

Student Support Services
Admissions & Records
Office



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs).

Admissions and Records Office (ARO): The ARO is responsible for all admissions, registration, records maintenance, and veterans administration benefits functions and services. It provides services to the entire Hawaii Community College Kauhale – students, faculty, staff, administrators and the community. The mission of the ARO is to support student success through practices and policies that are fair, accurate, service-oriented, and timely.

Unit Outcomes

UO 1: The Admissions & Records Office will process admission application in a timely manner

UO 2: The Admissions & Records Office will deliver excellent and efficient customer service

UO 3: The Admissions & Records Office will provide clear, pertinent and accurate policy and procedural information through a variety of media

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys (located in the Appendix).

University of Hawaii Community College's Student Services Annual Report of Program Data (ARPD) for Hawaii Community College academic year 18-19. The data provided in the ARPD report for Student Services-Demand Indicator are reflective of the institution, rather than specifically ARO. However, the unit supports demand indicators through the processing of applications.

Demand Indicators that ARO supports are enrollment through the processing of applications. In the ARPD comparative data from AY17-18 and AY18-19 Annual Headcount, All students and Annual Headcount Native Hawaiian decreased at -9%. The registration status for the fall semester includes an increase with Returning Students and a decline with New Students, Transfer, Continuing, and Home Campus Other populations. The registration status for the spring semester includes an increase with Transfer Students and a decline with New Students, Continuing, Returning, and Home Campus Other populations.

Efficiency Indicators are an implementation of strategic processing methods like WIGs (Wildly Important Goals) scoreboard. The scoreboard provides daily, weekly, and monthly goals for processing applications and transcript evaluations. The unit also incorporated processing applications by dates rather than individually by the term, as in some cases, two terms are open simultaneously.

Effective Indicators for ARO is the yield rate and the evaluation of students that applied, accepted, and registered.

| AY 18-19 Admissions Data | | | | |
|--------------------------|---------|----------|------------|----------------------------|
| Semester | Applied | Accepted | Registered | Yield Rate (Registered) |
| Fall 18 | 2,761 | 2,582 | 1,301 | 50% |
| Spring 19 | 1,134 | 1,001 | 449 | 45% |

| AY 17-18 Admissions Data | | | | |
|--------------------------|---------|----------|------------|----------------------------|
| Semester | Applied | Accepted | Registered | Yield Rate (Registered) |
| Fall 17 | 2,791 | 2,619 | 1,336 | 51% |
| Spring 18 | 1,224 | 1,151 | 526 | 46% |

In comparison to AY 17-18, we have seen a 1% decrease in the yield rate from accepted to registered students. Overall, although we have seen a 1% decrease in the yield rate, the processing timelines have improved. The continuation of strategic processing methods provided workflow consistency.

3. Program Student Learning Outcomes

- a) List of the Program SLOs/SAOs
- b) Program SLOs/SAOs that have been assessed
- c) Assessment Results
- d) Changes that have been made as a result of the assessments

Unit Outcomes

UO 1: The Admissions & Records Office will process admission application in a timely Manner

Assessment Strategies

The unit in AY 18-19 continued wildly important goals (WIGs) strategy to maintain consistent workflow regarding the processing of applications and transcript evaluations. The scoreboard identified daily, weekly, and monthly goals for each team member.

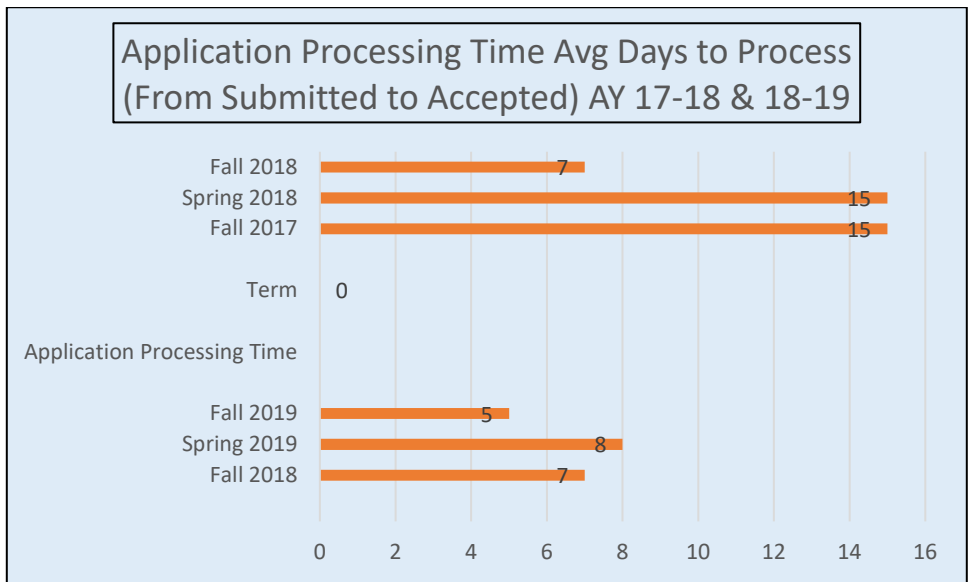
Assessment Results

Application Processing Time Table Results:

| Application Processing Time AY 18-19 | | |
|--------------------------------------|---------------------|--|
| Term | Processed Dates | Avg. Days to Process (From Submitted to Accepted) |
| Fall 2018 | Jan 2018 - Aug 2018 | 7 |
| Spring 2019 | Aug 2018 - Jan 2019 | 8 |
| Fall 2019 | Jan 2019- Aug 2019 | 5 |

Note: The online application can be submitted within 24 hours in comparison to processing, which is done during regular business hours Monday – Friday.

Application Processing Comparison Graph for AY 17-18 and AY 18-19:

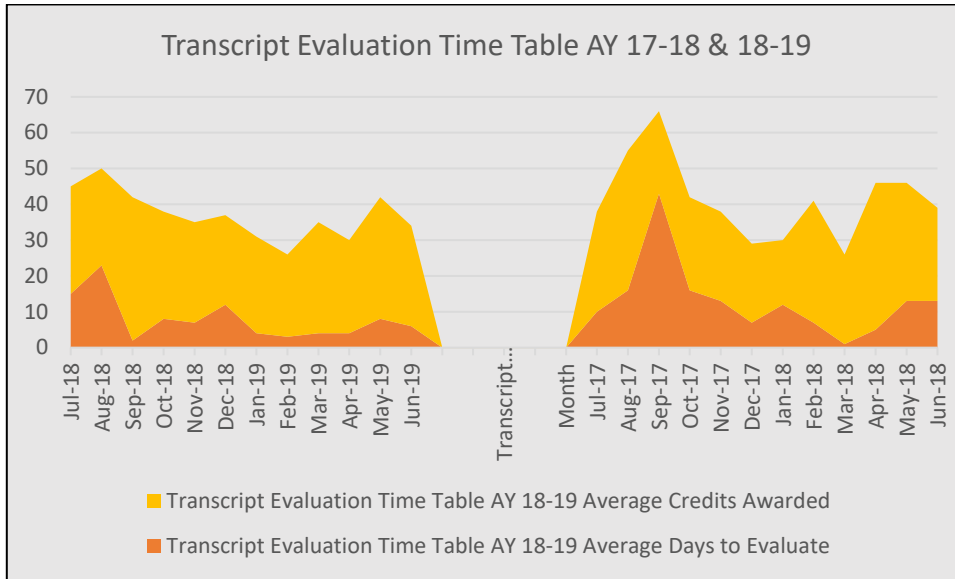


In comparison to AY 17-18 results, AY 18-19 has shown significant progress with a decrease in processing time.

Transcript Evaluation Time Table Results:

| Transcript Evaluation Time Table AY 18-19 | | | |
|---|--|--------------------------|-------------------------|
| Month | | Average Days to Evaluate | Average Credits Awarded |
| Jul-18 | | 15 | 30 |
| Aug-18 | | 23 | 27 |
| Sep-18 | | 2 | 40 |
| Oct-18 | | 8 | 30 |
| Nov-18 | | 7 | 28 |
| Dec-18 | | 12 | 25 |
| Jan-19 | | 4 | 27 |
| Feb-19 | | 3 | 23 |
| Mar-19 | | 4 | 31 |
| Apr-19 | | 4 | 26 |
| May-19 | | 8 | 34 |
| Jun-19 | | 6 | 28 |

Transcript Evaluation Comparison Graph AY 17-18 and AY 18-19:



Evaluation

The ARO unit overall did not meet the processing goal of three business days regarding the average days to process applications and transcripts. However, during this reporting period, several days within the month reached the goal of three days or less processing. Additionally, the transcript evaluation processing timeline met the target for September 2018 and February 2019. Overall, the processing timeline has decreased, showing

improvement towards reaching UO 1 goal. The unit is looking at processing mapping to evaluate inefficiencies.

UO 2: The Admissions & Records Office will deliver excellent and efficient customer service.

The unit continued its partnership with a faculty and students regarding mystery shopper efforts to further examine and evaluate customer service standards.

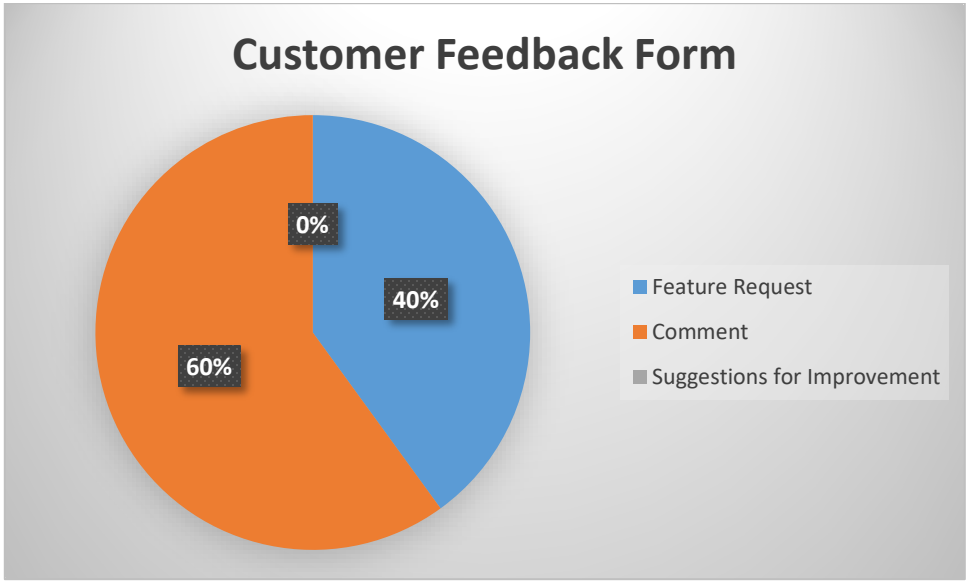
Assessment Strategies

Through partnerships with HawaiiCC faculty and students, we have developed and conducted the Mystery shopper experience and evaluation. Through suggestions of previous mystery shopper results, we have included the customer feedback form to maintain a platform for the students to make comments or suggestions for improvement. The unit conducted over six customer service training with the Welcome Center-Paepae Haumana.

Assessment Results

Mystery shopper results

| Overall Analysis of Mystery Shopper Experience for ARO (November 2018) | |
|--|------------------------------|
| Good Practice | Improvements |
| Attire | Office signage |
| Cleanliness | Attitude |
| Greeted | Designated smoking area |
| Brochure table | Listening |
| Making sure you get your answer | Be more attentive |
| Timely manner | Sympathize and empathize |
| Good at redirecting | Training |
| | Tone of voice |
| | Body Language |
| | Options, go above and beyond |
| | Facial Expressions |
| | |



During this reporting period, the unit had no suggestions for improvement from the customer feedback form. However, the comment and feature request identified communication inefficiencies that the unit will address.

Evaluation

The overall mystery shopper experience has yielded a creative partnership with the students and has provided the unit with useful customer service information. The unit will continue to foster its strengths and conduct training in the areas that improvements are needed.

UO 3: The Admissions & Records Office will provide clear, pertinent and accurate policy and procedural information through a variety of media

The ARO unit updated the webpage to provide clear and accurate information. As policies and procedures changed, various forms were updated as well.

Assessment Strategies

The ARO unit has reviewed webpages and onboarding information every semester and yearly or as needed based on procedure and policy changes.

Assessment Results

During this reporting period, the ARO unit updated over eight forms on their webpage. Additionally, the unit updated the ARO main home page with important dates and deadlines.

Evaluation

Overall, the unit has continued the process of updating pertinent policy and procedural changes to the primary source of viewing access via webpages. The unit is working with the High Priorities – Onboarding group regarding updating application and enrollment information for the new website transition.

4. Action Plan

Include how the actions within the plan support the college's mission.

- For 2019-2020 align to the college's mission and strategic directions plan.
- Specific action items where are you going and how are you planning on getting there.

The ARO unit will continue innovative measures towards student satisfaction and enrollment strategies on both a system and an institutional level. The unit will maintain partnerships with other groups and committees to incorporate efforts regarding onboarding, retention, and graduation.

HGI Action Strategy 1: Strengthen the pipeline from k-12 students, parents, and public and private schools early and often to promote and prepare for college readiness

- **Expand outreach services and support to facilitate the completion of college admissions and financial aid applications.**

The ARO unit will continue participation in community outreach activities, institutional events promoting programs, and the admissions process. Through the Welcome Center-Paepae Haumana collaborative efforts. The unit will maintain targeted communication, which includes email, call-outs, and texts. The unit will establish strategic methods towards targeting newly accepted students by a specific populations with assistance from other groups.

In regards to the application and transcript evaluations, the unit will continue the WIGs scoreboard to keep track of workflow and overall goals. Also, incorporating a system-wide new external products to create simple navigation and streamline processing.

H12 Action Strategy 2: Advance innovation and entrepreneurship within UH and the community.

The ARO unit and High Priorities onboarding group will be incorporating student ideas through a partnership agreement with the marketing faculty and students. The marketing class will develop branding for the ARO unit and will assist the onboarding committee regarding innovative marketing and communication ideas for new, transfer, returning, and continuing students.

HPMS Action Strategy 1: Employ best practices in management, administration, and operations.

The ARO unit will participate in process mapping to help with understanding and examining processing inefficiencies. Overall, the ARO unit has made changes to processes that will streamline information needed from students like the Student Appeal for Policy/Procedure Exemption Form and the Late Application Checklist. Additionally, the unit has continued the

processing of the application by date rather than individually by the term, as several term applications can be open at one time.

In regards to customer service, the unit will continue training and professional development towards the delivery of excellent and efficient service. ARO will establish continued efforts of the mystery shopper collaboration with the course instructor, additional units, and students. The unit will expand service information by working with the Welcome Center – Paepae Haumana on a check-in system that will incorporate a follow-up student satisfaction survey.

Also, the unit will be working on the ARO webpage to ensure that the most up-to-date information for students, community, faculty, and staff are available. We will be working on updating ARO forms as policies and procedures change.

5. Resource Implications

(physical, human, financial)

- Emergency needs, health and safety, and legal compliance

Appendix: Community College Survey of Student Engagement (CCSSE)

Data last updated: 10/4/2019

| # | Community College Survey of Student Engagement (CCSSE) | Survey Year 2014 | Survey Year 2016 | Survey Year 2018 * |
|-----|--|------------------|------------------|--------------------|
| 1. | Support for Learners Benchmark (Percentile) | 70 | 0 | |
| 2a. | Academic Advising – Frequency | 1.79 | 1.88 | 1.45 |
| 2b. | Academic Advising – Satisfaction | 2.26 | 2.38 | 1.46 |
| 2c. | Academic Advising – Importance | 2.58 | 2.56 | 2.62 |
| 3a. | Career Counseling – Frequency | 1.59 | 1.55 | 0.82 |
| 3b. | Career Counseling – Satisfaction | 2.11 | 2.18 | 1.42 |
| 3c. | Career Counseling – Importance | 2.43 | 2.42 | 2.45 |
| 4a. | Job Placement Assistance - Frequency | 1.31 | 1.36 | 0.24 |
| 4b. | Job Placement Assistance – Satisfaction | 1.84 | 2.01 | 1.08 |
| 4c. | Job Placement Assistance – Importance | 2.20 | 2.21 | 2.09 |
| 5a. | Financial Aid Advising - Frequency | 1.86 | 1.83 | 0.99 |
| 5b. | Financial Aid Advising – Satisfaction | 2.18 | 2.26 | 1.37 |
| 5c. | Financial Aid Advising – Importance | 2.54 | 2.48 | 2.50 |
| 6a. | Student Organizations – Frequency | 1.41 | 1.49 | 0.63 |
| 6b. | Student Organizations – Satisfaction | 1.99 | 2.17 | 1.33 |
| 6c. | Student Organizations – Importance | 2.01 | 2.16 | 2.05 |
| 7a. | Transfer Credit Assistance - Frequency | 1.41 | 1.56 | 0.54 |
| 7b. | Transfer Credit Assistance – Satisfaction | 1.97 | 2.15 | 1.35 |
| 7c. | Transfer Credit Assistance – Importance | 2.28 | 2.25 | 2.23 |
| 8a. | Services for People with Disabilities – Frequency | 1.31 | 1.39 | 0.22 |
| 8b. | Services for People with Disabilities – Satisfaction | 2.12 | 2.14 | 1.21 |
| 8c. | Services for People with Disabilities – Importance | 2.20 | 2.24 | 2.18 |

* 2018 uses different scales, therefore only Importance is comparable.