# HAWAII COMMUNITY COLLEGE
# UNIT REVIEW REPORT

# ADMISSIONS & RECORDS OFFICE

**March 2, 2015**

**July 1, 2013 to June 30, 2014**

# Initiator: Jason Cifra
# Writer(s): Dorinna Manuel-Cortez

\

*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process,*

*the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.*

# Unit Review Outline

**Cover Sheet**
**Outline Page**
**Unit Description**
**Unit Mission**
**3YR Review Report Summary**
**CERC Comments and Feedback**
**Part I: Quantitative/Qualitative Indicators**
    **A. Annual Report of Program Data (ARPD) Data Grid**
    **B. ARPD Data Analysis**
    **C. Other Data, Trends & Factors**
**Part II: Analysis of the Unit**
    **A. Alignment with Institutional Mission & Learning Outcomes (ILOs)**
    **B. Strengths & Weaknesses**
**Part IIIA: Unit Outcomes and Assessment**
    **A. Unit Outcome(s) Assessed**
    **B. Expected Level of Achievement**
    **C. Assessment Strategy/Instrument**
    **D. Results of Unit Assessment**
    **E. Next Steps**
**Part IIIB: Unit Outcomes and Assessment**
    **A. Course Assessment**
    **B. 20% Course Review**
**Part IV: Action Plan**
    **A. Previous Goals (Unit Actions) & Planning**
    **B. New Goals (Action Strategies) and Alignment**
**Part V: Resource Implications**
    **A. Cost Item 1**
    **B. Cost Item 2**
    **B. Cost Item 3**
**Part VI: Justification for Unit Existence**

## Unit Description

The Admissions & Records Office (ARO) is a unit within the Division of Student Affairs and is under the purview of the Vice Chancellor for Student Affairs.   In January 2000, the then ARO was separated into two offices - the Admissions & Registration Office (A&R) and the Records & Internal Data Management Office (R&IDM).  Admissions, registration, records maintenance, and Veterans Administration educational benefits functions and services were delegated between them.  The two offices were supervised by the Admissions Specialist and the Registrar, respectively, and each operated autonomously while sharing the same physical space and a number of overlapping functions.

Effective July 16, 2013, the Admissions Specialist position was re-described and renamed as the Registrar/Admissions and Records Manager (R/ARM).  The two offices were reformed and renamed the Admissions & Records Office with management responsibilities assigned to the R/ARM.  The former Registrar position was re-described and renamed as the Graduation Pathways and Data Facilitator (GPDF).  The R/ARM reports directly to the Vice Chancellor of Student Affairs.

The ARO is responsible for approximately 85% of the functions that were shared between the A&R and R&IDM, including all admissions, registration, records maintenance, and Veterans Administration benefits functions and services.  It provides services to the entire Hawai'i Community College Kauhale - students, faculty, staff, administrators and the community.

The ARO staff consists of one APT B (R/ARM), one APT A Admissions & Records Specialist (ARS) (vacant), one grant funded APT A C3T2 Transcript Evaluator (TE), one Office Assistant IV (OAIV), one Office Assistant III (OAIII), and 4-5 student employees.

Due to the re-organization described above, the ARO was transitioning throughout the evaluation period.  During the transition, a number of changes were made to past practices and policies to improve the quality of services offered and in response to systemic changes, staffing level fluctuations and reduced fiscal support.  The writer will utilize processing data to evaluate the effectiveness of the changes made and to address staffing and fiscal deficiencies.

## Unit Mission

The mission of the ARO is to support student success through practices and policies that are Fair, Accurate, Service-oriented and Timely (F.A.S.T.).

## 3yr Review Report Summary– *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.*

The most significant change over the past three years was the reformation of the ARO, hereafter referred to as "the transition", which began in April 2013 and became official on July 16, 2013.   Approximately 85% of the functions performed and services offered by the A&R and R&IDM remained with the ARO.  These functions and services include, but are not limited to, admissions, registration, transfer credit evaluation, degree conferral, diploma ordering, transcript requests, enrollment verification, VA certification, and National Student Clearinghouse reporting. At the same time, staffing and funding levels fluctuated significantly.

Prior to the transition, there were two permanent APT Bs, one temporary APT A, one Office Assistant IV, one Office Assistant III and up to twelve student employee positions between the two offices.  The Office Assistant IV was approved for nine (9) hours OT per week from January 2009 through June 2014.  The Office Assistant III was approved for nine (9) hours of overtime per week from January 2013 through June 2014.

Each office had a B-Budget of $7,500 and the R&IDM controlled the Transcript & Fees (2244782) and VA Reporting Fees (2256082) accounts.

The ARO's current staffing consists of one permanent APT B (Registrar), one C3T3 grant-funded APT A (Transfer Credit Evaluator) which will terminate September 2015, one temporary APT A (vacant), one Office Assistant IV, one Office Assistant III, and up to five student employees.

Initially, the TE's primary responsibility was evaluating transcripts for transfer credits.  However, over the past two years, the position has been tasked with implementing Prior Learning Assessment (PLA) and portfolio-based assessment, in particular.  These duties accounted for at least 60% of the position's time.  At times, the TCE was dedicating upwards of 75-80% of his time to PLA and portfolio based assessment.

The ARO has been operating without the ARS, less than half of TE position and with as many as eight (8) fewer student employees.

The ARO no longer has a B-Budget, though it still controls the Transcript & Fees (2244782) and VA Reporting Fees (2256082) accounts.

Assessment data will show that while the ARO maintained a high level of productivity, these staffing and fiscal fluctuations had a detrimental effect on the timeliness of services provided.

## CERC Comments and Feedback

*CERC Comments as listed in most recent Comprehensive Review:*

The writer provided a response to the CERC's recommendations for both the Admissions & Registration Office's (2010) and the Records and Internal Management Office's (R&IDM) (2012) comprehensive unit reviews in the ARO's annual unit review for the 2012-2013 assessment period. While the ARO has only been a unit for the 2013-2014 assessment period and has yet to submit a comprehensive unit review, a number of the CERC's recommendations are applicable to the ARO.

The CERC recommended that the units identify unit outcomes that are measurable, identify and implement meaningful assessment strategies, clarify how office operations are relevant to unit and institutional signposts of student success (e.g. enrollment, Native Hawaiian student success, etc.), and provide more details on staffing and resource issues.

The recommendations were valid and constructive. The ARO provides support services to students, faculty, staff and community members. It can be a challenge for service units to identify measurable student learning outcomes and assessment strategies, objectively articulate causality between services and the signposts of student success, and to measure human resource expenditure in terms of students served.

In response to the CERC's recommendation the ARO developed a mission that easily translated into measurable outcomes and identified specific indicators of success for each outcome. The writer will identify areas of strengths and weaknesses through on-going, cyclical and data driven assessment that examines how well the ARO meets its success indicators. Furthermore, by mapping staffing and resource fluctuations against service delivery data (e.g. timeliness, volume and accuracy), the writer will provide meaningful detail on staffing and resource needs.

---

*CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.*
- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

In response to the CERC's recommendation the ARO developed a mission that easily translated into measurable outcomes and identified specific indicators of success for each outcome.

| Mission: | To support student success through practices and policies that are Fair, Accurate, Service-oriented and Timely (FAST). | |
|---|---|---|
| | *Fair means each and every person is treated with respect and consideration. Policies and practices are established to facilitate student success, maintain the integrity of office operations and ensure compliance with applicable federal, state and UH rules and regulations.* | |
| | *Accurate means that due diligence is practiced to ensure data is managed correctly and precisely. Accurate means that correct and timely information is provided to faculty, staff and students via a variety of media, and the information is presented in such a way as to be easily understood.* | |
| | *Service-oriented means that staff members will treat each customer, whether faculty, staff, student, or community member, as a valued member of the HawCC Kauhale and will continuously strive to improve the quality of service provide.* | |
| | *Timely means that services are delivered in a reasonable amount of time given such considerations as best practices, available resources and workload.* | |
| Vision: | Hawai'i Community College's Admissions & Records Office will be renowned for supporting student success by providing F.A.S.T. admissions, registration and educational record maintenance services with aloha. | |
| FAIR Outcome: | ARO related policies and practices will be regularly reviewed and revised to align with UH system policy and practice and to support student success. | |
| Success Indicator: | Record of policy revisions and justifications for the revisions | |
| | HAW 7.208 Transfer Credit Evaluation Policy | |
| | HAW 7.209 Transferring Credits from External Institutions | |
| | HAW 5.304 Repeating Courses | |
| | HAW 5.701 Application for Graduation | |
| | HAW 5.702 Graduation Requirements | |
| | HAW 7.505 Class Attendance, Disappearer and No Show Policies | |
| Success Indicator: | Record of practice revisions and justifications | |
| | TCE - registration no longer required | |
| | VA Orientation | |
| | Diploma ordering | |
| | Commencement ceremony | |
| | RS grade mailers | |
| | HS/RS residency memo | |
| ACCURATE Outcome: | The records maintained by the ARO will be accurate. | |
| Success Indicator: | Application information will be inputted w/ a 98% accuracy | |
| Success Indicator: | Annual internal audit of 25% of TCEs - 100% credits transferred will have been transferred (or not transferred) accurately and appropriately | |
| Success Indicator: | Annual internal audit of 10% of HS/RS applications - no more than 2% may have been determined to be NR | |

| | |
|---|---|
| Success Indicator: | Annual internal audit of 10% of student files - 100% correctly filed and maintained |
| **SERVICE-ORIENTED Outcome:** | **The ARO will provide excellent customer service.** |
| Assessment Activity: | Focus group for Faculty/Staff. |
| Assessment Activity: | Quality survey by students of DSA. |
| **TIMELY Outcome:** | **The ARO will deliver services in a timely manner.** |
| Success Indicator: | Applications will be "pushed" and processed, either accepted or lack letter sent, within three business days. |
| Success Indicator: | Transfer credit evaluations will be completed within three business days. |
| Success Indicator: | VA certifications will be completed within two weeks of registration changes. |
| Success Indicator: | VA 315s will be processed within three business days. |
| Success Indicator: | hawccar@hawaii.edu answered within two business days |

The writer will identify areas of strengths and weaknesses through on-going, cyclical and data driven assessment that examines how well the ARO meets its success indicators. Furthermore, by mapping staffing and resource fluctuations against service delivery data (e.g. timeliness, volume and accuracy), the writer will provide meaningful detail on staffing and resource needs.

**Part I: Quantitative/Qualitative Indicators**

**A. Annual Report of Program Data (ARPD) Data Grid -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

*Look up 2014ARPD data at:* [http://www.hawaii.edu/offices/cc/arpd/index.php](http://www.hawaii.edu/offices/cc/arpd/index.php)
*List below any data elements related to the Unit.*

|  | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## B. ARPD Data Analysis -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.

*Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.*

- *Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy*
- *If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.*

| Demand Health | Efficiency Health | Effectiveness Health |
|---|---|---|
|  |  |  |

| Overall Health |
|---|
|  |

## C. Other Data, Trends & Factors -- *Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.*

- *Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.*
- *Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.*
- *Describe any external factors affecting the unit or additional unit changes not included elsewhere.*

| |
|---|
| *Example:*<br>*There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.*<br>*Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.* |

**2013-2014 Annual Unit Review**
**Admissions & Records Office**
**Other Data**

| Description | F11 | S12 | F12 | S13 | F13 | S14 | F14 | Notes |
|---|---|---|---|---|---|---|---|---|
| **Avg # Days to Accept Application** | 17 | 7 | 17 | 5 | 11 | 9 | 22 | includes lack letter processing, download/mail acceptance letter |

| Description | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|
| **Transcript requests** | 1207 | 1851 | 1798 |

| | 2013 | | | | | | 2014 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Description** | **July** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
| **Avg # Days to Process Transfer Credit Evaluation** | 38.8 | 5.4 | 16.3 | 18.5 | 15.3 | 10.5 | 20.6 | 15.6 | 16.1 | 11.3 | 11.9 | 40.5 |

## Part II: Analysis of the Unit

## A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

### 1) College Mission Alignment

> *Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.*

***Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.***

*Example:*
*The unit supports the UH Community College's mission by providing:*
*▪ access to post-secondary education in Hawaii*
*▪ training workforce needed in the State, the region, and internationally*
*▪ opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities*
*▪ contributions that stimulate the cultural and intellectual life of the community*

The ARO "promotes student learning" by:
- providing services which give the community access to the educational opportunities offered at

Hawai'i Community College

- performing functions which maintain the integrity of students' academic records
- facilitating student success through timely processing of transfer credit evaluations
- facilitating student success through timely processing of transcript requests.

The ARO "embraces our unique Hawai'i Island culture" by:

- supporting active participation in cultural protocol and events (e.g. kīpaepae, Pāmaomao)
- respecting cultural nuances when providing services

The ARO "inspires growth in the spirit of 'E 'Imi Pono'" by:

- conducting regular staff trainings
- encouraging leadership development activities

By nature of the services it provides, the ARO serves "all segments of our Hawai'i Island community."

## 2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*
*Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."*

*Example:*
*OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.*

Over the course of their academic journey, all students must access the services provided by the ARO. The ARO provides a number of ways by which students communicate with the ARO and access services - over-the-counter, email, telephone, fax, paper and electronic forms and mail. The ARO has established practices to support students in their academic journeys. Through its practices and consistent enforcement of its requirements, the ARO supports the Hawai'i Community College Kauhale in learning to communicate effectively in a variety of situations.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*
*Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO2."*

The ARO provides a plethora of information via paper publication, the internet, email broadcasts, telephone, and face-to-face interactions. Students must utilize the information provided to make decisions about their

academic journeys.  In order to graduate, all students must successfully complete such tasks as applying to school, selecting a major, choosing appropriate courses, registering, making tuition payments, and attending their classes.  The ARO supports this ILO by frequently reviewing and revising the information it provides to ensure students have access to sufficient, meaningful and accurate information.  By graduating, students demonstrate that they have successfully gathered, evaluated and analyzed this information in such a way as to utilize it to achieve their academic goals.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*
**Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.  If Unit does not support this ILO, write "No alignment to ILO3."**

The ARO staff and student employees are expected to support this ILO through active paticipation in campus events and by demonstrating values such as aloha, lōkahi and mālama.  The R/ARM encourages active participation by allowing student employees to attend campus events as part of their work hours.  Staff members cooperate to ensure each can attend events while maintaining coverage in the office.  Since all students must access the services offered by the ARO at some point in their academic journey, it is hoped that their interaction with the ARO staff and student employees will facilitate their ability to "contribute to our community in a manner that respects diversity and Hawaiian culture."

## B. Strengths and Weaknesses
### 1) Strengths (Top 3 defined)

| State Strength | Using supporting evidence, describe why this is a strength |
|---|---|
| *Example:*<br>*OCET hires knowledgeable and responsive instructors* | *Example:*<br>*Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.* |
| S1  The ARO has maintained a high level of productivity throughout the assessment period. | Over the past three years, the ARO processed an average of more than 4000 applications and 1500 transcript requests, annually.  For the AY 2013-2014, the ARO spent more than 200 hours evaluating 528 transcripts for transfer credits.  The ARO is also responsible for conferring all degrees and certificates, certifying and maintaining records for students receiving VA benefits, submitting multiple reports to the National Student Clearinghouse, and closing the term each semester. |
| S2  The ARO is responsive to and willingly initiates change when doing | The Registrar has facilitated updates to and reviews of a number of policies. |

| so supports student success. | • HAW 7.208 Transfer Credit Evaluation Policy<br>• HAW 7.209 Transferring Credits from External Institutions<br>• HAW 5.304 Repeating Courses<br>• HAW 5.701 Application for Graduation<br>• HAW 5.702 Graduation Requirements<br>• HAW 7.505 Class Attendance, Disappearer and No Show Policies<br><br>Internally, after consulting with colleagues and reviewing best practices, the ARO adopted changes to office practices to better support student success.<br>• Transfer Credit Evaluations are performed as transcripts and TCE requests are received provided student has been accepted to HawCC. Previous practice required registration, which delayed the evaluation until after the student had selected classes and led to issues with financial aid and the student registering for classes that were not needed. Prior to the transition, TCEs took three to six months. After the transition, the ARO established a goal of completing TCEs with three business days. Although this goal has yet to be accomplished (for reasons explained below), TCEs are being completed in an average of 18.4 days).<br>• The orientation process for students receiving VA benefits has been revised to streamline the process and improve the student experience<br>• Diplomas are now order at the end of the Fall and Spring semesters, instead of at the end of the Spring semester, only.<br>• Along the lines of "teaching a man to fish", the registrar has been encouraging faculty/staff to utilize Academic Logic (AL) to meet their data needs. For example, Running Start (RS) and Early College coordinators use AL to print out their own STAR reports to send grades to the high schools.<br>• In collaboration with other UHCC registrars and the Vice Chancellor for Student Affairs, the registrar implemented measures to simplify the residency determination process for certain populations of applicants. |
|---|---|
| S3 The ARO actively collaborates with UHCC and UH System entities. | The Registrar is actively collaborating with colleagues across the system on innovative initiatives, such as Hawai'i Papa O Ke Ao, Centralized Admissions, Prior Learning Assessment, and the Serving Veterans Committee, that will improve the quality of the services offered to students. |

**2)Weaknesses (Top 3 defined)**

| State Weakness | Using supporting evidence, describe why this is a Weakness | Proposed solution |
|---|---|---|
| *Example:*<br>*Lack of island-wide professional staffing* | *Example:*<br>*Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.* | *Example:*<br>*Hire a program coordinator for West Hawaii (see Resource Implication).* |
| W1  Staffing levels are not stable | • The APT A Admissions & Records Specialist position was vacant since October 2011.  It was filled on January 5, 2015.  However, the incumbent has tendered her resignation effective March 20, 2015 due to a personal reason.<br>• The primary responsibility of the TE was initially supposed to be evaluating transcripts for transfer credits.  Over the course of the past two years, the position has taken on more and more responsibility for developing and implementing PLA and portfolio-based assessment initiatives.  The position's focus is now approximately 40% transfer credit evaluations (TCE) and 60% PLA, with more emphasis frequently placed on PLA. Funding for the position will end September 2015. | • Advertise and hire for the APT A Admissions & Records Specialist position as soon as possible<br><br>• Institutionalize and hire for the APT A Transfer Credit Evaluator position, as soon as possible, to prevent a vacancy<br>• Transfer PLA responsibilities to Academic Affairs |
| W2  Post-Transition organization and training | Due to staffing fluctuations and budget reductions, the ARO has not had the resources to focus on internal organization/workflow, training and creating a Standard Operating Procedures (SOP) manual.  The ARO has focused on attempting to provide the highest quality day-to-day service delivery possible with its current personnel and budget. | • Advertise and hire for the APT A Admissions & Records Specialist position as soon as possible<br>• Institutionalize and hire for the APT A Transfer Credit Evaluator position<br>• Transfer PLA responsibilities to Academic Affairs |
| W3  Timeliness of services | • Due to the ARS vacancy and the transition, average application processing times have increased | • Advertise and hire for the APT A Admissions & Records Specialist position as soon as |

| | | |
|---|---|---|
| | from 6 days 23 days for Spring 2015 and from 17 days to 29 days for Fall 2015. | possible |
| | • Prior to the transition, transfer credit evaluations took between three to six months to complete. After the transition, and prior to the TE's responsibilities including more and more PLA development and implementation, the TE and OA III managed to complete TCEs in an average of 5.4 days. However, with the OA III having to compensate for the ARS vacancy and the TCE dedicating more and more of his time to PLA implementation, TCEs have taken as many as 40 days to complete, with the average completion time being 18.4 days.. | • Institutionalize and hire for the APT A Transfer Credit Evaluator position<br>• Transfer PLA responsibilities to Academic Affairs |

## Part IIIA: Unit Outcomes and Assessment

### A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

| |
|---|
| *Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community* |

| |
|---|
| The ARO will deliver services in a timely manner. |

### B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

- Applications will be "pushed" and processed, either accepted or lack letter sent, within three business days.
- Transfer credit evaluations will be completed within three business days.

### C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

| |
|---|
| *Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.* |

| |
|---|
| Strategy/Instrument 1:  Academic Logic Admissions reports were used to gather data on application processing time. |

| |
|---|
| Strategy/Instrument 2:  An Excel spreadsheet log was maintained to track completion times for TCEs. |

| |
|---|
| Strategy/Instrument 3: |

### D. Results of Unit Assessment - Provide a summary of assessment results.

| |
|---|
| *Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.* |

- Prior to the transition Fall applications were processed in just over two weeks.  Spring applications were processed in under one week.  After the transition, Fall applications took an average of 22 days to process and Spring applications took an average of nine days.  Although not within the evaluation period, it is worth mention that Spring 2015 applications were processed in an average of 23 days.  Fall 2015 applications are currently being processed in just under a month.  The OAIV had fewer student employees to assist with processing the applications, the ARS position was vacant, the

R/ARM was focused on transitioning the offices into one, and the OAIV was also attempting to learn how to process transcripts and enrollment verifications. These factors had a negative impact on the ARO's ability to process applications in a timely manner.

- Prior to the transition, transfer credit evaluations took between three to six months to complete. After the transition, and prior to the TE's responsibilities including more and more PLA development and implementation, the TE and OAIII managed to complete TCEs in an average of 5.4 days. However, with the OAIII having to compensate for the ARS vacancy and the TE dedicating more and more of his time to PLA implementation, TCEs have taken as many as 40 days to complete. The funding for the TE ends September 2015. If the position is not institutionalized, it is likely that it will take even longer for the TCEs to be completed. Delayed completion will negatively impact the students' ability to select the correct classes and may have financial aid implications that result in unexpected financial obligations for the students. Furthermore, if the TE position is not institutionalized, the OAIII will not be able to assist with processing applications, because she will need to focus on TCEs. This will cause the processing time for applications to increase, as well.

| **Changes Implemented as a result of Assessment** | **Evaluation of the changes that were implemented** |
|---|---|
| *Change 1:* <br> The ARO changed its practice of processing TCEs only after the third week of the semester and only for students who had registered for a class to processing TCEs for admitted students, as soon as possible. <br><br> HAW 7.208 Transfer Credit Evaluation Policy and HAW 7.209 Transferring Credits from External Institutions were revised to reflect changes in internal practices | *Evaluation of Change 1:* <br> When the TCEs are completed prior to registration, the student has access to important information that allows the student to choose courses that s/he needs to meet program requirements. Students are able to avoid registering for a class that s/he does not need, because the transferred credit(s) meets the same program requirement. The student is also able to avoid registering for class(es) for which financial aid will not pay. |
| *Change 2:* | *Evaluation of Change 2:* |

**E. Next Steps** – *Based on your experience with Assessment so far, what do you plan to do in the future?*
*Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

Until the staffing level in the ARO can be stabilized, the ARO will be unable to address the weaknesses identified above, because staff members will be focused on day-to-day service delivery.

In the immediate future, the R/ARM will work with the VCSA to fill the ARS position, as soon as possible and to secure funding for the TE.

Once the ARS position is hired and if the TE position is institutionalized and hired, and both are adequately trained, the current success indicators for the Timely Outcome will stay the same.

If the ARS position remains vacant and the TE position is not institutionalized, the R/ARM will adjust the success indicators for timely service, accordingly.

## Part IIIB: Course Assessment & 20% Course Review
## (Section IIIB pertains only to units with courses)
### A. Course Assessment
**1) Course(s) Assessed --** *List the course(s) (Alpha/#) assessed during this reporting period.*

*Example:*
*Courses: SUBS 140, 245, 268*
*PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification:*
*Embedded in PLO#1 are PLO's 2, 3, 4, & 5*

**2) Expected Level of Achievement --** *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."*

**3) Assessment Strateg(y/ies) & Instrument(s) --** *Describe what, why, where, when, and from whom assessment artifacts were collected.*

| |
|---|
| *Example: SAMPLING- College records for seven (all) 2009 program graduates* |
| Strategy/Instrument 2: |
| Strategy/Instrument 3: |
| Strategy/Instrument 4: |

**4) Results of Course Assessment --** *Provide a summary of assessment results.*

| |
|---|
| *Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.* |
| |

| Changes Implemented as a result of Assessment | Evaluation of the changes that were implemented |
|---|---|
| *Change 1:* | *Evaluation of Change 1:* |
| *Change 2:* | *Evaluation of Change 2:* |
| | |

**5) Next Steps --** *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.*

| |
|---|
| |

## B. 20% Course Review

**1) Courses Reviewed --** *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

| Course Alpha Number | Course Title |
|---|---|
| | |

| | |
|---|---|
| | |
| | |
| | |

**2) 20% Course Review Schedule --** *Input the Program's 20% Course Review Schedule for the next 5 years.*
*If a schedule cannot be located, refer to HAW 5.250 Course Review Policy*
*(http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf)*
*to create a new schedule.*

| Course Alpha Number | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Part IV Action Plan

## A. Previous Goals (Unit Actions) & Planning

- *Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. ([http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf](http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf))*
- *Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.*
- *Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.*
- *If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.*

| Goals /AMP Unit Actions | Progress Evaluation & Evidence of Achievement |
|---|---|
| *Examples:*<br>*Goal: Increase opportunities for island-wide training*<br><br>*AMP 29.3: Outreach to departments who have not used library services* | *Examples:*<br>*Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.* |
| Goal 1: Hire the APT A | Completed January 5, 2015. However, the employee has tendered her resignation, effective March 20, 2015. The R/ARM will work with the VCSA to fill this position, as soon as possible. |
| Goal 2: Secure institutional funding for APT A Transcript Evaluator before October 2015 | Status unknown. The R/ARM will consult with the VCSA to identify how this goal might be pursued during the 2014-2015 evaluation period. |
| Goal 3: Create a working SOP for ARO functions and office operations | Partially complete in that most of the processes performed by the ARO are documented. However, the format used for each process varies and are not located in one location. The R/ARM will address this goal, as soon as possible. |

## B. New Goals (Action Strategies) and Alignment – *Describe New Goals, if any*

## Define Goal (Action Strategy) 1

| Goal 1 -- *Example: Reduce non-credit course cancellation rates to less than 20%.* |
|---|
| |

## Alignment of Goal 1 to ILO(s)

| Explain how Goal 1 aligns with ILO(s) and provide supporting rationale |
|---|
| *Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.* |
| |
| |
| |

## Alignment of Goal 1 to Strategic Plan (SP)
http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

| Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field. |
|---|
| *Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.* |
| |

| Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.* |
|---|
| |

## Alignment of Goal 1 to Academic Master Plan (if applicable)
Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf

| | Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision. |
|---|---|
| | |

| Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning. | | | | | | |
|---|---|---|---|---|---|---|
| | STEM | Graduation Remediation Workforce | Student Transfer | Underserved Populations | Green Curricula | Program Development |
| *Example: Reduce non-credit course cancellation rates to less than 20%.* | | X | | X | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

| |
|---|
| **UH System Collaboration (if applicable)**<br>● *include collaboration efforts w/other campuses*<br>● *include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).* |
| *Example:  The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.* |
| |
| |

## Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

| **Activity** | **When will the activity take place** |
|---|---|
| *Example:*<br>1. *Determine base cancellation rate.*<br>2. *Improve marketing strategies*<br>3. *Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts.* | *Example:*<br>1. *Completed for this Annual Review*<br>2. *Ongoing with training and collaboration efforts*<br>3. *Ongoing as new strategies are implemented Spring/Summer 2015* |
| | |
| | |
| | |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

## Define Goal (Action Strategy) 2

| |
|---|
| |

## Alignment of Goal 2 to ILO(s)

| |
|---|
| **Explain how Goal 2 aligns with ILO(s) and provide supporting rationale** |
| |
| |

<table>
<tr><td></td></tr>
</table>

## Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

| **Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP).  Include SP Reference(s) and provide supporting rationale.  If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure.  Then, propose a new action strategy in the next field.** |
|---|
| |

| **Proposed New SP Action Strategy/Strategies (if applicable) –** *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan.  New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.* |
|---|
| |

## Alignment of Goal 2 to Academic Master Plan (if applicable)

*Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf*
*AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf*

| | **Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.** |
|---|---|

| | STEM | Graduation Remediation Workforce | Student Transfer | Underserved Populations | Green Curricula | Program Development |
|---|---|---|---|---|---|---|
| | | | | | | |

| **UH System Collaboration (if applicable) –**<br>● *include collaboration efforts w/other campuses*<br>*include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).* |
|---|
| |
| |

## Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

| Activity | When will the activity take place |
|---|---|
| | |

|  |  |
|---|---|
|  |  |
|  |  |
|  |  |

## Define Goal (Action Strategy) 3

|  |
|---|
|  |

## Alignment of Goal 3 to ILO(s)

| Explain how Goal 3 aligns with ILO(s) and provide supporting rationale |
|---|
|  |
|  |
|  |

## Alignment of Goal 3 to Strategic Plan (SP)
http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

| Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP).  Include SP Reference(s) and provide supporting rationale.  If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure.  Then, propose a new action strategy in the next field. |
|---|
|  |

| Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan.  New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.* |
|---|
|  |

## Alignment of Goal 3 to Academic Master Plan (if applicable)
*Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf*
*AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf*

| | Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision. |
|---|---|
| | |

| | STEM | Graduation Remediation Workforce | Student Transfer | Underserved Populations | Green Curricula | Program Development |
|---|---|---|---|---|---|---|
| | | | | | | |

| UH System Collaboration (if applicable) – <br>● *include collaboration efforts w/other campuses* <br>*include alignment with the UHCC Initiatives* http://uhcc.hawaii.edu/OVPCC/ *(listed on the left of John Morton's picture).* |
|---|
| |
| |

### Calendar of planned activities for Goal 3 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

| Activity | When will the activity take place |
|---|---|
| | |
| | |
| | |

## Part V: Resource Implications

### A. Cost Item 1

| Description | Type <br>● Personnel <br>● Facilities <br>● Equipment <br>● Health/Safety <br>● Others (Define) | Estimated Cost |
|---|---|---|
| *Example:  1.0 fte APT B, West Hawaii* | *Personnel* | *$55,000* |
| 1.0 FTE APT A Transcript Evaluator | Personnel | $38,000 |

### Alignment of Cost Item 1 to Strategic Plan (SP)

| Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale |
|---|
| *Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...* |
| Cost Item 1 aligns with SP D (Recognize and invest in human resources as the key to success and provide them with an inspiring work environment). Without the TE position, which is currently grant funded until September 2015, the ARO will not be able to provide timely transfer credit evaluations. Without this position, application processing times will also increase as workflow will need to be adjusted to compensate for the terminated position. Student success will be negatively impacted as it will take longer for students to be admitted, and students will not have the information they need to make appropriate registration decisions. |

## Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

| Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities. |
|---|
| *Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.* |
| |

## Alignment of Cost Item 1 to Strength(s)

| Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment." |
|---|
| *Example: No Alignment* |
| Cost Item 1 enables the ARO to maintain a high level of productivity (S1) by providing adequate staffing to provide timely services. Cost Item 1 also enables the ARO to be responsive and innovative to support student success (S2). |

## Alignment of Cost Item 1 to Weaknesses(s)

| Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment." |
|---|
| Cost Item 1 directly impacts W1-3 by stabilizing staffing levels (W1), enabling the personnel to examine the internal organizational structure, develop and implement training activities, and create the SOP (W2), and provide timely services (W3). |

***********************************************************************************************************************

## B. Cost Item 2

| Description | Type<br>● Personnel<br>● Facilities<br>● Equipment<br>● Health/Safety<br>● Others (Define) | Estimated Cost |
|---|---|---|
|  |  |  |

### Alignment of Cost Item 2 to Strategic Plan (SP)

| Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale |
|---|
|  |

### Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)

| Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities. |
|---|
|  |

### Alignment of Cost Item 2 to Strength(s)

| Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment." |
|---|
|  |

### Alignment of Cost Item 2 to Weaknesses(s)

| Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment." |
|---|
|  |

*************************************************************************************************************************

## C. Cost Item 3

| Description | Type<br>● Personnel<br>● Facilities<br>● Equipment<br>● Health/Safety<br>● Others (Define) | Estimated Cost |
|---|---|---|

|  |  |  |
|---|---|---|
|  |  |  |

## Alignment of Cost Item 3 to Strategic Plan (SP)

| **Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale** |
|---|
|  |

## Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)

| **Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.** |
|---|
|  |

## Alignment of Cost Item 3 to Strength(s)

| **Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."** |
|---|
|  |

## Alignment of Cost Item 3 to Weaknesses(s)

| **Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."** |
|---|
|  |

## Part VI: Justification for Unit Existence

**Write a brief statement describing the value of this Unit to the College.  Is your Unit sustainable?**
**If so, briefly state why.  If not, briefly state why the College should continue to support your Unit.**
(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

The ARO is an integral component of the student's academic journey.  The ARO facilitates student success by providing services which give access to the educational opportunities offered at Hawai'i Community College, maintains students' academic records and ensures compliance with state, federal, institutional, and UH system rules and regulations.  By nature of the services it provides, the ARO serves "all segments of our Hawai'i Island Community."