

HAWAI`I COMMUNITY COLLEGE COMPREHENSIVE INSTRUCTIONAL UNIT REVIEW REPORT

Academic Support Unit

November 27, 2013

July 1, 2008 to June 30, 2013

Initiator: Joni Onishi

Writer(s): Ellen Okuma

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.

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Part I: Annual Unit Reviews

Populate the following spreadsheet with relevant data from this Unit's ARPD, surveys taken, and/or any other data collected and used for analysis in the past five (5) years.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Student and Faculty Information					
Quantitative Indicators: ASU--1 Annual Unduplicated Student Headcount	NA	NA	NA	4,754	4,424
Quantitative Indicators: ASU--2 Annual FTE Faculty				126	131
Quantitative Indicators: ASU--2a Annual FTE Staff				125	135
Quantitative Indicators: ASU--3 Annual FTE Student				2,281	2,114
Demand Indicators (Library is Mookini Library; Media is East Hawai'i)					
Library 4--Number of students attending presentations sessions per student FTE				.9	1.0
Library 5-- Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE				41.2	110
Library 6-- Number of hits on library homepage per student/faculty FTE					0
Media--Hours spent on production of ITV or Cable or Videoconference programming per year (total of all rooms)				2191.5	1976.5
Media--Number of work orders completed per year				155	105
Technology Resources 4--Number of online courses per year per total number of courses (live & online)				13%	13%
Technology Resources 5--Number of student, faculty & staff computers per IT desktop support staff				0	368
Technology Resources 6--Number of service requests per FTE faculty and staff					8.6
Technology Resources 7--Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE					.8
Technology Resources 8-- Duplicated number of student attendees at student technology workshops for students per student FTE					0.0
Testing Services 4--Number of placement test sessions administered per year per student FTE				0	0.9
Testing Services 5--Number of Distance Learning tests administered per year per student FTE				0	1.1
Testing Services 6--Local campus tests proctored per year per student FTE				0	0.4
Tutoring Services 4-- Unduplicated number of students tutored in one-on-one sessions per student FTE				2,062*	0.4
Tutoring Services 5-- Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed					0.4

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

classes					
*The formula used to derive this data indicator was changed between 2011/12 to 2012/13					
Efficiency Indicators					
Library 7 --Number of reference questions answered per FTE librarian (= Item #4 UH Library Council Statistics)			4,559	1,263.5	
Library 8 --Number of book volumes per student FTE			40.5	59.8	
Library 9 --Total materials expenditures per student FTE			\$89	\$87	
Library 10 --Total library expenditures per student and faculty FTE			\$343	\$341	
Technology Resources 9 --Number of central FTE IT staff per FTE faculty and staff				0	
Technology Resources 10 --Total central IT spending divided by total institutional budget (excludes external funds)				\$0	
Testing Services 7 --Number of test sessions administered per FTE testing center staff				1,375	
Testing Services 8 --Annual operational testing center budget allocation per number of test sessions administered			\$0	\$25	
Tutoring Services 6 -- Tutor contact hours per tutor paid hours in one-on-one sessions			2.7	2.0	
Tutoring Services 7 -- Duplicated number of students tutored in groups per tutor paid hours				0	
Tutoring Services 8 -- Tutoring Budget per student contact hours			\$12	\$15	
Effectiveness Indicators					
Library 11 --Common Student Learning Outcome: The student will evaluate information and its sources critically			0%	97%	
Library 12-1 --Student & Faculty satisfaction measurements: Common Survey question-- I usually find enough books to meet my course needs				77%	
Library 12-2 -- Student & Faculty satisfaction measurements: Common Survey question-- I get enough articles from the library databases to meet my class needs				72%	
Library 12-3 -- Student & Faculty satisfaction measurements: Common Survey question-- The library staff guide me to resources I can use				83%	
Library 12-4 -- Student & Faculty satisfaction measurements: Common Survey question-- The library's instruction sessions have increased my ability to do research and use library resources				92%	
Library 12-5 -- Student & Faculty satisfaction measurements: Common Survey question-- The library website is useful				90%	

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Library 12-6-- Student & Faculty satisfaction measurements: Common Survey question-- I feel comfortable being in the library					87%
Library 12-7-- Student & Faculty satisfaction measurements: Common Survey question-- The computer resources in the library contribute to my success at the College					77%
Technology Resources 11-1 Common Survey Question--I am satisfied with the customer service of the Help Desk/computer services staff				83%	91%
Technology Resources 11-2-- Common Survey Question I am satisfied with the response time of the Help Desk/computer services staff				86%	85%
Technology Resources 11-3-- Common Survey Question The computers on campus meet my needs				98%	79%
Technology Resources 11-4-- Common Survey Question I am satisfied with the quality of work of the instructional design faculty and staff				0%	93%
Technology Resources 11-5-- Common Survey Question I am satisfied with the quality of technology training					90%
Testing Services 9-1--Common Survey Question, The hours at the Testing Center meet my needs					88.0%
Testing Services 9-2--Common Survey Question, The atmosphere at the Testing Center is conducive to testing					99.0%
Testing Services 9-3--Common Survey Question, The services at the Testing Center are satisfactory					99.0%
Testing Services 9-4--Common Survey Question, My test was administered in a timely and efficient manner					97.0%
Tutoring Services 9--Common Student Learning Outcome, Students who receive tutoring should pass their tutored course				1	1
Community College Survey of Student Engagement (CCSSE)			2008 Survey Year	2010 Survey Year	2012 Survey Year
Technology Resources--4.j Used the Internet or IM to work on an assignment		mean very often often sometimes never	2.78 32.6% 27.2% 25.6% 14.6%	2.77 32.1% 27.9% 25.0% 15.0%	3.01 6.3% 12.3% 32.0% 49.3%
Technology Resources--9.g Using computers in academic work		mean very much quite a bit some very little	2.96 38.9% 26.4% 26.8% 8.0%	3.06 41.6% 31.1% 18.5% 8.8%	3.23 48.4% 29.6% 18.2% 3.8%
Technology Resources--12.g Using computing & information technology		mean very much quite a bit some very little	2.76 30.1% 28.9% 28.2% 12.8%	2.77 28.4% 33.1% 25.9% 12.6%	2.94 34.2% 33.9% 23.2% 8.7%
Technology Resources--13.1.h Frequency of computer lab use		mean often sometimes rarely/never	1.97 28.6% 24.4% 31.0%	1.96 25.9% 29.9% 29.1%	2/11 35.1% 28.9% 25.1%

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

		don't know or N/A	16.0%	15.1%	10.9%
Technology Resources--13.2.h. Satisfaction with computer lab		mean	2.41	2.43	2.50
		very	38.7%	37.9%	45.2%
		somewhat	28.9%	32.0%	32.6%
		not at all	7.9%	5.7%	4.5%
		N/A	24.5%	24.5%	16.7%
Technology Resources--13.3.h. Importance of computer lab		mean	2.48	2.42	2.55
		very	62.9%	58.2%	65.0%
		somewhat	21.9%	25.7%	25.4%
		not at all	15.2%	16.1%	9.6%
Tutoring Services --4.h. Tutored or taught other students		mean	1.53	1.44	1.44
		very often	4.6%	1.6%	3.4%
		often	8.3%	7.5%	6.9%
		sometimes	22.4%	20.9%	20.2%
		never	64.8%	68.9%	69.5%
Tutoring Services --13.1.d. Frequency of using peer or other tutoring		mean	1.49	1.47	1.55
		often	6.3%	7.4%	10.9%
		sometimes	23.8%	21.1%	20.5%
		rarely/never	44.7%	47.7%	46.1%
		N/A	25.2%	23.7%	22.6%
Tutoring Services --13.2.d. Satisfaction with peer or other tutoring		mean	2.07	2.09	2.17
		very	19.2%	17.2%	21.9%
		somewhat	27.1%	27.4%	29.8%
		not at all	14.7%	12.3%	11.0%
		N/A	39.0%	43.1%	37.3%
Tutoring Services --13.3.d. Importance of peer or other tutoring		mean	2.28	2.24	2.34
		very	47.3%	44.7%	51.0%
		somewhat	33.4%	34.5%	31.6%
		not at all	19.3%	20.8%	17.4%
Tutoring Services --13.1.e. Frequency of using skill labs - writing, math, etc.		mean	1.75	1.74	1.72
		often	17.0%	15.1%	15.6%
		sometimes	26.7%	26.1%	24.8%
		rarely/never	37.0%	34.9%	37.6%
		N/A	19.3%	23.9%	22.0%
Tutoring Services --13.2.e. Satisfaction with skill labs - writing, math, etc.		mean	2.22	2.22	2.23
		very	24.9%	21.2%	21.9%
		somewhat	32.6%	32.5%	29.8%
		not at all	9.9%	7.7%	11.0%
		N/A	32.7%	38.7%	37.3%
Tutoring Services --13.3.e. Importance of skill labs - writing, math, etc.		mean	2.33	2.35	2.35
		very	52.6%	53.0%	52.2%
		somewhat	28.2%	28.7%	30.9%
		not at all	19.2%	18.3%	16.9%

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Part II: Unit Effectiveness

Alignment with College Mission and ILOs

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

Reference the following CERC rubric when completing Table 1:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
The narrative states the unit's mission statement and/or description <u>and</u> how it supports the college's mission statement	Unit mission or description is not present <u>or</u> no evidence of connection to the College's mission	Unit mission and description are present but weak or unclear <u>and/or</u> the explanation of unit connection to the College's mission is weak	Unit mission is present with very thorough, clear unit description <u>and</u> contains substantial evidence of how the unit connects to the College's mission
The narrative includes an explanation of how the unit supports the College's Institutional Learning Outcomes (ILOs)	ILOs are addressed but explanations are not clear and/or no clear explanation of how the unit supports the ILO(s)	Describes how the unit supports the ILO(s) but the description is weak	Very thorough, clear and substantial explanation of how the unit supports the ILO(s)

Table 1: Description and Alignment with Mission and 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) 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. The ASU supports the College's mission by promoting student learning in curricular and co-curricular endeavors.

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

The following are subunits within ASU:

- *Academic & Administrative Support--oversees review of existing policies and develops new policies; maintains, updates and publicizes HawCC portion of eCAFE, the UH System online evaluation of instructors by students.*
- *Catalog Support--supports the College's Vision of promoting student learning by providing accurate and timely information about courses and classes.*
- *Computer Services--administrates and maintains the campus network(s), provides hardware, software, and technical support for the College's data, video, telecommunications technologies.*
- *Curriculum Support--coordinates the use of curriculum software and innovations to support the college's curriculum proposal requirements, process and procedures, storage and maintenance; creates and maintains documentation for curriculum software operations; trains appropriate*

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

faculty and/or staff on the use and maintenance of curriculum software; and backloads as may be necessary, existing and previously approved courses into the curriculum software database.

- *Data Technology Support--provides the college's faculty, staff and administration with data technology solutions.*
- *Edwin H. Mookini Library--provides resources and access to students, faculty and staff of the College, UHH and UH System DE students and faculty; and instruction on the use of resources primarily targeting the Manono and Upper Campuses.*
- *Institutional Assessment--The Institutional Assessment Office provides coordination, training and consultation for the instructional programs and support units to facilitate assessment activities. The office provides professional development opportunities through the creation of instructional resources and organization of training sessions. Consultation with individuals, programs, departments and open sessions provide assistance with assessment efforts.*
- *Institutional Research-- Institutional Research--The Institutional Research Office (HawCC IRO) provides Hawai'i Community College with information to support institutional planning, academic program development, and data driven decision making. The office also responds to ad hoc requests for institutional data.*
- *Instructional Technology Support Office (ITSO)--provides instructional design support to faculty for DE courses. Support includes training, researching and sharing Best Practices models, maintaining DE web page. ITSO also offers Lulima orientations to students at the beginning of each semester.*
- *Learning Center (TLC) & Hale Kea Advancement & Testing--TLC supports Manono and Upper Campus students primarily in the areas of reading, writing, math and ESL tutoring; Hale Kea supports Manono, Upper Campus and UH DE students primarily in the area of testing and test proctoring.*
- *Media Services, Hilo--provides support in the maintenance and use of videoconference hardware for instructional and non-instructional purposes received at or originating from Manono and Upper Campus.*
- *Media Services, West HI—no information provided*
- *Web Support--provides development and maintenance of College, Unit and Instructional Program web sites, project planning, troubleshooting support, graphic support, social media support, web video editing and publishing.*
- *West Hawai'i Library & Learning Center--provides resources and access to students, faculty and staff of the College and UH System DE students and faculty; and instruction on the use of resources targeting students located in West Hawai'i.*

Of the subunits mentioned above, the following also do their own Comprehensive Unit Reviews: Computer Services, Media Services, Web support (combined in one report, the last one submitted December 2, 2009 for 2006-2009); Mookini Library and West Hawai'i Library & Learning Center (combined in one report, the last one submitted, November 30, 2013 for 2007-2012); and The Learning Center (TLC) & Hale Kea Advancement & Testing (combined in one report, the last one submitted, November 18, 2011 for 2008-2011).

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Describe how this unit supports the College's mission.

The ASU provides training and technical assistance, and maintains equipment for faculty, which enables them to provide instruction to students. The ASU maintains the College's databases that include but are not limited to curriculum, program review, assessment, policies and procedures, and updates them accurately and in a timely manner. The ASU also supports non-instructional faculty and staff who provide services to students through their respective units.

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 this ILO:

ASU indirectly supports this ILO by providing services to faculty and staff. As an example, the ASU provides a wide variety of services such as testing and tutoring that support students in the development of their reading and writing skills. DE students are also supported by ASU through test proctoring and training, which contributes to the development of effective online communication skills. Catalog, media, curriculum, eCAFE, web and computer support also affect a student's ability to communicate in an academic setting.

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 this ILO:

ASU indirectly supports this ILO by providing services to faculty and staff. ASU also directly provides support to students in the acquisition of skills that empower the learner to find, evaluate, analyze and utilize information. For example, learners receive information literacy training offered by the libraries. Learners also use the College Catalog to define their academic journey.

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 this ILO:

ASU indirectly supports this ILO by providing services to faculty and staff. ASU also directly supports cultural diversity and Hawaiian culture by providing resources. For example, both libraries that serve the College maintain extensive Hawaiiana collections.

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Previous Goals

In Table 2, list the unit's top 3 goals from the last Comprehensive Review period. Give a progress report for each goal and describe the degree to which the goal was achieved over the review period.

Reference the following CERC rubric when completing Table 2:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Goal description and progress report	Goals are not present <u>and/or</u> the progress reports are unclear or unsupported by evidence	Adequate description of each goal and report	Very thorough description of each goal and the report provides substantial evidence of achieving the goal or clear explanation why goal is not achieved

Table 2: Progress Report of Previous Goals

Goals	Progress Evaluation
<p>The Middle College's Top three Goals for 2004-2007:</p> <p>I.) To design and pilot the curriculum in collaboration with the DOE;</p> <p>II.) To mesh the DOE's six required General Learning Outcomes: with the Four Program Learning Outcomes of Middle College: 1) Communication, 2) Educational/Career Pathways, 3) Creativity, and 4) Care of Self and Others;</p> <p>III.) To track the progress and development of Middle College graduates and participants.</p>	<p>This program was not supported by the College Effectiveness Review Committee in response to the Comprehensive Unit Review submitted on November 30, 2007, which covered the period of July 1, 2004 to June 30, 2007. As a result, funding was discontinued.</p>
<p>Fire Science Proposed Program Top 3 Goals/Action Plan:</p> <ul style="list-style-type: none"> • Get an Authorization to Plan document reviewed and approved by the Chancellor; • Get Curriculum Committee & Senate approval of the program curricula & SLO; • Get BOR provisional program proposal approved for Fire Science A.S. degree program. 	<p>The Fire Science program's Authorization to Plan was approved by the BOR and all of the curricula were approved. Students can now receive an A.S. in Fire Science and the degree is articulated with Colorado State University for a Bachelor's degree in Fire Administration.</p>

Strengths and Weaknesses

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

In Table 3, 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.)

Reference the following CERC rubric when completing the Strengths section in Table 3:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Description of strengths and evaluation of supporting evidence	Does not include clear description of strength and/or explanation of supporting evidence is weak or unclear	Includes adequate description of strength and supporting evidence	Very thorough description of strength and substantial evidence in support of strength

Table 3: Analysis of Strengths and Weaknesses

Strengths	Using supporting evidence, describe why this is a strength
Satisfaction rating of services is high	<ul style="list-style-type: none"> Computer Services (2012/13): 91.3% positive responses (agreed or strongly agreed) when asked if faculty/staff were satisfied with the customer service of the HelpDesk/Computer Services staff. With 368 computers per FTE IT staff not including servers, printers, network equipment, mobile devices, UPS's, telephones, etc., the Computer Services staff is doing a great job in providing customer service given the broad range of services being addressed with limited resources. Hale Kea Advancement & Testing Center student & faculty evaluations for Fall 2012: For <u>students</u>, 97% responded "good" to "excellent" to question of overall satisfaction. For <u>faculty</u>—100% responded "good" to "excellent" to a question about overall satisfaction. Institutional Research Office (IRO) (2012/13): 75% positive responses received from question #5 regarding services on the 2013 IR Satisfaction Survey. Instructional Technology Services Office (ITSO): 91.2% (2011/12) and 97% (2012/13) faculty & staff responded that they are satisfied with the level of support and services ITSO provides The Learning Center (TLC) student & faculty evaluations in Fall semesters over a 5 year span: For <u>students</u>, 89% (2008), 93% (2009), 97% (2010), 95% (2011) & 93% (2012) responded "good" to "excellent" to a question about overall satisfaction. For <u>faculty</u>—100% (2008, 2009 & 2010), 95% (2011) & 97% (2012) responded "good" to "excellent" to a question about overall satisfaction.
Satisfaction rating of timely response is high	<ul style="list-style-type: none"> Computer Services (2012/13): 81.8% positive responses (agreed or strongly agreed) when asked if faculty/staff were satisfied with the response time of the HelpDesk/Computer Services staff. With 368 computers per FTE IT staff not including servers, printers, network equipment, mobile devices, UPS's, telephones, etc., the Computer Services staff is doing a good job of staying current with the work requests and evolving technologies with limited resources. Hale Kea Advancement & Testing Center <u>student</u> evaluations in Fall semesters over a 4 year span: 100% (2009 & 2010), 99% (2011) and 97% (2012) "agreed" and "strongly agreed" on a question IRO (2012/13): 100% positive responses received from question #2 regarding services provided by deadline on the 2013 IR Satisfaction Survey. Instructional Technology Services Office (ITSO): 85.3% (2011/12) and 100% (2012/13) responded that they are satisfied with the response time to requests for assistance
ASU regularly meets and collaborates	For example, in Fall 2012 ASU had 7 scheduled meetings and met 6 times. During Spring 2013 ASU had 8 scheduled meetings and met 7 times.

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Reference the following CERC rubric when completing the Weaknesses section in Table 3:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Description of weaknesses and explanation of supporting evidence	Does not include clear description of weakness and/or explanation of supporting evidence is weak or unclear	Includes adequate description of weakness and supporting evidence	Very thorough description of weakness and substantial evidence in support of weakness

Weaknesses	Using supporting evidence, describe why this is a Weakness
It is difficult for ASU to prioritize limited resources.	ASU is comprised of a diverse group of service and support units, which compete for resources awarded to ASU through the unit review. Resources in some subunits are currently insufficient.
ASU lacks adequate resources to support existing and growing needs of the college island-wide.	<p>An increase in the demand for services.</p> <ul style="list-style-type: none"> • For example, Hale Kea Advancement and Testing Center (HKATC) has shown a steady increase in providing testing services specifically to Distance Education (DE) students and more generally (i.e., not just DE) to students using the Center even though the enrollment has declined. In AY 10/11, HKATC administered 1,185 DE tests, 1,512 in 11/12 and 2,224 in 12/13 (an 88% increase from 10/11 to 12/13). For general student use, in AY 10/11 there were 29,501 student contacts and in 12/13 there were 30,409 student contacts, an addition of almost 1,000 contacts. • HKATC has also had an increase in tutoring from AY 11/12 to 12/13. Writing tutoring services increased 288% from 34 sessions (11/12) to 132 sessions (12/13). The unduplicated # of classes increased 150% from 8 (11/12) to 20 (12/13) for writing and the unduplicated # of teachers increased 211% from 9 (11/12) to 28 (12/13). Math tutoring services at HKATC likewise showed increases: 84 sessions (11/12) to 229 (12/13) for an increase of 173%; unduplicated classes increased 63% from 8 (11/12) to 13 (12/13); and the unduplicated # of teachers rose 33% from 9 (11/12) to 12 (12/13). • Computer lab demand at HKATC has escalated. Almost 30,500 student contacts were recorded for 2012-2013 because HKATC is the only place on the Manono campus that provides computer lab access. • Increase in the demand for Media Services has occurred on the Upper Campus for PB 3-103 (330.5 requests for polycom use in 2011 and 575 requests for polycom use in 2012) although overall demand has decreased according to the two Demand Indicators shown in Part I, Annual Unit Reviews
System and college-wide planning does not always include support issues.	e.g., VOIP, Curriculum Central and Kualii, non-G funded initiatives, lack of timely staffing for vacant positions

Unit Outcome Assessment

Provide a summary of the assessments conducted during the reporting period. For each Unit Outcome, describe the assessment methods, the data gathered, describe any changes or improvements made based on assessment results, and describe the results of making the changes (closing the loop).

Repeat the elements in Table 4 for each outcome assessed.

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Reference the following CERC rubric when completing the assessment summary in Table 4:

Criteria	0=Does Not Meet	2=Meets
Unit Outcomes assessed	Does not include a complete list of the UOs assessed during the reporting period	Includes a complete list of the UOs assessed during the reporting period.
Results of assessment and any changes made	Does not include a summary of the assessment results	Includes a summary of the assessment results
Evaluation of the changes that were implemented	Does not include the action plans/changes implemented during the reporting period or provides no evaluation of the changes	Includes the action plans/changes implemented during the reporting period and provides an evaluation of how the changes affected the unit

Table 4: Unit Outcome Assessment Summary

Unit Outcome(s) Assessed:

Check mark if Assessed this year	Unit Outcomes
	ASU Unit Outcome 1 , The ASU will provide resources and services to faculty and staff to enable them to efficiently carry out their duties and responsibilities.
	ASU Unit Outcome 2 , The ASU will provide resources and services to promote student success.
	Academic and Administrative Support (outcome 1) makes announcements in a timely manner regarding HawCC faculty and lecturers participating in eCAFE.
	Academic and Administrative Support (outcome 2) makes edits in a timely manner to the HawCC database of eCAFE for faculty and lecturers participating in eCAFE.
✓	Academic and Administrative Support (outcome 3) Twenty percent (20%) of HawCC policies are new or have been revised by the end of each academic year.
	Catalog Support (outcome 1) provides accurate and timely updates to the college catalog.
	Catalog Support (outcome 2) provides accurate and timely updates to the Banner database.
	Catalog Support (outcome 3) provides Banner System training for clerical staff.
	Computer Services (outcome 1) provides and maintains information technology college-wide.
	Computer Services (outcome 2) supports system-wide information technology initiatives.
	Data Technology Support (outcome 1) will provide accurate data in a timely manner. (from VCAA web page; no 2012/13 Assessment Report found; 2012/13 Annual Unit Review reported no outcomes were assessed due to it being a new "unit")
	Data Technology Support (outcome 2) will extract secondary data to generate reports requested from administration, faculty and staff. (from VCAA web page; no 2012/13 Assessment Report found; 2012/13 Annual Unit Review reported no outcomes were assessed due to it being a new "unit")
	Data Technology Support (outcome 3) will create and maintain local user databases. (from VCAA web page; no 2012/13 Assessment Report found; 2012/13 Annual Unit Review reported no outcomes were assessed due to it being a new "unit")
	Data Technology Support (outcome 4) will develop applications to extract and analyze data as required. (from VCAA web page; no 2012/13 Assessment Report found; 2012/13 Annual Unit Review reported no outcomes were assessed due to it being a new "unit")
	Edwin H. Mookini Library (outcome 1) The student will evaluate information and its sources critically (UHCC common SLO).
✓	Edwin H. Mookini Library (outcome 2) The library will provide an introduction on how to find and evaluate information.
	Edwin H. Mookini Library (outcome 3) The library will provide access to resource materials.
	Institutional Assessment Office (outcome 1) provides training and support to develop, align, and assess institutional, unit, program and course outcomes.
	Institutional Assessment Office (outcome 2) maintains and publishes assessment documentation and reports.
	Institutional Assessment Office (outcome 3) collaborates with administrators, divisions/departments/units leadership and faculty/staff to provide assessment activities that foster continuous improvement. (
✓	Institutional Research Office (outcome 1) will communicate a clear process for requesting data, information, and services to the campus.
	Institutional Research Office (outcome 2) will provide data, training, and support to the College for Annual and

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

	Comprehensive Program & Unit Reviews.
	Institutional Research Office (outcome 3) provides data and information to the campus.
✓	Instructional Technology Support Office (outcome 1) will provide Lualaba training to support faculty in integrating current instructional technology into the curriculum. □
	Instructional Technology Support Office (outcome 2) will provide administration, faculty and staff clear and current policy and procedural information about distance education
	Instructional Technology Support Office (outcome 3) will support students in their online courses by facilitating Lualaba orientations.
	The Learning Center and Hale Kea Advancement and Testing Center (outcome 1) Students who receive tutoring will pass their tutored course (System-wide SLO).
✓	The Learning Center and Hale Kea Advancement and Testing Center (outcome 2) will provide tutoring services for students to support their academic success.
	The Learning Center and Hale Kea Advancement and Testing Center (outcome 3) TLC/HKATC will provide computer access for students.
✓	The Learning Center and Hale Kea Advancement and Testing Center (outcome 4) HKATC will provide the College and community with testing services.
	Media Services (Hilo) (outcome 1) provides and maintains media and media services to faculty, staff and students to help them accomplish their tasks and mission.
	Media Services (Hilo) (outcome 2) completes trouble calls and problem resolution as rapidly as possible, to reduce down-time for instruction and school operation.
✓	Web Developer (outcome 1) assists units and departments to meet the College's webpage needs.
	Web Developer (outcome 2) provides continuous support and improvement of the HawaiiCC web site by responding to faculty and staff in an effective and timely manner.
	Web Developer (outcome 3) provides a long range vision and strategy of the HawaiiCC web site which embodies current trends and emerging technologies.
	West Hawai'i Library and Learning Center (outcome 1) The student will evaluate information and its sources critically (UHCC common SLO).
	West Hawai'i Library and Learning Center (outcome 2) The library will provide an introduction on how to find and evaluate information.
	West Hawai'i Library and Learning Center (outcome 3) The library will provide access to resource materials.

Results of Assessments – Provide a summary of assessment results.

- ASU as a whole did not do a survey to assess either of the 2 ASU Unit Outcomes for 2012/13 because they were developed on March 1, 2013. In other words, ASU did not have any Unit Outcomes prior to March 1, 2013.
- As indicated in Table 4 above, several of the sub units within ASU filed Assessment Results for 2012/13. Sub unit outcomes that were assessed are indicated with a check.

Changes that were implemented as a result of Assessment

- ASU will survey one of its new Unit Outcomes in 2013/2014.
- At the March 1, 2013 Assessment Day, several of the ASU sub units rewrote their individual Unit Outcomes.
- At the March 1, 2013 Assessment Day, ASU reviewed 3 draft Unit Outcomes and decided on two and revised them.

Evaluation of the changes that were implemented

NA

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

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.

Recommendations from strategic planning, program review processes, campus master planning and accreditation review are incorporated into ASU planning but resource level is still below what is needed. Student enrollment fluctuations and changes in system-wide policies and procedures impact ASU services.

Additionally, due to accreditation requirements for authenticating distance learning students, the UHCC system has instituted guidelines for identifying these students. One method is by offering at least one proctored exam for an online course each semester. As online instructors continue to utilize proctoring, the increased demand for HKATC services will continue to escalate.

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Part III: Goals and Unit Improvements

Goals and Planning

In Table 5, list the top 3 Goals for unit success planned for implementation during the next Comprehensive Review period. Identify and briefly explain how these goals align to the College's ILOs, Strategic Plan, Academic Master Plan (AMP) (if applicable), and UH System collaboration (if applicable).

Refer to the following CERC rubric when completing Table 5:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Each goal is stated, aligned with ILOs and planning, and describes innovations to improve student learning. A calendar of activities provides a timetable for implementing the goal	A goal or goals are not present, or not aligned with ILOs and various plans, or does not describe unit improvements and/or no calendar of activities is present	Goals are adequately stated, aligned with ILOs and various plans and describe improvements to the unit and a calendar of activities provides a timetable for implementing the goal	Goals are thoroughly detailed, provide strong evidence of ILO and various plans alignment, unit improvements are thoroughly articulated and a calendar of activities provides a timetable for implementing the goal

Table 5: Goals and Alignment

Goal 1	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	UH System Collaboration
			Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	
Implement the Technology Master Plan (TMP)	ILO 1				
	ILO 2				

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

[Link to Hawaii Community College Technology Master Plan, 2013-2015](#)

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Narrative of New Strategy for Strategic Plan:

--

Narrative of New Strategy for Academic Master Plan (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<p>The TMP aligns with ILO 1 by providing the resources and personnel to facilitate communication. The TMP aligns with ILO 2 by providing the resources for the development of skills to retrieve, evaluate, analyze and use information.</p>

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

Activity	When will the activity take place
Develop the Position Description for Technology Manager	Spring 2014 (responsible party: VCAA)
Define purpose, function and composition of the Technology Advisory Committee	Spring 2014 (responsible party: VCAA and the current ad hoc Technology Advisory Committee)
Analyze potential impact(s) of the implementation of the TMP on ASU sub units	Spring 2014-Spring 2015 (responsible party: VCAA)
Implement TMP—budget, personnel, resources, space, etc.	Spring 2014-Spring 2015 (responsible party: VCAA)

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Goal 2	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	UH System Collaboration
			Action Strategy	Program Action from AMP (ie 4.3)	
Address weakness #1 (It is difficult for ASU to prioritize limited resources.)		E.1			
		E.3			
		E.4			

Narrative of New Strategy for Strategic Plan:

--

Narrative of New Strategy for Academic Master Plan (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Goal 2 is directly related to HawCC's Strategic Plan, Strategic Outcome E. Resources and Stewardship. Specifically, Performance Measures E.1, E.3. and E.4 would be impacted by Goal 2.

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

Activity	When will the activity take place
Review use of personnel and resources for efficiency.	Ongoing (every semester)
Some subunits will do individual Comprehensive Unit Reviews and will be added to the 5 year cycle	Ongoing as scheduled (responsible party: each subunit head)
All subunits will do Annual Reviews	Every year (responsible party: each subunit head)
Review Assessment Results	Ongoing as scheduled (responsible party: each subunit head)

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

Part IV: Justification for Unit Existence

Summarizing the data over the past five years, write a brief statement describing the value of this unit to the College.

Data from the past 5 years (Table 3) indicate there is overall satisfaction that ASU supports students, faculty and staff as indicated by its two Unit Outcomes: **ASU Unit Outcome 1**, The ASU will provide resources and services to faculty and staff to enable them to efficiently carry out their duties and responsibilities. **ASU Unit Outcome 2**, The ASU will provide resources and services to promote student success.