

HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT ADMISSIONS & RECORDS OFFICE

November 15, 2015

**Review Period
July 1, 2014 to June 30, 2015**

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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/program-unit-review/>

Part I. Review of Unit Data

If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.

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

Part II. Analysis of the Unit

Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's Core Indicator(s) for which the Unit's goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

During the review period, the unit continued its transition from the Admissions & Records (AR) and the Records & Internal Data Management (RIDM) Offices to the Admissions & Records Office (ARO). Demand for ARO services was constant and consistently high since the ARO provided critical services to the entire Hawai'i Community College Kauhale. The unit was productive and effective. Over the review period, the unit received and processed 5153 applications, evaluated and conferred (when eligible) 845 degrees and certificates, evaluated 591 transcripts resulting in over 13,000 transfer credits awarded, processed 1476 transcript requests, and certified over 120 students to the VA (each semester).

However, due to on-going staffing fluctuations, office closures and inefficient office practices, the unit struggled to meet its efficiency goals for admissions and transfer credit evaluations. Both services have a significant impact on enrollment and student success because the former is required before applicants can access other support services and enroll. The latter provides students with the information they need to choose classes appropriately and can affect time to graduation.

Staffing Issues

The following is a list of the positions assigned to the ARO during the evaluation period.

- Registrar/Admissions & Records Office Manager (APT B)
- Admissions & Records Specialist (temporary, APT A)
- Transcript Evaluator (grant funded, APT B equivalent)
- Office Assistant IV
- Office Assistant III
- 2-5 student employees

APT A Vacancy

Prior to the merger of the two offices, the AR and RIDM shared the APT A Admissions & Records Specialist position. The position's duties included processing applications, issuing transcripts and assisting the Registrar with degree conferrals and transfer credit evaluations. When the position was vacated in October 2011, the Registrar, Admissions Officer, Office Assistant IV and Office Assistant III temporarily assumed responsibility for

the position's duties while also attending to their own tasks. Overtime was approved for the Office Assistant IV and III to compensate them for the extra hours needed to meet the increased workload. With the additional hours, the Admissions Office was able to meet its processing time goal for three out of the four semesters following the APT A vacancy. By the summer of 2013, the Office Assistant III eliminated a six month backlog of pending transfer credit evaluations that had built up due to the position vacancy and policy restrictions on how the evaluations were conducted.

In April 2013, the Vice Chancellor for Student Affairs (VCSA), Registrar and Admissions Officer began discussions about merging the AR and RIDM and preliminary measures were taken to prepare the staff for the transition. The Transcript Evaluator (TE) was hired in May 2013 and began training with the Office Assistant III to assume responsibility for transfer credit evaluations.

In July 2013, when the AR and RIDM offices were merged to form the ARO, the incumbent Registrar was reassigned to another position, and the Admissions Officer's position was re-described as the Registrar/Admissions & Records Office Manager (RARM). Each ARO staff member experienced an additional significant increase in workload as the staff was effectively reduced by one APT B position, and the position's duties were redistributed to the RARM and Office Assistants, to the extent possible.

To address the increased workload, the VCSA and RARM expected to fill the vacant APT A position and to implement efficiency measures to reduce process redundancies and increase automation. Unfortunately, delays in obtaining approval for the APT A position caused the position to remain vacant until January 2015. While the position was vacant, the RARM focused on fulfilling the position's duties and postponed developing and implementing efficiency measures until the APT A position was filled. While a few changes were made to the way transfer credit evaluations were done, applications continued to be processed as they had been prior to the merger. Furthermore, although the APT A position was filled in January 2015, the newly hired staff member resigned in March 2015 to care for her ailing father-in-law. The position remained vacant for the remainder of the review period and was filled at the end of July 2015.

Life Happens

During the review period, the ARO's staff experienced issues with their own and family members' health, deaths in the family and relationship and legal struggles. When someone was absent, the remaining staff members re-prioritized the workload as best as they could. Some tasks were delayed while others were not done, because there was no one to do them.

Transcript Evaluator

The TE, whose primary responsibility was supposed to have been evaluating transcripts, took on increasingly more responsibility for developing and implementing prior learning assessment initiatives. During the review period, the TE dedicated only about 20-40% of his time to evaluating transcripts.

Overtime for Office Assistants

Funding for overtime for the office assistants ended at the beginning of the review period. The office assistants had utilized the overtime hours to process applications, evaluate transcripts, confer degrees, and catch up on work that was left undone during business hours while attending to customer needs.

Student Employees

Prior to the merger, the AR and RIDM employed ten to twelve students a semester. After the merger, the ARO was allocated funds for four to eight student employees a semester. During the review period, two of the unit's student employees requested temporary leaves to attend to personal matters. For part of the review period, the unit had only two student employees on staff.

Office Closures

The office was closed for one week during February 2015 and relocated to another building while the air conditioning ducts in Bldg 378 were replaced and again, for one week, in July 2015 to relocate back to Bldg 378. During these closures all ARO services were suspended for the week. The disruption to services caused by moving the entire office, including furniture, files and supplies, back and forth lasted for at least two weeks each move, as the staff spent time adjusting and re-organizing. The applications and transcripts that were submitted during the closures backlogged against the applications and transcripts that were already pending prior to the closures.

Inefficient Office Practices

During the transition from the AR and RIDM to the ARO, the RARM had intended to address the expected increase in workload by reviewing current office practices and identifying and eliminating inefficiencies and process redundancies. However, during the review period, the RARM was occupied with compensating for the vacant APT A position and reduction of time the TE was able to dedicate to evaluating transcripts. The RARM simply did not have the resources to develop and implement process and operational changes to improve the unit's efficiency measures.

Analysis of the Unit's Status

As a result of the staffing issues, disruption of services caused by office closures and preexisting process inefficiencies and redundancies that the RARM did not have an opportunity to address, application processing and transcript evaluation times increased significantly. Application processing time more than doubled compared to the previous review period and the time needed to evaluate a transcript nearly tripled. The attached *ARO Unit Timeline* (Attachment A) depicts the significant factors that affected the unit's efficiency and illustrates how the staffing issues, in particular, coincided with increased application processing and transcript evaluation times.

The writer expressed in the unit's 2013-2014 Annual Review that adequate staffing was critical to the unit's efficiency. The APT A position vacancy and reduction of time the TE spent evaluating transcripts had a severe, detrimental impact to workflow and the ability for the RARM to develop and implement changes for service improvement. Both the APT A and TE positions are needed to provide efficient and timely services and to enable the RARM the opportunity to assess the unit's operations and identify strategies for service and process improvement. The unit's status during the review period highlights the fact that the two positions are essential to the ARO's ability to meet its goals and support student success.

Part III. Action Plan

Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.

In May 2015, the TE notified the RARM and VCSA that he would be resigning from the position to accept a position with the UH System. The RARM identified a student employee who was qualified to fill a part-time casual position dedicated to evaluating transcripts. The position was created and filled July 2015. With the position dedicated to evaluating transcripts, the time to evaluate has been significantly reduced from a long as a monthly average of 46.1 days (March 2015) to 11.0 days this past month.

The APT A position was filled at the end of July 2015. With the position filled, the RARM had time to address inefficient practices and redundancies in the admissions process. The RARM identified where the process slowed or, in some cases, came to a standstill, and developed new processes. She created a standard operating procedure document to ensure consistency and to enable any staff member to perform the admissions functions. She redistributed responsibilities within the ARO to streamline operations and mitigate redundancies.

Initial results are promising. In October 2015, it took an average of 36.2 days to accept an application. So far in the month of November, it is taking an average of 7.3 days, with the staff currently working on applications received three days ago.

Moving forward, the unit's overall action plan is summarized below.

Description	Action
Admissions – implement measures to reduce processing time	<ul style="list-style-type: none">• Update the Standard Operating Procedure (SOP) document for processing applications per staff input• Continue to review the admissions process to identify any area, practice or procedure that hinders efficiency and implement appropriate changes• Conduct regular “spot” training for staff to ensure consistency and accuracy• Collaborate with VCSA and other CC Registrars to develop a viable plan for Centralized Admissions
Transcript Evaluations – implement measures to reduce evaluation time	<ul style="list-style-type: none">• Work with the VCSA to institutionalize the TE position• Train APT A to evaluate transcripts• Review the evaluation process to identify any area, practice or procedure that hinders efficiency and implement appropriate changes• Update the Standard Operating Procedure (SOP) document for evaluating transcripts

<p>Service-Oriented Outcome – assess the extent to which the ARO provides excellent customer service</p>	<ul style="list-style-type: none"> • Review communication with faculty and students regarding ARO services and identify ways to improve content and clarity • Collaborate with faculty to develop a “Secret Shopper” assessment activity to gather meaningful information about the quality of customer service provided
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This plan support’s the College’s Mission through improving access to the educational opportunities Hawai’i Community College offers by providing admissions and transfer credit evaluations in a timely manner.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai’i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative’s Goal, Action Strategy, and Tactic. <http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf>

The TE position is being converted from casual to regular through RCUH and is funded by the grant until March 2016, at the latest. This position is essential and without it, transcript evaluation time will increase, again, and students will not receive critical information about their academic journey, in a timely manner. The writer will include a request to institutionalize this position in the unit’s comprehensive unit review.

The APT A position is a temporary position funded by the institution. This position is essential to the unit’s operations and should be a permanent position funded by legislative appropriations. The writer will include a request to make this position permanent in the unit’s comprehensive unit review.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.

The unit will be submitting its first comprehensive review this cycle. 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.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit’s last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

Unit Description

Please provide a brief description of your Unit. Include your Unit Mission statement.

The ARO is a unit within the Division of Student Affairs and is under the purview of the VCSA. 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 joined 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 VCSA.

The ARO is responsible for 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 the following positions:

- Registrar/Admissions & Records Office Manager (APT B)
- Admissions & Records Specialist (temporary, APT A)
- Transcript Evaluator (grant funded, APT B equivalent)
- Office Assistant IV
- Office Assistant III
- 2-5 student employees

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.).

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 provided.

Timely means that services are delivered in a reasonable amount of time given such considerations as best practices, available resources and workload.

Part VI. Unit Outcomes

A) Assessment Strategy/Instruments

Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.

For the 2014-2015 review period, the unit assessed the extent to which the ARO delivered services in a timely manner. Data was derived from Academic Logic and service logs that were kept on a shared drive.

Application processing time is equal to the average number of days from submission to acceptance, by term. Summer application processing time is excluded.

Transcript evaluation time is equal to the average number of days from receipt of a transcript to completion of the evaluation by month.

The data was compared against data from previous review periods and the extent to which the unit met its success indicators.

B) Expected Level of Achievement

For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

Success Indicator: Applications will be "pushed" and processed, either accepted or lack letter sent, within three business days

The RARM surveyed the other UH community college campuses and collected information on each campus' processing times and level of staffing. She solicited the opinions of her colleagues as to a fair and reasonable target processing time. The RARM noted the opinions of presenters at the AACRAO and PACRAO conferences related to application processing times. The RARM also looked at historic data for the Admissions & Registration Office and made note of the best times the office achieved and staffing levels when those times were achieved. Based on the information she gathered, the RARM determined three business days to be an indicator of timeliness for processing applications.

Success Indicator: Transfer credit evaluations will be completed within three business days.

The RARM had a number of discussions with the Office Assistant III, the TE and colleagues from the other UH community college campuses to determine how long it takes to complete an evaluation. She determined the average number of transcripts received each month and calculated the average amount of time that would be needed to complete an evaluation. The RARM predicted that evaluations completed in a timely manner would be completed within three business days. It should be noted here, though, that the RARM based her calculations on a full-time TE position.

C) Results of Unit Assessment

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

Application Processing Time

<u>TERM</u>	<u>WHEN PROCESSED</u>	<u>DAYS TO PROCESS</u>
Fall 2014	Jan 2014-Aug 2014	21
Spring 2015	Aug 2014-Jan 2015	21
Fall 2015	Jan 2015-Aug 2015	26

The ARO was not successful in processing applications in a timely manner. During the review period, a position vacancy and other staffing issues hindered the unit's ability to process the applications and the RARM's ability to implement changes for improvement.

Transcript Evaluation Time

<u>MONTH</u>	<u>DAYS TO EVALUATE</u>
Jul 2014	15.9
Aug 2014	15.8
Sep 2014	25.9
Oct 2014	26.3
Nov 2014	29.7
Dec 2014	21.9
Jan 2015	43.8
Feb 2015	42.8
Mar 2015	46.1
Apr 2015	25.1
May 2015	14.0
Jun 2015	37.5

The ARO was not successful in evaluating transcripts in a timely manner. During the review period, the TE's time and focus was diverted to developing and implementing prior learning assessment activities.

D) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.

None.

E) Next Steps

Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.

Application Processing Time

Since the APT A position was filled at the end of July 2015, the RARM has had time to review the office's operations and identify where established processes and practices have hindered timeliness. As a result, she implemented the following changes to the acceptance process, and application processing time is approaching three business days.

- The APT A and Office Assistant IV "push" applications daily
- Folders are created and labeled, immediately
- The RARM developed a flow chart to enable all staff to make determine residency for most applicants
- The zero residency code is used instead of sending lack letters for residency information
- The RARM developed a standard operating procedure document to enable all staff to process applications
- Early College/Running Start applications are processed by the program coordinator and Pālamanui staff
- Acceptance letters are sent via email the next business day after acceptance

The RARM will continue to review and refine the admissions process for improvement. Regular staff training will be conducted to ensure consistency and accuracy.

Transcript Evaluation Time

After the TE resigned in June 2015, a part-time casual TE was hired and trained to evaluate transcripts. The position does not have any duties related to prior learning assessment. Since July 2015, there has been a steady decline in the monthly average number of days it takes to complete an evaluation.

<u>MONTH</u>	<u>DAYS TO EVALUATE</u>
Jul 2015	29.7
Aug 2015	24.0
Sep 2015	11.0

It is glaringly apparent that the TE position is essential for the unit to be able to provide transcript evaluations in a timely manner. When the TE's time and focus was directed away from evaluating transcripts, the evaluations took more than a month to complete. Currently, with a dedicated position, it takes less than two weeks.

The RARM will request a full-time position in the unit's comprehensive unit review. The RARM will request a full-time position because while the current part-time position has been able to reduce the time it takes to evaluate a transcript, it is unrealistic to expect the position to reach the goal of three business days, which was determined based on a full-time position. Furthermore, at part-time, the position is only able to evaluate transcripts. A full-time position would be able to initiate improvements to the other aspects of transferring credits, such as developing robust communication with our potential transfer students, organizing and monitoring a streamlined process for articulating courses not already found in the system transfer database, and conducting outreach services to our non-traditional students and adult learners.

Continuous Improvement

The unit will continue to monitor timeliness data to inform its on-going improvement.

Attachment A: ARO Unit Timeline

	Previous Review Period: 2013-2014											
	13-Jul	13-Aug	13-Sep	13-Oct	13-Nov	13-Dec	14-Jan	14-Feb	14-Mar	14-Apr	14-May	14-Jun
Application Processing Time (days)	Processing Spring 2014		Processing Spring 2014					Processing Fall 2014				
	10		10					21				
Transcript Evaluation Time (days)	38.8	5.4	16.3	18.5	15.3	10.5	20.6	15.6	16.1	11.3	11.9	40.5
Office Closure												
VA Specialist												
C3T3 TE	C3T3 Transcript Evaluator (60-75% time spent doing evaluations)											
APT A	APT A Vacant											
Student Employees	4-8 student employees											
Office Assistant IV	Office Assistant IV OT funded (9 hours)											
Office Assistant III	Office Assistant III OT funded (9 hours)											



Indicates an area of concern of a staffing issue that affected processing time

	Current Review Period: 2014-2015												2015-2016				
	14-Jul	14-Aug	14-Sep	14-Oct	14-Nov	14-Dec	15-Jan	15-Feb	15-Mar	15-Apr	15-May	15-Jun	15-Jul	15-Aug	15-Sep	15-Oct	15-Nov
Application Processing Time (days)	Processing Fall 2014		Processing Spring 2015					Processing Fall 2015					Processing Spring 2016				
	21		21					26					36.2		7.3		
Transcript Evaluation Time (days)	15.9	15.8	25.9	26.3	29.7	21.9	43.8	42.8	46.1	25.1	14.0	37.5	29.7	24.0	17.5	11.0	
Office Closure								Closure					Closure				
VA Specialist																VA Specialist (until 9/2017)	

C3T3 TE		C3T3 Transcript Evaluator (20-40% time spent doing evaluations)	C3T3 PT (until 3/2016)			
APT A		APT A	APT A Vacant	APT A		
Student Employees		2-5 student employees		7 student employees		
Office Assistant IV		No OT funding				
Office Assistant III		No OT funding				