Kapiʻolani Community College Mission Statement (2008-2015):

• is a gathering place where Hawaiʻi's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.

• is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.

• strives to provide the highest quality education and training for Hawaiʻi's people.

• provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

• prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.

• delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical work force immediate and long‑term needs and contribute to a diversifying state economy.

• prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.

• leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.

• uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.

• builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.

• uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

OFIE Mission Statement

Building a culture of evidence, supporting improvement and innovation, raising resources, and reaching for the highest.

OFIE provides leadership and coordination for long-range, strategic, and tactical planning; research in institutional effectiveness, especially in support of learning-centered faculty development opportunities and student learning outcomes; and grants and resource development in support of national promising practices as well as unique opportunities of Hawaii. As defined in the reorganization plan, OFIE develops, in consultation with the campus community, the College's strategic plan, tactical plans, self study and accreditation process, and other long range planning documents.

Part I. Executive Summary

The Office for Institutional Effectiveness was created in response to a recommendation made in the 2006 Accreditation Self Study, effectively replacing the Office of Planning and Institutional Research. OFIE was created to assist with all academic, student services, and continuing education programs in assessing student success, the health of programs, developing tactical plans that align with the College's strategic plans, and providing data to be used as the basis for administrators to determine the allocation of resources. Additionally, OFIE was created to provide extramural funding (grants, cooperative agreements, and contracts) proposal development support, utilizing data that will inform the allocation of financial resources based on strategic and tactical plans.

Part II. OFIE Program Description

History

The Office for Institutional Effective (OFIE) was established in 2009 in response to the accreditation team's recommendation to define the role of the institutional research office in planning processes and use data as the basis for institutional planning. OFIE combines the Office of Planning and Institutional Research with the Office of Planning and Grants, with a director and four newly hired full-time staff. Since 2009, OFIE has taken the lead in submitting the Accreditation Midterm Report and developing a web site which played a crucial role in providing evidence for the 2012 Self Evaluation on Educational Quality and Institutional Effectiveness and the related Comprehensive Visit in October 2012. OFIE lead researchers developed the Kapi'olani Engagement, Learning, and Achievement (KELA) model, and the 10 Institutional Effectiveness Measures on which all program faculty and staff should focus.

OFIE also hit every annual grant funding goals since 2008, and has provided assessment and evaluation guidance and support on all major federal grants. As federal budget deficits increase, and a new team of junior Senators from Hawai'i establish themselves in Washington, it will be increasingly important to develop new funding collaborations and networks in the years ahead. Further, it is essential that the College not lose its current areas of strategic advantage in grants development: STEM/EPSCoR, Service-Learning and Community Engagement, International and Global Engagement, and Food Safety, Security, and Science.

Goals for the Office for Institutional Effectiveness

1) Communicate and implement the Institutional Improvement Matrix which schedules and aligns program review, planning, evaluation, budgeting, and accreditation reporting

2) Coordinate strategic and long range planning

3) Conduct timely and professional research in support of learning-centered faculty development opportunities and student learning outcomes.

4) Lead grants and resource development in support of national research-based high impact practices as well as the unique program opportunities of Hawaii

Program Student Learning Outcomes

OFIE will provide leadership in student learning outcomes assessment for instructional and student support programs.

OFIE will assess the learning outcomes of all student assistants/research interns.

OFIE will lead the learning assessment of 300+ service-learning students annually.

Faculty and Staff

OFIE currently consists of 5 FTE; 1 director/unit head position (faculty) and 3 FTE institutional analyst APT B (2) and A (1) positions, 1 FTE grants development specialist position, and 1 part-time student support position. There are two vacancies that need to be filled; 1 FTE institutional analyst (APT B) and clerical support position.

      1 FTE Faculty Director (Unit Head)

      4 FTE Assessment and Evaluation / Institutional Research APT staff:

            3 APT Band B Institutional Analysts (2 filled, 1 vacant)

1 APT Band A Institutional Analyst (filled, temporary)

1 Grants Development Specialist APT B staff

1 Civil Service (vacant)

Resources

The OFIE unit receives funds from the following sources:

Tuition and Fee, G-funds
Grants (EPSCoR, HUD, Keck Foundation, possible Teagle Foundation)
Grants – Indirect Cost Returns (RTRF)

Community Connections

OFIE, through its coordination of the Service-Learning program, has active collaborations with dozens of community based organizations and public schools, and supports their efforts in improving education, environment, health, and long-term care conditions, and in promoting arts, history, culture, and intercultural perspectives. OFIE leads the learning assessment of 300+ service-learning students annually.

Part III. Quantitative Indicators for Program Review

1) Successful implementation of Institutional Improvement Matrix processes in 2013-14, 2014-15, 2015-16 (new indicator)
2) Train other offices to conduct student focus groups as needed
3) Number of brief reports produced and posted to OFIE website (5-10)
4) Number of data requests completed (at least 200)
5) Number of grants submitted each year and reviewed as competitive
6) Number of surveys administered and supported (20)
7) Evaluative feedback from faculty, staff, and administrators who request our services. Online Survey to be developed and administered to OFIE "customers."

1. **Alignment with Mission and Vision**
    1. Mission: OFIE supports "ongoing cycles of planning, best practice research, budgeting, implementation, assessment and evaluation to drive continuous program and institutional improvement."
    2. Vision: OFIE implements a vision of "shared responsibility, effective communication, and partnerships in working for the educational, social, economic, and environmental betterment of the communities we serve."

3. <u>**Current Situation**</u>
    - • Internal – OFIE provides planning, assessment, evaluation, and resource development services for all academic and support units, aligned with their program review and tactical action plans.
    - • External – OFIE provides reporting services so that the institution can demonstrate its accountability to the UH Board of Regents via the Vice-President of the UH Community Colleges, ACCJC/WASC, program-specific accrediting bodies, Hawaii's legislature and other public stakeholders, and external funding agencies. **Accountability requirements from legislature, accrediting bodies, and external funding agencies are likely to increase exponentially in this planning period.**

Part V. Tactical Action Plan

<u>**Appropriate Strategic Outcomes**</u>

(1) Document that the College is increasing the educational capital of the state by improving its educational quality and institutional effectiveness.
(Strategic Outcomes A, B, D, E, F)

(2) Contribute to the state's economy by bringing in extramural grant funds
(Strategic Outcome B).

<u>**Tactical Plan: Specific Performance Measures**</u>

(1) Assist all certificate and degree programs to **complete a second** documented cycle of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes. (Performance measure B7)

(2) Administer Community College Survey of Student Engagement in spring 2014 and 2016, a ten percent sample of all courses, achieve maximum required sample size. Analyze and identify two challenge areas for the campus to focus on to improve. (Performance measure B6)

(3) Assist in increasing extramural grant funds by 3 percent per year (Performance measure C1)

(4) Assist in Increasing non-state revenue by 5 percent per year (Performance measure F5)

(5) Improve results on annual "Services Satisfaction Survey" by five percent per year. Survey is to be developed.

Strategies

Implementing Institutional Improvement Matrix

A) Track ten institutional effectiveness measures.
B) Assist ongoing cycles of integrated research, planning, assessment, evaluation and budgeting.
C) Track annual progress on strategic planning performance measures.
D) Update Kapiolani CC Strategic Plan Scorecard in spring 2014.
E) Administer 2014 and 2016 CCSSE.
F) Complete campus-wide follow-up surveys in fall 2014 in order to have data for October 2015 Accreditation Report.
G) Transition ALO role to next generation faculty leader for 2015 Midterm Report and 2018 Comprehensive Self Evaluation.

Coordinating strategic and long range planning

A) Engage in UHCC Strategic Planning.
B) Facilitate campus strategic plan in late fall 2013 and spring 2014.
C) Review and advance long range development plans.
D) Develop new Strategic Plan Scorecard.

Professional research

A) Assess and evaluate the Achieving the Dream, CCSSE, and program review data to better meet the diverse learning needs of Native Hawaiian and all students.
B) Provide leadership in student learning outcomes assessment for instructional and students support programs.
C) Assist in implementing, assessing, evaluating, and improving precision student marketing and recruitment strategies for Kuilei, Honda International Center, and Continuing Education.

Grants development

A) Improve grants networking, identification, development, administration, implementation and evaluation processes.
B) Apply for the Carnegie Community Engagement Classification in spring 2014.
C) Continue to oversee Service-Learning program and support Sustainability Initiatives.
D) Build new grants development networks for federal and foundation resources.
E) Work with HI EPSCoR and DC-based consulting on federal STEM funding.
F) Develop new research avenues through National Council for Science and the Environment.
G) Pursue funding for international ventures as appropriate.
H) Work more closely with deans and unit heads to identify new resource opportunities.

Personnel

A) Hire new staff members to meet the research, evaluation, assessment and technical demand of the office and the campus.
B) Recruit student interns to assist in research, evaluation, and assessment efforts.
C) Acquire hardware, software, and resources necessary to assist data collection, data analysis, faculty and staff training in assessment, evaluation and grant development.
D) Current and additional personnel will require additional operational space.

Data to be gathered

1) Successful implementation of Institutional Improvement Matrix processes in 2013-14, 2014-15, 2015-16.
2) Train other offices to conduct student focus groups as needed.
3) Number of brief reports produced and posted to OFIE website.
4) Number of data requests completed.
5) Number of myGRANT proposals completed annually.
6) Extramural funds raised through grants and contracts annually, including rtrf funds derived from the Office of the Vice President of Community Colleges.
7) Number of surveys administered and supported.
8) Evaluative feedback from online survey of OFIE "customers."
9) OFIE website performance, in collaboration with CELTT.

Positions Responsible

Bob Franco (Director, Unit Head): Direct workload and prioritize tasks for the OFIE staff.

Brandon Marc Higa (Grants Development Specialist): Coordinate proposal development with all units within Kapiolani CC, and conduct grant development training in collaborating with the Business Office and UH Office of Research Services. Manage OFIE website content with technical assistance from CELTT. Provide proposal development support to UHCC and other external entities as needed.

All OFIE institutional research staff should be cross-trained as much as possible with all of the required projects and data responsibilities.

Jeff Arbuckle: Lead the development of institutional research agenda in collaboration with staff in the office. Produce research briefs or briefing papers. Coordinate processing data requests for ad hoc requests and UHCC initiatives (e.g. AtD, National Benchmarking Project) with APT B and A. Respond to ad hoc data requests from Kapiolani CC administrators, faculty and staff as needed.

Jeffrey Yamashiro: Assist in data request, research design, data collection, data analysis for institutional research purpose. Assist faculty and staff to conduct and analyze campus-specific program or grant projects evaluation and assessment. Spearhead special initiatives, including Hawaii Graduation Initiative, Statway, etc. Respond to ad hoc data requests from Kapiolani CC administrators, faculty and staff as needed. Continue to work as part-time clerical support (e.g. purchase orders, office budgeting, travel document processing) until full-time secretary is hired.

Band B new hire (converted from faculty position): Assist faculty and staff to conduct and analyze campus-specific program or grant projects evaluation and assessment. Provide faculty and staff training in conducting research to assess program effectiveness. Provide training for student interns in conducting institutional research. Produce research briefs or other publication to disseminate the results. Respond to ad hoc data requests from Kapiolani CC administrators, faculty and staff as needed.

Jia Qiong: Facilitate institutional research related data extraction and analysis needs. Assist with maintenance of the office website. Assist with routine survey data collection. Facilitate student feedback survey collection, analysis and dissemination of results. Respond to ad hoc data requests from Kapiolani CC administrators, faculty and staff as needed.

Student Intern: Two student assistants/interns (could be graduate students) will be hired to assist each grant evaluation project. Recruit graduate assistants as possible.

Synergies with other programs, units, emphases and initiatives

All instructional programs (all OFIE functions; assessment and evaluation, IR, grants support)
All extramurally funded programs and projects (grants development support)
UH System
UHCC Office
UH Office for Research Services
University of Hawaii Foundation (grants)
Business Office (grants)
Human Resources Office (grants, IR)
Achieving the Dream initiative
Kahikoluamea Pathway initiative
Service-Learning Emphasis
STEM

Key Community Partners

Federal agencies:
National Science Foundation
U.S. Department of Commerce Economic Development Administration
U.S. Department of State (USDOS)
U.S. Department of Education (USDOE)
U.S. Department of Housing and Urban Development (HUD)
U.S. Department of Labor (USDOL)
U.S. Agency for International Development (USAID)
Hawaii Congressional delegates and their staff members

State and municipal agencies:
Office of the Governor
State of Hawaii agencies currently managing subawards and contracts
Hawaii Department of Education (HIDOE)
Department of Human Services (DHS)
Department of Health (DoH)
Department of Labor and Industrial Relations (DLIR)
Department of Business, Economic Development and Tourism (DBEDT)
Hawaii Tourism Authority (HTA)

Local Employers

<u>Community partners</u>
Waianae Comprehensive Health Center
Palolo Learning Center

<u>External Grant Develop and Evaluation Companies</u>

The Implementation Group, Washington, DC
WESTAT, INC, Washington, DC
Pacific Research and Evaluation-Portland, Oregon

Part VI. Resource and Budget Implications

A) Renovate office space (TBD) to accommodate staffing requirements.
B) Hire vacant APT B position (converted from faculty to APT B) to meet the research, evaluation, assessment and technical demand of the office and the campus.
C) Ongoing staff development. Purchase 15,000 SAS Academic Training Points that allow each of the four IR staff to take one or two 3- or 4-day SAS training courses in data analysis per semester ($7,500.) Attend conferences, training, and workshops (e.g., Annual Association for Institutional Research Forum and Western Users of SAS Software): Approximately one event per year for each of the four IR staff ($12,000.)
D) Hire civil service position to provide clerical support for OFIE functions.
E) Recruit student interns to assist in research, evaluation, and assessment efforts.
F) Acquire hardware, software, and resources necessary to assist data collection, data analysis, faculty and staff training in assessment, evaluation and grant development ($3,000).
G) Funding for hosting grant proposal development and grants and contracts administration.
H) Establish contact with new Congressional offices in Washington, DC, and federal agencies.

Part VII. Evaluation of Data and Measurable Improvements

1) Successful implementation of Institutional Improvement Matrix processes in 2013-14, 2014-15, 2015-16.
2) Train other offices to conduct student focus groups as needed.
3) Number of brief reports produced and posted to OFIE website.
4) Number of data requests completed.
5) Number of myGRANT proposals completed annually.
6) Extramural funds raised through grants and contracts annually, including rtrf funds derived from the Office of the Vice President of Community Colleges.
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