

HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT

Banner Support

April 7, 2017

**Review Period
July 1, 2015 to June 30, 2016**

**Initiator: Joni Onishi
Writer: Sherrie Ann Straslicka-Walker**

Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
<p>Provide the short description as listed in the current catalog.</p>	<p>(No description in catalog.) This sub-unit falls under the Academic Support Unit. It has one permanent APT staff, and one to two student workers. This sub-unit:</p> <ul style="list-style-type: none"> • Maintains the course database in Banner, from which classes are scheduled. (This includes: course titles, number of credits, PreReqs/CoReqs, course description, etc. changes that happen as a result of the Curriculum process.) • Trains the clerical staff on the proper procedures to follow to create CRNs for class scheduling. Updated handouts are provided at each clerical Refresher session held at the beginning of the Spring and Fall semesters. New or revised information received from Banner Central throughout the year is also forwarded to the clerical staff. Questions from the clerical staff, or problems with Banner input, are answered/resolved by this sub-unit. • Creates documents throughout the year to share with the rest of the college (students and Faculty/Staff) and the community: Registration Information for Spring, Summer, and Fall sessions; Progression Charts for Faculty and Advisors; Newspaper ads to promote Summer school; Enrollment reports for Division Chairs to plan upcoming course offerings; Low Enrolled Reports for the VCAA (Academic Affairs) and Division Chairs to determine which classes might get cancelled; etc. • Assists with the production of the yearly printed College catalog: courses, program listings, calendar, policies, faculty/staff listing, etc. • Updates Banner as directed by UH System and/or Banner Central and runs reports to send to various UH System Offices as needed. (This includes: setting up the terms in Banner to accept college applicants and CRN creation; setting up Part-of-Term codes for non-semester-length classes, including building their related refund information; flagging CRNs that are cross-listed according to the IRO's definitions; ensuring that end-of-semester procedures are followed by the clerical staff to assist the ARO office with a successful closing of each semester; etc.)
<p>Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).</p>	<p>(No unit mission statement) This sub-unit supports the entire College by maintaining the course database, ensuring that entries are accurate and updated in a timely manner. The College's mission states we are committed to serving all segments of our Hawai'i Island community; this office provides information that is published on the College's website to reach the entire Island, and beyond. This sub-unit assists the College in achieving its mission to promote student learning.</p>

Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	AY 2014-2015
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_banner_catalog_comprehensive_unit_review.pdf
Provide a short summary regarding the last Comprehensive Review for this unit. Discuss any significant changes to the unit since the last Comprehensive Review that are not discussed elsewhere in this review.	<p>The Comprehensive Review submitted in 2015 was the sub-unit's first Comprehensive Review report.</p> <p>The results of the Comprehensive review were not received until February 2017 - almost the time that this Annual review was due. While most of the feedback was positive, there was no time allotted for this sub-unit to apply the recommendations made by CERC for the current year in review.</p>

QUANTITATIVE INDICATORS

ARPD Data

IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.

If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.

- a) If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.

OR

- b) If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.

Unit ARPD data, if available, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	
Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	This sub-unit does not have ARPD data. This sub-unit strives to be an effective member of the parent Academic Support Unit. As such, Banner training and refresher workshops are given to clerical staff, one-on-one consultations are scheduled, and reminders for information are sent out to applicable areas. The staff in this sub-unit contacts other departments, units, and individuals by e-mail, phone, and in-person to clarify inconsistent information. This sub-unit was able to get information out to various parties.
Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.	Given that incoming information was not always received by the deadlines, this sub-unit still produced items needed by the rest of the college on time, including: enrollment reports, documents for Division Chairs (explained at DivChair meetings), Registration Information updated for online viewing, semester CRN set up procedures, newspaper ads created and submitted for publishing, data for system (reports generated and submitted), and the catalog. Other responsibilities included: Banner Refresher sessions conducted for clerical staff, Part-of-Term codes created to enable CRN generation, pre-registration checklist completed, meetings with the Deans set up and attended to discuss issues with curriculum going through approval process, Curriculum review, completed semester closing procedures, etc.
Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.	<p>Industry trends: the University system will be moving toward a common curriculum management system KSCM (Kuali Student Curriculum Management), for all campuses to use. This sub-unit was required to attend meetings and informational sessions regarding preparing for the new system, as well as give feedback on various User Interface designs that were proposed.</p> <p>Internal factors: Fast Track forms were in full swing for this reporting year (they were created last year to temporarily allow quick processing of certain types of curriculum changes). The staff in this sub-unit dealt with those changes that occurred because of system alignment (alpha/number changes, title changes, PreRequisites/CoRequisites). These came in at non-normal times for curriculum changes, and this sub-unit had to accommodate them among other tasks and responsibilities.</p> <p>The student worker in this sub-unit was accepted into the Nursing Program at UH Hilo, and was firmly advised to quit any jobs due to the amount of homework and study time needed for the program. This sub-unit advertised, interviewed candidates, and hired a new student worker, and then had to bring that person up to speed with the duties in this office.</p>

	<p>External factors: Based on the health of the economy, the number and type of classes offered at the College each semester fluctuates. This sub-unit assists each Division/Department clerical staff in their scheduling needs: with generating new CRNs, updating CRNs already created, cancelling CRNs, inputting new Faculty/Lecturers, etc.</p>
<p>Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.</p>	<p>It must be noted that in order to produce reports and documents throughout the year, the staff in this sub-unit heavily relies on information from other departments and units. This sub-unit staff provides calendars and/or timelines of when items are due, yet each year more of the information received gets turned in later and later – oftentimes requiring the staff in this sub-unit to track down people to get information. In addition, each year the information received is of lesser quality: not having been proofread and/or examined for completeness and accuracy. The staff in this sub-unit is told the information is correct, yet upon posting information online or in print, is later told that changes need to be made. While it is understandable that some things may change (an instructor leaves so a new one must be found) a majority of the errors are obvious oversights that should have been discovered had someone taken the time to proof the information before submitting it. This sub-unit is constantly sending reminders to review information and submit on time. Despite the challenges, this sub-unit's strength is to still produce quality work.</p>

<p>Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:</p>	
<p>Changes to the unit's services, functions, and/or operations.</p>	<p>During the reporting period, the University of Hawai'i system began talking about some major changes: Developmental Education revision, changing to a system-wide common curriculum management system, and student registration occurring through STAR instead of MyUH. The staff in this sub-unit was required to attend a lot of extra meetings and informational sessions regarding preparing for these new changes. At the same time, normal duties and responsibilities were expected to be completed as well.</p> <p>Also, near the end of the reporting period, the Graduation Pathways and Data Facilitator employee passed away. This sub-unit worked closely with that person, and it was hard to deal with the loss. Requests for data then had to come from other people, sometimes not knowing who to ask for the information. And, this sub-unit had to get trained on how to run some of the reports previously provided by the deceased employee.</p>
<p>Changes to the clients it serves (students, faculty,</p>	<p>No changes; this sub-unit still provided service to the entire College.</p>

staff, community, UH System etc.).	
Personnel and position additions and/or losses.	As mentioned earlier, the student worker in this sub-unit was accepted into the Nursing Program at UH Hilo, and was firmly advised to quit any jobs due to the amount of homework and study time needed for the program. This sub-unit advertised, interviewed candidates, and hired a new student worker, and then had to bring that person up to speed with the duties in this office.
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	The results of the 2014-2015 Comprehensive review were not received until February 2017. CERC suggested that the sub-unit should have included information about the College's new databases (STAR and Kualii KSCM); however, these databases were not set up until the 2016-2017 academic year, and so were not a part of the previous Comprehensive Review (due in 2015), other than to say, "At this time it is unclear exactly what will need to be done to accomplish this [referring to STAR]; however, there is already talk that curriculum deadlines will need to be earlier. This sub-unit will need to be prepared to make resulting updates to the course database in Banner."

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, more students were served OR the unit successfully integrated new strategies/technologies.)	
Discuss what the unit has been doing well that needs to be maintained and strengthened.	An important strength of this sub-unit is that the staff and student workers have a good rapport with other offices, and because of experience can be efficient in dealing with most problems relating to Banner input or scheduling issues. This office even occasionally gets calls from other campuses to give guidance.
Validate these successes by discussing positive improvements in the unit. Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	The clerical staff feel comfortable contacting this sub-unit right away regarding any mistakes made when entering data. As a result, most problems are caught early and are fairly easy to fix. New problems that came up are added to the agenda for the next Banner Refresher session so the clerical staff are aware of them and know how to handle them. Banner issues are a high priority in this sub-unit; the staff tries to resolve the problems quickly so students aren't adversely affected.

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	During the reporting period, the University of Hawai'i system began talking about some major changes. First, the Developmental Education process would be revised. Second, the campuses'

	<p>individual curriculum management systems would be changed to a new common system. And third, student registration would occur through STAR. This sub-unit was required to attend a lot of extra meetings to get information on the different aspects of these changes, and give feedback (either on how our College wanted to proceed, or on how these changes would affect our College). These extra meetings caused the staff to be away from the office for blocks of time that would have been spent doing required job duties. Yet the normal duties and responsibilities of this sub-unit were still expected to be completed.</p>
<p>Discuss changes and actions taken to address those challenges.</p>	<p>This sub-unit needed to obtain factual information to share with other parties (faculty, staff, students). Additional meetings were set up and attended to share, discuss, and clarify information from the system meetings. Updates were made to documents produced by this sub-unit, and posted on the website and/or in the College's Catalog.</p> <p>Since the staff was pulled away in meetings, more of the day-to-day office duties were delegated to the student worker to do.</p>
<p>Describe and explain the results of these actions.</p>	<p>Updates were made to Banner to accommodate students who enrolled in the new "packaged" English classes vs. taking the classes sequentially. However, some items were not fully in place by time Early Registration started. For example, although there were talks about what cutoff scores would be acceptable, a few of them weren't officially approved and this caused some confusion for advising students.</p> <p>Informational blurbs were entered into the Catalog to give students an idea of the new changes, but not having all the details, the information was more of a heads-up and lacked depth.</p> <p>The student worker had a long list of things to work on each day. As more pressing items came up, some of the less urgent and/or long-term projects were put on hold. Although the student was capable, time was spent refreshing what to do for some projects that were temporarily put aside.</p>
<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<p>As of the end of this reporting year, not all of the revised placement scores have been finalized. This sub-unit will continue to ask for developments, and when received, will update Banner.</p>

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	
Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	<p>1) The former student worker needed to resign, and a new student worker was brought on board. Training commenced to get this new student worker ready to handle the requirements of the office.</p> <p>2) The UH System had alerted the campuses to changes in the Development Education program. This sub-unit began meeting with the English and Math departments to determine how to implement changes in scheduling CRNs to accommodate "packaged" classes (those where students who place below a certain level will need to take a corresponding remedial/tutoring-type of class too). Training information for the clerical staff was updated. One-on-one and small group workshops were held for the clerical staff to input the new CRN set-up in Banner prior to Fall 2016's Early Registration in April.</p> <p>3) Currently students register for their classes through their MyUH account, but the new STAR Registration is to be implemented in Fall 2016 (for Spring 2017 registration) for 3 pilot programs. This sub-unit was involved in discussions on how to handle updating the information in the database to prepare for STAR. This sub-unit was also involved in meetings to give feedback and recommendations for a revised timeline to process curriculum items so they would be completed by time the new registration process would be in effect.</p>
Discuss the results of the action plan and the unit's success in achieving its goals.	<p>1) Due to the lag in student worker assistance, some low-priority items (for example filing) were suspended so that more pressing tasks could be finished. However, throughout the year we were able to get mostly caught up.</p> <p>2) Although confusing, the new class combinations were input. During the reporting period, students were able to register for the new "packaged" classes.</p> <p>3) A new curriculum timeline was finalized, and multiple announcements went out to Faculty and Staff. The database information was updated to help facilitate STAR Registration.</p>
Discuss any challenges the unit	<p>1) It is always hard when someone needs to start at the beginning</p>

<p>had in implementing that action plan or achieving its goals.</p>	<p>to learn a new job. Many times it seems easier to just do the task oneself. However, time was set aside to show examples, review work, and give feedback; the student worker was able to understand what to do and why, and completed the necessary tasks.</p> <p>2) In Banner, the new “packaged” classes had to be input similar to “Learning Communities” (where students are required to register for multiple classes that usually do not go together). There was much confusion when explaining the new input procedures. While this sub-unit doesn’t typically schedule stand-alone CRNs, more time had to be spent sitting with the clerical staff one-on-one to get Banner to accept these groups of classes for their particular department. Also, the course PreReq checking had to be tweaked to allow concurrent registration into courses that previously were completed in sequence.</p> <p>3) The new curriculum timeline required proposers to submit items by May 1, 2016. During Summer 2016, the Deans were to begin reviewing the proposals to clean things up before this sub-unit’s scheduled time to review the proposals. As of the end of this reporting period (June 30), there has been no action yet by the Deans to begin reviewing course and program information. Also, people were confused because the new curriculum timeline began during the same time that the old curriculum timeline was being phased out. This sub-unit gave guidance about what was due and when.</p>
---	--

• Did the unit review its website during AY15-16? Please check the box below that applies.

- Reviewed website, no changes needed.
- Reviewed website and submitted change request to webmaster on _____(date)_____.
- Reviewed website and will submit change request to webmaster.
- Unit does not have a website.

Please note that requests for revisions to unit websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

<p>Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.</p>	<p>Benchmarks and Timelines for implementation and achievement of goals.</p>
<p>Action Goal 1:</p> <p>Developmental Education (and new Placement Qualifiers)</p>	<p>Continue to learn about the new changes needing to be made to update the College's DevEd courses. Update Banner as needed when new placement scores and Placement Qualifiers are finalized.</p> <p>Timeline: since April's Early Registration for Fall 2016 has passed, the goal is to finish these before November's Early Registration for Spring 2017.</p>
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>Being aware of the finalized cutoff/placement scores will enable this sub-unit to update the course database before students register. If updates are in place before registration, there will be less problems to fix, and less frustration for students.</p>	
<p>Action Goal 2:</p> <p>STAR Registration</p>	<p>Benchmarks/Timelines:</p> <p>The College has decided to pilot 3 programs (ACC, CARP, and ECED) in STAR. Will watch for Curriculum changes and update Banner as needed.</p> <p>Timeline: before November's Early Registration for Spring 2017.</p>
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>Based on word from other campuses using STAR, it is anticipated that modifications to the semester layouts of Programs will be made. If updates are in place before registration, there will be less problems to fix, and less frustration for students.</p>	
<p>Action Goal 3:</p> <p>KSCM (Kuali Student Curriculum Management) system</p>	<p>Benchmarks/Timelines:</p> <p>Continue discussions with counterparts on other campuses regarding items to include, standard operating procedures to follow regarding Banner input/updates, and testing for functionality.</p>

	Timeline: before campus-wide implementation of Quali
--	--

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit’s outcomes (UOs)?

By providing input to the group, our College will have a say in how the new system looks and functions. Testing and giving feedback at the beginning will help things go smoothly when Faculty actually begin to input their curriculum into the live program.

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the unit’s current operating resources.

This sub-unit has no operating budget, because resources are paid for from the Vice Chancellor for Academic Affairs’ account.

In the last Comprehensive review, a “workhorse” printer was included in the budget asks. Although there is an all-in-one color copy machine/printer/fax in the main portion of the office, we need a dedicated workhorse printer to run heavy jobs so as not to interfere with the normal activities of the Dean’s Office. Black and white copies are normally needed, so the printing costs would be less for this printer. The current printer is over 10 years old, is slowing down, and jamming often on large jobs.

For budget asks in the allowed categories (see above):

Describe the needed item(s) in detail.	N/A for the above categories
--	------------------------------

Include estimated cost(s) and timeline(s) for procurement.	N/A for the above categories
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	N/A for the above categories

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

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
1	Provide accurate and timely updates to the college catalog.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>unit work or activity assessed</u> , including unit service records, client satisfaction surveys, and other types of assessment instruments.	This sub-unit currently assists in the production of the College Catalog. Its staff had created questions to be included in the parent Academic Support Unit's Common Survey sent to all faculty, staff, lecturers, and administrative team at Hawai'i Community College. Questions asked were about: the accuracy of submitted catalog items, the accuracy of submitted proposals into Banner, how were errors discovered, and who was notified when errors were found. The ASU survey was created using Survey Monkey, which tallies results at the completion of the survey period.
a description of <u>who conducted the assessment</u> , (e.g., an individual unit	For the Academic Year 2015-2016, the parent Academic Support Unit did not have a common survey go out as it did in previous years. This sub-unit was not aware that the common survey did not get sent out and so does not have data results for this time period (to compare survey results from the last few years regarding the catalog).

faculty/staff member, <u>OR</u> a group of unit faculty/staff).	
a discussion of the assessment rubric/scoring guide that identifies criteria/categories and standards used in the assessment.	The staff in this sub-unit chose 2 questions to focus on: Question 15 (If you had submitted updates for the last college catalog, were they entered correctly?), and Question 17 (If you had submitted curriculum (course) proposals in the last year, were updates made correctly in Banner?). Based on discussions with a previous Assessment Coordinator, it was recommended to expect 90% positive (“Y”) responses as a starting goal. Because this sub-unit was just beginning the Assessment and Review process, the expectation was that this number could re-evaluated and changed some time in the future depending on the initial results.

Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
 - example 1: “85% of students surveyed will rate the unit’s services as meeting or exceeding their expectation”;
 - example 2: “95% of service requests will be completed on time and to the satisfaction of the requester.”

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
1	The staff in this sub-unit was anticipating at least 90% of the responses to Question 15 (If you had submitted updates for the last college catalog, were they entered correctly?) would be “Y”, and at least 90% of the responses to Question 17 (If you had submitted curriculum (course) proposals in the last year, were updates made correctly in Banner?) would be “Y”.

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment results</u> in terms of unit’s attainment of the UOs.	For the Academic Year 2015-2016, the parent Academic Support Unit did not have a common survey go out as it did in previous years. This sub-unit was not aware that the common survey did not get sent out and so does not have data results for this time period (to compare survey results from the last few years regarding the catalog).

Other Comments

Include any additional information that will help clarify the unit's UO assessment results.	
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	N/A

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:	
Changes to assessment practices, activities, or projects.	When it was brought up at an ASU meeting that the Common Survey did not go out the previous year, we were told it will go out this year. This sub-unit will keep the current questions on the Common Survey.
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	Near the end of this reporting period, the College had been notified that the Dean of Liberal Arts and Public Services was retiring. This sub-unit will need to work with the Interim Dean to finalize curriculum issues before the next Catalog gets published.
Increases or changes in student support activities and services to support student learning and achievement.	N/A; this sub-unit does not have direct contact with students.