1. Unit Description

Mission: The Office of Planning, Policy, and Assessment (OPPA) supports the college mission and promotes institutional effectiveness by developing, communicating, and maintaining an infrastructure for ongoing planning, policy-making, assessment, evaluation, and grant/contract acquisition and coordination.

Leeward Community College (CC) faculty, staff and administrators are our target population. We have four full time staff members: an interim program coordinator, an institutional analyst, an assessment specialist and a grants manager. OPPA provides services in four broad areas: planning, research, assessment and grant management.

Institutional Planning
OPPA engages in a wide range of institutional planning activities. We implement an annual college-wide comprehensive planning and program review process to promote institutional effectiveness, improve student learning and support area outcomes, and establish evidence of institutional effectiveness for accreditation. OPPA supports campus survey implementation and analysis including the Community College Survey of Student Engagement (CCSSE) and Employee Satisfaction Survey. We update the College’s Academic Calendar and Catalogue annually. OPPA facilitates the development and review of College policies and helps ensure that the College is in compliance with accrediting bodies. The intended service outcomes for this area are:

- Administrators, faculty, and staff will receive effective and coordinated assistance from OPPA to complete Annual Program Reviews and Comprehensive Program Reviews.
- The institution’s planning process is clearly defined, and faculty and staff will appropriately engage in the planning and assessment process.

Institutional Research (IR)
Institutional research provides data and reporting services to internal and external stakeholders such as administrators, support staff, instructional faculty, accrediting bodies and external funding agencies. Our services support decision-making processes and help the campus demonstrate its effectiveness and accountability at all levels. Departments and units not only depend on us for smooth and efficient operations but also look for opportunities to improve their practices through our data and analysis services. The intended service outcomes for this area are:

- Internal and external audiences will have easy and timely access to accurate information through regular and ad hoc reporting.
- Administrators, faculty, and staff will be able to use the information provided by OPPA to assist their decision-making process.
- The internal and external audiences will be informed about compliance issues related to confidentiality and data security.
Institutional Assessment
Course, instructional program and support program assessments are critical to ensure student success. OPPA provides training, workshops and individual support with respect to course and program assessment. We help with the development of learning and service area outcomes and the development and maintenance of a campus assessment management system. We provide technical assistance with learning and service area outcome analysis and course evaluation design. The intended service outcomes in this area are:

- Faculty and staff will be able to access and utilize assessment-related resources available via the OPPA website portal.
- Faculty and staff will be able to attend informative workshops on assessments adding meaning and purpose to their pedagogy.
- Faculty and staff will be able to assess their programs and courses via the local Assessment Management System (AMS), and identify areas that need to be addressed to effectively improve their practices.

Grant Management
OPPA provides support for extramural funding to further the College’s mission. We seek out funding sources and inform the college of grant opportunities. OPPA facilitates collaboration among community, industry and university partners with respect to grants. Once awarded, we provide support services with respect to grant management, reporting, compliance and evaluation. The intended service outcomes in this area are:

- Faculty and staff will be aware of grant funding opportunities and take advantage of them.
- Faculty and staff will be assisted in managing awarded grants, and developing grant proposals.
- Funding agencies will receive performance reports in a timely manner.
- Grant awardees (PI) will know how to manage a budget, submit performance reports and program evaluations on time, and deal with compliance issues.
- Faculty, staff, and representatives from the communities and private industries will receive effective assistance from the OPPA to submit collaborative grants.

2. Analysis of the Unit
OPPA has undergone drastic changes in the past year. In June 2019, our senior IT specialist retired. Losing her knowledge and expertise has been challenging. We have not been able to fill this position, thus our office is short staffed. In February 2020, the OPPA Program Coordinator left her position and the office was without a program coordinator for six months. In September 2020, an interim coordinator was hired. The previous program coordinator was able to help with institutional research activities (e.g., ODS, Banner and SQL queries) but the interim coordinator does not have
this skill set. Staffing shortages are exacerbated by the fact that due to COVID-19 (Coronavirus 2019) related budget shortfalls and the changing educational landscape, IR services are needed more than ever for Leeward to make informed decisions. Budget shortfalls have also made the need to find extramural funding more urgent than ever. This has created an increased workload for our office as well. Additionally, significant and ongoing barriers have kept us from acquiring an AMS, leaving our campus dangerously at risk for failing to implement the kinds of course and program assessments required by accreditors.

**Institutional Planning**

Much of OPPA’s institutional planning activities are related to ensuring campus compliance with accreditors. The College received reaffirmation of its Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation for seven years in 2019. ACCJC found only one major deficiency, our policy review process. To address this, in summer 2019, OPPA established a policy review calendar and developed the Policy on Policy Development and Review in fall 2019. In summer 2020, OPPA began working to help the college come into compliance with new United States Department of Education (USDOE) regulations (34 CFR 668.43) on licensure program disclosure requirements and related NC-SARA (National Council for State Authorization Reciprocity Agreements) disclosure and reporting requirements.

Our integrated planning, assessment and budgeting process is designed to not only meet ACCJC requirements but to help Leeward with program evaluation and resource allocation for future planning. Our planning process includes the Annual Report of Program Data (ARPD) and Comprehensive Review and Evaluation (CRE) report. OPPA is a key player in the planning process with respect to training faculty and staff on the process, providing supplemental program data for analysis, providing student learning and support area outcome data, notifying programs and departments about the process, and collecting and archiving the planning documents.

**Institutional Research**

After our senior IT specialist retired, we started the hiring process but by the end of 2019, we were unable to find a qualified applicant. In February 2020, the OPPA program coordinator, who was able to help with IR demands left, leaving one institutional analyst to manage numerous data requests. COVID-19 brought further challenges. The hiring freeze made it impossible to continue our hiring search and data requests increased due to institutional needs related to the pandemic’s disruption of teaching and learning.

Despite these obstacles, OPPA made strides in data visualization and analytics. Using the initial Tableau Creator and Viewer licenses provided by the CC System, OPPA started developing dashboards and disseminating information among the Administrative team. With growing interest in interactive reports, OPPA helped secure 10 additional Tableau Viewer licenses and distributed them among division chairs and unit heads. These dashboards are instrumental in improving OPPA’s
efficiency since they make it possible to provide data quickly to address administrator, faculty and
staff questions.

To monitor data user satisfaction, OPPA launched a redesigned IR Services Satisfaction Survey in
fall 2019. We ask questions about turn-around time, requirement fulfillment, and if the report was
understandable. Among 33 responses, users indicated a high level of satisfaction. See chart below.

**Chart 1: Satisfaction on OPPA IR Services among Data/Research Requesters**

<table>
<thead>
<tr>
<th></th>
<th>Overall I am satisfied with the research/data services provided by OPPA</th>
<th>OPPA fulfills my research/data requirements</th>
<th>Turnaround time is reasonable</th>
<th>The report is easy to understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Strongly Agree</td>
<td>100%</td>
<td>97%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>3 - Agree</td>
<td>3%</td>
<td>3%</td>
<td>15%</td>
<td>3%</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td>6%</td>
</tr>
</tbody>
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**Institutional Assessment**

One of our biggest challenges has been trying to acquire a new AMS. In early 2019, Tk20,
Leeward’s AMS was not renewed. OPPA created a home-grown solution, which was utilized
successfully however, it was determined that it was not FERPA (Family Educational Rights and
Privacy Act) compliant. In September 2019, a Faculty Senate Ad Hoc Assessment Committee
began reviewing AMS for the campus over a three month period and settled on Campus Labs at the
start of 2020. The recommendation was brought to the Administration for approval and then the
COVID-19 pandemic hit. Due to budget freezes, a special Request for Exemption was sent to
University of Hawai’i (UH) President Lasner. He approved our request to purchase Campus Labs
and we are still waiting for the purchase to jump through additional bureaucratic hurdles.

OPPA is currently using Google Forms to capture outcome data, which is an ineffective long-term
option. This is a band aid approach due to its serious limitations. The ability to analyze and report
data at the course, program and institutional level is unrealistic. Course and program mapping is not
possible. Google Forms cannot provide the kinds of disaggregated data needed for accreditation.
Furthermore, analyzing and reporting the data in this format is extremely time consuming.
Grant Management
The college has about 35 active grants (not including cooperative agreements with the state, CARES funding, and financial aid funding). OPPA manages 18 of these grants.

We continue to focus on building a grant culture at Leeward. Over 500 funding sources were searched last year with 45 potential grants identified and considered. OPPA conducted outreach to 14 community and private industry organizations and five educational institutions to establish potential partnerships. Grant mentorships between Leeward faculty and seasoned grant awardees from UH Mānoa were initiated with Willy Kauai from the School of Hawaiian Knowledge, Douglas Vincent from the College of Tropical Agriculture and Human Resources, and Pauline Chin, Barbara Doherty, and Tara O’Neal from the College of Education. These partnerships resulted in collaborative proposal submissions, individual projects, and other professional partnerships. OPPA offered two workshops on campus and created grant writing tools for faculty, staff, and administrators. These tools include worksheets for proposal writing and charts to define the various roles needed for grants (e.g. researcher, coordinator, fiscal, etc.).

Eleven grant proposals were submitted to federal and non-federal funding sponsors last year by the following departments/divisions: institutional (3), Math and Science (2), Office of Continuing Education and Workforce Development (3), and Social Sciences (3). OPPA also worked with the Office of Research Services (ORS) on federal submissions to receive Coronavirus Aid, Relief, and Economic Security (CARES) funding and was the liaison between Leeward and the CARES program officer for procurement allowability. OPPA represented the College at monthly UHCC committees for Grant Coordinators.

Finding qualified grant writers for free or finding resources to pay them is a major barrier since our campus does not have a designated grant writer. Another area of concern is in regards to project management. One of our National Science Foundation (NSF) grants went into deficit because our fiscal office does not forecast and project budgets; they only print out expenditures. When budgets are not forecasted, there is a higher chance that they will go into the negative. OPPA has had to provide these services, however we are not fiscally responsible for grants and simply do not have the time to project budgets for every single project.

3. Service Area Outcomes (SAO)
The assessment of our current 13 SAOs is as follows (OPPA plans to review and update our SAOs in AY 2020-2021. See details in Action Plan below):

1. Administrators, faculty, and staff will receive effective and coordinated assistance from OPPA to complete Annual Program Reviews and Comprehensive Program Reviews.
   ○ Met - 29 programs/units submitted an ARPD and 17 submitted a CRE.
2. The institution’s planning process is clearly defined, and faculty and staff will appropriately engage in the planning and assessment process.
○ Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.

○ Updated 2019 ARPD and CRE planning process documents for clarity.

3. Faculty and staff will be able to access and utilize assessment-related resources available via the OPPA website portal.

○ Not met. All previous attempts to work on our website never happened due to lack of support from the Marketing Director. This position is now empty and the college hopes to do a major overhaul of the website.

○ Provided one-on-one support to faculty and staff.
  i. Assisted 21 faculty with modifying their course evaluation surveys.
  ii. Supported two division chairs with updating department survey questions.
  iii. Helped 15 faculty establish measures to assess distance education courses.
  iv. Created an Assessment Handbook and shared it with the campus community.

4. Faculty and staff will be able to attend informative workshops on assessments adding meaning and purpose to their pedagogy.

○ Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.

○ Implemented four workshops on the ARPD and CRE. Number of participants is unknown.

5. Faculty and staff will be able to assess their programs and courses via the local Assessment Management System (AMS), and identify areas that need to be addressed to effectively improve their practices.

○ Not met. We do not have an AMS.

○ Currently we are using an interim assessment form (Google).
  i. Updated learning outcomes for 36 courses.
  ii. Email the number of courses assessed to date to the entire campus.
  iii. Provided individual outcome assessment data support seven times.

6. Internal and external audiences will have easy and timely access to accurate information through regular and ad hoc reporting.

○ Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.

○ Completed over 100 data requests.


○ Provided data for six grant proposals and/or grant evaluations (Integrated Industrial Technology, Title III, STEM, Library and Veterans).
100% of respondents (n=33) to our IR Satisfaction Survey were satisfied with our services.

7. Administrators, faculty, and staff will be able to use the information provided by OPPA to assist their decision-making process.
   ○ Can’t measure. This is a poorly written outcome.
   ○ Was the main contributor to five high profile projects related to institutional programming and decision making (Real College Survey, College Board Annual Report, ACCJC Annual Report, CCSSE 2020 and NC-SARA).

8. The internal and external audiences will be informed about compliance issues related to confidentiality and data security.
   ○ Met but not documented. Frequently internal and external audiences must be educated on data security policies and procedures, including how to handle sensitive data (e.g., data with student demographic information). Sometimes requestors must take an institutional security and safety training before we release information.

9. Faculty and staff will be aware of grant funding opportunities and take advantage of them.
   ○ Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.
   ○ Search over 500 funding sources and identified 45 potential grants.
   ○ Notified Division Chairs of grant writing development opportunities provided by the NSF, USDOE, Advanced Technological Education, State of Hawai’i, and Office of Hawaiian Affairs.
   ○ Conducted two grant writing workshops reaching 25 participants.
   ○ Provided 13 one-on-one training sessions for faculty members on relevant funding and focus pathways.
   ○ Created grant writing tools for faculty, staff, and administrators.
   ○ Established mentorships between Leeward faculty and seasoned grant writers at UH Mānoa.
   ○ Submitted 11 grant proposals to Federal and non-Federal funding sponsors.

10. Faculty and staff will be assisted in managing awarded grants, and developing grant proposals.
    ○ This SAO covers similar areas addressed in SAO 9 and 12. Refer to those SAOs.

11. Funding agencies will receive performance reports in a timely manner.
    ○ Met. 100% of performance reports were turned in on time.

12. Grant awardees (Principal Investigators - PI) will know how to manage a budget, submit performance reports and program evaluations on time, and deal with compliance issues.
    ○ Can’t measure. This is a poorly written outcome. It describes multiple variables and cannot be readily quantified.
○ Met with new PIs (Ron Umehira, Kale’a Silva, Bill Labby, and William Castillo) to review deadlines and follow-up monthly to review budgets, activities and procurements to ensure compliance.
○ Wrote, submitted, and received revised budgets and extensions for 14 grants (including Perkins).
○ Projected budgets for 30 grants (including Perkins).
○ Procured an external evaluator for Title III grants due to lack of a dedicated fiscal specialist and worked with the ORS to ensure grant compliance (reporting, activities, procurement).

13. Faculty, staff, and representatives from the communities and private industries will receive effective assistance from the OPPA to submit collaborative grants.
    ○ Can’t measure. This is a poorly written outcome.
    ○ Implemented outreach to 19 community and private industry organizations, and educational institutions to establish partnerships.
    ○ Worked with external evaluators for Title III (USDOE), Pre-engineering Education Collaborative (NSF), and Kilo Aina (NFS) grants on performance report submissions.

4. Action Plan

The College’s Mission is as follows, “At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians” (2019-2020 Course Catalogue). OPPA activities work behind the scene to meet this mission. We provide data and assessment support at the course, program and administrative levels to ultimately ensure that students can be nurtured, inspired, attain a high quality education and become responsible citizens. Our special commitment to Native Hawaiians includes continuous efforts to acquire, implement, maintain and evaluate Title III grants for Alaska Native and Native Hawaiian Serving Institutions.

Previous Action Plans
Action plans from the AY 2017-2018 and AY 2018-2019 ARPDs and their outcomes are listed below.

○ Export and import previous AMS data into the new system and develop mapping capabilities.
    ○ As previously discussed, the campus has not retained a usable AMS yet. Once we acquire Campus Labs, we will have mapping capabilities.
○ Program level assessment.
Our largest program, the Liberal Arts AA Degree is close to completing its program review.

Once mapping capabilities are established in Campus Labs, program level assessment will be easier.

Establish a policy review process.
  - A policy review calendar was established in summer 2019.
  - The college developed the Policy on Policy Development and Review in fall 2019.

Evaluate Annual Program Review process and propose changes to make it more effective.
  - The process was reviewed and reporting forms were revised and simplified for 2019.

Provide faculty and staff program review training and workshops.
  - Beginning with the 2018 review process, workshops were provided on the ARPD and CRE reports. Separate workshops for instructional programs and support programs were offered.

Update the OPPA website to make it interesting, informative, and accessible.
  - As previously mentioned, due to lack institutional support and infrastructure this goal has not been met.

Develop dashboards to make data available to support decision-making at all levels.
  - This project is well underway. Almost a dozen dashboards have been developed with additional ones in the works.

Notify faculty and staff about funding opportunities on a regular basis and grow the “mentorships” program to help less seasoned grant submitters.
  - Dozens of funding opportunities were identified and shared with the campus. Six seasoned grant submitters from UH Mānoa were identified and paired with interested Leeward faculty and staff.

Develop assessment methods and tools to evaluate the performance of OPPA.
  - A client-based survey for IR services was revised in 2019. Findings are reported above in Chart 1.

The Innovation Center for Teaching and Learning (ICTL) will be responsible for coordinating campus-wide assessment in the future.
  - This never happened. The Assessment Specialist position was not re-organized under ICTL and remains in OPPA.

Collect data to measure the effectiveness of the program review process.
  - Three questions related to this are found in the 2019 Employee Satisfaction Survey (N=176):
    - The College’s overall planning process effectively incorporates input from appropriate people or groups (my division/department/unit) in the College. (65% agreed - up from 57% in 2016)
    - I participate in the planning processes of my division/department/unit. (73% agreed - up from 68% in 2016)
The College planning process results in improvement of programs and services. (62% agreed - slightly up from 60.5% in 2016).

**New Action Plan**

Based on the discussions in this APRD, improvements have been identified for each of OPPA’s four major areas.

**Institutional Planning**

**Revise Service Area Outcomes**

Nine out of our 13 unit SAOs are poorly written and cannot be readily measured. These outcomes were last revised in 2018 and need to be revised again. OPPA staff will meet to revise our SAOs. Currently, three two-hour meeting dates are set for December 2020. Our goal is to have revised and measurable SAOs by March 1, 2021.

**Improve Campus Understanding of Program Review Process**

While there was a slight increase between the 2016 and 2019 Employee Satisfaction Surveys with respect to understanding our program review process, more work needs to be done. About 65% of the 2019 respondents agreed that the planning process effectively incorporates input from appropriate people or groups, they participated in the process, and the process results in improvement of programs and services. OPPA hopes that as we work to improve assessment at the course and program levels (see Institutional Assessment below), faculty and staff will see the connections between what they do and how it fits into the bigger picture. OPPA would like to see at least a 70% agreement response rate to the three planning related questions in the 2022 Employee Satisfaction Survey.

**Policy Work**

The college joined NC-SARA in 2019. There are still some compliance issues that we need to address. These include a complaint process and notification policy for students in the Teacher Education program. OPPA plans to have these resolved by Summer 2021.

The Faculty Senate created a five year program review policy in Fall 2020, which was not approved by the Chancellor. The Vice Chancellor for Academic Affairs (VCAA) suggests that the policy be merged with our five year course review policy and then draft accompanying procedures. OPPA will finalize these changes in Spring 2021.

**Comprehensive Review and Evaluation**

OPPA will do our first CRE next year. At that time we will propose a long range plan to revisit working on improving our website. We would also like to propose a long range plan to provide
weekly “data nuggets” in our campus bulletin with the hopes of getting everyone excited about using data to inform their work.

**Institutional Research**

**Address Insufficient Staffing**

Given that OPPA has only one institutional analyst and the likelihood of filling our empty position is slim, we need to find creative ways to address this challenge. The VCAA has agreed to give one Math and Sciences faculty six teaching credits of release time in Spring 2021 to assist OPPA. If this is successful then perhaps other qualified faculty or lecturers can be identified for additional assistance as needed.

OPPA will reassess if it is our responsibility to ensure that the campus community has sensitive data clearance. Having to explain these procedures and make sure faculty and staff receive the required institutional certifications is a time consuming process for our already overworked IR. We will strategize on how to improve this process by Fall 2021.

Given the numerous requests for data and the need to track and document requests, OPPA will re-evaluate our KBOX data request process by Summer 2021. If we can streamline the process it will alleviate some work for our IR.

**Dashboard Projects**

OPPA will continue developing dashboard reports since it allows us to significantly increase efficiency. The Chancellor and VCAA are also hoping to retain the services of a data and analytics company to help us fast track some dashboards. OPPA hopes to have five additional dashboards by the end of Fall 2021.

**Institutional Assessment**

**Acquire Assessment Management System**

The College is in dire straits with no functional AMS and it is still unclear if the purchase of one will be approved due to COVID-19 budget restrictions. If we are able to purchase Campus Labs, OPPA will need to initialize the software and adapt it to our campus needs. Then, existing data will need to be migrated into Campus Labs. Finally, faculty and staff will require training on using Campus Labs. Since we do not know if or when we will get Campus Labs, no specific timeline can be provided, however, these activities can easily take one and half academic years.

**Student Learning and Service Area Outcomes**

OPPA plans to meet individually or in small groups with discipline coordinators to talk about learning and area outcome assessment. We plan to help them identify signature assignments or activities to simplify assessment. This project will be done in tandem with the Faculty Senate
Assessment Committee. There are 43 instructional discipline coordinators and eight support program coordinators. We will begin this project in Spring 2021 and hope to finish by Fall 2021.

Program Level Outcome (PLO) Assessment
Accreditors noted that Leeward needs to make improvements with PLO assessment. OPPA will work with our largest program first, the AA in Liberal Arts to do course mapping for improved assessment. This will be completed in Spring 2021. There are 19 instructional programs. Our goal is to assist at least three programs a semester beginning in Spring 2021 with course mapping. Many of the program coordinators also discipline coordinators, so in some cases we can achieve this task and the student learning outcomes project described above at the same time.

Grant Management

Build Grant Culture
OPPA hopes to build a stronger grant culture on campus by notifying faculty and staff about grant opportunities and then engaging the campus in providing proposal ideas for these solicitations. We also hope to share more leadership opportunities with respect to grants by having different staff and faculty members act as grant writers, project managers and principle investigators. We will pilot test this with the next Title III solicitation in 2021.

OPPA will continue the grant mentorship project and expand it from the six current mentors to eight by the end of fall 2021.

In spring 2021, OPPA will solicit assistance from qualified faculty and staff on campus (e.g. economics or accounting instructors) to help with grant budget projections.

OPPA is requesting funds in this ARPD to hire either a full time or part time grant writer to help the college secure more extramural funding.

Title III & TRIO Grants
OPPA will facilitate the 2021 Title III grant application process. These are five year grants and in our CRE we will propose establishing a long range plan for Title III grant applications so we can have a well developed direction for future funding.

TRIO grants are on a five year cycle. It is OPPA’s goal to help the College apply for the next round of TRIO funding.
5. **Resource Implications**

**Institutional Planning**

The interim OPPA coordinator is also the campus ACCJC Accreditation Liaison Officer (ALO). ACCJC requires ALO training every other year, with the next training happening in April 2021. Training and conference fees are estimated at $500 since no travel is involved.

Additional professional development for the next academic year: $500.

**Institutional Research**

Due to the changing nature of IR, continued professional development is needed: $2,000.

Additional human capital needed includes release time for qualified faculty and staff to assist with IR activities.

OPPA has submitted a CARES proposal for additional Tableau licenses: $3,560

**Institutional Assessment**

Campus Labs for three years: $90,000.

Assessment related professional development for the next academic year: $1,000.

**Grants Management**

Contracting an external grant writer for review and guidance for the 2021 Title III grant proposal: $3,000.

Additional human capital includes release time for qualified faculty and staff to assist with grant writing and budget forecasting activities.

☐ I am NOT requesting additional resources for my program/unit.