HAWAI'I COMMUNITY COLLEGE
UNIT COMPREHENSIVE 3-YEAR REVIEW REPORT

Institutional Assessment Office

June 20, 2017

Review Period

July 1, 2013 to June 30, 2016

AY 2013-14, AY2014-15, and AY2015-16

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Program-Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program-Unit 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 I: UNIT SUMMARY

Describe the Unit	
Provide the official description of the unit from the catalog (if applicable), and also provide a thorough explanation of what the unit does (its functions and operations), and who it serves.	**Assessment** Catalog description: "Assessment is the process of gathering and analyzing information about student learning and services for the purposes of evaluating and improving the learning environment. Hawaiʻi Community College engages in systematic assessment of student learning outcomes at the institutional, program, and course levels and of services/support outcomes at the unit level to ensure continuous quality improvement and to create increased opportunities for student learning and success." **Institutional Assessment Office** The Institutional Assessment Office (IAO) is staffed solely by the Institutional Assessment Coordinator (IAC), who is appointed as an 11-month non-instructional faculty member. While the unit's responsibilities were somewhat more limited in the early years of this review period, as of AY15-16 the IAC is charged with providing strategic and operational leadership for academic and administrative assessment, program review, accreditation and institutional planning to promote excellence in teaching and services. In fulfilling these goals, the IAC provides a range of integrated services across the Kauhale to promote institutional effectiveness. The unit's core focus is on the design and implementation of a comprehensive College-wide assessment initiative to promote continuous quality improvements in academic programs and non-instructional service units. The IAC also facilitates the College's annual review process and helps instructional programs and service units link assessment to planning for improvement. As a member of the core accreditation team, the IAC works with administrators, faculty and

staff to help the College meet standards for reaffirmation of accreditation with our regional accreditor, the Accrediting Commission for Community and Junior Colleges (ACCJC) and institutional compliance with College and UH System policies. Through integrating all these activities, the IAC enhances and strengthens the College's assessment, review and accreditation practices, and fosters the growth of evidence-based strategic planning for improvement and institutional effectiveness throughout the Kauhale.

On the operational level, the IAC develops and disseminates institutional assessment and review resources, and provides professional development opportunities to faculty and staff through assessment, review and teaching effectiveness workshops and trainings. Individual and small group consultations provide faculty and staff with targeted personalized assistance as they conduct and report their course, program and unit assessments and annual and 3-year comprehensive reviews.

At the institutional level, the IAC provides leadership through active participation on the College Council, the College Effectiveness Review Committee (CERC), and the Academic Senate's Curriculum Review Committee (CRC). The IAC chairs and convenes the Assessment Committee (AC), a standing committee of the College Council with representation from all sectors of the College. Supporting the College's efforts to achieve reaffirmation of accreditation, the IAC serves on the core accreditation team and provides technical expertise to the administration, programs and units. During the College's current accreditation self-study review, the IAC serves as a resource liaison for the ACCJC-Standards-review teams. As tasked by administration, the IAC participates in institutional strategic planning and implementation initiatives.

At the UH Systems level, the IAC is an active member of the IAC Working Group and participates with other assessment coordinators and

	administrators across the System in an initiative to enhance all ten UH colleges' assessment practices and improve integrated institutional strategic planning across the system. As of mid-2017, the IAO is being considered for reorganization as part of an on-going initiative advocated by the Chancellor and administration team to enhance institutional effectiveness. Details about this reorganization proposal and the ways it will expand the IAC's responsibilities are addressed in *Part II: Action Plan* (p. 33), below.
Provide and discuss the unit's mission (or goals and objectives, if no unit mission statement is available).	**Institutional Assessment Office Mission** *The Institutional Assessment Office (IAO) facilitates and coordinates Hawaiʻi Community College assessment to sustain continuous improvements in instruction and support services to enhance student learning.* Please see above for a discussion of the unit's goals and the IAC's operational activities in fulfilling them. **Assessment Committee Mission** *The Hawaiʻi Community College Assessment Committee is dedicated to providing leadership to ensure that the College achieves its mission by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process.* The goal of the Assessment Committee is to promote meaningful improvements in teaching and services across the College through participation in assessment projects. As a College Council standing committee with Kauhale-wide representation, the Committee's

	members bring diverse perspectives and experiences to the College's assessment initiatives. A proposal to re-focus the Assessment Committee's tasks and responsibilities to coordinate more closely with the CERC's annual evaluation of program-unit comprehensive reviews was submitted with the Committee's strong recommendation for adoption to the College Council in spring 2017 and is awaiting review and adoption by the Council in fall 2017.

Report and discuss all major/meaningful actions and activities that occurred in the unit over the past three years, from July 1, 2013 through June 30, 2016. For example:	

Changes to the unit's services, functions, and/or operations.	A Brief History of Assessment at Hawai'i Community College
	    Faculty, staff, and administrators at Hawai'i Community College have been engaged in formal assessment and self-evaluation activities aimed at improving teaching, service, and learning for nearly thirty years, and through their efforts the College has received re-affirmation of its accreditation status during every accreditation cycle up through 2012. As a part of those efforts, the Institutional Assessment Office was established under the Academic Support Unit, Office of the Vice-Chancellor for Academic Affairs (VCAA), in AY13, with the expectation that it be managed by a faculty member appointed as the full-time Institutional Assessment Coordinator.
	    During the first few years after the Office was established, however, the College underwent a series of personnel and administrative challenges in its assessment efforts. The re-assigned instructional faculty member who served as IAC during AY13 and AY14 left the College at the end of that second year. His successor, also a re-assigned instructional faculty member, served actively only during the first months of fall 2014 before leaving the state. This series of events

	left the College without an IAC or focused leadership for assessment for the majority of AY15. More importantly, these crises led key College personnel to recognize that the IAC position was not well articulated to meet the College's assessment needs and was too narrow in scope to successfully assist in its larger efforts to increase institutional effectiveness. As a result, throughout AY15 key members of the College Council, the Assessment Committee, and the administration undertook to rethink and redefine the IAC job description and desired qualifications. Given the College's strong commitment to improving teaching and services, this expansion included adding strategic and operational leadership responsibilities related to program-unit review, strategic planning, reaffirmation of accreditation and overall institutional effectiveness to the position's core responsibility for institutional assessment. Following this restructuring and a state-wide search process that lasted through mid-summer 2015, the current IAC was appointed to the position as a non-instructional faculty member, assistant professor rank, in June 2015. With a strong commitment to fostering excellence in teaching, learning and service across the College, and several decades experience in college-level teaching and educational program administration, the current IAC serves as an active resource to help Hawaiʻi CC develop evidence-based improvement strategies and integrated planning activities to support student success.
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	No change. The unit does not work directly with students. The IAC continues to provide services to all Hawaiʻi CC faculty, staff and administrators, and collaborates with relevant UH System personnel to support institutional effectiveness.

Personnel and position additions and/or losses.	The re-assigned instructional faculty member who served as IAC in AY13-14 was not retained by the College and left at the end of that academic year. The position was then filled by another re-assigned instructional faculty member, who abruptly resigned from the College shortly after accepting the IAC position in late summer 2014. After a state-wide search during 2014-15, a new IAC was hired in mid-summer 2015 and served in the position throughout AY15-16. This non-instructional faculty member continues to serve in the position and her contract has been renewed by the College through 2019, providing the possibility of long-term personnel stability for the unit. No other faculty or staff were permanently assigned to the unit during the review period.
Other major-meaningful activities, including responses to previous CERC feedback.	This is the unit's first Comprehensive Review, thus no previous CERC comments are available. Please find below an overview of significant activities conducted by the most recent past IAC, who was active during the first months of AY14-15, and the current IAC, who served in the position throughout AY15-16. More details about these activities can be found in *Part I: ARPD Data* (p. 19), below. Only limited information is available about activities of the unit during AY13-14, as no unit review was conducted by the out-going IAC who served that year.

AY14-15: The changes in unit personnel described above significantly affected some, but not all, of the College's assessment efforts. For example, during the early part of fall 2014, the serving IAC conducted various assessment activities, coordinated two college-wide assessment events, produced a report in support of the College's accreditation effort, and provided guidance on assessment to programs and units. In addition, during the few months she served, this IAC convened the College-wide Assessment Committee, developed and distributed assessment resources including guidelines for unit, program, and course learning outcomes, and revised reporting templates.

She also coordinated and convened two Kauhale-wide events, the August 2014 Institutional Learning Outcome (ILO) Assessment Summit during which the annual review and verification of outcome alignments was conducted; and an *E ʻImi Pono Development Day* Assessment Resource Fair and Open House in early September, through which instructional programs and services/support units on both the East and West Hawaiʻi campuses were provided opportunities to share focused dialogue about outcomes, assessment, data collection, analysis and action planning for instructional improvements to enhance student success. The College-wide Assessment Committee assisted in coordinating these two events.

AY15-16: The unit was unstaffed from October 2014 until the current IAC was hired in mid-summer 2015. After this hiatus, the current IAC re-invigorated the unit's outreach to the Kauhale through the following activities:

Assessment
- Facilitated, supported and provided technical assistance to faculty and staff for the development, review/updating, and

	assessment of learning and service outcomes at the course, program, unit, and institutional levels.
	• Provided professional development opportunities to faculty and staff through small and large group trainings and workshops, and provided small group and individual assessment consultations.
	• Planned and conducted three Kauhale-wide assessment events.
	• Developed new and updated existing assessment templates, resources and materials and made them available to faculty and staff via the assessment website, email, Google docs, and hard-copy.
	• Helped coordinate the development and implementation of assessment and outcomes-related features in the College's new digital curriculum management system, Kuali KSCM.
	• Assisted the College's webmaster in a full redesign of the Assessment website, including the reports archive, subsidiary webpages and digital resources.
	• Implemented an initiative to procure a digital Assessment Management System (AMS) from a national vendor.
	• Re-convened the Assessment Committee and conducted extensive trainings for its members.
	Program-Unit Review • Developed new and updated existing review-related resource documents and templates, and made them available to faculty and staff via the program-unit review website, email, Google docs, and hard-copy. • Co-conducting trainings for faculty and staff review writers; provided targeted support to programs and units during the review writing process.

- Assisted webmaster in redesign of program-unit review website's navigation infrastructure in preparation for the 2015 review cycle; continued co-management of the website archive throughout AY15-16.

- Coordinated publication of completed annual and comprehensive reviews to the website archive, and input of annual review data to the UH System's ARPD site.

- Served on the CERC, developed the committee's evaluation tool, and actively participated in drafting CERC's annual response memos to programs, units and the Chancellor.

Institutional Effectiveness, Accreditation & System Collaboration

- Co-chaired a College Council task group that led a College-wide initiative to review and make recommendations for revision to the College's Mission, Vision and Institutional Learning Outcomes (ILOs).

- Co-chaired the College Council Charter Review sub-committee.

- Provided significant written contributions and editing for the College's multiple AY15-16 narrative and data reports for the ACCJC.

- Founding member of a new UH System-level working group of assessment coordinators from all campuses.

The current IAC also attended 11 professional development conferences and seminars related to assessment, accreditation, and institutional effectiveness in AY15-16. All were held either on O'ahu or the continent, requiring travel away from campus.

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, *more students were served* **OR** *the unit successfully integrated new strategies/technologies***.)**

Discuss what the unit has been doing well that needs to be maintained and strengthened.	**Assessment** As a consequence of the assessment outreach activities described above, assessments scheduled for AY15-16 were completed and reports submitted for publishing to the website archive for 86 courses and 10 units; a total of 165 assessment documents, including assessment plans, results reports, and closing the loop reports were submitted in relation to these fall 2015 and spring 2016 assessments. In addition, the IAC provided focused support for curriculum review that resulted in faculty revising 24% of courses in the catalog via CRC or Fast Track proposals; 76% of those proposals included Course Learning Outcomes (CLOs) modifications. The IAC also provided technical expertise and assistance to 2 programs that conducted multi-course/multi-disciplinary Program Learning Outcomes (PLOs) assessments, 2 units that revised their service Unit Outcomes (UOs), and several faculty who proposed their courses for General Education designation, 6 of which were approved. **Assessment Website** The site continued to undergo significant restructuring and updating throughout AY15-16. Modifications and additions to the site and its linked *Reports & Resources* and *Assessment Committee* pages include: • assessment reports archive updated to AY15-16; • Assessment Handbook updated & revised; • five-year course assessment schedules updated & published; • suggested report due dates updated & posted;

- Assessment Committee pages updated;
- Assessment Committee mission updated;
- revised graphics of assessment cycles published;
- unit outcomes tab/links added, program outcomes content/links updated;
- all 2011 – 2016 annual and major College-wide assessment reports published.

Program-Unit Review

Completion rates for program-unit comprehensive reviews written during AY15-16 were significantly higher than in previous years, with double the number of units submitting as in the previous cycle and all but one program submitting as scheduled. The CERC's executive summary memo to the Chancellor also noted that the quality of the comprehensive reviews had improved over the previous year, at least some of which was positively impacted by targeted technical assistance provided to review writers by the IAC.

Program-Unit Review Website

The IAC assisted the webmaster in updating the site, including preparing current review reports for publication and securing missing prior-year reports. Resource modifications and additions to the site and linked pages include:

- annual and comprehensive review report templates;
- comprehensive review schedules;
- institutional resources and materials;
- CERC's revised comprehensive review evaluation tool.

	The IAC also assisted administrators and staff to input the AY14-15 reviews to the UH System's ARPD site, and assisted administration in drafting the College's executive summaries of annual program data provided to the UH System. **Institutional Effectiveness, Accreditation & System Collaboration** - Co-led a successful initiative to promote and provide opportunities for campus-wide review and suggestions for revision of the College's Mission, Vision and ILOs. - Contributed to on-going review of policies related to curriculum, institutional evaluation and strategic planning. - Assisted administration in planning for up-coming accreditation self-study. - Served on a multi-campus initiative to develop criteria for System-wide integrated assessment management.
Validate these successes by discussing positive improvements in the unit. Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	The main assessment website can be accessed at: http://hawaii.hawaii.edu/files/assessment/ See the assessment website archive for published assessment reports: http://hawaii.hawaii.edu/files/assessment/reports/ Program & Unit annual and comprehensive reviews can be accessed at: http://hawaii.hawaii.edu/files/program-unit-review/

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges and obstacles.	**Assessment** Analysis of assessment-completion data show that only about 76% of scheduled course assessments and 30% of scheduled unit assessments were completed and reported in AY15-16. (Due to personnel changes in the unit, no accurate data is available for previous years). These findings indicate that many instructional programs and course faculty need continued and additional support for their assessment efforts. As well, significant targeted assistance, facilitation and support, including coordination with the College's administrators and unit supervisors, is needed to help staff on the non-instructional side of the College participate meaningfully in assessment of unit outcomes. **AMS - Assessment Management System** Among the primary challenges facing the unit has been the lack of an effective digital assessment management system (AMS). During the early years of this review period, the College attempted to develop a home-grown AMS and staff assigned to that project, including the AY13-14 IAC, spent considerable time and resources developing a database system called PATH. However, after a review of that system in fall 2015 led by the current IAC and unit staff from other relevant Academic Support units, the PATH system was deemed unsuccessful and the project was closed by administration in November 2015. The lack of an effective AMS has inhibited efficient data collection and assessment reporting on the part of faculty and staff during the entire review period, and has negatively impacted the current IAC's ability to provide comprehensive reports on the College's overall assessment results to the Kauhale.

	Program-Unit Review
	While comprehensive review completion rates increased significantly in AY15-16, especially for units, annual reviews still were not completed by some programs and many service units. The main challenge going forward will continue to be providing the necessary support to help extremely busy faculty and staff complete their reviews on time.
	Assessment Committee
	The committee was reconvened in AY2015-16 with representation from all segments of the College community. However, few members had sufficient expertise, experience, or knowledge about assessment to conduct the business of the Committee as described in the Committee-on-Committees charge document.
Discuss changes and actions taken to address those challenges.	**Assessment**
	As noted above, during AY15-16 the current IAC provided extensive support for faculty and staff to help invigorate and strengthen assessment practices. These included 22 workshops/training sessions, 119 individual and small-group consulting sessions, and three large public events.
	AMS
	The IAC spent significant time during AY15-16 attempting to procure an AMS for the College. These efforts included the following:
	• Chaired PATH project management team, fall 2015; key contributor to analysis that led to administration's decision to close the project.

- Initiated and provided strategic and operational leadership and oversight for an initiative to select and procure a commercial vendor's AMS software platform/product.
- Led the Assessment Committee in developing an AMS criteria list and systematically vetting potential vendors.
- Wrote all project reports, recommendation memorandums, and all procurement documentation for 3 full rounds of procurement efforts with the UH Systems procurement office, OPRPM, from November 2015 through June 2016. This effort was on-going through an additional 4th procurement round, which finally resulted in successful AMS procurement and contracting with Campus Labs in January 2017.

Program-Unit Review

During AY15-16, 29 review trainings were offered to faculty and staff through a collaboration between the IAC and Institutional Research Office staff. These were supplemented by 17 individual consultations and training sessions and technical assistance provided to review writers by the IAC.

Assessment Committee

The IAC chaired the Committee and conducted a series of seven scaffolded in-depth assessment trainings and discussion sessions in which all Committee members participated.

Describe and explain the results of these actions.	**Assessment** Although remaining below goal, College-wide completion rates increased significantly in AY15-16 from previous years. In addition, nearly 24% of courses in the catalog were reviewed and revised by program faculty, assisted by the IAC, with 76% of those including

	revisions to learning outcomes as a core component of faculty's action plans to strengthen instruction and assessment. **AMS** At of the end of this review period, the College still had been unable to procure an AMS. The primary obstacles to repeated efforts by the IAC to procure an AMS during AY15-16 were bureaucratic complications at the UH System level. However, the College eventually did successfully procure the Campus Labs *Outcomes* AMS in January 2017, with implementation and roll-out expected in Fall 2017. **Program-Unit Review** Completion rates for 3-year comprehensive reviews increased from the previous year, with a 25% increase in completion rates for programs and a 100% increase in completion rates for units. Additionally, approximately ten program and unit review reports from previous years were identified, retrieved from various division offices, prepared for publication and added to the website's archive; most of these "lost" reports were written during the previous two years when the office was irregularly staffed. **Assessment Committee** Members continued to struggle with completing specific tasks, such as revising the Assessment policy HawCC 5.202 and, more significantly, developing an independent action plan going forward. Committee meetings were not consistently well attended.
Discuss what still needs to be done	**Assessment** The IAC continues to provide targeted support to struggling

in order to successfully meet and overcome these challenges.	instructional faculty and programs, and non-instructional unit faculty and staff. This support includes conducting focused trainings, small group workshops, and individual support and consulting sessions on assessment basics, assessment reporting, and teaching/service excellence. **AMS** While the effort to procure an AMS for the College remained on-going throughout AY15-16 and fall 16, the College secured its preferred AMS, Campus Labs *Outcomes*, on January 13, 2017. At the time of this report, the IAC and ASU support staff were engaged in system core data set-up and implementation, with full roll-out to the College expected in fall 2017. **Program Unit Review** The IAC continues to work on developing easier, more efficient report templates, and providing highly-quality targeted workshops and trainings with focused support for units and programs. When appropriate, the IAC will explore the possibility of securing commercial review reporting software that can be integrated with assessment reporting via data migration from the AMS. **Assessment Committee** Committee activities and tasks for AY16-17 include: • continue review of assessment-related policies with recommendations to the College Council; • re-organize the Committee's charge and tasks to meet the College's needs for support in planning and operations leading to accreditation. Note: a proposal for re-organization of the Committee's charge and annual tasks was submitted to the College Council for review and

	approval in April 2017.

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

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

OR

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

Unit ARPD data, if available, can be found on the ARPD website:

http://www.hawaii.edu/offices/cc/arpd/

Describe, discuss, analyze, and provide context for the ARPD data, including the unit's health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories.	The UH System does not collect or provide ARPD data for the unit. However, the unit collects data on the IAC's provision of services to the College and accomplishment of operational tasks. No data is available for AY13-14 and AY14-15 due to personnel changes in the unit. All data below in this table is from AY15-16. **DEMAND**: The unit considers its Demand indicators to be faculty/staff participation in course, program, curriculum, service-unit and other support services offered by the IAC, and faculty/staff participation in IAC-offered professional development opportunities.

Professional Development

In AY15-16, the unit's IAC provided 291.95 hours of professional development workshops, trainings, consultations, and events to 730 participants (duplicated count), representing approximately 65% (unduplicated) of the College's instructional and non-instructional faculty and approximately 30% of non-instructional (non-clerical) staff.

The IAC:

- conducted 22 small and large group assessment trainings and workshops in division/department, unit and program meetings;
- conducted 119 individual and small group assessment consulting sessions;
- planned, organized, and led 3 large Kauhale-wide assessment activities, including:
  - 2015 ILO Assessment Summit (Instructional).
  - 2015 *E ʻImi Pono Day*, ILO Summit Follow-up Discussion Session.
  - 2015 ILO Assessment Summit (Non-Instructional).
- conducted 29 small and large group trainings and workshops on program-unit annual and comprehensive review;
- conducted 17 individual and small group consulting sessions on program-unit annual and comprehensive review.

Operational Services, Support and Technical Assistance

The IAC facilitated, supported, and provided technical assistance to faculty and staff for the development and assessment of learning and service outcomes at the course, program, unit, and institutional levels, including:

- assisted faculty/staff with outcomes-based assessment planning, data collection, data analysis, reporting, and planning for improvement for 215 courses, 16 units, and 2 programs;

- reviewed, standardized formatting, and posted 496 assessment reports to the website archive, including 131 back-logged reports from AY12-13, AY3-14, and AY14-15, and 165 reports from AY15-16 (includes plans, results reports, and closing the loop reports, all of which are filed separately);

- assisted faculty with preparation of 145 curriculum modification proposals;

- assisted faculty and staff with 2 unit outcomes (UO) modification proposals;

- assisted faculty and staff with 4 program learning outcomes (PLO) modification proposals;

- assisted faculty and staff with 6 General Education designation proposals;

- assisted faculty and staff with preparation, review, and submission to Curriculum Central of 466 Alignment Verification Forms (AVFs);

- co-chaired the year-long effort of the College Council task group on Mission-Vision-ILO review and revision.

In all cases, the data above demonstrates a significant increase in provision of services and support to the College community compared to AY14 and AY15. Demand for professional development opportunities and services is expected to continue and generally increase as more faculty and staff share their positive experiences with those who may have been reluctant to participate in assessment activities. In addition, the large backlog of previously

un-posted reports from AY13-15 that were added to the assessment and review archives in AY16 provides evidence that the College's demand for these types of services is very high.

The unit considers the Demand for the unit's services to be HEALTHY.

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Efficiency: The unit has only one staff member, the non-instructional faculty IAC, who provided all services and professional development opportunities detailed above. Given the high volume of services provided without additional personnel, the unit is working as efficiently as it can.

The unit considers its Efficiency to be HEALTHY.

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Effectiveness: The unit considers its Effectiveness indicators to be the number of assessments and Program-Unit Reviews conducted by faculty and staff and reported to the College for posting to the appropriate websites, and completed revisions of curriculum, learning and service outcomes, and other assessment and review-related proposals, as assisted by the IAC.

In Ay15-16, the IAC supported the following:

- approximately 76% of scheduled AY15-16 course assessments were completed and reports filed with the College;
- 24% of courses in the catalog were revised via CRC or Fast Track proposals, 76% of which included Course Learning Outcomes (CLO) modifications;

| | - 28 of 31 programs (90%) submitted annual reviews;

- 10 of 11 programs (90%) submitted scheduled comprehensive reviews;

- 19 of 31units (61%) submitted annual reviews;

- 8 of 11 units (72%) submitted scheduled comprehensive reviews.

While the number of completed course assessments remains below the goal of 100%, this year's completion rate shows a significant increase over the past 2-3 years. The completion rate for comprehensive program reviews represents a 25% increase over the previous year, while completed unit comprehensive reviews represents a 100% increase over last year.

The unit considers its Effectiveness in serving the College to be HEALTHY.

The IAO unit considers its Overall rating in serving the College to be HEALTHY.

However, the unit considers the College's Overall rating in completion of assessment and reviews to be CAUTIONARY.
The unit's goal for the College is 100% completion by faculty and staff of all scheduled assessments and program-unit reviews. Clearly, continued support is necessary to help the College achieve this goal. |
| Describe, discuss, analyze, and provide | No data is available for AY14 and AY15 due to personnel changes in the unit. All data below in this table is from AY16. |

context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.	<u>Committee Meetings and Other Collaborations</u>
	
	   A large part of the IAC's work is done in collaboration with programs, service units, and College and UH System committees. During AY15-16, the IAC recorded 270.25 hours spent in 109 meetings of College committees and task groups, system working groups, and other work-related groups. The IAC served on the following committees and task groups in AY15-16:
	
	   - College Council - College Council task group on Mission-Vision-ILO Review - College Council Charter Review sub-committee - Assessment Committee (Chair) - College Effectiveness Review Committee - UH System's IAC Working Group
	   Significant written contributions also were made by the IAC to the following reports to the ACCJC:
	    2015 Mid-year Report, October 2015; 2015 Data Report, March 2016; - Midterm Report, March 2016; - Follow-up Response Report re: ACCJC Action Letter on Standard III.A.1.C, March 2016; - Substantial Change Report (Pālamanui), April 2016.

Describe any trends, and any internal and/or external factors that are relevant to	**Trends** Major trends in the assessment field include the movement to replace paper records with digital assessment management systems (AMS) for data collection and reporting. In addition to working to

understanding the unit's activities during the review period.	procure an AMS for the College, during AY15-16 the IAC participated in a UH-System-wide project to investigate national AMS vendors and products that might be appropriate for System-level implementation. While no one vendor's AMS was found to be compatible with all 10 UH System colleges' needs, this project did help clarify and focus the IAC's work to procure an appropriate system for Hawai'i CC.

    A second national trend in the field of higher-education evaluation is the increased focus on assessment and program-unit review as significant markers in accreditation standards. This has been true for our accreditor, the ACCJC, resulting in the need for Hawai'i CC to more thoughtfully and fully use assessment as a tool in integrated planning for student success.

Internal Factors

    The most significant factors affecting the unit during the review period were the personnel changes described above and the large backlog of un-processed assessment reports and program-unit reviews from earlier years that added to the IAC's workload. The lack of support staff to assist the IAC in the unit's myriad duties also affected the speed with which tasks were accomplished. The IAC also had to move in spring 16 to an office on the lower campus from her original upper campus office due to a heavy mold infestation in that room.

External Factors

    The unit's work was heavily affected by the College's need to prepare for the impending accreditation self-study report. As well, changes in upper-level administrative personnel impacted the unit when the IAC's supervisor, the VCAA, was appointed Interim |

	Chancellor and a new Interim VCAA was appointed as a one-semester replacement in spring 16. These changes led to some delays in approvals of curriculum revisions with which the IAC was assisting faculty/staff, and an increased need for the IAC's services and coordination in the curriculum arena.
Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	**Assessment Committee** The College's Assessment Committee is convened under the aegis of the College Council and chaired by the IAC. The Committee is comprised of Kauhale-wide representatives from both the Manono and Pālamanui campuses. The Committee met seven times during AY15-16 for regular meetings and, since most members were relatively new to assessment and the College's processes and protocols, members also participated in five additional scaffolded assessment trainings in fall 15 that sequentially covered "big picture" and "nitty-gritty" aspects of assessment at the College. Committee members also actively participated in and supported the Assessment Summits and *E ʻImi Pono Day* activities. Individual committee members volunteered with the College Council's Task Group to review and revise the ILOs-Mission-Vision, and several Committee members were actively involved in on-going discussions regarding outcomes-revision procedures via the Fast Track process and the College's assessment and review policies more generally. During spring 16, several Committee members were instrumental in the search and vetting process for a commercial AMS product. As part of that project, the Committee as a whole assisted the IAC in the development of the HawCC AMS criteria list and carried out

	customer-satisfaction research on the selected vendor, Campus Labs.

Contributions to the College: Discuss how the unit aligns with and supports the College's institutional effectiveness and how it contributes to the shared goals of the campus Kauhale.

College Mission	*"Hawai'i Community College (Hawai'i CC) 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."* By facilitating, coordinating and supporting assessment and review efforts across all sectors of Hawai'i Community College, the unit actively helps foster and sustain a culture of Kauhale-wide commitment to continuous quality improvements in teaching, learning, and support services in the spirit of *E 'Imi Pono*.
Institutional Learning Outcomes (ILOs)	*ILO 1: Our graduates will be able to communicate effectively in a variety of situations.* *ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.* *ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.* Although the IAC does not work directly with students, the unit offers extensive targeted support services and professional development opportunities on both the Manono and Pālamanui campuses to instructional program faculty who teach in Liberal Arts, Public Service

	and Career/Technical disciplines, and to non-instructional faculty and staff in Student Affairs, Administrative Affairs, and Academic Support units. Whether these educational professionals work directly with students or serve those who do, the IAC's kōkua helps them plan and implement improvements in teaching, learning and services, which helps all Hawai'i CC students achieve our Institutional Learning Outcomes.

The Unit's Outcomes Assessments

For assessment resources and PDF copies of all submitted assessment reports from the unit during the review period, please see the following websites:

Assessment website: http://hawaii.hawaii.edu/files/assessment/

Assessment Reports/Resources: http://hawaii.hawaii.edu/files/assessment/reports/

☒   The unit faculty/staff have reviewed the unit's outcomes as listed on the assessment website (URL above) and hereby affirm that the listed service outcomes are correct.

☐   The unit faculty/staff have reviewed the unit's outcomes as listed on the assessment website (URL above) and hereby affirm that service outcomes are not correct and need to be revised, or are not listed and need to be listed.

If the unit outcomes listed on the assessment website needs revision or are not listed, please contact the Institutional Assessment Coordinator at reshelad@hawaii.edu *.*

Unit Outcomes (UOs)

Please list the approved Unit Outcomes (UOs) as listed on the assessment website or the unit's website or other official records.	For AY13-14 and AY14-15, the IAO's Unit Outcomes were: The Institutional Assessment Office 1. Provides coordination, training, and support to develop, align, and assess institutional, program, course, and unit outcomes. 2. Maintains and publishes assessment documentation and reports. 3. Collaborates with administrators, divisions/departments/unit's leadership and faculty/staff to provide assessment activities that foster continuous improvement.

	For AY15-16, the IAO's Unit Outcomes were: 1. The Institutional Assessment Office helps foster continuous improvements in teaching, learning, and services by providing support and technical assistance, assessment workshops, trainings and other professional development opportunities, and assessment-related services and resources to the College. 2. The Institutional Assessment Office promotes evidence-based institutional and academic decision-making by facilitating, coordinating and providing technical assistance to programs and units conducting annual and comprehensive reviews. 3. The College's assessment website, assessment and review report archives, and assessment and review materials and resources will be maintained by the Institutional Assessment Office as a public resource for the Kauhale and community.
Provide a summary discussion of the <u>overall</u> results of all UO assessments undertaken during the 3-year review period. Include a discussion of the unit's successes and challenges in meeting its Unit Outcomes.	**AY 14**: A five-question survey was distributed by the IAO twice in AY14 to determine the level at which the IAC was performing key office duties, including those detailed in the relevant Unit Outcomes above. The survey results showed an average overall score between 3.0 and 3.5 out of 4.0 for all questions (unknown number of respondents). No follow-up was conducted due to personnel changes in the unit. **AY15**: No assessment of IAO unit outcomes was conducted as the unit was un-staffed for most of this year. **AY16**: Assessment of the revised IAO unit outcomes and performance of the IAC was folded into an eleven-question

survey that was sent to all employees of the College in May 2016. This survey asked respondents about their overall experience with the assessment process and provided opportunities to give qualitative feedback and opinions about assessment at the College. The survey consisted of five "big topic" questions that asked respondents to check as many of a set of multiple statements about each topic as applied to them; two quantitative-Likert-scale questions; and four qualitative open-text-response questions. Fifty-six Kauhale members responded to the survey.

Depending on the question, positive responses ranged from a low of 47% regarding the College's assessment procedures, to a high of 94% regarding respondents' experiences with the current IAC. On average, about 58% of respondents rated the College's overall assessment process as good or reasonable, roughly one third expressed a "wait & see" attitude toward the College's renewed assessment push, and approximately 7% of respondents were skeptical about the general value of assessment and/or angry about having to conduct assessments.

Roughly two-thirds of respondents who wrote text responses to any of the four qualitative questions used that space to provide positive feedback on the IAC's work; the rest of the text responses generally concerned the College's assessment procedures, about evenly split pro/con. A question that directly asked respondents to rate their experiences of working with the IAC resulted in 94% reporting they had found her to have been "helpful." The assessment website revisions were rated positively overall, and assessment-related events, including those conducted by the IAC and those conducted by program faculty, rated only an overall satisfaction score of 3.1 on a 4-point scale for all respondents.

These overall results directly align with the IAO Unit Outcomes,

demonstrating that the unit is meeting or exceeding expectations for service and support to the College.

Additional survey findings related to assessment at the College included:

Top Complaints about the assessment process:

- Too much paperwork
- Process is cumbersome
- Uncertainty about guidelines/protocols
- Too much change over too many years

Top Suggestions to improve the assessment process:

- Focus on relevance for positive change
- Provide more consistent feedback
- Provide more opportunities for discussion
- Replace PATH

A significant finding was that 17% of responders complained of course or program modification hard-copy forms being lost, misplaced, or delayed along the signature-approval route. In addition, nearly 40% of responders reported needing help with the filling out assessment forms or understanding the assessment process and the College's reporting requirements.

All these areas of needed improvements indicated by the survey clearly support the unit's AY17 Kauhale-wide assessment action plan's focus on continuing our work to fully achieve the unit's long-term goals and encourages us as a community to focus on using assessment for positive, productive change for improvement. As well, the findings provide clear direction for upcoming IAC-facilitated activities to procure and provide assessment systems,

	resources, and activities that can help the Kauhale understand how useful and relevant assessment can be as a tool for positive change in teaching, learning and services.
	Among the on-going projects already initiated or in planning for AY17 that directly relate to Kauhale members' responses and comments on the survey are:
	- continue efforts to systematize and strengthen response and feedback mechanisms and protocols at all stages of the assessment cycle, including support for regular feedback to report writers from department and program chairs, unit administrators, and the IAC; - facilitate and coordinate procurement, customization, implementation, and roll-out of the new Campus Labs *Outcomes* AMS to the College community; - complete updating of the assessment website and posting of additional assessment and teaching/learning/service resources; - continue to provide leadership to develop and implement a digital tracking system for course and program modification forms along the various approval streams and routes (Fast Track, CRC, and GE) via coordination with the Kuali curriculum system staff; - help the Kauhale continue to build a culture of transparent evidence-based decision making in support of student success.
Describe how the unit's faculty/staff regularly discussed and used overall	Since the unit is staffed only by the IAC, the most productive discussions resulting in plans for unit improvement have taken place with the participation of the VCAA, Deans, Department

assessment results to plan for improvement.	Chairs, Unit Managers, and various faculty and staff with whom the IAC regularly collaborates on assessment and review projects. The results of the May 2016 survey also have provided guidance for continued planning for unit improvement.
Discuss the implementation of these improvement plans and consequences for overall unit improvement.	The most significant consequences of the on-going action plan implementation by the IAC have been: • eventual success in the year after this review period in helping the College secure an AMS; • an increase in support and coordination for assessment and review efforts College-wide, resulting in some increase in completion rates and a significant upturn in the quality of the reports; • the positive impact of these integrated efforts on Kauhale members' trust in and use of the tools of assessment and review and in the professional guidance of the IAC.

PART II: UNIT ACTION PLAN

Describe and discuss the unit's action plan to improve services, functions, and operations, and to support student learning for the next 3 years, from July 1, 2016 through June 30, 2019.	Benchmarks and Timelines
Action Goal #1: Provide strategic and operational leadership for the full integration of academic and administrative assessment, program review, targeted professional development, accreditation standards and policy compliance, and institutional and academic planning. Help build organizational capacity for evidence-based	

decision-making and promote institutional effectiveness in teaching and services.	
Workplan:	On-going AY16-17 through AY18-19
• Develop and implement infrastructures, systems, resources and modalities for increased integration of processes and practices related to institutional effectiveness and planning:	
o Provide increased targeted support to faculty and staff to help them conduct, complete and report in a timely manner all scheduled course and unit assessments, course and program reviews and curricular revisions, and annual and comprehensive program and unit reviews.	
o Facilitate and support programs and units in integrating their assessment data into planning activities as part of their annual and comprehensive review projects.	
o Develop new and modify existing digital resources, databases and interactive systems for assessment, review and planning, with a focus on developing tech resources that can help faculty, staff and administrators integrate these activities.	
o Provide highly targeted professional development workshops and trainings, and individual and small group consulting sessions, to increase Kauhale members' capacities to effectively use available resources and tools.	
o Provide technical expertise and facilitate review and revision as needed of Hawai'i CC polices related to institutional assessment, program and unit review, curriculum review and revision, and integrated strategic planning.	
o Provide technical expertise and support to faculty, staff and administrators in reviewing the College's compliance with all ACCJC Standards; help the College meet standards for reaffirmation of accreditation; provide operational and strategic co-leadership in	

developing the College's accreditation *Institutional Self Evaluation Report* (ISER) and *Quality Focus Essay* (QFE) action plan; and assist the Kauhale in preparing for the ACCJC accrediting team's on-campus visit in October 2018.
 	
IAO resources needed to complete Action Goal #1:
 	
• Equipment:
   o 1 copier/printer with scanning capacity.
• Personnel positions:
   o 1 student worker, A-2 category, part-time (20 hours/week), for all semesters including fall, spring and summer;
   o 1 APT Band-B Data Technician, permanent, full-time.
 	
Also, see Action Goal #3, below, related to the proposed reorganization of the IAO as a sub-unit in a (new) *Office of Institutional Effectiveness* to be managed by the current IAC. If approved and implemented, this College re-organization plan may increase the unit's overall personnel needs beginning in AY18-19.
	Fall 2017
	
	Summer 2017
	
	Fall 2018

How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit's outcomes (UOs)?

The increased integration of Kauhale-wide practices in assessment and program review will allow a concomitant integration and some streamlining of services offered by the unit's IAC, which may lead to some time-on-task efficiencies. More importantly, accomplishing Action Goal #1 directly reflects and aligns with all three IAO Unit Outcomes (see below), and will help strengthen the College's overall accomplishment of our Mission.

In order to achieve these goals most efficiently, however, additional equipment and staff positions need to be allotted to the office. As noted elsewhere in this report, the IAO currently has only one

permanent personnel position, the non-instructional faculty IAC. The workload of the unit warrants both the purchase of a copier/printer/scanner and additional staff positions as noted above and requested below in *Part III: Resource Requests*, when and as the College is able to secure or repurpose resources to accommodate these needs.

The IAC very much appreciates that, as of the final writing of this report, VCAA Onishi has secured one student assistant for the office, who is funded from summer 2017 through the end of spring 2018. Under the supervision of the IAC, this new student assistant currently is helping to complete clean-up and data validation of the assessment website's "old" reports archive (2012-2017) and producing a searchable database of completed course assessments as a digital resource for faculty and programs. This student assistant will continue working through AY17-18 on other accreditation-related data collection and reporting projects that the IAC has scheduled in preparation for the ACCJC team's visit in fall 2018.

Securing this student assistant position more permanently will be especially critical over the next few years, during which the IAC will be focusing on fully implementing the AMS, Action Goal #2 below, and -- if Action Goal #3 below is approved -- setting up a new office and integrating new and existing staff into it. Being able to assign routine data input and records tracking, which now is done by the IAC, to a skilled student assistant will free up significant time.

Going forward, the IAC anticipates that the College's needs for data and analysis services related to assessment, review, strategic planning and institutional success will significantly increase and become more complex over time, to the point that the IAC will need the assistance of a skilled professional Data Technician, APT Band-B, on staff. For example, the IAC anticipates being tasked during the next two years with developing digital-systems-based reporting mechanisms that can link students' individual achievements of course learning outcomes with the College's overall performance-funding indicators such as student retention and attainment of degrees. Other equally complex tasks may be tasked to the unit as a result of the accreditation self-study process and on-going initiatives to build the Kauhale's capacity for evidence-based decision making. Accomplishing these types of highly complex tasks will require additional permanent, full-time, skilled personnel positions in the unit.

UO#1: The Institutional Assessment Office helps foster continuous improvements in teaching, learning, and services by providing support and technical assistance, assessment workshops, trainings and other professional development opportunities, and assessment-related services and resources to the College.

UO#2: The Institutional Assessment Office promotes evidence-based institutional and academic decision-making by facilitating, coordinating and providing technical assistance to programs and units conducting annual and comprehensive reviews.

UO#3: The College's assessment website, assessment and review report archives, and assessment and review materials and resources will be maintained by the Institutional Assessment Office as a public resource for the Kauhale and community.

	Benchmarks and Timelines:
Action Goal 2: Procure, set-up, implement and roll-out campus-wide the Campus Labs *Outcomes* digital AMS; develop and conduct targeted AMS trainings for faculty and unit staff; and facilitate, coordinate and support Kauhale members in becoming familiar with and able to use the system to report assessment information and data. Workplan: • Complete procurement of Campus Labs AMS through UH System's OPRPM procurement & contracting office. • Complete all pre-implementation requirements for both UH Systems and Campus Labs, including Hawai'i CC personnel ID authentication protocols and all required permissions/approvals to access appropriate UH databases and systems.	 AY16-17

• Complete all primary set-up and implementation phases prior to campus-wide roll-out, including accessing and importing all core data files, and complete system settings and template design implementation.	
• Roll-out Campus Labs *Outcomes* AMS campus-wide, fall 17. Develop and conduct large group, small-group, and individual training modules for faculty & staff.	AY17-18
• Coordinate, facilitate and support faculty and staff use of the AMS and provide targeted assistance as needed for programs and units.	
• Provide course, program and unit based assessment reports to relevant stakeholders, and summative executive reports to the College Council and Chancellor/administration.	
• Continue supporting implementation and use of the Campus Labs AMS by all programs and units.	AY18-19
• Continue providing assessment reports to relevant stakeholders across the College and to the ACCJC accrediting team.	
• Review AMS product/system and determine whether to apply to renew the Campus Labs contract. If AMS has proved satisfactory and contract renewal is warranted, begin contract renewal process.	

How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit's outcomes (UOs)?

Achievement of this long-sought goal aligns with Unit Outcomes #1 and #3. Operationalizing the Campus Labs *Outcomes* assessment management system Kauhale-wide over the next two years will give faculty and staff easier and faster ways to record assessment strategies and data. As well, the system will significantly enhance the ability of programs and units to access and analyze their data during localized planning activities related to program and unit review, and will provide the

administration and governance groups with comprehensive data and information for institutional evidence-based strategic planning and resource allocation decisions.

UO#1: The Institutional Assessment Office helps foster continuous improvements in teaching, learning, and services by providing support and technical assistance, assessment workshops, trainings and other professional development opportunities, and assessment-related services and resources to the College.

UO#3: The College's assessment website, assessment and review report archives, and assessment and review materials and resources will be maintained by the Institutional Assessment Office as a public resource for the Kauhale and community.

Action Goal 3:	**Timeline**
A proposal for a College-wide re-organization of service units is in development by the Chancellor, administration team and relevant unit faculty and staff including the IAC. This plan calls for the IAO to be reorganized as one sub-unit in a newly-created über-unit to be called the *Office of Institutional Effectiveness*. This new OIE would include the current IAO/IAC, the current database administrator and a new institutional researcher (to be hired; position currently is vacant), as well as student assistants and additional APT staff as resources become available.	If approved, this reorganization plan initially would be implemented in mid-to-late spring 2018 and fully operationalized in AY18-19.
This plan identifies the IAC as the OIE manager, who will report directly to the Chancellor (the IAC and APT staff of the units under considered for reorganization currently report to the VCAA).	
Factors prompting the proposed reorganization:	
• The campus-wide accreditation review found we need to strengthen and integrate assessment, program and unit review, strategic planning for	

improvement, and campus-wide transparency in planning and budgeting.	
• Chancellor Solemsaas and the administration team reviewed the College's integrated planning process and found we need to develop, strengthen and integrate services and operations to support institutional effectiveness, promote evidence-based analysis for institutional strategic planning, and develop resources to support institutional & student success.	
Workplan: PHASE 1	
• Present reorganization proposal to stakeholders, get feedback, revise as necessary, and develop consensus. Stakeholders include: • Affected unit faculty & staff • College Council • Academic Senate • UHCC VP Morton • Unions: UHPA, HGEA • UH System Board of Regents • Once approved by campus stakeholders, integrate reorganization plan into accreditation QFE action plan.	Fall 2017
PHASE 2: • Develop office infrastructure, resources, workflow and document-approval procedures; • Begin initial integration of existing and new staff; • Complete planning to integrate OIE into strategic planning and budgeting processes;	Spring 2018

• Rewrite IAC's faculty position description to incorporate new assignments and supervisory role; gain approval for new position description from UHCC VP Morton & UHPA; • Gain UHCC VP, UH System BOR, UHPA and HGEA approvals for overall unit and personnel reorganization. PHASE 3: • Fully implement OIE operations & functions; • Fully integrate current and new staff into workflow; • Engage first cycle of strategic planning process with OIE input. Challenges: • Building stakeholder consensus & positive perceptions for more centralized organizational infrastructures on campus. • Keeping unit focus on "high-touch" individualized, targeted support for faculty and staff, especially for assessment and review; balancing institutional "top-down" strategic planning activities with support for localized "bottom-up" course/program/unit action planning. • High faculty/staff workloads, possible burnout due to limited personnel resources to accomplish goals and tasks, especially during the first several years of the new unit. Proposed OIE personnel/staffing: • 1 faculty member, permanent, full-time, serving as OIE unit manager and Institutional Assessment Coordinator (R. DuPuis); • 1 APT band B, permanent, full-time, serving as Institutional Researcher (vacant);	Fall 2018

- 1 APT Band B, permanent, full-time, serving as Database Administrator (J. Santos);
- 1 to 2 student assistants, A-2 category, temporary, part-time (20 hours/week each), hired for all semesters including fall, spring and summer, continuous;
- 1 APT Band B, permanent, full-time, serving as Data Support Technician, beginning in AY18-19 (NEW POSITION).

How can this action Goal lead to improvements services, functions, and/or operations, support student learning, and lead to achievement of the unit's outcomes (UOs)?
If approved, the IAC and OIE staff would jointly develop OIE Unit Outcomes and appropriate assessment and evaluation strategies for the new unit.
Significant resource-use efficiencies are expected to result over time from the integration of institutional assessment and review with institutional research and database administration. The greatest impact of the new OIE will not be on the College's finances, however, but on the ways these integrated services will enhance the ability of faculty and staff to engage in professional, systematic and evidence-based continuous improvements for student success and institutional effectiveness.

Describe and discuss any specific strategies, tactics, activities, or plans for:	
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	See Action Goal #3 above for potential modifications to the unit's operations and role in the College's organizational chart if the proposed reorganization into the new OIE is approved. If approved, the IAC will work with OIE staff to develop individual professional development plans in support of continued excellence in institutional research and analysis, data operations and reporting-systems management.

	Regardless of whether the OIE proposal is approved or not, the IAC intends to apply for the 2018-19 *WASC Assessment Leadership Academy*, a one-year national professional development opportunity for leaders in higher education assessment.
Changes to assessment practices, activities, or projects.	To maintain longitudinal validity, the IAC will continue to produce and implement the IAO Annual Assessment Survey near the end of each spring semester for the foreseeable future. If the reorganization proposal is approved, the survey will be updated to evaluate all integrated services provided by OIE faculty and staff.
Increases or changes in student support activities and services to support student learning and achievement.	The IAC does not work directly with students, but the continued integration of services across all areas impacting institutional effectiveness will help faculty, staff and administrators better serve students and promote their educational and workforce success.

Discuss how the unit's action plan will help the Kauhale achieve the four Initiatives in the College's *Strategic Directions 2015-2021* plan: http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	
Hawai'i Graduation Initiative (HGI)	Action Goals #1 and #2 align with HGI Action Strategy 2, Tactics #9 and #10 (see below). By providing enhanced coordinated services, including provision of digital reporting systems and other resources, in support for integrated planning at

	the instructional program and service unit levels, the IAO enhances faculty and staff capacity to continuously improve instruction and non-instructional services. These on-going improvements strongly support students' educational success and their timely attainment of degrees and certificates.
	If approved, the OIE unit proposed in Action Goal #3 will significantly contribute to the College's achievement of both Tactics #9 and #10.
	Hawaiʻi Graduation Initiative (HGI), Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.
	Tactics:
	• *(9) Strengthen and align assessment, program/unit review, data collection, and data analyses processes to support improved teaching and learning, accreditation, and governance and planning.* • *(10) Provide enhanced professional development to improve teaching and learning.*
Hawaiʻi Innovation Initiative (HII)	N/A
21st Century Facilities (21CF)	N/A
High Performance Mission-Driven System (HPMS)	Action Goal #1 aligns with HPMS Action Strategy 1, Tactic #7; and Action Goals #2 and #3 align with HPMS Action Strategy 1, Tactics #1, #2, and #4 (see below). By providing the Kauhale with effective data collection and reporting systems and other resources, and by managing and integrating them through a

centralized organizational unit on campus, the unit will help the College achieve efficient, transparent and accountable use of its data for decision-making and resource allocation. This also will enhance our ability to use appropriate metrics College-wide in that process, and to effectively communicate data and information to relevant stakeholders inside and outside of the College. Continuing the unit's provision of targeted professional development opportunities to faculty and staff will enhance the Kauhale's capacity to improve instruction and services in support of student success.

High Performance Mission-Driven System (HPMS), Action Strategy 1: Employ best practices in management, administration, and operations.

Tactics:

- *(1) Implement practices to advance efficiency, transparency, and accountability.*
- *(2) Create effective and efficient organizational structures that leverage the advantages of centralization and decentralization to maximize efficiency and responsiveness to internal and external stakeholders.*
- *(4) Effectively use metrics throughout the system to advance goals and objectives.*
- *(7) Continue participation in professional and leadership development for Hawai'i CC faculty and staff.*

Explain how the unit's action plan contributes to the College's achievement of the performance-based measures below.

▪ Degrees & Certificates;	By facilitating, coordinating, supporting and integrating assessment and review efforts across all sectors of Hawai'i CC,

▪ Native Hawaiian Degrees & Certificates; ▪ STEM Degrees & Certificates ▪ Pell Grant Recipients Degrees & Certificates ▪ Transfers to UH 4 Year / Transfers to non-UH 4 Year ▪ IPEDS Success Rate	the unit actively helps foster and sustain a culture of Kauhale-wide commitment to continuous quality improvements in teaching, learning and support services. While the IAC does not work with students and thus does not directly contribute to achievement of these performance-based measures, her activities on behalf of institutional effectiveness help strengthen the College's overall ability to achieve performance-based targets identified by the metrics in this section (left column).

Suggestions for Improvement:

If there are any suggestions the unit's faculty/staff would like to share with the College about improvements to/for the unit, raising the College's overall enrollment, improving overall student engagement and success, or any other matter that can help the College increase our overall institutional effectiveness, please provide this feedback below.

PART III: Resources Needed

==Note: "Budget asks" for all categories may be included in the Comprehensive Review.==

Based on the unit's overall AY 2014-16 assessment results, other relevant unit information and data, and the unit's overall action plan to improve services, functions, operations, and support for

student learning, describe and discuss below the unit's resource needs and cost-item "budget asks" for the 3-year period from July 1, 2016 through June 30, 2019.

Resource Inventory

Describe the status of the following faculty/staff unit resources, as applicable:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	N/A
Adequate Student Support Services (academic advising, counseling, career guidance).	N/A
Safe workplace.	Adequate for unit purposes.
Adequate and up-to-date computers and software (for unit needs).	Computers and most software are adequate, but the unit office (Hale Aloha #108) needs a copier/printer with scanning capability. Currently, the copier/scanner used by the IAC is in the ATE office, half-way across the campus, which adds time to all scanning tasks. Since all hard copy reports and resource documents must be scanned to PDF prior to being published on the assessment website, the lack of a copier/scanner in the campus office of the IAO adds to the delay in website and reports archive maintenance.
Adequate computer access to allow faculty/staff to do their jobs.	Adequate for unit purposes.

Adequate training in computer technology (applications, operating systems, hardware, etc.).	Adequate for unit purposes.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	Adequate for unit purposes.

Resource Category	Resources the unit needs to operate effectively:	Resources the unit already has:	What is the unit's resource gap?
A. Personnel			
(1) Positions (Functions)	1 faculty member IAC 1 student assistant 1 Data Technician	1 faculty member IAC	1 student assistant 1 Data Technician
2) Professional Development	2 national conferences annually for IAC; in-state state conferences & meetings as necessary	2 national conferences annually for IAC; in-state state conferences & meetings as necessary	1 state or national conference annually for Data technician

			(beginning AY18-19)
	1 state or national conference annually for Data technician (beginning AY18-19)		
B. Operating Resources			
1) Supplies	regular office supplies to accomplish tasks	regular office supplies to accomplish tasks	no additional needs at this time
2) Contracts	Campus Labs AMS contract	Campus Labs AMS contract	no additional needs at this time
3) Equipment	1 color copier/printer/scanner	1 B/W printer (no copy, no scan)	1 color copier/printer/scanner
4) Space and Facilities	1 office for IAC 1 office for Data Technician from AY18-19	1 office for IAC	1 office for Data Technician from AY18-19
C. Technology			
1) Hardware	1 desktop computer for IAC 1 laptop for student worker	1 desktop computer for IAC 1 laptop for student worker	1 desktop computer for Data Technician

			from AY18-19
	1 desktop computer for Data Technician from AY18-19		
2) Apps or Software	all IAO computers need Windows 10 and Office 16 software and access to UH server and web	all current IAO computers need Windows 10 and Office 16 software and access to UH server and web	computer for Data Technician, AY18-19, will need Windows 10 and Office 16 software and access to UH server and web
3) Tech Support	normal support from Computer Services, IT staff, and webmaster	normal support from Computer Services, IT staff, and webmaster	continued normal support from Computer Services, IT staff, and webmaster
4) Tech-related Professional Development	normal tech professional development as needed from Computer Services, IT staff, and webmaster	normal tech professional development as needed from Computer Services, IT staff, and webmaster	continued normal tech professional development as needed from Computer

			Services, IT staff, and webmaster
5) Tech labs / facilities	N/A	N/A	N/A

RESOURCE REQUESTS:	
For <u>each</u> "budget-ask" item, provide the following information:	

Describe the needed item in detail.	1) PERSONNEL POSITIONS:
	
	    a. 1 student worker annually, A-2 category, 20 hours/week, for all semesters including fall, spring and summer; beginning summer 2017 and continuous thereafter.
	
	    b. 1 APT Band-B staff member, permanent full-time, beginning fall 2018 and continuous thereafter.
	
	  2) OFFICE EQUIPTMENT:
	
	    a. 1 copier/printer with scanning capability

Provide complete information about known or estimated cost(s).	1(a): student worker. During fall and spring terms, position can be funded via Federal student workforce funds; during summer term, position will need to be funded via "G" or other funds. Current rate for A2 worker is $11.70/hour x 20 hours/week x 12 weeks = Estimated Cost: (summer term only) $2,800 1(b): 1 APT Band-B Data Technician. Estimated cost and benefits = $55,000/annual

	2: 1 copier/printer/scanner. Example product is Canon MX870 Wireless All-in-One copier/printer/scanner. Estimated cost: $668.84 + shipping (Amazon) **OR** IAO can use re-purposed or used item from Computer Services if available.
Provide details about timeline(s) for procurement and activation/implementation.	1(a): student worker, summer 2017, continuous. 1(b): 1 APT Band-B Data Technician, no later than AY18-19, permanent, full-time. 2: 1 copier/printer/scanner, needed as soon as possible.
How does this align with the unit's Action Plan above?	All budget ask items align with all Action Goals detailed above; in particular, please see narrative justification for personnel positions and equipment requests in *Part II: Action Plan, Action Goal #1* (p.33).
Identify how the item aligns with one or more of the *2015-2021 Strategic Directions'* four Initiatives.	All budget ask items align with *Strategic Directions* HGI and HPMS Initiatives as detailed above in *Part II: Action Plan, Strategic Directions Alignment* (p. 43).
Discuss how the item will help the unit support improvements in student learning and attainment of the unit's	Implementation of the increased integration of assessment, program review and strategic planning outlined in Action Goals #1 and #3, and operations of the Campus

outcomes and the College's institutional learning outcomes.	Labs AMS detailed in Action Goal #2, will require procurement of the personnel and equipment budget requests above. Accomplishing these Action Goals will help strengthen the College's overall institutional effectiveness and thus will help all Kauhale members accomplish our Mission of providing excellence in educational and workforce preparation to students and the Big Island community. These goals will be especially relevant as the College's six new Institutional Learning Outcomes are embraced by our faculty and staff. Assigning additional staff members to the unit now and in the future and providing needed equipment as soon as possible will allow the IAC to enhance the provision of high-quality integrated services to faculty, staff and administrators and will help the College promote student success and continued improvements in our Kauhale's teaching, learning and services.

RESOURCE REQUESTS:

For each "budget-ask" item, answer the following questions:

What are the implications or consequences for the unit if this request is not funded?	1(a): student worker If a student worker position is not permanently assigned to the unit after the current student worker's position expires in spring 18, the IAC will not be able to efficiently respond to all support requests and complete all data entry functions required of the unit in a timely manner. 1(b): 1 APT Band-B Data Technician.

	If a Data Technician position is not permanently assigned to the unit by the beginning of AY18-19, the IAC (and potential OIE) will not be able to efficiently respond to all data support requests in a timely manner and significant reductions in workforce efficiency to complete the unit's overall tasks and requirements will be inevitable. 2: 1 copier/printer/scanner Not having this equipment in the office adds a minimum of 10 minutes to each copy/scan job. Given that the majority of the paperwork submitted to the office by faculty and staff must be scanned, this is an increasingly untenable time-wasting activity for the IAC.
How can the unit build, create, or develop the needed resources within its existing capacity?	The two necessary personnel positions cannot be built, created or developed within existing IAO capacity. The IAC can continue to use the ATE office copier/scanner, but no other sources on campus currently are available to supply this need.
Can other resources be re-purposed to accommodate this need?	No re-purposing for personnel positions is possible. The IAC would be glad to accept a repurposed or used printer/coper/scanner from Computer Services.

Are there other sources to fund this need, such as grants, community partnerships, etc.?	No.
Can this need be deferred? If so, for how long? What are the consequences if deferred?	Deferral is not ideal for any of these requests.