

HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT

Banner Support (formerly Catalog Support)

November 12, 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/>

Unit Description

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

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.
- 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. 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/>

Not applicable

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.

This sub-unit strives to be an effective member of the parent Academic Support Unit. As part of the Action Plan, training and refresher workshops are given, one-on-one trainings are conducted, and reminders for information are sent out. The staff in this sub-unit contacts other departments and units by e-mail, phone, and in-person to clarify inconsistent information.

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 in this sub-unit 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 in this sub-unit 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 that should have been discovered had someone took the time to proof the information before submitting it.

When the 2014-2015 Academic Year started, this sub-unit had 2 student workers, each with a heavy school load. One student worker graduated in December 2014. After the start of the Spring 2015 semester, the 2nd student worker had taken on an outside job and was not putting in many hours in this office. An ad for a student position opening was created in February, and interviews took place to hire a replacement student worker. Paperwork was approved and the new student employee started March 2015. It took some time to get the replacement up to speed. Between the interviews and new hire training, most tasks took longer than usual to complete. However, all projects were completed on time. The 2nd student worker (who had reduced hours in Spring) graduated May 2015.

Also during this reporting year, Fast Track forms were created to temporarily allow quick processing of certain types of curriculum changes. The staff in this sub-unit dealt with those changes that occurred because of system alignment (alpha/number changes, title changes, PreRequisites/CoRequisites). These came in at non-normal times for curriculum changes, and this sub-unit had to accommodate them among other tasks and responsibilities.

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.

Just before the start of the Fall 2015 semester, the replacement student who was hired in March gave notice that she was unable to work during the school year because she was starting in the Nursing Program at UH Hilo. During their Nursing Program orientation all students were basically told to quit any jobs they have since their school load would be so heavy. Another ad for a student position opening was created, and interviews for a replacement took place. Paperwork was approved and the new student employee started September 30, 2015. The new employee is catching on well, but a lot of filing and other paperwork had to be suspended since we needed to produce other urgent reports, as well as prepare documents for Spring 2016's Early Registration. Updating logs and filing will be done as soon as possible.

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).

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. 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, and the campus is expecting the catalog to be produced earlier in the year. This sub-unit's staff doesn't know exactly how to juggle everything that needs to be done on an accelerated timeline, especially given that lately information doesn't come in to this sub-unit properly reviewed for accuracy.

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. [HAWCC Strategic Plan](#)

This sub-unit does not have cost needs related to health and safety, emergency, nor compliancy.

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.

Not applicable; this sub-unit's first Comprehensive Review is this year.

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):

Not applicable

Part VI. Unit Outcomes

For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.

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.

This sub-unit staff had created questions to be included in the ASU Common Survey sent to all faculty, staff, lecturers, and administrative team at Hawai'i Community College. The ASU survey was created using Survey Monkey, which tallies results at the completion of the survey period. The survey was released in Spring 2015 through an e-mail announcement. Because the survey went out to so many people, the questions focused on Curriculum changes from the prior year, resulting Banner input, and the most recent printed Catalog.

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.

The staff in this sub-unit is anticipating at least 90% of the responses to Question 15 (If you had submitted updates for the last college catalog, were they entered correctly?) will be "Y", and at least 90% of the responses to Question 17 (If you had submitted curriculum (course) proposals in the last year, were updates made correctly in Banner?) will be "Y". Based on discussions with a previous Assessment Coordinator, it was recommended to list 90% as a starting goal. Because this sub-unit was just beginning the Assessment and Review process, the expectation was that this number could re-evaluated and changed some time in the future depending on the initial results.

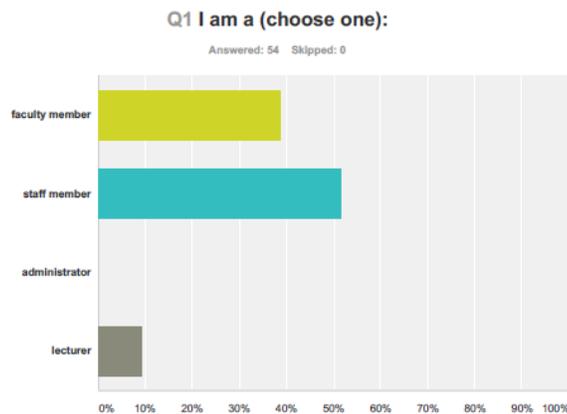
C) Results of Unit Assessment

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.

Question 1 of the ASU survey asked who was taking the survey

Per the results of the ASU Satisfaction Survey sent out in Spring 2015, 54 people responded: 21 faculty members, 28 staff members, 0 admin, 5 lecturers. (There were none who skipped the identification section.)

2015 Academic Support Unit Satisfaction Survey

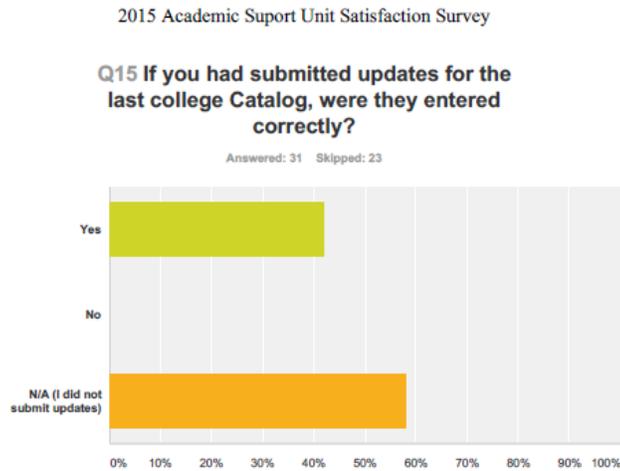


Answer Choices	Responses
faculty member	38.89% 21
staff member	51.85% 28
administrator	0.00% 0
lecturer	9.26% 5
Total	54

NOTE: Questions 2-14 pertained to other sub-units in the Academic Support Unit.

Question 15 – If you had submitted updates for the last college Catalog, were they entered correctly?

Of the 13 who had submitted updates, 100% responded that their updates were correct. This percentage is more than the Expected Level of Achievement mentioned above.



Answer Choices	Responses	Count
Yes	41.94%	13
No	0.00%	0
N/A (I did not submit updates)	58.06%	18
Total		31

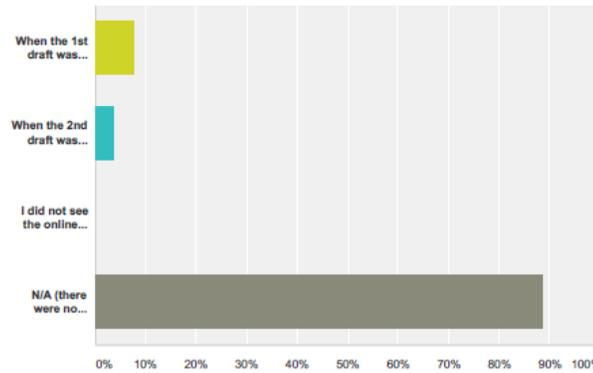
Question 16 – If catalog updates weren't entered correctly, when did you discover the problem and alert someone?

26 people answered this question. As shown in the chart below, 2 people responded that errors were found during the 1st online draft, and 1 person found errors in the 2nd online draft. There were 0 people who noticed errors and did not see any online drafts. A majority of the people (23 of the 26 who answered the question) answered that there were no corrections needed to the catalog.

2015 Academic Support Unit Satisfaction Survey

Q16 If catalog updates weren't entered correctly, when did you discover the problem and alert someone?

Answered: 26 Skipped: 28



Answer Choices	Responses
When the 1st draft was posted online	7.69% 2
When the 2nd draft was posted online	3.85% 1
I did not see the online drafts and noticed after the catalog was printed	0.00% 0
N/A (there were no corrections needed to catalog updates)	88.46% 23
Total	26

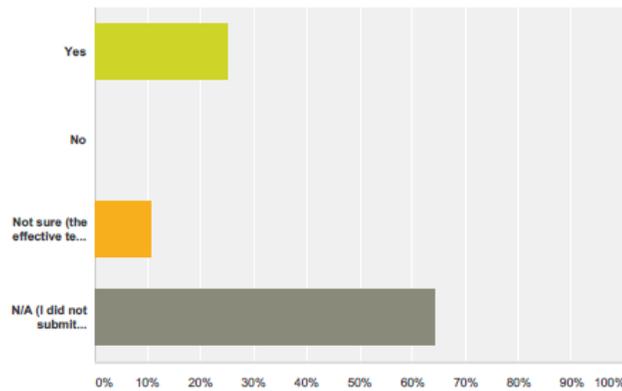
Question 17 – If you had submitted curriculum (course) proposals in the last year, were updates made correctly in Banner?

Of the 10 who had submitted updates, 7 people (70%) responded that their updates were correct. The other 3 marked that the effective term for their updates had not yet arrived, so they couldn't judge the accuracy of their submissions. Majority of the responses to this question (18 out of 28) were N/A (meaning updates were not submitted.) This left quite a small sample of respondents who actually submitted updates. While the overall results were positive (70%), the anticipated minimum (90%) was not reached. However, since there were none who answered that updates were incorrect, the staff in this sub-unit finds comfort in knowing that none of the respondents were unhappy with Banner entry. It is expected that future surveys will have more respondents, and the results will be at or above the target of 90%

2015 Academic Support Unit Satisfaction Survey

Q17 If you had submitted curriculum (course) proposals in the last year, were updates made correctly in Banner?

Answered: 28 Skipped: 26



Answer Choices	Responses
Yes	25.00% 7
No	0.00% 0
Not sure (the effective term is not here yet)	10.71% 3
N/A (I did not submit proposals)	64.29% 18
Total	28

Question 18 – If Curriculum (course) updates were not correctly entered into Banner, how did you discover the error? (Please select all that apply)

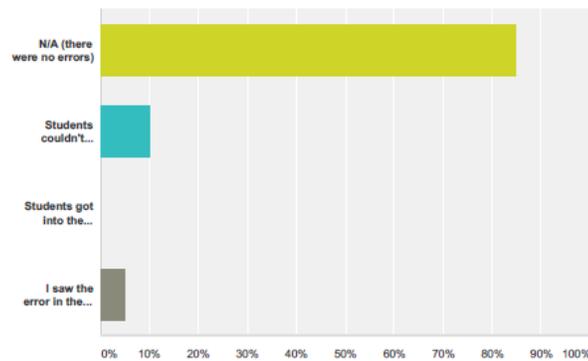
Of the 20 people who responded to this question, 17 reported there were no errors. Another 2 responded that students couldn't register into their classes. One person noticed an error in the printed catalog.

This question included an open-ended 'other' box where respondents could type their own response. One response was "not effective as of yet" so the staff in this sub-unit interpreted that as their curriculum update was for a future semester. However, the other response was "this survey may be coming out too early as many changes remain in approval process so Banner and Catalog changes are not yet ready for review". 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). The staff in this sub-unit plans to revise the question next time to clarify which submissions and Catalog should be evaluated.

2015 Academic Support Unit Satisfaction Survey

Q18 If curriculum (course) updates were not correctly entered into Banner, how did you discover the error? (Please select all that apply)

Answered: 20 Skipped: 34



Answer Choices	Responses
N/A (there were no errors)	85.00% 17
Students couldn't register into the class(es)	10.00% 2
Students got into the class(es) but shouldn't have been there	0.00% 0
I saw the error in the printed catalog	5.00% 1
Total Respondents: 20	

#	Other (please specify)	Date
1	Not effective as of yet	4/30/2015 8:02 AM
2	This survey may be coming out too early as many changes remain in approval process so Banner and Catalog changes are not yet ready for review	4/29/2015 4:40 PM

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.

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%

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.

Because a majority of the errors were found in the 1st online draft and corrected before the catalog went to print, the staff in this sub-unit will continue the practice of posting online drafts of the catalog prior to printing hardcopies to minimize catalog errors.

The staff member in this sub-unit will either revise the questions for next year's Academic Support Unit survey to clarify which Academic Year submissions and which Catalog should be evaluated, or, this sub-unit's staff will consider focusing on a different aspect to survey.
