fund support expended	In FY12 OCET expended \$350,000 extramural funds. In FY13, OCET expended \$538,000. This is an increase of 53.7%, which far exceeds our goal.

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. The loss of two coordinator positions at end of the RDP grant on May 31, 2013 has reduced the number of non-credit classes being offered and significantly reduced revenue.
2. Collaborated as a UHCC system to purchase new on-line registration system, which will be used as a data management system.
3. The volume of testing and passport services has increased significantly.

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Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Strong partnerships and outreach to the community.	Attached list of partnerships. Appendix C
S2. Support credit programs and HawCC through extramural grants	Attached OCET Contributions to Campus/Programs. Appendix D
S3. OCET hires knowledgeable and responsive instructors.	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. Appendix E

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Lack of island-wide professional staffing	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.
W2. Lack of designated classrooms	This issue was addressed in our response to CERC's recommendation on Weakness 2. 21% of the courses during FY13 were held off-campus. OCET has 385A-1, which is primarily used for Apprenticeship training, however this room is badly in need of repair and does not have any basic technology installed. We also have limited use of IEP classrooms in Building 381, rooms 12, 13 and 15 during evenings and weekends, when classroom space is most readily available campus-wide. Most commonly, these classes are personal enrichment programs. A very large portion of OCET courses are professional development opportunities for incumbent workers. The State of Hawaii Department of Human Resources Development participants are required to attend classes during regular work hours, Monday

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	through Friday from 7:45am-4:30pm. Dislocated and unemployed workers that are registered for classes through Workforce Investment Act funds are required to attend classes during the day. Overall, classes conflict with credit offerings during weekdays, 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 tuition subsidies	As the entrepreneurial arm of the College, OCET operates like a business, so revenue sources are needed to subsidize student tuition during this tough economic time when many individuals and businesses do not have funds to pay for training. Grants have been written to support many of OCET's initiatives however, it is time consuming for current staff and expensive to source out. OCET may be missing opportunities that are available since multiple staff responsibilities do not allow for seeking grants on a full time basis. There are limited financial aid resources available for non-credit students. Being able to identify more and varied funding sources would allow participants island-wide to benefit from OCET programs.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

- Coordinated approach with the rest of the UHCC system to work with the public workforce system.
- Due to lack of funding, there will be a need to collaborate with other departments within the campus, the UHCC system, and the community.
- 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.
- Predictive analytics tools, such as Economic Modeling Specialists, Intl. (EMSI), provide

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data that assists with determination of emerging occupations and required skills upgrades for incumbent workers.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)	UH System Collaboration
			Performance Measure	Action Strategy
Reduce non-credit course cancellation rates to less than 20%.	Student Completion: Graduation, Remediation and Workforce Training Underserved Populations: Native Hawaiians Underserved Populations: Low Income Students	ILO 1, 2 & 3	A2.1: Increase enrollment in regions and with groups who are underserved A2.5 & D.2: Increase the number and diversity of programs offered in underserved areas B.4: Increase by 3% the number of individuals enrolled in on-credit certificate programs that lead to above average wage	The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.

[Link to Hawaii Community College Institutional Learning Outcomes](#)

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[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. OCET monitors course enrollment. Courses with low enrollment are cancelled to ensure that we are fiscally responsible. During FY13, OCET had a 50% cancellation rate, which is very high based on LERN's best practices. To address this issue, we will implement new marketing strategies and increase promotion of courses.
2. A high percentage of OCET's 50% course cancellation rate can be attributed to PACE courses. Of the 128 total PACE classes that were offered during FY13, 100% were cancelled. OCET will work with the Early Childhood Education faculty to address ways to boost enrollment through greater marketing efforts or conduct research on when best to schedule courses.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Reducing the cancellation rate of courses will allow more opportunities to provide training to improve students' communication, problem solving, and community contribution abilities and allow us to serve more Native Hawaiians, low-income students with workforce training. It will potentially also support the Strategic Plan by increasing the number of individuals enrolled in training leading to above average wage occupations and provide training for underserved populations and areas.
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Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity	When will the activity take place
Determine base cancellation rate	Completed for this Annual Review
Improve marketing strategies	Ongoing with training and collaboration efforts
Monitor enrollment beginning four weeks prior scheduled class date and increase marketing efforts.	Ongoing as new strategies are implemented
Organize industry specific focus groups	Spring/Summer 2014

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Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)	UH System Collaboration
			Performance Measure	Action Strategy
Establish motorcycle safety training on the HawCC campus	Underserved Populations: Low Income Students	ILO 2	A2.1: Increase enrollment in regions and with groups who are underserved E.1: Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State	Leeward CC has spearheaded statewide efforts to provide motorcycle safety training

Narrative of New Action Strategy for Strategic Plan:

1. OCET will work with Leeward Community College and the Hawaii State Department of Transportation to seek funds to reconfigure an existing parking lot to meet minimum specifications of a paved skills range. Funds will also be used to replace aging motorcycles.
2. OCET will seek assistance from an engineering firm for pro-bono project plans, internal permits and approvals.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Motorcycle safety training on the island of Hawaii offered through Leeward Community College ended in 2007. Beginning in 2008 total traffic fatalities in Hawaii County rose from 13% to 26% in 2011. Riders currently have to fly off-island in order to obtain this important safety training, which means many do not attend. This action supports ILO 2 by improving analysis of information to help riders solve problems and make safe decisions while operating their bikes. This action will provide the appropriate facility to deliver the educational program and increase enrollment of this underserved group.

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Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Solicited assistance from engineering firm for drawings, permits, approvals and cost estimates	June 2012
Worked with UHCC Facilities personnel on project	July 2012
Submitted Motorcyclist Safety Grant to State of Hawaii Department of Transportation for \$135,000	January 2013
Awarded grant - Began soliciting bids for HawCC motorcycle range project	May 2013
Awarded bid to contractor	June 2013
Purchased motorcycles	Sept 2013
Range completed and certified	Oct 2013
Hired motorcycle training coordinator	Dec 2013
Assume program coordination duties from Leeward CC	Summer 2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)	UH System Collaboration
			Performance Measure	Action Strategy
Increase the number of classes offered island-wide by 3%.	Student Completion: Graduation, Remediation and Workforce Training Underserved Populations: Native Hawaiians	ILO 1, 2 & 3	A2.1: Increase enrollment in regions and with groups who are underserved A2.5: Increase the number and diversity of programs offered in underserved areas	Collaborate with other UH CCs to bring new curriculum to Hawai'i Island.

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	Underserved Populations: Low Income Students		B.4: Increase by 3% the number of individuals enrolled in on-credit certificate programs that lead to above average wage	
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Narrative of New Strategy for Strategic Plan:

1. Address new target group: iCAN training will target those individuals who would not necessarily participate in HawCC degree programs. Non-credit remedial program with National Career Readiness Certificate attached to the training will target low-income population.
2. Seek instructors and begin scheduling classes in Hawi, Puna, Kealahou, and Honokaa for Rural Development Project Agriculture Education Center in partnership with the Department of Hawaiian Home Lands.
3. Hire motorcycle training and West Hawaii coordinators.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Being able to offer more courses island-wide will allow more opportunities to provide training to improve students' communication, problem solving, and community contribution abilities and allow us to serve more Native Hawaiians, low-income students with workforce training. It will potentially also support the Strategic Plan by increasing the number of individuals enrolled in training leading to above average wage occupations and provide training for underserved populations and areas.

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
Seek instructors and plan logistics for iCAN training for low-income population	Summer 2013
Offer agriculture classes in partnership with DHHL	Fall 2013
Offer motorcycle safety training	Spring 2014
Collaborate with other campuses on statewide initiatives (e.g. electrician training program, energy and healthcare related training)	Spring/Summer 2014

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Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)	AMP Alignment (select best alignment; max 3)	Strength	Weakness
			Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
1.0 FTE APT B, West Hawaii	P	\$46,512	<p>A2.1.c: Establish a branch campus in West Hawai'i, one of the most underserved areas in the state</p> <p>A2.5 & D.2: Increase the number and diversity of programs offered in underserved areas</p> <p>B.4: Increase by 3% the number of individuals enrolled in non-credit certificate program that lead to occupations with above average wage</p> <p>B.5: Increase international student enrollment by 3% each year</p> <p>E.2: Increase non-state revenue</p>	<p>Student Completion: Graduation, Remediation and Workforce Training</p> <p>Underserved Populations: Native Hawaiians</p> <p>Underserved Populations: Low Income Students</p>	S1: Strong partnerships and outreach	W1: Lack of island-wide professional staffing

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			streams by 3-17% per year			
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[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

As the only non-credit training provider for Hawaii Community College, we are designated to serve the needs of the entire county of Hawaii. Coordinating courses in West Hawaii requires staff who live in the community in order to understand the training market and identify qualified instructors. Personal connections facilitate design of best program offerings and scheduling, and are difficult for staff to develop from East Hawaii. These connections also bring to light new and different extramural funding opportunities. It will take time to build these relationships and begin serving the number of participants required for positions in West Hawaii to be self-sufficient.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)	Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
			Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
1.0 FTE Office Assistant III, West Hawaii	P	\$25,668	A2.1.c: Establish a branch campus in West Hawai`i, one of the most underserved areas in the state A2.5 & D.2: Increase the number and diversity of programs offered in underserved areas B.4: Increase by 3% the number of individuals	Student Completion: Graduation, Remediation and Workforce Training Underserved Populations: Native Hawaiians Underserved Populations: Low Income Students	S1: Strong partnerships and outreach	W1: Lack of island-wide professional staffing

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			<p>enrolled in non-credit certificate program that lead to occupations with average wage</p> <p>B.5: Increase international student enrollment by 3% each year</p> <p>E.2: Increase non-state revenue streams by 3-17% per year</p>			
--	--	--	---	--	--	--

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Clerical staff is needed to support the APT based in West Hawaii to allow the coordinator to focus on planning programs/classes that will generate income. This will allow for the unit to become self-supporting.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)	Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
			Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
1.0 FTE APT A, East Hawaii	P	\$36,684	A2.5 & D.2: Increase the number and diversity of programs offered in underserved areas B.4: Increase by 3% the number of individuals	Student Completion: Graduation, Remediation and Workforce Training Underserved Populations: Native Hawaiians	S1: Strong partnerships and outreach	W1: Lack of island-wide professional staffing

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			<p>enrolled in non-credit certificate program that lead to occupations with average wage</p> <p>B.5: Increase international student enrollment by 3% each year</p> <p>E.2: Increase non-state revenue streams by 3-17% per year</p>	<p>Underserved Populations: Low Income Students</p>		
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Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

This position will greatly enhance OCET's ability to improve in marketing programs so cancellation rates can be reduced and to increase the number of classes offered island-wide. This includes courses that would include enrollment of underserved populations in underserved areas, courses that provide above average wage, and international student programs.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	x	OCET will provide training that is relevant to the needs of the Hawaii Island community.
2	x	OCET will maintain a pool of highly qualified instructors.
3	x	OCET will effectively communicate courses and services to the community.

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What 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

View Appendix E

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UO#1: 85% or more participants will choose “Strongly Agree” or “Agree” when asked whether OCET successfully provides training relevant to the needs of the Hawai'i Island community on course evaluations.

UO#2: 85% or more participants will choose “Strongly Agree” or “Agree” when asked whether; the instructor(s) was/were knowledgeable about the subject matter, and the instructor(s) was/were responsive to my learning needs.

UO#3: 85% or more participants will choose “Strongly Agree” or “Agree” when asked whether Hawai'i CC effectively communicates courses and service offerings to the community it serves.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

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

- Regular attendance at chamber and committee meetings and community events allows OCET to gain important insight into workforce needs. See Appendix C for a list of current partnerships.
- Membership in professional lifelong learning organizations such as Learning Resource Network (LERN) helps to determine national trends, keeping OCET in touch with partnership opportunities, successful business practices, and potential course offerings.
- 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.

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

- Class evaluations are distributed to participants after each course to measure student satisfaction with regard to the quality of instruction. An anonymous summary of the evaluations are shared with the course instructor and negative comments or ratings are addressed with instructors in one-on-one meetings.
- OCET is always recruiting potential instructors by way of a continuous posting on HireNet, as well as by including invitations to apply to our lecturer pool in all of our course catalogs. This is an effective method by which to keep a pool of instructors whom are knowledgeable on diverse topics, allowing OCET staff to choose the most qualified instructor for each course.

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

- OCET collects email/ mailing addresses for promotion and marketing. We mail catalogs and newsletters to those who call to inquire about course offerings and as well as to previous students.
- OCET utilizes free online news and event sources as well as social media to share information about courses and services, which increases our reach to the community with limited expense.

C) Results of Unit Assessment

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

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. See evaluation question number 7 in Appendix E.

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.

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

Out of 1,297 total responses, 80% Strongly Agree and 18% Agree that the instructor(s) was/were knowledgeable about the subject matter. See evaluation question #4 in Appendix E.

Out of 1,144 total responses, 73% Strongly Agree and 23% Agree that the instructor(s) was/were knowledgeable about the subject matter. See evaluation question #5 in Appendix E.

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

Out of 1,084 total responses, 62% Strongly Agree and 33% Agree that Hawai'i CC effectively communicates courses and service offerings to the community it serves. See evaluation question #8 in Appendix E.

D) Other Comments – Include any information that will clarify the assessment process report.

E) Next Steps – Describe what the unit will do to improve the results.

OCET has designed a 5-year plan to address annual unit outcome benchmarks.

	Year 1	Year 2	Year 3	Year 4	Year 5
UO #1	X	X	X	X	X
UO #2	X	X	X	X	X
UO #3	X	X	X	X	X

As portrayed in the chart above every unit outcome will be either measured or assessed

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Artifacts

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

- Participate in applicable community and government meetings, workshops, summits, etc. [Artifact: Meeting attendance report]
- Convene focus group meetings. [Artifact: Meeting notes]
- Attend professional organization conferences, as funding allows.
- Track enrollment of test preparation course students and measure percentage rates of those who improve their scores and/or pass exams. [Artifact: Report based on data from County of Hawaii HR]
- Scott Murakami, the UHCC Director for Workforce Development, is assisting each OCET unit statewide to research labor market data provided by Economic Modeling Specialists, Intl (EMSI). This data will help the OCETs determine relevant jobs for each county paying a minimum of \$38,651 annual salary. [Artifact: EMSI report]
- Planning Policy Work Groups (PPWGs) have been formed in Healthcare, Energy and Agriculture industry sectors which are intended to analyze labor market index data, data from the Bureau of Labor Statistics, and other sources of forecast data that project jobs in their respective industry sectors. Another function of these working groups is to review curriculum for appropriateness and applicability.

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

- Class evaluations will continue to be distributed to class participants to assess course instructors. OCET will examine results and work with instructors to improve teaching styles or find better fit ways to match the needs of students. [Artifact: Course evaluation summary]
- OCET plans to implement a system of instructor compensation based on education and experience during Spring 2014, whereby instructors who have higher levels of education and/or more extensive experience teaching for OCET will be compensated at higher rates. This new system is intended to help retain the highest quality instructors by recognizing their professional expertise through this financial incentive. OCET currently follows UHPA's Non-credit Fee Schedule, generally regardless of an instructor's education or experience, except in special cases. The new system will help staff determine rates more consistently. [Artifact: Instructor compensation scale]

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

- OCET will continue to seek effective and innovative means to best communicate course offerings to the community at large. [Artifact: Course evaluation summary]
- Staff attendance at related training to discover innovative ways to promote courses for increased enrollment.
- OCET will continue to add email addresses to our catalog and newsletter mailing list for promotion and marketing.
- OCET will collaborate with other campuses' marketing experts to better develop our course catalogs and promotional materials.
- Surveys will be utilized to gain valuable information about why community members have not previously enrolled in OCET's course offerings. [Artifact: Community survey summary]

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APPENDICES

APPENDIX A: FOCUS GROUP NOTES

Hawai'i Community College
Office of Continuing Education and Training
Focus Group Notes
May 30, 2012
County of Hawai'i Planning Office Conference Room

Education and Training Topics

1. Marketing through social media
2. Employment skills for recent high school graduates
 - a. Interview skills
 - b. Resume development
 - c. Customer service skills
 - d. Computer skills
 - e. Application completion
 - f. Basic workforce skills (going to work, being on time, appropriate attire, etc.)
3. Skills for those "re-inventing" themselves (looking for a new career)
 - a. Communicating with the public
 - b. Computer skills
4. Improving one's skills
 - a. Advanced computer classes
5. Understanding generational differences in communication
6. Quickbooks –Accounting; bookkeeping; APAR
7. Computer technology is a workplace (maintain a LAN)
8. Existing ocean courses provided by private companies (partner with these companies to expand offerings)
9. (Intensive) English as a Second Language – possibly industry specific
10. Indigenous culture training in the Hospitality field and for area newcomers.
11. Marine Education (see 2007 COSI course)
12. Aquaculture Technology – including water quality testing
13. Marine Technology (Bob Harneson)
14. Marine electronics, electricity, etc.
15. Ecotourism – geography and culture
16. Agricultural tourism
17. Sustainable food
18. Look into Wayne CC's program in North Carolina for possible use of their ACT-based soft skills program; contact person: Ray Burrell

Communication

1. Increase awareness of programs
2. Hire a marketing/sales director/coordinator (possibly use interns or SCORE)
3. Use blogs, Twitter, and Facebook
4. Use QR codes

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5. Build momentum; a base of support; don't give-up too soon on a program/course
6. Review the Hawai'i CC website – it is difficult to navigate through; it needs an area specifically for West Hawai'i and/or to be able to sort through credit and non-credit services and offerings provided in West Hawai'i.
7. Consider autonomy for Kona - West Hawai'i
8. Need for on-site personnel in Kona - West Hawai'i
9. Need an annual plan of program offerings
10. Coordinate with school-aged programs in the community
11. Develop a media list
12. Make it easier to find information on the Provide Summer Explorations program
13. Reach out to the community the programs are targeted for
14. Tap ocean community groups such as Sea Grant and HERSA to help promote programs
15. Contact other professional groups to promote programs
16. Create an identity for Hawai'i CC at West Hawai'i
17. Look into the availability of the 2 classrooms in the Gentry building at the harbor (for classes)
18. Look into Wayne CC's program in North Carolina for possible use of their ACT-based soft skills program; contact person: Ray Burrell

Next Steps

1. Create advisory groups: 4 – 6 people from each of the following areas
 - a. Marine
 - b. Hospitality
 - c. Agriculture
 - d. Healthcare
 - e. General Workforce (includes: general work skills, computer skills, marketing, ESL, etc)
2. Develop list of education and training topics, sorted by groupings noted above
3. Ask advisory groups to add or delete list of education/training topics in their areas
4. Ask advisory groups to develop an annual schedule (by quarters) of when topics should be offered
5. Develop a tentative schedule/plan of offerings in the first year, possibly starting off with one or two in the first two of quarters, and building slowly from there.
6. Develop marketing/sales plan

OCET's Possible Action Plan

- ✓ June 2012: Notes distributed to focus group participants with request for contact information for potential advisory group members and list of OCET staff, their responsibilities.
- ✓ July 2012: Develop list/dump of all former and newly suggested course offerings and sort by category
- ✓ End of Summer 2012: Advisory groups developed and contacted for initial meetings in August/September
- ✓ End of 2012: Market complete 2013 offerings (the first may be in March to provide ample time to get the word out.

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APPENDIX B: DATA ELEMENTS

Courses Completed and Number of Students Served

Program Categories	No. of Courses Completed	No. of Students Served
Agriculture	21	333
Arts & Crafts	9	72
Arts & Sciences	11	110
Athletics/Recreation	11	111
Business/Finance/Management	9	286
Computer	43	474
Culinary/Food Prep	7	92
Electrical Competency	10	176
Green Training	3	34
Language & Culture	3	26
Healthcare	2	30
Job Skills Prep	9	123
Media Arts	1	15
Music & Dance	2	30
Occupational Safety/Environmental	16	272
Personal Enrichment	4	28
Plumbing Competency	1	3
Passport		775
Testing		943
Total	162	3,933

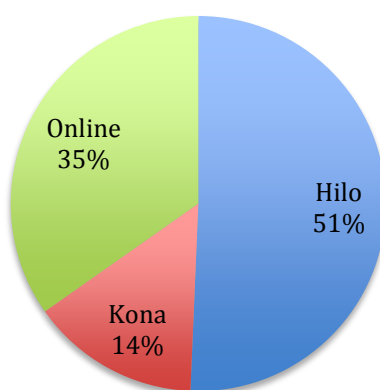
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APPENDIX B: DATA ELEMENTS

REVENUE	FY 2012	FY 2013	Difference	% Increase/ Decrease
Revenue	\$401,623.86	\$374,605.69	\$27,018.17	-7.2%

CLASS ENROLLMENT/CANCELLATION	FY 2012	FY 2013	Difference	% Increase/ Decrease
Classes	354	294	60	-20.0%
Testing	380	943	563	40.3%
Passports	242	775	533	31.2%
Cancelled classes (overall)	130	179	49	37.6%
Cancelled PACE classes	63	64	1	1.5%
Percent cancelled (including PACE classes)	36.7%	60.8%	24.1%	65.6%
Cancelled classes (excluding PACE classes)	67	115	48	71.6%
Percent cancelled (excluding PACE classes)	18.9%	39.1%	20.2%	106.8%

OCET Classes by District



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Appendix C-Partnerships

Partner	Type of Partnership
Department of Labor and Industrial Relations: <ul style="list-style-type: none"> ● Workforce Development Division ● Workforce Investment Board (WIB) ● State Apprenticeship Council ● Big Island Workplace Connection (BIWC) 	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
Airport Division	State
Department of Human Services: Vocational Rehabilitation	State
Small Business Development Center	Internal/State
Hawaii County Police Department	County
County Senior Employment	County
County of Hawaii, Dept. of Research and Development	County

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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
Hakuoh University	International
Iiyamakita High School	International
MMJ	International
Nago Board of Education	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 Early Childhood Program	Internal
Pearson VUE	Testing
Prometric	Testing
ISO Quality	Testing
ATI	Testing
NABCEP	Curriculum and Testing
Center for Legal Studies	Onsite/Online Education
Ed2go	Online Education

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Gatlin Education	Online Education
Kanoelehua Industrial Area Association (KIAA)	Community
Keaukaha Panaewa Farmers Association (KPFA)	Community
Akamai Workforce Initiative	Community
Thirty Meter Telescope	Community
Alu Like	Community
Goodwill Industries	Community

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APPENDIX D: CONTRIBUTIONS TO CREDIT PROGRAMS

Program	Project	Contribution
HOST	Distance Learning Ph. II (6660835)	Distance Learning equipment and infrastructure was installed or upgraded for HD broadcasting. Improvements included; Poly-com cameras, HD monitors, new computers (where appropriate), and upgraded network components.
BUS	Distance Learning Ph. II (6660835)	Distance Learning equipment and infrastructure was installed or upgraded for HD broadcasting. Improvements included; Poly-com cameras, HD monitors, new computers (where appropriate), and upgraded network components.
Liberal Arts	Distance Learning Ph. II (6660835)	Distance Learning equipment and infrastructure was installed or upgraded for HD broadcasting. Improvements included; Poly-com cameras, HD monitors, new computers (where appropriate), and upgraded network components.
Nursing	Distance Learning Ph. II (6660835)	Distance Learning equipment and infrastructure was installed in the new portable for HD broadcasting. Improvements included; Poly-com cameras, HD monitors, new computer, and upgraded network components.
MWIM	MWIM (6660722)	Procured three (3) Miller XMT 350 Multi-Process Welders. MWIM students have been provided with access to more welding stations and modern welding equipment.
AEC	Sustainability Center (6660723)	Professor and three (3) students were trained in LEED Green Associate Exam Preparation. This allowed to professor to include new information in a Sustainable Design course.
AEC	SESP (6661908)	Professor and one (1) student were able to attend a LEED Accredited Professional Project Experience course. This is a professional-level certification.
Carpentry	Sustainability Center (6660723)	Carpentry professor was certified as a NAHB Green Builder trainer. "Green" raw materials were purchased for students to gain practical experience with the new material.

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EIMT	Sustainability Center (6660723)	Instructor was trained and certified through the Entry Level PV NABCEP (North American Board of Certified Energy Practitioners) course. This allowed the instructor to present more comprehensive photovoltaic information to the students.
ETRO	Sustainability Center (6660723)	Materials were purchased for an electric golf cart retrofit, and photovoltaic modeling. Students gained practical experience applying the concepts learned in class.
Diesel Mechanics	Sustainability Center (6660723)	A bio-fuel production plant and centrifuge were purchased. Students will be able to generate usable biofuels from campus waste oil.
Auto Body	Sustainability Center (6660723)	Water-based automotive painting materials and components were purchased to refit existing equipment. Students gained practical experience with new industry standard materials.
Agriculture	Sustainability Center (6660723)	Beekeeping, produce processing, and irrigation components were purchased. These components allow students to gain practical experience with production and value added agriculture activities. Students also gain experience with modern, programmable irrigation systems.
Art	Sustainability Center (6660723)	Paper making components were purchased. Students are able to produce high quality art-papers with reused materials.

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APPENDIX D: EXTRAMURAL FUNDING TO CAMPUS

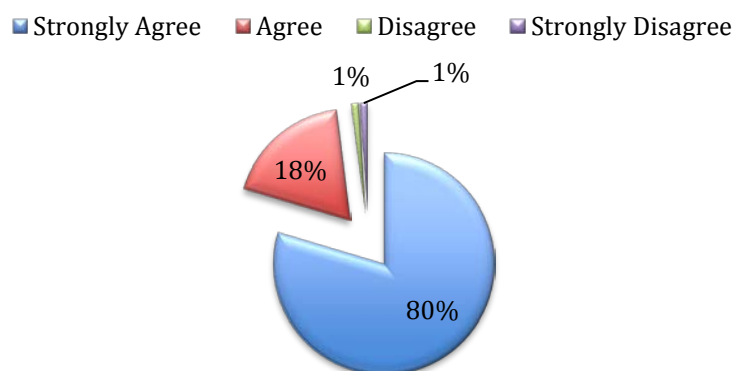
Project Description	Funds Used	# Participants trained	Activities and Benefits
State Energy Sector Partnership (SESP) grant	\$48,000	64	Provided training in Advanced Photovoltaic Design and Installation, LEED Green Associate Exam Prep, LEED Accredited Professional Project Experience, Natural Farming Inputs, and Plantation Forestry Technician Certificate. Qualified HawCC students, faculty, and staff were able to attend some of these courses.
Machine Welding and Industrial Mechanics (MWIM)	\$16,000	29	Procured three (3) Miller XMT 350 Multi-Process Welders. MWIM students have been provided with access to more welding stations and updated welding equipment.
Sustainability Center	\$62,000	35	Specific credit programs that benefited from this grant include: Agriculture, AEC Tech, Art, Auto Body, Carpentry, EIMT and Electronics. This grant provided financial support for Earth Day, supported the system wide Sustainability Committee, and sponsored the keynote speaker at TechConKona 2012.
Distance Learning Phase II	\$335,000	N/A	High Definition Distance Learning equipment was installed and/or upgraded in ten (10) classrooms at East and West Hawaii location at both campuses. Sites are; 346-101, 346-102, Conference Room 379A-6B, 379-1, 388-101, NLRC, B1, B2, B3, B5.
Center for Agriculture Success	\$77,000	39	Thirty-nine participants were enrolled in Business Plan Development Training for Farmers. Training included; business plan workshop, marketing, technology tools, introduction to local information resources, grant funding, and site visits to successful agriculture-based businesses.
Totals	\$538,000	167 participants served	

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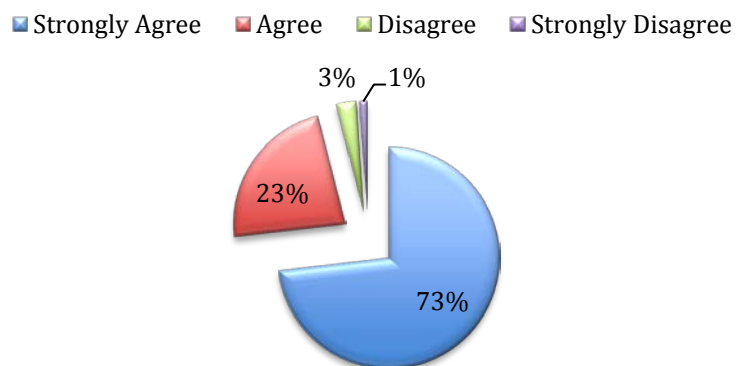
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APPENDIX E: CLASS EVALUATION SUMMARIES

Evaluation Question #4:
The instructor(s) was/were knowledgeable
about the subject matter.



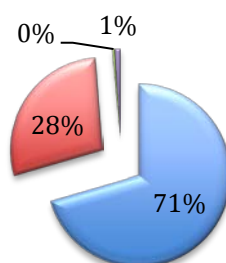
Evaluation Question #5:
The instructor(s) was/were responsive to
my learning needs.



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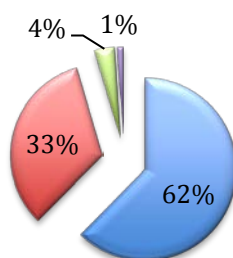
Evaluation Question #7:
Hawai'i CC provides continuing education and training that is relevant to the needs of the Big Island community.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Evaluation Question #8:
Hawai'i CC effectively communicates courses and service offerings to the community it serves.

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



**HAWAI'I COMMUNITY COLLEGE
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**HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW
APPRENTICESHIP**

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Deborah Shigehara

Writer(s): Wilt Watanabe

HAWAI'I COMMUNITY COLLEGE

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ANNUAL UNIT REVIEW

Office of Continuing Education and Training – Apprenticeship Program
July 1, 2012 – June 30, 2013

I. Narrative and Analysis of Data

a. Mission or purpose of the program, including the target student population: Apprenticeship Program Mission Statement

The establishment and organized structure of Hawai'i Community College's (HawaiiCC) Apprenticeship Program is based on the provisions initiated by the State of Hawai'i's Apprenticeship Law (*Hawai'i Revised Statutes, Chapter 372*). The mission of HawaiiCC's Apprenticeship Program is to optimize training conditions in a manner consistent with the intent of the Law. The applicable excerpt from the Law states that: "*Related instruction for apprentices and training of teachers and coordinators for the instruction shall be the responsibility of the community colleges of the University of Hawaii system*" (HRS, 372-6). This is an excerpt from HB2573 HD1 and Act 014 (12) that was recently signed into law on April 10, 2012 by Governor Neil Abercrombie.

Although this is a "new" law, the essence of the previous law remains largely intact as the amendment primarily affirms that the State of Hawai'i recognizes that the U. S. Department of Labor has the responsibility to ensure that Hawai'i's Apprenticeship laws, regulations, and procedures conform to federal guidelines. The new law now satisfies a federal regulation that was originally issued in the Federal Register of October 28, 2008.

For HawaiiCC, this assigned responsibility continues to apply to all registered, approved, and active apprenticeship training programs. It should be noted that although there are many state-registered apprenticeship programs, a large number of programs are smaller programs that are primarily active on Oahu and not active on the island of Hawai'i.

Within this intent and mission, HawaiiCC's Apprenticeship Program is committed to serving the needs of industry and the community's workforce. HawaiiCC's Apprenticeship Program promote the health and vitality of the Hawai'i Island community by providing related instructions for apprentices to train, develop, and improve worker skills and competencies.

Target Student Population

In apprenticeship programs, the "target student population" can be redefined to be the "target *apprentice* population". The *apprentice* is a student. The *apprentice* is also a worker. The statutes define an *apprentice* as "*...a worker at least sixteen years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn an apprenticeable occupation in accordance with the standards of apprenticeship established by this chapter.*" (HRS 372-2).

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Provisions for the classroom instructional aspects of the program, referred to as *related instructions*, are mainly initiated by a *Sponsor*. A *sponsor* is defined as “...any person, employer, association, committee, or organization operating an apprenticeship program and in whose name the program is registered and approved” (Hawaii Administrative Rules, Title 12, 12-30-1). Accordingly, the *Sponsor* is the primary operator of an apprenticeship program and the “target population” is made up of individuals who satisfy the program’s minimum requirements and has been accepted as an *apprentice* by the *Sponsor* in their recruitment process.

b. External factors affecting the program

- The primary external factor affecting enrollment and participation in apprenticeship programs is the economy and its impact on the availability of work. As an apprentice, an on-the-job (OJT) training requirement is required in all apprenticeship programs. The opportunity for apprentices to progress in a work-dependent (OJT) condition is predicated on the availability of work. When a slowing economy affects local conditions to where jobs and work opportunities become scarce, apprenticeship programs are inevitably affected. This is especially true in the construction industry, the primary industry served by apprenticeship trainings at HawaiiCC. The construction industry has been very volatile and continues to remain highly dependent on economic and market conditions. All other external factors have not singularly affected this program as much as the state of the economy. However, other potential factors can be:
 - Any change to Hawai'i's *Apprenticeship Law* that would apply to the community college division of the University of Hawai'i. Although this has not happened often in the past, it did in 2012. HawaiiCC should continue and maintain its assigned responsibility accordingly and recognize any changes to the law that can affect the program.
 - Any federal legislation, regulation, or rule affecting the existing structure, practice, or guidelines regulating apprenticeship programs and standards, as originally established by the *National Apprenticeship Act* (also known as the *Fitzgerald Act*) of 1937. This also has not occurred often but the Federal Register of October 28, 2008 did require changes to update the National Apprenticeship System.
 - Any changes to the status, role, responsibility, and/or viability of *Sponsors*.

c. Required external measures

- Completion in an Apprenticeship Program results in the issuance of a *Certificate of Completion of Apprenticeship* by the Department of Labor and Industrial Relations (DLIR). This certificate states: “*This is to Certify that (name of individual) has satisfactorily completed an apprenticeship program in accordance with standards approved by the Department of Labor and Industrial Relations and is hereby awarded this certificate attesting to skills and knowledge for...(name of program).*” An apprentice’s success is measured by the completion of program

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requirements and thereafter considered a *journeyworker*. The organization and structure of apprenticeship programs, as originally established by Hawaii's Territorial government and adopted by subsequent State Legislatures, does not assign OJT related responsibilities to the UHCC's. Accordingly, all apprenticeship programs will include a separate Sponsor-administered OJT component and the College itself is assigned the responsibility to partner and coordinate the *related instruction* component of apprenticeship programs. The OJT component is therefore an integrated, yet external, function. The management of apprentices in this "dual-tracked" training format is primarily maintained and administered by the *Sponsors*.

II. Action Plan, Accomplishments/Progress, Budget Requests

A separate Program Review for OCET's Apprenticeship Program was submitted under a separate cover on November 15, 2010. Accordingly, this portion of the OCET Annual Unit Review is the annual update related to the information provided in the separate submittal.

Action Plan

- Acquire new equipment, tools, media equipment, and instructional aids' to improve instructions.
- Seek to provide awareness to the general community and all students in order to expand their awareness of career-path opportunities and make informed career decisions.
- Expand knowledge of apprenticeship training practices beyond the State of Hawaii and in other locations that are considered leading-edge model programs.
- Explore new methods, trends, and practices in apprenticed occupations and seek to incorporate such innovations in apprenticeship *related instructions*.

Accomplishments/Progress

As the economy is a fundamental factor affecting the program, the enrollments in apprenticeship classes has been affected by prevailing employment (or unemployment) conditions. History shows that economic trends are cyclical and clearly the primary factor affecting apprenticeship enrollments.

In the past decade, enrollment had increased every year for seven consecutive years (2001 to 2008). Since then, enrollment has been steadily decreasing for five consecutive years since 2008. Again, this is totally consistent with the past and present economic conditions. The Great Recession (2007-2009) had resulted in a very low-level of construction projects that are the primary source of work for the apprentice. The following data shows that the program has returned to a level of activity comparable to the years from 2001 to 2004.

Enrollment data, when compared with Hawaii County unemployment rates (issued by the Department of Labor & Industrial Relations, Research and Statistics Office in the *Hawaii*

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Labor Market Dynamics, Sept., 2012) portray the condition in which lower unemployment rates equates to increased apprenticeship training activities while higher unemployment rates decrease the need for apprentices. Clearly, this data indicates that the vitality of the program is dependent on the health of our local economy. This correlation is reflected in the unemployment rates shown below:

	<u>Enrollment</u>	<u>Change</u>	<u>Hawaii County Unemployment Rate</u>
1. 2001-02	265 apprentices		5.0%
2. 2002-03	275 apprentices	(+ 10 or 3.8 % increase)	4.6%
3. 2003-04	296 apprentices	(+ 21 or 7.6 % increase)	4.6%
4. 2004-05	422 apprentices	(+126 or 42.6 % increase)	3.9%
5. 2005-06	597 apprentices	(+175 or 41.5 % increase)	3.3%
6. 2006-07	775 apprentices	(+178 or 29.8 % increase)	3.0%
7. 2007-08	849 apprentices	(+ 74 or 9.5 % increase)	3.4%
8. 2008-09	714 apprentices	(- 135 or 15.9 % decrease)	5.7%
9. 2009-10	632 apprentices	(- 82 or 11.5 % decrease)	9.9%
10. 2010-11	493 apprentices	(- 139 or 22.0 % decrease)	10.0%
11. 2011-12	277 apprentices	(- 216 or 43.8 % decrease)	9.9%
12. 2012-13	287 apprentices	(+ 10 or 3.6 % decrease)	(Unavailable)

The basis of apprenticeship programs establishes the apprentice as a worker (the OJT component) as well as a student (the *related instruction* component). Unfortunately, current economic conditions remain sluggish and many apprentice candidates are still discouraged by the lack of available work and ability to progress within the requirements of each program.

It did not help our employable workforce to note that Hawaii County had exceeded all other counties with the highest ranking annual unemployment rates from 2002 to 2011. This was also stated in the aforementioned *Hawaii Labor Market Dynamics*.

At this time, it appears as though we may be “turning the corner” and that the County unemployment rates may start to decline once again. The data has shown that a very high range of enrollment fluctuations has occurred in the past and that it is not unreasonable to expect future expansions or contractions in a similar manner. It will continue to depend on our economy.

The enrollment statistics show the variations. The program’s enrollment had tripled from 2001 (265 apprentices) to 2007 (849 apprentices). Thereafter, from 2008 (849 apprentices) to 2013 (287 apprentices), the program decreased every year and back to about 33% of the 2008 enrollment. There is a definite correlation between the enrollment trend and our economic trends, as reflected by our unemployment rates.

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Budget Request and Relevant Information

A 50% clerical position was initially requested in the *Apprenticeship Program Review* (dated November 14, 2005). A 50% clerical position was again requested in the *Apprenticeship Program Comprehensive Unit Review* (dated November 15, 2010).

Historically, the Apprenticeship Program has served without the benefit of clerical support since 2000. HawaiiCC provided such clerical support for apprenticeship from 1974 to 2000. This is specifically in reference to a Clerk-Steno II Position (1974-1997, No. 25060) and a Clerk-Typist II Position (1997-2000, No. 46280). In essence, this was not a request for a “new” position, but a request for the reinstatement of the clerical position that had existed for sixteen years prior and during a time when enrollments were smaller.

In 2011, the College Effectiveness Review Committee (CERC), per a Memorandum dated March 28, 2011, stated that “CERC supports the request for a 50% clerical position for the Apprenticeship Program. Furthermore, “...The CERC Reviewers commend you for presenting a strong review that explains the needs of your program and justifies its budgetary request. In light of the program’s complex challenges, the Reviewers support your request for a 50% clerical position for the Apprenticeship Program.”

To date, the Apprenticeship Program has not received the 50% clerical position. However, the conditions have changed with declining enrollments. The previous request for a 50% clerical position does not apply to the current enrollment and work load conditions.

It is now established that the apprenticeship program has the capability to expand and triple itself in enrollment size in a relatively short time. The enrollment data clearly show trends, as the 6-year period of steady increases were then followed by a 5-year period of consistent decreases each following year.

The data suggests that we may be at the lowest level of activity. Economic forecasts also point to an improving economy. Should there be this positive, upward change in our economy in the future, verified with corresponding enrollment increases, it would become consistent with the historical patterns, which statistically show about a 7-year cycle. Should there be this recognizable upward trend, the needs of the Apprenticeship Program would again increase accordingly. This would again lead to the same condition that necessitated the previous budgetary request in 2006 for 50% clerical support.

Given the data of the past twelve years, it appears that a cycle of growth can be anticipated in the next few years. Should this condition occur and enrollment doubles in the next few years (to approximately 500 apprentices), it would be the time to support the workload of the program with clerical help as the program will be in an expansion mode.

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Lessons Learned

The ability of this program to expand or contract considerably in a span of a relatively few years needs to be recognized as a characteristic of apprenticeship programs. When a program has shown the capacity to triple its enrollment, it warrants attentiveness and planning. A lesson learned is that timing becomes very important in such changing conditions. It would be better to plan for foreseeable growth than to react to growth data after-the-fact.

Planning for growth (or decline) can be based on current economic forecasts and supported by annual enrollment data. Clearing a benchmark enrollment of 500 apprentices with positive forecasts will be an appropriate time to take action given the lessons learned from the past twelve years.

It will be the intent to again request for 50% clerical help should trends forecast an improving economy and steady enrollment increases are prevailing. The historical data has been helpful to identify and understand the nature and source of past fluctuations in enrollments (and workload).

It is based on our local economy.

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**HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW TEMPLATE**

Intensive English Program

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Deborah Shigehara

Writer(s): Sherri Fujita

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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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

NA

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The IEP is a non-credit program which offers 20 hours a week of academic English instruction in reading, writing, listening, speaking and grammar skills. Students are prepared with the skills that they need to study in an American university.

To ensure the quality of the instruction and services that the IEP offers, the IEP is accredited by the Commission on English Language Program Accreditation (CEA) and is a member of the American Association of Intensive English Programs (AAIEP).

The program offers 5 eight-week sessions a year, 2 sessions in the spring, 1 session in the summer and 2 sessions in the fall.

The IEP has up to 4 proficiency levels with 3 core courses of Writing & Grammar, Reading & Vocabulary and Listening & Speaking for non-native English speakers. At least one elective class is scheduled every session.

In addition to a high-quality academic program, the IEP strives to provide students with well-rounded, comprehensive student services to transition students to mainstream college life. Services span social, academic, personal, and immigration-related needs of international students.

The IEP does its own:

- Marketing and recruitment
- Admissions (Banner and SEVIS)
- Preparation of documents needed for F1 (student) visa application (SEVIS)
- Orientation
- Pre-arrival support (finding housing for students)
- Arrival support (airport pick up, shopping, setting up a bank account, etc.)
- Student life activities (weekend trips, volunteer activities, community service etc)
- Graduation ceremony

Clientele Served

Intensive English Program targets beginner to intermediate non-native English speakers locally and abroad. International students with a TOEFL score of 61 iBT or higher can enter the credit program at Hawaii Community College. The IEP serves the international student base below TOEFL 61 iBT.)

Part I: Quantitative Indicators

NO ENTRY

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Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) 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.

Unit Mission:

The mission of the Intensive English Program (IEP) at Hawai'i Community College is to provide academic English language instruction and comprehensive support services to international students seeking academic, personal, and professional goals in a rich, cross-cultural environment.

Describe how this unit supports the College's mission.

The IEP, through its international focus, supports the UHCC System mission statement regarding "Access," "Work Force Development," and "Diversity."

Access: To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement.

Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

The IEP focuses on the improvement of non-native English speakers' ability to communicate.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

NA

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ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

The IEP provides local students with the opportunity to get to know students from other cultures.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Efficiency -- Healthy

Effectiveness -- Healthy

Other Data

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
Create more volunteer opportunities for our students.	We have been focusing on increasing the number of IEP students volunteering and this continues to be a focus for us.
Create an International Office	I worked with the International Education Committee to create a proposal for the Administration on the creation of an International Office. At one point in the summer, it looked like the Administration decided to move ahead with the plan. I was told in July that the IEP would be moving to an academic unit as a first step towards the creation of this office. Unfortunately at the beginning of the fall semester 2013, I was told that this plan would be put on hold indefinitely.
Increase student numbers	Student numbers in the IEP increased slightly from the

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	<p>same time last year. In 2011-2012 Annual Report, the IEP documented 161 (85 unduplicated) students. This year (2012-2013), we had 163 students (91 unduplicated). Although we are pleased to have attained our record number of students, we were hoping for more significant growth. We believe that this is because we were not able to devote enough resources to our recruiting.</p> <p>In fall 2012, 90% of the international students taking credit classes (in a degree program) originated from the IEP bringing in over \$180,000 in tuition revenue (all F1 students brought in \$191,000). In spring 2013, international students brought in over \$162,000. Eighty-seven percent of the international students taking credit classes in the spring semester came from the IEP.</p> <p>Because such a large percentage of international students enter the college through the IEP, it is important to focus resources on increasing this number. The IEP has capacity to bring in an additional 10-15 students per session without hiring a new instructor or using another classroom.</p>
Create credit/non-credit classes	<p>The IEP worked with the English Department to offer crosslisted courses (ESL7 and ESL11). These courses were crosslisted with ESOL10C and ESOL20C. This crosslisting occurred in Fall 2012 and Spring 2013. In fall 2012, 5 students were crosslisted in 8 separate courses. Out of these 5, only one failed to pass. In spring 2013, 3 students were crosslisted in 6 courses. Two of the three passed. In this way, the IEP can serve the needs of the local community. Unfortunately it was decided not to continue crosslisting in spring 2013 because of the cost associated with it for a relatively small number of students.</p>
Create Student Services Coordinator Position	<p>A half-time APT position was created. A job offer was made and the candidate will begin work on December 2, 2013.</p>

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. The IEP projected in last year's Annual Report to have a half time APT Student Services Coordinator hired by February 2013. However this did not happen. The applicant we

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selected dropped out at the last minute. Therefore, we had to start the recruitment process all over again. We expect a half-time APT to be in place on December 2, 2013.
2. Yuko Suzuki, the casual hire we had in place while waiting to get the APT position filled left unexpectedly because of a difficult pregnancy. We were very short-handed in the office from the end of August until the writing of this report.
3. The IEP articulated the courses at levels 3 and 4 with the ESL courses offered by the English department.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Dedicated teachers and support staff.	The data from the instructor and program evaluations shows that the students appreciate their teachers. Our human resources along with our curriculum is our product. 88% (Table 1) of our students in the reporting period strongly agreed or agreed with the statement, "my English skills improved in the IEP." For the statement, "I learned a lot from this instructor" 92% of students chose "strongly agree" or "agree." (Table 2)
S2. Solid curriculum and assessment	Our curriculum is the result of on-going, continuous assessment. In the last couple of years, we have made several changes to improve our curriculum and the way that we assess our students. Evidence of this can be seen in way in which the IEP has redefined its levels and the development of rubrics for each level and course. We have also developed shared rubrics with the English department ESL strand to ensure articulation standards. Additionally, the IEP is accredited by the Commission on English Language Program Accreditation.
S3. Comprehensive support services for students	Our program evaluations show that the students appreciate the support services from the coordinator and the IEP staff. The IEP Program Evaluation shows that 95% of our students rated the IEP Support Staff as helpful, and 92% rated the coordinator as helpful. (Table 1)

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Weaknesses	Using supporting evidence, describe why this is a Weakness
<p>W1. Not enough money to recruit more aggressively to increase student numbers and diversity of students. In the reporting year, 65% of our students come from Japan. (Table 3)</p>	<p>Although the number of students in the IEP is rising very slowly (163, up 2 from the last reporting period see Table 4), it is not a dramatic enough increase to allow us to do more aggressive recruiting. It costs minimally \$10-\$20,000 a year to travel and attend recruiting fairs, and meet partners and agents. This is a necessary method to increase student numbers. This travel cannot be done as a one-shot deal. To be effective, you have to travel regularly to maintain and build relationships. We are competing with schools and colleges that spend much more than we do to bring in students. Most have a dedicated position. We would also like to increase the diversity of the students we bring in. In the last year we had a number of complaints (written comments) about Japanese dominating the program.</p> <p>Last year, according to the NAFSA and Open Doors report (http://www.nafsa.org/_/File/_/eis2013/Hawaii.pdf), Hawai'i Community College's international students contributed over \$1.5 million to the local economy. Increasing the number of international students will not only benefit our campus, but also our local community.</p>
<p>W2. Some of our unit functions are duplicated in Student Services. It would be more cost effective to have an International Office which handles all international student recruitment, for both credit and non-credit students.</p>	<p>The IEP bears the cost of a Student Services Coordinator, and 2-3 student hires to handle inquiries, applications, and admissions, housing support, orientation, and counseling. These are functions which could be equally shared for both credit and non-credit international students.</p>
<p>W3. Because we do not have the budget to support it, IEP instructors are casual hires, on a lower pay rate than lecturers, and without benefits.</p>	<p>Because we are not able to offer stable positions, the IEP is not able to attract and retain qualified professional instructors. If we do get a qualified instructor, he or she usually leaves after a short time to work elsewhere, usually with the English Department at Hawai'i CC or the English Language Institute at UH Hilo. In the last year, we lost 2 instructors this way. It is very time consuming to hire and train new instructors. Also casual hire instructors</p>

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	are paid strictly by time. It is hard for me to ask them to get involved in college committee work, which means that I do that on behalf of the whole IEP Unit since I am the only faculty member. Because no IEP instructors can be on the Academic Senate, I do not have any allies the same way that members of other academic units do.
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Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

NA

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Establish a Multicultural/International Office	Underserved Pop	ILO 1	B.5	a.	NA
	None	ILO 3	B.5	g.	
	None	None	B.5	f.	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

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Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

<p>Establishing a Multicultural/International Office is part of the AMP and is mentioned on page 13, and item 15.3 to provide comprehensive, integrated student support services for international and non-native English speakers. Item 15.4 include the establishment of an international student association to help them acculturate into American college life.</p> <p>ILO 1 which requires that our graduates be able to communicate effectively is supported by the establishment of an International Office as is ILO3 as a way to increase the understanding of diversity.</p> <p>B1 (g-j) and B5 (a-f) in the Strategic Plan support the establishment of an International Office.</p>
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Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Meet with Hawai'i CC administrators to establish a timeline and a budget	spring 2014-fall 2014

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Increase the number of IEP students.	Underserved Popula	ILO 1	B.1	j.	
	Underserved Popula	ILO 2	B.5	a.	
	None	None	B.5	f.	

Narrative of New Action Strategy for Strategic Plan:

1.
2.

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3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

B5 in the Strategic Plan is "Increase international students enrollment by 3% per year." The AMP includes strategies on how to support ELLs (English Language Learners) in 15.1 to 15.9. Item 15.9 is focused on the expansion of services and courses for ELLs in West Hawai'i. When the number of international students increases, we will have more resources to serve the resident ELL population.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Launch new scholarships for IEP applicants in selected countries and areas	Spring 2014
Establish a 2+2+2 agreement with St. Josephs High School and UH Hilo to bring in more Vietnamese applicants with VETEC Office in Ho Chi Minh City.	Spring 2014
Work with Study Hawai'i Educational Consortium and DBEDT to brand Hawai'i as a study destination	ongoing
Beef up social media and other online marketing to drive more traffic to the IEP website	ongoing
Use the US Commercial Service Gold Key Service in Korea and other Pacific Rim countries to create new partnerships with high schools and educational agents.	Spring 2014, Fall 2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
IEP instructors hired as lecturers.	Underserved Popula	ILO 3	B.5	c.	
	Workforce	None	B.5	f.	
	Graduation	None	None	None	

Narrative of New Strategy for Strategic Plan:

1.

2.

3.

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Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

AMP priority action strategy 15.2 "Utilize best practices in curriculum development and teaching of IEP and ELL courses", 15.4 "Provide ELL students opportunities to be involved in extra-curricular activities, such as becoming members of the International Student Association, helping them acculturate into American college life" 15.5 "Develop a mentorship program for ELL/IEP students" 15.6 "Develop culturally relevant curriculum" These tasks require lecturers to assist the IEP Coordinator. Hawai'i CC Strategic Plan B5-c. and f. are supported by hiring a more stable set of instructors in the IEP.

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
Reorganization to move the IEP to an academic unit together with credit ESL	Fall 2014

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Marketing budget	Personnel	\$10,000	B.5	f.	15	None	W1
			None	None		None	W2
			None	None		None	W3

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Cost Item 1 underpins the success of the unit, and the growth of international students on our campus. Increasing the number of international students taking credit courses will increase revenue to the college and our community. The strategic plan calls for a 3% per

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year increase in international enrollment. Based on 80 international students (credit and non-credit), we should increase our number in the next year to 2.4. However, the IEP has the capacity to take on an additional 15 students without needing to hire or use an additional classroom. An additional 15 international students taking 12 credits each (the minimum number allowed for F1 students) would generate an additional \$108,000 in tuition revenue for the college. With a 10% investment, we could see a genuine return on our investment. The IEP can use its S-funds to match the amount contributed by the college since most of these students would probably go through the IEP before beginning a degree program.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
50% APT	Personnel	\$19,074	B.5	d.	15.3	S3	W2
			None	None		None	None
			None	None		None	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

The IEP has just hired a half-time APT to coordinate admissions, Banner entry, SEVIS (F1 student database), and general student support services for the IEP. The position could be fulltime and serve all international students (credit and non-credit). At the moment there is some duplication of effort, and there is a gap in services to international students in degree programs. International students in degree programs do not have the same level of service that is provided to IEP students. There is no system of airport pick up, housing assistance (pre-arrival), ongoing workshops for acculturation, service learning, etc. Offering these types of services would not only benefit the students already here, but would also make Hawai'i CC a more attractive place to study for international students.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"		
None	Equipment		None	None		None	None
			None	None		None	None
			None	None		None	None

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Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

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Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	Intensive English Program students are satisfied with the program and support services.
2	<input type="checkbox"/>	The Intensive English Program Office will process inquiries and applications in a timely way.
3	<input type="checkbox"/>	
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What 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
85% of Intensive English Program students agree or strongly agree to the statements on the program evaluation survey.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

In week 7 of each 8-week session, the IEP distributes a paper evaluation form to all students and gives them time at the end of their class to complete anonymously without a teacher or staff member in the room. The envelopes are collected and turned in by a designated student. The forms are processed and compiled. The results of the evaluation are reviewed in IEP Team meetings, and by the instructors in the pre-session meeting following the session being reviewed. Changes, if necessary, are implemented as a result of these reviews.

The IEP has been using this type of evaluation for over 10 years, 5 times a year (March, May, July, October, and December). The results are included in annual and comprehensive program reviews, and in IEP accreditation reports to its accrediting body, the CEA. The responsible parties in the unit are Sherri Fujita, and Steven Clements.

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Note that IEP students are non-native English speakers, so the evaluation form is designed to accommodate these students.

C) Results of Unit Assessment

Summary of results (Fall 2012 to Summer 2013) See Table 1.

My English skill improved in the IEP (88%)

The IEP gave me the skills I need to live in Hilo. (80%)

I have started to make local friends. (75%)

Working with a tutor helped me with my English. (83%)

When I needed help, the IEP coordinator was helpful. (92%)

When I needed help, the IEP support staff was helpful. (95%)

The weekly newsletter was helpful. (94%)

IEP classrooms are comfortable places to study. (90%)

Last year we chose to focus on "Working with a tutor helped me with my English" because the results for this statement were very low. In the spring 2012 semester these ratings dropped to as low as 55%.

In our 2012 assessment, we reported, "Beginning in the fall 2012 semester, we are trying a radically new approach to conversation partners. Instead of having students meeting at a set time once a week to talk in small groups, we are going to have IEP students meet one-on-one with their partners with some specific tasks to cover such as discussing the book they are reading. We hope that this will improve the survey results."

We are happy to report that the results for this item has improved dramatically. It has not reached our benchmark of 85% but at 83%, we are satisfied. The average was brought down by a session in which we tried a different location for the tutoring that had to be better communicated. Overall, the rating for this item was in the high 80s.

Our next target for assessment is, "The IEP gave me the skills I need to live in Hilo' and "I have started to make local friends."

D) Other Comments – Include any information that will clarify the assessment process report.
NA

E) Next Steps – Describe what the unit will do to improve the results.

To address the low ratings we received for the the two statements "The IEP gave me the skills I need to live in Hilo" (75%) and "I have started to make local friends" (71%), we are focusing on increasing volunteer and community-based activities for the students. As time goes by, we learn of more opportunities to pass on to our students. We hope that by increasing community and volunteer activities, our students will gain the confidence they need to use English outside the class.

Every session we have a "volunteer workshop" run by Steven Clements to explain to students how to get more involved in volunteering. In the reporting period, 34 IEP students

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volunteered at the Visitors Centers on Mauna Kea at least once during this time frame. 7 students volunteered 25-99 hours and 3 students volunteered 100-249 hours. Other volunteer activities include:

Japanese Language classes at UH Hilo: 6 Students volunteered weekly for 8 weeks

17 IEP students volunteered for the 8-hour Relay for Life Hilo event on the evening of July 20th

4 Students participated in an all-day tree-planting event in the Kohala mountains

International Education Week: all students

Earth Fair: all students

On the academic side, the instructors teaching the Listening & Speaking courses are giving assignments which require the students to talk to other students on the campus.

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Table 1

IEP Program Evaluation Summary Scale

4. strongly agree	3. agree	2. disagree	1. strongly disagree	0. I don't know
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Fall I 2012-Summer 2013	no of ss	4-3	%
My English skill improved in the IEP	122	107	88%
I feel more confident using English.	122	98	80%
The IEP gave me the skills I need to live in Hilo.	123	92	75%
I have started to make local friends.	119	85	71%
Working with a tutor helped me with my English.	120	99	83%
When I needed help, the IEP coordinator was helpful.	120	110	92%
When I needed help, the IEP support staff was helpful.	122	116	95%
The weekly newsletter was helpful.	121	114	94%
IEP classrooms are comfortable places to study.	122	110	90%

Table 2

IEP Instructor Evaluation Summary Scale

4. strongly agree	3. agree	2. disagree	1. strongly disagree	0. I don't know
--------------------------	-----------------	--------------------	-----------------------------	------------------------

Fall I 2012-Summer 2013	4	3	2	1	0	Total
I learned a lot from this instructor	153	123	19	2	4	301
percent	51%	41%	6%	1%	1%	

Table 3

Unduplicated Fall I 2012 to Summer 2013

Country		%
Brazil	1	1%
China	5	5%
FSM	10	11%
Japan	58	64%
Korea	4	4%
Laos	1	1%
Taiwan	2	2%
Philippines	1	1%
US (other)	6	7%
Vietnam	2	2%

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Table 4

IEP student numbers by year and by session

	2013		2012		2011		2010	
	New	Total	New	Total	New	Total	New	Total
Spring I	18	27	8	28	8	25	15	25
Spring II	17	38	4	27	15	27	19	36
Summer	16	33	18	33	14	25	12	34
Fall I	14	31	23	30	21	32	15	28
Fall II	12	36	12	35	23	45	13	35
Year Total		165		153		154		158
Average		33		30.6		30.8		32