

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

Banner Support

November 16, 2015

Review Period

July 1, 2012 to June 30, 2015

(AY 2012-13, AY 2013-14, and AY 2014-15)

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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/>

OVERVIEW OF THE BANNER SUPPORT SUB-UNIT

Unit Mission: This sub-unit supports the College's Vision of promoting student learning by providing accurate and timely information about courses and classes.

Description: This sub-unit falls under the Academic Support Unit. It has one permanent APT staff, and one to two student workers. This sub-unit:

- Maintains the course database in Banner, from which classes are scheduled. (This includes: course titles, number of credits, PreReqs/CoReqs, course description, etc. changes that happen as a result of the Curriculum process.)
- Trains the clerical staff on the proper procedures to follow to create CRNs for class scheduling. Updated handouts are provided at each clerical Refresher session held at the beginning of the Spring and Fall semesters. New or revised information received from Banner Central throughout the year is also forwarded to the clerical staff. Questions from the clerical staff, or problems with Banner input, are answered/resolved by this sub-unit on an ongoing basis.
- Creates documents throughout the year to share with the rest of the college (students and Faculty/Staff) and the community: Registration Information for Spring, Summer, and Fall sessions; Progression Charts for Faculty and Advisors; Newspaper ads to promote Summer school; Enrollment reports for Division Chairs to plan upcoming course offerings; Low Enrolled Reports for the VCAA (Academic Affairs) and Division Chairs to determine which classes might get cancelled; etc.
- Assists with the production of the yearly printed College catalog: courses, program listings, calendar, policies, faculty/staff listing, etc.
- Updates Banner as directed by UH System and/or Banner Central and runs reports to send to various UH System Offices as needed. (This includes: flagging CRNs that are cross-listed according to the IRO's definitions; setting up the terms in Banner to accept college applicants and CRN creation; setting up Part-of-Term codes for non-semester-length classes, including building their related refund information; ensuring that end-of-semester procedures are followed by the clerical staff to assist the ARO office with a successful closing of each semester; etc.)

PART I: ANALYSIS OF UNIT

For this section, analyze your Unit for the 3 year period from July 1, 2012 through June 30, 2015. Provide a narrative analysis that, at a minimum, describes and discusses the following aspects of the Unit:

- ARPD indicators: health factors, trends and other factors, strengths and weaknesses.
ARPD website: <https://www.hawaii.edu/offices/cc/arpd/index.php>

This sub-unit does not have ARPD numbers; however, there was a significant factor affecting it: Overall enrollment had decreased over the last 3 years, but the number of class offerings had increased.

One area in which this was evident was with the Early College High School (ECHS) initiative to offer classes at various high schools on the Big Island. Although an ECHS Coordinator had recently been selected, there were issues such as a lack of communication between the Coordinator, the Business Office, the high schools, the HawCC Departments, and this sub-unit. For example, Memorandums of Agreement would list one class that the high school desired to be offered, but the request sent to clerical to create a CRN would list a different class. Also, this office would be told which ECHS classes to flag as “tuition waived” per the grant proposal, only to be told later by the Business Office that some of the class weren’t part of the grant agreement to waive tuition. This caused a domino effect in having to then work with the Admissions Office to recalculate students’ tuition and fees.

Another area of increased classes was in the number of Learning Communities (LC) that had been requested over the past 3 years. Students interested in taking LCs must take all the classes in the group. Scheduling of these LCs required this office to work closely with the clerical staff in order to make Banner work properly and require students to register for all classes in the group – classes that were normally not required to be taken together. The English Department had continued their pilot of the Accelerated Learning Project (ALP) where students could take a remedial English class along with the next higher level English class. Again, because students needed to enroll in the group of classes, these were treated as LCs for Banner purposes, and this office again worked with the clerical staff. In Spring 2015, to prepare for Fall 2015’s Early Registration in April, additional LCs were set up to accommodate “block scheduling” as was envisioned by Student Services and facilitated by one of the Division Chairs with classes in that Department. The block scheduling was to be used by incoming freshmen

who had taken previous single classes through the ECHS program. After some concern that LCs historically didn't get the enrollment numbers sufficient to run, we were assured that Student Services guaranteed half the class would be filled by the ECHS freshmen, and so took the steps needed to create the classes. We were not told of what happened to the plan to enroll the freshmen, but they did not get registered as anticipated. The numbers of non-ECHS students enrolled were not enough to justify the classes, and most of the LCs needed to be cancelled. Again, dealing with the e-mails, phone calls, and Banner related to the LCs took time away from other responsibilities.

And finally, although not a responsibility of this office, this sub-unit's staff has been assisting with the campus' Distance Education (DE) classes – HITS, VideoConferencing, and Internet classes – since the DE Coordinator had retired in 2004. This scheduling assistance was necessary because information about DE classes was needed in order to publish registration information each semester prior to the Early Registration start date. There have been a few people who stepped into the position since then, even attending the Campus Distance Coordinators meetings, but who had never actually coordinated the DE classes. Back in 2004, there were approximately 11 DE classes. As of Spring 2015, there were approximately 115 DE classes.

Part of the problem has been that there is not a one-to-one relationship with technology enabled classrooms in Hilo vs. classrooms in West Hawai'i. Generally, the Division Chairs in Hilo (who include requests from West Hawai'i) determine which classes run via DE, and then Hilo classroom time blocks are agreed upon at a Division Chair meeting. It is then up to West Hawai'i to try to accommodate the scheduling of the Hilo classrooms. For the past 3 years West Hawai'i has had someone on campus (even if reassigned time) to help coordinate HITS and VidCon classes into their rooms. However, there is no equivalent in Hilo, so this office has had to step in. Secondly, everyone wants the prime time (mid-morning to mid-afternoon) scheduling blocks. So sometimes this office gets wrapped up in trying to decipher e-mail trails of who gets what and when. A third problem is that once DE classes get scheduled into rooms, then in-person classes are scheduled into those same rooms. Moving a VidCon class to a new time or day in Hilo to accommodate an instructor's schedule for example might look doable, except when West Hawai'i has no openings at that new time or day.

The strength of this sub-unit is that the staff and student workers have a good rapport with other offices, and because of experience can be efficient in dealing with most problems. The weakness is that it seems that because of this efficiency, more

problems end up at this office. This staff tries to resolve the problems so that students aren't adversely affected, which again takes time away from other responsibilities.

- College Mission: how the Unit aligns with and supports the College Mission and the Unit's effectiveness in its support/assistance in achieving the College Mission.

The mission of this sub-unit is to support the College's Vision of promoting student learning by providing accurate and timely information about courses and classes. The staff in this sub-unit produces documents such as the semesters' Registration Information, the Early Registration Flyer, and the Catalog, which can all be found on the College's website. The staff member also trains the clerical staff in how to create CRNs which appear on the Check Class Availability website each semester. The College's mission states we are committed to serving all segments of our Hawai'i Island community; this office provides information that is published on the College's website to reach the entire Island, and beyond. This sub-unit assists the College in achieving its mission to promote student learning.

- Institutional Learning Outcomes (ILOs): the Unit's effectiveness in its support/assistance in achieving the College's ILOs.

ILO website: <http://hawaii.hawaii.edu/assessment/outcomes.php#ilo>

This sub-unit aligns with 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. This sub-unit assists students in making the choice of which major to choose by presenting the current details of Program requirements and courses needed to fulfill that major. Course descriptions are listed too. This sub-unit's staff member trains the clerical staff in entering classes properly into Banner and assists when there are problems or errors; these classes appear on the Check Class Availability website so students are aware of what is being offered and when in a given semester. Students are made aware of policies, as well as calendar dates by which processes (such as adding/dropping classes, making up "I" grades, applying for graduation, etc.) must be completed.

- 2008-2015 Strategic Plan: the Unit's alignment with the 2008-2015 Strategic Plan and the value of the Unit to the College in terms of achieving that Strategic Plan's goals and initiatives.

[Hawaii Community College Strategic Plan: 2008-2015](#)

[HawCC Strategic Outcomes and Performance Measures 2008-2015 listed with funding sources and responsible parties.](#)

One overall theme of the Strategic Plan 2008-2015 is to increase the number of graduates. The staff in this sub-unit provides documentation and resources for other departments and units (for example Counselors) to use in recruiting and retention activities. Course information and class scheduling details are posted for prospective and current students to plan their academic careers at Hawai'i Community College.

- Assessment results: discuss how the overall results of course-level assessments during the 3-year period under review demonstrate the Unit's achievements or challenges in meeting its Unit Outcomes (UOs).

This sub-unit falls under the Academic Support Unit (ASU). ASU's Outcomes are:

- The ASU will provide resources and services to faculty and staff to enable them to efficiently carry out their duties and responsibilities.
- The ASU will provide resources and services to promote student success.

This sub-unit's Outcomes are:

- Provide accurate and timely updates to the college catalog.
- Provide accurate and timely updates to the Banner database.
- Provide Banner System training for clerical staff.

This sub-unit strives to be an effective member of the parent Academic Support Unit. It has one permanent APT staff and one to two student workers, although student personnel staffing was sometimes inconsistent during the review period. Detailed trainings and refresher workshops are given each semester to the clerical staff; one-on-one phone and/or in-person assistance is given to the clerical staff, Division/Department Chairs, Deans, VCAA (Academic Affairs), and the Chancellor as needed; and requests and reminders for information are sent out to the Divisions/Departments, and to the Faculty, Staff, and Lecturers via e-mail. The staff in this sub-unit contacts other departments and units by e-mail, phone, and/or in-person to clarify inconsistent information to ensure maximum accuracy in printed and online materials such as the Catalog and the Check Class Availability listing on HawCC's website.

In Spring of 2013, ASU decided to create an ASU Common Survey so that the employees of HawCC wouldn't be bombarded with separate tiny surveys for each

sub-unit of Academic Support. This sub-unit staff had contributed questions to be included in the common survey. The first such ASU survey was sent to all faculty, staff, lecturers, and administrative team at Hawai'i Community College in Fall 2013. The ASU survey was created using Survey Monkey, which tallied results at the completion of the survey period. Though the first survey was released in Fall, it was decided later to release the ASU surveys in Spring so that more months-worth of data could be included for the various sub-units. The ASU survey was announced through e-mail. Survey number two was sent out in Spring 2014, and the third survey in Spring 2015. Because the survey went out to so many people, the questions of this sub-unit focused on Curriculum changes from the prior year, resulting Banner input, and the most recent printed Catalog.

There were two questions in the survey where the staff in this sub-unit was anticipating at least 90% of the responses to be "Y".

- If you had submitted updates for the last college catalog, were they entered correctly?
- If you had submitted curriculum (course) proposals in the last year, were updates made correctly in Banner?

This sub-unit's first Annual Review was for 2012-2013, when the idea for a common ASU survey was in discussion. So for the first AY (2012-13) there are no results from any other survey instrument, instead goals and expectations were identified. Based on discussions with a previous Assessment Coordinator, it was recommended to list 90% as a starting goal for the above questions. Because this sub-unit was just beginning the Assessment and Review process, the expectation was that this number could be re-evaluated and changed some time in the future depending on the initial results.

These questions about Banner and the Catalog were intended for changes submitted in the previous Academic Year, and the corresponding Catalog which came out just prior to the start of the current Academic Year (same as the current Assessment Reporting Year). For example, the Spring 2015 Survey asked about course proposals submitted in the 2013-2014 Academic Year, and appearing in the 2014 Catalog. However, some of the comments in the free-fill text box were along the lines of "this survey may be coming out too early as many changes remain in the approval process so Banner and Catalog changes are not yet ready for review". Because the intent of the questions was to evaluate how past submissions were handled (and for a past Catalog), plans are in place to revise the questions next time to clarify exactly which submissions and Catalog should be evaluated.

In the last 2 Assessment years, the number of respondents for the above questions varied between 10 and 23. With such a small pool of responses, even one negative answer drops the percentage down greatly. It is expected that future surveys will have more respondents, and the results will be at or above the target of 90%.

Another option may be for the staff in this sub-unit to focus on a different area to evaluate, in which case new questions will need to be created.

- CERC comments and feedback: based on the CERC comments and feedback from your most recent Comprehensive Review, discuss CERC's recommendations and your Unit's successes and/or challenges in implementing them.

This sub-unit's first Comprehensive Review is this year; therefore there are no prior comments or feedback from CERC.

- Other successes, challenges/barriers, concerns, and/or other issues not addressed elsewhere in this Comprehensive Report.

It must be noted that in order to produce reports and documents throughout the year, the staff in this sub-unit heavily relies on information from other departments and units. This sub-unit staff provides calendars and/or timelines of when items are due, yet each year more of the information received gets turned in later and later – oftentimes requiring the staff to track down people to get information. In addition, each year the information received is of lesser quality – not having been proofread and/or examined for completeness and accuracy. The staff is told the information is correct, yet upon posting information online or in print, is later told that changes need to be made. While it is understandable that some things may change (an instructor leaves so a new one must be found) a majority of the errors are obvious oversights (such as a class getting scheduled for Tuesday/Thursday per Department instructions when it should have been Monday/Wednesday like the instructor was asked to teach) that should have been discovered had someone taken the time to proof the information before submitting it.

Sometimes as a result of receiving information late, the documents which need to get posted online go to the webmaster with a short turnaround window. However, the webmaster also has other job requests to complete and the projects from this sub-unit get posted in the order received as time permits, occasionally not as soon as other departments/units need.

It has been increasingly challenging for this sub-unit to meet deadlines; however, the staff has consistently performed well despite these outside factors.

PART II: ACTION PLAN

For this section, describe and discuss your Unit's Action Plan for the 3 year period from July 1, 2015 through June 30, 2018. For each action strategy or tactic, provide details about the goal, expected level of success, implementation timeline, and any challenges or barriers you anticipate may affect implementation or success.

Action Plans must align with the new Hawai'i Community College 2015-2021 Strategic Plan. Discuss how the Unit's Action Plan aligns with and supports the 2015-2021 Strategic Plan's Initiatives, Strategies, and Tactics.

<http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf>

The 2015-2021 Strategic Plan 2008-2015 includes the Hawai'i Graduation Initiative (HGI). The goal is to increase the number of graduates in the State.

The UH System has alerted the campuses to changes in the Development Education program, and this sub-unit will need to again work closely with the Departments to implement changes in scheduling CRNs to accommodate "packaged" classes (those where students who place below a certain level will need to take a corresponding remedial/tutoring-type of class too). Revised trainings for the clerical staff will result.

Currently students register for their classes through their MyUH account. There is a program called STAR where students can track their progress toward degree completion. The UH System is moving closer to having STAR actually register the students – most likely by Fall 2016. At this time it is unclear exactly what will need to be done to accomplish this; however, there is already talk that curriculum deadlines will need to be earlier. This sub-unit will need to be prepared to make resulting updates to the course database in Banner.

PART III: Budget Items

For this section, describe and discuss your Unit’s cost-item “budget asks” for the 3 year period from July 1, 2015 through June 30, 2018. For each budget item, describe the needed item in detail, including cost(s) and timeline(s).

Budget asks for all categories of cost items may be included in the 3-year Comprehensive Review. Explain how the item aligns with the Hawai‘i Community College 2015-2021 Strategic Plan (see link above in Part II). Identify and discuss how each item aligns with the Strategic Plans Initiatives, Goals, Action Strategies, and Tactics.

This sub-unit shares office space with the Dean of Liberal Arts and Public Services, the Dean’s secretary, and the Curriculum Support staff. Although there is an all-in-one copy machine/printer/fax in the main portion of the office, we have a dedicated “workhorse” printer to run heavy jobs so as not to interfere with the normal activities of the Dean’s Office. The current printer is over 10 years old, is slowing down, and jamming often. A replacement will need to be obtained in the next academic year.

This sub-unit requires the normal software updates and software licensing renewals to continue producing documents for the college.

This sub-unit requires the continued funding of a student employment position to sustain current levels of efficiency.

These three budget asks all assist this sub-unit to continue providing service to and producing needed documents for the rest of Hawai‘i Community College. This sub-unit’s asks align with the Strategic Plan’s Hawai‘i Graduation Initiative (HGI) whose goal is to increase the number of graduates in the State.

Item	Type	Estimated Cost	Timeline Needed
“Workhorse” printer	Equipment	\$7,000	AY 2015-2016
Software & Licenses	Supplies & Licenses	\$1,000/yr	AYs 2015-2018
Student help	Personnel	\$10,000/yr	AYs 2015-2018