HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW (AUR)

Banner Support

December 1, 2017

Review Period
July 1, 2016 to June 30, 2017

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic evaluation and 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.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description (required by UH System)

Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.	(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: • 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 review process, Fast Track forms, and campus approved memos.) • 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 and Fall sessions; Progression Charts for Faculty and Advisors; Enrollment reports for Division Chairs to plan upcoming course offerings; Low Enrolled Reports for the VCAA (Academic Affairs) and Division Chairs to determine which classes might get cancelled; etc. • Assists with the production of the yearly printed College catalog: courses, program listings, calendar, policies, faculty/staff listing, etc. • Updates Banner as directed by UH System and/or Banner Central and runs reports to send to various UH System Offices as needed. (This includes: flagging CRNs that are cross-listed according to the IRO's definitions; setting up the terms in Banner to accept college applicants and CRN creation; setting up Part-of-Term codes for non-semester-length classes, including building their related refund information; ensuring that end-of-semester procedures are followed by the clerical staff to assist the ARO office with a successful closing of each semester; etc.)

Comprehensive Review information (required by UH System)

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 of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.	The Comprehensive Review submitted in 2015 was the sub-unit's first Comprehensive Review report. The results of the Comprehensive review were not received until February 2017 - almost the time that the 2015-2016 Annual review was due. Most of the feedback was positive. One area where CERC mentioned information was lacking was with this sub-unit's alignment with the Strategic Plan and how it supports the Hawaiʻi Graduation Initiative. This sub-unit doesn't directly deal with students, so there is no obvious alignment to the Strategic Plan or Graduation Initiative. However, by producing the College's Catalog, and by working closely with the Departments on how to enter each semester's offerings, students are greatly impacted. Students are provided with the tools to plan and pursue their educational goals, which in turn can lead to a rewarding career. CERC also wrote that the comprehensive report didn't address what goals the sub-unit would develop "especially now that the College has begun using new digital databases such as STAR and Kuali KSCM". Again, the Comprehensive Review was for 2014-2015 which was before the two databases were implemented. CERC's response came out in February 2017, which was after the databases were in place. This Annual Review will talk about the implementation of the two new databases.

ARPD Data: Analysis of Quantitative Indicators (required by UH System)
Unit data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/
<mark>**Please attach a copy of the Unit's data tables**</mark>
<mark>**and submit with this Annual Unit Review (APR).**</mark>

   a) **If you will be submitting the AUR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
   OR

b) **If you will be submitting the AUR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the Unit's ARPD data for the review period.

Describe, discuss, and provide context for all 2016-17 ARPD data categories and indicators that are relative to the Unit's provision of services.

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 with clerical staff and/or Division Chairs and Deans, and reminders for information are sent out to applicable areas (people, departments, other units, etc.). The staff in this sub-unit contacts others by e-mail, phone, and in-person to clarify inconsistent information.

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

Given that incoming information was not always received by the deadlines, this sub-unit still managed to produce 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, 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 throughout the Academic Year) to discuss issues with curriculum going through the approval process, Curriculum review, completed semester closing procedures, etc.

Industry trends: In Fall 2016, the University system implemented 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.

Internal factors: Fast Track forms were becoming more widely used on campus. However, while the spirit of the Fast Track forms was to push through curricular items that did not need full approvals, many times the proposers used these forms to try to modify certain types of curriculum changes that were supposed to have been sent through the regular curriculum process. This caused a lot of confusion and backtracking to make sure departments re-submitted information the proper way. The Fast Track forms that were submitted properly and approved came in at non-normal times for curriculum changes, and this sub-unit had to accommodate them among other tasks and responsibilities that also needed to be done.

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 creates the Low Enrolled Reports each Spring and Fall semester for the VCAA (Academic Affairs) and Division Chairs to determine which classes might get cancelled. 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.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success, and explain what the unit did to address those challenges.

Changes to the unit's services, functions, and/or operations:

During the reporting period, the University of Hawaiʻi system changed to a system-wide common curriculum management system KSCM (Kuali Student Curriculum Management). There was a learning curve involved for all people who were in the approval sequence to review curriculum proposals, and the new system took some getting used to. The previous curriculum system (Curriculum Central) also had features that we had grown accustomed to using. One seemly simple feature of the old system was the e-mail notification process to alert users that a course/program needed to be reviewed or was approved. The new Kuali system did send e-mail alerts when items needed attention; however, the subject line would be a generic "Course Review" or "Program Updated", etc. It was frustrating to have to open each prior e-mail to see which course/program came in and when. The workaround was to forward the e-mails back to the sub-unit, but change the subject line to something more descriptive. This quickly became a lot of extra work (approximately 100 courses received initially to review, plus e-mails received again when they were final approved, plus any re-sends back to the proposer to update), but at least items could be retrieved easily later. A work request had been submitted to Kuali through the Functional Lead to update this feature; however, it is a low-priority (since technically the e-mail notification does work) and therefore may not be addressed for some time.

Also, during this reporting period, student registration occurred through STAR instead of MyUH. During the last reporting year, our campus was told we would be piloting 3 programs in STAR (ACC, CARP, and ECED). However, by time the Fall 2016 semester started, our campus decided that we would implement all majors (excluding Unclassified and Early College students) to be effective for the November Early Registration period. This sub-unit and other units had to scramble to get the rest of the majors ready for Early Registration. Many memos were needed to address curriculum issues that were discovered when STAR was being programmed. This sub-unit needed to put projects on hold and switch gears to focus on getting Banner updated (as a result of the memos) so that STAR could pull the correct information for students. At the same time, normal duties and responsibilities were expected to be completed as well.

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 worker(s) 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. Banner issues are a high priority in this sub-unit; the staff tries to resolve the problems quickly so students aren't adversely affected.

Identify and discuss the unit's challenges/obstacles:

The LBRT Dean left in May 2016 and this sub-unit worked closely with the Interim Dean to get her brought up to speed quickly to assist with curriculum items so the catalog could go out over the summer. Many hours were spent finalizing how the LBRT Slim Down was to be presented in the catalog, as well as the new LBRT Concentrations. Some of the memos weren't officially approved until the beginning of this reporting year. This sub-unit had to remind others to turn in their information/memos so that the catalog could be updated before going to print.

With the implementation of STAR in Fall 2016, our campus wanted the catalog published earlier. Instead of the entire catalog, it was agreed to update just certain portions: the Program section, Course listing section, and front sections (containing policies, etc.) by the April Early Registration period for Fall, so students would know the new requirements in advance. Accomplishing this in the 2017-2018 Academic Year depended on creating new curriculum timelines this reporting year so that items would be approved by the end of December 2017, giving this sub-unit (and other units) time to update the various databases, create CRNs, and run tests to make sure information is accurate for students. So for this reporting year, deadlines for curriculum proposals for two different Academic Years occurred at the same time. This caused confusion for proposers, and this sub-unit (along with the Kuali Support unit) spent a lot of time assisting to get the correct information though for the correct effective years.

Our college learned that the company producing the COMPASS Placement Tests would no longer make the placement tests. The UH system turned to Accuplacer instead. In Spring 2017 new placement qualifiers were adopted, and Accuplacer codes needed to be created in Banner by this sub-unit. 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.

At the beginning of the reporting year, during the Summer, Banner Central made updates to the database. This unfortunately caused the back door to Banner (where this sub-unit gathers report data) to produce data where the columns were not pulling correctly. Banner Central was contacted many times, and they finally acknowledged that they could re-create the problem. However, because our campus was the only one to complain about the problem, it is not a high enough priority for them to review and fix the issue at this time. This sub-unit had to inquire with other campuses and found a workaround that helps (using other

software), but takes some time to do. As a result, some reports that previously took under 15 minutes for example to produce, now take almost an hour to format into something readable. Therefore, some of the error-checking reports are not run as frequently as they were previously because of the time involved in doing the reports.

In December 2016 the Kuali Functional Lead left the UH system to work elsewhere. While that itself didn't affect this sub-unit directly, it changed how the Kuali Support staff was able to request updates to Kuali which affected this sub-unit. We were told that "wants" for how Kuali was to look and function would be put on the back burner, and only critical "needs" would be addressed for now. However, without a Functional Lead, who was the liaison with the parent Kuali company, even "needs" weren't being updated in a timely manner. Another effect of losing the Functional Lead was that campuses weren't receiving communications about things that were being done in Kuali (such as patches, updates, removing old features, adding new features, etc.). Sometimes our campus found out about updates only when proposers complained that something was no longer working correctly, or that options were missing.

In Spring 2017 the CTE Dean left the college. We were told the VCAA would be working double-duty as the Interim CTE Dean as well. In the past the CTE Dean met with the CTE Division Chairs to work on curriculum items, but the change meant this sub-unit staff now needed to meet with the CTE Division Chairs directly to resolve issues with the curriculum. Additional time out of the office was spent in meetings.

In preparation of the arrival of the new LBRT Dean, the LBRT Dean's office and Secretary (both located in the same office complex as this sub-unit) moved out to another building, and two tech employees were moved in. So instead of being able to check in with the Dean's office on a regular basis, the staff in this sub-unit needed to make appointments to discuss curricular items. Things that used to be resolved in a few minutes sometimes needed to wait a few days until a meeting time was available.

Near the end of this reporting year, on June 1, the new LBRT Dean, and the new Nursing Director started work. This sub-unit staff will need to set up meetings to get both of them familiar with the Curriculum process.

Discuss changes and actions taken to address those challenges:

To accommodate the new curriculum and catalog timelines, the Summer 2016 Registration Information Booklet (RIB) was the last one to be published. Effective Spring 2017 this sub-unit will no longer send Summer booklets off to be physically printed. This is following the same procedure of not printing Spring and Fall booklets, and instead RIB information will be posted online. Because the data gathering and compiling of the Summer booklets occurred in the Spring, the time was instead used to focus on catalog-related matters, especially requesting and tracking down final approvals on curriculum and memos.

Also in anticipation of the revised catalog timeframe, this sub-unit turned over semester DE scheduling to the Clerical staff who had DE listed in the job description. Trainings were set up to teach how to process

the DE request forms, update the DE website, create DE CRNs in Banner, and create reports to send to various offices. This sub-unit reviews the DE information input and gives ongoing guidance to the Clerical staff.

This sub-unit took a more active role in reporting Kuali issues to the remaining Kuali support staff person, in the hopes that the Kuali team can be notified quickly of problems and the system can be updated sooner rather than later.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

☑ The unit does not have a website.

☐ Unit faculty/staff have reviewed the website in the past six months, no changes needed.

☐ Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

☐ Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

> *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

PART 2: UNIT ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY16-17 review period (reported below).   **This Action Plan should identify the unit's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving <u>each</u> goal.**   **Please provide attachments and additional documentation as appropriate.**
What are we going to do for next year.   1) With the implementation of new curriculum deadlines, the Deans had requested to be in the beginning of the sequence to consult with the proposers and the Division Chairs about how the changes would affect their Programs and Department. The Deans didn't initiate their own schedule in Summer 2016 to do the reviews before the Fall semester started, so this sub-unit plans to work directly with the Deans in Summer 2017.   2) With both the current and previous electronic curriculum review processes, there was no official method of adding courses to the list of area electives for the AAS degrees. (There had been a process in place years earlier when our campus was on a paper-based curriculum approval procedure.) This sub-unit will be involved in discussions to create a process to add courses to the list of area electives.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For <u>each</u> Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.   **For <u>each</u> Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.**   **For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).**
Action Items: *How* are we going to accomplish our goal for next year.   This sub-unit plans to set up meetings and work directly with the Deans in Summer 2017 to review curriculum items submitted in the KSCM database, prior to the Curriculum Committee meeting in Fall 2017. Having a copy of the current catalog will allow us to see how the requested changes will affect students entering the programs.

Currently memos are being written for VCAA approval by individuals to add electives to the area requirements list for AAS degrees. However, there should be a process where the requests are reviewed by a broader group. This sub-unit staff will attend meetings to come up with a standard method for any course to be considered for addition to the listings.

RESOURCE IMPLICATIONS

NOTE: General "budget asks" are included in the 3-year Comprehensive Review.
Budget asks for the following three categories only may be included in the APR:
1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become
compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to 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 office. Black and white copies are normally needed for this sub-unit, 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.

BUDGET ASKS

For budget ask 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 2015-2021 Strategic Directions:	N/A for the above categories

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17

Unit Outcomes

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the Assessment website: http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	Provide accurate and timely updates to the college catalog.	2, 4
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #
	N/A for this sub-unit	

Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
	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 Hawaiʻi 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.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 listed above, provide: • **a statement of the quantitative results;** • **a brief narrative analysis of those results.**
UO/SLO#: For the previous Academic Year 2015-2016, the parent Academic Support Unit did not have a common survey go out as it did in previous years. All sub-units were told the Survey would go out in Academic Year 2016-2017; however, it again did not go out. Therefore, this sub-unit does not have data results for this time period (to compare survey results from earlier years regarding the catalog).

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges. N/A

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.
 	
Banner training and refresher workshops are given to clerical staff who enter classes (create CRNs) into the database. During the reporting year, this sub-unit offered two Banner Refresher workshops
 	
Sept. 9, 2016
  11 people were invited; 6 attended
 	
Jan. 19, 2017
  11 people were invited; 6 attended

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY16-17 assessment results. Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions.

Since the parent ASU's Common Survey did not get sent out again for this reporting year, this sub-unit will send out its own survey next year.