Institutional Assessment Office
Annual Summary Report to the College Council
AY 15-16

Scope of the Report
This Annual Summary Report and attachments provide information and data about assessment and review activities accomplished during academic year 2015-16 by Hawaiʻi Community College faculty and staff, the College Council's Assessment Committee, and the Institutional Assessment Coordinator (IAC). The Report begins with a review of Kauhale activities and accomplishments, including those related to action items in the 2015-16 assessment action plan; provides summary information about Kauhale members' responses to the Institutional Assessment Office (IAO) 2015-16 Annual Survey; summarizes the work of the Assessment Committee during AY15-16 and its up-coming projects for 2016-17; and identifies on-going College-wide assessment projects and action plans for AY16-17.

Kauhale Self-Assessment, August 2015
To kick off the academic year's assessment initiatives, and as part of the August 2015 and October 2015 Assessment Summit activities, instructional programs and units were asked to complete the ACCJC's _Rubric for Quality Assessment_, a self-assessment tool through which participants score their programs/units on nine indicators related to successful assessment. Nineteen participating Kauhale programs and units self-assessed their intentions, efforts, and results in achieving their assessment goals with an overall average score of **3.25**/4.00.

Attachment A provides details of individual program/unit scores by indicators. Significant findings include a below-average score for the "Change, Follow-through, and Re-assessment" indicator, and higher-than-average scores for "Intention," "Learning Outcomes," and "Reflection." These high and low ratings both also are reflected in the achievements and on-going projects indicated in these areas elsewhere in this Summary Report.

Kauhale Participation in 2015-16 Assessment Events and Activities
During AY5-16, Kauhale members participated in the following assessment activities and events that were hosted, facilitated, and/or coordinated by the IAC:

- 51 Assessment Workshops & Trainings
- 133 Assessment Consulting Sessions
- 3 College-wide Assessment Events
  - 2015-08-20: ILO Assessment Summit for Instructional Faculty
  - 2015-09-18: E ʻImi Pono Day Assessment Follow-up Discussion Session
  - 2015-10-03: ILO Assessment Summit for Non-Instructional Faculty and Staff

In addition, assessment plans and results were discussed at regularly-scheduled department, program, division, and unit faculty and staff meetings throughout the year, as well as in multiple planned and informal meetings, conversations, and strategy sessions held between faculty and staff members.

As a consequence of these and other assessment activities and initiatives, AY15-16 assessments were completed and reports submitted for publishing to the assessment website archive for eighty courses and ten units; a total of 165 assessment documents, including assessment plans, results reports, and closing the loop reports, were submitted in relation to these fall 15 and spring 16 assessments. See the assessment website archive for access to published reports from this and earlier years: http://hawaii.hawaii.edu/files/assessment/reports/

The completion rates above represent approximately 76% of scheduled course assessments and 30% of scheduled unit assessments. These findings indicate that instructional programs and course faculty need continued and additional support for and coordination of their assessment efforts; detailed analyses indicate that directed support will be key to the success of targeted programs and disciplines across the College, including in the Liberal Arts, Public Services, and Career and Technical Education sectors. Additionally, the findings indicate a significant need for additional targeted assistance, facilitation and support, including coordination with the College's administrators and unit supervisors, to help staff on the non-instructional side of the College more fully engage with and participate in meaningful assessment efforts.

2015-16 Assessment Action Plan and Accomplishments
The AY15-16 assessment action plan consisted of three primary objectives, each with proposed action items intended to help the faculty, staff, and administration of the College engage in meaningful, authentic, and useful assessment activities for positive change. Facilitated and coordinated by the IAC, this action plan was introduced to the College during the August and October Assessment Summits, and was implemented throughout the academic year with the goal of supporting student success and excellence in teaching, learning, and support services across the College.

2015-16 Action Plan
> #1: Clean & Hone our Tools
>> Review CLOs, PLOs, UOs, ILOs and other Tools
>>
>> Develop Processes for Revisions of Outcomes
>
> #2: Fill in our Document Trough
>> Publish Previous-Year Assessment Reports
>>
>> Conduct & Publish 2015-16 Assessments per Course and Unit Assessment Schedules
>>
>> "Fix PATH"
>
> #3: Action Plans & Closing the Loops
>> Analyze our Assessment Data
>>
>> Build good Action Plans based on Findings
>>
>> Implement Action Plans and Re-Assess to Close the Loops

Action Item #1: Clean & Hone our TOOLS - Review CLOs, PLOs, UOs, ILOs and other Tools [1]

Below are summary data related to the review and revision of outcomes, other course elements contained in official Course Outline(s) of Record (CORs), and alignments between outcomes at the course, program, unit, and institutional levels. See Attachment B for details of courses modified via both the CRC/Academic Senate and Fast Track processes.

- ✓ > 200 Courses reviewed
- ✓ 23.6 % of courses in the catalog were approved for modification
  - ❖ AY 15-16 Catalog = 614 Total Courses
- ✓ 4 Programs and 2 Units revised their PLOs / UOs
- ✓ Outcome Alignments Verified = 466 Courses
- ✓ 145 Courses modified via the Curriculum Review/Academic Senate or Fast Track processes
- ✓ 53 Programs modified via the Curriculum Review/Academic Senate process

CRC/Academic Senate modifications	Fast Track modifications
Fall 15: Courses -53; Programs - 21	Fall 15: Courses - 19
Spring 16: Courses - 46; Programs – 32	Spring 16: Courses – 27
	76% of Fast Tracks were CLO modifications

Action Item #1: Clean & Hone our TOOLS - Develop processes for revision of Outcomes

ILOs: Several Assessment Committee members and the IAC participated in developing processes for revision of the College's Institutional Learning Outcomes (ILOs) as volunteer members of the College Council's Task Group, which was charged with reviewing and recommending revisions to the Mission, Vision, and ILOs. This Task Group was co-chaired by the College Council Chair and the IAC. Please see the following documents for details of the review/revision process.

Kauhale-wide voting on the Task Group's recommendations is on-going at the time of this report; the ballot will remain open until 2016-09-20.

1) Procedures regarding Review and Modification of Institutional Learning Outcomes:

   https://docs.google.com/document/d/1laCvxCPD4oF96TC3OusSAdgMr_RQEPoyU3IZlt79JgM/edit

2) Kauhale comments and suggestions, Google document open November 2015 to May 2016:

   https://docs.google.com/document/d/15yF87aIY5DqYOfgyvll6V4I52bJR4CFzs_h0dwY4ghg/edit

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[1] Mahalo to Curriculum Support Office staff Shyann Viernes, Catalog and Banner Support Office staff Sherrie Ann Straslicka-Walker, and Kuali Support staff Mitchell Okuma, for data and information provided in this section.

3) FAQs: https://goo.gl/aArlIM

4) Ballot: http://goo.gl/forms/LeM5gWQoCyfWFEO22

PLOs and UOs: The IAC actively assisted administration, faculty and staff decision-makers in their discussions regarding proposals to develop consistent, practical, and appropriate outcomes-revision approval processes and approval streams. These efforts including working with instructional program faculty and non-instructional faculty and staff as they collectively reviewed and revised their program (PLO) and unit (UO) outcomes. Four programs and two units successfully revised their outcomes during AY15-16, although each employed a different avenue and process to obtain consensus about these revisions from faculty and staff members within their program/unit, and fully-signed approvals from their respective administrators.

As well, the IAC continues to assist six programs and three units whose outcomes-review initiatives will carry on into AY16-17. Discussions with administration and the Academic Senate's Educational Policy Committee about proposed review protocols and procedures for program learning outcomes are expected to continue into fall 16, with the hope that recommendations and proposals can be approved by the appropriate College governing bodies and administration for implementation in spring 17. Discussions with administrators regarding developing procedures and approval processes for revision of service unit outcomes also are expected to continue into AY16-17.

CLOs: The IAC actively participated in on-going policy and procedure discussions across the Kauhale and in multiple venues about modification processes for multiple COR elements, including course learning outcomes (CLOs); assisted the VCAA and Curriculum Support Office staff with revisions to the prior year's Fast Track form, which currently allows proposals for CLO modifications; and provided written and oral testimony on the Fast Track policy, form, and process to the Academic Senate's Educational Policy Committee and oral testimony to the full Senate.

Alignments and Tracking: In addition, the IAC facilitated an initiative to review and verify or revise alignments between outcomes at the course, program, and institutional levels that captured curriculum data for 75.8% of the courses in the AY15-16 catalog. The IAC also initiated and provided leadership for an on-going strategy proposal to digitize tracking of faculty proposals for course and program modifications made via any of the College's three modification-approval avenues (i.e., CRC/Academic Senate, Fast Track, and GE-designation) by using the recently-implemented Kuali curriculum management system.

Action Item #2: Fill in our DOCUMENT Trough – Find & Publish Old Assessment Plans, Results, & Closing the Loop Reports, and Conduct, Report, & Publish 2015-16 Assessments

Kauhale members submitted a large number of prior year and current year assessment documents and records in their efforts to achieve this action item. In spring 17, the IAC instituted a project to update and revise the architecture of the assessment website's report repository (archive) to accommodate

these old and new records; this work was completed in early July 2016 with the assistance of Web Support and Data Support staff. [2] Completion of this website-update project then allowed the IAC and these IT-savvy support staff to upload and publish the large backlog of prior-year assessment documents that had been submitted to the IAC, including over 200 individual reports that previously had been entered by faculty and staff on the College's (now-defunct) PATH database, along with the current-year documents.

Please see the data below for a summary of the Kauhale's accomplishments in this area, and p.2 above for AY15-16 assessment-completion data. The archive and all published reports from 2008 through 2015 can be accessed at the Assessment website's *Reports and Resources* page: **http://hawaii.hawaii.edu/files/assessment/reports/**

Importantly, meeting this action item benchmark brings the College into compliance with the ACCJC's Standard II requirement that, "the institution…makes the results of its assessments available to the public."

- ❖ 496 Assessment Plans, Results Reports, and Closing the Loop Reports added to the archive
  - ✓ 331 documents, AY12-13 to AY14-15
  - ✓ 165 documents, AY15-16 (80 Courses, 10 Units, 2 LBRT PLOs)

Action Item #2: Fill in our DOCUMENT Trough - "Fix PATH"

The PATH assessment database project was closed by administration in early November 2015 on the recommendation of the PATH management team, which included the IAC, Curriculum/Kuali Support staff, the College's Webmaster, and Data Support staff. The IAC subsequently was tasked by the VCAA to review, vet, and develop a proposal and recommendation for the College to procure a commercial-vendor digital assessment management system (AMS) to support our efforts in assessment and accreditation compliance. From November 2015 through May 2016, the IAC, with the assistance and support of the Assessment Committee, actively reviewed and thoroughly vetted ten nationally-recognized AMS platforms and products. This six-month-long effort is detailed in <u>Attachment C</u>, which includes the IAC's June 2016 report and recommendation along with the HawCC AMS criteria list, all of which were submitted to UH System during the procurement process. As noted in these documents, the AMS product selected as most suitable and cost-effective to support Hawai'i Community College's assessment efforts is Campus Labs' *OUTCOMES*.

The procurement process for Campus Labs' Outcomes AMS platform was initiated by Interim Chancellor Onishi in early May 2016 with documentation provided by the IAC and with the assistance of HawCC Business Office staff and HawCC clerical staff. After several rounds of procurement requests and submission of multiple types of documentation regarding the College's selection of the Campus Labs' AMS product, on August 17, 2016 the UH System's procurement office, OPRPM, approved a purchase order for a three-year contract with Campus Labs' for the Outcomes AMS. Contracting with

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[2] Mahalo to Daniel Fernandez – Webmaster, and Jason Santos – Data Support staff.

the Campus Labs company, configuration, and customization of the AMS architecture to fully support HawCC's assessment practices, protocols, and policies, followed by beta testing of the system, is expected to continue throughout fall 16. Implementation and roll out of the new AMS to the Kauhale community is hoped to commence in early spring 17.

Action Item #3: Action Plans & Closing the Loops - Analyze Assessment Data, Build Action Plans based on Findings, Implement Action Plans and Re-Assess to Close the Loops

This action item remains on-going and is expected to persist as an enduring element in the assessment efforts of the Kauhale as we strive for excellence and continuous quality improvements in teaching, learning, and service. In order to assist these efforts, the assessment cycles for courses and units have been clarified and articulated in new graphics that are available in the revised Assessment Handbook on the assessment website and in Attachment D of this report. These detailed graphic descriptions of the course and unit assessment cycles also will be published on the front page of the assessment website in the near future.

At the core of the College's assessment initiative is our commitment to using our assessment data and other information as essential tools in our efforts to build a community of evidence-based decision-makers across all areas of the Kauhale. In all governance arenas, assessment is a vital resource that can allow Kauhale members to make consistent, valid, and meaningful decisions in all areas of their responsibility to the College and our students, including curriculum, teaching, wrap-around student services, professional and administrative services, strategic planning, and resource allocation. The steps outlined in action item #3 are intended to help us collectively achieve continuous quality improvement and student success in all areas.

2015-16 Annual IAO Survey: Summary of Results

The IAC distributed the annual Institutional Assessment Office survey to the Kauhale in May 2016, with multiple email reminders sent to faculty and staff listservs throughout that month. Fifty-six Kauhale members responded to the google-doc survey, in all but a few cases providing substantive quantitative and qualitative replies to the survey's eleven questions. The survey consisted of five "big topic" questions that asked respondents to check as many of a set of multiple statements about each topic as applied to them; two quantitative-graph questions; and four qualitative open-text-response questions.

Overall, positive responses to all questions ranged from a low of 47% to a high of 93%, depending on the type of question and whether the response concerned the College's assessment policies and practices, respondents' individual assessment experiences, or their experiences with and perceptions about the Assessment Coordinator. On average, about 58% of respondents provided replies across most assessment-related questions that can be characterized as "Good to OK," roughly 29% of respondents' overall replies can be characterized as "Wait & See" (15%) or "Neutral" (14%), about 7% of responses can be characterized as "Skeptical," and 6% as "Angry." Roughly 67% of respondents who wrote text responses to any of the four qualitative questions characterized their experiences in working

with the IAC positively; when answering a direct question about their experiences of working with the IAC, 94% reported they had found her to have been "helpful," while 6% reported they had found the IAC to have been "not helpful." Assessment events facilitated by the IAC rated an overall satisfaction score of 3.1 on a 4-point scale for all respondents.

Top Complaints	Top Suggestions
❑ Too much paperwork	❖ Focus on relevance for positive change
❑ Process is cumbersome	❖ Consistent feedback
❑ Uncertainty about guidelines/protocols	❖ More opportunities for discussion
❑ Too much change over too many years	❖ Replace PATH

A significant, and not unexpected, finding was that 17% of responders complained of course or program modification forms being lost, misplaced, or delayed along the signature-approval route. In addition, nearly 40% of responders reported needing help with the assessment forms or process.

Areas of needed improvement indicated by the survey results clearly support the College's AY 16-17 Kauhale-wide assessment action plan's focus on continuing our work to fully achieve the AY15-16 action plan's item #3 (above), and encourages us as a community to focus on using assessment for positive, productive change for improvement. As well, the findings provide direction and focus for upcoming Assessment Committee and IAC-facilitated activities centering on providing positive systems, tools, and activities that support our focus on assessment's relevance for positive change in teaching, learning, and service.

Among the on-going projects already initiated by the IAC or in planning with the Assessment Committee for AY16-17 that directly relate to Kauhale members' responses and comments on the survey are:

- continuing efforts to systematize and strengthen response and feedback mechanisms and protocols at all stages of the assessment cycle, including support for regular feedback to report writers from department and program chairs, unit administrators, and the IAC;
- facilitating and coordinating the contracting, customization, implementation, and roll-out phases of the new Campus Labs OUTCOMES AMS to the College community;
- completing the updating and re-vamping the assessment website (see next section, below), and posting of additional assessment and teaching/learning/service resources;
- continuing to provide leadership to develop and implement a digital tracking system for course and program modification forms along the various approval streams and routes; and
- helping all Kauhale members focus on and renew their commitment to develop and implement positive, change-oriented assessments that can result in the appropriate use of data and information for good decision making in support of student success.

Assessment Website Update Status

The Assessment website continues to undergo significant restructuring and updating. Recent modifications and additions to the site and its subsidiary Assessment Committee and Reports & Resources pages are listed below, followed by intended updates and additions. The main assessment website can be accessed at: **http://hawaii.hawaii.edu/files/assessment/**

Recent Updates:
- ✓ Reports Archive Updated to AY15-16
- ✓ Assessment Handbook Updated & Revised
- ✓ Five-year Course Assessment Schedules Updated & Posted
- ✓ Suggested Report Due Dates Updated & Posted
- ✓ Assessment Committee Page Updated
- ✓ Assessment Committee Mission Updated

Coming Soon
- ➢ Campus Labs' Outcomes AMS link and tab
- ➢ FAQs with Guidelines & Principles
- ➢ Revised graphics of Steps in the Assessment Cycles (Course and Unit)
- ➢ Unit Outcomes tab and links
- ➢ Rubrics Bank – searchable by discipline/program
- ➢ Relevant College policies tab
- ➢ College Council Assessment Reports tab

Program - Unit Review, 2015-16

The IAC assisted administration, faculty, and staff throughout 2015-16 in the annual and comprehensive program/unit review process; the Coordinator also sits on the College Effectiveness Review Committee (CERC) as a regular part of the position's professional duties. During the fall 15 program/unit review cycle, the IAC assisted the VCAA and Institutional Research (IR) staff with revisions to the report templates and the CERC evaluation rubric; assisted IR staff with large group trainings[3]; and provided small group and individual training sessions to faculty and staff. While responsibility for submission of reviews from individual programs and units primarily rests with administration, the IAC will continue to assist faculty and staff as they analyze their program and unit data and write their annual and comprehensive three-year reviews.

Please see the data tables below for summary review-completion data through June 2016, and see Attachment E for information on individual program and unit completion status. All program and unit annual and comprehensive three-year reviews can be accessed at the College's Program/Unit Review website: *http://hawaii.hawaii.edu/files/program-unit-review/*

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[3] Mahalo to Shawn Flood, Institutional Research Office

Additional information about previous-years' reviews and the CERC's evaluations of program and unit comprehensive reviews, as well as the 2015 CERC evaluation tool, can be accessed via the CERC website: **http://hawaii.hawaii.edu/cerc/**

COMPLETION STATUS	ANNUALS	COMPREHENSIVES
PROGRAM	28/31 (90%)	10/11 (91%)
UNITS	15/29 (52%)	8/11 (72%)

Working On:
➢ Easy, Efficient Report Templates & Trainings
➢ Focused Support for Units

➢ Continued Support for Programs
➢ Exploring integrated Annual/Comp Review software

Assessment Committee

The College's Assessment Committee is convened under the aegis of the College Council and chaired by the IAC. The Committee is comprised of representatives from every sector and division of the College from both the Manono and Pālamanui campuses.

The Committee met seven times during AY15-16 for regular meetings, and since most members were relatively new to assessment and the College's processes and protocols, members also participated in five additional assessment training sessions during fall 15 that sequentially covered "big picture" and "nitty-gritty" aspects of assessment at the College. Committee members also actively participated in and supported the Assessment Summits and E 'Imi Pono Day activities. Individual committee members and the IAC volunteered with the College Council's Task Group to review and revise the ILOs-Mission-Vision, and were actively involved in on-going discussions regarding outcomes-revision procedures and policies. As a Committee, members began reviewing the College's assessment policies and expect to propose revisions to the Council in AY16-17. During spring 17, the Committee was instrumental in the search and vetting process for a commercial-vendor AMS platform. As part of that project, members assisted with the development of the HawCC AMS criteria list and carried out customer-satisfaction research on the selected vendor, Campus Labs.

Upcoming Committee activities and tasks for AY16-17 include:
➢ continue review of assessment-related policies & recommend updates to the College Council;
➢ work to develop focused kōkua and support pathways for assessment activities in units and programs;
➢ help facilitate the implementation, roll-out, and trainings for the new AMS reporting system.

2016-17 ON-GOING PROJECTS & ACTION PLAN

As noted elsewhere in this report, proposed and on-going AY16-17 assessment action plans include the following major initiatives and goals:

Action Item #1: Help build a community of evidence-based decision makers for whom assessment is a useful and relevant tool that helps support their efforts to increase student success.

Action Steps:
- Support and help faculty and staff to better analyze and use their assessment data and results to develop positive, meaningful, and reasonable follow-up action plans, assessment strategies, and instructional practices based on their assessment findings
- Support and help faculty and staff to implement their action plans for improvement in their classrooms and offices
- Support and help faculty and staff to re-assess to "Close the Loops" to improve student success, and to make consistent, valid, and meaningful decisions in all areas of their responsibility to the College and our students, including curriculum, teaching, wrap-around student services, professional and administrative services, strategic planning, and resource allocation.

Action Item #2: Implement Campus Labs' Outcomes AMS (assessment management system)

Action Steps:
Phase 1: Contract with the Campus Labs company for three years of AMS access and all support, training, configuration, and customization services (fall 16)
Phase 2: Configure and customize the CL Outcomes architecture to fully support HawCC's assessment practices, protocols, and policies; upload all course, program, unit, and institutional data and build all individual input pages; beta test the system (fall 16)
Phase 3: Implement and roll out the CL Outcomes AMS to the HawCC community; develop and provide AMS access & input trainings for large and small groups and individuals (spring 17)
Phase 4: Assess AMS roll-out and plan any necessary revisions or updates

Action Item #3: Increase completion rates of scheduled assessments for courses and units

Action Steps:
- Provide targeted support to instructional faculty and non-instructional unit faculty and staff
- Develop and provide focused trainings, including small group workshops and individual support and consulting sessions, on assessment basics and assessment reporting for the entire Kauhale
Goals
- Courses: completion rate increase in AY16-17 to 85%
- Units: completion rate increase in AY16-17 to 40%

Mahalo a pau
Reshela DuPuis, Ph.D.
Institutional Assessment Coordinator

ACCJC Rubric for Quality Assessment

2015-16 KAUHALE
Average Program/Unit Scores
by Indicators

Indicator	Score
Documentation	3.2
Participation	3.2
Change, Follow-through, Re-assessment	2.7
Reflection	3.5
Data Collection	3.4
Implementation	3.0
Assessment Design	3.2
Learning Outcomes	3.6
Intention	3.5
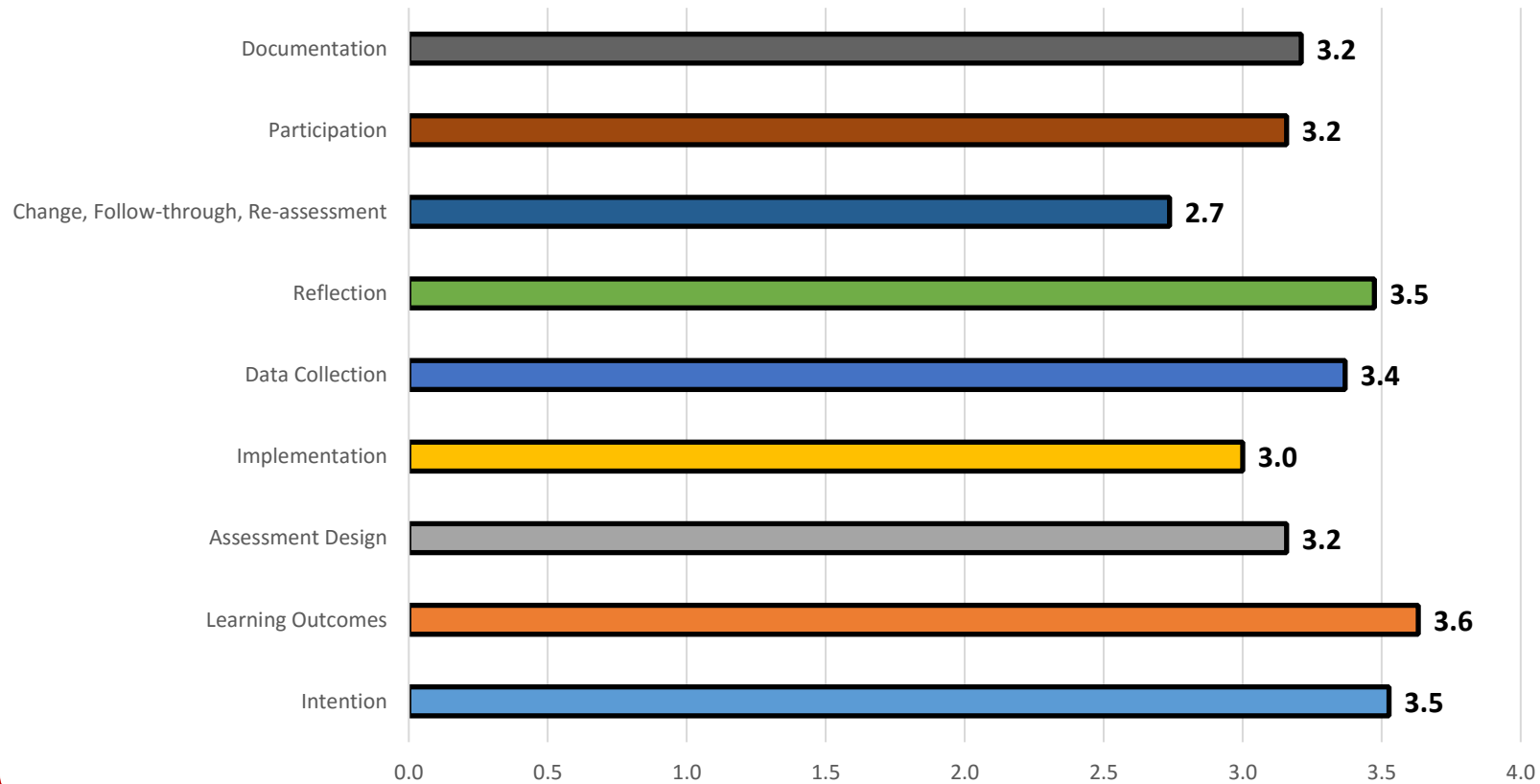
3.25 Average Score: 18 Programs/1 Unit

HawCC Fall 2015	AVERAGE SCORE	Intention	Learning Outcomes	Assessment Design	Implementation	Data Collection	Reflection	Change, Follow-through, Re-assessment	Participation	Documentation	TOTAL POINTS (Max pts = 36)
CTE, CONSTRUCTION											
AEC	3.0	3	3	3	2	3	4	2	4	3	27
CARP	3.3	4	4	3	3	4	3	3	3	3	30
EIMT	2.0	2	2	2	2	2	3	2	1	2	18
CTE, TRANSPORTATION											
ABRP	2.9	4	3	3	3	3	2	2	3	3	26
AMT	3.8	4	4	4	3	4	4	3	4	4	34
DIMC	3.6	3	4	3	3	3	4	4	4	4	32
MWIM	2.7	3	3	2	3	3	3	2	2	3	24
BeAT & CULN											
ACC	2.3	3	2	3	0	3	3	2	2	3	21
BTEC	3.4	4	4	4	3	4	3	3	3	3	31
IT	4.0	4	4	4	4	4	4	4	4	4	36
MKT	3.9	4	4	4	4	4	4	4	4	3	35
CULN	3.8	4	4	4	4	4	3	3	4	4	34
LIBERAL ARTS											
LBRT: ENG	3.0	4	4	3	3	3	3	2	2	3	27
LBRT: HUM	3.7	3	4	4	4	3	4	3	4	4	33
LBRT: HWST	3.4	4	4	3	3	4	4	2	4	3	31
PUBLIC SERVICE											
AJ	3.6	4	4	4	3	3	4	3	3	4	32
FIRE	3.2	3	4	1	4	3	4	3	3	4	29
SUBS	3.4	4	4	4	4	3	3	3	3	3	31
Student Affairs											
Counseling	2.8	3	4	2	2	4	4	2	3	1	25
AVERAGE SCORE	3.25	3.5	3.6	3.2	3.0	3.4	3.5	2.7	3.2	3.2	29

ATTACHMENT B
Course Modification Log, Curriculum Central
AY15-16

Fall 2015 Log:
Course CRC/AS Curriculum Process (53):
Count includes proposals that were Chancellor approved

COURSE
AEC 110B
AEC 110C
AEC 113
AEC 117
AEC 118
AEC 123
AEC 126
AEC 127
AEC 129
AEC 130
AEC 131
AEC 133
AEC 134
AEC 137
AEC 138
AEC 140
AEC 141B
AEC 142
AEC 144
AEC 147
*AEC 235
AEC 247
AEC 80
AG 193V
AMT 101

AMT 120
AMT 150
AMT 200
AMT 220
BUSN 178
CULN 270
DNCE 195
ESL 197
ETRO 11
FIRE 105
FIRE 106
FIRE 93V
FSHN 185
HOST 293V
HPER 122
HPER 129
ITS 297
ITS 298
MEDA 107
~~MGT 20~~
MKT 158
MKT 159
MKT 93V
NURS 101
NURS 122
PHYS 50
QM 120 QM 120H
WS176
WS 198

Program CRC/AS Curriculum Process (21):

PROGRAMS

Hawaiian Studies (AA)
Liberal Arts (AA)   Nat Science
Liberal Arts (AA)   WS 175 and 176
*AEC (AAS)
*Accounting (AAS)
*Bus Tech (AAS)
*Culinary Arts (AAS)
*Hospitality and Tourism (AAS)
Digital Media Arts (AS)
Nursing (AS)
*Fire Science (AS)
Natural Science (AS)
*AEC (CA)
*AEC Geomatics (CA)
*Accounting (CA)
Culinary Arts (CA)
Hospitality and Tourism (CA)
Digital Media Arts (CO)
AEC Geospatial (CO)
AEC Sustainable Lot (CO)
Medical Office Assistant (CO)
~~Virtual Office Assistant (CO)~~   ~~Replace BUSN 151 w/ ACC 155~~

Spring 2016 Log:

Course CRC/AS Curriculum Process (46):
Count includes proposals that were Chancellor approved

COURSE
ACC 252
ACC 295
*AEC 235

AMT 20
AMT 23
AMT 30
AMT 40B
BUSN 189
CULN 120
DIMC 30
DIMC 33
DIMC 40
DIMC 50
DIMC 55
ESL 197
ETRO 120
GEOG 298
HIST 153
HIST 154
HIST 281
HIST 282
HOST 193V
HLTH 125
HWST 219
IS 197V
ICS 281
ICS 282
IS 100V
MATH 76
MATH 103
NURS 12
NURS 13
NURS 14
NURS 15
NURS 193V
NURS 264

PHIL 110
PHIL 111
PSY 214
QM 78B
QM 78H
QM 80
QM 120T
SOC 200
SUBS 294
SUBS 295

Program CRC/AS Curriculum Process (32):

PROGRAMS
Agriculture Landscape Worker (CO)
Certificate of Competence in Cyber Security (CO)
*Accounting (CA)
*AEC (CA)
*AEC Geomatics (CA)
Auto Body Repair and Painting (CA)
Agriculture (CA)
Automotive Mechanics Technology (CA)
Carpentry (CA)
Electrical Installation Maintenance and Tech (CA)
Electronics Tech (CA)
*Accounting (AAS)
*AEC (AAS)
Agriculture (AAS)
Automotive Mechanics Tech (AAS)
Auto Body Repair and Painting (AAS)
*Business Tech (AAS)
Carpentry (AAS)
~~*AAS - Culinary~~

Diesel Mechanics (AAS)
Electrical Installation Maintenance Tech (AAS)
Electronics Tech (AAS)
*Hospitality and Tourism (AAS)
Marketing (AAS)
Machine Welding Installation Maintenance (AAS)
Liberal Arts (AA)
Liberal Arts w/ SUBS concentration (AA)
Liberal Arts w/ PSY concentration (AA)
Liberal Arts w/ SOC concentration (AA)
Liberal Arts w/ HIST concentration (AA)
Liberal Arts w/ AJ concentration (AA)
Liberal Arts w/ ART concentration (AA)
*Fire Science (AS)
Natural Science (AS)

Fall 2015 Log

Fast Track Form Submitted and Completed in CC (19):
***NOTE: Cross-listed courses counted twice. (Ling/Anth 121)

Course	Modified Item(s)
AEC 238	CLOs
ART 108	CLOs
ART 113	Recommended; Title
ART 114	Recommended; Title
ART 115	Recommended; Title
ART 217	CLOs
ASAN 121	CLOs
BIOL 141	CLOs
BIOL 141L	CLOs
BIOL 142	CLOs
BIOL 142L	CLOs
DNCE 190V	CLOs
FIRE 207	CLOs
GG 101L	CLOs
LING 102	CLOs
LING/ANTH 121	CLOs
PSY 214	Topics
WS 175	CLOs, Objectives

Spring 2016 Log

Fast Track Form Submitted and Completed in CC (27):

Course	Modified Item(s)

ART 111	CLOs
ART 209	CLOs
BIOL 100	CLOs, Objectives, Course Topics
BIOL 100L	CLOs, Objectives, Course Topics
BIOL 156L	Course Objectives
CHEM 151	Course Topics
CULN 111	CLOs, Objectives
ECED 140	Course Title
HAW 101	Exception Contact Hours
HAW 102	Exception Contact Hours
HAW 201	Exception Contact Hours
HAW 202	Exception Contact Hours
HOST 290	CLOs Objectives
HWST 100	Course Topics
HWST 100	CLOs
HWST 101	Course Topics
HWST 101	CLOs
HWST 102	Course Topics
HWST 103	Course Topics
HWST 104	CLOs
HWST 105	Course Topics
HWST 105	CLOs
HWST 201	CLOs, Course Topics
HWST 204	CLOs
HWST 206	CLOs
HWST 261	CLOs
MWIM 72	CLOs

ATTACHMENT C
Procurement Report and Recommendation
for
Campus Labs' OUTCOMES AMS

1) **OPRPM Form 95 Attachment A: Summary of Findings**

2) **OPRPM Form 95 Attachment B: Justification for Vendor Selection**

3) **OPRPM Form 95 Attachment C: HawCC AMS Criteria List**

OPRPM Form 95
Attachment A

Hawai'i Community College
RfQ #78088: Assessment Data and Information Management System

VENDOR SELECTION PROCESS
SUMMARY of FINDINGS

After receiving a total of four vendor bids and related proposals for RfQ #78088, Hawai'i
Community College conducted research and evidence-based investigations of each of the
bidding vendors and their proffered products. These investigations were based on the bid
proposals and a thorough examination of each products' actual features, capabilities, and
infrastructure, with specific attention to each products' ability to fulfill fully each item in the
HawCC AMS criteria list appended to the RfQ, including an evaluation of each products' ability
to support HawCC's approved assessment policies, practices, and procedures. Bidding vendors
are Campus Labs, Live Text, Taskstream, and Tk-20.

The investigation process resulted in the elimination of three of the four bidding vendors from
consideration for selection as HawCC's AMS provider, including Live Text, Taskstream, and
Tk-20 for the reasons stated below. Please see Attachment B: JUSTIFICATION FOR VENDOR
SELECTION in this packet for full details, documentation, and evidence of the findings
summarized here.

Taskstream
Aggregate 3-year Bid: $37, 500
Hawai'i Community College cannot accept Taskstream's bid because the Taskstream
AMS product does not fulfill our required criteria #1, criteria #2, and criteria #6.
Further, we cannot accept Taskstream's bid because the vendor willfully
misrepresented their product's ability to meet these criteria in their proposal.

Tk-20 *Graphite*
Aggregate 3-Year Bid: $44, 200
Hawai'i Community College cannot accept Tk-20's bid because the vendor's *Graphite*
AMS product does not fulfill our required criteria #1, criteria #2, criteria #3, and
criteria #4.

Live Text
Aggregate 3-Year Bid: $55,000
Hawaiʻi Community College cannot accept Live Text's bid because its AMS product does not fulfill our required criteria #2, criteria #3, and criteria #5; only partially fulfills our required criteria #1; and does not adequately support our effort to build a positive culture of broad-based collaboration in assessment practice across our institution.

BIDDING VENDOR SELECTED: Campus Labs' *Outcomes* AMS product

Campus Labs *Outcomes*
Aggregate 3-Year Bid: $71, 886
Hawaiʻi Community College accepts Campus Labs' bid because its ***Outcomes*** AMS product fully and completely fulfills criteria #1, criteria #2, criteria #3, criteria #4, criteria #5, criteria #6, criteria #7, criteria #8, criteria #9, criteria #10, and criteria #12; substantially fulfills criteria #11; and is in development to fully fulfill criteria #13 before the end of this calendar year. Further, we find the vendor and its product fully support our efforts to build a positive culture of broad-based collaboration in assessment practice across our institution.

Campus Labs is proved to be the only biding vendor whose AMS product is fully compliant with HawCC RfQ #78088 criteria and requirements for AMS functions, capacity, and infrastructure, and thus is the only reasonable AMS choice for the College to procure.

Hawai'i Community College
RfQ #78088: Assessment Data and Information Management System
JUSTIFICATION FOR VENDOR SELECTION

BACKGROUND

During AY15-16, Hawai'i Community College (HawCC) engaged in a project to research and procure an assessment data and information management system (AMS) in support of the College's assessment, accreditation, and program review policies, procedures, and practices. This effort was initiated by VCAA/Interim Chancellor Joni Onishi and the HawCC Administration team, who tasked the College's Institutional Assessment Coordinator (IAC) Reshela DuPuis with leadership of the AMS search project, with support from the College's Assessment Committee, a standing committee of the College Council. The Administration's and AMS search team's end goal for this project is to procure a commercial AMS product that will best enable the College to effectively support and advance a culture of evidence-based decision making at HawCC in achievement of our core mission of continuous quality improvement in teaching and learning.

HawCC's AMS CRITERIA

The initial phase of the AMS search project required the IAC and Assessment Committee to identify and develop a list of AMS criteria necessary to fully support the College's assessment, accreditation, and program review data-collection and reporting requirements in the context of the College's approved assessment policies, procedures, and practices. Throughout the secondary vendor-research phase of the project, the team continued to rigorously review and refine this criteria list to reflect the College's bottom-line needs and requirements for an AMS. Development and ranking of criteria list items were further informed by the team's consideration of the very high rate of curricular and service-unit review and revision currently on-going at the College. For example, in AY15-16 HawCC faculty submitted proposals for revision of Course Outlines of Record (COR), including revisions of course learning outcomes (CLOs) and other

curricular data that impact assessment and accreditation reporting, for approximately 112, or 18%, of the 619 courses currently listed in HawCC's academic catalog. As well, faculty submitted proposals for revision of program learning outcomes (PLOs) for several major academic programs, including the largest of the thirty programs on campus, Liberal Arts. Further, an earlier revamping of the College's General Education designation process resulted in faculty applying for GE designation status for a large number of courses – potentially doubling our current GE offerings – in Spring 2016, which also impacts those courses' assessment-data-collection and reporting requirements. Meanwhile, an on-going parallel project instituted by the IAC and Curriculum Central staff resulted in a very high rate of CLO-to-PLO re-alignment requests by faculty, which also directly impacts assessment reporting for accreditation.

As a corollary to these curriculum-based revision activities, a significant number of non-instructional service units also reviewed and revised their unit outcomes (UOs) in AY15-16. Additionally, the College as a whole is in the process of reviewing and potentially revising our Institutional Outcomes, Mission, and Vision statements. Proposed revisions of these guiding statements will be voted on by the entire College kauhale in early AY16-17. If the proposed revised Institutional Outcomes are adopted by the College as expected, every HawCC course, program, and service unit will need to re-align their CLOs, PLOs, and UOs to these revised statements for assessment, program review, and accreditation reporting purposes.

These robust curriculum and service-unit review activities are projected to continue at an increased pace for at least the next two to three years across the College, and likely will lead to a continued very high volume of proposed revisions to learning and service outcomes and other assessment and accreditation-related institutional data and information. In developing the HawCC AMS criteria list, the search team took those projections into account. As well, the criteria list reflects HawCC policies and approved procedures for the review and approval of course, program, and service unit revisions, including revisions to outcomes statements, outcomes alignments, and other curricular data and information. At each level, such revisions require multiple layers of review and approval, as evidenced by a reviewer signature stream for revising CLOs that, at a minimum, requires six faculty and administration signatures and may require a vote of the Academic Senate. Such exacting revision-approval procedures for course learning outcomes and alignments, while unique among UH-system institutions, are mirrored

also for the College's service units, and are reflected in the College-wide vote required to revise our Institutional Outcomes. In developing the criteria list, the search team further recognized that all HawCC's procedures for the formal review and approval of revisions to learning and service outcomes and alignments are based on the College's governing policies and rules for assessment, accreditation, program review, and integrated planning for institutional effectiveness, and thus cannot be changed or revamped simply to accommodate the infrastructure or functionality of commercial AMS software products.

Thus, as the HawCC AMS criteria list appended to RfQ #78088 indicates, any AMS product ultimately procured by the College must effectively support this on-going review process by providing an efficient way for the College and the AMS vendor to collaboratively process and integrate the resulting high volume of fully-approved revised learning and service outcomes and other assessment-related data via large-batch data uploads from Kuali CM and/or other College databases using standard API delivery protocols. This required AMS feature is so important that it is ranked by the search team as criteria #2, nearly equal in significance within our HawCC needs evaluation to criteria #1, i.e., ease of AMS access and data input by faculty and staff with low-to-moderate computer skills.

Therefore, in fulfillment of the College's ultimate goal for procuring an AMS, the IAC and search team strongly recommend that the College procure an AMS product that fully fulfills both of HawCC's top two AMS criteria. In addition to functional ease of access and minimum input requirements for faculty and staff users, the selected AMS must provide a collaborative mechanism by which the vendor will process and integrate IAC-identified, fully-approved, revised learning, service, and institutional outcomes via large-batch data upload from Kuali CM and/or other College databases using standard API delivery protocols on a regular schedule and as a regular feature of the AMS throughout the life of the service contract at no additional cost. Further, we recommend that the College not procure an AMS that allows and/or requires faculty or staff to independently and/or manually revise the text statements of CLOs, PLOs, or UOs or their respective alignments at the time of assessment-data entry, or that requires the IAC, as the College's identified AMS administrator, to independently and/or manually enter all revised outcomes data for each individual course, program, unit, and the institution on their respective individual data sheets or respective individual databases. The AMS search team further

recommends that all other criteria on the list must be fully or substantially met by the selected product and vendor.

EVALUATION of BIDDING VENDORS' PROPOSALS to RfQ #78088

During the second phase of the AMS search project in Spring 2016, the IAC and Assessment Committee researched and participated in multiple webinars, web demos, conference demos, and phone, email, and in-person consultations with a wide range of nationally-recognized AMS software service vendors. Each company and their product were evaluated against the HawCC criteria list and each product was ranked according to whether they met or did not meet each criteria item. The search team initially identified ten nationally-recognized commercial AMS vendors whose assessment data and information management products are tailored to support higher education institutions. By January 2016, the team had narrowed the search to focus on four AMS products, three of which currently are implemented at one or more UH campuses. The vendors offering these four AMS products are **Campus Labs**, **Live Text**, **Taskstream**, and **Tk-20**.

During the third phase of the project, the team conducted intensive research and investigations into these four companies and their products with specific attention to how well and how completely they meet our criteria. This phase of the project also included investigative outreach to other colleges that currently use the products, including other community colleges within the UH system and a selection of community colleges across the nation and Pacific that are comparable to HawCC in student population size and demographics, and that must meet approved regional accreditation standards.

During this phase, the IAC and team rigorously evaluated each of these four vendors and their products, and rated them based on the criteria list. This process clearly revealed that one product, **Campus Labs' *Outcomes***, is the best AMS choice for the College because it is the only product that fully and completely meets all of the College's most essential criteria.

Critically, the team's evaluation also proved that no other vendor or their product fulfills HawCC's two most important criteria, i.e., truly functional ease of faculty/staff access and data input, and the ability to update regularly assessment-related course, program, unit, and institutional data and information via large-batch API uploads from Kuali CM and other databases.

With such a clear result for one vendor, the College submitted a sole source request in early May 2016 to purchase a three-year contract with Campus Labs for their *Outcomes* AMS product. That request was denied by OPRPM and the College was required to submit a super-quote request through commercepoint.com, which resulted in the publication of RfQ #78088 on May 24, 2016. Notice of this RfQ was distributed by commercepoint.com to all registered software vendors; in addition, HawCC invited by email the four vendors identified above to bid on RfQ #78088. All four vendors submitted proposals and cost bids by the deadline of May 31, 2016.

On June 1, 2016, the HawCC IAC began the final round of intensive investigations into all four bidding vendors and their products, based on their bid proposals and a thorough re-examination of how each product meets or does not meet our criteria, including whether or not each product provides full support for HawCC's assessment policies, practices, and procedures. This new round of investigations included extended research on all four vendors, as well as participation in a new cycle of highly-focused product webinars and web-demos; extended email and phone consultations with vendors' representatives; vendors' submissions of direct evidence in support of their claim that their product(s) meets HawCC's AMS requirements; and direct evidence from one vendor's representative provided by personnel at another UH System college that has purchased that vendor's product.

This re-investigation process eventually resulted in the elimination of three of the four bidding vendors from consideration for selection as HawCC's AMS provider, while strongly confirming our original finding that **Campus Labs' *Outcomes*** product is the only reasonable AMS choice for the College. Thus, the result of this final round of investigation, research, and re-consideration of the four bidding vendors and their products has provided the same results that the College's earlier work on this project did. Again, **Campus Labs' *Outcomes*** AMS product has clearly proven to be the only software system of the four contending products that meets the

College's most critical requirements for assessment, accreditation, program review, and mission-based data collection and information management, and that also fully supports the College's assessment practices and curriculum review policies and procedures.

In addition to meeting our most critical criteria items, the College acknowledges that Campus Labs' proposal also contains the highest-cost bid of the four competing vendors. Normal procurement procedures require that the College select the lowest-cost bid that reasonably satisfies the College's needs. Even though Campus Labs' bid is the highest overall dollar cost, since it is the only product that meets our criteria and fulfills our needs for an AMS, it also is the most reasonably-priced product among the four bids.

Below, we provide evidence that the three other bidders, <u>Taskstream</u>, <u>Tk-20</u>, and <u>Live Text</u>, each fail to meet our essential criteria for an AMS, and thus are not reasonable purchase options for the College.

In the final section of this report, we provide evidence of how our selected vendor and product, Campus Labs' *Outcomes***, fully meet criteria #1, criteria #2, criteria #3, criteria #4, criteria #5, criteria #6, criteria #7, criteria #8, criteria #9, criteria #10, and criteria #12, substantially meets criteria #11, and has in active development functions that will fulfill criteria #13. Further, we find this vendor and its product fully supports our efforts to build a positive culture of broad-based collaboration in assessment practice across our institution.**

Taskstream
Aggregate 3-year Bid: $37, 500

Red flags about Taskstream were raised for our AMS search team by an email sent to the UH System Assessment Coordinators Group on Jan 11, 2016, by Dawne Bost, Institutional Assessment Coordinator at Kapiʻolani CC, which recently has purchased and currently is implementing Taskstream's AMS product on their campus. Ms. Bost commented on Taskstream's reliability and trustworthiness as a vendor by pointing out that, *"[t]here were some discrepancies between what TS marketing and tech services seem to think the AMS can do for us."*

Further research conducted during the May 2016 re-investigation phase of the vendor selection process raised further doubts and eventually revealed disturbing facts about Taskstream's veracity and reliability as a contracting vendor. For example, Taskstream's written proposal for RfQ #78088 contains only vague statements of compliance with several of our criteria, most notably in response to criteria #2. In addition, and of far more concern, we have received evidence via an email sent by a Taskstream employee (reproduced below) to Ms. Bost at Kapiʻolani CC that the company willfully misrepresented their ability to fulfill both criteria #2 and criteria #6, which requires that the AMS provide options for configurable longitudinal, multi-semester, multi-year reports.

Below are reproduced the sections in question from Taskstream's RfQ #78088 proposal, followed by the Taskstream employee's incriminating email, which was sent to Kapiʻolani CC in response to Ms. Bost's questions about the Taskstream product's capabilities in areas related to our criteria #1, #2, and #6. The email-response writer, Emily Mayer, is the Taskstream product representative for Kapiʻolani CC.

Taskstream's responses to RfQ #78088 and HawCC's criteria list:

HawCC CRITERIA #2: Must allow regular data and information updates throughout the life of the vendor contract of all course, program, unit, and institutional data and information, including data from Kuali CM and other College data platforms, via API or other standard delivery protocol.

Taskstream's RESPONSE: Taskstream's AMS supports data and information updates at all levels, including data from other College data platforms. Taskstream will work with Hawaii Community College to determine the best configuration for the campus' specific needs.

HawCC CRITERIA #6: Must provide longitudinal multi-year, multi-semester reports; must allow reasonable HawCC-specific configurations of longitudinal display and reports; must allow multiple users to access individual and multiple reports over multiple years.

Taskstream's RESPONSE: Taskstream's AMS features many different types of reports on assessment activity. Users can access longitudinal multi-year, multi-semester reports for the duration of their use of AMS and additionally, all AMS reports are fully exportable. Multi-year use of AMS allows multiple users to identify outcomes, develop multi-cycle assessment plans, analyze the curriculum, collect assessment data and ultimately close the loop, using longitudinal reporting results to improve student learning.

Relevant portions of emails exchanged between Dawn Bost, Kapiʻolani CC's IAC, and Emily Mayer, Taskstream representative to Kapiʻolani CC:

---------- Forwarded message ----------

From: "Dawne Bost" <dbost@hawaii.edu>
Date: May 31, 2016 1:18 PM
Subject: Follow Up/ UPdates on a few TS features
To: "Emily Mayer" <Emayer@taskstream.com>
Subject: Follow Up/ UPdates on a few TS features

Aloha Emily,

I'm looking for some clarity on a few issues that were points of confusion (or contention) for some KCC faculty (and the UH System AMS Selection Group) and that I think you could possibly have updated information to contribute to the conversations.

1. If we have a large number of courses that have revised course learning outcomes that are approved at the conclusion of a given semester creating a large volume of needed updates in TS, (approx 100 courses 500 outcomes), does TS have API or FTP delivery protocols (or some other method) for upload of large batches of curricular revisions? Would TS conduct this large batch upload of information, and if so, would there be an additional charge attached?

I suspect that TS will not have a way to do this large upload other than someone doing what amounts to data entry of one change at a time there in NYC. If that is the case then I also suspect the recommendation from TS would be that whomever is responsible for entering assessment data for the courses at the campus be the person to make the SLO changes. Before I state these thoughts to inquiring minds, I wanted to verify with you all first.

2. When we last talked about longitudinal reporting, I recall we landed on the following:

TS allows for storage of data that can be used to run reports on past assessment periods (AY 13-14 in AY 15-16, for example). I could run separate yearly reports covering a 5 or even 10 (or longer) year time span, and assemble this information together somehow, but TS does not generate a single longitudinal report that would be run by entering a date range covering several years.

 As we look toward the functions of the Taskstream Implementation Group in AY 2016-2017 this is a topic that remains an issue for some group members, so I need to know if any progress has been made in creating a single TS longitudinal report (ideally with graphics).

Thanks for your help with these questions,
Dawne

Dawne Bost

Assistant Professor, Institutional Assessment Coordinator

Kapiʻolani Community College, Naio 211

4303 Diamond Head Road

Honolulu, HI 96816

808-734-9879

---------- Forwarded message ----------
From: "Emily Mayer" <Emayer@taskstream.com>
Date: Jun 1, 2016 3:50 AM
Subject: RE: Follow Up/ UPdates on a few TS features
To: "Dawne Bost" <dbost@hawaii.edu>

Hello Dawne,

1.   For the first question: We do not currently have an automated way to update each of the outcomes. However, when users go in to update their outcomes in the system, they can choose the year for which they wish to update them. For example, you can update them in 2016-2017 but leave 2015-2016 intact. Where are they currently housing the updated outcomes information? Instead of typing this information somewhere else, why not make this change directly in the system?

Here is a video on editing an existing outcome:
https://www.youtube.com/watch?v=D8jznZKAEwU

2.   We do not currently offer longitudinal reports in AMS because the measures might be different from year to year. Are they able to show us what they would like the graphs to show and what information it would contain?

Best,

Emily

Emily Mayer

AMS Implementation Specialist

Taskstream

T 1.800.311.5656 F 212.868.2947

71 W 23RD STREET, NEW YORK, NY 10010

As Taskstream employee Ms. Mayer's email above clearly states, Taskstream does not provide an option for API large-batch uploads of revised learning outcomes statements

from Kuali CM as required in HawCC criteria #2. Further, the email proves that the Taskstream system's infrastructure requires all learning outcomes revisions to be manually inputted into individual course pages by the individual reporting faculty and staff member ("the user"). This clearly fails to comply with HawCC's policy that only fully-approved official outcomes statements held in Kuali CM (previously Curriculum Central) can be input into an AMS and used for assessment purposes. This feature also fails the "user-friendly" test for criteria #1, since the Taskstream system requires a significant investment of faculty/staff time and energy for basic course/unit data and information input before those end users can begin inputting their assessment data.

Most concerning is that Ms. Mayer's email directly contradicts Taskstream's proposal response to the RfQ regarding fulfillment of criteria #6 for provision of configurable longitudinal reports.

In conclusion, HawCC cannot accept Taskstream's bid because the vendor's AMS product does not fulfill our required criteria #1, criteria #2, and criteria #6. Further, we cannot accept Taskstream's bid because the vendor willfully misrepresented their product's ability to meet these criteria in their proposal.

Tk-20 *Graphite*
Aggregate 3-Year Bid: $44, 200

Research conducted during the May 2016 vendor re-investigation of Tk-20's proposal for RfQ #78088 focused on its new *Graphite* AMS product, which is so new that it was only rolled out live to customers during our vetting process. Thus, this is not the same Tk-20 product currently used by Leeward CC, which has used the older TK-20 product called *Campuswide* for several years, and which HawCC's search team had investigated during earlier phases of this project.

However, Tk-20's uneven promotion of and information about this new product complicated our review of the company's bid for RfQ #78088. For example, their written proposal refers exclusively to the older *Campuswide* product, while the RfQ-focused web demonstration conducted by their representative on June 8, 2016, provided information and screenshots primarily from the new *Graphite* AMS product, but with some information and screenshots from *Campuswide*. Other information from this vendor also seemed to provide conflicting evidence about the overlap of the functions of the two products. Additionally, during email and phone discussions with the vendor about the *Graphite* product, some responses to some of our criteria items were presented as being based on capabilities that are planned but have not yet been entered into the company's development que for the product.

Regardless, both of these Tk-20 AMS products fail to meet HawCC's specific requirements related to criteria #1, #2, #3, and #4, as detailed below.

In relation to criteria #1, which requires functional ease of access and data input for faculty and staff with low-to-moderate computer skills, our review of the *Graphite* AMS product finds that only certain aspects of the system's infrastructure provide the required level of user-friendliness. Two specific functional features of the product are found to be especially difficult for a significant percentage of our core users. First, the visual details of the web pages through which users must scroll or click in order to get to their individual course/unit data-input screens are highly complex and too-visually

complicated, as are the input screens themselves, which require multiple page-turns to fully enter course or unit assessment data; and second, the system's infrastructure requires that either the IAC or individual reporting faculty and staff must manually manipulate, copy/paste, or click-to-enter multiple types of course/unit data and information for input on each individual course/unit screen/site prior to the individual end-user's input of assessment data.

Based on the tested functionality of the *Graphite* product in this area, we find that it fails to fulfill criteria #1.

In relation to HawCC criteria #2, while Tk-20's *Graphite* product does allow API uploads of revised outcomes statements and other assessment-related data and information from Kuali CM, those data are held in a central database and each data item must be individually manually linked by either the IAC or the faculty/staff end users to each item's respective course/unit data screen.

Based on the tested functionality of the *Graphite* product in this area, we find that it fails to fulfill criteria #2.

Even more serious than the concerns above is the fact that *Graphite* completely fails to meet either HawCC criteria #3 or #4, which require that all input screens be fully configurable to work with HawCC's three-stage assessment process, and that all input screens and processes must support HawCC's assessment protocols and practices. Specifically, we find that:

- the Tk-20 system's input screens only allow for a two-stage assessment process and require that follow-up Closing the Loop assessment data be entered in the same ways and with the same screens and detailed items as initial assessments, with no ability to distinguish between these stages of the assessment;

- most lexical and nomenclature items, including those on the primary course and unit assessment-data input screens, are not configurable and thus do not work well with our accepted practices and protocols; and

- many visual details and features of the system's primary input screens are not configurable and thus do not work well with our accepted practices and protocols.

Based on the tested functionality of the *Graphite* product in this area, we find that it fails to fulfill criteria #3 and criteria #4.

In conclusion, HawCC cannot accept Tk-20's bid because the vendor's AMS product does not fulfill our required criteria #1, criteria #2, criteria #3, and criteria #4.

<u>**Live Text**</u>
Aggregate 3-Year Bid: $55,000

Research conducted during the May 2016 vendor re-investigation of Live Text's proposal for RfQ #78088 focused on its proffered ***Live Text AIS*** (Assessment Information System) product, referred to throughout its proposal and below in this report simply as ***Live Text***. This review did not consider Live Text's related Learner Assessment Tool (LAT), which tracks students' performances on assessments and provides them with e-portfolios at significant annual direct costs to them.

In relation to criteria #1, which requires the AMS to provide a high degree of functional ease of access and data input, our review of the Live Text product finds that the system's dashboard features provide a high level of user-friendliness for some stages of end user access and input. However, several other aspects of the system's infrastructure require repetitive manual input mechanisms to integrate core assessment-related data and information on individual course/unit input pages, which must be re-input manually at different stages of the assessment cycle. These tasks primarily are intended by Live Text to be accomplished by each individual faculty/staff end user prior to input of their assessment data. However, for HawCC this means functionally that the campus' delegated system administrator (the IAC or other assigned IT personnel) will be required to individually manually configure each course/unit data input page with almost all of the HawCC-required course data and information including outcomes, alignments, and other descriptors, via direct text (typed) input or by copy/paste or click-to-enter functions from a central Live Text system database, prior to end users being able to input assessment data. These "set-up" input functions also must be re-configured manually anytime relevant course/unit data such as outcomes or other descriptors are revised.

The Live Text AMS does allow API uploads from Laulima and subsequent integration by the vendor of faculty and student rosters into individual course pages. However, since HawCC's assessment protocols do not allow individual student information to be

included in assessment reports, this highly-touted feature of Live Text's AMS is only partially useful for HawCC.

Based on the tested functionality of the *Live Text* AMS product in this area, we find that it only partially fulfills criteria #1.

In relation to criteria #2, we find that Live Text's RfQ proposal response to this item, as well as information confirmed with the vendor during a live webinar demo on June 7, 2016, prove that HawCC-required course information and data cannot be uploaded via large-batch API or other standard protocols from Kuali CM and integrated into the individual course/unit pages by the vendor. Most critically, we find that the Live Text system offers no way to connect faculty-to-course rosters, which are available in this system via upload from Laulima, with the assessment information and data from Kuali CM that our assessment process requires on the assessment-data input pages, other than through individually manually building each input page and then re-building each page at each stage of the assessment cycle. Further, we find that all revisions to core assessment-related data, including revisions to outcomes and other course or unit information, must be individually manually input by the faculty/staff end user after each revision, which may allow faculty/staff to input non-approved revisions to outcomes in contravention to HawCC's assessment protocols.

The Live Text AMS product does allow course and program outcomes to be uploaded from Kuali CM via CSV Excel formats into the AMS system, but that data is loaded into a central database within the AMS, from which individual data items then must be manually manipulated via copy/paste or click-to-enter functions in order to integrate them into their respective course/unit screens.

Based on the tested functionality of the *Live Text* AMS product in this area, we find that it fails completely to fulfill criteria #2.

In relation to criteria #3, we find that while the Live Text system allows a high degree of configurability for some elements of end user data-input screens, several important features of the system are not configurable or are only partially configurable and thus do not provide full support for our assessment protocols and practices. For example, many lexicon, nomenclature, and text items are not configurable and must be presented to end users exactly as programmed in the Live Text system, e.g., the term "criteria" is standardized in the Live Text input-screen templates and cannot be re-configured to read "expectations of student achievement," which is a central concept in our assessment templates.

Most critical, however, is our finding that the Live Text system allows only a binary results configuration in which standards of achievement can be identified and reported only as "Met" or "Not Met." This contravenes HawCC's assessment practice and protocols, which encourage faculty and staff to design assessments and collect data in ways that provide more nuanced, multiply-staged, and representative information about achievement results, including, for example, faculty-designed categories such as "Developing Proficiency" or "Exceeds Standards."

Based on the tested functionality of the *Live Text* AMS product in this area, we find that it fails in essential areas to fulfill criteria #3.

In relation to criteria #5, we find that several features of the Live Text AMS product are designed to work only in concert with specific functions of its related LAT product. As that LAT replicates many of the features currently available to HawCC faculty and staff via Laulima at no cost to the College, and given that we are not interested in purchasing an LAT or other student e-portfolio product, we find that this feature of the Live Text AMS limits its functional usefulness to fulfill HawCC's criteria. For example, the system's capacity to produce reports in graphic and other formats is restricted in several arenas by requiring the importation of data from its LAT or via direct input of individual student data. Functionally, this means that several of the reporting and data visualization tools of the AMS require faculty to input an assessment rubric and then

score individual student's work on that rubric on the AMS system (rather than on Laulima or in their individual gradebook) before they can access the product's data analytics, visualization, and reporting tools related to their assessment data.

Further, we find that accessing the product's data analytics and reporting tools is quite difficult, so much so that during the vendor's focused webinar demo on June 7, 2016, the Live Text representative could not open several of the data visualization and report screens and functions, kept getting error messages when he tried to access those pages, and was unable to demonstrate to our satisfaction that the AMS provides easy access to these functions for both end users and system administrators.

Based on the tested functionality of the *Live Text* AMS product in this area, we find that it fails to fulfill criteria #5.

As a general finding about the Live Text AMS product in relation to criteria #4, we note that the product is designed "top-down," i.e., from the administration's perspective rather than from the faculty/staff end user's, and that the product primarily is intended to support assessment and accreditation practices at four-year institutions that assess at the program level rather than at two-year institutions required to assess at the course level. This is demonstrated throughout the vendor's proposal and live web demos by language that confirm the vendor expects program chairs and administrators to design and plan all assessments strategies and the respective templates on which assessment data will be reported, and then "send them down" to teaching faculty to "fill out."

This is an approach that we find antithetical to our mission of encouraging and engaging faculty and staff throughout our institution to become active participants in assessment planning as well as data collection and analysis, and through which we seek to build a campus culture of broad-based active collaboration at every stage of the decision-making process. While Live Text's approach does not directly cause it to fail in meeting our criteria #4, we find that Live Text's culture does not fully support our

assessment practice in spirit and thus does not optimally support our overall assessment goals.

In conclusion, HawCC cannot accept Live Text's bid because the vendor's AMS product fails to fulfill our required criteria #2, criteria #3, and criteria #5, only partially fulfills our required criteria #1, and does not fully support our efforts to build a positive culture of broad-based collaboration in assessment practice across our institution.

SELECTED BIDDING VENDOR

<u>**Campus Labs** *Outcomes*</u>
Aggregate 3-Year Bid: $71, 886

Research conducted during the May 2016 vendor re-investigation of Campus **Labs** focused on their *Outcomes* AMS product, which is the proffered product in their bid proposal for RfQ #78088. Our review included a highly-focused live web demo with vendor representatives from both the campus relations and technical development areas of the company. In addition, our investigation involved multiple email and phone consultations, and submission of direct evidence from the vendor of their product's capacity to meet our criteria.

In relation to criteria #1, we find that the Campus Lab's *Outcomes* product is the only AMS we tested that meets all sections of this criteria. For example, the product provides two-click-after-log-in access by faculty/staff to their individual assessment data-input pages via an end-user defined "star" icon in the upper left navigation margin. At each stage of assessment-data input process, faculty/staff easily can navigate the input screens, which are highly graphic and allow a significant portion of input categories to be presented as drop-down menus or radial dials. Importantly, the *text and item content* of those drop-down menus is 100% configurable by HawCC; as well, almost all lexical terms and nomenclature on most data-input screens are configurable, and the workflow of the type and order of screens presented to specific end users also is configurable by HawCC based on end-users permissions-identifiers, which supports a very high level of ease of access and input by faculty and staff.

Based on the tested functionality of the Campus Labs' *Outcomes* AMS product, we find that it completely fulfills criteria #1.

In relation to criteria #2, we find that Campus Labs' *Outcomes* AMS is the only tested product that fully supports all aspects of this criteria. For example, the vendor provides for regular monthly updates of all revised course, program, unit, and institutional data

via large-batch API uploads from Kuali CM and all other College databases (i.e., Laulima, Banner, Star), and those data then are integrated by the vendor into each data item's respective course/unit/program data-input page in a timely manner, usually within 48 hours. Functionally, this means that the product allows the College to manage and control the upload and input of, for example, fully-approved course learning outcomes from Kuali CM, without having to manually enter or link each outcome to its correct course page. Further, this feature allows us to restrict faculty/staff end users' ability to enter manually or to uplink non-approved outcomes or other course/unit data, while providing those same end users quick, easy, and screen-integrated access to their fully-approved course information.

Based on the tested functionality of the Campus Labs' *Outcomes* AMS product, we find that it completely fulfills criteria #2.

In relation to criteria #3, we find that *Outcomes* has a very high degree of configurability and excellent working functionality that fully supports our 3-stage assessment cycle and practices. For example, the product fully supports both initial assessment planning and results reporting, as well as Closing the Loop follow-up planning and results reporting, and allows both end users and administrators to clearly distinguish where each assessment is in our 3-stage cycle, while linking all data from the various stages of the assessment cycle in easily-accessed and understood reports and graphics. In addition, as noted above, almost all of the product's input screens, fields, lexical items, nomenclature, and work flow are configurable to work with our assessment cycle. The few items that are not fully configurable generally allow insertion of explanatory text just below the item through which we can provide our usual and common terms for that item and thus correctly orient faculty/staff to what they need to enter in that field.

Based on the tested functionality of the Campus Labs' *Outcomes* AMS product, we find that it completely fulfills criteria #3.

In relation to criteria #4, we find that ***Outcomes*** has the highest degree of configurability and best working functionality to support fully our full range of assessment practices, protocols, and policies of any of the tested products. For example, the initial implementation (set-up) phase includes the vendor conducting and providing integration of all HawCC-required course, program, unit and institutional information into assessment data-input screens at each level of the organizational hierarchy, including cross-level outcomes alignments. As noted in our findings for criteria #1 and #3, the product screens are highly configurable to work with our practices and protocols; as noted for criteria #2, the product's protocols for uploading revised data fully support our assessment policies and protocols, including restrictions on use of non-approved data; and as noted for criteria #3, the product supports our multi-stage assessment cycle. In no area do we find that the product fails to support or enhance HawCC's practices, protocols, or policies for assessment planning, data collection, or reporting.

Based on the tested functionality of the Campus Labs' ***Outcomes*** AMS product, we find that it completely fulfills criteria #4.

In relation to criteria #5, we find that screenshots of data report functions and data visualization tools in ***Outcomes*** demonstrate a high degree of compliance with all aspects of this criteria. For example, our review finds a high degree of readability and clarity of data presentation in the data graphic reports available on each data-input screen, as well as in composite and aggregate reports available to system administrators. We also find a very high level of ease of access, generally with a single click from the data point, for most reports and data graphs for most users. Aggregated assessment data also is embedded within each interface, allowing a wider distribution of data results in easily-read text and graphic formats to the College community via "read-only" functions.

Based on the tested functionality of the Campus Labs' ***Outcomes*** AMS product, we find that it completely fulfills criteria #5.

In relation to criteria #6, we find that the Campus Labs' ***Outcomes*** AMS product recently has developed and integrated into its platform the option to provide longitudinal multi-semester, multi-year reports of assessment data that also provide aggregated longitudinal data for programs, units, division, and sectors across the College. Like other features of the product, longitudinal reporting displays are configurable to work with our assessment protocols and practices. Currently, longitudinal data is exportable via API downloads; the vendor is developing export functionality that will allow longitudinal reports also to be downloaded as Excel and WORD documents, with an expected implementation date prior to the beginning of our Fall 2016 term.

Based on the tested functionality of the Campus Labs' ***Outcomes*** AMS product, we find that it completely fulfills criteria #6.

In relation to criteria #7, our AMS search team conducted outreach with three community colleges, two on the US continent and one in American Samoa, that have used Campus Labs' AMS products for a minimum of three years. Our Assessment Committee developed a list of questions about the company's veracity and truthfulness, product operation, customer service, and overall performance. We sent that list of questions to the IAC or equivalent personnel at each of these three colleges, asking them to respond in regards to Campus Labs. In all three cases, the responses were overwhelmingly positive, especially in the area of customer service and technical support.

Our search team's own experiences with the company's representatives during the long vetting process of this AMS search project also have been exceptionally positive. HawCC's IAC and IT specialist have consulted with vendor representatives from its campus relations, technical production, and product implementation teams, and in each case have found that the company's employees practice an impeccable standard of truthfulness and professional competency. Company representatives have been very responsive to our questions and concerns, and have proven more accessible than we expected. Our experiences thus confirm the information provided by the three

reference colleges about the company's history of providing excellent technical support and training, as well as positive and useful on-going customer assistance to both system administrators and end users.

Based on reports from three reference colleges about their experience working with Campus Labs' technical and campus support teams, along with our own experiences consulting with various company representatives, we find that the vendor and its product fully fulfill criteria #7.

In relation to criteria #8, Campus Labs' *Outcomes* AMS product is offered only as a SaaS/Software as a Service model system. This has been confirmed via official email from the company's Vice President of Campus Relations.

Based on the SaaS nature of Campus Labs' *Outcomes* AMS product model, we find that it completely fulfills criteria #8.

In relation to criteria #9, the vendor has supplied confirmation that the AMS stores customers' assessment data via cloud storage, specifically using the Azure public cloud. All of the College's institutional data remains the property of the College and will be extracted and exported back to the College's servers at the College's request at the end of the contract term. This information has been confirmed via official email from the company's Vice President of Campus Relations.

Based on the data storage features of Campus Labs' *Outcomes* AMS product, we find that it completely fulfills criteria #9.

In relation to criteria #10, we find that the product allows individual employee users of the College to be identified via multiple permission/access roles; as well, public access can be provided at the College's discretion via view-only mode for most sections of the system (some sections are, appropriately, restricted to administrators and do not allow view-only public access). Further, the College's system administrator can very easily

assign multiple user permissions and access to specific users and can differentiate those roles for each user depending on appropriate access, with these permission functions being accessible to the administrator via single-click graphic menus. Functionally, this means that a teaching faculty member who also serves as a program coordinator or department chair easily and quickly can be assigned multiple permission-based roles by the IAC, including data input permission for their own course pages, as well as review and comment permissions for all course pages in their respective program, and view-only permissions for other programs' data and all other institutional data. Of all the AMS products tested, this product provides the easiest and clearest configurability for activating and modifying users' roles and permission statuses.

Based on the tested functionality of the Campus Labs' *Outcomes* AMS product, we find that it completely fulfills criteria #10.

In relation to criteria #11, we find that almost all the AMS product's reporting formats and features are exportable as useable files such as Excel and WORD, generally with one-click access to report-order screens. Longitudinal reports currently are exportable as API uploads that can be formatted to produce CSV-delimited spreadsheets, with expanded export functions scheduled to be included in the product in Fall 2016.

Based on the tested functionality of the Campus Labs' *Outcomes* AMS product, we find that it substantially fulfills criteria #11.

In relation to criteria #12, the product not only allows uploads of all import file types listed in our criteria, it does so with a single click "attach" icon on each appropriate tab of each data-input screen. Clicking this icon opens a drag-and-drop upload menu that, importantly from the College's perspective, requires users who are uploading student or other work to verify, prior to each upload, that no personally-identifiable information is included. This supports and protects the College's absolute compliance with FERPA regulations.

Based on the tested functionality of the Campus Labs' *Outcomes* AMS product, we find that it completely fulfills criteria #12.

In relation to criteria #13, we have received official confirmation from the vendor that digital notification functions that will allow the product to comply fully with this criteria are actively in development. These functions are scheduled to be incorporated into the product before the end of calendar 2016.

Based on the tested functionality of the Campus Labs' *Outcomes* AMS product, we find that it will, in the near future, substantially fulfill criteria #13.

In conclusion, HawCC accepts Campus Labs' bid for their *Outcomes* AMS product because it fully and completely fulfills criteria #1, criteria #2, criteria #3, criteria #4, criteria #5, criteria #6, criteria #7, criteria #8, criteria #9, criteria #10, and criteria #12, and substantially fulfills or is in development to fully fulfill criteria #11 and criteria #13. Further, we find the vendor and its product fully support our efforts to build a positive culture of broad-based collaboration in assessment practice across our institution.
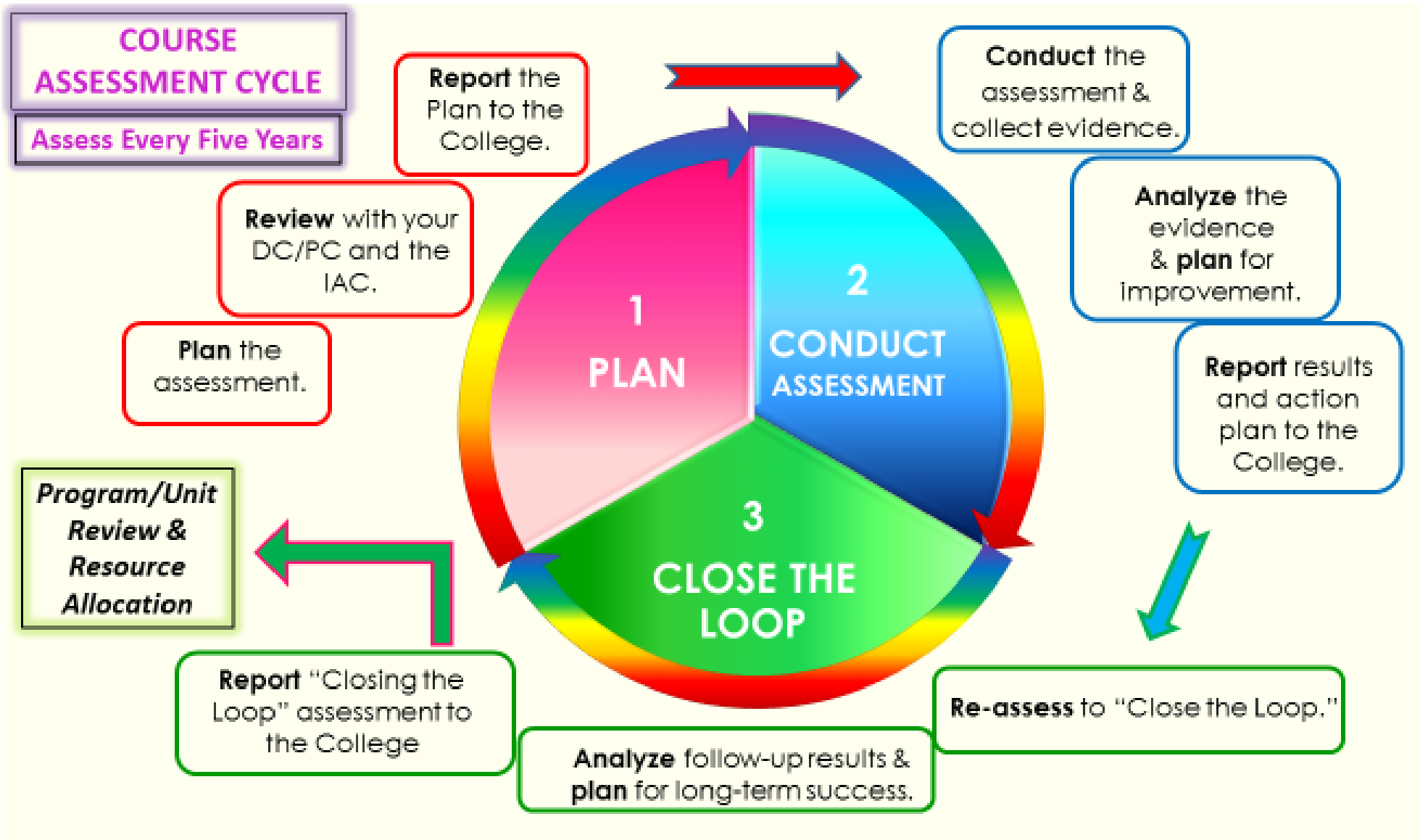
OPRPM Form 95
Attachment C

Hawai'i Community College
RfQ #78088: Assessment Data and Information Management System
AMS CRITERIA LIST

	HawCC AMS CRITERIA **REQUIRED FEATURES AND CAPABILITIES**
1	Must be "user-friendly" and provide easy data input by faculty, staff, and administrators, including those with low-to-moderate computer skills; displays and view screens must be clean and uncluttered; must require no more than five (5) "clicks" after UH log-in for faculty/staff users to access course/unit-level data-input screens.
2	Must allow regular data and information updates throughout the life of the vendor contract of all course, program, unit, and institutional data and information, including data from Kuali CM and other College data platforms, via API or other standard delivery protocol.
3	Input screens must be configurable to work with HawCC's three-stage assessment process; must allow collection of both quantitative and qualitative data and information at each stage of the process at course, program, unit, and institutional levels; must allow data entry of outcomes-based assessment data and other information at course, program, unit, and institutional levels; must allow faculty/staff to input assessment scores for each CLO/UO without a rubric or artifact having been uploaded previously.
4	Must support all HawCC assessment protocol and procedure functions; must allow alignment and mapping of student learning outcomes from course-to-program and from program-to-institutional levels; must allow alignment and mapping of non-instructional unit outcomes from unit-to-institutional levels; must provide easy-to-read/use displays and reports of mapped curriculum, outcomes, and assessment results at course, program, unit, and institutional levels.
5	Must provide comprehensive data analysis functions and analytics; must provide comprehensive and easily-accessible data visualization and reporting tools; must aggregate data results by course-to-program-to-institution and unit-to-service sectors-to-institution levels; must allow reasonable HawCC-specific configurations of data-analytics displays and reports.
6	Must provide longitudinal multi-year, multi-semester reports; must allow reasonable HawCC-specific configurations of longitudinal display and reports; must allow multiple users to access individual and multiple reports over multiple years.
7	Must offer on-going live technical support to administrators, faculty, and staff as part of the support package at no additional cost; support must be effective, i.e., support staff must understand the question(s) even if the users are not speaking in software "jargon"; support staff must provide appropriate answers to faculty/staff/administration users in clear and understandable language; technical and training support must be accessible through multiple means that must include email, phone, online chat, and scheduled trainings and webinars.
8	Must be offered in a "Software as a Service" product format, not a license-fee-based product format.
9	Must have secure off-campus cloud-based or vendor-server-based data storage; must allow HawCC to download our data to our own server if/when contract service and/or cloud/vendor-server storage is discontinued.

10	Must allow multiple levels of personnel access, including for faculty, staff, and administrators; must allow for restricted input and read-only functions at the course, program, unit, and institutional levels for identified personnel levels and types based on UH-login.
11	Must generate reports quickly and display them in easily readable formats; must present reports in text/WORD formats as well as tables/graphs/charts as appropriate; must provide exportable program/unit-level reports that can be used to inform program/unit reviews, accreditation requirements, and strategic planning and budgeting processes.
12	Must allow uploads for and create reference links to multiple types of document files, including WORD, PDF, EXCEL, PPT, JPEG, BITMAP, etc.
13	Must allow digital notifications of faculty/staff inputs to be sent to IAC and other appropriate administrators as specified by HawCC; must allow selected reviewers with appropriate permission status to input comments and questions on faculty/staff reports.

ATTACHMENT D
COURSE AND UNIT ASSESSMENT CYCLES

COURSE ASSESSMENT CYCLE

Assess Every Five Years

Report the Plan to the College.

Review with your DC/PC and the IAC.

Plan the assessment.

Program/Unit Review & Resource Allocation

Conduct the assessment & collect evidence.

Analyze the evidence & **plan** for improvement.

Report results and action plan to the College.

1 PLAN

2 CONDUCT ASSESSMENT

3 CLOSE THE LOOP

Report "Closing the Loop" assessment to the College

Analyze follow-up results & **plan** for long-term success.

Re-assess to "Close the Loop."

Analyze results, **Plan** for unit improvement, **Plan** new assessment.

ANALYZE & PLAN

REVIEW

CONDUCT & COLLECT

Conduct the assessment & collect evidence.

UNIT ASSESSMENT CYCLE

ASSESS & REPORT ANNUALLY

Program/Unit Review & Resource Allocation

Review with your Unit Supervisor, VC, or Director, and the IAC.

ATTACHMENT E
2015 PROGRAM and UNIT
ANNUAL and COMPREHENSIVE REVIEWS
COMPLETION STATUS TO 2016-06-30

	B	C	D
1			
2	**Instructional Programs**	**ANNUAL REC'VD**	**COMP DUE & REC'VD**
3	BEaT: Accounting	YES	
4	BEaT: Business Technology	YES	
5	BEaT: Information Technology	YES	YES
6	BEaT: Marketing	YES	
7	Construction: Agriculture	YES	
8	Construction: Architectural, Engineering & CAD Technologies	YES	YES
9	Construction: Carpentry	YES	
10	Construction: Electrical Installation & Maintenance Technology	YES	
11	Transportation: Auto Body Repair & Painting	YES	
12	Transportation: Automotive Mechanics Technology	YES	
13	Transportation: Diesel Mechanics	YES	YES
14	Transportation: Electronics Technology	YES	
15	Transportation: Machine Welding & Industrial Mechanics	YES	
16	Hospitality: Culinary, EH	YES	YES
17	Hospitality: Culinary, WH	YES	YES
18	Hospitality: Hospitality	YES	YES
19	Nursing & Allied Health: AD (AS) in Nursing	YES	YES
20	Nursing & Allied Health: Practical Nursing	YES	
21	Liberal Arts: AA-Liberal Arts	YES	YES
22	Developmental Math	YES	
23	Development Reading	YES	
24	Developmental Writing	YES	
25	TEAM: Tropical Forest Ecosystem & Agroforestry	NO	
26	Humanities: Digital Media Arts	YES	
27	Humanities: Hawaii Life Styles	YES	
28	AA-Hawaiian Studies	YES	YES
29	AS-Natural Science	YES	
30			

	B	C	D
31	Social Science: Admin-Justice	**NO**	**NO**
32	Social Science: Early Childhood Education	**YES**	
33	Social Science: Fire & Emergency Response	**YES**	**YES**
34	Social Science: Human Services	**YES**	
35	Social Science: Subs Abuse Couns	**NO**	
36			
37			
38	**UNITS: Academic Affairs, Admin Affairs, OCET, Student Affairs, Palamanui**	**ANNUAL REC'V**	**COMP REC'VD**
39	Academic Affairs: Assessment Office	**YES**	
40	Academic Affairs: BANNER Support	**YES**	**YES**
41	Academic Affairs: Computer Services	**NO**	
42	Academic Affairs: Curriculum Support	**YES**	
43	Academic Affairs: Database Administrator	**NO**	
44	Academic Affairs: Institutional Research	**YES**	**YES**
45	Academic Affairs: Instructional Technology Support Office	**YES**	
46	Academic Affairs: Mookini Library		
47	Academic Affairs: Media Services	**YES**	**YES**
48	Academic Affairs: The Learning Center	**YES**	**YES**
49	Academic Affairs: Hale Kea Advancement & Testing Center	**YES**	
50	Academic Affairs: Web Support	**NO**	
51	Admin Affairs: Budget & Fiscal Management	**NO**	
52	Admin Affairs: Business Office	**NO**	
53	Admin Affairs: Human Resources	**NO**	**NO**
54	Admin Affairs: Planning, Operations & Maintenance	**NO**	
55	Admin Affairs: Security	**NO**	
56	OCET: Apprenticeship	**YES**	
57	OCET: Intensive English Program	**YES**	**YES**

	B	C	D
58	OCET: Non-Credit Programs	**YES**	
59	Student Affairs: Admissions & Records	**YES**	**YES**
60	Student Affairs: Career & Job Development Center	**YES**	
61	Student Affairs: Counseling		**YES**
62	Student Affairs: Financial Aid	**NO**	
63	Student Affairs: First-Year Experience	**NO**	**NO**
64	Student Affairs: Graduation Pathways & STAR	**NO**	
65	Student Affairs: Hāʻawi Kōkua	**YES**	
66	Student Affairs: Information Center	**NO**	**NO**
67	Student Affairs: Student Life		
68	Student Affairs: Halaulani Transfer	**YES**	**YES**
69	Hawaiʻi Community College - Pālamanui	**NO**	**NO**