

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Academic & Admin. Support in the Academic Support Unit

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July 1, 2012 to June 30, 2013

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Program/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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

NA because there hasn't been a comprehensive program review for this subunit

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The Academic Support Unit (ASU) is part of the Office of the Vice Chancellor for Academic Affairs, which also includes instruction. Therefore, ASU serves faculty, staff and students via instruction and curriculum. One of the subunits in ASU, Academic & Administrative Support, provides assistance to the VCAA in the review of HawCC policies. Another way Academic & Administrative Support provides assistance is to the faculty through the maintenance and oversight of HawCC's eCAFE, the student evaluation process, which is administered by the UH System ITS Office.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

The Academic Support Unit (ASU) supports the needs of instructional programs, as well as academic support units to promote student learning in curricular and co-curricular endeavors.

Describe how this unit supports the College's mission.

The support units provide assistance to the instructional faculty, which in turn supports student learning.

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Describe how this unit supports the College's Institutional Learning Outcomes below.

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

Describe how the Unit supports ILO1:

NA

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.

Describe how the Unit supports ILO 2:

NA

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.

Describe how the Unit supports ILO 3:

NA

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Efficiency -- Healthy

Effectiveness -- Healthy

Other Data

Previous Unit Actions

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From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
#1--More frequent or regular follow-up on status of policies is needed to find out where "blockage" is holding up a policy.	Regular emails have been sent to VCAA to find out progress on policies still under review

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. see above
2.
3.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Several new policies have been developed and approved	In the 2012/13 Assessment Plan Results submitted, a total of 16 policies were either new or revised. This number is 31% of the existing policies that were in effect at the start of AY 2012/13.
S2.	
S3.	

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Unit Action #1 is still occurring.	Follow-up has been done several times but very few policies have been tracked down and pursued for completion.

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W2.	
W3.	

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

Internal factors affecting the unit include : new policies may be developed or existing policies are reviewed and then forwarded to another office or person and sometimes there is no follow-up; and UHCC System policies may supersede HawCC's policies thereby either causing the local policy to be revised or deleted.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
NA	None	None	None	None	
	None	None	None	None	
	None	None	None	None	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

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Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

NA

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
More frequent or regular follow-up on status of policies is needed to find out where "blockage" is holding up a policy.	During Fall 2013 and Spring 2014, several email messages have been/will be sent to the VCAA requesting follow-up

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
NA	None	None	None	None	
	None	None	None	None	
	None	None	None	None	

Narrative of New Action Strategy for Strategic Plan:

1. NA
2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

NA

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Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
NA	

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
NA	None	ILO 1	None	None	NA
	None	ILO 1	None	None	
	None	ILO 1	A1.1	None	

Narrative of New Strategy for Strategic Plan:

1. NA
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

NA

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
NA	

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

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Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
NA	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

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[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

NA

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
NA	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

NA

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"		
NA	Equipmen		A1.1	New Strategy		S1	W1

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			A1.1	New Strategy	S1	W1
			A1.1	New Strategy	S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

NA

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input type="checkbox"/>	Academic & Administrative Support makes announcements in a timely manner regarding HawCC faculty and lecturers participating in eCAFE.
2	<input type="checkbox"/>	Academic & Administrative Support makes edits in a timely manner to the HawCC database of eCAFE for faculty and lecturers participating in eCAFE.
3	<input checked="" type="checkbox"/>	Twenty percent (20%) of HawCC policies are new or have been revised by the end of each academic year
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity
Meets/Does not Meet--Meets is 20% of the policies identified at the beginning of the AY

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

A table of the existing HawCC policies, including the quantity, at the beginning Fall 2012 was made.

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- The table from Fall 2012 was updated with the indication of new or revised policies, including the quantity, at the end of Spring 2013.
- A report comparing the change in quantity from Fall 2012 to Spring 2013 will be written.
- The report will be sent to the VCAA, VCAS, VCSA, Chancellor, DCs, Senate Chair, College Council Chair, Assessment Coordinator and co-chairs of U-WAG.

C) Results of Unit Assessment

Outcome 3 was chosen for the first iteration of the unit assessment plan for Academic & administrative Support. Outcome 3 is: 20% of HawCC policies are new or have been revised by the end of each academic year. The results are:

1. On August 13, 2012, there were 52 policies (see Attachment A). To meet the 20% target, 10 policies would need to be either new or revised.
2. HAW 2.203, Emergency Response and Evacuation Plan (revised, 5-6-13), was administratively reviewed and revised with the update posted to the online manual.
3. HAW 7.220, TOEFL Requirement for International Students (revised, 10-10-12), was revised, reviewed by the Academic Senate, approved and the update was posted to the online manual.
4. HAW 5.250, Course Review, has had major revisions made to it to include General Education and the new policy, HAW 5.251, Course Outline of Record. It was sent to the VCAA January 17, 2013.
5. During 2012/13, three new policies were developed, reviewed by the Academic Senate, approved and posted to the online manual: HAW 5.251, Course Outline of Record (approved, 12-03-12), HAW 5.252, Numbering Criteria for New and Modified Courses (approved, 12-03-12), HAW 5.505, Last Date of Attendance for Completely Online Courses (approved, 12-03-12)
6. Several new policies were developed and were either sent to the VCAA for forwarding to the Academic Senate Chair for review and approval or were forwarded to other units by the VCAA for review before being sent to the Academic Senate Chair for review and approval:
 - o Credit Hour was developed for HawCC but has been deferred until later. The UHCC policy was approved on May 2012. HawCC's draft was used to develop the UHCC policy.
 - o Course Review (HAW 5.250) had major revisions and was sent to the VCAA January 17, 2013
 - o General Education was developed for HawCC but has been deferred until the College's general education designation process has been approved. The UHCC policy was approved on May 2012.

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- o Developmental Education was developed for HawCC as a result of recommendations from the Developmental Education Enrollment Policy (DEEP) Task Force. It was sent to the VCAA who then sent it to the Fall 2011 Senate Chair. In Spring 2012 it was being reviewed by the Educational Policy Committee. Subsequently, the Vice Chancellor for Student Affairs took it under review due to concerns about the College's capacity to offer enough courses if a First-Year Experience is made mandatory for freshmen.
 - o Faculty Absence was developed for HawCC and was sent to the VCAA on April 10, 2012. Follow-up was sent on 2-7-13 to the VCAA.
 - o Lecturer Absence was developed for HawCC and was sent to the VCAA on April 10, 2012. Follow-up was sent on 2-7-13 to the VCAA.
 - o In addition, Assigned Time/Overload was developed for HawCC and was sent by the VCAA to the Human Resources Director for review during Fall 2011. As yet, nothing has been received back.
7. The DEEP Task Force also recommended that HAW 5.501: Placement Testing be revised. The revision was done with 2 options. The policy was reviewed and revised by the Educational Policy Committee of the Academic Senate. Although the Academic Senate approved the revised policy on November 30, 2012, the EPC recommended that Administration determine if the college could support mandatory placement testing for students entering the College. HAW 5.501, Placement Testing, has yet to be approved officially by the Chancellor.
8. One policy has been reviewed and revised. It does not require Academic Senate approval. HAW 1.001: Policies and Procedures Manual was sent to the VCAA on April 9, 2012 for the Administrative Team to review and approve. A reminder was sent to the VCAA on Jan. 15, 2013.
9. A total of 16 policies were either developed and submitted for review by appropriate offices or individuals or were reviewed for revision. This number is 31% of the existing policies (52) that were in effect in August, 2012. Thirty-one percent exceeds the 20% target for reviewing policies during the 2012/2013 academic year.

D) Other Comments – Include any information that will clarify the assessment process report.
None

E) Next Steps – Describe what the unit will do to improve the results.

1. More frequent or regular follow-up on status of policies is needed to find out where “blockage” is holding up a policy. During Fall 2013 and Spring 2014, several email messages have been/will be sent to the VCAA requesting follow-up.
2. Next steps are to assess Unit Outcomes 1 & 2, which will be done during 2013/14 AY.