

Continuing Education and Workforce Development Office

Reorganization Plan

Kapi'olani Community College,
University of Hawai'i

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Introduction

Continuing education and training (CE) programs at Kapi'olani Community College (the College) serve several different purposes. Most CE students are career oriented, e.g., they use our programs to upgrade training in existing careers, retrain for new careers, or prepare for licensure exams. In addition, many of our lifelong learners attend CE courses for avocational or hobby-related interests, such as language skills, stress management, or retirement planning. Furthermore, through its Workforce Development activities, the College responds to requests from the business community by providing services such as job-profiling, skills assessment, industry-recognized certification program training, and customized training programs. Such efforts prepare our students with knowledge and skills that meet current employment and career standards, a mission of the College.¹

Since 1998, the College's CE activities have been the responsibility of existing academic units. CE assets in existence before 1998 were reassigned to various departments, in order to provide them with the resources to perform additional CE responsibilities. Operationally, the management of CE programs became the sole responsibility of deans and department chairpersons in respective disciplines. Over the past few years due to changes in internal and external conditions, the faculty, staff, and administration agreed that a change in organization of the College's continuing education and training program could improve results in the areas of program planning and marketing, as well as enrollment and income.

Nationally, change in organizational structure is a standard occurrence among community colleges. Underwood and Hammons found that two-thirds of the 135 community colleges they studied had reviewed and revised their organization structure within the past 18 months of their study. In addition, all the community colleges they studied that were of similar size to Kapi'olani had reviewed their structure within the last 24 months.² Thus, in a natural response to internal and external changes impacting the College, last semester the Chancellor proposed an informal college-wide reorganization plan. At that time Department Chairpersons and Unit heads suggested that academic programs be placed under Program Deans and that these Deans be only responsible for academics, not support services or continuing education. In addition, the College's *Report of the Budget Execution Task Force (2005)*, stated:

“As of several years ago, a model that consists of embedding non-credit programs with their credit counterpart was put in effect at the College. This decentralization, coupled with the proper financial incentives, was expected to allow the credit and non-credit programs to articulate courses, and be supportive of the needs of each other. This situation does not seem to be happening consistently across campus, nor does it seem likely that most non-credit programs will generate a profit under the current structure. The time has come to re-examine the model under which the non-credit programs now operate.”³

The Task Force recommended the College seek the consulting services of Learning Resources Network (LERN) to assist with the reexamination of the non-credit situation on campus. In December 2005, William Draves of LERN was hired to review the College's continuing education and training program. Mr. Draves described the situation with continuing education activities as “deteriorating to the point where it is seriously negatively impacting the college.”⁴ He listed a variety of problems with the current continuing education and training system at the College and recommended that “all continuing education and training activities be centralized into one unit.”⁵

A recent college-wide reorganization proposal submitted to the College community places continuing education and workforce development responsibilities in the Community and College Relations Unit (C&CR). This configuration is meant to provide the same focus of intention and intensity for continuing education and training programs as the academic departments and the Academic Affairs Unit provides for academic credit programs. This restructuring affords academic departments the opportunity to focus on their primary responsibility, i.e., credit programs. It also allows Departments to support their individual interests, and those of the College in general, through continuing education and workforce development offerings administered by CE&WD. In addition, CE marketing and existing CE&WD program support resources will be consolidated in this program, to assure services for an integrated college-wide CE&WD effort. In partnership with all departments and programs of the College, CE&WD will continue to offer the public “a wide array of seminars, workshops, and continuing education courses designed to meet the needs of Hawaii’s employers in both the private and public sectors.”⁶ In addition, the CE&WD program will continue to provide customized training programs for organizations, as well as quality professional training opportunities and leisure-related classes. Moreover, CE&WD, with the cooperation of the Vice Chancellors, Dean of Student Services, Program Deans, and Academic and Resource Support, will be responsible for conducting research relating to its efforts, e.g., new training needs of individuals, organizations, and the community-at-large, program effectiveness based on learning and financial criteria, and the value of CE as a pathway to certificate programs and the AA degree.

Lifelong Learning and Continuing Education: A Context

The College expresses its commitment to lifelong learning by providing the highest quality of continuing education and training courses. Lifelong learning is a broad concept that refers to education that is flexible, diverse, and available at different times and places and pursued throughout life. Four pillars of lifelong education for the future were identified by the Delors report: learning to know, learning to do, learning to live together (and with others), and learning to be.⁷

Continuing education includes aspects of personal, social, economic, avocational and social education. Jarvis states that continuing education is different from lifelong education, as lifelong education makes no distinction between initial education and post-initial education, whereas continuing education refers only to the latter part of lifelong education.⁸ From this perspective any aspect of post-initial education (i.e., education after what is considered part of compulsory schooling and further education, the latter including pre-vocational, vocational or academic) is defined as continuing education. However, continuing education is defined by different institutions and organizations using a variety of standards, e.g., for-credit versus not-for-credit; the intent of the student, i.e., whether the student is in pursuance of a degree or not; the fee structure, e.g., whether the fee is based on the traditional credit system or related to attempts to cover expenses or make profit; time in attendance, i.e., CE is seen as a part-time education activity; or the flexibility a CE provider has in providing a course, in contrast to the process of obtaining approval in the traditional academic structure. Thus, definitions of Continuing Education⁹ include:

- Continuing Education is a category that indicates a collection of courses for completion of a specialized program of study. The Continuing Education category includes for-credit program of study (awarding a specific number of credits), Continuing Education Units (CEU), and the broader non-credit program of study commonly known as Continuing Education. (www.iseek.org/static/awards.htm)

- Coursework that generally does not carry academic credit applicable towards a degree; ... there are noncredit continuing education opportunities as well as credit continuing education opportunities. (www.nku.edu/~aarc/glossary.html)

- A department in a university, college, or community college that offers courses outside the traditional department offerings. Continuing Education courses may either be for credit or non-credit. Traditionally, Continuing Education Departments have the ability to respond directly and in a timely fashion to community needs. (www.pathways-tpi.org/glossary.html)

- Part-time or short-term educational activities or training offered by an institution on a cost-recovery basis. (www.scoea.bc.ca/glossary2001.htm)

- Continuing education, in its most general definition, is education intended for adult learners, especially for those beyond traditional undergraduate college or university age. Frequently, in the United States, it can involve enrollment in college/university credit-granting courses, often by students enrolled part-time, and often offered through a division or school of continuing education of a college/university. (en.wikipedia.org/wiki/Continuing_education)

Finally, in his quest for the meaning of CE, Jarvis¹⁰ includes a comprehensive definition by the Accrediting Commission of the Continuing Education Council of the United States (ACCEC):

...the further development of human abilities after entrance into employment or voluntary activities. It includes in-service, upgrading and updating education. It may be occupational education or training which furthers careers or personal development. Continuing education includes that study made necessary by advances in knowledge. It excludes most general education and training for job entry. Continuing education is concerned primarily with broad personal and professional development. It includes leadership training and the improvement of the ability to manage personal, financial, material and human resources. Most of the subject matter is at the professional, technical and leadership training levels or the equivalent.

With the above distinctions in mind, the College will consolidate continuing education and workforce development programs and proposes the following definition to describe this effort:

Continuing Education refers to any program of study beyond compulsory education level that does not lead directly to a major higher education degree or a certificate of competence for job entry purposes. As such, Continuing Education will include educational activities or offerings for professional (work related), personal, or community development that do not carry academic credit but may carry Continuing Education Units (CEUs) or qualify for Certificates of Competence for professional development purposes.

Accordingly, based on the above definition, if a program of study leads to an entry-level position in a field it *is NOT CE*; if a program enhances the knowledge and skill of a student who already has met the minimum qualifications for being in a field, and such qualifications are a prerequisite for entering the program, then it *is CE*. For example, the Phlebotomy Certificate of Competence or the Pharmacy Technician Certificate of Competence that prepares students for entry-level employment would NOT be considered CE. However, the Respiratory and Rehabilitative Care of the Medically Fragile Child Certificate of Competence, which prepares RNs and LPNs to provide respiratory and rehabilitation care for medically fragile children would be considered a CE program.

All activities that meet the criteria of Continuing Education as defined above will be offered through the CE&WD Office. Academic units will continue to manage courses they offer on a continual basis for the purpose of allowing students the opportunity to address skill deficiencies (i.e., that which is considered part of initial education) and/or language-proficiency issues in order to qualify for enrollment in a specific Kapi'olani Community College program, or a series of courses resulting in awarding a certificate of competence that leads to entry level positions in a career field, but *not* to career development or upgrade. The Academic units will be responsible for all expenses, both direct and indirect, for courses they offer. If the Academic units request assistance from the CE&WD Office to administer any part of these programs, an administrative CE&WD fee will be applied.

In reference to certificates of competence that lead to *entry level* positions in a career field, it is suggested that departments consider reclassifying them as part of a Workforce Entry and Retraining Program. As such, it is suggested that Academic Units consider adopting a policy that would award credit for, at minimum, classroom time spent in pursuance of a job-entry certificate of competence, if the student should return to school for an Associate Degree within a specified period of time. Such a policy would serve as encouragement to return to the College for further education. Having already earned a number of credits that could be applied to a degree (e.g. as electives) would reduce time and financial barriers to obtaining an Associate degree, or more. Consequently, the College would be promoting lifelong learning in students, as opposed to structuring a learning event, i.e., the certificate of competence, as a terminal educational level.

Continuing Education and Workforce Development Office

The proposed structure for the CE&WD Office (the Office), within the Community and College Relations (C&CR) Unit, is based upon a business plan concept. The program will be accountable for funding all of its expenses, both direct and indirect, while bringing in additional revenue for the Office and the College. The Chancellor will determine how proceeds will be distributed in reference to a percentage of revenues above CE&WD's costs to departments that have collaboratively created special continuing education programs. To accomplish a workable business plan, the Vice Chancellor of C&CR will work closely with the Chancellor and the academic and support agencies in the College.

The Vice Chancellor of C&CR (VC) is responsible for the overall guidance, administration, and success of the Office and will interact with other VCs and Deans in planning the reorganization and obtaining the resources the Office needs to successfully fulfill its mission. Also, the Vice Chancellor will be responsible for managing the unit and implementing the recommendations from the LERN Report, as is deemed appropriate. In addition, the VC will represent the unit at administrative meetings, conduct the unit meetings, be in contact with industry needs, meet with businesses, manage the units budget, monitor and assist the personnel in meeting their annual goals, identify the needs of the unit, provide staff development opportunities, organize training for the personnel in the unit, etc.

CE&WD will be organized primarily by functions instead of by Department program areas. Personnel will work in function-based teams instead of working independently in individual program areas. The change to a function-based team concept from the current stovepipe, program-specialty format will allow staff to focus on fewer types of tasks, allowing specialization, and affording the opportunity for staff to apply their skills to a broader array of program areas. For example, currently each CE program coordinator is expected to be a sales person, coordinator for contract and public classes, and clerk. Specifically, each coordinator does a

magnitude of tasks such as identifying a course, creating a course, hiring personnel, doing scheduling, purchasing goods, selling contracts, knowing the markup of different programs, marketing their program, etc. Such tasks demand different degrees and types of knowledge, skill, and expertise; they may need to be performed simultaneously; and they may alternate in urgency and priority during the life cycle of a program. The present structure requires each coordinator perform all of these tasks for their individual program area. In contrast, the team concept will allow members of different function-based teams to work cooperatively to create, plan, develop, market, and implement programs in many areas.

In addition, the team concept allows the College to improve its representation in the community. For example, CE&WD will develop Sales and Contract staff that represent the College and *all* the products and resources it has to offer a prospective client. College-based representation is a sharp contrast to the present system in which the narrow interest of a program is represented because the coordinator represents only the products of one department. College-wide representation will allow the College to offer businesses a variety of educational opportunities to meet needs that otherwise might go unnoticed due to the more restricted interests promoted in the present Department-based system.

Finally, the proposed team structure for CE&WD encourages a workplace in which all members of the Unit share the responsibility for success. Each person will be aware of how he or she contributes to the team, the program, and the success of the unit.

The three major teams in the CE&WD Office would include:

1. Public Program Team. Primary responsibility is to be aware of the educational needs of the public, design course description and curriculum, offer and monitor public courses, teach courses, work with academic faculty, be a liaison to academic programs, assist in design and implement marketing concepts, work with contract sales in identifying content and faculty for course offerings, etc.

2. Contract Sales Team. Primary responsibility is to be familiar with all the program areas, oversee development of marketing plans, identify areas of training required by industry to sell, price and implement contract training, communicate with the public program team about their programs offerings and expertise, assist in design and implement marketing concepts, teach courses, etc.

3. CE&WD Support Team. Primary responsibility is to assist the VC of C&CR and other team members to prepare and track purchase orders, log and monitor certificates being distributed, consolidate enrollment records (e.g. roster, evaluations, etc.) in one location, coordinate the SOC, track enrollment, carrying out marketing ideas, organizing catalog content with marketing, distributing the catalogs, maintaining curriculum, consolidating budget records, processing payroll information, ordering supplies, etc. In addition, specific personnel will assist the Contract Sales Team and the Public Program Team to develop and implement marketing techniques that are most appropriate and efficient, e.g., obtain the highest return on investment.

The College's academic registration, personnel, and business offices will provide support to the CE&WD Office and when necessary attend and participate in CE&WD meetings and activities.

Timeline for Implementation

Reorganizing CE&WD will be accomplished in five phases as follows:

Phase I - Approval of the plan for reorganization - Fall, 2006

September – Proposed CE Reorganization Plan is presented to PPAC.

September - Chancellor and VC, C&CR identify personnel to be relocated to the CE&WD Unit.

October - PPAC members give feedback to the plan.

November – A CE&WD Plan is shared with faculty and staff groups and the Chancellor.

Phase II - Preliminary Organization, December, 2006

December – C&CR Vice Chancellor reviews the financial records of CE&WD activities for the last five years for analysis and recommendation, organizes the CE&WD program, identifies and notifies personnel, establishes CE&WD functions and codes (fiscal), and works with the other Vice Chancellors, Scheduler, and Program Deans, on office and classroom space.

December - C&CR Vice Chancellor develops a budget projection.

January – C&CR Vice Chancellor and Vice Chancellor of Administrative Services identify approximate assessment amount for coming year to so that the Unit is aware of how it may contribute to these costs. Recommendations are made to the Chancellor.

Phase III – Planning Transition from Decentralized to Centralized CE&WD Unit, February 2007

February - Reorganization of duties and responsibilities plan sent to Union, if necessary.

February - C&CR Vice Chancellor plans Unit retreat with CE&WD proposed personnel

Phase IV - Review and assessment of current procedures, planning, revision and transformation of procedures and assignments, and training personnel, March 2007

March – All CE personnel move to CE&WD offices and begin functioning as a unit.

March - CE&WD conducts a retreat for personnel to discuss: Organization Structure; Future Directions; Philosophy – Mission, Goals, Vision; Organizational structure; Personnel responsibilities; Data review from past years; Courses to offer; Delivery methods of courses; Possible certificates; LERN philosophy and formulas; Classroom needs; Account Codes.

Phase V – Implement CE&WD Reorganization of CE Structure, April 2007

April – CE&WD Unit implements reorganization of responsibilities, duties, and procedures.

References

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5. *ibid*, Recommendation #2.
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10. Jarvis, *ibid*, p.38.