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: institutional planning, institutional research, institutional 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 regular campus survey implementation and analysis including the Community College Survey of Student Engagement (CCSSE) and the Employee Satisfaction Survey. We update the College’s Academic Calendar and Catalogue. OPPA facilitates the development and review of college policies and helps ensure that the College is in compliance with accrediting bodies. The intended service area outcomes (SAO) for institutional planning are:

SAO 1: Administrators, faculty, and staff will receive coordinated assistance to complete Annual Program Reviews and Comprehensive Program Reviews.
SAO 2: Faculty and staff will engage in the planning and assessment process.
SAO 3: Administrators, faculty and staff will receive support with policy review.

Institutional Research (IR)
Institutional research carries out reporting services to internal and external stakeholders: the administrative team, communication and recruiting team, faculty and staff, accrediting bodies, and external funding agencies. Our services help the College 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 data and analysis services from OPPA. The intended service outcome for institutional research is:

SAO 4: Internal and external audiences will have timely access to accurate information through regular and ad hoc reporting.
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 for institutional assessment are:

SAO 5: Faculty and staff will be offered informative workshops on assessment.
SAO 6: Faculty and staff will be able to assess their program service area and course learning outcomes via the campus Assessment Management System.

Grant Management

OPPA provides support for extramural funding to further the College’s mission. We seek out funding sources and inform the campus community of relevant 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 for grant management are:

SAO 7: Faculty and staff will be aware of grant funding opportunities.
SAO 8: Administrators, faculty and staff will receive support for the development of new grants.
SAO 9: Grant awardees will receive support with grant management.

2. Analysis of the Unit

In September 2020, an interim OPPA coordinator was hired after the position had been vacant for over six months. The previous program coordinator was able to help with IR activities (e.g., ODS, Banner and SQL queries) but the interim coordinator does not have this skill set. Furthermore, our vacant IR position was swept due to COVID-19 pandemic related University of Hawaii (UH) System budget cuts. Thus, the institutional research portion of our unit is severely short staffed. Staffing shortages are exacerbated by the fact that due to pandemic related budget shortfalls campus wide 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 grants manager as well. The pandemic also delayed our acquisition of Anthology, an assessment management system (AMS), putting the college behind on the kinds of course and program assessments required by the UH System and accreditors.
Due to the pandemic budget cuts, the UH System asked the heads of all IR related units to figure out a way to re-organize and consolidate services. The OPPA interim coordinator was a part of the System’s reorganization committee, which met bi-weekly for several months from Fall 2020 to Spring 2021. The OPPA coordinator designed and implemented a cross campus IR needs assessment to facilitate this endeavor. Given that all the campuses are struggling to maintain IR services, our group determined that further streamlining is unrealistic and in fact, more support needs to be given to campuses, not less.

**Institutional Planning**

Much of OPPA's institutional planning activities are related to ensuring campus conformity with external compliance and accrediting bodies. In Summer 2020, OPPA assisted the College to come into compliance with new United States Department of Education (USDOE) regulations on licensure program disclosure requirements and related NC-SARA (National Council for State Authorization Reciprocity Agreements) requirements. The college received NC-SARA reapproval in Fall 2021 and was just reapproved to 2023. In Spring 2021, the office began working on the College’s Midterm Report to ACCJC (Accreditation Commission of Community and Junior Colleges), a process that will last through until Fall 2022.

Our integrated planning, assessment and budgeting process is designed to not only meet UH System and 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), a Comprehensive Review and Evaluation (CRE) report and resource requests for almost 50 programs and units. OPPA is responsible for 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. Two workshops were provided to ARPD and CRE authors in 2020 and 2021 along with one-on-one support provided to numerous individuals. (SAO 1) Of the UH System mandated APRDs, 28 out of 29 were completed in 2020. Of those, 26 were uploaded to the System site on time. In 2021, of the UH System mandated APRDs, 28 out of 29 were completed and all 28 were uploaded on time. (SAO 2)

OPPA facilitated the review and revision of two policies, the creation of one new policy and provided input on the potential creation or revision of three policies. (SAO 3) Policy *L5. 201 Policy on Course Syllabi Review* and *L5.202 Program and Curriculum a Review Policy and Procedures* were substantially revised. A new policy, *L7.201 Policy on Graduation* was created, vetted and approved. Numerous discussions happened on revising policy *L7.210 Unsatisfactory Academic Progress Policy* and creating a new policy for our Senior Citizen Visitor Program. A new policy: *Policy in Violation of Electronic Device Assignment Agreement (EDAA)* is currently in the works.
Institutional Research

This was a busy, productive, and innovative year as we tried new ways to keep up with the increasing demand for IR services from the campus. Below are highlights of our IR activities.

1. Completed 70 data requests submitted in KBOX and fielded 135 data requests/questions received by email.
2. Main developer of nine Tableau reports and continuous improvement of existing reports:
   a. DevEng Student Demographics
   b. Designation Course Grade and Success Rate
   c. DE Annual Report
   d. LEE WM Annual Report
   e. Veteran Center Annual Report
   f. Opening Enrollment Daily Track by Course
   g. CCSSE 2021 COVID Related Question Early Release
   h. Leeward Cohort Based Success Metrics
   i. Leeward CC Outcome -- Transfer by Ethnicity
3. Assisted in three Tableau reports/projects:
   a. Leeward CC Outcome Report -- Degrees & Certificates
   b. Leeward TXT0 Report
   c. Leeward CC YouTube Videos on Tableau Features
4. Co-conducted one major Tableau workshop, one mini review session, and several one-to-one Q&A zoom meetings for users.
5. Helped with the acquisition of five new Tableau Explorer licenses.
   a. Coordinated license assignment with CC IT staff.
6. Assisted six grant proposal, operation, or evaluation efforts:
   a. Old Title III Part A project evaluation
   b. New G2FO and Lauhoe evaluation
   c. STEM Bridge operation and evaluation
   d. AANAPISI proposal for student mental health services
   e. Title III Part F proposal for Oceanography Lab renovation
   f. Title III proposal for Native Hawaiian student success
7. Main contributor to four annual (or bi-annual) projects:
   a. CCSSE 2021
   b. College Board Annual Report
   c. ACCJC Annual Report
   d. NC-SARA Annual Report
8. Part of the team that helped set up Anthology, the new Assessment Management System.
9. Designed and developed monthly *Fast Fact Friday* data reports shared with the campus.
10. Participated in two surveys
   a. GradLeader Survey
   b. CC System Next Steps Survey
11. Community Service:
   a. Presented on UH Data websites at the Professional Development Day, March 2021
   b. Co-presented on Tableau at the Fall 2021 Convocation, August 2021

Data User Satisfaction
To monitor user satisfaction and collect feedback, OPPA utilizes a user satisfaction survey that is tied to closed tickets in KBOX. We ask questions about turn-around time, requirement fulfillment, and the ease of understanding the report. Among the valid 26 responses received during AY2020-21, data users indicated a high level of satisfaction. (SAO 4) See chart below.

![Satisfaction on OPPA IR Services, AY2020-21]

Institutional Assessment
One of our biggest challenges has been acquiring and initializing a new AMS. Due to COVID-19 pandemic related budget freezes, the system’s purchase was delayed by about 6 months, setting back the College’s ability to implement course and program level assessments. Once received, a lengthy onboarding and system initialization process took place. The first cohort of early adopters to test the AMS was established in Fall 2021. Below are highlights of our institutional assessment activities.

- Acquired an assessment management system, Anthology in Fall 2020. (SAO 6)
- Assisted over 50 faculty, lecturers and staff on various SLO/SAO requests.
● Collaborated with the Faculty Senate Assessment sub-committee on campus-related matters/initiatives meeting over 15 times. (SAO 6)
● Met monthly with the UH Assessment Coordinator's Group on assessment-related issues at campus and institutional levels including the General Education Reform and Interstate Passport initiatives and creation of the Assessment Principles Statement (link).
● Configured, coordinated, and managed the implementation of Anthology, weekly. (SAO 6)
● Provided faculty and staff assessment related training/workshops four times reaching 97 participants. (SAO 5)
● Provided faculty and staff with technical support in the following areas:
  ○ Anthology: Provided one-on-one assistance to 12 individuals.
  ○ Google Forms: Worked with eight individuals to modify and update assessment forms.
  ○ SurveyShare: Worked with three individuals on survey creation.
  ○ UH Course Evaluation System (CES): Worked with about 60 individuals (faculty, staff, and students) on CES related issues.
● Coordinated PLO alignment related efforts via email with six division chairs, six program coordinators, and 35 assessment representatives. Including one-on-one support for one division chair, two program coordinators, and four assessment representatives on creating course/program alignments in Anthology. (SAO 5)
● Catalog development, coordination and support included revising and publishing the 2020-2021 and 2021-2022 catalogs.

Configuring Anthology has and continues to be challenging. Entering learning outcomes into the system is arduous. For example, rather than entering course SLOs into the system and having them applied across all terms (Fall, Spring, Summer). If a course has five SLOs, then 15 connections have to be made. Additionally, onboarding and training still need to be done for the Planning module of Anthology, which will allow support programs to assess SAOs.

Over the past year there has been growing interest across the System in using Kuali’s new Catalog module. Leeward CC has used CleanCatalog for the past three years. While Kuali Catalog is more streamlined in terms of its connection to the Kuali Curriculum Management module, historically, technical support from Kuali has been poor, which is a huge consideration. The Kuali catalog will be piloted in Fall 2022.

**Grant Management**

The college has about 40 active grants, not including cooperative agreements with the state, Coronavirus Aid, Relief, and Economic Security (CARES) funding, and financial aid funding. OPPA manages 24 of these grants. We continue to focus on building a grant culture at Leeward.
Over 300 funding sources were searched last year with 45 potential grants identified and considered. (SAO 7) OPPA conducted outreach to 16 community, community health centers, and private industry organizations and seven educational institutions to establish potential partnerships. (SAO 7)

Grant mentorships between Leeward faculty and seasoned grant awardees from UH Mānoa were initiated with Willy Kauai from the School of Hawaiian Knowledge, Josh Kaakua from the Office of the Vice President for Community Colleges, and Summer Maunakea from the College of Education. These partnerships resulted in collaborative proposal submissions, individual projects, and other professional partnerships. (SAO 8)

OPPA offered one workshop on Principal Investigator (PI) responsibilities 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.). (SAO 8)

Eighteen grant proposals were submitted to federal and non-federal funding sponsors last year by the following departments/divisions: institutional (7), Office of Continuing Education and Workforce Development (2), Social Sciences (2), Library (2), and Teacher Education (5). (SAO 8 & SAO 9)

OPPA also worked with the Office of Research Services (ORS) on federal submissions to receive CARES funding and was the liaison between Leeward and the CARES program officer for procurement allowability. (SAO 9) OPPA represented the College at monthly UHCC committees for Grant Coordinators.

Finding qualified grant writers for free or release time has been a major barrier since our campus does not have a designated grant writer. Because of this, in Summer 2021 the Office of the Vice Chancellor for Academic Affairs (VCAA) agreed to give OPPA $30,000 annually to pay for grant writers as needed. Another area of concern is the fact that our Fiscal Office does not do budget forecasts and project budgets (it only reports expenditures). This has resulted in some of our grants going into deficit. 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. (SAO 9) To address this issue, Leeward has entered into a collaborative grant with Kapiolani CC that will provide two additional fiscal people to help OPPA in this area. However, a grant specific fiscal specialist should be institutionalized for our campus if we are to improve our grant capacity.
3. Service Area Outcomes (SAO)

All OPPA SAOs were reviewed and revised in Fall 2020. All outcomes were met this year. Please refer to section 2. Analysis of Unit above for details.

**Institutional Planning**
SAO 1: Administrators, faculty, and staff will receive coordinated assistance to complete Annual Program Reviews and Comprehensive Program Reviews.
SAO 2: Faculty and staff will engage in the planning and assessment process.
SAO 3: Administrators, faculty and staff will receive support with policy review.

**Institutional Research**
SAO 4: Internal and external audiences will have timely access to accurate information through regular and ad hoc reporting.

**Institutional Assessment**
SAO 5: Faculty and staff will be offered informative workshops on assessment.
SAO 6: Faculty and staff will be able to assess their program service area and course learning outcomes via the campus Assessment Management System.

**Grant Management**
SAO 7: Faculty and staff will be aware of grant funding opportunities.
SAO 8: Administrators, faculty and staff will receive support for the development of new grants.
SAO 9: Grant awardees will receive support with grant management.

4. Action Plan

The College’s Mission as found in the 2021-2022 Catalog is, “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.” OPPA activities work behind the scenes 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.
Institutional Planning Action Plan

1. The current OPPA interim coordinator will return to her teaching position in Fall 2022. Recruitment for a new interim coordinator will begin in Spring 2022.
2. Planning for the College’s ACCJC accreditation in 2025 will commence in Fall 2022.
3. The College has contracted a vendor to revamp the campus’ website. Once completed (estimated Summer 2022) OPPA will work on a major overhaul for our website.
4. Remind relevant units to ensure the following policies are reviewed to keep us in compliance with ACCJC:
   ○ L1.202 Policy on Nondiscrimination and Affirmative Action: Review Date: 8/1/2022
   ○ EP7.208 UH Systemwide Student Conduct Code: Review Date: 3/31/2022
   ○ L10.901 Facilities Access Control Policy and Procedures: Review Date: 4/10/2022
   ○ L11.102 Animals on Campus Policy: Review Date: 3/6/2022

IR Action Plan

1. Continue developing dashboard reports on Tableau Online (license required) and Tableau Public (share reports via hyperlink). In conjunction with an effort to refresh OPPA IR's web pages, we hope to provide dashboard report links at the minimum on our website to reach a wider audience. There is ambiguity regarding data security guidance for interactive dashboard reports facing the public, and we have been taking a conservative approach; therefore, the reports we will be able to publish on Tableau Public are limited.
2. Push for better utilization of Tableau Explorer licenses.
3. Advocate for unfreezing the IR position.
4. Strengthen communication and collaboration between the IR, IR casual hire, and faculty on release time.

Institutional Assessment Action Plan

1. Ensure the Planning module in Anthology is fully functional by Fall 2022 and begin training Early Adopters.
2. Ensure the Outcomes module continues to be functional; incorporate feedback from the Early Adopters and; commence Assessment Ambassador program by Spring 2022.
3. Continue to provide faculty and staff with assessment related support and guidance.
4. Continue to provide faculty, staff, and students with CES and SurveyShare related support.
5. Continue to engage with administrators, faculty, and staff on assessment related goals and objectives as a means of improving the culture of assessments on campus.
6. Continue to engage with various assessment groups as an ongoing form of cross institutional collaboration toward the need for shared knowledge and continuity within the field.
   a. UH System Assessment Coordinators Group.
   b. Faculty Senate Assessment Sub-Committee.
c. Assessment Leadership Academy (ALA) Distribution Lists.

**Grant Management Action Plan**

1. Continue to provide faculty and staff with information about grant opportunities.
2. Continue to provide administrators, faculty and staff with grant development support.
3. Continue to provide grant awardees with grant management support.
4. Implement new USDOE Title III: Ecology of Innovation Grant work plan in collaboration with Kapiolani CC including:
   a. Bi-monthly meetings with Kapiolani CC counterparts.
   b. Develop, analyze and interpret benchmark data reports for grant.
   c. Establishing the first cohort for proposed “Grantsmanship” training activity including participant identification and recruitment, stipend payments, securing appropriate professional vendors to present at these workshops.
   d. Develop an evaluation plan with Kapiolani CC counterparts.
   e. Recruit, interview, hire, train and supervise two new positions for grant.

**Follow-up on Previous Action Plans**

Action plans and their outcomes for our 2019 – 2020 ARPD are described below.

**Institutional Planning**

**Revise Service Area Outcomes**

OPPAs SAOs were revised from 13 to nine.

**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 would like to see at least a 70% agreement response rate to the three planning related questions in the 2022 Employee Satisfaction Survey. Activities this past year to improve campus understanding of the program review process included ARPD and CRE workshops and presentations at fall and spring convocation.

**Policy Work**

The College successfully addressed NC-SARA compliance issues. OPPA worked with the Teacher Education Program to ensure we have a notification procedure for their students The college received NC-SARA reapproval in Fall 2021 and was just re-approved to 2023. See Out of State Online Information (NC-SARA) at our [Consumer Information](#) website. Revisions to the College's
five-year program review policy (L5.202) were approved by the Faculty Senate, Campus Council and the Chancellor in Fall 2021.

**Comprehensive Review and Evaluation**
OPPA’s first CRE is due next year in 2022 (it was mistakenly reported as being due this year in our last ARPD). We were able to provide monthly “data nuggets” to the campus known as Fast Facts Friday in hopes of getting everyone excited about using data to inform their work. Feedback for Fast Facts Friday has been positive.

**Institutional Research**

**Staffing Shortage Solution**
To mitigate our IR staffing shortage, OPPA secured help from one Information and Computer Science faculty with a release time of six credits dedicated to OPPA. The faculty led the efforts in developing complicated Tableau features, creating tutorial videos for users, and exploring reporting style guidelines. The faculty later expanded his work responsibilities outside of IR areas to assist in assessment and the development of Kuali Catalog. In addition to faculty on release time, we were able to get part-time help from a casual hire using CARES funding.

Although the additional staffing alleviated the workload of the IR area to some extent, they are temporary and not a long-term solution. Without long-term commitment and another full-time IR (or IT) who can handle varied tasks in institutional research, it is challenging to meet the campus’ research and reporting needs.

**Data Security Clearance of Faculty and Staff requesting Sensitive Data**
OPPA has long been a data security champion for the college. When faculty and staff request sensitive data, they submit their secure data storage and disposal plan along with their data request in KBOX, and proper approval from their Dean is required before we proceed. When we release sensitive data, we remind faculty and staff of the institution’s responsibilities to comply with the Family Educational Rights and Privacy Act (FERPA). When a third party is involved, and a Data Governance Process (formerly known as Data Sharing Request) is needed, we are instrumental in the process by directing faculty and staff to the right resources on the UH Data Governance Office’s website. As UH is tightening regulations on data security and a new policy in place on annual mandatory information security and awareness training (ISAT) for nearly all UH employees, it will help reduce the time and efforts from our end. We expect to spend less time ensuring that data users have proper training if all goes as planned.

**Data Request Process Redesign**
We de facto relaxed some of the most stringent data request requirements in the UHCC system. We no longer require approval for aggregated (in summary format) data in practice, which did save us
time in chasing authorization on behalf of the requestors. From the requestors' perspective, the biggest barrier is that KBOX does not support Single Sign-on (SSO) at this moment, and users have to maintain a set of credentials different from their UH ones. When users forget their password, which happens frequently, we have to direct them to the Leeward Help Desk to reset their password. A draft of a more streamlined request form was in development but then stalled when we realized that SSO is not an option for KBOX after discussing users' challenges with the Leeward IT department. We will continue looking for a more convenient project management system that supports SSO; meanwhile, we will try to formalize the de facto simplified process if necessary while we still use KBOX.

**Dashboard Development**
OPPA exceeded the goal of developing five more Tableau dashboard reports. In addition, we continue to revise the current reports to improve user experience and answer additional questions. With the extra help, OPPA conducted workshops and made tutorial videos on Tableau features so that users could take full advantage of what Tableau offers.

One area we did not do much with is with the Explorer licenses. This type of license allows users to build their own data visualization based on published reports and data sources to answer their own questions. We purchased five Tableau Explorer licenses since there was an interest among a few Tableau users back in 2020. Since then, the primary potential user has left Leeward. This type of license is new to OPPA as well, so it is a learning process for us all.

**Institutional Assessment**

**Acquire Assessment Management System**
The College acquired Anthology (Campus Labs) in Spring 2021.

**Student Learning and Service Area Outcomes**
In Spring 2021, OPPA, in collaboration with the Faculty Senate Assessment Committee, brought the campus SLO assessment numbers up from 33% of courses assessed in the past five years to 95%. In Summer 2021 OPPA worked with Admin Team members who then worked over the summer with all support program coordinators to create or revise service their area outcomes by Fall 2021.

**Program Level Outcome (PLO) Assessment**
Accreditors noted that Leeward needs to make improvements with PLO assessment. OPPA worked with the AA in Liberal Arts program coordinator to simplify a mapping process for easy and sustainable program assessment (see AA Liberal Art 2021 ARPD). Mapping support was provided to the ASNS program and once the Planning module for Anthology is initialized, all programs will have mapping capabilities. The goal for this is Fall 2022.
Grant Management

Build Grant Culture
OPPA created a Grant Process and Responsibilities procedure for the campus and presented a related workshop at the Fall 2021 Convocation. The College and OPPA are still working on how to build capacity for grant writers and principal investigators on campus. OPPA continued the grant mentorship project. In spring 2021, OPPA solicited assistance from qualified faculty and staff on campus (e.g., economics or accounting instructors) to help with grant budget projections and one person volunteered. The Office of the VCAA agreed to institutionalize funds for grant writing on our campus.

Title III & TRIO Grants
OPPA was successful in supporting the campus receiving three Title III grants totalling over $8 million. These are five-year grants and in our 2022 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. In Spring 2021, OPPA met with the Chancellor and Dean of Students to explore TRIO grants and it was decided that the College is not ready at this time to take on this endeavor.

5. Resource Implications

Institutional Planning
- Continued professional development: $3,000

Institutional Research
- Reinstate the IR position swept by COVID related budget cuts: $75,000
- Continued professional development is needed: $3,000
- Continued release time for qualified faculty and staff to assist with IR activities as needed

Institutional Assessment
- Anthology for another three years: $90,000
- Continued professional development: $3,000

Grants Management
- Institutionalize a grant only fiscal specialist for the campus: $60,000
- Continued professional development: $3,000