

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

EDvance: General and Non-Credit Programs

Date: March 8, 2019

**Review Period
July 1, 2017 to June 30, 2018**

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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 evaluation and 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.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description

<p>Provide the short description as listed in the current catalog.</p> <p>If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>EDvance (formerly the Office of Continuing Education and Training or OCET) was established in 1992 to deliver opportunities for continuing education and training for Hawai`i Island. EDvance delivers non-credit Workforce Development training; customized, contract training; career certificate programs; a variety of online classes; summer classes for K-12 students; and personal enrichment classes. Additionally, EDvance provides passport acceptance services and workshop-conference coordination for the community. Apprenticeship training and the Office of International Programs/Intensive English Program are housed under EDvance.</p>
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Comprehensive Review Information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website:</p> <p>http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2017</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2017_EDvance_comprehensive_unit_review.pdf</p>

Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.

Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.

No CERC response memo to the EDvance/OCET 2017 Comprehensive Unit Review is available. The Unit will respond to the CERC's evaluation of it's next CUR, due in 2020.

Unit Data: Key Performance Indicators and Analysis of Unit Data

List each KPI for your unit in the table below. In the text boxes below, briefly describe and analyze summary data for each KPI for the review period. Discuss previous KPI benchmarks and any targets for the following fiscal year. Be sure to describe any changes or findings from this review period that impact student success.

UNIT	Key Performance Indicators	KPI MEASURE(S)	UNIT GOAL or Benchmark
	Total Customers Served (Duplicated)	5,004 incl. passport svcs. 1,465 course enrollments	+12%
	Total Classes Offered	191 courses (47 new) 311 sections	10-30% new programs or 19-57
	Average Enrollment Per Class	1,465/311 = 4.71	8-12
	Total Tuition Collected	\$582,333.50	12x Coordinator Salary or \$648,000
	Average Tuition Amount Collected Per Registration	\$636,728.09/1,465 = \$434.63	
	Total Revenue Collected (Income)	\$717,373.90 /8 staff = \$89,671.74	\$125,000/full time staff

	Total Promotions Expenses	\$6,000.00	10-15% of income or \$71,737
	Total All Expenses	\$578,437.50	
	Net Income	\$138,936.40	5% of income or \$35,868.70
	Cancellation Rate	48/137 = 35%	< 20%
	Total Instructional Hours	91,648.08	

DEVELOPMENT:

In collaboration with the other six community colleges in the University of Hawaii System, EDvance has determined Key Performance Indicators (KPIs) that will be tracked in order to measure and compare the health of all continuing education units at the community colleges. These data points are a better fit for unit reporting as ARPD data does not exist for continuing education units.

In the past, the unit reported data that best reflected Demand, Efficiency, and Effectiveness, however it has not been an effective way to determine the health of the unit. Moving forward, the unit will follow recommendations from the Learning Resources Network (LERN), the largest association in the world for continuing education and lifelong learning, to analyze program data.

Describe & analyze KPI data:

In looking at the number of duplicated individuals who enrolled for non-credit training during FY18, we see a decline from 1,581 during FY17 to 1,465 during FY18, a decrease of 7%. The number of individuals who received passport acceptance services increased from 2,417 during FY17 to 3,539 during this reporting period, which is an increase of 47%. Overall, the total number of duplicated individuals increased from 3,998 during FY17 to 5,004 during FY18, an increase of 26%.

The total number of courses offered increased from 139 during FY17 to 191 during FY18. This increase can be attributed to the hiring of a Program Manager in May 2017 whose focus is to improve existing programs and develop new ones. The department has also had steady support of repeat programs due to a casual hire that came on board in June 2016 and continued to assist with coordination responsibilities throughout this reporting period, allowing the Program Manager to focus on developing new courses.

Total tuition and revenue collected were short of the benchmarks for this reporting period, along with our average tuition collected and cancellation rate.

The cancellation rate for this reporting period was 35%, which is higher than the LERN benchmark of 20%. The higher than desired cancellation rate can be attributed to the lack of an individual who is dedicated to marketing efforts. If the enrollment minimum is not met, then EDvance is forced to cancel classes as the department must remain financially sustainable. When classes are marketed effectively and meet minimum enrollment, our cancellation rate decreases and our revenue increases, which would lead to improvement of several of our KPIs.

Previous KPI benchmarks & targets for next fiscal year:

EDvance's Program Coordinators intend to focus on developing new course offerings during the upcoming fiscal year, with the Operations Team supporting repeat offerings. FY18 resulted in 25% new course offerings (47/191 courses), which is in the range of LERN's benchmark of 10-30% new programs each year. During FY19, the development team will strive to develop 30% new courses and continue passing along repeat courses for the Operations Team to maintain.

Describe changes or findings for this review period that impact student success:

Offering current and relevant courses is vital to the success of the EDvance unit, however we must market the offerings effectively in order to meet our goals and fill our classes. By leaning on LERN benchmarks, the unit can identify areas to seek improvement, such as cancellation rate and new course rate.

Keeping programs current requires curriculum and delivery review in collaboration with instructors and representatives from industry in order to best meet community needs. Outreach efforts of this kind will continue throughout the upcoming fiscal year, including participation on such relevant committees as the Japanese Chamber of Commerce and Industry of Hawaii Education Committee. When our programs are relevant and current, our students are able to succeed and complete at a higher level which leads to higher employment rates for our county and improves our community in countless ways.

OPERATIONS:

The operations team will continue to coordinate repeated courses to allow program coordinators to generate revenue through development of new courses.

Additionally, operations staff are the frontline customer service providers and support revenue generation by informing customers of classes they may be interested in taking, accepting passport applications for the community, and by encouraging customers to transfer to another course instead of receiving a refund.

Passport acceptance continues to be a source of additional revenue for the unit. 1,979 individual passport applications were accepted by operations staff during this reporting period. The staff also took 1,560 passport photos. This amounts to \$54,335.00 in passport execution

fees and \$7,800.00 in passport photo fees for a total of \$62,135.00 in additional revenue for the unit. This is a significant contribution to the unit's total revenue (9%).

MARKETING:

While program coordinators focus on developing courses and the operations team focuses on delivering courses and customer service, there is no designated marketing expert on staff. The staff member who was handling the majority of marketing related tasks retired in December 2017, however that individual did not have marketing expertise and wasn't able to do the full gamut of responsibilities required to manage a marketing campaign for the unit. These challenges are reflected in the Total Promotion Expenses data, showing that the unit spent considerably less on marketing than is advised (\$6,000 spent vs. \$70,000 advised).

It will be helpful for the unit to better track expenditures on promotional efforts. Having an individual responsible for creating and implementing a marketing plan would support best practices in consistent branding and ensure promotions go out on a regular basis. While much of our marketing efforts are performed in-house, some of the marketing efforts have been supplemented by outside funding sources. Due to the use of multiple funding sources by different coordinators and staff, it is difficult to effectively track all promotional efforts and expenses. Therefore, the amount that was reported above is an estimate.

In January 2018, the Office of Continuing Education and Training changed its name to EDvance in conjunction with a campus-wide reorganization. This has led to the need for re-branding to familiarize the community with this change and has likely impacted enrollment negatively as the unit strives to inform the community that we are still here providing the same great service as we always have.

A marketing expert will drastically improve the areas where we didn't meet our goals and hiring a Marketing Coordinator is a high priority that will be pursued in FY19.

OTHER, including COLLEGE-WIDE:

EDvance oversees our Hawaii Island Nutrition, Employment & Training (HINET) program. HINET primarily supports credit students. Since the program does not generate income, we do not include clients served with EDvance data. For this reporting period, HINET reports the following:

Total number of applicants: 320

Total number receiving HINET Support Services: 66

Total who dropped out program: 26

Total ineligible: 42

What else is relevant to understanding the Unit's data?

Describe any trends, internal/external factors, strengths and/or challenges that can help the reader understand the Unit's data but are not discussed above.

DEVELOPMENT:

Near the end of this reporting period our island was impacted by the natural disaster of a lava flow. This event had a particularly heavy impact on the success/pass rate of the Customer Service in Hawaii program which was launched after its redevelopment from our sister campus, Kapiolani Community College. We started the program with 19 registered participants, of which nine (9) were no show participants, three (3) participants withdrew after attending one class session, five (5) did not complete, and two (2) completed and received certificates.

This program was heavily impacted by this event because of the line of work that the participants held in the tourism industry. Many were from helicopter companies that played a vital role in observation flyovers and also saw a heightened interest in helicopter tours over lava fields. Then came the impact on tourism and with drastically fewer visitors to the island, many of the companies had to lay off employees and reduce operations.

Additionally, we believe that this event may have negatively impacted enrollment in other courses that were offered around the same time, decreasing enrollment and therefore increasing our cancellation rate.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period in the context of your unit's current resources, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success and the success of unit operations.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success and unit operations. Explain what the unit did to address those challenges.

DEVELOPMENT:

It is the responsibility of the development team to provide new training programs, identify curriculum, and revamp courses/programs that are regularly delivered which are housed with the operation's team. Courses are reviewed regularly to ensure continuous updates in order to remain relevant following industry trends, software upgrades, and other factors.

In FY '17-'18, the development team rolled out a total of 47 new programs. "The Basics of ARC Welding" was driven by interest in the community. A local employer was looking for a

short-term program that would align with their employee's availability rather than enrolling them in a credit program.

The Commercial Motor Vehicle License prep course was launched in August 2017 with eight participants enrolled. This program included a partnership with the Diesel Mechanics program allowing non-credit students to utilize a CDL simulator and Semi Truck for driving practice. Over the course of this program many challenges and obstacles surfaced to include instructors leaving mid-way through the program and the truck breaking down a few times and requiring maintenance fixes that delayed the course. Seven of the eight participants completed and received their Class A license in March 2018, nearly three months later than the course was scheduled to end. Following the completion of this course and after gathering feedback from participants, the Program Manager, Instructor, and Director reviewed the curriculum and schedule. While much of the circumstances that delayed the program were out of our control, changes were made in some areas in order to have a better roll out of the program in June 2018.

In partnership with one of our contract instructors, EDvance offered the following professional development courses; Meetings that Matter, Navigating the Dynamics of Difference, Leading Organizational Change, Coaching Workplace Teams, Group Facilitation Techniques & Methods, and Designing the Ideal Hiring and Onboarding Process. We did not have the chance to hold any of these courses as they did not meet minimum enrollment. Minimum enrollment is dependent on the course cost and ranges from 4 to 10 students. Due to the lack of a staff member designated for marketing efforts, minimal promotion of the courses is believed to have played a big factor in the lack of knowledge the community had regarding these programs and contributed to low enrollment.

Identifying an instructor to teach these topics was one of the development team's Wildly Important Goals set in early 2018. That goal was met and the courses were made available for enrollment, however it is equally important that the courses are marketed to the community in order to fully complete the process of identifying, developing, delivering, and evaluating a program or course. Due to the lack of enrollment and the inability to hold the classes we were unable to perform evaluations and really determine whether the courses were of any success. In response to the vacancy in marketing staff, the development team may better serve the community by making direct contact with companies, departments, agencies, etc., and target market courses or provide contract training solutions. With such an approach we may have the ability to combine a variety of courses that are currently offered or could potentially create courses specifically to fill training gaps among employees.

In October 2017, EDvance provided the first Hawaii Community College APT and Civil Service Professional Development Day. This included a variety of professional development workshops for participants to attend as a means to provide individuals the opportunity to

participate in training on island and on campus. While the initiative was put forth by Chancellor Solemsaas, it provided EDvance the opportunity to highlight the abilities our department has to coordinate a conference style program and utilize the talent and expertise we have on campus and in our community.

A survey was sent out to both Manono and Pālanui campuses to allow everyone a chance to voice their opinion and for EDvance to ensure sessions were developed on the most sought-after training topics for our internal community. Training topics included aerial lift certification, Google Suite, Microsoft Excel, understanding the multi-generational workplace, customer service, and more. We had a total of 59 individuals registered for this professional development event. 31 APT, 19 Civil Service, 6 Casual Hire, 3 were on either grant projects, public attendee, or some other position outside of the Civil Service and APT classification. Of the 59 attendees a total of 48 evaluations were collected. When asked how satisfied they were with the content's sessions the average response was 4.66 (on a scale of 1-5; 5 equating to very satisfied) for a total 16 different sessions. ([Event Evaluation Summary](#))

Revamped curriculum:

Along with hardware upgrades for the EDvance computer lab, newer versions of Microsoft Word and Excel were installed. These upgrades provided EDvance the opportunity to revisit the current Microsoft Office course curriculum. The Program Manager and our computer instructor worked together to identify new curriculum and workbooks via a third-party partner for future Microsoft Word and Excel training.

Kapiolani Community College (KapCC) continuing education department revamped curriculum for the Tour Guide Certification program. The new Customer Service in Hawaii curriculum was developed for statewide delivery by sister continuing education units, such as EDvance. Hawaii Tourism Authority (HTA) has collaborated with KapCC on the evaluation and development of this curriculum to ensure relevance and accuracy of the content, a process that has spanned over ten years. This program is not only for tour guides, it's also a certificate program for individuals who work in other parts of the service industry (i.e. front desk, restaurants, etc.). Additionally, HTA provided its stamp of approval by recognizing individuals who complete this program and will include them on an HTA-approved Tour Guide listing.

Aside from the external factors that caused a low completion rate mentioned earlier, our instructors, who were well qualified and possessed many years of experience and knowledge of the Hawaiian culture, found that some information included in the curriculum was somewhat incorrect and needed to be updated due to new developments and discoveries. Throughout the initial offering of the program on Hawai'i Island, our instructors were able to identify mistakes and correct them during delivery, as well as sharing out to Kapiolani to make necessary changes. This program provided an opportunity to work with a sister campus and to offer a

course that is relevant to a major industry in our economy. To ensure further success we will continue to ensure accurate information is being shared about our unique island. We are considering incorporating the option of completing modules online, and the possibility of including field trips to important areas around the island in order to provide a more applied approach.

In January 2018, notification of award by Pacific Center for Advanced Technology Training (PCATT) was received that EDvance would get \$75,000 in PCATT Consortium grant funding to make initial start-up purchases for a Drone Enthusiast program. Grant monies would help fund initial purchases to include high-speed processing laptops, VR goggles, curriculum, software, and other related items. Following the awarding of funds, it was announced that UH Hilo's Drone program would be discontinued and therefore we are taking the opportunity to expand our drone program from drone enthusiasts to service individuals in the workforce that can utilize training on the use of a drone.

OPERATIONS:

The department provided test proctoring services for 779 duplicated individuals at a financial loss during FY18. The department made efforts over the years to expand testing services by partnering with additional testing vendors to offer more exams to the community. Contracts were sent to UH legal counsel, however responses were either delayed for months or no response was received, or there were changes required that the vendors couldn't accommodate and we weren't able to move forward. Non-UH testing administration was transitioned to Hale Kea staff in June 2018 after seven years of efforts to develop a sustainable testing center for community members requiring workforce certification.

Retirement of Institutional Support Staff in December 2017 increased passport processing duties for the Secretary position. Staff continued to meet community needs as the only acceptance facility in Hilo and accepted 1,979 applications over the year.

The department transitioned from the Workforce Investment Act (WIA) to the Workforce Innovation and Opportunity Act (WIOA) law, which involved new program requirements including participant tracking. Efforts have been made to work with the department's external vendor for online classes to meet the necessary tracking requirements. The new tracking method will be finalized in FY19, however this has caused a reduction in enrollments received with WIOA funding.

Supported registration, logistics, course preparation, and instructor hiring for the following:

76 apprenticeship courses

44 summer youth courses

32 courses offered to inmates at Kulani Correctional Facility

-Total of 387 sections offered across all types of EDvance courses to include over 1,400 duplicated customers served.

Implemented repeat programs, such as:

Motorcycle Safety Foundation (MSF) Basic Rider Course, Electrical Technology Program, Plumbers Continued Competency Program, Electrician Continued Competency Program, Security Guard Training, Recreational Thrill Craft Operators Safety Course, Ocean Safety Educational Course, and the Department of Taxation Tax Workshops.

Coordinated 21 classroom assistant volunteers for summer youth programs, including collaboration with the Foster Grandparents Program for the third year running.

Delivered successful teacher and assistant orientation for Summer Youth Academy programs.

EDvance relies on student workers and volunteers from other programs, such as Alu Like, Inc. and Department of Human Services, to provide additional staff support during times of particularly heavy workload and when available.

The Operations Team works well together to meet all department needs, filling in during absences, and helping each other to complete tasks in a timely manner. Working well as a team, we are able to better serve our customers.

MARKETING:

Marketing of EDvance courses and offerings continues to be a challenging area for the department. While there is need for a marketing specialist, funding and lack of available G-funded positions has made hiring challenging. The position for the Institutional Support Specialist was rewritten upon retirement in December 2017 and the department is actively recruiting a Marketing Coordinator into FY19.

The department has been relying on staff and student workers who do not specialize in marketing to generate promotional materials and manage social media. Not having a specialist on staff leads to less effective promotions and tracking, and pulls other staff away from necessary duties.

Hiring someone who has expertise in, and can take responsibility for, the full gamut of tasks associated with marketing programs for the department will improve outcomes and relieve current staff to focus on other responsibilities.

OTHER, including COLLEGE-WIDE:

The HINET program relies on reimbursement from Department of Human Services (DHS) to sustain personnel. The processes and policies currently in place have limited our potential reimbursement. Reimbursements derive from non-federal financial aid that HINET students receive. WindwardCC, the lead program manager of HINET, continues to work with UH System office and Office of Research Services (ORS) on developing processes that would allow HINET to maximize reimbursement. HINET's growing caseload does require additional capacity to effectively manage and process applications. Due to the contract with DHS, HINET is not able to utilize students to perform certain functions. However, student workers would help alleviate orientation, application processing and digital record keeping. We will continue to work through the program obstacles since the benefits for both credit and non-credit students continue to support students and student success.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

- The Unit manages its own website.
- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

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>

PART 2: UNIT ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY18-19, based on analysis of the unit's AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3). This Action Plan should identify the unit's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.

Hiring a Marketing Coordinator is the first priority for the unit during the upcoming fiscal year. Having a specialist on staff to take responsibility for the department's marketing and promotional campaigns is expected to improve several of our KPI factors as well as our Unit Outcome assessment results in order to meet or exceed benchmarks in the coming year. KPIs that are expected to improve once a marketing specialist has been hired include: Total Customers Served, Total Tuition Collected, Average Tuition Amount Collected Per Registration, Total Promotions Expenses, Cancellation Rate. Data related to Unit Outcome #3 "Community partners and members will report that EDvance's outreach and community marketing is effective in communicating EDvance's courses and services to the community" is also expected to improve. EDvance seeks to have a Marketing Coordinator in place by the end of AY18-19 with substantial improvement expected to be realized during AY19-20.

Further develop contract training process and tools to support the expansion of services we provide for the private and government sectors. Program Coordinator will seek professional development opportunities to assist with development of tools and methodologies to increase and improve contract training services for our community. The newly hired Marketing Coordinator and the Curriculum Developer will collaborate with the Program Coordinator to develop educational courses along with outreach and marketing strategies in order to achieve this goal by the conclusion of AY18-19.

The Apprenticeship Program Coordinator is working with the Applied Technical Education Department (ATE) and the Vice Chancellor for Academic Affairs (VCAA) to develop a degree pathway for apprentices to achieve an Applied Technical Studies (ATS) degree by awarding credit for the apprenticeship related education coursework and applying those courses and credits towards the ATS degree. The apprentices would complete the General Education courses, as required, in order to be awarded the ATS degree. Efforts are also being made to develop more non-credit to credit pathways for inmates at the Kulani Correctional Facility who complete programs offered by EDvance through an MOA with the State of Hawaii Department of Public Safety.

Aligning with moving in the direction of establishing more non-credit to credit options, learning outcomes are being identified for non-credit courses. This will support identification

of non-credit courses that align with credit courses and are potential opportunities for degree pathway options for our community.

Pre- and post-assessment tools are being developed for non-credit courses in order to more accurately assess whether students meet learning outcomes for credit degrees. Historically, there have not been consistent tools utilized for this purpose due to the varying nature of non-credit programs. It is anticipated that the use of assessment tools will support the process of determining completion of degree requirements.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

What strategies, actions, resources, or other changes would help the unit improve its services to the College and the community?

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).

DEVELOPMENT

Action Item 1:

Action: Coordinate efforts with Curriculum Coordinator to develop courses and utilize platforms and delivery methods that best fit instructor, participant, and program outcomes.

Timeline: To begin Fall 2019

Impact: This position will play a vital role to the entire campus but the effect that it will have on non-credit is immense. EDvance has historically hired instructors who either have their own curriculum or are willing to teach curriculum we purchase from third-parties, this will now give us the ability to work with professionals in various industries to assist in creating relevant programs and curriculum.

Action Item 2: Pathway for apprentices to achieve ATS degree

Action: Collaborate with the ATE Department and the VCAA to develop a degree pathway for apprentices via the ATS degree and implement additional courses at Kulani Correctional Facility that are approved for the non-credit to credit conversion that will provide a degree pathway in order to provide greater equity for this specific population.

Timeline: Ongoing process to align different programs - beginning Fall 2018

Impact: By creating the degree pathway for apprentices we will help to address the persistent inequities that exist with access to higher education and increase the possibility of degree attainment.

OPERATIONS

Action Item 1:

Action: Hire new Office Assistant III after resignation of previous OA in June 2018.

Timeline: Will be completed in Fall 2018.

Impact: This is a vital position for the department and plays an important role in customer service being our information specialist and registration clerk.

Action Item 2:

Action: New Office Assistant to become a certified Passport Acceptance Agent.

Timeline: Will be completed in Fall 2018.

Impact: The need for passport acceptance services remains in high demand, with over 1,900 being processed by the department during this reporting period. Having staff cross-trained on passports makes it possible for the department to be more flexible in meeting these demands from the community.

Action Item 3:

Action: Finalize WIOA participant tracking process for online courses.

Timeline: Will be completed by the end of FY19.

Impact: WIOA is a program dedicated to funding training for unemployed, underemployed, and dislocated workers who are seeking to improve workplace skills or to forge a new career pathway. As training providers must go through a process to become eligible for delivering training to program participants in our county, the number and variety of offerings is limited by the number of eligible training providers in our area who apply. Hawaii Community College has been a large contributor to these training options in the past and our community is surely negatively impacted if we are not an approved vendor.

Operations Action Items #1, 2 & 3 (above) are correlated with EDvance's Unit Outcome #1: Community participants in EDvance training programs will report that EDvance training is relevant to their needs and the needs of the Hawaii Island community.

Regarding Action Items #1 & 2: Our front office staff is the generally the first point of contact for EDvance customers and students. Being able to provide adequate and timely service is critical to what success looks like for our department. This is why the department will work quickly to hire a new Office Assistant, who will be asked to work immediately toward passport acceptance certification.

Regarding Action Item #3: Being an eligible training provider for WIOA will allow EDvance to better meet the needs of the community by being an available option for WIOA participants who are interested in attending training to improve their employability.

MARKETING

Action Item 1:

Action: Hire new Marketing Specialist Coordinator.

Timeline: Will be completed during FY19.

Impact: This position is integral to the success of the department. It is imperative to market courses that are developed in order to meet minimum enrollment and reduce cancellation rates, which have been higher than target benchmarks in recent years. Cancelling courses means we aren't meeting our commitment to the community and a marketing specialist would improve that rate more than any other individual impact.

Action Item 2:

Action: EDvance staff will continue to participate on the statewide Marketing Committee.

Timeline: Ongoing through FY19.

Impact: The Marketing Committee is a collaborative effort of staff from continuing education departments across all seven community colleges in the University of Hawaii System. This is one of several committees that was created when the System bought a registration system that is being used by all seven campuses. The Committee shares best practices in marketing continuing education programs, as well as methods of integrating our registration system with marketing efforts.

Marketing Action Items # 1 & 2 (above) are directly related EDvance's Unit Outcome #3: Community partners and members will report that EDvance's outreach and community marketing is effective in communicating EDvance's courses and services to the community. Data on this UO have been reflective of the challenges faced with marketing, which will likely improve dramatically once a position is dedicated to marketing tasks.

OTHER, including COLLEGE-WIDE

Action Item 1:

Action: Continue to intake applications for HINET students and maintain an active caseload of 65 students.

Timeline: Will be completed during FY19.

Impact: Program supports credit and non-credit students by providing payments for training that leads to employment.

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18

Unit Outcomes

Provide the full text of the unit’s current approved Unit Outcomes (UOs) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website:

[HawCC ASSESSMENT](#)

UO#	UNIT OUTCOMES (text)	Aligned to ILO #
1	Community participants in EDvance training programs will report that EDvance training is relevant to their needs and the needs of the Hawai`i Island community.	3, 4
2	Community participants in EDvance training programs will report that their instructors are highly qualified.	3, 5
3	Community partners and members will report that EDvance’s outreach and community marketing is effective in communicating EDvance’s courses and services to the community.	1, 4
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #
	N/A – EDvance does not have SLOs.	

Assessments Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc. Describe criteria used to determine success, and timelines for assessment. Attach documentation and other materials as necessary to help the reader understand the unit’s assessment activities.

UO #	Assessment Strategies

1, 2, 3	<p>EDvance Unit Outcomes are assessed via course participant evaluation surveys. The Unit seeks to obtain a completed survey from each and every course participant. The survey template has been provided as Attachment A.</p> <p>Success is determined for all three UOs by achieving a certain percentage of “Strongly Agree” and “Agree” responses on the surveys.</p> <p>UO1: 95% or better UO2: 95% or better UO3: 85% or better</p> <p>EDvance courses are offered throughout the year, so data is continuously collected and compiled. Data for courses that began from July 1, 2017 - June 30, 2018 are included on this review.</p>
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Results of Unit Outcomes and Student Learning Outcomes Assessments

<p>For each UO/SLO assessed in AY17-18 listed above, provide:</p> <ul style="list-style-type: none"> ● a statement of the quantitative results; ● a brief narrative analysis of those results.
<p>UO #1: Community participants in EDvance training programs will report that EDvance training is relevant to their needs and the needs of the Hawai`i Island community.</p> <p>99.99% of EDvance course participants 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.” 414 participants or 81% said they “Strongly Agree” and 94 or 18% said they “Agree” with the survey statement. Only one (1) participant out of 509 respondents selected to “Disagree” with this statement and no one responded that they “Strongly Disagree”.</p> <p>This is above our benchmark of 95% “Strongly Agree” and “Agree” responses, so the Unit successfully achieved this outcome.</p> <p>During the previous reporting period (FY17), the unit achieved a rating of 97% and has therefore improved in this area. The percentage of participants who responded with “Strongly Agree” on this survey question increased from 76% during FY17 to 81% during this review period.</p>

UO #2: Community participants in EDvance training programs will report that their instructors are highly qualified.

There are two survey statements that correspond to this Unit Outcome.

99.99% of EDvance course participants reported that they “Agree” or “Strongly Agree” with the statement, “The instructor(s) was/were knowledgeable about the subject matter.” 453 participants or 88% said they “Strongly Agree” and 55 or 11 % said they “Agree” with the survey statement. Only four (4) participants out of 512 respondents selected to “Disagree” with this statement and no one responded that they “Strongly Disagree”.

99.99% of EDvance course participants reported that they “Agree” or “Strongly Agree” with the statement, “The instructor(s) was/were responsive to my learning needs.” 441 participants or 86% said they “Strongly Agree” and 66 or 13 % said they “Agree” with the survey statement. Only four (4) participants out of 511 respondents selected to “Disagree” with this statement and no one responded that they “Strongly Disagree”.

Both of these results are above our benchmark of 95% of “Strongly Agree” and “Agree” responses, so the Unit successfully achieved this outcome. The evaluation results serve as an attestation to the skills of the instructors the unit selects to provide training that over 85% of course participants “Strongly Agree” that their instructor was knowledgeable and responsive to their learning needs.

During the previous reporting period (FY17), the unit achieved ratings of 100% and 99% of “Strongly Agree” responses, respectively, and has therefore maintained a successful rating in this area. The unit received similarly high ratings over the last reporting period (FY17), with 88% of respondents replying that they “Strongly Agree” that their instructor was knowledgeable and 86% replying that they “Strongly Agree” their instructor was responsive.

UO #3: Community partners and members will report that EDvance’s outreach and community marketing is effective in communicating EDvance’s courses and services to the community.

99.99% of EDvance course participants reported that they “Agree” or “Strongly Agree” with the statement, “Hawai’i CC effectively communicates courses and service offerings to the community it serves.” 400 participants or 79% said they “Strongly Agree” and 104 or 21% said they “Agree” with the survey statement. Only two (2) participants out of 506 respondents selected to “Disagree” with this statement and no one responded that they “Strongly Disagree”.

While 99.99% is above the unit’s benchmark of 85% “Strongly Agree” and “Agree” responses, and we did successfully achieve this outcome, there are efforts in progress to improve this result. This statement resulted in our second lowest percentage of “Strongly Agree” responses across all survey questions and has been a challenging area for the department due to a lack of designated staff that are responsible for marketing and outreach.

During the previous reporting period (FY17), the unit achieved a rating of 98% and has therefore improved in this area. The percentage of participants who responded with “Strongly Agree” on this survey question increased from 68% during FY17 to 79% during this review period, which indicates that there has been improvement.

Other Comments

Include any additional information that will help clarify the unit’s assessment results, successes and challenges.

Not applicable.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit’s services, operations, functions and clients.

Not applicable.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe and discuss the unit's intended next steps in assessment to support improvements in student success and achievement of its unit outcomes, based on the unit's overall AY17-18 assessment results. Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions. Include any course-specific assessments of student learning and satisfaction with the unit's course offerings that are planned for the upcoming review period.

EDvance is looking to enhance our training evaluation. This includes developing and implementing pre- and post-assessments for new courses. We would like to ensure we are continually improving our courses, evaluating instructors and collecting data on the overall impact of training.

The unit will also be recruiting a Marketing Coordinator, who will be responsible for creating a marketing plan, implementing the plan, and tracking the effectiveness of marketing efforts. This position will be vital for improving our awareness in the community and reinforcing our branding, as well as determining best practices with regard to marketing our programs and services. Once the Marketing Coordinator has had the opportunity to implement a marketing plan, we hope to see better ratings on our course evaluation form relating to UO#3 and show that we are effectively marketing our programs.

Resource Allocation Requests and Analysis

Describe your unit’s current resources, including staffing, service capacity, technological resources, operational space/facilities, and any major equipment or supplies. Describe any necessary staffing adjustments, as well as the expected impact of the changes. Consider the current space allocation for your unit. Is there appropriate space for the unit to carry out its mission? Does your unit require additional technological resources (software, hardware, etc.) or specialized equipment to meet its objectives? You may use the table below to illustrate current budget allocations and proposed allocations for your unit. Be sure to reference the unit’s KPI data results and assessment of unit outcomes that informed the proposed changes in the table.

Resource Allocation Proposal Summary

	Resource Type	Current Allocation	Proposed Allocation	Evidence/Justification
1.	Space	1600	400 sq ft. x 4 staff: Space in proximity to EDvance	HINET will require additional personnel to manage increase in case load. EDvance has no space for additional staff and will not be able to support program without staff.
2.	Space	400	400 sq ft. x 1 staff	Career Center expects expansion of services to include an Internship Coordinator. The pilot project with an internship coordinator may continue and there is no space for this staff to locate.