

Annual Program Review
Unit Summary Report

Unit: OCET, IEP and Apprenticeship
Year: AY 2012-2013
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1. *Summarize the ARPD data, discussing any unusual or persistent problems. Provide possible reasons and solutions if there are problems. Describe the status of the Unit as a whole.*

OCET has begun expanding to other areas of the island via on-line training as well as face-to-face classes. With the loss of grant personnel, the professional staff that coordinates programs has decreased from 4 to 2 coordinators. One of the challenges was planning for programs in West Hawaii without being in the community. A casual hire staff has been hired who resides in the community to plan classes accordingly which dramatically reduced cancellation rates.

IEP struggles to recruit a diverse group of international students for the program and for the College despite having no marketing budget or a dedicated position. There are duplication of services with IEP and Student Services since no International Office exists at HawCC. In fall 2012, 90% of international students in degree programs originated from the IEP bringing in over \$180,000 in tuition revenue to HawCC. In spring 2013, international students brought in over \$162,000. Eighty-seven percent of the international students taking credit classes came from the IEP. The IEP program bears the cost of an Assistant Coordinator and 2-3 student hires to handle inquiries, applications, admissions, housing support, orientation, and counseling for international students. Casual hire instructors teach for the program with no benefits so the IEP is not able to attract and retain qualified professional faculty.

The vitality of the Apprenticeship Program is dependent on the health of the local economy. Current economic conditions for the County of Hawaii remain sluggish so many apprenticeship candidates are discouraged by the lack of available work and ability to progress within the requirements of each program. The Apprenticeship Program has returned to a level of activity where lower unemployment rates equates to increased apprenticeship training activities.

2. *Summarize the program assessment information. Try to answer the question: Is my Unit doing meaningful assessments and utilizing the results to make changes? Cite examples of high quality and poor quality assessment. Describe what actions you will take to support the programs that need help.*

Although assessment has been a new direction for OCET, by collecting and reviewing data, the unit sees the value in monitoring unit outcomes.

OCET seeks ways to assess relevant training by being active members of committees, associations, and community events; reviewing course evaluations forms; and recruiting high quality instructors. Course evaluation forms give OCET valuable feedback on whether class met participants' expectations as well as quality of instruction, if there is negative feedback, OCET makes changes to the content or instructor.

The IEP, in week 7 of each 8-week session, distributes an evaluation form to international students. The results are reviewed in IEP Team meetings, and by the instructors in a pre-session meeting following the session being reviewed changes, if necessary, are implemented as a result of these reviews. This type of evaluation has been used for over 10 years, 5 times a year. The results are used in annual and comprehensive reviews and to the CEA, IEP's accrediting body.

3. Summarize the quality of alignment of programs with the College's Mission, ILO's, Strategic Plan, and AMP. How well is your Unit supporting the College in these areas?

Unit Action	AMP	ILO	Strategic Plan	Mission
Reduce non-credit course cancellation rates to less than 20%	<ul style="list-style-type: none"> Student completion, Graduation, Remediation, and Workforce Training Underserved populations: Native Hawaiians and low income students 	1, 2,3	A2, 1, A2.5, D2, B4	
Establish motorcycle safety training on HawCC campus	<ul style="list-style-type: none"> Underserved populations: Low income students 	2	A2.1, E.1	
Increase the number of classes offered islandwide by 3%	<ul style="list-style-type: none"> Student completion, Graduation, Remediation, and Workforce Training Underserved populations: Native Hawaiians and low income students 	1,2,3	A2.1, A2.5, B4	
IEP Establish Multicultural/International office	<ul style="list-style-type: none"> 	1,3	B5	
Increase the number of IEP students	<ul style="list-style-type: none"> Underserved populations 	1, 2	B.1, B.5	
IEP Instructors hired as lecturers	<ul style="list-style-type: none"> Underserved populations Workforce training Graduation 	3	B.5	

4. Overall, identify needed improvement. If funds are needed, list in order of highest priority.

Marketing is an area that needs improvement—both to internal and external customers. Many HawCC faculty and staff do not know what the unit does and how we contribute to workforce and economic development. Highest priority items for OCET are personnel—in East and West Hawaii. Currently casual hire positions are used on a temporary basis through S-funds.

G-funded permanent positions are needed for the Palamanui campus and for East Hawaii.

1.0 FTE APT Band B (West Hawaii)	\$46,512
1.0 FTE Office Assistant III (West Hawaii)	\$25,668
1.0 FTE APT Band A (East Hawaii)	\$36,684

Personnel	Justification	Cost
1.0 FTE APT Band B (West Hawaii)	As the only non-credit training provider for HawCC, we are designated to serve the needs of the entire County of Hawaii. Personal connections facilitate design of best program offerings and scheduling, and are difficult to for staff to develop from East Hawaii. It will take time to build connections and relationship to begin serving the number of participants required for positions in West Hawaii to be self sufficient. Filling this position would address the University's Strategic Outcome, Performance Measure A2.1 to increase enrollment by 2015, particularly in regions and with groups who are underserved. West Hawaii is one of the most underserved regions in the state.	\$46,512
1.0 FTE Office Assistant III (West Hawaii)	Clerical staff is needed to support the APT based in West Hawaii to focus on planning programs/classes that will address the workforce and economic development needs of that area. This position will also address Performance Measure A2.1 in increasing enrollment in underserved regions of the state.	\$25,668

1.0 FTE APT Band A (East Hawaii)	This position will greatly enhance OCET's ability to improve in marketing programs to reduce cancellation rates and increase number of classes offered island-wide. This includes courses that would include enrollment of underserved populations in underserved areas, courses that help to increase above average wages, and international student programs.	\$36,684
Personnel	Justification	Cost
0.5 APT Band A Student Services	This is to supplement a half time APT to coordinate admissions, Banner entry, SEVIS and general student support for the IEP. The position if full-time could serve all credit and non-credit international students. Additional services such as housing assistance, ongoing workshops for acculturation and airport pick ups would make HawCC a more attractive place to study for international students.	\$19,074
Non-Personnel		
	Marketing to recruit international students	\$10,000