

**Comprehensive Program Review 2017 – 2021
Office for Institutional Effectiveness
Update for 2019-2024**

Ala Nu ‘ukia - Mission Statement (2016-2021):

He puka hāmama ko Kapi ‘olani Kula Nui Kaiāulu, no nā ‘ano kaiāulu like ‘ole e hiki aku i ka pahuhopu ‘imi na ‘auao, ‘imi ‘oihana, a ho ‘olaulā ‘ike. Na ka Nu ‘ukia like, ka lawena like, me ka ‘ōlelo pa ‘a i ka hana me ka lima, ke a ‘o, a me ka ho ‘okō e alaka ‘i i ke Kula Nui. A ma o ia mea i loa ‘a ai nā palapala a ‘o kilohana, nā kēkelē mua puka kilohana, me nā polokalamu ho ‘īli kula kilohana e ho ‘omākaukau i nā haumāna no ka mua he lako.

Kapi‘olani Community College provides students from Hawai‘i’s diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to student success through engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

OFIE Mission Statement

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

OFIE provides leadership and coordination for long-range, strategic, and program planning, research in institutional effectiveness and student success, and grants development especially in support of faculty development to improve student success, as measured by institution set standards and effectiveness measures, and learning outcomes assessments.

OFIE analysts respond quickly and effectively to data requests from executive leadership, leaders of campus program and authorized governance bodies, and faculty innovating and evaluating new curriculum and teaching practices, such as distance education, service and sustainability learning, and ‘aina-based learning. An OFIE-special focus will be to develop improved student tracking into the local workforce.

OFIE analysts also strive to communicate with campus programs to develop an annual, cyclical reports routinely completed and disseminated through the Institutional Research link at the campus website: <https://www.kapiolani.hawaii.edu/ofie/>

Part I. Executive Summary and Response to Previous CPR Recommendations

Summary

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

At the request of University administration and the Office of the Vice President for Community Colleges, OFIE provided grants development support for system-wide extramural fundraising efforts to the seven University of Hawaii Community Colleges campuses, as well as four-year campuses. Recognizing the need to increase capacity to apply for and manage extramural funding, OFIE successfully applied for Title III federal funding (2015-2020) to establish a Shared Services Center to provide comprehensive support services for grants development and administration, fiscal oversight of extramural projects, and leveraging technology for grants dissemination nationally and globally.

Data gathering in support of successful grant submissions, and formative and summative evaluation of quantitative and qualitative grant outcomes, remain central OFIE functions in close collaboration with the Share Services Center. OFIE has transferred its website to the campus website and will develop greater campus interaction with the site by adding opportunities for constituents to evaluate our services

Part II. OFIE Program Description

History

The Office for Institutional Effective (OFIE) was established in 2009 in response to the accreditation team's recommendation to define the role of the institutional research office in planning processes and use data as the basis for institutional planning. OFIE combines the Office of Planning and Institutional Research with the Office of Planning and Grants, with a director and four full-time staff, one permanent position is vacant. From 2009-2015, OFIE took the lead in supporting and submitting the Accreditation Annual, Midterm, and Comprehensive Accreditation Reports. OFIE developing an independent web site which played a crucial role in providing evidence for the 2012 Self Evaluation on Educational Quality and Institutional Effectiveness and the related Comprehensive Visit in October 2012. In 2013, OFIE lead researchers developed the Kapi'olani Engagement, Learning, and Achievement (KELA) model, and the 12 Institutional Effectiveness Measures to focus the collective effort of administration, faculty and staff on what matters most - Student Success.

OFIE met annual grant funding goals since 2008, except for 2012-13, and has provided assessment and evaluation guidance and support on all major federal grants. As federal budget deficits increase, and a new Congressional leaders from Hawai'i establish themselves in Washington, it is increasingly important to develop new funding collaborations and networks in the years ahead with both federal agencies and private foundations. The College has ongoing and recently completed support from the:

- 1) Freeman Foundation for intensive Asian languages learning and study abroad with service-learning;
- 2) Keck Foundation to integrate indigenous and western knowledge to tackle climate change and for student success;
- 3) Teagle Foundation to achieve higher learning of civic and moral responsibility for diverse, equitable, healthy, and sustainable communities (completed, see <https://teachingtobigquestions.wordpress.com/>).

Since 2014, successful federal and foundation grants have thrust the College into UH system, regional and national leadership roles through:

- 1) National Center for Science and Civic Engagement at SUNY Stony Brook which supports their signature program "Science Education for New Civic Engagements and Responsibilities (SENCER). In 2016, Hawai'i was designated as the first SENCER Model State and SENCER Hawai'i was formally established within the western region.

- 2) The National Council for Science and the Environment (NCSE) in Washington, DC. The OFIE Director also chairs the NCSE Community College Alliance for Sustainability Education.
- 3) National and western regional Campus Compact initiatives in service-learning and civic engagement.

It is essential that the College not lose its current areas of strategic advantage in grants development: STEM, Service and Sustainability Learning, Civic and Community Engagement, International and Global Engagement, and Food Safety, Security, and Science.

The OFIE Director oversees the Campus Sustainability and Climate Action Plan for 2017-2021 (endorsed by the CAC in May 2017) and the Service and Sustainability Learning program's Civic Action Plan for 2018-2021. Both these will be consolidated and further advanced and evaluated in FY 2020.

11 Goals for the Office for Institutional Effectiveness: 2019-2024

- 1) Evaluate progress on Strategic Plan by updating the Strategic Plan Scorecard
- 2) Evaluate progress on Sustainability and Climate Action and Civic Action Plans
- 3) Improve integration and coordination of Service and Sustainability Learning and Sustainability and Climate Action through closer and fuller OFIE direction of staff.
- 4) Report to Chancellor's Advisory Council on these evaluations
- 5) Begin campus dialogue on Strategic Plan for 2022-2026 in collaboration with UHCC System Planning.
- 6) Conduct timely and professional research in support of program improvements and resource decision-making.
- 7) Improve program adherence to quantitative achievement measures in support of institution set standards and effectiveness measures.
- 8) Improve faculty support for their role in the administration and use of the Community College Survey of Student Engagement in 2020 and 2022
- 9) Support Title III Shared Services grant submissions with customized and timely data and evaluation services for resource development in support of national research-based high impact practices as well as the unique program opportunities of Hawai'i and the campus.
- 10) Support professional development opportunities for three institutional analysts and for faculty and staff through grants development.
- 11) Develop additional interactivity focused on OFIE evaluation at:
<https://www.kapiolani.hawaii.edu/ofie/>

**Support for Student Success Pathways:
Through Meeting Strategic Plan Measures 2E, 3A, 3B, 4D, 4F, 4N, 4P.**

- 2E. Increase annual number of students completing service and sustainability learning (SSL) assignments from 700 to 900. **SSP – Engage**
- 3A. Through SSL, increase fall-to-spring re-enrollment to 75%. **SSP-Engage**
- 3B. Through SSL, increase fall-to-fall re-enrollment to 65%. **SSP-Engage**
- 2F. Increase the number of sustainability designated course sections from 27 to 60 and develop “Pathways to UH 4-year Campuses.” **SSP-Learn**
- 4D. Assess campus sustainability plans, which include operations, curriculum, teaching and learning, Hawaiian culture, and community engagement by 2019. **SSP-Thrive**
- 4F. Invest in staff and faculty development to improve impact practices and currency in their field. **SSP-Thrive**
- 4N. Engage with all stakeholders and visitors and empower them with authoritative and relevant information and services. **SSP-Thrive**
- 4P. Demonstrate improvement to programs and services through continuous, robust outcomes assessment. **SSP-Thrive**

Service Area Outcomes

See Part III Quantitative Indicators for the following OFIE service areas:

- Grants Development with Shared Services Center
- Institutional Research, Evaluation & Assessment

See Part 5 Action Plan for progress from 2016-2019 to 2019-2024.

Faculty and Staff

Based on the current campus organizational chart, OFIE currently consists of 5 FTE positions:

- 1 FTE Faculty Director (Unit Head, selected from faculty)
- 3 FTE Assessment and Evaluation / Institutional Research APT staff:
 - 3 APT Band B Institutional Analysts (permanent, 3 filled)
- 1 Grants Development Specialist APT B staff (permanent, currently on temporary assignment as director for Shared Services Center)
- 1 half-time (19 hours per week) casual hire position
- 1 Service and Sustainability Learning (SSL) Outreach Coordinator (temporary, unbudgeted)
- One OFIE student assistant and four SSL student leaders, whose positions are supplemented with Federal Work Study funds, and AmeriCorps VISTA position.

The Office of the Chancellor, in close consultation with the OFIE director, established the Title III Shared Services Center to centralize support services for extramural

projects. Five 1.0 FTE positions are funded by Lawelawe Pookela: Strengthening Institutional Capacity for Student Success project funds. These extramurally funded positions include:

- 1) Director of Resource Development / OFIE Assistant Director
- 2) Fiscal Specialist / Fiscal Authority for Extramural Accounts
- 3) Assistant Fiscal Administrator
- 4) Title III Fellowships and Professional Development Facilitator
- 5) Web Content Manager (50%) / Fiscal & Administrative Support (50%)
- 6) Contracts & Grants Specialist (1.0 FTE on temporary reassignment from the Business Office; not funded by the Title III Part A project)

Resources

The OFIE unit receives funds and support from the following sources:

- Tuition and Fees, G-funds for personnel costs
- Extramural funding – federal (Title III collaborative with UH Maui College, Title III supplemental funds, NSF SENCER, HUD)
- Private and foundation funding sources, including Teagle and Keck Foundation
- Indirect Cost Returns (RTRF) for travel, grants dissemination, resource development, professional development, and general overhead expenses
- National Center for Science and Civic Engagement/SECER Hawai'i
- National Council for Science and the Environment and their Community College Alliance for Sustainability Education which is chaired by the OFIE Director from 2019-2022.
- Corporation for National and Community Service for AmeriCorps VISTS positions in Palolo and Waiki
- Campus Compact for support of campus hosting of the Western Region Campus Compact's Continuum of Service conference, March 17-19 2021.

Community Connections

The OFIE Director maintains local community connections through two partnerships funded by the U.S. Department of Housing and Urban Development with Palolo Homes and Waikiki Elementary School. These partnerships are supported by SSL and AmeriCorps VISTA positions.

OFIE, through its coordination of the SSL program, has active collaborations with dozens of community based organizations and public schools, and supports their efforts in improving education, environment, health, and long-term care conditions, and in promoting arts, history, culture, and intercultural perspectives. OFIE leads the engagement, learning, and achievement outcomes assessment for 600+ service-learning students annually.

OFIE is pursuing additional partnerships related to community sustainability and resilience as these partnerships might result in new grant opportunities with FEMA, DOD, Homeland Security, and Labor. These grants would focus on disaster preparedness and response, also known as resilience, and on green and greener workforce development opportunities. These additional partnerships are with the Hawaii National Guard and Red Cross, Waikiki Elementary, Waikiki Health Center, Neighborhood Boards, and ongoing SENCER-HI initiatives.

In April 2014, OFIE completed its renewal application for the prestigious Carnegie Community Engagement Classification. Evidence documents can be found at:

<https://www.kapiolani.hawaii.edu/ofie/ofie-resources/>

OFIE staff are encouraged to volunteer in the community to build and maintain effective community connections with local, national, and international organizations.

Key Community Partners

Federal agencies:

National Science Foundation

U.S. Department of Commerce Economic Development Administration

U.S. Department of State (USDOS)

U.S. Department of Education (USDOE)

U.S. Department of Housing and Urban Development (HUD)

U.S. Department of Labor (USDOL)

U.S. Agency for International Development (USAID)

Hawaii Congressional delegates and their staff members

City, State and Municipal agencies:

State of Hawaii agencies currently managing subawards and contracts

Hawaii Department of Education (HIDOE)

Department of Human Services (DHS)

Department of Health (DoH)

Department of Labor and Industrial Relations (DLIR)

Department of Business, Economic Development and Tourism (DBEDT)

- Hawai'i Census Count Committee, International Education Report

Hawaii Tourism Authority (HTA), planning for the national Society for Advancement of Chicanos/Hispanics and Native Americans in Science national conference, October 2019.

City and County Office of Climate Change, Sustainability and Resiliency

Local Employers

Waikiki Elementary School, Mindful Learning Center

Waianae Comprehensive Health Center

Palolo Learning Center

External Grant Development and Evaluation Companies

The Implementation Group, Washington, DC
WESTAT, INC, Washington, DC
Pacific Research and Evaluation-Portland, Oregon
UH Maui College (shared services center)
JABSOM Office of Grants Development (shared services center)
R-MATRIX (shared services center)

Part III. Quantitative Indicators for Program Review

A. Grants Development with Shared Services Center

1. Number of grant proposals and transactions submitted, 2016-2019

Major Grants Proposals Development and Submitted (in alphabetical order)

Clarence Ching Foundation

Japan-U.S. Friendship Exchange

Title III – Part F and Part A, Shared Services, all successful.

NSF ICE TI – unsuccessful in 2015, resubmitting in September 2016.

NSF S-STEM, LSAMP, PEEC – all successful

Teagle Foundation – project completed

Keck Foundation – Connecting Indigenous and Western Knowledge Systems to Tackle Climate Change and fir Student Success, 2018-2021

2. Extramural funds raised through successful grants development efforts

Institution-wide projects

Title III Part F and Part A

Program-specific projects

NSF S-STEM

National Endowment for the Humanities

Japan-U.S. Friendship Exchange

Consortium projects

NAPSA for Title IX

NSF LSAMP

NSF PEEC II

USDOLETA TAACCCT

State Subawards

HIDOA – culinary partnerships

HIDOE – culinary partnerships

HIDOH – EMS and EMT stipends

First to Work / Bridge to Hope

Kauai Fire Department

Foundation and private awards

Alu Like

Clarence Ching Foundation

East-West Center Foundation

Freeman Foundation

Kamehameha Schools (Project Olona)

New Media Arts

Teagle Foundation through the Community College Center for Community Engagement, Mesa Community College

Keck Foundation through National Center for Science and Civic Engagement, SUNY Stony Brook and SENCER HI.

The Japan Foundation

YMCA / Aloha Care

B. Institutional Research, Evaluation and Assessment

1. Student focus groups conducted.

- Five Student Focus Groups
- BLT Student Satisfaction focus group
- Working to increase the number of these student focus groups to identify factors contributing to re-enrollment shortfalls

2. Number of OFIE research briefs produced and posted to the OFIE website.

From 2013, 2014, 2015, an average of 9 research briefs were posted.

Goal was to increase this to an average of 16 per year.

20 Research Briefs Posted from 2016 to present at:

<https://www.kapiolani.hawaii.edu/ofie/ofie-institutional-research/>

Taking greater control of international education and student reporting to Hawai'i DBEDT and Open Door/State Department Reporting.

3. Number of data requests completed; both ad hoc requests and annual / semester cyclical reports. OFIE received 118 ad hoc requests and 32 annual/cyclical requests in the last six months.

Ad hoc are “one-off” requests by administration and faculty that do not need annual updates.

Cyclical reports typically go to counselors and/or counseling centers and are needed on a semesterly/annual basis to administer programs (TRIO database updates, Lunalilo Scholars Program, Room Scheduling for Facilities Management).

4. Evaluative feedback from faculty, staff, and administrators who request our service Online Survey to be developed and administered to OFIE “customers.”

Currently operating with casual hire position and hoping to hire a full-time support staff member dedicated to this deliverable.

OFIE website was established on the campus website to be more visible to accreditation self study team. In 2019-2024 we will establish more detailed reporting and evaluation functions available through the new website.

Part IV. Program Analysis

Alignment with Mission and Vision

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

Vision: OFIE provides evidence and resources to support campus programs as they prepare graduates to strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.

Current Situation

- Internal – OFIE provides planning, assessment, evaluation, and resource development services for all academic and support units, aligned with their Comprehensive Program Reviews and tactical action plans therein.

- External – OFIE provides reporting services so that the institution can demonstrate its accountability to the UH Board of Regents via the Vice-President of the UH Community Colleges, ACCJC/WASC, program-specific accrediting bodies, Hawaii’s legislature and other public stakeholders, and external funding agencies. Accountability requirements from legislature, accrediting bodies, and external funding agencies are likely to increase exponentially in the years ahead.

Part V. Action Plan

Appropriate Strategic Outcomes

1. OFIE will continue emphasize the implementation of the Kapi’olani Engagement, Learning and Achievement model, which was developed to emphasize and visualize mixed method, qualitative and quantitative institutional effectiveness measures.
2. OFIE analysts will provide timely and accurate research reports through for customized studies and annual cyclical reporting. OFIE analysts will advance predictive analytics and develop more visual data representations to enhance communications with the campus.
3. OFIE will, in collaboration with the Shared Services Center, contribute to the college’s budget and the state’s economy by bringing in extramural grant funds. These external grants (federal and foundational) will directly address and support all four strategic directions. We have set an annual goal of raising \$5 million in extramural funding, and emphasizes building federal and foundation networks, UH system collaboration, and local partnerships.
4. OFIE Director with staff assistance and expertise is leading efforts to implement and evaluate campus sustainability and civic action plans to include operations, curriculum, teaching and learning, Hawaiian cultural, and community engagement. OFIE will lead assessment efforts for these plans.
5. OFIE IR staff, in collaboration with the UHCC Institutional Research Cadre, will develop new labor data tools in an effort to build a better workforce tracking and development system.
6. Service and Sustainability Learning and Campus Sustainability and Climate Action more fully integrated in to OFIE to achieve Strategic Plan Performance Measures, 2e and 2F.

Action Plan: 2016-2019 and 2019-2024

Tracking data on Institutional Effectiveness Measures and Strategic Plans

2016-2019	2019-2024
A) Track ten institutional effectiveness measures.	Complete tracking of 12 IEMs. Added IEM data on Native Hawaiian, Pacific Islander, and Filipino and Pell students.
B) Assist ongoing cycles of integrated research, planning, assessment, evaluation and budgeting.	Promote improvements in the Comprehensive Program Review process and integration of Student Success Pathways in the Campus Strategic Plan. Highlight the need to align these plans with resource decision-making.
C) Track annual progress on strategic planning performance measures. Develop new Strategic Plan Scorecard. Develop new dashboarding format with guidance from UHCC IR Cadre.	Complete and update strategic plan scorecards through 2021.
D) Administered 2014, 2016, 2018, CCSSE.	Administer CCSSE in 2014, 2016, 2018, and 2020 with improved faculty support and campus understanding of how to use CCSSE data.
Review 2012 institutional survey, 2016 “Closing the Loop Survey” and develop survey for Spring 2018 to assess new accreditation standards. Completed the “Getting Better at Getting Better” campus climate survey in 2018.	Develop ongoing DE Survey and related report. Develop ongoing Technology Plan evaluation and report. Assess the need for further campus climate surveys in light of UH system surveys.
E) Transitioned ALO role to next generation faculty leader for 2015 Midterm Report and 2018 Comprehensive Self Evaluation. F) OFIE supported development of Institutional Self Evaluation Report (ISER), led the development of Introductory Chapter, including data on enrollment, labor market, demographic	Support the development of our Quality Focused essays on Assessment and Engagement. Support the evaluation of entities identified for evaluation in the ISER Comprehensive Review.

and socioeconomic data, institution set standards, UHCC and UH performance funding measures, and institutional effectiveness measures, disaggregated by specific student groups.	
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Coordinating strategic and long range planning

2016-2019	2019-2024
A) Engage in UHCC Strategic Planning.	<ul style="list-style-type: none"> • OFIE Director remains member of UHCC Strategic Plan taskforce. • Initiate dialogues on new strategic plan for 2022-2027.
B) Facilitate campus strategic plan from fall 2013 to Fall 2016.	<ul style="list-style-type: none"> • Ongoing communication with Chancellor’s Advisory Council (CAC). • New IEMs tracked for Native Hawaiian and other Pacific Islander, Filipino, and Pell students. • Integration of UH Sustainability Planning and Executive Policy.
C) Review and revise long range development plans.	<ul style="list-style-type: none"> • With Shared Services Center, Acquire USDOE Title III federal grant for campus renovations. • Revisit long range plan in light of enrollment and revenue declines

Professional research

2016-2019	2019-2024
<p>A) Provided leadership in student learning outcomes assessment for instructional and students support programs.</p> <p>B) Completed Meta assessment of course learning assessments.</p> <p>C) Collaborated with three learning outcomes assessment coaches, deans</p>	<ul style="list-style-type: none"> • Identify research interests Roger Reed: • Involving Hawai’i in the State of California CTEOS Survey/Data Collection. • Using DxP UI data to link workforce outcomes to Kapi’olani academic and training programs, including Liberal Arts, Title III formative evaluation, and evaluation of Native Hawaiian intervention programs.

<p>and vice chancellor for academic affairs.</p> <p>D) Assist student services units in development of non-instructional SLOs.</p> <p>E) Lead nationally recognized effort (Teagle Foundation) in assessing service-learning outcomes in three annual cycles.</p>	<ul style="list-style-type: none"> • Pulling together the data from NH treatment programs (STEM, Employment Prep Center, Maida Kamber, all of them). • Improving UH system and KCC workforce data infrastructure and capacity, development of skills-enhancement courses/training/programs in conjunction w/Continuing Ed and BLT among others. <p>Kara Plamann Wagoner:</p> <ul style="list-style-type: none"> • Fall 2019 Entry into Educational Psychology PhD program at UH Manoa • Dissertation topic TBD. • Applicant for 2019 Recipient of AIR Presidential Scholarship • 2019 Assessment Leadership Workshop • The effect environmental displacement has on learning, especially as it relates to climate migrants • Impact of unmet basic needs on student success and retention • Feminist epistemology and intellectual development through the lens of Women’s Ways of Knowing • Community College Student motivation and engagement • Enrollment Trends and andragogical strategies in online learning. <p>Shaun Kiyabu:</p> <ul style="list-style-type: none"> • Fall 2019 Entry into Bachelors of Science Information and Computer Science Degree at UH Manoa. Focus electives on artificial intelligence, machine learning and computer algorithms. • Computer algorithms and machine learning to produce risk assessments and predict student outcomes.
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<p>F) Assist in implementing, assessing, evaluating, and improving precision student marketing and recruitment strategies for Kuilei, Honda International Center, and Continuing Education.</p>	<ul style="list-style-type: none"> • Provide data for Honda International Center’s International Education Reports to Open door and The state Department, and DBEDT. • Complete annual report on developmental placement of students from feeder high schools. • Have not yet engaged Continuing Education evaluation needs.
<p>G) Maintain national leadership in quantitative and qualitative research on service-learning and civic engagement.</p> <p>H) Present two peer-reviewed workshops at AAC&U Annual Conferences, 2016 and 2017.</p> <p>I) Developed “Teaching to Big Questions” website with support from Francisco Acoba, Krista Hiser, Tanya Renner, and Shaun Kiyabu.</p>	<ul style="list-style-type: none"> • Present findings from Teagle project, and from NERCHE national survey on civic engagement learning outcomes. • Participate in the International Association for Research on Service-Learning and Community Engagement (IARSLCE). • Present new workshops through AAC&U. Submitted AAC&U proposal with Veronica Ogata and Nawaa Napoleon on student learning in meta-majors. ACC&U funding decision by May 1, 2019.

Grants development

2016-2019	2019-2024
<p>A) Improve grants networking, identification, development, administration, implementation and evaluation processes.</p> <p>B) Prepared and submit Title III Part A supplemental request to secure renovation funds for OFIE move to new Ohia 101 & 102 spaces. Funds also improved technological capacity of the new space with Polycom installation.</p> <p>C) Facilitate successful Title III Part F renovation grant and TAACCCT single institution and consortium grant</p>	<p>Training, workshops and capacity building:</p> <ul style="list-style-type: none"> • Host grant experts • Provide training for the Pivot grant database. • Host grant training for myGRANT grant proposal development software. • Disseminate hard copies of grant proposal development handbook to campus PI’s and faculty. • Participate in Grant Writing C4ward as subject matter expert. • Develop comprehensive Title III Part A and Part F evaluations in preparation for possible new Title III grant proposal in 2019 or 2020. • Support grant evaluation needs of the ASNS program. • Seek grants for Sustainability and Climate to help the State meet its

<p>proposals and implementation. Grant administration & implementation D) OFIE Director served as principal investigator on HUD Office of University Partnerships grant. E) Built on successful funding proposal to the Teagle and Keck Foundation.</p>	<p>Aloha Plus Challenge Goals: https://www.hawaiigreengrowth.org/dashboard/</p>
<p>F) Continue to oversee Service-Learning program and support Sustainability Initiatives. G) Developed new reflection questions and scoring rubric for six Teagle campuses.</p>	<ul style="list-style-type: none"> • Complete next annual cycle of Service- and Sustainability Learning outcomes assessment. • Contributed to the development of the UH System Executive Policy on Sustainability. • Implement and evaluate and publish on new Civic Action Plan with funds from national Campus Compact. • Garner and implement planning funds for 2021 Western Region Campus Compact conference.
<p>H) Build new grants development networks for federal and foundation resources.</p>	<ul style="list-style-type: none"> • Further develop new partnership with National Council for Science and the Environment and the Association for the Advancement of Sustainability in Higher Education. • Maintain and grow relationship with National Center for Science and Civic Engagement/SENCER Program and successfully completing Keck Foundation grant-funded project activities. • Maintain new partnership with the U.S.-Japan Council members including representatives from the Bill and Melinda Gates Foundation, Fish Foundation and other local funding agencies.
<p>I) Work with NSF SENCER and EPSCoR and DC-based consulting on federal STEM funding.</p>	<ul style="list-style-type: none"> • Maintain collaboration with The Implementation Group (TIG) in Washington, DC for NSF, NASA and other STEM-related funding opportunities. TIG consultants made available to us through the Hawai'i NSF EPSCoR program, <i>Ike Wai</i>.

2016-2019	2019-2024
J) Develop new research avenues through National Council for Science and the Environment (NCSE).	<ul style="list-style-type: none"> • Lead the Executive Board of the Community College Alliance for Sustainability Education Program for the NCSE.
K) Pursue funding for international ventures as appropriate.	<ul style="list-style-type: none"> • Process awards for Honda International Center and Office of International Affairs for the Freeman Program, UGRAD and other international partnerships.
<p>L) Work more closely with deans and unit heads to identify new resource opportunities.</p> <p>M) Collaborated with deans and department chairs in Culinary Arts, Hospitality and Health for the USDOLETA TAACCCT grant programs in round 3-4.</p>	<ul style="list-style-type: none"> • Collaborate with Dean of Arts & Sciences and Aha Kalualani on grants evaluation of ‘aina-based curriculum and teaching practices. • Provided grants development support to Health Sciences department chairs per dean’s request.

Personnel and Operational Improvement

2016-2019	2019-2024
A) Hire new staff members to meet the research, evaluation, assessment and technical demand of the office and the campus.	<ul style="list-style-type: none"> • All 3 Institutional Analysts Hired and Evaluated Annually. • Grants Development Position is now leading Title III funded Shared Services Center. • Service and Sustainability Learning Outreach Coordinator now in OFIE. • Casual hire position (19 hours per week) needs to be increased to full-time.
B) Recruit student interns to assist in research, evaluation, and assessment efforts.	<ul style="list-style-type: none"> • We retained a Data Analyst Assistant student position from fall 2013 to present, but only at 5-7 hours per week currently. With move to 1.0 FTE Casual Hire we will not need OFIE student assistant, just the SSL student leaders.
C) Renewed professional memberships to PACAIR, AIR, National Council for Science and the Environment, other organizations for	<ul style="list-style-type: none"> • Ohia 101 conference room and computers enabled with Zoom meeting capabilities to facilitate group meetings, locally, nationally, and globally. • Renew SAS licenses and completed online SAS training.

<p>professional development activities.</p> <p>D) Acquired 4 laptops, 2 desktops.</p> <p>E) Video conferencing system procured and installed for Ohia 101 conference room (Title III Part A supplemental funds).</p> <p>F) Renewed SAS licenses and completed online SAS training.</p> <p>G) Renewed Survey Monkey licenses for survey analysis tools.</p> <p>H) Procured NVivo for text analysis</p> <p>I) Procured 1 SPSS license for statistical analysis</p> <p>J) Two new 512 GB SSD hard drives</p> <p>K) Procured One new Dell optiplex computer</p> <p>L) Procured MS Office, Adobe Acrobat and other necessary software.</p>	<ul style="list-style-type: none"> • Renew Survey Monkey licenses for survey analysis tools. • Renew professional memberships to PACAIR, AIR, National Council for Science and the Environment, other organizations for professional development activities. • Procure MS Office, Adobe Acrobat and other necessary software. • Requested 2 new laptops. • Requested 1 new laser jet printer with fax, scanning and copying capabilities.
<p>M) Current and additional personnel will require additional operational space.</p>	<ul style="list-style-type: none"> • With the availability of the new space for the Shared services Center, OFIE has sufficient space. We are also providing space for the campus Assessment coordinator.

Positions Responsible

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

Brandon Marc Higa (Grants Development Specialist): Coordinate proposal development with all units within Kapiolani CC, and conduct grant development training in collaborating with the Business Office and UH Office of Research Services.

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

Shaun Kiyabu (Institutional Analyst): Hands-on training in statistical and quantitative methodologies for Institutional Research via response to data requests, research design, data collection, and data analysis. Coordinate processing data requests for ad hoc requests and UHCC initiatives (e.g. AtD, National Benchmarking Project). Coordinate timely annual data gathering and reporting for Honda International Center, including reports to Hawai'i and Open Door/State Department. Manage CCSSE administration for 2016 and 2018, investigate transfer of OFIE's role in Disability Office Instructor Notification Letters back to Disability and Student Support Office. Assist with routine survey data collection. Facilitate student feedback survey collection, analysis and dissemination of results.

Roger Reed (Institutional Analyst): Developing workforce reporting capacity, survey analysis and development, incorporating external data sources (U.S. Census Bureau, Bureau of Labor Statistics, EMSI) into workforce data capacity. Responding to ad hoc requests and developing SAS skills. Report development, building workforce data reporting capacity. Modify and update existing reports and IEMs. Do NCCBP data reporting. Analysis and reports on specific topics of interest (effectiveness of Starfish Pilot intervention program, value of certificate awards).

Kara Plamann Wagoner (Institutional Analyst): In addition to data collection, analysis, and reporting, provides outreach on OFIE deliverables through the campus website and bulletin, as well as in person through department and unit workshops. Areas of focus include strategic planning, programmatic data evaluation, and focus group facilitation. Member of the campus accreditation work group.

Robin Michi Atkinson (Casual Hire): Supporting fiscal and administrative processes, and the timely and accurate transferring of the OFIE website to the campus website. Developing customer evaluation system at OFIE campus site. She is coordinating purchasing of materials, supplies, and training opportunities for IR and grants development staff. She effectively submits RTRF travel requests and reports of the director and faculty engaged in national grants dissemination and development. Ms. Atkinson is also providing leadership for the Campus Sustainability and Climate Action Implementers (CSCAI) and is advancing student, staff, faculty, and AGO engagement in sustainable campus initiatives.

Denise Pierson – Service and Sustainability Learning (SSL) Outreach Coordinator, trains Student Pathway leaders funded by TFSF, RTRF and Community-based Work Study, and AmeriCorps VISTA funds. Tracks students' (600/year) completion of service and sustainability learning assignment and incorporates these findings in an annual reports. Trains and supports student leaders in facilitating SSL students' completion of community-based assignments and end of semester capstone reflection essays. Collaborates with faculty on SSL outcomes assessment and supports ongoing grants

developing and grants getting with community partners. Also collaborates with faculty and staff on aligning SSL pathways with the United Nations Sustainable Development Goals, a nation-leading innovation. See kapiolaniserve.weebly.com. She also assesses the community-based sites where our students serve, curates them, and add new promising partners. She leads deeper engagement with Waikiki Community Center focused on community resilience, disaster readiness and elder “Bridging Generations” programs.

Synergies with other programs, units, emphases and initiatives

All instructional programs (all OFIE functions; assessment and evaluation, IR, grants support)

All extramurally funded programs and projects (grants development support)

University of Hawaii Foundation (grants)

UH System

- UH Community College Office
- UH Office for Research Services

Kapiolani CC units

- Title III Program
- STEM (major NSF, NASA awards)
- Administrative Services units, particularly Business Office (grants administration); Human Resources Office (hiring on extramural funds, instructional research projects); Auxiliary Services (renovation projects)
- Arts & Sciences
- Health Sciences
 - Kupuna Education Program
 - Emergency Medical Systems / Emergency Medical Technology
 - Dental Assisting
- Office for Continuing Education Programs (state contracts, designing evaluation)

Priorities for 2019-2024 - Also see page 4.

- A) Establish stronger collaborations with new Congressional representatives in Washington, DC, and federal agencies.
- B) Seek professional development opportunities and funding for workshops/trainings on grant proposal development, as well as grants and contracts administration.
- C) Increase face-to-face engagement with campus groups to improve understanding and use of data.
- D) Acquire hardware, software, and resources necessary to assist data collection, data analysis, faculty and staff training in assessment, evaluation and grant development.
- E) Fuller and closer integration of Service and Sustainability Learning and Sustainability and Climate Action.