

# HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

## RECORDS & INTERNAL DATA MANAGEMENT

November 30, 2012

Reporting Period: July 1, 2007 to June 30, 2012  
Assessment Period: July 1, 2009 to June 30, 2012

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Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Unit Reviews are available to the college and community at large to enhance communication and public accountability.

Part I: Insert Annual Unit Review, if applicable. Insert data elements provide by UHCC system or unit generated, if NOT included within your Annual Review.

Records Internal Data Management  
 Statistical Data for 2007-08 to 2011-12 by Percent

Years Tracked	27% Increase in Enrollment 2008-2012	73% Increase in Students w/ VA Benefits	39% Increase in Grads by Degree	46% Increase in Grads Per Head Count	40% Increase in Transcripts Sent out	26% Increase in TCE's by Transcripts Received	48% Increase in Distance ED Transcripts-ZIPTRAN	20% Increase in STAR Update Hours
2008	2884	165	403	346	1650	374	295	150
2009	3275	149	459	369	1690	298	283	150
2010	3815	180	530	444	2044	518	442	150
2011	3917	295	526	457	2103	468	498	150
2012	3663	286	559	505	2305	470	437	180
Increase	27%	73%	39%	46%	40%	26%	48%	20%

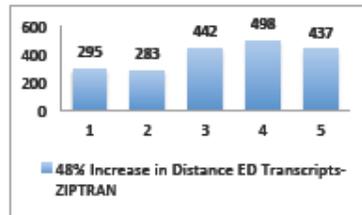
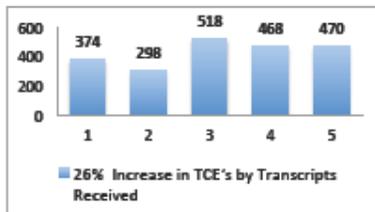
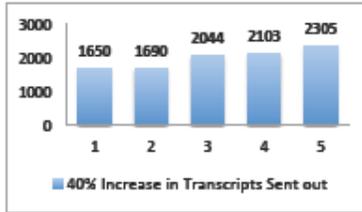
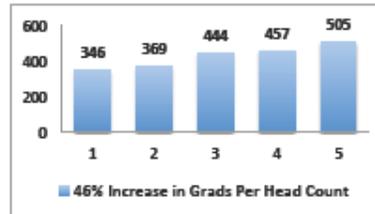
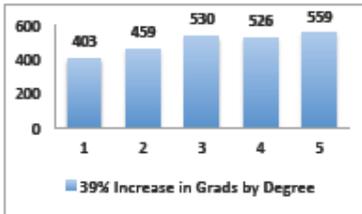
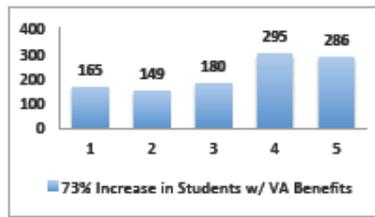
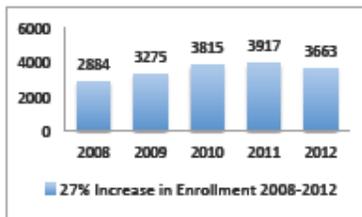


Table 1: Enrollment Data - IRO; Other Data Unit Compiled

### Student Profile Captured Population Spring 2012

							Offices in collaboration	Notification sent to***
201230 Captured Graduation Population	Final Applied Count 201230	*Applied before Capture	*Notified to Apply to Graduate ASAP	*Very Close Carrying Full Load	*Needs Advising off Major Track	Previously Off Track Registration Corrected		1, 2, 3
	355	6	220	43	47	9	a, c	
		1.7%	62%	12%	13%	19%		
**At Risk After Closing	Total At Risk	% At-Risk	Probation	Probation Continued	Warning	Dismissed	a, b, c, d	2
	871	32%	299	91	322	155		
			11%	3%	12%	6%		
Needs to Change Major	10	0.4%					a, b	2
Phi Theta Kappa Invites Hilo	294	11%					c	2
Phi Theta Kappa Invites Out Hilo	64	2%					c	2
Running Start Hilo	60	2%					a, c	2
Running Start WH	39	1%					a, c	2
Total Capture for Attention	1,654							
% Needing Attention	60%							
HawCC Spring 2012 Enrollment	2,755							
*Student Profile can only capture primary major track, does not include secondary majors, or off track degree.								
Collaboration (a) R&IDM (b) Financial Aid, (c) Counseling (d) VCAA & Div Chairs								
***(1) 1st week of Sem; (2) 2nd wk of Sem; (3) Grad pop. queried 4x a Sem, email 1st wk, 2 subsequent & 1 letter if still didn't apply								

Table 2: Enrollment Data hawaii.edu/iro - Student Profile Data Unit Compiled

## Part II:

### A. Unit Effectiveness

1. In Table 1, write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

#### **Table 1: Description and Alignment with Mission and ILOs**

Unit Description: The Records and Internal Data Management Office (R&IDM) is dedicated to "E 'Imi Pono" by providing a comprehensive range of R&IDM services that are in alignment and in compliance with applicable Federal, State, and University procedures, policies and mandates. The R&IDM Office provides clear and accurate information regarding procedures, policies, and mandates that are published in the catalog and consistently enforces them to maintain the integrity and security of the student record to ensure Hawai'i Community College's continued accreditation.

**How does this Unit support the College's mission?** R&IDM office supports student learning by providing responsive, informative, consistent, and accountable range of services, including, but not limited to, TCE's, Graduation Conferral, Rolling of Grades into History to Close the Semester, Change of Grade, Verification of Enrollment, Processing Transcripts, Academic Renewal, National Clearing House Reporting and Certifying Veteran and Dependent Students' claiming VA Educational Benefits. This office, under the direction of the Registrar, plans, organizes, and monitors the necessary checks and balances that help ensure that the services provided are accurate. This office maintains, manages, and updates STAR, our primary degree audit program, which is utilized by the entire Kauhale to support and promote student success.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

*How does the Unit support the ILO:*

Through the course of their academic journey our graduates would have had many opportunities to experience and execute effective communication. The R&IDM Office uses a number of ways for the graduate to have effectively communicated their needs to this office, such as in-person, email, telephone, fax, and mail. The R&IDM maintains a presence on the Hawai'i Community College web-site providing 24/7 access to common forms that a graduate may have accessed in pursuit of their academic goals. The Records Office strives to be responsive, informative, consistent, and respectful whenever we communicate with the Kauhale.

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.

*How does the Unit support the ILO:*

STAR is the single most important tool that empowers students to gather, evaluate, and analyze information that empowers them to make real-time decisions that directly impact their graduation goals. The R&IDM is responsible for the accuracy of STAR by crosschecking and updating each and every program that is offered to align those requirements to the HawCC catalog. BANNER is the only data base that STAR pulls its information from. The R&IDM office maintains and updates the Records Standard Operating Procedures (SOP) manual to ensure continued accurate and appropriate procedures are in place to ensure the integrity of the information that is reflected in STAR.

The Hawai'i Community College Catalog publishes options that are available to students, i.e., Independent/Directed Studies, Academic Renewal, Change of Grades, Audit, to name of few, that a graduate could have requested the R&IDM office process. The graduate would have had to analyze their academic record and make decisions on whether to exercise these options that are available, make decisions on their best course of action, and initiate the action.

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.

*How does the Unit support the ILO*

The R&IDM Office exemplifies their support of our Hawaiian culture by hiring a half-time Temporary APT who is a fluent Hawaiian speaker that provides services in English and Hawaiian and also supports her participation in Ka 'Īkoi Leo. There are very few opportunities in the community where a native Hawaiian speaker can conduct business in their native language. This commitment to the Hawaiian culture exemplifies Hawai'i Community College's commitment to give the support needed to develop the knowledge, skills and values that contribute to the growth and strength of our Kauhale.

The Records office supports and participates in Kīpaepae ceremonies that would have further exposed graduates to the diversity and commitment that Hawai'i Community College places in supporting the values of the Hawaiian culture.

2. In Table 2, list the Unit's top 3 goals/plans from the last Comprehensive Review period and an evaluation of accomplishment over the review period.

## **Table 2: Previous Goals**

**Goal 1:** The R&IDM Office seeks to ensure that all staff members are well-trained and qualified to provide timely and accurate services that are in compliance with applicable Federal, State, and University procedures, policies and mandates.

**Goal 1 Evaluation:** During the evaluation period, Fall 2008 to Fall 2012, HawCC's enrollment increased by 27% and the R&IDM Office experienced an average combined increase of 45% in demand for services. This increase reflected a 27% increase in requests for transfer credit

evaluations (UH System, external transcripts and current cross registration or ZIPTRAN) and a 73% increase of students receiving VA Benefits [see table 1].

Furthermore, there were considerable staffing issues as the long-time Office Assistant retired in October 2010 during a hiring freeze, which resulted in the need to hire an APT to a casual hire position. Lack of continuity in staffing meant that the individual in the position could not be trained to the level needed to supervise the student employees usually tasked with providing many of the services offered by this office.

Due to these increases and staff turnover, energy and effort was focused primarily on responding to immediate needs, and the R&IDM supervisory staff was unable to conduct trainings as often as it would have had had there been adequate staffing.

Fortunately, all the staff members were dedicated to providing the highest quality services they could under the circumstances, and this goal was partially met. The R&IDM continued to meet its deadlines and maintain the integrity and accuracy of information under its stewardship.

**Goal 2:** STAR will be completed for each program and the Banner articulation table will be assessed, corrected, and updated so that standard transfer credits will post correctly and the power of STAR Audit Degree will continue to be the official program to validate graduation degree verifications. The R&IDM Office will continue to be an example of “E ‘Imi Pono” by identifying processes that exponentially improve service systems and continue the work that brings these goals to fruition.

### **Goal 2 Evaluation:**

The Registrar laid the groundwork needed to take full advantage of the tremendous potential of STAR. He spent many volunteer hours in collaboration with STAR developers evaluating and updating, both the BANNER Articulation Table, which is a key component of STAR’s reliability, and also in the design layout, which makes the information coherent. Hawai‘i Community College’s practices are the model of the utilization of the power of STAR to increase productivity and dependability.

This goal has been met for the evaluation period. However, there are many exciting and on-going modifications and development in store for STAR, and the R&IDM office will be an integral part of making STAR happen across the system.

**Goal 3:** Assessment and accountability is the cornerstone of E ‘Imi Pono. The R&IDM will use ongoing and systematic evaluation and planning to refine its processes and improve services to the Kauhale.

**Goal 3 Evaluation:** Via the Graduation Survey given to semester graduates, the R&IDM assessed services offered by Records and by the Division of Student Affairs as a whole. The assessment’s goal is to determine the satisfaction of students who received services through Records and DSA. The assessment also gathered important information when students do not

receive the services they came in for, how students viewed their development after attending HawCC, and their future goals after graduation. The data helped us gauge the satisfaction of our students, the frequency of times noted that the R&IDM office didn't deliver what a student may need. This survey helps us improve areas of concern, and project future needs of our graduate, especially if they intend to continue to go to school and/or need assistance in planning their career.

In addition, both the Admissions & Records Education Specialist and the Registrar attended a number of trainings on assessment and attempted to implement assessment activities to the extent possible.

Trainings included the Outcome & Assessment For Administration & Student Services Unit with Terri Manning on July 1, 2011, an Assessment and Best Practices Workshop at the E 'Imi Pono Day 2011 Assessment Poster Fair on September 16, 2011 at Hawai'i Community College, and the Improving Your Student Affairs Assessment Plan, October 16-18, 2011 in San Antonio, TX. The 2012 Annual AACRAO Conference, including a pre-conference, 2-day Registrar 101 training. The Education Specialist has also developed customer satisfaction and student employee surveys which are poised to be implemented, as soon as immediate needs are addressed. Provided the R&IDM is able to secure sufficient resources, it fully intends to implement assessment activities during the next evaluation period.

3. In Table 3 list the Unit Strengths and Weaknesses
  - a. Briefly describe the unit's top 3 strengths and 3 weaknesses to include:
    - 1) An analysis of data elements - demand, efficiency & effectiveness (Data may be determined by UHCC System Units or campus units)
    - 2) Other pertinent information

### **Table 3: Strengths and Weaknesses**

#### **Strengths**

S1: The Registrar has programed STAR to reflect the curricular requirements for each degree and certificate offered at Hawai'i Community College.

Evaluation: The implementing and maintaining of STAR to its fullest potential has transformed how the Kauhale engages towards the singular goal of student success. It remains the single most important tool that empowers the Kauhale to gather, evaluate, and analyze information to make real-time decisions that directly impact graduation goals.

R&IDM office received Perkins funding to conduct STAR workshops and training outreach on the use of STAR. R&IDM staff members were chosen because of the requirement that Ambassadors must have had prior experience in the use of STAR. Five R&IDM student workers were hired as STAR Ambassadors. These STAR Ambassadors worked 257 hours between May 22 and September 10, 2012 conducting 20 STAR workshops at the Passport sessions at the Manono Campus serving 243 students and 2 STAR workshops serving 16 Students at West Hawai'i. The STAR Ambassadors also conducted outreach trainings on the lanai in front of the

R&IDM office on the Manono Campus and conducted 318 individualized STAR trainings. 577 students were trained to take advantage of the power of STAR.

The R&IDM office has set up a permanent STAR station at the counter of the office to the Kauhale on the use of STAR.

STAR is instrumental in the accurate and efficient processing of many of the R&IDM jobs in its ability to clearly see the current academic status and also it immediately reflects the changes made in BANNER. STAR is an integral component in the processing of Transfer Credit Evaluations, Graduation Conferrals, Certification of Enrollments, Transcript requests, special appeal approvals, to name just a few.

S2: The R&IDM Student Profile routine captures and categorizes target populations to support student success. [see table 2].

Evaluation: The Student Profile query and the subsequent Snap-shots are powerful tools that enable HawCC to capture every student registered by the end of the first week of instruction and categorize them into very important populations. If a student registers after the first week of school they are not captured and this office does not have the ability to track these students, which could impact their ability to continue. This information is used by the Division of Student Affairs to develop and provide services that support student retention towards graduation.

The R&IDM 201230 Student Profile identified 60% of the Spring 2012 HawCC students who were deemed to need additional support.

62% of those that applied to graduate for 201230 met graduation requirements but had not applied by the 2<sup>nd</sup> week of the semester. The Student Profile afforded the ability to batch STAR Degree Audit checks electronically for all students who were ready to apply to graduate on their primary major track. Their STAR Degree Audit was compiled, printed, sent to Counseling for approval, and when returned, the R&IDM office generated an email invitation to this population to apply to graduate. A snap shot of this population is generated 3 additional times during the semester with additional reminders had they still not applied to graduate. If a student has still not applied, weeks before the deadline to apply, a letter is sent to their physical address strongly encouraging them to apply before the deadline.

Thirteen percent of potential graduates were close to meeting requirements but their registration showed they were off track. An email was sent to this population giving them the knowledge needed to make critical decisions that could have impacted their ability to continue. 19% of this population made the necessary changes to their registration after being notified.

The At-Risk population is another important population that the Student Profile captures. It enables the college to take measures to support this population. Thirty-two percent of the

201230 HawCC students' academic status placed them as At-Risk. A master list was compiled and given to Counseling, the VCAA, and Division Chairs for advising. The R&IDM office printed address labels so counselors could send this population a notice informing them they needed to schedule an appointment for academic advising in order to create a plan to help student be successful.

S3: Efficient policies and innovative procedures ensure timely delivery of services.

Evaluation: The R&IDM has established policies and procedures that result in Hawaii's Community College consistently being the first in the system to post grades and officially close the semester within two days of the deadline for instructors to post grades. The R&IDM office also was able to batch confer those graduates who were graduating on their primary major track within two weeks of the close of the semester. According to Joy at STAR, Hawaii Community College is historically the first to close the semester. Joy also informed this office that STAR does a system wide satisfaction survey and she said that Hawaii Community College has the lowest complaints about problems with being able to know their grades.

The closing of the semester begins at the beginning of the semester: the Registrar sends an initial email to all instructors outlining the procedures and deadline for posting grades. He takes additional measures to contact new instructors with a request that they respond so that he can be assured that they are informed. The Registrar will continue to contact those new instructors who have not responded. It is only with the collaboration of the instructors in posting their grades on time can Hawaii Community College continue to be the first within the system to officially close the semester.

## **Weaknesses**

W1: One of the R&IDM's most significant weaknesses is a lack of trained and qualified staff in critical areas.

Evaluation:

The Registrar is the only VA Certifying Official. This position is the only person authorized to certify enrollment, report student status changes, monitor student grades, monitor student conduct and report to the VA. When the Registrar is absent, VA students are unable to receive services in a timely manner. This problem has occurred on a number of occasions during the evaluation period and diminished the quality of the services delivered.

Furthermore, the most recent VA program Chapter 33 or the "Post-911" chapter is substantially more complex and has increased both the workload and accountability placed on the Registrar. Without a secondary VA Certifying Official this problem will persist and the institution will be at risk of not being able to remain in compliance.

For the first time in R&IDM history, due to the increase in demand for services [see Table 1] and staffing challenges outlined previously, the office was unable to complete its transfer credit

evaluations (TCE's) in a timely manner for Spring 2012, Summer 2012 and Fall 2012. TCE's that are not completed before the start of early registration become more complex in that outside institution courses cannot supplant in-progress HawCC classes, into which a student may have inadvertently early registered.

STAR is preparing for a major upgrade in its ability to seamlessly unite the University of Hawai'i system to facilitate articulation across the system. This upgrade needs the support of every institution to reach its potential and the Registrar has not been able to focus his attention on cleaning the BANNER Articulation Tables to ensure HawCC is ready to take STAR to the next level.

#### W2: Assessment

Evaluation: The R&IDM office needs to revise the Graduation Survey to become a better assessment tool that will show us how to be more responsive to the needs of the Kauhale. In addition, we need to develop other assessment tools and opportunities to assess if the R&IDM is equipping its staff to perform their duties with the expertise that is expected, further investigate the value of the services provided to students, and determine what services should be offered or expanded.

#### W3: Inability to communicate the role of R&IDM's policies and procedures effectively

Evaluation: While the R&IDM has not been able to specifically assess the Kauhale's experience with its services, experience indicates that faculty and students are not clear about policies and procedures regarding services, i.e., Waive/Substitution/Articulation protocols and transfer credit evaluations, that this office must adhere to in order to remain in compliance. Lack of clarity causes frustration and dissatisfaction that could be mitigated with clearer communication, instructions and outreach by the R&IDM to detail the parameters of each type of request that alters the student academic record. The R&IDM office must provide services that are accessible to the Kauhale while maintaining the security of sensitive forms.

### **4. Unit Outcome Assessment**

There are no findings at this time, because the R&IDM experienced a substantial increase in the demand for services while also experiencing a number of staffing issues. A Customer Satisfaction Survey and Student Employee Training Needs Survey are being developed. The Customer Satisfaction Survey is slated to be conducted during the Spring 2013 semester. The Customer Satisfaction Survey will inform the R&IDM as to ways of more effectively communicating and addressing improvements that should be made to make all processes easier for the Kauhale to use.

Use a separate copy of the rows in Table 4 below for each outcome assessed. Describe the assessment method, summarize the data gathered and briefly describe any changes or improvements made based on assessment.

Outcome Assessed: Goal 3 The R&IDM will use ongoing and systematic assessment activities to refine its processes and improve services to support student success.

Assessment Method: HawCC Graduation Survey (100 students)

See attached sample for more details.

<b>HawCC Graduation Survey Fall 2012</b>								
<b>Student Services Satisfaction Survey Part 1</b>								
Question	Rating					# of Response	Average Rating	Needed/Not Received
	5 (Highest)	4	3	2	1 (Lowest)			
1	49	18	6	1	3	77	4.42	3
2	25	16	10	2	0	53	4.21	6
3	53	13	6	6	1	79	4.41	1
4	45	12	7	1	0	65	4.55	3
5	38	20	11	1	1	71	4.31	2
6	46	19	7	2	1	75	4.43	1
7	48	18	6	3	1	76	4.43	2
8	46	11	13	2	2	74	4.31	1
9	41	11	8	1	4	65	4.29	2
10	14	3	2	2	3	24	3.96	6
11	27	11	4	0	2	44	4.39	3
12	36	8	7	2	4	57	4.23	3
13	30	10	3	3	2	48	4.31	8
14	39	8	5	2	4	58	4.31	2
15	11	5	3	2	3	24	3.79	7
16	13	5	8	3	4	33	3.61	8
17	11	6	4	1	4	26	3.73	8
18	17	10	5	2	2	36	4.06	9
19	26	11	4	7	0	48	4.17	4
20	24	8	6	0	2	40	4.30	3
21	70	8	3	0	0	81	4.83	0

<b>Student Values/Skills Statement</b>								
Outcome	Rating					# of Response	Average Rating	
	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)			
1	59	23	4	1	1	88	4.57	
2	59	21	5	2	0	87	4.57	

3	58	23	3	0	0	84	4.65
4	58	24	5	1	0	88	4.58
5	58	24	6	0	1	89	4.55
6	65	18	3	1	0	87	4.69

Summary of Assessment Data:

For the most part, students rated their satisfaction with services from R&IDM and DSA at an average of 4 (5 highest). Students rated “Applying for Graduation” (4.83), “Applying for Financial Aid” (4.55), “Getting Information about College Programs & Services” (4.42), and “Completing the College Application” (4.41) the highest.

Areas that were rated the lowest include: “Employment Assistance (On-Campus Jobs) (3.61), “Employment Assistance (Off-Campus Jobs)” (3.73), and “Disability Support or Accommodations” (3.79). These areas also had low number of responses which may reflect the uniqueness of the population that needs these services.

Lastly, more than 52 students of the 100 surveyed stated that they were continuing to both work and go to school as their future intent. This could mean continued support for these students in Records and within the rest of the Division of Student Affairs.

Proactively, recommendations by programs responsible of these activities in their unit reviews include ways to impact the campus and students more positively and at a larger scale. This assessment validated many observations by departments in DSA.

Changes/Improvements from Assessment: 5. Describe trends noted over the review period, comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results and any external factors affecting the program, special studies and/or instruments used, i.e. CCSSE, etc. Describe any additional Unit changes not included elsewhere.

While enrollment head count at HawCC was less than previous years, demand and usage of services in R&IDM and DSA continue to increase. Headcount last semester has decreased but FTE actually increased. The number of degrees conferred, especially AA in Liberal Arts, has also increased. The Records Office has also participated in new VA programs like Yellow Ribbon that will continue to present a need for dedicated staff. Backlog in Transfer Credit Evaluation as mentioned earlier will continue to demand attention. More importantly, as HawCC continues to focus on Career and College Readiness and proactive initiatives to target special populations, at risk students, and data to promote success, STAR, Internal Data Management, and other automations will be critical.

By revising and continuing the Graduation Satisfaction Survey and tracking results over the course of many semesters, trends, needs, values, and satisfaction of students can further inform the Records Office and the rest of the Division of Student Affairs.

#### 6. **Goals and Forward Thinking**

List the Unit's top 3 goals for Unit success in the next Comprehensive Review period in Table 5. Briefly explain how these goals align with the ILOs. Do these goals have counterparts within the UH system? What innovations are being considered for reporting unit outcomes?

#### **Table 5: Goals and Alignment**

Unit Goals/Plans for the Next Review Period

Goal 1: To have qualified staff to meet the demands of increased enrollment and demand for services to ensure the R&IDM office continues to make the changes to keep up with STAR innovations, to ensure that the Veteran population is served in a timely manner, and to be able to develop and implement assessments plans.

ILO Alignment: R&IDM will be better able to align its services to the institution's ILOs and provide those services in support of student learning and success by keeping STAR updated so students can have access to dynamic tools that they can depend on, aligning with ILO1, ILO2.

UH System: This goal is aligned with the UH System Strategic Plan 2002-2010, UHCC System Strategic Plan 2002-2010 Goal A because it supports student success, which aligns with UH System Goal A & UHCC Goal A.

Innovations: STAR is slated to be developed to allow automatic conferral of degrees that will be automatically noted on the students' transcripts.

Goal 2: The Records Office remains committed to the continued evolution of STAR in order to support student success. STAR remains the single most important tool that empowers students to make real-time decisions that directly impact their graduation goals and supports the Kauhale in real-time assessment of a student's academic status.

ILO Alignment: This goal is aligned with Hawai‘i Community College’s ILO1 and ILO2. Through the use of STAR our graduates will have developed skills in critical analysis of their academic journey and would have taken actions, such as registering for classes to satisfy their academic journey.

UH System: STAR aligns with the UH System Strategic Plan 2002-2010, UHCC System Strategic Plan 2002-2010 Goal A because it supports student success. This goal is also aligned with Goal B because it enables students to conduct “What If” scenarios in STAR that show which classes can be transferred into their academic journey from within the UH system allowing them to initiate the needed transfer credit evaluations.

Innovations: STAR is poised to integrate all courses within the UH system so a student can know that if they take a course at one of the UH campus that that course will transfer into their home campus degree track. This electronic academic journey interface will automatically post transfer credits that had been previously articulated anywhere within the UH system. The future hope of the STAR team is to capitalize on learner analytics, to make STAR a one-stop shop for students to access their academic journey, not only within the UH System, but STAR is looking to include the Western Interstate Commission for Higher Education (WICHE), which would allow students from other states to explore degree paths and transfer options across regions. A current initiative by the Western Alliance of Community College Academic Leaders (WACCAL) is working to establish a western states “core requirements” agreement that will further elucidate which classes will meet graduations requirements.

Goal 3 The R&IDM will use ongoing and systematic assessment activities to refine its processes and improve services to support student success.

ILO Alignment: Through on-going assessment and unit improvement R&IDM will be better able to align its services to the institution’s ILOs, because it will model effective communication and support programs and students in achieving academic success.

UH System: This goal is aligned with the UH System Strategic Plan 2002-2010, UHCC System Strategic Plan 2002-2010 Goal A because it supports student success.

The Hawaii Community College Strategic Plan: 2008-2015 noted that a Financial Audit of the University of Hawaii System: Phase II, December 2007 report criticized the UH system for not having strategic plans in alignment at all levels. A State Senate Bill 3250 was developed to reward campuses that have achieved the strategic outcomes approved by the UH system.

Innovations: The R&IDM will use data and information gathered through assessment activities to develop innovative practices to better serve the Hawai‘i Community College Kauhale.

## **B. Action Plan for Unit Improvement**

Complete Table 6 to provide justification for Unit budget requests

(examples given in italics; delete & replace with Unit's items; equipment maintenance should be included)

\*Budget Categories: P=Personnel; SE=Supplies Enhanced; Eq=Equipment ( $\geq$  \$5K)

Budget Guidelines: Position requests should be listed separately; NO B Budget requests should be included

\*\*Strategic Outcomes Goals and Performance Measures are: A1.1, B4., C1., D3., E2., etc.

### **Table 6 Prioritized Top 3 Cost Items ("G" funded requests only)**

Priority 1

P. Hire 1 APT Band B Assistant Registrar

\$ amount & budget category\* (Except R/M)

\$42,487.92 plus benefits & budget category P\* (Except R/M)

\*\* Best fits which Action Strategies in the Strategic Plan and how?

HawCC Action Strategies A1.2 C; HawCC Action Strategies 1.4 E and F.' HawCC Action Strategies A2.2 E. HawCC Action Strategy 2.4 E. & F. Goal B.1 A; HawCC Action Strategies 4.2 a. HawCC Action Strategies B.5 C. HawCC Action Strategies D.1 C; HawCC Action Strategies D.3; HawCC Action Strategies E.4.A;

(If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.)

The Assistant Registrar will be running the Student Profile to take mitigation measures to identify barriers that prevent access to financial aid and Action strategy by identifying and communicating specific populations. A1.4 successful completion and transfer requires that students persist from one term to the next transfer credit evaluations, Waive, Substitution, Articulation and will also promote articulation efforts between non-credit and credit programs such as P.A.C.E.

The Assistant Registrar, working with the Registrar, will help develop and evaluate assessments that poll the Kauhale on their perception of the accessibility that the R&IDM office avails.

Addresses which strength or weakness?

S1: The Registrar has programed STAR to reflect the curricular requirements for each degree and certificate offered at Hawai'i Community College.

S2: The R&IDM Student Profile routine captures and categorizes target populations to support student success. [see table 2].

S3: Efficient policies and innovative procedures ensure timely delivery of services.

W1: One of the R&IDM's most significant weaknesses is a lack of trained and qualified staffing in critical areas.

W2: Assessment

W3: Inability to communicate the role of R&IDM's policies and procedures effectively

If currently grant funded, please explain:

(put date when funding ends and indicate HawCC commitment to support)

Priority 2

P. Hire 1 Fulltime APT Band A VA Certifying Official

\$ amount & budget category\* (Except R/M)

\$34,849.92 plus benefits & budget category P\*

Best fits which Action Strategies in the Strategic Plan and how?

(If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.)

HawCC Action Strategies A.1.4 E & F; HawCC Action Strategies A.2.2 C; HawCC Action Strategies A2.3 E; HawCC Action Strategies D.1. B.

The VA Certifying Official will be certifying each VA benefit recipient to ensure their registration applies to their academic journey. The VA Certifying Official will be training and managing the Student VA Representatives, which HawCC has been allotted three. The following are some of responsibilities to ensure compliance with the VA.

### **Responsibilities for Reporting**

Keep VA informed of the enrollment status of veterans and other eligible persons. Use basic forms to keep VA informed, such as:

- Enrollment Certification (VA Form 22-1999) to report required enrollment information
- Notice of Change in Student Status (VA Form 22-1999b) to report changes to enrollment information
- May use paper forms or electronic enrollment (VA-ONCE)
- Monitor the subjects pursued by a student to certify to VA only those subjects that apply to the student's program Monitor student's grades to ensure s/he is making satisfactory progress; report when a student was terminated due to unsatisfactory progress
- Monitor student's conduct and report when student is suspended or dismissed for unsatisfactory conduct

Keep up-to-date on current VA rules and benefits

- Provide e-mail address to VA Education Liaison Representative (ELR)
- Read and maintain VA bulletins provided by your ELR
- Attend VA training opportunities

- Enroll in VA on-line training at: <http://www.gibill.va.gov/school-certifying-officials/sco-training-resources/online-sco-training.html>

Maintain records of VA students and make all records available for inspection:

- Retain file of VA papers submitted & records of academic progress, program pursuit, etc.
- Maintain records for at least three years following the student's last date of attendance
- Ensure that records are kept in a safe place and that the privacy of VA students is protected

A school's file for a VA student should contain:

- Copies of all VA paperwork
- The school's transcript, grade reports, drop slips, registration slips (for those courses dropped during drop/add), tuition and fee charges, transcripts from previous schools with evaluations of same, student's school application, records of disciplinary action, program outline, a curriculum guide or graduation evaluation form, and any other pertinent forms

Additional responsibilities required of a Yellow Ribbon school:

- Certify in accordance with the school's Yellow Ribbon agreement
- Maintain these additional records
- Track the number of students enrolled under Yellow Ribbon
- Track the annual amount of tuition and fees
- Develop and document a process for the first come-first served enrollment of students into the Yellow Ribbon Program

These are additional activities that schools are encouraged to carry out, but are not required by VA.

- Assist VA students in applying for education benefits
- Maintain copies of appropriate application forms
- When requested, help veterans and dependents fill out and send in applications.
- If the student cannot resolve payment problems, assist through VA channels designated for school officials
- Disseminate and/or post information on VA education benefits, programs, and contact points
- Ensure that VA students are fully aware of their responsibilities to the school

**Apprise supervisors of any internal problems that may affect service to VA students, such as:**

- Failure of records office to provide information on a student's grades, grade changes, academic problems
- Failure of instructors to provide information on attendance/attendance problems
- Failure of other offices to provide information on new programs, changes in current programs
- Failure of mail distribution center to forward appropriate mail

Addresses which strength or weakness?

W1: One of the R&IDM's most significant weaknesses is a lack of trained and qualified staffing in critical areas.

Priority 3

P. Hire 1 Fulltime APT Band A Transfer Credit Evaluator and Graduation Specialist

\$ amount & budget category\* (Except R/M)

\$34,849.92 plus benefits & budget category P\*

Best fits which Action Strategies in the Strategic Plan and how?

(If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.)

HawCC Action Strategies A.4. E & F; HawCC Action Strategies D.1 C.

A TCE and Graduation Specialist will be responsible for Transfer Credit Evaluations and Graduation Evaluation/Application Process which require highly complex tasks that are substantive in nature and require evaluating information for conformance with established requirements and interpreting laws, rules and regulations in order to determine appropriate disposition and use of judgment, communication with internal and external clients, and timely completion of projects, processes, and updates.

Addresses which strength or weakness?

W1: One of the R&IDM's most significant weaknesses is a lack of trained and qualified staffing in critical areas.

If currently grant funded, please explain:

(put date when funding ends and indicate HawCC commitment to support)

Table 7 Facilities, Equipment and Staffing

Use Table 7 to indicate Repair and Maintenance, if appropriate. Copy the nature and description of problem sections as needed. Table 7 will be given to the Vice Chancellor for Administrative Affairs. Include an organizational and staffing chart as Attachment A.

**Table 7: Repair and Maintenance**