

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

## **Office of Continuing Education & Training**

**November 15, 2015**

**Review Period  
July 1, 2014 to June 30, 2015**

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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>*

## Part I. Review of Unit Data

If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.

<http://www.hawaii.edu/offices/cc/arpd/>

## Part II. Analysis of the Unit

**Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's Core Indicator(s) for which the Unit's goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.**

This reporting period for OCET was packed full of new course initiatives, continuation of ongoing programs and services, and refinement of standard operating procedures.

UH system OCETs do not have ARPD data with Demand, Efficiency, and Effectiveness indicators, so we must analyze other data elements to determine how we're doing on these factors. The Directors of OCETs at all seven community college campuses are working together toward determining the best data elements to help us assess our units uniformly. The plan is to create a Unit Review template that all OCETs in the system can use to most effectively share our unit-specific information. We aren't quite there yet, so for this reporting period we will share some of the ways we currently determine how we're doing.

As the only self-supporting unit at the college, we have the unique responsibility to cover our expenses solely by generating revenue. We are provided with the following G-Funded positions: one Secretary, one Office Assistant, and one Director. We also received an allotment to partially off-set student assistant expenses. Beyond that, we are expected to generate enough revenue to cover our instructional and administrative expenses, in addition to all staffing costs other than the positions previously mentioned (i.e. Coordinators and Institutional Support Staff).

OCET revenues continue to sustain our unit expenses and, for the most part, our accounts have remained in the black. This could be considered an indication that our Unit is Efficient. Revenue generated from the programs and services we provide cover our operating expenses and we continue to remain viable without further monetary support from the college.

As far as Demand is concerned, we might ask questions such as, Are local businesses and agencies utilizing our programs? Are the programs we offer getting enough enrollments to cover our expenses and run? According to the largest lifelong learning organization in the country, Learning Resources Network or LERN, we should strive for an overall course cancellation rate of 20% or below.

Our data shows that we offered:

- 201 open enrollment courses on the East side of the island during FY15 serving 1,139 participants
  - 86/201 courses were canceled (primarily due to low enrollment)
  - Cancellation rate: 43%
  - We have some room for improvement in this area
- 56 open enrollment courses on the West side of the island during the same period serving 557 participants
  - 8/56 courses were canceled
  - Cancellation rate: 15%
  - This cancellation rate is satisfactory. Our main goal is to offer more training overall.

Enrollment in new courses accounted for nearly 12% of our total enrollment (129/1,139) in open enrollment courses (non-contract training programs open to the community at large). New courses require more time and resources to implement than repeat courses. New course initiatives included, but are not limited to; Process Technology and Industrial Maintenance, Safe Boating certification, Native Hawaiian Gardening, Summer STEM Camp for middle school children, advanced social media for businesses, culinary training, Project Management certification, Security Guard Recertification, legal studies courses, Manta Naturalist Course for Tour Guides, and a statewide Electrical Technology Program.

Motorcycle Safety Foundation Rider Training got up and running during this reporting period after a seven year hiatus due to grant assistance through Leeward Community College (LeeCC) from the Department of Transportation. Program requirements regarding certification of range and instructor(s) meant that HawCC OCET staff worked closely with LeeCC staff to get our site certified. Training facilitation occurred once a month by utilizing LeeCC's certified instructors by flying them over from Oahu for rider training. During this reporting period, we identified potential local instructors and completed instructor training. We will be a fully certified site come Fall 2015. LeeCC collects all revenue generated by trainings held on our campus and will continue to do so until we are a certified site, so it is imperative that OCET take over operations of the program and receive site certification by the Department of Transportation.

We also offered remedial education free of charge for the Hilo, Kau and Kona communities during the one-year extension of the Trade Adjustment Assistance Community College and Career Training (C3T) Grants, as implemented by the U.S. Department of Labor's Employment and Training Administration. 106 participants benefitted from this workplace readiness training primarily during this reporting period. Areas of study include applied mathematics, locating information, and reading for information with the guidance of an instructor as they prepared for the National Career Readiness Certificate exam.

OCET continued to provide youth programs in the summer, bringing keiki on campus introducing them to a future in the University of Hawai'i system. 138 (duplicated) Kindergarten through 6<sup>th</sup> grade students enrolled in the Summer Youth Academy courses and 17 middle school students enrolled in the first ever Summer STEM Camp. The STEM Camp was a new initiative developed in partnership with Hawai'i Community College

Natural Sciences Faculty, Dean of Liberal Arts, and the Department of Education's Waiakea Complex STEM Coordinator. Funding for this inaugural STEM Camp was granted by the CACG Hawai'i P20 grant, where a total of 17 students were chosen by the DOE STEM Coordinator to attend free of charge.

Many local businesses and agencies enrolled their staff in open enrollment training provided by OCET. To name a few, attendees included personnel from: State of Hawai'i Department of Land and Natural Resources, County of Hawai'i Prosecuting Attorney's Office, Blue Ribbon Builders, Big Island Candies, CSU Natural Resources Program at Pohakuloa, Hawai'i Fire Department, Hawai'i Printing Corp., Hawai'i Electric Light Company, HPM Building Supply, State of Hawai'i Department of Hawaiian Home Lands, State of Hawai'i Department of Public Safety, and State of Hawai'i Department of Education.

While the majority of OCET programs are open enrollment, we also provide customized contract training for area businesses with specific training needs. These courses are mostly held at the business' site, however some are held on campus or at third party locations. Each of these programs is designed specifically for the business or agency per their request. During this reporting period, we coordinated the following customized programs; County of Hawai'i Highways Division (Chainsaw Safety and Field Maintenance), County of Hawai'i Senior Training & Employment Program (computers), Gemini Observatory (computers and English language), the Hotel and Restaurant Industry Employment and Training Trust (HARIETT) (computers, Irrigation Systems: Operation and Repair, Effective Communication and Interpersonal Relationships, and Japanese Language and Cultural Awareness), Joint Astronomy Centre (AutoCAD), Na Kahua Hale O Ulu Wini (English language), Puna Geothermal Venture (computers), and State of Hawai'i Department of Taxation (tax law updates). 332 participants (duplicated) benefitted from contract training programs.

We also partnered with Kulani Correctional Facility during this reporting period to offer inmate education programs. The program includes training in Facilities Maintenance, Sustainable Horticulture, and Hawaiian Culture with courses in Hawaiian Values in the Workplace, 'Ukulele, Imu Cooking, Paniolo, Pahu Drum Carving, Native Hawaiian Plants, Masonry, Carpentry, and Forklift Operation. Ten different courses were delivered to 138 participants. Some courses were repeated to serve several cohorts and some participants enrolled in various courses. This partnership has been extended for another year and training is ongoing.

In addition to in-person training, we also served 100 participants with online training via our partner, Cengage Learning. With over 300 courses offered in a large variety of topic areas, those courses are run nationwide and always start each month, so a cancellation rate does not apply. There were another 15 individuals who benefitted from other online training we offered during FY15, from Paralegal Certification to food product business development training.

OCET continues to offer services such as passport processing and non-UH testing in order to fulfill community needs. OCET accepted 1,047 passports and provided proctoring services for 363 individuals during FY15.

At the conclusion of most OCET courses, participants complete course evaluations to assess the instructor and overall course. A total of 782 evaluations were collected during this reporting period and while this data is

utilized to assess our unit outcomes, some of the same data is also used to determine the Effectiveness of our Unit.

For instance, 93% of our course participants Strongly Agree with the statement, “The instructor(s) was/were knowledgeable about the subject matter.” 90% Strongly Agree with the statement, “The instructor(s) was/were responsive to my learning needs.” These percentages are both well above our benchmark of 85% and indicate that our participants feel the course they completed was Effective. Both percentages increase to 100% if we include Agree responses.

Other survey results include:

85% Strongly Agree “The information was presented in a clear and well-organized manner.”

100% if we include Agree responses.

67% Strongly Agree “The length of the class was just right.”

94% if we include Agree responses.

81% Strongly Agree “The class materials were relevant and useful (if applicable).”

99% if we include Agree responses.

84% Strongly Agree “I am satisfied with the overall quality of the class.”

97% if we include Agree responses.

78% Strongly Agree “Hawai’i CC provides continuing education and training that is relevant to the needs of the Big Island community.”

99% if we include Agree responses.

68% Strongly Agree “Hawai’i CC effectively communicates courses and service offerings to the community it serves.”

92% if we include Agree responses.

Overall the greatest room for improvement lies with methods of effectively communicating courses and service offerings to the community. This is an area we consistently strive to improve and has been a topic of discussion over the past few years. We are continuously seeking innovative ways to share our offerings with the community, some of which come from participating in meetings and events around the island. We are also considering partnering with another OCET within the system to share costs for a Marketing Specialist who would prepare our marketing materials such as brochures, social media posts, etc. We are also partnering with the Rural Hawai’i grant to utilize staff currently interacting with local employers in order to share information about OCET programs that may also fit the training needs of their staff.

Ideally, we would like to have the funds to hire a staff member with marketing expertise to focus solely on these tasks and receive specialized training in the promotion of lifelong learning programs. Due to the cost of such an addition to our staff, we must currently rely on existing staff to fill these needs, or partner with another campus as an alternative. Neither of these methods is optimum. Utilizing current staff when they do not have expertise in marketing means we aren’t maximizing our efforts or our staff’s skills. We may benefit from utilizing staff on another campus, however that means the person is not solely focused on our program promotion and nearly all communication is long distance (e.g., via email or phone), which can be less efficient than in person communication.

There were a few significant staff changes during the reporting period:

1. After two years of service, our Registration Clerk (Office Assistant III) resigned and moved off-island in October 2014. We had a temporary clerk in place for roughly 6 months, after which a permanent clerk was hired in June 2015.
2. We had one casual hire coordinator on staff in East Hawai'i October 2014 – April 2015 and another from April 2015 to present.
3. We had two casual hire coordinators in West Hawai'i; one from July – December 2014 and another from March – June 2015.
4. Due to increasing exam proctoring requests, a casual hire APT was hired in May 2014 to handle these tasks. This individual was trained and is supervised by an OCET staff member. As there are several testing vendors OCET works with to provide proctoring services, significant time has been required to get a new employee certified to proctor and up to date with policies and procedures.

Turnover of positions requires significant time and resources to train personnel. Working with personnel in West Hawai'i continues to be particularly challenging due to: 1) lack of OCET-specific clerical and support staff on-site, and 2) barriers to working closely with and training new personnel who are at a different location. The focus during this fiscal year was placed on community building and research, which is reflected in the low cancellation rate for that area (15% as mentioned previously). There was, however, minimal income generated in West Hawai'i to offset staffing expenses and this account did end the fiscal year with a negative balance, which the East Hawai'i programs will have to off-set and move the account into the positive. It is important and recognized that OCET must operate as a business more so than as a college program or unit due to the need to be self-sufficient, so challenges to generating revenue require serious consideration.

Other challenges with generating sufficient revenue were present during this reporting period, such as the continued implementation of the C3T grant. An OCET coordinator was utilized to develop the iCAN program from its inception in June 2012 until a newly hired replacement coordinator assumed responsibility in September of 2014. The new coordinator was trained by, and worked closely with, OCET staff for the duration of her service. After moving off-island, another coordinator was hired to take over who was also trained by OCET staff. Organizing this program generated zero revenue for OCET and was a very time-consuming endeavor. The OCET office also provided administrative support for Agriculture courses offered thru the grant, including services such as marketing and registration for courses throughout the reporting period.

Additional challenges with the generation of revenue revolve around the statewide OCET Destiny One registration system, which was purchased by the UH system in the Fall of 2013. All campuses have been working collaboratively to learn the new system, share best practices with regard to registration, fiscal management and reporting, share curriculum, change and update forms, and implement new UH policies that relate to having a cohesive system. This is an ongoing process requiring continuous meetings and revisions to procedures. Much of the time spent on these relatively new tasks has not been accounted for in current job descriptions and require staff to take on additional responsibilities that do not focus on generating revenue.

Looking back at last year's action plan included the following goals:

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1. Hire additional full time staff for new initiatives and to expand services in West Hawai'i; one Testing coordinator and one West Hawai'i coordinator.
  2. Seek new workforce development initiatives by focusing on industry sectors based on job openings.
  3. Improve communication and collaboration with statewide counterparts relating to Destiny One registration program, as well as to streamline policies and procedures where possible to find best practices and act more as a unified University of Hawai'i Community College System rather than as individual campuses.
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With regard to Goal 1, OCET did hire a casual full-time coordinator in West Hawai'i in July 2014. The coordinator focused on development of courses for the West Hawai'i community for approximately six months. The outcome was not as productive as anticipated, so the position description was revisited and decided that our approach for the position needed to be adjusted. Three months later a new individual was hired on a part-time basis to focus on outreach to research community needs. This individual worked to that effort for three months, at which time we decided to hold off on programming efforts due to the anticipated movement to the Palamanui campus. As construction at Palamanui campus was underway and soon ending, it was uncertain when we would be able to hold classes there. We were also unable to reserve space at the Kealahou campus at this time. When this part-time coordinator's appointment ended a coordinator in East Hawai'i assumed responsibility for the upcoming courses in West Hawai'i, and we will be formulating a new plan.

Goal 2 has been a successful endeavor, thanks in part to grant funding and to the collaboration with industry partners. The Process Technology and Industrial Maintenance provided training for individuals who were subsequently able to gain employment with Puna Geothermal and Pacific Biodiesel. The statewide Electrical Technology Program is a 240 hour training that fulfills the Department of Commerce and Consumer Affairs educational requirement for licensed Electricians. In just 7 months, participants can complete this training and go on to work as an Apprentice in the industry. We also had a Meat Processing Operations course in development for August 2015 that will train individuals to work in grocery meat departments and slaughterhouses, where there are open positions on island. One endeavor outside of the grant that is displaying increasing success is the Manta Naturalist Course for Tour Guide Operators provided people with little to no knowledge of Manta Rays valuable information to share while giving tours to visitors.

Goal 3 is well underway with ongoing collaboration efforts at the forefront of staff's regular tasks. We have been sharing detailed procedures, forms, curriculum, etc. in order to best serve our communities. These efforts will continue indefinitely as staff now has personal connections with their counterparts at other campuses.

### Part III. Action Plan

**Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.**

OCET plans to complete the following action plans in order to continue striving to ensure our mission is achieved:

1. Continue to offer certification courses for occupations that require training for relicensure, such as Electricians, Plumbers, and Security Guards. Provide exam preparation courses in partnership with the County of Hawai'i Department of Human Resources and Police and Fire Department recruitment testing.
2. Find new programs and initiatives that will help generate revenue to accommodate for 12% annual increase mandated by VPCC office effective 01/2016.
3. Review the OCET organizational chart to redefine job responsibilities to reflect a more entrepreneurial model based on the LERN staffing model. Explore whether to out-source marketing to focus on revenue generating activities.
4. Use data to make decisions on what programs to offer. Data from focus groups, surveys, one-on-one meetings, feedback on industry needs, and job recruitments are used to plan programs.
5. Select some of the 40 Best Practices from LERN to follow to incorporate into the OCET unit business practices.
6. Develop Strategic Directions tactics for the next 5 years.

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

### Part IV. Resource Implications

**Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic.** <http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf> No requests.



## Part V. Comprehensive Review Information

**Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.**

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**Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):**

[http://hawaii.hawaii.edu/program-unit-review/docs/2014\\_ocet\\_unit\\_review.pdf](http://hawaii.hawaii.edu/program-unit-review/docs/2014_ocet_unit_review.pdf)

The last OCET Comprehensive Review was completed in 2012. A summary of the feedback indicated that the OCET unit clearly aligns with the College's mission and ILO's. The 3 goals of the unit during the review period were addressed however we failed to be clear on the outcomes that we were seeking. The goal to seek extramural funding opportunities was too broad. We now realize that goals stated should be clear for the reader and have measurable outcomes.

CERC feedback suggested that we be more specific with our strengths and weaknesses by including data elements to support our claims. OCET is working with other campuses to determine data elements to track, as well as assessment strategies, based on demand, effectiveness and efficiency indicators. We will be including concrete evidence to support our strengths and weaknesses in the future.

As a result of the focus groups that we implemented in West Hawai'i, we learned that there was interest in non-credit marine education programs. We followed up by offering a "Communicating Ocean Science" course for the tourism industry as a collaborative project with the Hawai'i Institute of Marine Biology, Workforce Development Division, and Jack's Diving Locker. Additionally, a "Manta Naturalist" course was delivered in Fall 2014, which was attended by local tourism company staff.

Unit Outcome Assessment included only one outcome instead of all our outcomes with an assessment for each with an annual evaluation.

More specific tactics and strategies for Goals and Alignment with ILOs were recommended with measurable outcomes to assess whether goals were achieved.

### Unit Description

**Please provide a brief description of your Unit. Include your Unit Mission statement.**

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The Office of Continuing Education and Training (OCET) is the community based, non-credit unit of Hawai'i Community College providing services for the entire island of Hawai'i. 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 Hawai'i Island community. The Apprenticeship Program and Intensive English Program are housed under the OCET unit.

## Apprenticeship Program

The basic purpose of the Apprenticeship Program is to comply with the requirements of Hawai'i's Apprenticeship Law (Hawai'i Revised 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, mostly in the construction trades. In addition to the apprenticeship training courses, the Electricians and Plumbers Continuing Competency Program courses are offered as non-credit offerings through OCET.

### **OCET's 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.

## **Part VI. Unit Outcomes**

**For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.**

### **A) Assessment Strategy/Instruments**

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**Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.**

OCET's assessment strategy involves multiple tools in order to measure the success of our varied programs. We utilize evaluations forms, surveys, and data tracking.

**Evaluation Form:** Course evaluations assess the effectiveness of the course, the instructor's knowledge, and instructor's ability to respond to course participants' learning needs. Evaluations provide feedback that facilitates OCET working with instructors to seek continuous improvement of course content, delivery methods, etc. In addition, this evaluation form provides information on how well we are doing and how we can improve on communicating course offerings to our community. This has been an ongoing collection of data; new courses are offered which means new instructors and course content are continuously evaluated.

**Internal Customer Service Survey:** OCET administered an awareness survey intended to improve understanding of how our internal customers (Faculty, Staff and Administrators of HawCC) interpret OCET and a means to understand how OCET can best interact with this specific customer base. This online survey was distributed via email in October 2014. We used Google Forms to create and administer the survey, which includes features to record and summarize data utilizing analytical figures (raw numbers and percentages) along with other graphics such as pie charts and bar graphs.

**Exam Preparation Data:** OCET endeavored to track participants who enroll in test preparation courses and determine the success of the courses by either seeing an increase in their scores and/or passing the exam. A Firefighter Exam Preparation Course was offered to the public in February 2015. It began a week after the job posting and concluded a week before exams were administered. The total number of participants who completed the course and passed the exam was compared to the total number of participants that completed the course.

**Enrollment Tracking:** Summer youth programs such as Summer Career Explorations for High School and recently Middle School students provide an opportunity to introduce students to career paths and programs offered at HawCC. The goal is to introduce, ignite, and encourage students to enroll at Hawai'i Community College as a stepping stone toward higher education and pursuing a successful career. Three courses were offered; Electronics, Healthcare and Marine & Aquaculture (2 in Hilo and 1 in Kona, respectively) during summer 2014. Two of the three programs were held based on meeting minimum enrollment numbers Healthcare (Hilo) and Marine & Aquaculture (Kona). Program participants are tracked via STAR to identify whether a participant has enrolled at a UH system college or university, more importantly at Hawai'i Community College.

## **B) Expected Level of Achievement**

**For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.**

### **Unit Outcome #1: OCET will provide training that is relevant to the needs of the Hawai'i Island community.**

Level of Achievement: 85% or more participants will respond "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawai'i Island community on course evaluations.

In our 2012-2013 assessment report, we determined an 85% expected level of achievement in measuring this outcome. OCET does not have industry related benchmarks to follow in measuring this particular outcome. Membership with the Learning Resource Network (LERN) provides us with trending courses throughout the nation, partnership opportunities to expand course offerings, and successful business practices to follow.

### **Unit Outcome #2: OCET will maintain a pool of highly qualified instructors.**

Level of Achievement: 80% of course participants will report that they "Strongly Agree" OCET provides training that is relevant to the needs of the Hawai'i Island community on course evaluations.

Last year we sought an 80% or higher response rate including both "Strongly Agree" and "Agree" responses. Due to a higher than expected level of achievement, the Next Step we reported was to seek further excellence by focusing on "Strongly Agree" responses only this year. Data was collected by compiling evaluation responses over the past year and OCET collected a total of 782 evaluations from 88 completed courses.

### **Unit Outcome #3: OCET will effectively communicate courses and services to the community.**

Level of Achievement: 85% or more participants will respond "Strongly Agree" or "Agree" when asked whether OCET effectively communicates courses and service offerings to the community it serves.

As stated for outcome #1, this expected level of achievement was determined by our department in our 2012-2013 report. We determined that an 85% expected level of achievement was a good benchmark in measuring the success of this outcome. OCET does not have industry related benchmarks to measure this particular outcome.

### C) Results of Unit Assessment

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**Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.**

#### **Unit Outcome #1: OCET will provide training that is relevant to the needs of the Hawai'i Island community.**

**Results:** Evaluation responses from course participants.

Statement on form: "Hawai'i CC provides continuing education and training that is relevant to the needs of the Big Island community."

Data: 99% (777/782) "Strongly Agree" or "Agree"

**Analysis:** With an 85% expected level of achievement this result portrays that we are in fact doing a good job in offering courses that our community values and find relevant to their professional and/or personal development needs.

#### **Unit Outcome #2: OCET will maintain a pool of highly qualified instructors.**

**Results:** Evaluation responses from course participants.

Statement on form: "Instructor(s) was/were knowledgeable about the subject matter."

Data: 93% (724/782) "Strongly Agree" or "Agree"

Statement on form: "Instructor(s) was/were responsive to my learning needs."

Data: 90% (700/782) "Strongly Agree" or "Agree"

Statement on form: "Information was presented in a clear and well-organized manner."

Data: 85% (664/782) "Strongly Agree" or "Agree"

**Analysis:** Information that is collected from course evaluations regarding the effectiveness of the instructor is earnestly taken into consideration. Coordinators share summarized evaluation forms with instructors and if there are ratings and comments that indicate areas of improvement, the coordinator discusses such with the instructor. Our numbers show that we are upholding our standards

#### **Unit Outcome #3: OCET effectively communicates courses and service offerings to the community it serves.**

**Results:** Evaluation responses from course participants.

Statement on form: "Hawai'i CC effectively communicates courses and service offerings to the community it serves."

Data: 92% (723/782) "Strongly Agree" or "Agree"

**Analysis:** This level of achievement portrays that OCET communicates information effectively. Although we have an outcome that is above our benchmark we can in fact continue to identify ways in which we can better communicate with our customer base.

**Internal Customer Service Survey:** Attachment A displays results from the OCET Awareness Survey administered in October 2014. This survey was distributed to the Faculty, Staff and Administrators of Hawai'i Community College as our internal customer base. In summarizing the information that was collected in this survey of 59 participants, it is known that we should take a greater initiative to communicate our services and course offerings to our internal customer base. What we do know about this customer base is that they are very online-centric. More importantly we know that 35 participants (60%) noted that they are aware of the types of services and non-credit course offerings that OCET provides. Information on programs/courses is best received via email (16 or 27.1%), and the vast majority of these customers prefer to register for courses online (41 or 69.5%). However, it is important to note that printed flyers (14 or 23.7%) and word of mouth (13 or 22%) are also common methods by which our customer base finds out about courses offered.

**Exam Preparation Courses:** The Firefighter Exam Preparation course held February 2015 enrolled a total of 15 participants. Permission forms were distributed to participants asking their permission to follow up with them and retrieve information from the County of Hawai'i Human Resources department to track whether or not they've passed the exam. Successfully passing the exam is a means by which OCET determines the preparation course to have been effective. Thus, of the 15 participants that enrolled in the course, 12 participants successfully passed the exam. Noting that there could be other factors contributing to an individual's success, this percentage supports the fact that this course made some contribution in preparing participants to be exam ready.

**Introduction to Hawai'i Community College:** Due to the inability to gain STAR access, we were unable to track whether or not the students who participated in our Healthcare and Marine & Aquaculture Summer Career programs applied and/or registered for enrollment at Hawai'i Community College or any other campus within the University System. Since the departure of our previous IEP Coordinator we lost STAR access to track students, where in previous reports we were in fact able to report such data. We are still working to obtain access to STAR.

#### **D) Other Comments**

**Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.**

See Attachment B for an example of the course evaluation form that is distributed to every course participant at the conclusion of the course.

See Attachment A for more information including results and questions asked on the internal customer survey.

## E) Next Steps

**Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.**

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As we were successful in achieving a higher level of excellence on Outcome #2, we may want to explore expanding this level of expectation when assessing Outcomes #1 and #3.

Looking toward to the future of OCET, continuing education departments statewide are working to determine benchmarks that are meaningful to our programs. The benchmarks are based on Learning Resource Network (LERN) principles. LERN is the largest organization in continuing education providing leading information on best practices for marketing, programming, and finance in the areas of workforce training, professional development, and personal enrichment course trends. This may result in OCET considering a change to our Unit Outcomes.

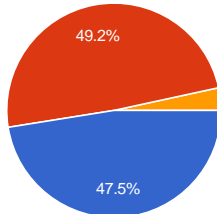
OCET is continuing to be innovative with marketing practices in order to become a more prevalent training option in our community. Partnership with grant staff and staff at OCETs in the UH system may be a means of improving our current practices. OCET continues to seek out new community partners to help us determine the unique training needs of our island.

# 59 responses

[View all responses](#)

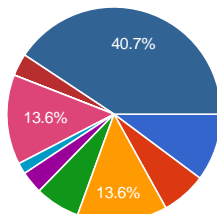
## Summary

Which option best describes your position at HawCC?



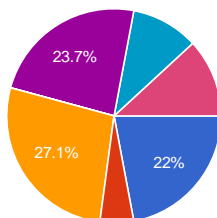
Faculty	28	47.5%
Staff	29	49.2%
Administrator	2	3.4%

The last time you interacted with OCET, it was for:



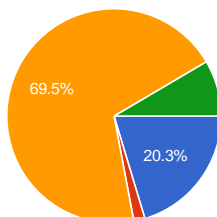
Passport Processing	6	10.2%
Computer Training	4	6.8%
Personal Enrichment Class	8	13.6%
Motorcycle Safety Training	4	6.8%
Testing	2	3.4%
Summer Youth Program	1	1.7%
Professional Development Training	8	13.6%
Certification	0	0%
Conference	2	3.4%
Other	24	40.7%

How do you find out about OCET programs/classes?



Word of Mouth	13	22%
Newspaper	3	5.1%
Email	16	27.1%
Social Media	0	0%
OCET Flyer	14	23.7%
Website	6	10.2%
Other	7	11.9%

Which of the following methods do you use to register for OCET classes?



Walk-in	12	20.3%
Mail	1	1.7%
Internet	41	69.5%
Phone	5	8.5%

OCET has a variety of training options. [Please rate OCET on the following statements.]

Agree	41	69.5%
Disagree	1	1.7%
No opinion or n/a	17	28.8%

**My overall non-credit experience was positive. [Please rate OCET on the following statements.]**



**OCET meets my training needs. [Please rate OCET on the following statements.]**



**I can easily find out what OCET is offering. [Please rate OCET on the following statements.]**



**I am aware of what type of services and non-credit offerings OCET provides. [Please rate OCET on the following statements.]**



**What types of classes could OCET offer to benefit you in your position?**

n/a

Videography, video editing

I just don't know because I'm unclear on the concept of OCET. What is its mission? It's role in relationship to faculty?

Creative graphic arts and video computer application classes.

HR related employee evaluation, working with difficult personalities, etc.. Interpersonal communication workshop. Project management, How to motivate and get the best performance from others.

Unsure

No comment.

Professional Development Mac Classes

Student Workshops for my Student Assistants; including proper phone and email etiquettes.



Leadership and public speaking

.

Leadership training for the administrators of the college.

Not sure

None at this time

File Maker Pro database

Microsoft office applications

Team building strategies More effective sales solution Excel

Yoga, Meditation

Data Collection software training

Clerical

Classes in West Hawaii. GIS training, etc.

Since HawCC offers staff development opportunities, the types of classes I would find helpful would probably be offered through Staff Development.

It would be great to be able to know what type of classes will or is being offered on the West Hawaii Campus. This would be helpful to let the public know when phone calls come in. I could check online as I do sometimes but WH not so much classes.

computer, culinary

too many surveys!!!!

None

Job development/placement

GIS, teaching effectiveness, creative teaching and assessment strategies

Hawaiian studies

Can't think of any.

Any type of class that allows me to keep up with technology and be more effective in my job.

Training classes in the new versions of office

advanced excel and word

I would need accredited professional development CE courses

Business

Refresher writing or computer classes

keyboarding, excel, access

National Electrical Code Updates.

NA

computer classes

N/A

Time Management Project Management Leadership

I would like planting, soil or farming.

Time management skills

productivity software like Office, Adobe Acrobat, etc.

??

using google docs.

don't know

Self improvement classes...yoga, Chi-Qong, sustainable Ag, farming, AutoCAD, GIS

computer software

Grant writing,

Etiquette training, business writing basics

Excel in evening classes.

**What types of personal enrichment classes would you be interested in taking?**

n/a

Contemporary Evidence for Reincarnation

Videography, video editing

Computer

Unsure

No comment.

Google apps

.

Assistance with personal finances such as wills, trusts, saving for children college, home, mortgage reduction, or just better personal finances so to not get in debt. Manage money better.

physical health/wellness, dance, taichi, yoga, nutrition

Public Speaking Strategies Basic Web Building Classes Leadership Strategies

gardening, culinary, computer

Art, Ceramics, Watercolor, Hula, Hawaiian Stone Carving, Hawaiian Culture, Hilo History, Hala Weaving, Welding, Metal Sculpture, Brazing, Art History, Plein air painting, Basic Hawaiian language, photography - Construction and home repair basics, automotive basics, metal working basics, electricity basics Swimming, physical fitness for seniors, yoga, tai chi, meditation

bee keeping edible landscaping \*but I'm so busy that I probably wouldn't have time to attend, but I'd like to. I also don't live in Hilo.

Dance/Fitness, outdoor recreation

cooking

How to make friends and influence others.

Time management skills

I attended an outstanding presentation at a private school on island by Honolulu FBI agent Arnold Laanui on teaching our teens/.adults how to be safe in cyberspace and create positive presences online. Amazing local guy! Really bright. He makes the rounds apparently. Wish all non-private school parents and educators could hear him talk! See: <http://vimeo.com/35288196>  
If there were a little series of speakers on this topic, I think parents, teachers, etc would attend.

cooking gardening sewing sustainability in 20th century

Practical Life Skills; understanding business situations; loan/lease negotiations, personal finance, legal

Exercise classes

Contemporary evidence for reincarnation

simple classes that will teach me how to use new technology that is not so costly.

More cooking, language, culture courses. Maybe even arts/crafts.

Language lessons

Cooking! Food!

international cooking

Classes in financial management Classes in conversational Asian languages, such as Chinese, Korean and/or Japanese

Classes in physical fitness

Entrepreneurship courses.

Chi-Qong, yoga

-Basic car care for women [change a tire, oil, etc]. -Composting basics -How to control fire ants -Albesia eradication

oo many surveys!!!!

N/A

not sure

Motor Cycle Training; Coupons

hydroponic, aquaculture, permaculture, growing and caring for fruit trees

Canoe paddling

carpentry - furniture making

Home improvment; and hair, makeup and skin care.

gardening, cooking, arts, yoga

**Do you have any other suggestions for types of training that you would like OCET to offer?**

n/a

adult ESL (not sure if the classes still exist at Waiiaka), computers

Continued classes with Workforce that will assist students with their math and English classes (NCRC), this is an incentive for students. Skills and empowering classes for women in Hale Nani, women helping women, leadership conference.

Art courses, tax courses, or grant writing.

No comment.

Productivity software.

More arts and crafts trainings would be interesting.

.

Not sure

Self defense.

an evening class on Basics of Excel.

None

parenting

I get a variety of community request... Computer classes, ESL classes, CNA,

Bee Keeping Aquaponics Food Production How to Export!!!!

Singing classes.

oo many surveys!!!!

N/A

no

all of the above

Drivers Education, CPR, Lifeguard Certification

No

home gardening and landscaping

self defense

**Please provide any other feedback not mentioned above that OCET could improve on.**

n/a

Feedback regarding the survey... the first question asks whether we are Staff, Faculty or a Administrator... but the remaining questions pretty much approach from the angle of a student or attendee to a OCET class/training... my expererience with OCET has only been from the staff position...And this survey requires that I answer each question, even if it doesn't apply. That can tend to encourage people to refuse to participate... So for the last question is am required to answer but the only choices are Yes or No... the truth is that I don't know as I have never taken a OCET class or looked for classes supplied by OCET.

Ocet might want to provide more work training like - solar installation. Might also want to provide "continuing education" courses for professions/jobs that need it - specialized nursing "NCLEX" prep, CNA recertification classes CPR? exercise classes!

none

I found the website challenging-- both times I tried to register online, I had to call instead. Also,I'm not sure whether OCET is part of HCC or UHH or neither (that's why I'm answering "No" below), nor whether fac/staff can get tuition reimbursement (and if so, how). I would be interested to know these things

No comment.

First point of contact customer service. Greeter needs to be more pleasant and helpful.

.

Would be helpful to get a flier of the classes held here in West Hawaii to help community member with other class options. For the question below? Positive image? I don't know we have an image yet to answer really a yes. Leimamo just started so?

None at this time

Have a public relation person come to various classes to share information to students so they can go out and share information with the community. This page says 50% completed and when pressing continue it goes to a page that says 100% done.????????

I would be interested in instructing for OCET again some-time in the future

None

i did not realize that you offered passport

Make it easier to find classes that are offered. Lower the cost of the classes.

More varied selection of candy in the office candy bowl.

I am a new employee.

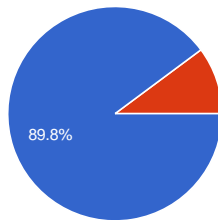
oo many surveys!!!!

N/A

This is the first I've heard about your program.

OCET provides a wide variety of interesting courses already.

### Does OCET portray a positive image of HawCC in the community?



Yes	53	89.8%
No	6	10.2%

## OCET Image

### How could OCET improve its image?

Too many surveys!!!!!!!

Provide offerings with more appeal to people who aren't looking for "job training"- like "wine tasting", or "vegan cooking"...

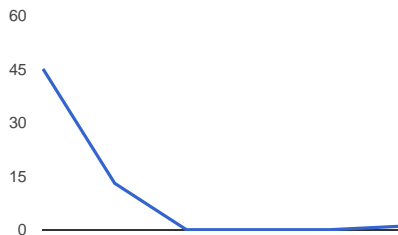
I'm not sure-- I feel that emails on individual classes come sporadically... is there a quarterly or semester bulletin that could go out announcing the classes, costs, etc. Tip: incorrect use of apostrophe in this question

Fun classes for old folks!

Not sure, new employee

I had not heard of OCET prior to this email.

## Number of daily responses





UNIVERSITY of HAWAII®  
**HAWAII**  
 COMMUNITY COLLEGE

## Office of Continuing Education & Training Evaluation Form

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

*You may use the back of this form if you need more space.*

*Mahalo for helping us evaluate this class and our program.*