Honolulu Community College
Student Service Division

Annual Assessment Report Template

Student Life & Development

Program/Department Submission Date

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MISSION

The mission of Student Life and Development is to facilitate/build an active campus community that enhances the educational experience.

PROGRAM GOALS

Goal 1. Foster community building activities as opportunities to learn/grow outside the classroom, complimenting the institution’s academic programs

Goal 2. Advise students to provide them with opportunities to talk, think, feel, share new information, turn ideas into actions, and reach within and beyond themselves.

Goal 3. Collaborate with the community

Goal 4. Celebrate the unique talents of all students

Goal 5. Promote our community values, mission, and purpose

Goal 6. Provide an atmosphere that enhances the mission

Goal 7. Operate the Student Life and Development office effectively so that we may reach our mission.

LEARNING OUTCOMES

The Student Life Advisors system-wide agreed to adopt five of the NASPA Student Leader Learning in Co-curricular Outcomes

1. Ethical Leadership
2. Critical Thinking
3. Teams and Groups
4. Interpersonal Communication
5. Mission, Vision, and Goals

SERVICE OUTCOMES

To effectively communicate Student Life & Development information.

POINTS OF PRIDE

• Student Life programs and activities were innovative and successful, often highlighted by the campus marketing director for promotion via social media, Annual Report, news coverage and more.

• The Student Life & Development website, operated directly by Student Life & Development student employees, is live and hosts a variety of multimedia including videos on how to get an ID card and detailed fiscal procedures information for student organizations.

• CCSSE results (2012) show significant positive differences in areas related to Student Life & Development compared to other medium size colleges nationwide and our system cohort.
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- Advisor and Student Leader training in RISO policy, fiscal processing and general leadership was offered at several times throughout the year.
- Student leaders were selected to present at ACUI Region 15 Conference.
- Student leaders were selected for national recognition for a two-year school newspaper.

**ASSESSMENT ACTIVITIES 2013-2014**

<table>
<thead>
<tr>
<th>Learning / Service Outcome 1</th>
<th>Ethical Leadership: Student will be able to contribute to a positive organizational environment through active participation and cooperation with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does your outcome link to one of the college’s Institutional Learning Outcomes? <em>x</em> Yes ___ No</td>
</tr>
<tr>
<td></td>
<td>If Yes, which one (check all that apply):</td>
</tr>
<tr>
<td></td>
<td>___ Critical Thinking ___ Quantitative Reasoning</td>
</tr>
<tr>
<td></td>
<td>___ Information Literacy <em>x</em> Career Preparation</td>
</tr>
<tr>
<td></td>
<td><em>x</em> Effective Communication <em>x</em> Community Awareness and Social Responsibility</td>
</tr>
</tbody>
</table>

**Methods and Measures**
Review of organization meetings using SLLO Project Rubric including feedback from advisors and participants.

**Findings**
The advisors of the Chartered Student Organizations reported that students were generally more positive this year. They reported that students were intermediate in elements of trustworthiness, respect, responsibility and citizenship. There were some leaders who were advanced and some who were notice. The students put the most effort into fairness and caring but are still not fully advanced in these areas.

**Decisions / Recommendations**
Students self-perceptions of themselves was higher than others perception of their Ethical Leadership. Self-reflection and self-perception has been a challenging disconnect because 360 review tools, which would allow them to see this disconnect, have not been well received. Most students come to student leadership with very little experience in this area and there is great opportunity for growth if there is enough time to work with the students both one-on-one and collectively. There needs to be more support for this intensive feedback if this area is going to improve. There also need to be strong HCC role models of Ethical Leadership. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.

<table>
<thead>
<tr>
<th>Learning / Service Outcome 2</th>
<th>Critical Thinking: Students will be able to gather relevant situational information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does your outcome link to one of the college’s Institutional Learning Outcomes? <em>x</em> Yes ___ No</td>
</tr>
<tr>
<td></td>
<td>If Yes, which one (check all that apply):</td>
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</tr>
<tr>
<td></td>
<td><em>x</em> Effective Communication <em>x</em> Community Awareness and Social Responsibility</td>
</tr>
</tbody>
</table>

**Methods and Measures**
Review of organization meetings using SLLO Project Rubric including feedback from advisors and participants.

**Findings**
The Chartered Student Organizations vary on this element. Advisors reported that some students were significantly more effective at gathering relevant situational information than others.
# Decisions / Recommendations

If was not surprising to see the Chartered Student Organizations vary on this element because the advisors and students use different thought processes in each group. Perhaps due to the nature of SMB and SAB being product orientated as well as process, they can see the results of their efforts more clearly. There needs to be more support for this intensive feedback if this area is going to improve. There also need to be stronger, visual examples of Critical Thinking. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.

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## Learning / Service Outcome 3

Teams and Groups: Students will be able to recognize the Tuckman and Jensen model and identify the stages of group development.

**Does your outcome link to one of the college's Institutional Learning Outcomes?**  
_x_ Yes ___ No

If Yes, which one (check all that apply):

- _x_ Critical Thinking  
- ___ Quantitative Reasoning  
- ___ Information Literacy  
- _x_ Career Preparation  
- _x_ Effective Communication  
- ___ Community Awareness and Social Responsibility

## Methods and Measures

Review of student behaviors by observers using SLLO Project Rubric. Student reporting of stages of group development.

## Findings

The students did not embrace the lessons on stages or group development. "They didn’t get it." Other Models of understanding others and groups dynamics were more salient. While they did not remember this particular model, they did embrace True Colors and MBTI.

## Decisions / Recommendations

This may not be the best model for these students. We will continue to provide the training but there may be other elements of teamwork and group dynamics that are better to use as an outcome for these students. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.

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## Learning / Service Outcome 4

Interpersonal Communication: Students will be able to exhibit effective interpersonal communication in a variety of settings.

**Does your outcome link to one of the college's Institutional Learning Outcomes?**  
_x_ Yes ___ No

If Yes, which one (check all that apply):

- _x_ Critical Thinking  
- _x_ Quantitative Reasoning  
- _x_ Information Literacy  
- _x_ Career Preparation  
- _x_ Effective Communication  
- ___ Community Awareness and Social Responsibility

## Methods and Measures

Review of student behaviors by observers using SLLO Project Rubric.

## Findings

The Chartered Student Organizations vary on this element as well. Advisors and observers reported that some students were significantly more effective at interpersonal communication than others. In general, those students who are more involved and active in the organization, sometimes having multiple years of experience, were better communicators. The causality dilemma is not currently extricable. There were comments about the connection between emotion and communication such as “angry emails” and “overly dramatic comments.” Some students reported being unable to see the difference in the quality of the communication. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.
Decisions / Recommendations
Organizations that are more selective in membership may have already screened for some degree of communication skills through interviews and that seems to be an effective tool. We need to continue to find ways to bring greater awareness to the power of interpersonal communication. The insistence upon greater communication from the organization and individuals is needed to provide more opportunities for feedback. Having outside agents who help provide feedback is very helpful to advisors and students when done correctly. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.

Learning / Service Outcome 5
Mission, Vision, and Goals: Students will be able to articulate the mission and goals of their organization.

Does your outcome link to one of the college’s Institutional Learning Outcomes? _x_ Yes ___ No
If Yes, which one (check all that apply):

_x_ Critical Thinking _x_ Quantitative Reasoning
_x_ Information Literacy _x_ Career Preparation
_x_ Effective Communication _x_ Community Awareness and Social Responsibility

Methods and Measures
Review of organization mission and goals using SLLO Project Rubric.

Findings
ASUH worked through an interactive process to develop the “2013-2014 ASUH-HCC Student Government Values, Goals & Strategy.” The document was well received by the HCC community and helped them explain themselves to students, faculty, and the Business Office. While their execution was not always perfect, the students’ intention to follow the document was strong. The other organizations were casually able to express their mission, vision and goals but did not develop a clear statement like ASUH did.

Decisions / Recommendations
All Charted Student Organizations should go through a process like ASUH to ensure that all student leaders have a good foundation of understanding in this area. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.

Learning / Service Outcome 6
To effectively communicate Student Life & Development information.

Does your outcome link to one of the college’s Institutional Learning Outcomes? _x_ Yes ___ No
If Yes, which one (check all that apply):

_x_ Critical Thinking _x_ Quantitative Reasoning
_x_ Information Literacy _x_ Career Preparation
_x_ Effective Communication _x_ Community Awareness and Social Responsibility

Methods and Measures
Review of methods and content with feedback from various HCC community members.

Findings
Both the SLD Office and the CSOs were better about communicating with the campus community. They used a variety of methods including Facebook, Instagram, Twitter, email blasts to students, email blasts to HCC Announce, posters, window displays, banners, ¼ page promotional leaflets, online HCC calendar, semester long calendar, enhanced website, videos and word-of-mouth. The feedback about errors was less than last year and the visual quality of the materials was higher. Specific information on effectiveness was difficult to ascertain due to the variety of redundant messaging sources. The information collected from the Student Satisfaction Survey indicates that the environment is perceived as friendly but some students would appreciate regular hours and clearer attention on the student.
Decisions / Recommendations
They use of the variety communication channels of was clearly a reflection of the skills, abilities and interests of the particular students involved. We need to determine a more systematic way to track progress in this area. Having multiple approaches to communication is a necessity due to the diversity of the students’ experience. The advisors and director must be able to encourage and monitor the many channels for quality. This can be very time consuming and also cost effective. Having long term, consistent employees help with customer service and continuity. Having only students as the front line communicators is troublesome due the fluxuating nature of the student experience. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.

PLANS FOR THE COMING YEAR 2015
• Continued improvement of Student Life & Development communication including adding additional functionality to the website including a calendar listing and more elaborate archives of past events to illustrate the progress made by the student organizations.
• Continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.

SUPPORTING DOCUMENTS & OTHER DATA
• Rubrics: Because the student organizations involved are relatively small, there is no way to share the direct results of the completed rubric reviews without sharing personally identifiable information of the student and/or reviewer. We will examine a better way to collect and report the rubric data which will remove identifying information.
• Student Life & Development Web site: http://programs.honolulu.hawaii.edu/studentlife/
• 2013-2014 ASUH-HCC Student Government Values, Goals & Strategy
• Honolulu Community College Facebook, YouTube, Twitter and Instagram feeds
• CCSSE 2012, Honolulu Community College
  o Questions: 4q, 9c, 9d, 9e, 12b, 12h, 12j, 12k, 12l, 12m
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Clerical Workload:
Student Life has been documenting our office activities with more detail to better illustrate the nature and volume of the workload. Unfortunately many of the electronic methods available to other offices, such as SARS, have not been available to Student Life. We are currently working on being included in the MySuccess project so we may use that tool for improvement.

In Spring of 2014 our volume of clerical activity was approximately:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls</td>
<td>733</td>
</tr>
<tr>
<td>SLD Email (not including bulk or junk mail)</td>
<td>472</td>
</tr>
<tr>
<td>Lost &amp; Found</td>
<td>124</td>
</tr>
<tr>
<td>ID (New &amp; Replacement)</td>
<td>518</td>
</tr>
<tr>
<td>Validations of IDs</td>
<td>815</td>
</tr>
<tr>
<td>Trips to Admin Building</td>
<td>94</td>
</tr>
<tr>
<td>Locker management</td>
<td>72</td>
</tr>
<tr>
<td>Bulletin board maintenance runs</td>
<td>34</td>
</tr>
<tr>
<td>Keys Management for CSOs</td>
<td>285</td>
</tr>
<tr>
<td>Other Walk-In Questions &amp; Requests</td>
<td>1666</td>
</tr>
<tr>
<td>Lounge monitoring hours</td>
<td>765</td>
</tr>
<tr>
<td>Equipment loans</td>
<td>189</td>
</tr>
</tbody>
</table>

Fiscal Workload:
Our annual fiscal transaction count is 575 purchasing related transactions and 487 charge transactions.

These clerical and fiscal figures do not account for all the advising, events, activities, meetings, trainings, presentations, marketing, web development, document reviews or any duty only performable by the Director.