HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT

Office of Continuing Education and Training

Date: March 16, 2017

Review Period
July 1, 2015 to June 30, 2016

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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 and Institutional 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/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	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 test proctoring services and is a US Passport Acceptance facility. The Apprenticeship Program and Intensive English Program are housed under the OCET unit.
Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	Unit Mission: Working with compassion, integrity, and in a spirit of excellence, OCET provides lifelong opportunities for professional development and personal growth in our local and global community. Discussion: OCET's mission aligns with the College's mission by providing opportunities for student learning to additional segments of our community, including personal and professional training and education not offered by other Hawaii Community College Programs.

Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2012
URL	Office of Continuing Education and Training
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 in this review.	The previous Comprehensive Unit Review focused on the importance of developing strong partnerships and seeking extramural funding. A similar theme from the Comprehensive Review to challenges OCET experienced during this reporting period was a perceived lack of staffing. The temporary nature of OCET's funding sources and lack of benefits for casual hire employees do not encourage loyalty in employees. There were also similar challenges brought up with regard to marketing. Having a staff member with expertise in marketing would be a substantial improvement for the OCET team. See Attachments A and B for our current and desired organizational charts, respectively.

QUANTITATIVE INDICATORS
ARPD Data
<mark>IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.</mark>
<mark>If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.</mark>

a) **If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.**
   OR
b) **If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.**

Unit ARPD data, if available, can be found on the ARPD website:
http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	
Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	N/A – OCET does not have ARPD data. If OCET were to analyze data pertaining to Demand, Efficiency and Effectiveness, we might consider the following: **Demand** – Are we offering courses that our community is interested in attending? OCET coordinated 215 courses that were offered to the general public during this reporting period (FY16). Of those 215 courses, 101 were canceled (mostly due to low enrollment), which is a cancellation rate of 47%. According to the largest lifelong learning organization in the world (LERN), we should aim for a cancellation rate below 20%, so we need to improve our methods of determining

which courses are in demand prior to development to ensure there will be enrollment. There were 1,375 unduplicated participants in the 114 courses that OCET provided during FY16. This is slightly higher than the 1,334 participants served in 201 courses during FY15.

OCET provided training for an additional 450 participants in 39 contract trainings that were coordinated by request for local businesses and agencies during this reporting period. This is compared to 470 participants in 50 trainings last fiscal year.   This reduction in contract training is likely due to high staff changeover during FY16. There are not enough OCET staff members to follow up on every incoming request with the time and care necessary to bring each request to fruition.

Additionally, we ask our course participants if "Hawaii CC provides continuing education and training that is relevant to the needs of the Big Island Community". 706/725 or 97% of our participants say the "Agree" or "Strongly Agree" with that statement (Attachment D).

Efficiency – Are we providing training and services efficiently? OCET is expected to be a self-sustaining unit, which means that staff are expected to generate enough revenue to cover Unit expenses. When OCET coordinators plan a course, instructional costs, materials and supplies, 10% indirect costs paid to the campus on all revenue, administrative costs, and other expenses are considered when determining the course tuition. A calculator that takes all these course costs into account, and is a part of standard operating procedures at OCETs system-wide, is then utilized to set the tuition rate for the course. In looking at our net revenue over the reporting period, OCET took in $301,959.20 and had $362,746.97 in expenses, which leaves a net of -$60,787.77. This indicates OCET can be more efficient.

Effectiveness – When considering the effectiveness of OCET courses, we look to our evaluation forms. At the end of each course offering, participants are given a one page evaluation form to complete (Attachment C). OCET collected 725 evaluations during this reporting period. 90% of our course

	participants "Strongly Agree" with the statement, "The instructor(s) was/were knowledgeable about the subject matter." 85% "Strongly Agree" with the statement, "The instructor(s) was/were responsive to my learning needs." These percentages are both at/or above our benchmark of 85% and indicate that our participants feel the course they completed was Effective. The percentages increase to 100% and 99% respectively if we include "Agree" responses (Attachment D).
Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.	OCET offers several different services to the community. Not only does the department coordinate non-credit education and training opportunities for the community at large, OCET also provides passport acceptance and exam proctoring services. Demand, efficiency and effectiveness should be evaluated differently for our training programs versus our passport/testing services.

Passport and exam proctoring services are provided by request, therefore **Demand** is determined by whether people are taking advantage of these services. During this reporting period, OCET accepted 1,572 passport applications (up 49% from FY15) and provided exam proctoring services for 918 candidates (up 2% from FY15). (Attachments E and F)

These numbers show these services are, indeed, in demand. While testing demand remained about the same, passport acceptance increased significantly. The increase in volume we have seen is directly related to the fact that the Kamuela Post Office stopped accepting passport applications around June 2015 and, more importantly, the Hilo Post Office discontinued acceptance services October 1, 2015.

Passport Acceptance has a fee associated that is set by the federal government: the Department of State. Like acceptance facilities across the country, OCET receives $25 for each executed application. The majority of applications are executed by either our Secretary or Institutional Support staff, both of whom are compensated less than $25 per hour. Considering each application takes around 20 minutes or less to execute, we can reasonably say we are covering the salary of the staff members accepting applications. So, even |

when you include the cost of mailing the applications and the fringe benefits of employees, we are providing an **Efficient** service.

OCET also provides exam proctoring services for individuals who are not attending University of Hawaii courses. This is a service that OCET assumed from Hale Kea Testing Center, allowing for better accommodation of exam proctoring for students graduating from our credit programs. Several programs prepare graduates for careers in professions that require national certifications after completion of their education. OCET fills an important need for the community by providing a testing center here on Hawaii Island, drastically reducing travel costs for our community members to complete certifications as Oahu is generally the next closest option. Since OCET began proctoring services in 2011, numerous additional vendors have been added in order to accommodate requests from the community for various certification exams. Working with many different vendors nationwide in order to become certified to offer these exams and to continue administration of them throughout the years requires substantial staff time. While OCET is compensated by the testing candidates for proctoring these exams, the majority of them have set fees that are provided to the proctor (e.g., Prometric pays $4/test hour and PearsonVUE pays $5/test hour for OCET to proctor their exams). These rates are non-negotiable, which has led to OCET losing money by paying staff to administer these exams. During this reporting period, OCET received $22,102.50 in revenue for various exams that were proctored for 918 candidates. An APT was paid for 1,531.5 hours during the same period, which comes to $29,213.91 (at $19.14/hr). Considering this doesn't include the hours worked by other OCET staff members to collect payments and supervise administration of the exams, this is definitely not an **Efficient** service.

Efforts are currently being made to improve profitability while still providing this much needed service for the community.   If OCET is expected to be self-sustaining and function entrepreneurially, the unit should be able to run as a business

	and focus on programs that are lucrative. For instance, OCET should not be expected to carry the burden of community services while also being expected to cover the salaries of those performing the work.
	OCET is hopeful the college's administration will assist by either; 1) facilitating passing proctoring services to another department or 2) subsidizing the costs associated with offering these services.
	Effectiveness is difficult to assess with these services, however we do serve nearly every person who requests our assistance for passport acceptance and exam proctoring services. Also, the Department of State inspects our office as a passport acceptance location and agents are required to complete annual training. OCET has passed all inspections and kept up to date with certifications in order to be an **Effective** acceptance site.
	Testing vendors receive feedback on the convenience and support of our services via surveys testing candidates complete directly with vendor, so we do not collect this data. If there are any concerns voiced by our customers, the testing company follows up with OCET staff. If there were issues with our test delivery, we would be notified and measures would be taken to improve our service or we could even be discontinued as a testing site. Any issues that have come up over the past 6 years have been minor and handled to a satisfactory conclusion, with OCET never having been reprimanded. This shows that OCET is **Effectively** delivering test proctoring services.
Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.	President Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014, which superseded the Workforce Investment Act (WIA) of 1998. Since OCET's inception, we have worked closely with the Department of Labor and our local Workforce Development Division to identify and meet the workforce needs of our community. Due to delays with the County of Hawaii awarding the WIOA provider (October-December 2015), Workforce Development Division had to let go of

	several long-time staff members and begin the hiring process from scratch, replacing experienced counselors with new employees. Changeover of staff, as well as changes to requirements for the funding, have drastically reduced client enrollments in OCET programs by Department of Labor staff. There were 194 separate course enrollments during FY15 compared to one (1) course enrollment during FY16. OCET is now working to better understand community needs as described by the recently hired counselors and to determine best processes for required tracking methods under WIOA.
Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	Destiny One, our system-wide non-credit registration system, was implemented at the end of 2014. There have been challenges associated with all seven campuses working to learn this new system that have been discussed in previous unit reviews. Issues continue to arise and regular meetings are still held statewide between counterparts at all seven campuses in efforts to continue determining best practices and standard operating procedures. Integration with Kuali Financial System and interfacing with our campus website haves been major discussion points during this reporting period. Additionally, the changeover to Destiny has brought up issues with regard to marketing. The system does not currently require customers to complete demographic information, academic attributes, institutions attended or academic goals. It also does not provide an efficient way to track students over time, thereby making it difficult to market to students. Due to separate registration systems from Credit, OCET is not able to track non-credit students who transition to credit bearing programs. OCET uses another tool to disseminate marketing information to prior students, but is not able to sort demographic data for effective marketing. Effective tracking of our participants improves our cancellation rate and lowers expenses by targeting our marketing efforts to those most likely to be interested in a particular training. Implementing these tracking capabilities in Destiny will require learning new processes and will require

	staff time to analyze data in a meaningful way.
	In August 2015, several system-wide policies were presented by Mike Unebasami, UH's Community College's Associate Vice President for Administrative Affairs, to all seven campuses. The policies were created in order to provide additional guidance to campus administrators in carrying out financial and operational managerial oversight of programs and shall apply to all programs that are established to be operationally self-sustaining or ancillary services that are incidental and may be commercial in nature from the educational mission of the University and campus. OCET is one of the programs included in these policies. While most of the policies did not impact OCET significantly, one policy has made a substantial difference: All revenue generating programs shall account for campus indirect costs (IDC) for services and facilities used by the program. Our campus set a rate of 10% and began applying the cost rate September 2015. While we are able to account for the additional 10% cost by adding that amount to the tuition fees we charge for courses we develop, we are not able to adjust the fees of several services we offer such as test proctoring and passport acceptance. Unfortunately, 10% of all OCET revenue is garnered, so this has become a mechanism for loss of revenue that OCET is not able to re-invest back into development of new programs. Considering that between June and December 2015, OCET was in the black by over $10,000 and ended up over $60,000 in the red by the end of the reporting period, it is apparent that January through June 2016 were a financial strain. While the campus has worked with OCET by paying back some of the IDC collected, it seems the impact is still too great to remain financially solvent.

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:	
Changes to the unit's services, functions, and/or operations.	OCET's staffing structure has undergone some important changes during this reporting period. See previous and desired organizational charts in Attachments A and B. In accordance with prescribed best practices in the field of continuing education, OCET is working toward a staffing

	model that centralizes operations and allows revenue generating staff to focus on just that.
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	OCET saw a significant decrease in enrollments through the Department of Labor. This change was discussed previously under the external factors of the unit. OCET has increasingly been assisting the community with passport acceptance over the past 5 years (besides a small decline during FY15). Overall, the amount of staff time spent on this service has increased dramatically since 2011.
Personnel and position additions and/or losses.	OCET had numerous impactful staff changes during the reporting period: 1. The Apprenticeship Coordinator retired on July 31, 2015 after serving in the position for over 17 years. This is a Non-Instructional 11-month Tenure track Faculty Position. The position was filled May 15, 2016. In the interim, an APT-A from the OCET office managed the Apprenticeship Program during the Fall 2015 and Spring 2016 semesters. 2. One of OCET's two non-credit coordinators (APT-A) accepted a new position, leaving OCET at the end of February 2016 after 5.5 years of service. 3. One month later, in March 2016, the only other full-time coordinator in the office accepted another position and left after one year of service. 4. A casual hire APT-A was hired June 1, 2016. This position initially began as a Program Coordinator and has since been changed to handle responsibilities related to assisting with office operations during our re-structuring. 5. OCET's Student Worker left employment at the end of December 2015 and a new student was hired at the beginning of February 2016. 6. The Office Assistant III position was filled June 2015 with an employee who did not pass the probation period (including one extension) and was let go from service at the end of February 2016. An emergency hire Office Assistant III was employed from April throughout the rest of the reporting period.

	7. OCET's Director position was filled for seven years by a former APT-B Coordinator. The G-funded APT-B position was unable to be filled for the duration of the seven year interim appointment since the position was still being held for return rights. Recruitment for the Director position began in the Fall of 2015 and the new Director began on August 22, 2016. Recruitment for the APT-B Coordinator began subsequently. Overall, this is a high amount of staff changeover for one fiscal year and has caused department operations to be stunted. Training so many new staff members has meant drastically reduced resources for program coordination.
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	Feedback from CERC on OCET's last Comprehensive Unit Review in 2012 was positive with regard to OCET's goals aligning with the college's mission. It was suggested that future reviews incorporate more data to support statements and demonstrate achievement. OCET staff have been working toward identifying appropriate data elements to track and have hopefully improved in this area on this review.

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, *more students were served* OR *the unit successfully integrated new strategies/technologies*.)	
Discuss what the unit has been doing well that needs to be maintained and strengthened.	Passport acceptance services have increased nearly each year since OCET staff were trained to execute applications in July 2011. This has been a vital source of revenue during a time when program coordination positions have been understaffed (Attachment E). Test proctoring has been an important addition to OCET's services in that it meets a gap in community needs. This service has also continued to expand since 2011 when we began proctoring exams. While testing services are imperative to properly supporting our local workforce, OCET is not able to financially carry this burden alone. OCET staff are able to meet logistical needs that other departments aren't, such as flexibility with evening and weekend scheduling, the expertise to troubleshoot tests with the many different vendors we work with, and the ability to seek additional vendors and expand services.
Validate these successes by discussing positive improvements in the unit.	OCET has been flexible and entrepreneurial in determining which programs and services to focus on during a time when resources were limited. Several long-time employees have pushed through these challenging times and have sought to become more efficient and

Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	identify ways to help generate revenue. This is evident in the increase of passport acceptance by 49% over last year. Most importantly, although there were challenges associated with high staff turnover during this reporting period, the quality of OCET programs did not suffer. Of the 725 Course Evaluations collected, 710 or 98% of course participants "Agree" or "Strongly Agree" with the statement, "I am satisfied with the overall quality of the class." (Attachment D)

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	Besides high turnover and delays with hiring processes, OCET's registration system is a disparate system that has been challenging to implement since 2014. It is not connected to our financial system, so extra steps are necessary to process payments and financial reports. The University System is now in discussions to integrate the college's financial system, Kuali Financial System (KFS), with our registration system, Destiny One. Destiny continues to require monthly meetings with sister campuses to assist new users and to troubleshoot processes. Numerous setbacks in connection to the financial system have prolonged our processes and added additional burden due to lack of staff. High turnover contributed to the decline in course development and income for the unit. Secondly, the high costs involved in our mandatory registration system by way of annual fees for Destiny and time required for staff to meet on monthly calls to troubleshoot and assist have taken a hard hit on our finances. The registration system is limited in collecting demographic data, enrollment patterns, and is not connected to the college financial system, which is inefficient.
Discuss changes and actions taken to address those challenges.	The vacant positions will be filled. The Destiny registration system is scheduled to connect to financial system in 2017. We are unable to change the elements of data collected in Destiny unless further charges are incurred and the sister campuses agree. Due to the high yearly costs, it is unlikely that we will be able to add data elements in the foreseeable future.
Describe and explain the results of these actions.	Hiring staff will allow OCET to increase productivity. Destiny's connection with our financial system will also increase productivity by reducing the number of steps in the process.

Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Positions may have to be re-described and the lengthy Human Resources process will further delay recruitment of individuals to fill vacant positions. We will have to look at complimentary tools to begin to collect data about the population we serve.

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	

Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	1) Continue to offer certification courses for occupations that require training for re-licensure, 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. Implementation: OCET offered the following number of courses during FY16 in order to fulfill our first action plan:
	
	       Electrician Continued Competency Program - 13
	       Plumber Continued Competency Program – 2
	       Security Guard Training – 33
	       Police Exam Prep Course – 4
	       Total – 52 courses offered
	
	2) Find new programs and initiatives that will help generate revenue to accommodate for 12% annual increase mandated by VPCC office effective 01/2016. Implementation: OCET offered several new workforce training programs as well as a few new personal enrichment courses. The partnership with Department of Public Safety on behalf of Kulani Correctional Facility (KCF) was extended for another year as of July 1, 2015.
	
	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. Implementation: OCET discussed and implemented redistribution of duties and responsibilities for all staff positions. OCET reached out to Leeward Community College and Maui College for assistance with marketing materials.
	
	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. Implementation: This was an area that suffered due to lack of staffing. While certain programs were determined and developed based on data, OCET was not able to hold focus groups or distribute surveys in a meaningful way during this reporting period. Meetings with industry were the most common method of needs assessment during this period in order to develop programs that are most likely to lead to employment. 5) Select some of the 40 Best Practices from LERN to follow to incorporate into the OCET unit business practices. Implementation: OCET staff met to discuss and select best practices to incorporate. Several practices were identified as something we were already doing, such as seeking to keep our cancellation rate below 15%, offering online options for training, and supporting decisions by data. New practices are discussed in the results below. 6) Develop Strategic Directions tactics for the next 5 years. Implementation: OCET with have input on the Strategic Directions document for Hawaii Community College.

Discuss the results of the action plan and the unit's success in achieving its goals.	1) Results: OCET continues to work within Department of Commerce and Consumer Affairs' regulations and offer training that is approved for occupational certification. This includes the following number of participants served in each profession during FY16:
	       Electricians – 311
	       Plumbers – 3
	       Security Guards – 145
	       Police Recruits – 44
	       Total – 503 served
	
	2) Results: New workforce training programs offered during this period included; Meat Processing Program, Caregiving 101: A series for those who care for older adults (in partnership with the Hawaii County Office on Aging), Adult Residential Care Home Operator (ARCH) Program, and The Five Behaviors of a Cohesive Team. New courses in personal enrichment included; Introduction to Yeast Breads, Introduction to Personal Fitness and Nutrition, and SketchUp Introduction and Intermediate. We also develop mostly new classes for our Summer Youth Academy each year. Of the 15 classes offered for kindergarten through sixth graders, 12 were new

courses. The same course is only offered during two consecutive summers in very rare circumstances, such as a highly popular course.

The MOA to develop programs for Kulani Correctional Facility (KCF) inmates was extended through FY16 and programs were expanded. OCET developed nine new courses for Kulani Correctional Facility inmates in subjects including agriculture, `ukulele playing, Microsoft Office, pahu drum and poi board carving, and a transitional skills course that prepares inmates to better integrate back into the community upon their release. There were 243 duplicated enrollments by 120 inmates at KCF during this reporting period.

While this partnership has been beneficial, overall OCET did not achieve the desired 12% increase in revenue. Significant gaps in staffing during the reporting period slowed production drastically.

3) Results: As a member of the Learning Resource Network (LERN), the largest association of lifelong learning in the world, OCET is kept up to date on trends in continuing education. Over the past few years, there has been a trend toward centralizing operations functions, marketing, and sales in order to allow program coordinators to focus on development of new content - an essential aspect of a successful continuing education department. The way OCET was previously structured was to have program coordinators focus on a particular topic area and do all aspects of coordination for each of his/her programs. This meant coordinators were responsible for needs assessment, development, hiring, marketing, logistics, etc. During Summer 2014, we began re-distributing workload in order to better fit the suggested model. August 2014, a revised position description was submitted to Human Resources to encompass the changes that had been taking place in a newly titled Operations Manager. The position was approved for re-banding with a revised list of duties and responsibilities in December 2016, over two years later. When a casual APT position was vacated in February 2015, it was also re-described to better fit our desired staffing structure and an Operations assistant was hired June 2016. Changes are ongoing.

An OCET staff member attended the Operations Staffing Institute offered by LERN in April 2015. The information learned at the institute helped solidify necessary structural adjustments and allowed us to more

fully embrace the changes to duties and responsibilities, moving OCET toward a more conducive staffing model.

There was some collaboration with Leeward and Maui marketing staff to produce flyer templates. There have been improvements to materials thanks to this input. In the future, OCET is planning to work with the UH Graphics Department to produce other materials since we do not have staff with expertise in this area.

4) Results: Without sufficient staff to do research prior to development, some programs were canceled due to low enrollment, which indicates that we didn't match a need with the target audience. This may mean there was no need for the program, or it may mean the program wasn't sufficiently marketed to the appropriate audience. Cancellations can be reduced by completing needs assessments prior to development. An Outreach Coordinator position description was drafted July 2015 in order to fulfill these responsibilities. This is in line with our structural re-organization. Our initial Outreach Coordinator was located in Kona from March to September 2015. Another Outreach Coordinator will be hired Fall 2016 in Hilo.

5) Results: OCET staff selected six best practices to incorporate into office operations.

> #1 "Must collect demographics, email, and the promotional method that generated the registration."
> #2 "Create 20% new courses each cycle. This could include revamping the course description and title if the course had been canceled previously."
> #3 "Don't give money back – give credit or transfer to another class."
> #4 "Have a one year plan. This includes programs, finances, sales, marketing, and operational goals."
> #5 "Follow timelines. Promotional initiatives cannot be late getting out – it will defeat the purpose."
> #6 "Transition to solutions – talk in terms of solutions – clients need more than training and education – they need to know we can provide a service."

The focus on these particular best practices may change with the new Director starting August 2016. Our next steps will be to ensure we are incorporating best practices into OCET operations.

	6) <u>Results:</u> OCET gave feedback on how we can support various areas such as workforce development and graduation initiatives. The Strategic Directions document for 2015-2020 was submitted to College Council and was approved to be posted on the college's website at: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf
Discuss any challenges the unit had in implementing that action plan or achieving its goals.	Implementing a cumbersome registration system while working toward re-structuring the duties and responsibilities of staff members has been especially challenging during this time of high staff turnover. Slow hiring processes have left open positions vacant for long stretches of time, putting strain on other employees who have to cover additional responsibilities. These challenges stagnated growth of the department and slowed progress on action plans.

- Did the unit review its website during AY15-16? Please check the box below that applies.

**OCET manages its own website via a third-party vendor. We pay an annual fee in order to be able to update our content in a timely fashion. We previously had to request assistance from the webmaster, which delayed sharing accurate information with our community.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on _____(date)_____.

☐ Reviewed website and will submit change request to webmaster.

☐ Unit does not have a website.

> *Please note that requests for revisions to unit websites must be submitted directly to the College's webmaster at*
> http://hawaii.hawaii.edu/web-developer

Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: OCET will undergo a reorganization; Coordinators will be assigned to specific parts of the workflow. This includes staff managing each function as follows: outreach, operations, programming and marketing.	**Benchmarks/Timelines:** Re-describe and hire vacant positions by May 2017.

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?
Filling vacant positions would increase productivity by centralizing operations, improve customer service due to the ability to better meet needs, and allow current staff members to perform better (allow revenue generating staff to focus on generating revenue).

Action Goal 2: Increase outreach and community data collection.	**Benchmarks/Timelines:** Seek funding/resources to hire Outreach staff (continuous until filled) Develop Assessment tool by March 2017 Develop an Outreach Plan by March 2017 Conduct outreach and implement assessment with community and businesses (continuous).

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?
Increased efforts in community outreach will assist OCET in making data based decisions when determining types of workforce training to develop and educate employers on contract services we provide. This will decrease the cancellation rates of courses and increase our enrollment and contract training.

Action Goal 3: Build curriculum assets; Work with employers to design workforce training by partnering a curriculum developer with subject matter experts and build library of resources.	**Benchmarks/Timelines:** Seek support/funding from campus or capacity building grants to hire a curriculum developer by end of 2017; Currently, curriculum is not standardized and should contain clear and concise written statements of the objectives and intended learning outcomes. We will also continue to work with community to identify subject matter experts (continuous).

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?
Having a curriculum developer would allow OCET to build the necessary resources to offer tailored workforce training. OCET has a minimal library of resources, which limits offerings, and depends on outside curriculum that increases the costs of doing business. Courses that are tied to an occupation (designed for employers) generate a substantial enrollment.

RESOURCE IMPLICATIONS

> *NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.*

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

Compared to other sister non-credit offices throughout the State, our office has no Faculty Coordinators. Our Coordinators are funded through our own income-generation. We have 1 G-funded APT Coordinator position that could not be filled per Human Resources for the past seven years. The current interim Director vacated this position for the interim Director position. Therefore, our unit did not get additional support and had to sustain personnel costs from our Special funds. OCET's financial situation does not allow for support of positions that don't generate enough revenue to sustain staff salaries.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	**Testing Center Coordinator:** Provide proctoring services for community-at-large; continue to implement exams that impact our alumni and future students (CLEP). *Emergency Need
Include estimated cost(s) and timeline(s) for procurement.	**Testing Center Coordinator:** 1 APT A ($41,292 + Fringe Rate 50.79% = $62,265) G-funded To be hired by fall 2017.
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	This aligns with HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
#1 OCET will provide training that is relevant to the needs of the Hawaii Island community.	Community participants in OCET training programs will report that OCET training is relevant to their needs and the needs of the Hawaii Island community.
#2 OCET will maintain a pool of highly qualified instructors.	Community participants in OCET training programs will report that their instructors are highly qualified.
#3 OCET will effectively communicate courses and services to the community.	Community partners and members will report that OCET's outreach and community marketing is effective in communicating OCET's courses and services to the community.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>unit work or activity assessed</u>, including unit service records, client satisfaction surveys, and other types of assessment instruments.	Outcomes #1, 2 & 3: Customer and participant satisfaction will be reported via the anonymous Course Evaluation survey (Attachment C).
a description of <u>who conducted the assessment,</u> (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).	All participants in courses, classes, and other trainings are asked to complete the anonymous Course Evaluation survey. The surveys are handed out by course instructors and students are asked to put them in an envelope in order to maintain anonymity. Summaries are generated by OCET's Office Assistant III and Student Assistants.
a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards used in the assessment.	Participants respond to statements on a Likert Scale from 1 to 5, with 1 meaning the participant Strongly Disagrees with the statement and 5 meaning the participant Strongly Agrees with the statement. Scores are compiled and the number of participants who responded with a "5" out of the total number of participants gives us a percentage who Strongly Agree with the statement.

Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
    - example 1: "85% of students surveyed will rate the unit's services as meeting or exceeding their expectation";
    - example 2: "95% of service requests will be completed on time and to the satisfaction of the requester."

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
#1 OCET will provide training that is relevant to the needs of the Hawaii Island community.	At least 95% of participants will report that they "Agree" or "Strongly Agree" OCET training is relevant to their needs and the needs of the Hawaii Island community on the Course Evaluation survey.
#2 OCET will maintain a pool of highly qualified instructors.	At least 95% of participants in OCET training programs will report that they "Agree" or "Strongly Agree" their instructors are highly qualified on the Course Evaluation survey.
#3 OCET will effectively communicate courses and services to the community.	At least 85% of community partners and members will report that they "Agree" or "Strongly Agree" OCET's outreach and community marketing is effective in communicating OCET's courses and services to the community on the Course Evaluation survey.

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment results</u> in terms of unit's attainment of the UOs.	#1 OCET will provide training that is relevant to the needs of the Hawaii Island community. 706/725 participants (97%) reported that they "Agree" or "Strongly Agree" with the statement, "Hawai'i CC provides continuing education and training that is relevant to the needs of the Big Island community." This is above our benchmark of 95%, so we successfully achieved this outcome. #2 OCET will maintain a pool of highly qualified instructors. 723/725 participants (100%) reported that they "Agree"

	or "Strongly Agree" with the statement, "The instructor(s) was/were knowledgeable about the subject matter."
	721-725 participants (99%) reported that they "Agree" or "Strongly Agree" with the statement, "The instructor(s) was/were responsive to my learning needs."
	Both of these results are above our benchmark of 95%, so we successfully achieved this outcome.
	#3 OCET will effectively communicate courses and services to the community.
	683/725 participants (94%) reported that they "Agree" or "Strongly Agree" with the statement, "Hawai'i CC effectively communicates courses and service offerings to the community it serves."
	This is above our benchmark of 85%, so we successfully achieved this outcome.

Other Comments

Include any additional information that will help clarify the unit's UO assessment results.	
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	Not applicable.

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:	
Changes to assessment practices, activities, or projects.	Assessment practices will remain more or less the same. Efforts will be made to better track marketing methods in order to improve communications.
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	Update our Trainer Handbook in order to continually improve support for our instructors. Develop a workshop for incoming instructors. Incorporate practices to assist with follow up with customers and better track interest and improve communication. Continue to operationalize positions and functions that is recommended by LERN.
Increases or changes in student support activities and services to support student learning and achievement.	Provide instructors access to the Destiny One portal to increase student support. This feature has only been used minimally since the system was first implemented. Continue to work with employers and gather data so that students receive relevant education for their existing or new careers.

Attachment A: Unit Organizational Chart

Office of Continuing Education & Training
Organization Chart

Office of the Chancellor

Noreen Yamane, Chancellor*

Office of Continuing Education & Training
89382 (G)
Debbie Shigehara, Interim Director

Support Services

Secretary II, SR 14, 25060 (G)
Cathy Arita, Secretary

Office Assistant III, SR 08, 111587T (G)
Jackie Alvarez, Clerk

Institutional Support Specialist, PBA 81945T (S)
Marsha Okajima

Rural Development Project

Educational Specialist
80959T(R)
Anthony Kent

Educational Specialist
(Sustainability Center)
79358T (R)
Graceson Ghen

Educational Specialist
77575T (R)
Vacant

Casual Hire Educational Specialist*
Agriculture Education Center
James Rushing

Apprenticeship Program

Faculty 83051 (G)
Wilton Watanabe

Non-Credit Programs

Educational Specialist, PBA, 81638 (S)
Tiana Koga

Educational Specialist, PBA, 80256 (S)
Estee Nathanson

Intensive English Program

Faculty 83531(G)
Sherri Fujita

Educational Specialist, PBA, 79189T (S)
Stephen Clements

Casual Hire, Educational Specialist, Yuko Suzuki* (S)

	Permanent	Temporary
(G) General Fund	4	1
(S) Special Funds	1	4
(R) Federal Grant	3	

* Excluded from position count on this chart.

Attachment B

Desired Organizational Chart

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                                    ┌──────────────────────┐
                                    │  Director (G-funds)  │
                                    └──────────┬───────────┘
                                               │
              ┌──────────────────────┐         │    ┌────────────────────────┐
              │ Secretary II (G-funds)│────────┼────│ Curriculum Developer   │
              └──────────────────────┘         │    │ and Instructional       │
                                               │    │ Designer (Faculty, G-   │
                                               │    │ funds)                  │
                                               │    └────────────────────────┘
```

- Director (G-funds)
  - Secretary II (G-funds)
  - Curriculum Developer and Instructional Designer (Faculty, G-funds)
  - Operations Manager (APT-B S-funds)
    - Institutional Support Specialist (APT-A, S-funds)
    - Office Assistant III (G-funds)
    - Student Assistant ($5k/yr funding assistance then S-funds)
    - Operations Assistant (APT-A, S-funds)
  - Apprenticeship Program Coordinator (Faculty G-funds)
  - Intensive English Program Director (G-funds)
    - Intensive English Program Coordinator (APT-A, S-funds)
  - Lead Program Coordinator (APT-B, G-funds)
    - Program Coordinator (APT-A, S-funds)
    - Program Coordinator (APT-A, S-funds)
  - Promotions Coordinator (APT-B, G-funds)

UNIVERSITY of HAWAI'I®
HAWAI'I
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?

May we use your comments as a testimonial?

If so, please write your name _____

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

Mahalo for helping us evaluate this class and our program.

Attachment D

FY16 Course Evaluation Summary	# Strongly Agree Responses	% Strongly Agree Responses	# Agree Responses	% Agree Responses	# Disagree Responses	% Disagree Responses	# Strongly Disagree Responses	% Strongly Disagree Responses
The information was presented in a clear and well-organized manner.	603	83%	119	16%	1	0%	1	0%
The length of the class was just right.	509	70%	192	26%	13	2%	4	1%
The class materials were relevant and useful (if applicable).	574	79%	136	19%	6	1%	0	0%
The instructor(s) was/were knowledgeable about the subject matter.	651	90%	72	10%	0	0%	0	0%
The instructor(s) was/were responsive to my learning needs.	613	85%	108	15%	5	1%	1	0%
I am satisfied with the overall quality of the class.	590	81%	120	17%	6	1%	1	0%
Hawai'i CC provides continuing education and training that is relevant to the needs of the Big Island community.	543	75%	163	22%	2	0%	0	0%
Hawai'i CC effectively communicates courses and service offerings to the community it serves.	511	70%	172	24%	11	2%	1	0%

Attachment E

	Passports Accepted						% Change from previous year
FY12	**Q1**	**Q2**	**Q3**	**Q4**	**Total #**	**Revenue**	
	20	20	82	120	242	$ 6,050.00	-

	Q1	**Q2**	**Q3**	**Q4**	**Total #**	**Revenue**	
FY13	113	86	251	325	775	$ 19,375.00	220%

	Q1	**Q2**	**Q3**	**Q4**	**Total #**	**Revenue**	
FY14	139	210	408	382	1139	$ 28,475.00	47%

	Q1	**Q2**	**Q3**	**Q4**	**Total #**	**Revenue**	
FY15	155	197	403	299	1054	$ 26,350.00	-7%

	Q1	**Q2**	**Q3**	**Q4**	**Total #**	**Revenue**	
FY16	255	333	534	450	1572	$ 39,300.00	49%

Testing Summary

Exam	FY12 #	FY12 Rev	FY13 #	FY13 Rev	FY14 #	FY14 Rev	FY15 #	FY15 Rev	FY16 #	FY16 Rev
Typing Certification (BUS1009)/10-Key Certification (BUS1010)							9		11	
COMPASS (EDU1008)							57	$ 2,850.00		
ISO Quality (EDU1007)			8	$ 210.00					21	$ 605.00
ATI TEAS (EDU1005)			204	$ 10,200.00	149	$ 7,450.00	118	$ 5,900.00	185	$ 9,250.00
Pearson VUE (EDU1006)	16	$ 80.00	150	$ 727.50	589	$ 3,107.50	299	$ 2,167.50	256	$ 1,810.00
Prometric ASE (EDU1002)	140	$ 1,161.00	262	$ 2,047.00	245	$ 2,023.00	204	$ 2,141.00	186	$ 2,321.00
Public Safety (EDU1003/4/11/13)					128	$ 1,300.00	100	$ 900.00	93	$ 1,200.00
Non-UH (EDU1001)			6	$ 425.00	33	$ 1,394.00	118	$ 4,619.00	166	$ 6,916.50
Grand Totals:	156	$ 1,241.00	630	$ 13,609.50	1144	$ 15,274.50	905	$ 18,577.50	918	$ 22,102.50