HONOLULU COMMUNITY COLLEGE

STUDENT SERVICES DIVISION
FIVE-YEAR PROGRAM REVIEW

ACADEMIC YEARS 2005-06 THROUGH 2010-2011

December 2011
Introduction and Executive Summary

Honolulu Community College's Student Services Division (Division) is one of only a handful of divisions that maintains a College-wide responsibility. During the past decade it has faced a number of leadership changes at the staff and management level. In addition, over the last several years new units have been added and within that same timeframe have or are slated to leave under campus reorganization. As such, although it has been one of the core functions of the College, it remains a developing program.

Doing ‘less with more’ has reached a critical juncture for the Division. Several units over the last few years have been doing their best to accomplish their goals and objectives with the staffing and resources they have. However, these units, particularly Financial Aid and Student Life, are now at positions where new staff or relief of certain core duties must be provided. Other units such as Counseling, the Native Hawaiian Center, and Mental Health & Wellness Services will be forced to review their current menu of services and make operational changes that may impact their roles in the greater campus structure.

The next few years will be telling for Student Services as it keeps an open mind, remains flexible, and makes changes to adapt to new University or campus goals, policies, and procedures. The goal is to remain important factors in a student’s success; however, changes will have to be made for this to continue. At present there are few plans for sweeping change written in stone, simply ideas and concepts that must be brought to larger audiences for full and complete discussion. With new and upcoming leadership changes both within the division and at the Administration levels of the campus, it is expected that new eyes and minds will understand where student services stands and commit to lasting, positive impact changes.

Overall data for Academic Year 2010-2011 indicates little to no growth in several key areas. Overall student enrollment growth remains stagnant with the exception of increases in Native Hawaiian students. While progress was made in the amount of student Financial Aid participation, operationally the office continues to face large backlogs in applications as well as continued over reliance on staff overtime. Persistence rates are similar to prior years, but there is an expectation that these rates will rise over the next few years as the College’s new Essentials policy and curriculum are fully implemented. Data for degrees and certificates awarded were
much higher than AY 09-10, a sign that the college’s focus on completion has had positive impacts.

Not surprisingly, CCSSE data for 2010 showed that students place great importance in many of our key activities yet remain only lukewarm in their satisfaction of our performance. Our goal is to improve our student satisfaction rates that place us at above average compared to comparative schools (according to CCSSE’s chosen standards). To address student satisfaction, the College will be developing new strategies and implementing new activities and programs to better serve and support our students. The goal of all new activities will include:

- Supporting the College in its focus on ensuring that students are workplace ready by focusing on the development and growth of basic skills in English and Math.
- Supporting our students in an “intrusive” manner.
- Increasing opportunities for students to develop personal responsibility.

Admittedly, there are any number of areas that will need to be addressed to ensure that students continue to receive the necessary support. Nonetheless, the division has seen many highlights and continues to meet many of its goals.

- In 2010 the College implemented a long awaited New Student Orientation, titled Passport to College. In one year alone, this Student Services backed effort has drawn the pathway to success for over 2,500 students.

- From 2005 to 2011 the College, on the shoulders of the Native Hawaiian Center staff, was able to grow the Native Hawaiian Center into a true campus difference maker for many students. Perhaps more importantly, the Center has been the driving force behind increasing our Native Hawaiian student population by 29%.

- 2010 also marked the third year in a row that the College exceeded its financial aid goals. Students are impacted by backlogs and the growing number of applications (as with all UH campuses), but financial aid has been awarded in record numbers.

Ultimately, all units in Student Services are committed to meeting the strategic goals and respective missions of the campus and the university. Each unit has assisted in creating a better future for our students. Within the attached report there are a number of goals and highlights discussed. In many instances, regardless of the staffing shortages or changes the division has faced, goals are being met successfully.
# Table of Contents

Introduction and Executive Summary ................................................................. 2
Honolulu Community College Mission Statement ............................................. 6
Student Services Division Mission Statement ............................................... 6
2011 Analysis of Program Review Indicators ....................................................... 7
  Demand Indicators: ....................................................................................... 8
  Efficiency Indicators: .................................................................................. 9
  Achieving the Dream Data: ......................................................................... 10
  Effectiveness Indicators: .......................................................................... 10
Community College Survey of Student Engagement Data: .......................... 11
Division and Program Description ..................................................................... 11
  Admissions and Records .......................................................................... 12
  Counseling ................................................................................................ 12
  Financial Aid ............................................................................................. 13
  Student Life and Development ................................................................. 13
  Career and Employment Office ................................................................. 14
  Mental Health Support Services ................................................................. 14
  Health Office ............................................................................................... 15
  Administratively Attached Units ................................................................. 15

Counseling ........................................................................................................ 17
  Unit Overview ............................................................................................ 17
  Unit SLO’s and Relationship to the Mission and Strategic Plan ................. 19
  Quantitative Measurement and Analysis .................................................. 20
  Highlights ................................................................................................ 28
  Program Changes and Plans for Improvement .......................................... 29
  Budget Impact Summary .......................................................................... 31

Financial Aid ..................................................................................................... 32
  Unit Overview: ......................................................................................... 32
  Unit SLO’s and Relationship to the Mission and Strategic Plan ............... 32
  Quantitative Measurement of Unit SLO’s ................................................ 33
  Highlights and Analysis of Unit SLO’s ...................................................... 34
  Program Changes and Plans for Improvement ......................................... 34
  Budget Impact Summary .......................................................................... 35

Career and Employment Center ....................................................................... 36
  Unit Overview ............................................................................................ 36
  Unit SLO’s and Relationship to the College’s Mission and Strategic Plan ... 37
  Quantitative Measurement of Unit SLO’s ................................................ 41
  Highlights and Analysis of Unit SLO’s ...................................................... 41
  Program Changes and Plans for Improvement ......................................... 43
  Budget Impact Summary .......................................................................... 44

Student Life and Development ....................................................................... 45
  Unit Overview ............................................................................................ 45
  Unit SLO’s and Relationship to the College’s Mission and Strategic Plan ... 49
  Specific SLO’s ......................................................................................... 50
Quantitative Measurement of Unit SLO’s ................................................................. 52
Highlights and Analysis of Unit SLO’s ................................................................. 60
Action Plan .......................................................................................................... 61
Operational Implications ................................................................................... 63
Strategic Plan Implications ................................................................................ 64
Budget Impact Summary: .................................................................................... 64

Mental Heath & Wellness Services ........................................................................ 65
Unit Overview ....................................................................................................... 65
Unit SLO’s and the Relationship to the College’s Mission and Strategic Plan .... 67
Quantitative Measurement of Unit SLO’s ......................................................... 67
Highlights and Analysis of Unit SLO’s ............................................................... 69
Program changes and Plans for Improvement: .............................................. 81
Budget Implications............................................................................................. 82
Budget Impact Summary: .................................................................................... 82

Health Office ......................................................................................................... 83
Unit Overview ....................................................................................................... 83
Unit SLO’s and Relationship to the College’s Mission and Strategic Plan ...... 84
Quantitative Measurement of Unit SLO’s ......................................................... 86
Highlights and Analysis of Unit SLO’s ............................................................... 87
Program Changes and Plans for Improvement: .............................................. 88
Plans for Improvement ....................................................................................... 88
Budget Implications............................................................................................. 89
Budget Impact Summary: .................................................................................... 89

Addendum A .......................................................................................................... 90

Native Hawaiian Center (NHC) ............................................................................ 90
Unit Overview ....................................................................................................... 90
Unit SLO’S and relationship to HonCC’s Mission and Strategic Plan. .......... 93
Quantitative Measurement of Unit SLO’s ......................................................... 97
Program Changes and Plan for Improvement ................................................ 103
Budget Impact Summary: .................................................................................... 104

Addendum B .......................................................................................................... 105

TRIO-SSS Program Review .................................................................................. 105
Unit Overview ....................................................................................................... 105
Unit SLO’s and Relationship to the College’s Mission and Strategic Plan...... 106
Quantitative Measurement of Unit SLO’S ......................................................... 114
Highlights and Analysis of Unit SLO’s ............................................................... 114
Program Changes and Plans for Improvement: ............................................. 115
Honolulu Community College Mission Statement
(revised 2006 through 2011 approved by Governing Bodies December 2011)

Honolulu Community College serves our community, the city, the state of Hawai`i, and the Pacific region as an affordable, flexible, learning-centered, open-door, comprehensive community college. We meet the evolving post-secondary educational needs of individuals, businesses, and the state by:

- Offering high quality courses and programs in the liberal arts and career and technical fields;
- Maintaining unique educational partnerships with state-registered apprenticeship programs in diverse career fields;
- Supporting our Native Hawaiian community and its language, history, and culture;
- Delivering continuing education and training to meet the demand for a competitive workforce; and
- Providing diverse educational opportunities for personal enrichment.

As a learning-centered, open-door college, Honolulu Community College, is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of our faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.

Student Services Division Mission Statement
(revised March 2011 approved by Chancellor April 2011)

Honolulu Community College Student Services is committed to empowering our students to achieve their academic, career and life goals. We fulfill this commitment through providing support, advocacy, advising and teaching with an innovative, comprehensive approach for our ever-changing population.
2011 Analysis of Program Review Indicators

The table below represents the data that is tracked by the University of Hawaii Community College System Office. Analysis follows:

### Honolulu Community College

2011 Student Services Annual Report of Program Data

**Student Services**

**Part I: Program Quantitative Indicators**

<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>Program Year</th>
<th>Demand Health Call</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>1 Annual Headcount ALL Students</td>
<td>5,707</td>
<td>6,287</td>
</tr>
<tr>
<td>2 Annual Headcount NH Students</td>
<td>1,119</td>
<td>1,273</td>
</tr>
<tr>
<td>3 Actual Percent Change from Prior Year ALL</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>4 Actual Percent Change from Prior Year NH</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>5 Annual Headcount of Recent Hawaii High School Graduates</td>
<td>624</td>
<td>679</td>
</tr>
<tr>
<td>6 Percent of Service Area's Recent High School Graduates</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>7 Annual Headcount of Students 25-49 Years Old</td>
<td>2,054</td>
<td>2,280</td>
</tr>
<tr>
<td>8 Annual Headcount from Underserved Regions</td>
<td>1,314</td>
<td>1,548</td>
</tr>
<tr>
<td>9 Annual Headcount in STEM programs</td>
<td>792</td>
<td>842</td>
</tr>
<tr>
<td>10a Fall Semester Registration Status New Students</td>
<td>833</td>
<td>869</td>
</tr>
<tr>
<td>10b Fall Semester Registration Status Transfers Students</td>
<td>415</td>
<td>451</td>
</tr>
<tr>
<td>10c Fall Semester Registration Status Continuing Students</td>
<td>1,894</td>
<td>1,965</td>
</tr>
<tr>
<td>10d Fall Semester Registration Status Returning Students</td>
<td>244</td>
<td>258</td>
</tr>
<tr>
<td>10e Fall Semester Registration Status Home Campus Other</td>
<td>832</td>
<td>1,024</td>
</tr>
<tr>
<td>11a Spring Semester Registration Status New Students</td>
<td>357</td>
<td>400</td>
</tr>
<tr>
<td>11b Spring Semester Registration Status Transfers Students</td>
<td>381</td>
<td>371</td>
</tr>
<tr>
<td>11c Spring Semester Registration Status Continuing Students</td>
<td>2,199</td>
<td>2,406</td>
</tr>
<tr>
<td>11d Spring Semester Registration Status Returning Students</td>
<td>242</td>
<td>241</td>
</tr>
<tr>
<td>11e Spring Semester Registration Status Home Campus Other</td>
<td>836</td>
<td>1,050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Efficiency Indicators</th>
<th>Program Year</th>
<th>Efficiency Health Call</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>12 Pell Participation Rate ALL Students</td>
<td>17%</td>
<td>24%</td>
</tr>
<tr>
<td>13 Pell Participation Rate NH Students</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>14 Number ALL Students Receiving Pell</td>
<td>547</td>
<td>630</td>
</tr>
<tr>
<td>15 Number NH Students Receiving Pell</td>
<td>169</td>
<td>238</td>
</tr>
<tr>
<td>16 Total Pell Disbursed ALL</td>
<td>$1,281,284</td>
<td>$2,251,394</td>
</tr>
<tr>
<td>17 Total Pell Disbursed NH</td>
<td>$432,611</td>
<td>$649,611</td>
</tr>
<tr>
<td>18 Overall Program Budget Allocation</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
<tr>
<td>19 General Funded Budget Allocation</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
<tr>
<td>20 Special/Federal Budget Allocation</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
<tr>
<td>21 Cost Per Student</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
</tbody>
</table>

### Achieving the Dream

<table>
<thead>
<tr>
<th>AID Fall Cohort</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 FT AID Cohort (ALL) complete 20 credits first year</td>
<td>175</td>
<td>183</td>
<td>227</td>
</tr>
<tr>
<td>23 FT AID Cohort (NH) complete 20 credits first year</td>
<td>38</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td>24 PT AID Cohort (ALL) complete 12 credits first year</td>
<td>92</td>
<td>110</td>
<td>99</td>
</tr>
<tr>
<td>25 PT AID Cohort (NH) complete 12 credits first year</td>
<td>21</td>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>
Demand Indicators:
Honolulu CC enrollment growth continues to be a challenge for the campus. While other UHCC colleges grew by double-digit percentage increases over the last 3 years (with smaller growth in AY10-11), HonCC growth has remained stagnant. The flat growth may largely be due to the fact that the College is a career and technical education (CTE) curriculum. With over 24 CTE programs student enrollment growth will always be limited by a number of different factors such as program capacity size, shop space, industry specific equipment and resources, etc. Other campuses in the system have grown due to the increase in students enrolling in general education (liberal arts) courses on a full time basis. For HonCC as well, this area is one area that has grown, but not at the same level as sister campuses.
One area that has seen tremendous growth, however, is our Native Hawaiian student population. Our efforts, particularly those of the Native Hawaiian Center, have not been in vain. In AY 08-09 the college’s Native Hawaiian student population grew by 13% while our overall student body grew by 5%. Most telling is that Native Hawaiian student growth in AY 10-11 was 29% while the campus as a whole saw a 1% decline. This increase may be due to a number of different factors. Over the last 5 years the College saw a large influx in federal funding via a Title III grant. In addition, in 2006 the College received positions and funding for 5 general funded positions whose focus was on Native Hawaiian student issues. The additional funding and the fruits of the work done by the dedicated positions took hold and dividends were realized with the large increase in students. Maintaining this level of growth in Native Hawaiian students will be a challenge as the Title III grant, and the approximately $1 million per year it provided the college has now run its course. The College plans to address this by ensuring that support and funding are not reduced dramatically. In addition, to ensure that our Native Hawaiian programs remain strong the, the Native Hawaiian Center (NHC) will be reorganized under the University College division. This positions the NHC in the same division as other Hawaiian studies and language programs. The long-term plan is to eventually develop a Hawaiian Studies division that will ensure that support for Hawaiian students continues.

Another area in which the College has realized some growth is in the non-traditional student demographic (students ages 25-49). The College realized nearly a 10% increase between AY 08-09 and AY 10-11. Growth can be attributed to a slightly higher unemployment rate over the last 3 years as well as the UHCC system focus on non-traditional student recruitment.

STEM programs will continue to be an area that College must do better. This is especially dissatisfying as the College at one time enjoyed one of the best, if not the best, pre-engineering programs in the 1980’s and 1990’s. We are confident that our program focuses and curriculum can support the STEM efforts. Presently, we are discussing the development of a number of new bridge programs for high school juniors and seniors. New efforts such as the bridge programs should assist in the development and growth of our STEM related students and graduates.

Efficiency Indicators:
Financial Aid will continue to be a challenge for all University of Hawai‘i campuses. Staffing concerns, the incredible amount of applications each year, and ever changing federal laws will make major progress in this area more and more difficult. Nonetheless, Financial Aid data shows us that we have met or exceeded our strategic plan goals. To be sure, there are backlogs and other issues that are dealt with each semester, but the number of students who utilize and tap into financial
aid as well as the increasing amount of money disbursed to students each year continues to grow.

It is clearly understood that financial aid is a critical, perhaps the most critical, factor in a student’s retention and ultimate education success. As such we understand that regardless of how well we do, we must do better. New UHCC system wide initiatives such as centralized financial aid application processing and a greater effort coming from all campuses to work as a system may alleviate some of the application backlog and pressure on the staff. It is also vitally important for us to fill recently vacated positions. In addition, the College has applied for several grants to develop and institute a Financial Aid Literacy workshop. The idea behind this proposal is to ensure that students and their families understand the financial aid process and that students build their financial literacy. A program such as is always risky because of the unknown return on investment in resources and time. However, our belief is that regardless of where a student may attend school, this type of program is a wise investment.

**Achieving the Dream Data:**
The College’s Achieving the Dream (AtD) efforts have shown some positive signs. The number of students in the AtD cohort who completed 20 credits in their first year of college has steadily grown. What still must be considered, particularly in light of new discussions occurring nationally and within our own system, is the appropriateness of using 20 credits as a benchmark indicator of educational success.

**Effectiveness Indicators:**
Persistence and retention continue to remain concerns for the campus. Little to no increase in most of our Effectiveness indicators over the years mandated that new strategies and ideas to ensure that students persist and return to school were implemented. In AY 10-11 HonCC began requiring all new students to take a math and English placement test to determine the appropriate class level. The policy further required all students who tested into lower than college level math or English to complete their remedial coursework prior to taking other classes. It has been proven that both math and English are central to every other college level courses. Accordingly, the idea behind such a policy was a strong belief that many students do not return to college or remain unsuccessful due to their struggles in these two core educational areas. If we are able to build the student’s skills they will be better positioned to complete the work in other courses, including their major course of study.

To implement the framework of this policy we developed the Essential English and Essential Math programs. The AY 10-11 Fall to Spring data does not necessarily support our new remedial policy. However, we believe that once these Essential programs are fully implemented the reasons behind this policy will be justified.
Community College Survey of Student Engagement Data:
The Community College Survey of Student Engagement (CCSSE) data continues to show that our student needs are being met, but only on a satisfactory basis. Unfortunately, in the 2010 survey student satisfaction in five (5) out of the seven (7) rated service categories decreased from the 2008 survey. Most surprising were our satisfaction decreases in Career Counseling, Job Placement, and Disability Services. While not acceptable, the lower satisfaction figure was expected in Academic Advising.

Ultimately, we want all HonCC graduates to find employment in their course of study at or above the U.S. living wage. As such, we are poised to make changes in our Career and Employment Office that will better assist students in preparing them for their careers. One of these changes includes the procurement of a “lifelong” career software program that will include skills inventories and assessments and career planning and preparation information. In addition, we will be placing greater emphasis on career exploration in the first year of college.

Academic Advising remains the student services unit that faces the largest challenges. Based on CCSSE data it is clear that student place a great emphasis on academic advising. Nonetheless, the frequency with which they visit a counselor is only “Sometimes”. A reduction in counselors due to retirements has left the unit shorthanded. However, this alone cannot be used as a reason for a drop in satisfaction levels as nearly every office in student services, as well as the college as a whole, has faced personnel shortages. One concern with the current organization is that it is not designed to be an “intrusive” student support office. In its current structure, the unit excels at being available for students when the student is inclined and has the time to come to the counseling offices and seek advice. The idea behind an intrusive model In addition, there are questions as to whether the current counseling workload and job or assignment descriptions put counselors in best position to help and support our students. To assist the College in developing a new counseling strategy and perhaps organization we will be researching the current best practices and models as well as seek outside consulting to assist us in building an organization that is focused on the support of students in an “intrusive” manner. This unit remains one area that will continue to require careful strategic thought and the development of new and innovative approaches to student support.

Division and Program Description
Student Services is responsible for planning, developing, and implementing various support services for our prospective, new, and continuing students. Services are provided to teach students the steps needed to succeed in their academic, career, and employment goals at the college. Student Services collaborate with other faculty, staff, and administrators to help students adjust to college and maximize their experience at the college. The units of Student Services are Admissions & Records, Counseling, Financial Aid, Student Life and Development, Career and
Employment, Mental Health Counseling, Student Health Services. All units assist the College in meeting its goals and objectives in various areas, particularly those related to student success. The role of the Dean of Student Services is to:

- Provide vision, leadership, and support for innovative and on-going efforts
- Lead the unit in its plans and Program Review
- Prepares unit budgets and supervises expenditures
- Assist and support faculty and staff to better serve students
- Take the lead in recruiting, hiring, evaluating, and faculty and staff
- Handle student grievances
- Take the lead in communicating the efforts and accomplishments of the faculty and staff in Student Services to the rest of the college and the community.

**Admissions and Records**

Admissions and Records is responsible for providing admission services and is responsible for record keeping of all student records, including academic and contact information for official College use. This office:

- Coordinates student admission and disseminates information to prospective students
- Manages the record keeping of registration of new students into credit programs
- Assists in dissemination of information such as the use of college catalog and clarification of policies and regulations, or transfer information
- Assists in the evaluation of academic credentials for students
- Approves students for graduation
- Maintains student records for both credit students and non-credit students whose transactions are processed by other offices
- Assures that grades are properly recorded and students are notified
- Certifies student enrollment
- Evaluates academic credentials for students
- Orders diplomas and notifies students of graduation status

**Counseling**

The Counseling Office provides academic counseling services for new and continuing students. This office:

- Assists students with the proper guidance in their class registration
- Assists students in adjusting to college life through counseling services
- Assists in dissemination of information such as the use of the college catalog and clarification of policies and regulations, or transfer information
- Suggests referral to community resources for specific services, information,
etc.

- Coordinates assistance to special target groups
- Assists in evaluating academic credentials for students
- Provides counseling support services to enable all students with to succeed
- Performs graduation audits and approves students for graduation
- Provide program information and requirements
- Teach students how to seek the information needed for their academic goals such as college policies, procedures, registration, graduation, transfer information, etc.
- Assist students in clarifying their goals in college and developing an academic plan
- Teach students the importance of communication (who, what, when, and where) with others (teachers, staff, others in the community) to ensure success in their academic plans
- Counsel students who are not in good academic standing which includes reassessing their goals, teaching practical study skills, and directing to appropriate resources
- Provide general guidance in searching for scholarships
- Evaluate and expedite transcripts from other campuses to determine transfer credits awarded
- Evaluate graduation checks and approves students for graduation
- Participate in recruitment activities such as college and career fairs, middle and high school visits, and other community agencies
- Work collaboratively with faculty, staff, and administrators to address students’ concerns and issues
- Write letters of support for scholarships, admission, and other reasons

Financial Aid
The Financial Aid Office provides financial assistance to supplement the resources of qualified students to help pay for a college education and to provide financial assistance. This office:

- Coordinates Federal, State, and private financial aid programs, including student loans, scholarships, grants, tuition waivers, and work-study employment
- Serves as a liaison between students and scholarship donors
- Provides financial aid counseling and assistance for students

Student Life and Development
The Student Life and Development Office provides enrichment opportunities to students through social, cultural, recreational, and leadership opportunities. This office:
Coordinates the College’s new student orientation activities
Oversees the activities of the Student Media Board, which publishes the student newspaper and literary magazine
Advises student government and other chartered student and special needs organizations
Plans and coordinates co-curricular, club, and athletic activities
Supervises the expenditure of student activity funds
Serves as a liaison between student groups and College administration
Assists in the development of information regarding student affairs.
Assists in developing policies relating to student conduct, behavior, and activities on campus

Career and Employment Office
The Career and Employment Office is responsible for providing career counseling services and student job placement. This office:

- Coordinates career related materials
- Performs career outreach activities to expose students to alternatives and options
- Provides counseling services to students for career exploration, including interest and skills inventory testing
- Assists students in adjusting to college life through counseling
- Assists in dissemination of student employment information
- Manages the SECE database for student employment
- Suggests referral to community resources for specific services, information, etc.
- Manages student employment programs
- Assists the College in meeting its goals and objectives in various areas, particularly those related to student success

Mental Health Support Services
Mental Health Support Services provides preventive and emergency support services to students with mental health needs. This office:

- Supports the campus community, including students and employees, with mental health related issues and concerns
- Implements programs to ensure that the College complies with mental health and educational laws and requirements
- Assists students in adjusting to college life through counseling services
- Assists in dissemination of mental health support information
- Suggests referral to community resources for specific services, information, etc. disabilities to succeed
• Assists the College in meeting its goals and objectives in various areas, particularly those related to student success

**Health Office**
The Health Office is responsible for promotion of a healthy, safe, and accessible community. This office:

• Coordinates and assists in campus safety initiatives including emergency procedures, subscription to the UH Alert System, updating of student emergency contact information and related areas to increasing safety on campus
• Provides limited nursing care and makes appropriate referrals as needed
• Serves as the designated office for responding to medical emergencies on campus along with Security personnel
• Assists Mental Health Counselor, Student ACCESS (disability services) and Security as needed in health and safety situations and in making recommendations to improve access, services, and facilities
• Completes and maintains health service records and required accidental illness/injury and other reports related to activities and functions of the Health Office
• Coordinates the campus first aid program comprising of first aid kits and CPR/first aid training renewals for College security officers and upon request by interested faculty, staff, and students
• Advises and assists with implementing programs to ensure that the College complies with government health requirements in the areas of 1) post-secondary health clearance (TB and MMR) records and documentation, 2) public health disease prevention and pandemic planning, and 3) other health-related policies
• Implements and provides opportunities in the areas of health education and wellness through on-line resources and events

**Administratively Attached Units**
The federally funded TRIO/PRIDE program and the Native Hawaiian Center are administratively attached to the Student Services Division. The Dean of Student Services remains the Administrator responsible for these units. While both units remain tremendous assets of the Student Services Division, as of this writing and over the last year, there have been discussions regarding the reorganization of these respective units within other divisions of the College. Current plans show that the TRIO program will be organized under the Academic Support Division, which reports to the Dean of Academic Support, and the Native Hawaiian Center will be
organized under the University College Division, which reports to the Dean of University College.
Counseling
In Fall 2006, there were seven 11-month counselors and two 9-month counselors. (One additional Admissions Counselor would help with walk-ins while all Academic Counselors would help with college fairs, high school visits, and other recruitment activities.)

Unit Overview

Academic Counselors
In Fall 2007, one 9-month counselor was converted to an 11-month counselor. In Spring 2008, one 11-month counselor left to a separate Career Counseling department which left seven 11-month counselors and one 9-month counselor. One 11-month counselor retired in December 2009 so the 11-month Articulation Counselor stepped in to assist with students from Spring 2010. Another 11-month counselor retired in December 2010 so a counselor from the Construction Academy was asked to help part-time to see students and serve as a liaison to some of the Career and Technical Education (CTE) programs. At the end of Spring 2011, one 9-month Admissions Counselor transferred to the Big Island. While not assigned to any particular program, she helped with walk-in and evening counseling; new student registration along with her admission counseling responsibilities.

Counselors are also liaisons or specialists in their programs and if not as a walk-in, see students by appointments and respond to their phone calls and emails on a daily basis. As liaisons to specific programs, they work closely with the program faculty and students. They make sure that the requirements in STAR and program sheets are up-to-date so students can access these tools to be self-directed. They also make sure that the necessary information is on-line for students to access, including tool lists and frequently asked questions. Two Counselors are assigned to the Liberal Arts population as well as Running Start, Jump Start, Bridge-to-Hope, and MELE. The other six CTE Counselors are responsible for the remaining 23 programs. They also process transcript evaluations and graduation applications for their respective programs. CTE Counselors visit classes for First Semester Advising, Registration Advising, and Graduation Advising and Liberal Arts Counselors hold transfer workshops.

Counselors also provide group advising sessions at registration for new students. Students are taught the necessary information on college policies and deadlines, campus resources, understanding their program requirements and how to register. While these sessions have been and are still being modified, counselors have been largely responsible for providing this type of information to students for the last five years.
Although not part of their Student Learning Outcomes (SLO's), Counselors have been going out to high schools, college fairs, and other recruitment activities since there has been only one Admissions Counselor at the College.

Coordinator duties have been handled by two Counselors in Fall 2006 – Spring 2008. Their walk-in shifts were reduced. From Fall 2008 – Spring 2011, coordinator duties were divided and assigned to various counselors as part of their regular duties such as budgeting, scheduling, overseeing the clerical staff, etc.

**Clerical Staff:**
One Office Assistant IV is largely responsible for managing the office in terms of hiring Student Assistants and overseeing their work. She has worked with the Admissions Counselor to coordinate the overall admissions process, including the International student applications. She has produced reports needed for Counselors; prepared the requisitions for training and office purchases; and maintained the office supplies, copy machine, printer, furniture, etc.

Two Office Assistant III’s are mainly responsible for the front desk reception and inputting applications. They answer many inquiries over the telephone and counter. They also check in students coming in to see Counselors and often handle basic questions themselves such as the application process, health requirements for TB and measles, campus resources and events, and a variety of other questions.

**Student Assistants:**
- FY 2006-2007: 5 G funds, 1 Work Study
- FY 2007-2008: 4 G funds, 2 Work Study
- FY 2008-2009: 5 G funds, 2 Perkins (Recruitment Special Project)
- FY 2009-2010: 3 G funds
- FY 2010-2011: 3 G funds, 1 Work Study
- FY 2011-2012: 3 G funds

**Overall Physical Resources:**
Each faculty and clerical staff has their own computer. There are two additional computers available for Student Assistants and four computers available for students, who need to take a survey, watch a registration video, register on-line, or view other career or college search engines. There are four computers in the lobby area for the sole use of MyUH Portal to access registration, academic, and financial aid information in the UH system. One of these is accessible for wheelchair bound students. There are 3 computer printers shared among 13 faculty and staff (including the Mental Health Counselor who is housed in the Counseling office).
Also, there is an additional color printer used for documents that require color. The copy and FAX machines are shared with other Student Services units.

Unit SLO’s and Relationship to the Mission and Strategic Plan
The Academic Counseling unit strives to empower students to attain college success strategies and to develop and implement meaningful educational plans compatible with their life goals. The following goals support the Division’s College’s Mission and are in direct relation to the Strategic Plan to increase the number of students who successfully progress and graduate or transfer to baccalaureate institutions.

GOAL 1: Teach students self-directive and planning skills applicable to college and life.

OBJECTIVE: Utilize various delivery methods to formulate an academic plan such as one-on-one counseling, classroom advising, workshops, and on-line planning.

SLO 1: Students will be able to identify their educational and life goals.

SLO 2: Students will be able to access and identify accurate information about education programs.

SLO 3: Students will be able to outline an academic plan to meet their educational goals.

GOAL 2: Provide strategies for students to persist in college toward their academic goal.

OBJECTIVE: Assist students in identifying and exploring ways to overcome their academic barriers.

SLO 1: Students will be able to determine their own areas of academic difficulty and develop a plan to address those needs.

SLO 2: Students will be able to describe barriers preventing them from achieving success in college.

SLO 3: Students will be able to formulate steps to overcome their academic barriers.

SLO 4: Students will be able to develop a plan to achieve good academic standing.

GOAL 3: Provide students with the tools for effective communication and decision-making.
OBJECTIVE: Teach students strategies involved in making good academic decisions.

SLO 1: Students will be able to formulate questions when seeking assistance for their academic needs.

SLO 2: Students will be able to identify the steps required to make good academic decisions.

GOAL 4: Teach students the skills needed to research community, career, and college resources.

OBJECTIVE: Utilize various delivery methods to identify and locate community, career, and college resources such as one-on-one counseling, classroom advising, workshops, and on-line self-advising.

SLO: Students will be able to identify resources and services available in the community and on-campus to support his/her academic goals.

Quantitative Measurement and Analysis

A. One-On-One Contact With Students (Walk-ins and Appointments):

Counselors provide walk-in services with some evening hours. They are generalists during these times and see all students during their assigned walk-in and evening duty. Counselors provided walk-in services Monday through Friday, all day. During the intensive registration periods, four counselors were on duty in the morning and four in the afternoon. During the rest of the semester, two were on duty at a given shift. In Fall 2010, Fridays were reserved for appointments only during the regular walk-in period. From Spring 2011, Fridays are by appointment during both regular and intensive periods. During the week before school and the first week of school, they experimented with having all counselors on duty, all day with alternating lunches to minimize the wait for students. Also, “Rovers” were implemented to better screen students waiting to be seen. Some students waited unnecessarily only to discover that they needed to see a teacher, the Records Office, etc. These Rovers were counselors outside of the department such as the Native Hawaiian Office or Career Counseling. They knew enough to help with many of the concerns and redirect students appropriately.

Walk-in services during the Winter and Spring breaks were provided until Spring 2010. Subsequently, there were system-wide campus closures during the breaks due to the furloughs of the staff's union.
In Summer 2007, walk-in services were offered Monday through Thursday, all day. In Summer 2008, the walk-in hours were reduced by a couple of hours. In Summers 2009, 2010, and 2011 walk-ins were offered Monday, Thursday, and Friday all day since Tuesdays and Wednesdays were reserved for the mandatory New Student Registration sessions.

Evening services were offered Monday – Thursday the week before school started and the first week of school. Thereafter, evening services were provided every Tuesday and Wednesday for the entire Fall and Spring semesters. From Fall 2009, evening services after the first week of school were reduced to Tuesdays and Wednesdays twice a month, then later once a month. This was due to an agreement with the other offices in the same building (Business, Financial Aid, and Records) and the Apprenticeship office since usage of evening services was low.

In March 2009, there was an initial introductory training on the overview of the SARS Grid features. This is a multi-user scheduling program to automate scheduling activities but mostly a tracking system of students seen. In October 2009, counselors were trained in the input of data in SARS and have been using SARS for walk-ins. Students check in at the front desk and are inputted into the SARS database. The counselor seeing the student would “accept” the student so anyone logged into SARS would know how many students are waiting to be seen. Below are walk-ins recorded for October 2009 to July 2011:

<table>
<thead>
<tr>
<th></th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>239</td>
<td>924</td>
<td>676</td>
<td>1013</td>
<td>268</td>
<td>351</td>
<td>879</td>
<td>534</td>
<td>324</td>
<td>572</td>
</tr>
<tr>
<td>2010-11</td>
<td>123</td>
<td>312</td>
<td>342</td>
<td>943</td>
<td>675</td>
<td>977</td>
<td>258</td>
<td>374</td>
<td>876</td>
<td>583</td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>342</td>
<td>943</td>
<td>675</td>
<td>977</td>
<td>258</td>
<td>374</td>
<td>876</td>
<td>583</td>
<td>382</td>
</tr>
</tbody>
</table>

Peak periods are noted during the registration periods in August, November, January, and April. These walk-in peak periods coincide with New Student Registration sessions offered during the same period. Walk-in schedules are adjusted to have enough counselors to services students in the office and at New Student Registration sessions. This leaves little or no time for meetings, committee work, and other college or system-wide obligations. Non-peak periods allow time for class visits, STAR workshops, transfer workshops, recruitment activities, transcript evaluations, graduation applications, and the like.
B. STAR Usage:

STAR is a computerized program that allows students to be self-directed in checking and planning their academic progress. Some of its features include a progress check towards completing their degree requirements in their declared major (Academic Journey), a progress check towards another major within the UH system, creation of an academic plan, information on scholarships, and a view of the student’s transcripts.

Counselors have annually updated the courses and requirements in the 38 STAR Academic Journeys for certificates and associate degrees. Constant updates are made throughout the years. It is critical that the Journeys be accurate and up-to-date so students can continue to rely on this valuable tool.

<table>
<thead>
<tr>
<th>Year</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>53</td>
<td>151</td>
<td>448</td>
<td>277</td>
<td>935</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>8</td>
<td>60</td>
<td>26</td>
<td>30</td>
<td>50</td>
<td>31</td>
<td>212</td>
<td>277</td>
<td>686</td>
<td>643</td>
<td>2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>60</td>
<td>26</td>
<td>30</td>
<td>50</td>
<td>36</td>
<td>265</td>
<td>428</td>
<td>1135</td>
<td>920</td>
<td>2958</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>35</td>
<td>2</td>
<td>254</td>
<td>4</td>
<td>108</td>
<td>5</td>
<td>232</td>
<td>8</td>
<td>673</td>
<td>796</td>
<td>130</td>
<td>248</td>
<td>123</td>
</tr>
<tr>
<td>Student</td>
<td>54</td>
<td>1</td>
<td>294</td>
<td>751</td>
<td>629</td>
<td>787</td>
<td>108</td>
<td>657</td>
<td>344</td>
<td>816</td>
<td>851</td>
<td>696</td>
<td>113</td>
</tr>
<tr>
<td>Faculty</td>
<td>89</td>
<td>3</td>
<td>548</td>
<td>139</td>
<td>5</td>
<td>171</td>
<td>2</td>
<td>290</td>
<td>133</td>
<td>114</td>
<td>211</td>
<td>333</td>
<td>193</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>3</td>
<td>548</td>
<td>139</td>
<td>5</td>
<td>171</td>
<td>2</td>
<td>290</td>
<td>133</td>
<td>114</td>
<td>211</td>
<td>333</td>
<td>193</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>185</td>
<td>1</td>
<td>911</td>
<td>842</td>
<td>143</td>
<td>0</td>
<td>224</td>
<td>5</td>
<td>219</td>
<td>791</td>
<td>100</td>
<td>2</td>
<td>168</td>
</tr>
<tr>
<td>Student</td>
<td>283</td>
<td>2</td>
<td>648</td>
<td>533</td>
<td>663</td>
<td>817</td>
<td>149</td>
<td>1</td>
<td>146</td>
<td>8</td>
<td>144</td>
<td>9</td>
<td>163</td>
</tr>
<tr>
<td>Faculty</td>
<td>267</td>
<td>4</td>
<td>155</td>
<td>137</td>
<td>5</td>
<td>209</td>
<td>3</td>
<td>306</td>
<td>2</td>
<td>368</td>
<td>8</td>
<td>225</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>4</td>
<td>155</td>
<td>137</td>
<td>5</td>
<td>209</td>
<td>3</td>
<td>306</td>
<td>2</td>
<td>368</td>
<td>8</td>
<td>225</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>172</td>
<td>1</td>
<td>868</td>
<td>101</td>
<td>148</td>
<td>3</td>
<td>310</td>
<td>2</td>
<td>203</td>
<td>0</td>
<td>879</td>
<td>138</td>
<td>203</td>
</tr>
<tr>
<td>Student</td>
<td>145</td>
<td>2</td>
<td>209</td>
<td>182</td>
<td>9</td>
<td>159</td>
<td>2</td>
<td>191</td>
<td>6</td>
<td>218</td>
<td>7</td>
<td>154</td>
<td>0</td>
</tr>
<tr>
<td>Faculty</td>
<td>317</td>
<td>3</td>
<td>296</td>
<td>284</td>
<td>2</td>
<td>307</td>
<td>5</td>
<td>501</td>
<td>8</td>
<td>421</td>
<td>7</td>
<td>241</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>317</td>
<td>3</td>
<td>296</td>
<td>284</td>
<td>2</td>
<td>307</td>
<td>5</td>
<td>501</td>
<td>8</td>
<td>421</td>
<td>7</td>
<td>241</td>
<td>9</td>
</tr>
</tbody>
</table>
The number of students accessing STAR has increased from Fall 2006 to Spring 2011. Counselors have made concerted efforts to encourage students to use STAR and introduce its various features by going to classes, holding workshops, and one-on-one sessions with students. With the addition of the wireless keyboard and mouse in Spring 2011, counselors have been able to have students access their personalized STAR while in the counselor’s office.

C. STAR Workshops

With the belief that teaching in a group setting is an effective way for counselors to teach students about self-advising tools, workshops on STAR have been offered to instructors. The workshops have been hands-on sessions where students can access their own personalized STAR. This has involved reserving a computer lab or utilizing the mobile computer labs with support staff. Workshops have been offered in the Learning Communities which are comprised of a pair of matched classes and which have been part of the Achieving the Dream efforts. Additionally, since the math essential skills classes have a study skills component, workshops have also been offered to the instructors.

A total of 453 students have learned about STAR in these workshops. Sixteen instructors have welcomed the workshop into their classes.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>174</td>
<td>164</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>Total Classes/Groups</td>
<td>14</td>
<td>9</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

D. New Student Registration Pre/Post Surveys:

Pre and Post Tests were given to students attending the New Student Registration sessions on the following questions:

1. I know the deadline for dropping a class
2. I know the deadline for completely withdrawing from school
3. I understand what the “no show” policy is
4. I understand what the “disappear” policy is
5. I know the GPA I need to maintain in order to avoid being on probation
6. I know what being on “suspension” means
7. I know what being “dismissed” means
8. I know how to request for a transcript evaluation
9. I know what to expect from the Health Office
10. I know what to expect from the Native Hawaiian Center
11. I know what to expect from the Student Life Office
12. I know what to expect from Disability Services
13. I know what to expect from the Records Office
14. I know where the Financial Aid Office is located

### Spring 2007 (Highest Total Responses = 359)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>24.2</td>
<td>20.6</td>
<td>33.6</td>
<td>23.4</td>
<td>41.0</td>
<td>70.7</td>
<td>74.7</td>
<td>21.5</td>
<td>37.6</td>
<td>19.4</td>
<td>17.1</td>
<td>25.2</td>
<td>30.9</td>
<td>63.5</td>
</tr>
<tr>
<td>Post</td>
<td>92.4</td>
<td>90.5</td>
<td>97.8</td>
<td>98.4</td>
<td>98.7</td>
<td>98.1</td>
<td>91.5</td>
<td>93.9</td>
<td>90.9</td>
<td>93.3</td>
<td>93.0</td>
<td>94.5</td>
<td>95.4</td>
<td>1</td>
</tr>
</tbody>
</table>

### Fall 2007 (Highest Total Responses = 84)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>14.2</td>
<td>15.4</td>
<td>28.5</td>
<td>18.0</td>
<td>35.7</td>
<td>66.2</td>
<td>73.8</td>
<td>42.1</td>
<td>16.8</td>
<td>15.6</td>
<td>17.8</td>
<td>40.2</td>
<td>71.4</td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td>97.4</td>
<td>96.1</td>
<td>98.7</td>
<td>97.4</td>
<td>100</td>
<td>98.7</td>
<td>93.5</td>
<td>98.7</td>
<td>92.4</td>
<td>94.8</td>
<td>97.4</td>
<td>97.9</td>
<td>98.7</td>
<td></td>
</tr>
</tbody>
</table>

### Spring 2008 (Highest Total Responses = 126)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>32.5</td>
<td>25.6</td>
<td>42.7</td>
<td>26.9</td>
<td>43.2</td>
<td>64.8</td>
<td>63.2</td>
<td>24.3</td>
<td>43.7</td>
<td>25.0</td>
<td>21.4</td>
<td>30.1</td>
<td>40.4</td>
<td>73.8</td>
</tr>
<tr>
<td>Post</td>
<td>97.4</td>
<td>96.6</td>
<td>97.4</td>
<td>94.8</td>
<td>98.2</td>
<td>97.4</td>
<td>97.4</td>
<td>81.9</td>
<td>93.1</td>
<td>94.8</td>
<td>92.3</td>
<td>90.6</td>
<td>96.6</td>
<td>99.1</td>
</tr>
</tbody>
</table>

### Fall 2008 (Highest Total Responses = 258)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>24.4</td>
<td>18.9</td>
<td>35.0</td>
<td>17.1</td>
<td>41.1</td>
<td>73.7</td>
<td>73.3</td>
<td>22.6</td>
<td>36.5</td>
<td>17.7</td>
<td>15.2</td>
<td>25.2</td>
<td>28.2</td>
<td>63.1</td>
</tr>
<tr>
<td>Post</td>
<td>93.8</td>
<td>91.8</td>
<td>98.7</td>
<td>97.5</td>
<td>97.9</td>
<td>97.9</td>
<td>97.9</td>
<td>93.4</td>
<td>90.5</td>
<td>93.4</td>
<td>89.2</td>
<td>93.4</td>
<td>93.4</td>
<td>4</td>
</tr>
</tbody>
</table>

### Fall 2009 (Highest Total Responses = 743)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>22.0</td>
<td>19.4</td>
<td>34.3</td>
<td>21.6</td>
<td>41.8</td>
<td>67.2</td>
<td>69.5</td>
<td>22.9</td>
<td>36.9</td>
<td>17.8</td>
<td>18.8</td>
<td>23.8</td>
<td>29.5</td>
<td>62.6</td>
</tr>
</tbody>
</table>
The following statements were deleted from the original survey in Spring 2010 due to the addition of mandatory orientation sessions done by the Student Life Office which covered the various services for students:

1. I know what to expect from the Health Office
2. I know what to expect from the Native Hawaiian Center
3. I know what to expect from the Student Life Office
4. I know what to expect from Disability Services
5. I know what to expect from the Records Office

The following statements were added in Spring 2010:
1. I know where to find the deadline for paying my tuition and fees
2. I know where to find the deadline for dropping a class or completely withdrawing from school
3. I know where to get information about the courses required for my major
4. I know how to search for my classes through class availability online
5. I know what a “pre-requisite” for a class means
6. I know what CRN stands for
7. I know how many credits I need to register for to be considered a “full-time” student
8. I know the name of the academic counselor for my major

### Spring 2010 (Highest Total Responses = 136)

<table>
<thead>
<tr>
<th>Yes %</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>50.7</td>
<td>37.0</td>
<td>36.3</td>
<td>20.7</td>
<td>37.0</td>
<td>69.8</td>
<td>75.0</td>
<td>49.6</td>
<td>73.3</td>
<td>48.1</td>
<td>45.1</td>
<td>91.9</td>
<td>61.4</td>
<td>89.7</td>
</tr>
<tr>
<td>Post</td>
<td>96.9</td>
<td>95.3</td>
<td>98.4</td>
<td>96.9</td>
<td>95.3</td>
<td>99.2</td>
<td>98.4</td>
<td>97.6</td>
<td>94.5</td>
<td>96.1</td>
<td>89.9</td>
<td>81.4</td>
<td>96.8</td>
<td>75.9</td>
</tr>
</tbody>
</table>

The following statement was added:
1. I know how many credits I need to register for to be considered a “full-time” student

### Fall 2010 (Highest Total Responses = 686)

<table>
<thead>
<tr>
<th>Yes %</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>39.42</td>
<td>33.53</td>
<td>34.85</td>
<td>20.21</td>
<td>42.98</td>
<td>71.62</td>
<td>74.16</td>
<td>48.60</td>
<td>70.72</td>
<td>47.14</td>
<td>44.15</td>
<td>9.04</td>
<td>38.54</td>
<td>66.42</td>
<td>14.43</td>
</tr>
<tr>
<td>Post</td>
<td>95.02</td>
<td>94.54</td>
<td>97.97</td>
<td>97.35</td>
<td>98.13</td>
<td>98.74</td>
<td>98.59</td>
<td>94.82</td>
<td>96.08</td>
<td>96.08</td>
<td>92.79</td>
<td>87.95</td>
<td>95.45</td>
<td>96.72</td>
<td>82.40</td>
</tr>
</tbody>
</table>

The following statements were deleted:
1. I understand what the “disappearer” policy is
2. I know what being “dismissed” means
3. I know the name of the academic counselor for my major
4. I know where to get information about the courses required for my major

The following statements were added:
1. I can identify the tutoring resources available at HCC
2. I know of all the resources a successful HCC student will need
3. I feel like I am part of the HCC community
4. I can identify several HCC staff and faculty who can assist me at HCC

**Spring 2011 (Highest Total Responses = 146)**

<table>
<thead>
<tr>
<th>Yes%</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>51.37</td>
<td>38.46</td>
<td>47.92</td>
<td>37.93</td>
<td>68.28</td>
<td>80.14</td>
<td>55.86</td>
<td>53.1</td>
<td>50.03</td>
<td>70.14</td>
<td>38.62</td>
<td>30.56</td>
<td>24.31</td>
<td>67.81</td>
<td>28.77</td>
</tr>
<tr>
<td>Post</td>
<td>90.38</td>
<td>89.52</td>
<td>97.12</td>
<td>98.04</td>
<td>99.02</td>
<td>95.10</td>
<td>95.10</td>
<td>88.12</td>
<td>93.20</td>
<td>92.23</td>
<td>88.12</td>
<td>91.00</td>
<td>86.67</td>
<td>89.52</td>
<td>88.57</td>
</tr>
</tbody>
</table>

In all questions, students had a higher post-test score for all years. In Fall 2007, there were computer problems at the registration site so data was not collected from all students. In Spring 2009, the only data found pertained to the percentage of new students who signed up and attended the new student registration session. There were a total of 201 new students who signed up to attend a new student registration session of which 77% or 154 students actually attended the session.

From Fall 2006 to Fall 2009, New Student Registrations sessions were coordinated by academic counselors. These sessions primarily focused on assisting students through the registration process and understanding their degree requirements. In the Spring of 2010, a number of New Student Registration Sessions included a New Student Orientation component. These pilot sessions were well received by students participating in these sessions, thus resulting in the institutionalized mandatory Passport to College sessions that include new student registration sessions.

**E. Number of Class Visits (First Semester Advising, Registration Advising, Graduation Advising, and Others):**

Approximately 47 class visits are held each semester. The First Semester Advising includes topics such as personal responsibility, resources on campus, college policies, and program requirements. In addition to information giving, First Semester Advising, Registration Advising, and Graduation Advising also include academic progress updates prepared for each student. Transfer evaluation requests, course waiver substitution requests, incomplete grades, and other needs can be ascertained during these visits. These visits have been useful in catching problems at an early stage, have brought attention to the importance of faculty checking their rosters more regularly, and have sometimes been the first opportunity for transfer students to meet a counselor. These efforts at encouraging persistence and retention have strong support from the faculty.
F. Number of Transfer Workshops:

At least 5 Transfer Workshops are held every semester from various colleges and universities such as Business, Education, Nursing, Social Work, West Oahu, UH – Hilo, and others.

G. Number of Transcript Evaluations:

Counselors process transcript evaluations for students in their assigned programs. The Liberal Arts counselors split the evaluations by last names (A-K and L-Z). Once a request is received, the counselor checks in the articulation database. If the course is in the database, the counselor can complete the evaluation and turn it in to the Articulation Counselor who then confirms that all of the information has been written up correctly. If the course is not in the database, the counselor sends an articulation request form with the course description to the faculty of the discipline. After the faculty designee forwards the articulation request back, the counselor completes the evaluation process and forwards it to the Articulation Counselor who builds each new course in the database.

<table>
<thead>
<tr>
<th>F 06</th>
<th>SP 07</th>
<th>SU07</th>
<th>F 07</th>
<th>SP 08</th>
<th>SU 08</th>
<th>F 08</th>
<th>SP 09</th>
<th>SU 09</th>
<th>F 09</th>
<th>SP 10</th>
<th>SU 10</th>
<th>F 10</th>
<th>SP 11</th>
<th>SU11</th>
</tr>
</thead>
<tbody>
<tr>
<td>264</td>
<td>358</td>
<td>128</td>
<td>252</td>
<td>365</td>
<td>179</td>
<td>242</td>
<td>366</td>
<td>155</td>
<td>380</td>
<td>308</td>
<td>194</td>
<td>425</td>
<td>275</td>
<td>182</td>
</tr>
</tbody>
</table>

H. Number of Graduation Applications Processed: Includes all Certificates and Degrees

Progress checks with students are periodically discussed with students in the office. Class visits to the technical programs to discuss graduation are held. Flyers to the Liberal Arts and other students are created and posted every semester to remind students to apply for graduation.

<table>
<thead>
<tr>
<th>Fall 06</th>
<th>Spr 07</th>
<th>Fall 07</th>
<th>Spr 08</th>
<th>Fall 08</th>
<th>Spr 09</th>
<th>Fall 09</th>
<th>Spr 10</th>
<th>Fall 10</th>
<th>Spr 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>312</td>
<td>383</td>
<td>298</td>
<td>330</td>
<td>270</td>
<td>320</td>
<td>261</td>
<td>300</td>
<td>302</td>
<td>350</td>
</tr>
</tbody>
</table>

I. HCC Website

Counselors have initiated the following information to be put on the college website for prospective and continuing students and there is an on-going effort to update this information. The data is not available due to the recent updates to our college website:

1. Frequently Asked Questions (FAQ’s) have been created for some of the academic programs by the counselors. Program faculty has relied on these FAQ’s to provide prospective and continuing students with current, accurate, and consistent information.
2. Tool Lists for some programs have been uploaded to the website. This has been initiated by the counselors in collaboration with the program faculty.
3. E-mail distribution lists have been established by the counselor for some programs. It provides program faculty with a means to communicate in a timely basis with students in their programs. Free training, employment and career opportunities as well as college updates have been sent through these distribution lists.
4. Graduation checklists for all programs have been put on the website prior to Fall 2006 and have been annually updated for accurate information.
5. Articulation agreements have been worked on, updated, and posted on the college’s website by counselors in consultation with program faculty.

**Highlights**

SLO’s for all counseling goals are largely met through various student contacts such as walk-ins, appointments, class visits, workshops, emails and phone contacts. For example, when students come in for registration advising or just having forms filled out, this is an opportunity to go over their academic progress and plans. They are taught what their grades mean, the importance of their grade-point averages, academic planning, degree requirements and navigating through the college system, which includes how to communicate with their teachers and utilize the available resources. These are also taught at New Student Registration, First Semester Advising sessions, and transfer workshops. Teaching students on how to get started at the College is largely done through emails, phone calls, high school visits, and college fairs.

Processing transcript evaluations and graduation applications are not direct student contact but contribute towards the student’s progress in attaining their academic goals.

Since Fall 2009, SARS has been used to keep track of walk-ins, some appointments, and some class visits. Plans are underway to include e-mails and phone contacts, which have not been regularly recorded or consistently done by most counselors. Also, class visits, transfer workshops, and other group sessions have not been consistently recorded in SARS and need to be included in our data collection. In the field of counseling, assessment is often time-consuming because student contact is often one-on-one but it is necessary to collect the evidence of the work that is being done. For example, each email and phone contact is time-consuming and can involve research before replying to continuing and prospective students. These contacts have not and should be counted even if it means taking the time to record each one. The data for the past two years are only a snapshot of our main source of student contacts which are walk-ins.
Program Changes and Plans for Improvement

A. Personnel: It has been difficult to make plans for improvement when the college has been undergoing reorganization and there are three counseling positions that have not been replaced due to retirement or transfer. The only decision in the reorganization of Student Services that was discussed was the move to put Records back into Student Services. While there were a few concerns, there was a consensus to accept the changes. For example, it was shared that an Admissions Specialist under the Records Office will be hired to do the transcript evaluations. When this happens, it will alleviate a very time consuming task, particularly for the Liberal Arts Counselors. The three clerks that service the front desk will be supervised by the Registrar. It is a little unclear how this will impact counselors on a daily basis but as long as the Registrar discusses any decisions that impact our counseling services with counselors, it can be a workable situation. It is recommended at this point review the needs of Admissions in relation to having three clerks be assigned to this part of the division. As is it at this point, with three clerks servicing the Counseling Department is a challenging in itself. To anticipate this impact on the Counseling Department, we are (1) requesting an additional full time office clerk to service the Counseling staff and (2) recommend having one of the three clerks remain in the Counseling Department to service the waves of students that seek counseling services.

Also, it has been shared that an Outreach Counselor will replace the Admissions Counselor and would be in charge of the high school visits, college fairs, campus tours, and other recruitment activities. While not in our Academic Counseling program review, we have all been assisting in these efforts. Even if this position is replaced, it is still difficult for one person to handle all recruitment activities alone. We will still be called upon to assist in these efforts. SLO’s will have to be adjusted to accurately reflect the amount of time and effort in supporting recruitment activities. Our former Admissions Counselor helped us with walk-in and evening services as we helped her with recruitment activities. As long as the new Outreach Counselor continues to reciprocate, it will lessen the load of having enough counselors to be available to see students. Additionally, cross training has been strength of the counseling services and will enable the Outreach Counselor to learn about programs in depth and the Academic Counselors to understand the needs of the prospective students.

What has been learned more recently about the reorganization is that one of the counseling positions will be used for a position in the newly formed Academic Support department to handle students having academic difficulty. It seems to be a duplication of one of our plans for improvement to have a counseling position to take leadership in proactively seeking out probationary students earlier in the semester so we can better meet SLO’s in Goal 2. This counselor would also help with the walk-ins but be in charge of retention, similar to how the rest of the counselors are responsible for multiple programs each, New
Student Registration planning and sessions, transcript evaluations, graduation applications, college fairs and high school visits, and other campus and system-wide committees. It seems logical to have the counselor working on retention housed with academic counselors as there will be collaboration and coordination of services in support of the struggling student.

The Coordinator position was never replaced prior to Fall 2006 and it was shared that a Coordinator position may be gotten. This is good but having additional counselors is just as or even more important as each counselor is stretched thin but yet need leadership opportunities.

To improve the efficiency of the walk-in counseling process during peak registration periods, a possible solution could be the implementation of a triage approach, as in the use of the “Rovers” we borrowed from other units. This would involve a more interactive screening procedure whereby a third person (preferably a counselor) would be strategically positioned with the clerks at the front desk to ask students what services they need instead of merely handing students an intake sheet to check off what they need. Having a dialogue with the student when they sign in could prevent the student from waiting unnecessarily to see a counselor. Many times the students wait to see a counselor, only to be told that they need to go to another office. This approach would greatly reduce the wait time for the students by referring them to the appropriate office initially before they wait. This early screening would also allow counselors to spend more time on students who have issues requiring more in-depth counseling. This requires an additional counselor because other units may not be able to help out on a regular basis with their own staffing issues. This Rover strategy is a short term approach fix to an on-going issue of not having sufficient counselors to sufficiently service our programs, faculty, and students. There are many initiatives the Counseling Department would like to implement to service the greater campus and community, but given the limited human resources the Department is in essence doing it can to sustain it’s general operations on a day to day basis to the best of their abilities. We are requesting two full time counselors to back fill the lost position to academic support division and another to support the daily operations (as supported by SARS data) and to assist the other counselors and the department in going from good to great.

B. Assessment:

1. **SARS:** To ensure that the collection of evidence is consistent and accurate as possible, counselors have agreed where and how the information is inputted. For example, it has been decided to input emails and phone contacts in the Appointment Grid, not the Drop-in section. Class visits, transfer workshops, and high school visits will be input in the “bucket list” of the Appointment Grid. Most importantly, human behavior has to change.
to input the Reason Codes and set up the Appointment Grid on a regular basis.

Also, counselors will be working on adding, consolidating, and clarifying the definitions of the Reason Codes, especially those that will help define if SLO’s are being met such as Academic Standing, Communication, Decision-Making, Resources, Group Advising are some examples. Also, a more advance SARS training will be held in early Spring 2012.

While SARS remains our best method available to track students there are concerns regarding continued use of the software. At present, the College has no true support for the package. A former staff member for the Native Hawaiian Center previously assisted student services in maintaining and upgrading the software, however, at best even when the staff member was available this was a band aid solution. SARS will continue to be used, but ultimately the College will need a more robust package that allows for greater communication and, thus improved service levels for students, across the entire campus.

2. **Other Data:** The development of possible evaluations via Survey Share or other assessment tools will be explored to students who are identified as receiving counseling related to education plans, communication, decision-making, and academic standing (probation, suspension, dismissal).

A folder in our shared files will be developed to keep track of the recruitment activities that have been collectively done each year but have not been announced to the College as having done so. Many are off-campus and some are held in the evenings.

To expand the number of faculty that encourage the use of STAR, the faculty advisors of the Early Childhood Education and Human Services programs will be taught and given advisor access.

**Budget Impact Summary**

2.0/$120,000 Counselors
1.0/$30,000 Clerical Support
$15,000 Safety and security measures
Financial Aid

Financial Aid’s primary goal is to Provide assistance in applying for and receiving state and federal aid in a student-friendly environment that is equally accessible to eligible students interested in pursuing an education.

Unit Overview:
The Financial Aid Office provides assistance in applying for and receiving federal, state, and institutional aid that is equally accessible to eligible students interested in pursuing higher education.

Until Fiscal Year 2007, the Financial Aid Office was comprised of (2.0) 100% Clerk Typist III and (2.0) 100% Financial Aid Officers (APT PBB). In Fiscal Year 2007, the Financial Aid Office received (1.0) 100% temporary Financial Aid Officer (PBB) that was subsequently converted to a permanent position. In Fiscal Year 2008, the Financial Aid Office abolished (1) 100% Clerk Typist III position and received (1) 100% Financial Aid Specialist (PBA). Thus, the office is presently comprised of (3) 100% Financial Aid Officers (APT PBB), (1) 100% Financial Aid Support Specialist (APT PBA) and (1) 100% Clerk Typist III.

Unit SLO’s and Relationship to the Mission and Strategic Plan

1. Increase the number of Federal Pell Grant recipients (Strategic Plan Goal A: Promote Learning & Teaching for Student Success).
2. Increase the overall financial aid participation rate of Native Hawaiian students (Strategic Plan Goal A: Promote Learning & Teaching for Student Success).
3. Reduce the Cohort Loan Default Rate below 10% to ensure continued Title IV eligibility.

Unit’s Student Learning Outcomes (SLO) are:
1. Students will be in prepared to finance their higher education.
2. Students will be able to identify the different types of financial aid and scholarships available to assist them with funding their higher education.
3. Students will be able to understand the importance and responsibility of repaying their financial obligations.
## Quantitative Measurement of Unit SLO’s

### Number of Enrolled Home Students

<table>
<thead>
<tr>
<th>AY</th>
<th>Number of Students</th>
<th>%age of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>4,431</td>
<td>Baseline</td>
</tr>
<tr>
<td>2007-2008</td>
<td>4,332</td>
<td>-2.23%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>4,366</td>
<td>0.78%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>4,590</td>
<td>5.13%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4,513</td>
<td>-1.68%</td>
</tr>
</tbody>
</table>

### Number of Financial Aid Applications

<table>
<thead>
<tr>
<th>AY</th>
<th>Number of Students</th>
<th>%age of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>2,443</td>
<td>Baseline</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2,434</td>
<td>-0.37%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>2,847</td>
<td>16.97%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>4,051</td>
<td>42.29%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4,983</td>
<td>23.01%</td>
</tr>
</tbody>
</table>

### Number of Federal Pell Grant Recipients

<table>
<thead>
<tr>
<th>AY</th>
<th>Number of Recipients</th>
<th>%age of Increase</th>
<th>% Pell Recipients of Enrolled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>485</td>
<td>Baseline</td>
<td>10.95%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>508</td>
<td>4.74%</td>
<td>11.73%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>562</td>
<td>10.63%</td>
<td>12.87%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>818</td>
<td>45.55%</td>
<td>17.82%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>954</td>
<td>16.63%</td>
<td>21.14%</td>
</tr>
</tbody>
</table>

### Number of Students Offered Any Type of Aid

<table>
<thead>
<tr>
<th>AY</th>
<th>Number of Students</th>
<th>%age of Increase</th>
<th>% FA Recipients of Enrolled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>952</td>
<td>Baseline</td>
<td>21.48%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>971</td>
<td>2.00%</td>
<td>22.41%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1,117</td>
<td>15.04%</td>
<td>25.58%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1,155</td>
<td>3.40%</td>
<td>25.16%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1,270</td>
<td>9.96%</td>
<td>28.14%</td>
</tr>
<tr>
<td>Number of Enrolled Students Offered Any Type of Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AY</strong></td>
<td><strong>Number of Students</strong></td>
<td><strong>%age of Increase</strong></td>
<td><strong>% FA Recipients of Enrolled Students</strong></td>
</tr>
<tr>
<td>2006-2007</td>
<td>815</td>
<td>Baseline</td>
<td>18.39%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>826</td>
<td>1.35%</td>
<td>19.07%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>974</td>
<td>17.92%</td>
<td>22.31%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1077</td>
<td>10.57%</td>
<td>23.46%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1181</td>
<td>9.66%</td>
<td>26.17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Accepted Any Type of Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY</strong></td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students Paid Any Type of Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY</strong></td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>2010-2011</td>
</tr>
</tbody>
</table>

**Highlights and Analysis of Unit SLO’s**

1. Dramatic Increase in number of Federal Pell Grant Recipients (see chart above)
2. Dramatic Increase number of financial aid applications (see chart above)

**Program Changes and Plans for Improvement:**

1. As of November 1, 2011, the Financial Aid Office is not fully staffed because one 100% Financial Aid Officer (APT PBB) resigned from the position and have not been able to advertise to fill the position. With the lack of this position, the remaining staff has not been able to meet the demands of the financial aid population. It is important for us to recruit for this position in
addition to another 100% Financial Aid Officer (APT PBB) to expand our efforts in outreach to the students and the community.

2. Currently, the Financial Aid Office staff is physically separated; 4 of the 5 staff members are in close proximity to each other; however, the Lead Financial Aid Officer is located half-way across the building. For health and safety reasons, the Lead Financial Aid Officer needs to be closer with the other staff members.

3. With the increase in financial aid applications and recipients, the current storage of physical files must be expanded to maintain privacy and security of the confidential information that must be maintained for audit purposes.

4. With the increase in financial aid applications and recipients, the operating cost for duplicating services and general office supplies has also increased; thus, the request for additional funds to maintain our workload have increased over the last two years.

5. The increase in applications has unfortunately also generated greater need for safety and security for Financial Aid staff. New security measures, including physical barriers, may be necessary.

Budget Impact Summary
2.0/$90,000 Financial Aid Officers (one existing vacant position)
$5,000 additional materials
$10,000 Safety and Security measures
Career and Employment Center

Unit Overview
The Career and Employment Center (CEC) was renamed and established in Fall 2007. Prior to Fall '07, the center was called the Career Readiness and Job Placement Center (CRJPC) which was under the supervision of the Vice Chancellor of Academic Affairs (VCAA) and funded through a 5 year federal Perkins grant. At the completion of the grant cycle, Honolulu Community College funded the Center utilizing general funds. During this time, the department organizationally moved from the VCAA's office to the Student Services Division. Accompanying this change, the Career Counselor was moved out of the Admissions and Counseling department and now works in conjunction with the Job Placement Coordinator to provide a broad range of career and employment related services. Since the inception of CEC, there have been changes and reorganization of the centers personnel and main source(s) of funding.

Fall 2006-Fall 2007 the personnel head count for JPRC was the following:
- 1 FTE Non-Tenured Track Faculty = Federal Funds (Perkins Grant) (Job Placement Coordinator)
- 1 FTE Administrative Assistant = General Funds
- 1 Student Assistant (20 hrs/wk) = Federal Funds (Perkins Grant)

Fall 2007-Spring 2012 the personnel head count for the CEC is the following:
- 1 FTE Tenured Track Faculty = General Funds (Job Placement Coordinator)
- 1 FTE Tenured Track Faculty = General Funds (Career Counselor)
- 1 FTE Administrative Assistant = General Funds
- 1 Student Assistant (20 hrs/wk) = General Funds

From Fall 2007, the Career Counselor and Job Placement Coordinator coordinated their primary duties to serve students and HCC by provide the following list of services:

- Provide individual counseling to student who need clarification regarding their future career goals,
- Administer a variety of career assessments to assist students in identifying possible career options,
- Provide access to resources and networking opportunities to assist students in solidifying career options,
- Teach SD 85 Career and Life Planning Class,
- Maintain the Student Employment Cooperative Education (SECE) database which allows students to search for full and part time on and off campus positions,
- Assist students in developing the pre-employment competencies necessary to gain a competitive edge in the job market,
- Teach and promote appropriate workplace competencies necessary to maintain successful employment,
- Provide on-campus recruitment activities for student to interface with potential employers,
- Attend program advisory board meetings to develop and foster relationships with industry partners,
- Respond to evolving workforce needs in the community by encouraging employer participation in on-campus recruitment activities and job postings

The Career and Employment Center is located in building 6, room 104. The physical layout of the office includes the following:
- Receiving area seats both the administrative and student assistant,
- Student work area seats one desk and one computer,
- Partitioned area for the Job Placement Coordinator (not confidential) seats no more than 2 additional chairs to provide individual counseling sessions,
- Partitioned area for the Career Counselor (not confidential) seats no more than 2 additional chairs to provide individual counseling sessions

CEC has annual cost items that may change annually. The cost items listed are essential to effectively run our programs and services:
- Career Kokua,
- Career Assessments (inclusive of required licensing, online & paper versions),
- Memberships for national and local organizations,
- Career Fair publications and promotional items,
- Printing (print shop request and photocopy usage and maintenance fees),
- General office operational expenses

Future anticipated annual cost items in addition to those listed above:
- Discover program for career and college exploration,
- CSO Interface program for off-campus student employment

**Unit SLO’s and Relationship to the College’s Mission and Strategic Plan**

Since Fall 2007, the Career and Employment Center redefined its focus to encompass the following philosophy: To coordinate and facilitate all career development and employment related activities for student’s in partnership with faculty, staff, employers, and community partners. Through CEC’s vision, the department has identified and aligned its primary mission and student learning
outcomes (SLO’s) to encompass various aspects of the HCC Strategic Plan 2008-2015. The following is a list of identified areas taken from the HCC Strategic Plan in relation to the Career and Employment Centers SLO’s:

**HCC Strategic Plan**

1) HCC Strategic Plan Goal B.1 (S.P. Goal B.1): Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.
   a) *Work Closely with employers to create a better understanding of their requirements for a qualified workforce as well as develop increased opportunities for internships and eventual employment by our program graduates* (S.P. Goal B. 1b)

2) HCC Strategic Plan Goal B.2 (S.P. Goal B.2): Contribute to the continued development of a seamless education system that meets the states evolving demand for a qualified workforce by actively working with high schools and colleges to increase the number of students who successfully move from high school to college and into high skilled, high waged jobs within the state.
   a) *Work closely with employers to create a better understanding of their requirements for a qualified workforce as well as develop increased opportunities for internships and eventual employment by our program graduates* (S.P. B.2c)

3) HCC Strategic Plan Goal C (S.P. Goal C.2): Respond to the evolving workforce needs of the various communities served by Honolulu Community College.
   a) *Refining and improving the alignment between our program offerings, curricula, and enrollment, and the external demand* (S.P. C.2a)

**Career and Employment Centers SLO’s in conjunction with HCC Strategic Plan:**

**Goal 1**: Provide career development services to students that will assist them in identifying career and educational goals.

a) **Objective 3**: Provide access to resources and networking opportunities to assist students in solidifying career options

   1. **SLO**: Students will be directed to appropriate resources (online, hardcopy, academic and industry professionals) for career exploration and research (S.P. C.2a)

**Quantitative Measurements:**

# of students served for career counseling services (in person, group, email, phone calls) = 750 students served
# of career counseling appointments (in person, group, email, phone calls) = 450

Goal 2: Provide job search preparation and employment services that will assist students and graduates in seeking and retaining appropriate employment.

a) **Objective 1**: Maintain a computerized system to post employment opportunities for current students and alumni
   
   1. **SLO**: Students will be able to obtain referrals for both on-and off campus job openings (S.P. B.1b & C2)

   **Quantitative Measurements**:
   
   # of students receiving online job referrals = approx. 1000

   # of job referrals generated from online services = approx. 1500

b) **Objective 2**: Assist students in developing the pre-employment competencies necessary to gain a competitive edge in the job market

   1. **SLO**: Students will gain the necessary skills to launch an effective job search (S.P. B.1b, B.2c, C.2a)

   **Quantitative Measurements**:
   
   # of students receiving pre-employment services (individual or group) = approx. 2000

c) **Objective 3**: Teach and promote appropriate workplace competencies necessary to maintain successful employment

   1. **SLO**: Students will learn appropriate workplace behaviors and skills necessary to successfully retain employment (S.P. B.1b, B.2c, C.2a)

   **Quantitative Measurements**:
   
   # of students receiving job-retention skills training (individual or group) = approx. 1200 High School or HCC students

   # of job-retention training services rendered (individual or group) = approx. 2000 High School or HCC students

d) **Objective 4**: Provide on-campus recruitment activities for students to interface with potential employers

   1. **SLO**: Students will be able to participate in career fairs and various on-campus recruitment activities (S.P. B.1b)
Quantitative Measurements:
# of employers participating in career fairs = approx. 400 invited and 140 attended

# of students participating in career fairs = approx. 1000 attended

# of employers participating in on-campus recruitment = approx. 40

Goal 3: Work with employers to gain a better understanding of their requirements for a qualified workforce, and facilitate employment for our program graduates.
  a) **Objective 1**: Attend program Advisory Board meetings to develop and foster relationships with industry partners
     1. **SLO**: CEC Will be able to attend Advisory Board meetings of the various programs on a regular basis (S.P. B.1b, B.2c, C.2a)

  Quantitative Measurements:
# of advisory board meetings attended = None

b) **Objective 2**: Respond to evolving workforce needs in the community by encouraging employer participation in on-campus recruitment activities and job postings
     1. **SLO**: Students will be able to obtain job leads for work experience opportunities (S.P. B.1b & B.2c, C.2a)

  Quantitative Measurements:
# of students receiving job referrals = N/A
# of students hired for p/t and f/t employment = N/A

**CEC also aims to meet the following goals and objectives:**

**Goal 1**: Provide career development services to students that will assist them in identifying career and educational goals.
  a) **Objective 1**: Provide career development services to students that will assist them in identifying career and educational goals
     1. **SLO**: Through career counseling students will be able to develop a career action plan identify strategies to assist in the career decision-making process

  Quantitative Measurements:
# of students served for career counseling services (individual, group, email, phone calls) = approx. 550
# of students served in NSO/NSR, Passport to college = approx # 1,450

b) **Objective 2:** Administer a variety of career assessment to assist students in identifying possible career options
   1. **SLO:** Students will be able to identify potential career choices based on assessment results

   **Quantitative Measurements:**
   # of assessments administered or taken online (individual or group) = approx. 700 students

   c) **Objective 4:** Teach Career and Life Planning course (SD 85)
      1. **SLO:** Students in SD 85 will gain an awareness of various career/life concepts, skills, and strategies

   **Quantitative Measurements:**
   # of students enrolled in SD 85 = approx. 150

**Quantitative Measurement of Unit SLO’s**
See *Unit SLO’s and Relationship to the College’s Mission and Strategic Plan* for CEC’s quantitative measurements of unit SLO’s.

**Highlights and Analysis of Unit SLO’s**
CEC operates under three primary goals. The following is an analysis of each goal. Information was identified through approximate numbers and headcounts collected over the span of 4-5 years. Student contact information contains approximate numbers taken from individual, group, email, and/or phone calls rendered. Gate counts of actual students coming into the center since 2006 for assistance were not identified but are approximately 5500 students.

From Fall 2007 to Fall of 2011, CEC did not keep close records on every single contact made. Secondly, due to changes in our leadership, the emphasis and guidance regarding the program review data was often modified. These changes often are attached to changes in program emphasis, initiatives, and outcomes which further complicated the process of collecting relevant and required data on a regular and annual basis. Third, CEC did not receive the proper training for the Scheduling and Reporting Systems (SARS) database that was installed on each of the FTE desktop computers. Because of the lack of meaningful training relevant to our program area CEC has been unable to effectively assimilate this software into respected program areas thus limiting the CEC’s ability to track actual reportable numbers. Thus, only approximate numbers were given in the quantitative review due to the poor training and lack of proper direction regarding our centers program review.
Goal 1: Provide career development services to students that will assist them in identifying career and educational goals:

What we do well to meet our goals:
- Provide individual and group counseling,
- Help students to identify their values, skills, interest,
- Introduce students to various computer and networking resources that allow students to have a clearer idea of various industries, jobs, and majors,
- Educate students in the process of identifying career and major interest,
- Illustrating pathways to academic and career success,
- Have students feel comfortable with and identify their career and major decisions

What we can improve on:
- Provide additional online resources that will help liberal arts and undecided students the opportunity to link their interest to various higher educational institutions across the nation,
- Provide additional online resources to take quick career assessments which will help students confirm their strengths,
- Get proper national certification(s) to administer various career assessment,
- Create a resource that will enable outside community agencies (private and public) to identify career related information, physical capacity requirements on the job, industry demands and expectations as it related to the various degree seeking programs at HCC,
- Provide confidential office spaces for both Career Counselor and Job Placement Coordinator,
- Provide a bigger physical space for counseling sessions to take place for people with disabilities

Goal 2: Provide job search preparation and employment services that will assist students and graduates in seeking and retaining appropriate employment.

What we do well to meet our goals:
- Provide computerized systems for students to on-and-off campus employment,
  - On-campus employment: SECE-(UH and Federal Work Study positions)
  - Off-campus employment: CRJPC till 2009, SECE since 2009 for full and part time positions
- Provide students with instruction (group presentations and individual appointments) in the following areas:
  - Maintain a personal data sheet and creating effective cover letters, resume letters, and thank you letters,
  - Properly completing a job application,
  - Interviewing skills, include appropriate dress and grooming, body language, communication skills and sample interview questions,
Mock interviews,
Appropriate workplace behavior and job retention skills including information on basic work ethic concerns, appropriate dress and grooming, confidentiality, customer service, sexual harassment and workplace violence prevention

Provide students and employers with opportunities to interface with each other via-campus recruitment activities:
- Annual spring Career Fair
- Employer informational table in high-traffic area (outside library)
- Employer informational sessions

What can we improve on:
- Provide better outreach to students to inform them of potential employment and recruitment opportunities,
- Offer more CEC presentations open to all students (Not only via classes)
- Utilize employers to provide job prep presentations for students,
- Provide better on-line access to job prep services for students and alumni

Goal 3: Work with employers to gain a better understanding of their requirements for a qualified workforce, and facilitate employment for our program graduates.

What we do well to meet our goals:
- Utilize evaluation to survey employers and obtain feedback regarding their workforce needs, as well as their perceptions of our students’ preparedness

What can we improve on:
- Attend program Advisory Board meetings to develop relationships with employers
- Utilize more employers to provide job prep and information sessions for students

Program Changes and Plans for Improvement
In preparation for future planning, the Career Counselor and Job Placement Coordinator will identify and create a consistent set of goals, objectives, SLO’s and assessment practices that relate to the CAS standards for Career Services. Once identified, CEC will modify its existing program review objectives.

After an evaluation has been made on the Career and Employment Centers SLO’s, the following goals and activities have been identified to make program improvements. The program changes and improvement initiatives are broken into two main parts: career services and job prep services

Career Services:
• Invest in the Discover program that will help students to assess their interest, abilities, and job values. Students will be able to also explore occupations, majors, and schools across the nation,
• Work on finalizing an Action Plan worksheet that will enable students to be proactive in reaching their career goals,
• Create a resource that will help high school, college, and employment related services identify HCC’s program requirements, physical capacity, and industry related expectations,
• Work with faculty in the essentials program to help students either identify and or confirm their career and academic pathway,
• Work with HCC programs to provide career related information to their incoming courses,
• Obtain proper certifications and licensing needed to administer various career assessments

Job Prep Services:
• Convert to CSO interface system for off-campus employment positions. New system will enable improved outreach to potential applicants and better tracking of jobs/referrals/placements,
• Attend program Advisory Board meetings (request Admin support for this,
• Contact and identify employers willing to provide presentations to students,
• Offer more CEC job prep presentations to all HCC students,
• Develop system for better tracking of job placement (not limited to those receiving CEC services)

Budget Impact Summary
$25,000 Discovery Program
$10,000 to $20,000 Off Campus Student CSO interface system
$15,000 Program services expansion
Student Life and Development

Unit Overview
The primary responsibilities of Student Life and Development (SLD) on the Honolulu Community College campus is to provide services to students in the beginning of their college experience with the orientation of new students, at the end with Graduation, and an array of co-curricular programs and activities in between. The services provided by SLD are offered to the entire student body. SLD is directly involved in supporting the college mission by:

- Providing diverse educational opportunities for personal enrichment.
- Providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of our faculty and staff.

What makes SLD unique is the wide-range of tasks and activities that this one-person department must undertake. Service areas are provided to the HCC student by SLD include:

- Student Life General Management
  - Student IDs, Lockers, Lost & Found, Facilities, Student Employees
- Orientation
- Graduation
- Co-curricular Programming
- Teaching and Training
- Student ID Cards
  - Day Students, SOCAD, Pearl Harbor, Apprentice, Guest, ICE
- Advising Chartered Student Organizations
  - ASUH, Student Media Board
- Registered Independent Student Organizations (Clubs)

Student Life General Management
Student Life General Management includes providing students with their system wide identification card, renting lockers to those interested in having a place on campus to store their belongings, providing a central place for lost and found, maintaining the facilities provided to the students such as the student lounge, and hiring, training, and supervising student employees.

Orientation
The purpose of Orientation (Passport to College) is to facilitate the transition of new students into the college environment by preparing them for the institution's educational opportunities. The event provides an on-campus opportunity for new students to become familiar with the student success knowledge that faculty, staff, and students have recommended would be most useful. In one event, the students' needs to be informed, oriented, and involved are integrated into the workshops of the day. This event also provides an
integration of new students into the intellectual, cultural, and social climate of the institution. Skills development related to navigating the online and in-person resources is reflected in the Student Learning Outcomes.

**Graduation**
Student Life and Development is responsible for coordinating the annual Graduation Ceremony. Producing this key academic event requires coordinating many people, accounting for many details, and ensuring that the appropriate tone, reverence, and decorum are maintained at the event. In addition, all logistics are executed such as finding an appropriate Minister and keynote speaker, consulting with the committee and Chancellor, coordinating with the City and County of Honolulu, union official, Board of Regent members, UH Communications officers, the HCC Bookstore, and other key vendors, conducting auditions for the student signer(s), student speaker, and a graphic design contest, and over seeing the production and publication of the programs, invitations, and posters. This event has an attendance exceeding 2000 people, therefore a well organized and planned event must be provided to assure that the experiences for the graduating students and their family and friends is a special one to remember.

**Co-curricular Programming**
Student Life and Development provides opportunities for students to develop leadership skills through programs and activities which enhance existing skills and provide opportunities for the creation of new skills. Co-curricular programming is a process and a product. Students are engaged in planning these events through personal interest, student organizations, and the student employee staff of SLD. Students learn the mechanics of brainstorming, creative problem solving, assessing the students’ desires, contacting vendors, working with other campus offices, budgeting, time management, and advertising. Additionally the product of the events are designed to enhance the mission.

**Teaching and Training**
Continual training for students is implemented throughout the Student Life and Development program. Training is provided to student employees, chartered student organizations, and registered independent organizations. Student employees are provided initial and weekly training opportunities. Chartered student organizations receive training through group advising on a formal basis at their meetings and retreats and through smaller less formal training sessions as topics arise. Registered Independent Student Organizations are offered leadership development workshops that are both scheduled for them to attend and are available by special request for their organization. In addition, skills assessments and leadership inventories such as the Leadership Practices Inventory (LPI) Assessment are also available to students. Finally, credit bearing courses, IS 104-Student Leadership Concepts and IS 105-Student Leadership
Skills, have also been offered in the past and taught by the Director of SLD for those students who want to further their leadership skills.

**Student ID Cards**
Student ID Cards are a University of Hawaii system wide collaboration as a way of indentifying students to help provide services to them. IDs are used at HCC to gain access to computer labs, use library services, purchase a UPass for TheBus, and to obtain discounts to in the community.

Student ID Cards are issued for Day Students, SOCAD, Pearl Harbor, Apprentice, Guest, and ICE students. In addition, each semester IDs issued in previous semesters are validated for the current semester. In order to maintain a smooth ID operational system, updates to the student ID system must be conducted regularly with current student records, and trouble shooting must occur in a timely fashion as not to delay the production of student IDs. The student ID card is necessary to provide other services such as the UPass and discount UH athletic to our students.

Coordination with special programs such as the Running Start must occur so that their students have the ability to get ID cards and validations in a reasonable way. Unique situations such as accommodating Veteran student receiving late aid are handled with the best care possible.

**Advising Chartered Student Organizations**
The Chartered Student Organizations (CSOs), Associated Student at the University of Hawaii at Honolulu Community College (ASUH-HCC), Student Media Board (SMB), and Student Life and Development have an interconnected relationship. The University officially considers these organizations to be a part of campus. The ASUH at HCC serves as the Student Government whose mission is to be the voice of students and to improve the quality of student life on campus. The Director of Student Life and Development is named in the ASUH-HCC Constitution to advise them in many areas such as elections. The Student Media Board has the mission to oversee publications production. Their bylaws name the Director of Student Life and Development as a permanent member of their advisory Board.

**Registered Independent Student Organizations (Clubs)**
Registered Independent Student Organizations often referred to as Clubs, also fall under the Student Life and Development umbrella. The university now considers these organizations to be autonomous of the University. It is the responsibility of SLD to coordinate the registration and recognition process of student organizations. SLD is a resource center for providing the RISOs support such as photocopier use, a conference room for meetings, mail boxes, and other supplies. Web based recourses are available to clubs via the SLD website, and
training is available to students and advisors on topics such as event planning, leadership, and group dynamics.

**Personnel**

- Faculty: 1 Director of Student Life & Development (Full-Time, General Funds)
- Staff: None
- Student Employees: 5-10 students (20 hours/week or less, Federal Work Study and General Funds)

It is fortunate that there is some student employee funding available but training and managing a staff of student employees is also a task in itself.

**Resources**

- Facilities:
  - Facility hours are Monday – Friday 8:00 am – 4:30 pm year round with additional Saturdays 8:00 am – Noon during high demand periods
  - Student Life & Development Office (Building 2, Room 113)
  - Conference Room (Building 2, Room 114)
  - Student Lounge (Building 2, Room 111)
  - Chartered Student Organization Offices (Building 2, Room 115 & 116)
- Special Equipment:
  - Copier for office operations, Chartered Student Organizations, and Registered Independent Student Organizations (leased)
  - Student ID System with Computer & Printers
  - Lockers
  - Signage display/promotion tools
  - Tents & other event supplies
  - Lounge furniture and equipment

**Community Connections**

- Team of campus representatives provide feedback to Student Life & Development in certain events and activities such as the Passport to College Core Team, Committee on Student Affairs, Recruitment & Retention Committee, Student Media Board, and Associated Students of University of Hawaii-Honolulu Community College (ASUH-HCC). There are also many collaborative campus teams such as the relationships with the Admissions, Counseling, Health Office, Mental Health & Wellness and Career & Employment Center.
- HCC SLD is also active in University of Hawaii and state-wide collaboration initiatives such as intramural sports, student leadership conferences and training opportunities.
• Student Life & Development collaborates with the local community through events and activities sponsored by the Kalihi Business Association and City & County of Honolulu.

**Distance Delivered / Off Campus Program**

• Student Life & Development makes its communications and resources available online to ensure equal access. This includes posting all event announcements on the online calendar and having all organization forms and tools posted on the SLD website.
• A Laulima site and Virtual Office site is available for use in distance advising, training, and/or meeting.

**Unit SLO’s and Relationship to the College’s Mission and Strategic Plan**

Students who have been involved with Student Life & Development will be able to:

• Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group.
• Discuss and understand diverse ideas, beliefs, and behaviors.
• Access, interpret, evaluate, and synthesize information using multiple resources.
• Understand the value of community and civic engagement as a lifelong concept.
• Explore and express personal creativity.
• Understand self and others as members of our diverse global community.

**Connections to the UHCC System Philosophy**

The University of Hawai‘i Community Colleges as a unit has a philosophy and set of core values which influence and guide the fundamental decisions, attitudes, and behavior of its members.

• **Focus on Access** - To provide that access, we must be affordable, adaptable and flexible.
  o SLD services and activities are provided to all students. An affordable student fees are assessed by Chartered Student Organizations for their purposes as allowed by BOR Chapter 7. These fees per semester are a total of $15 or less (in comparison to Kauai Community College fees which are $30).
• **Focus on Community** - We are responsive to the needs of our unique communities, and we are partners in defining and answering those needs. We are of our communities, not just in them.
o SLD is managed as a community enterprise with participatory leadership used in almost all decisions. Chartered Student Organizations and committees comprised of students are used to guide and implement the mission and goals.

• Focus on Learning and Teaching - We are student-centered, building communities one life at a time. We meet the students where they are. We are innovative in delivery method, innovative in supporting non-traditional students, and accountable for student outcomes.
  o SLD is invested in improving the student experience. New and creative approaches are sought to achieve the desired outcomes.

• Focus on Workforce and Economic Development - We are active partners with industry, secondary and elementary education, and community agencies in developing a well-trained, effective workforce for the state and promoting economic development.
  o SLD fosters interpersonal and leadership skills that improve students employability.

Specific SLO’s

GOAL A: Promote Learning & Teaching for Student Success
The Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

HCC SLD SLO 1: Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group.
HCC SLD SLO 2: Discuss and understand diverse ideas, beliefs, and behaviors.
HCC SLD SLO 3: Access, interpret, evaluate, and synthesize information using multiple resources.
HCC SLD SLO 4: Understand the value of community and civic engagement as a lifelong concept.
HCC SLD SLO 5: Explore and express personal creativity.
HCC SLD SLO 6: Understand self and others as members of our diverse global community.

GOAL B: Functions as a Seamless State System
The UH System will function seamlessly when student learning becomes the core of the mission, and when students who demonstrate adequate preparation, regardless of their education level or where they are currently enrolled, are able to take courses from any program or campus that meets their educational interests. As a seamless system, we will function collaboratively, foster collegiality, and respect the diversity of each campus.

A Globally Competitive Workforce
Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.
HCC SLD SLO 1: Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group.
HCC SLD SLO 2: Discuss and understand diverse ideas, beliefs, and behaviors.
HCC SLD SLO 3: Access, interpret, evaluate, and synthesize information using multiple resources.
HCC SLD SLO 4: Understand the value of community and civic engagement as a lifelong concept.
HCC SLD SLO 6: Understand self and others as members of our diverse global community.

GOAL C: Promote Workforce and Economic Development
To promote workforce and economic development by responding quickly with education and training programs to meet changing workforce requirements, by developing strategic partnerships with selected businesses and training providers, and by offering degrees in response to demonstrated market demands.

HCC SLD SLO 1: Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group.
HCC SLD SLO 2: Discuss and understand diverse ideas, beliefs, and behaviors.
HCC SLD SLO 3: Access, interpret, evaluate, and synthesize information using multiple resources.
HCC SLD SLO 4: Understand the value of community and civic engagement as a lifelong concept.
HCC SLD SLO 5: Explore and express personal creativity.
HCC SLD SLO 6: Understand self and others as members of our diverse global community.

GOAL D: Develop our Human Resources: Recruitment/Retention/Renewal
To sustain and enhance a skilled, knowledgeable and productive workforce, committed to the delivery of high quality education and service.

HCC SLD SLO 1: Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group.
HCC SLD SLO 2: Discuss and understand diverse ideas, beliefs, and behaviors.
HCC SLD SLO 3: Access, interpret, evaluate, and synthesize information using multiple resources.
HCC SLD SLO 4: Understand the value of community and civic engagement as a lifelong concept.
HCC SLD SLO 5: Explore and express personal creativity.
HCC SLD SLO 6: Understand self and others as members of our diverse global community.

GOAL E: Develop Sustainable Infrastructure for Student Learning
Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and non-traditional students.

HCC SLD SLO 1: Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group.
HCC SLD SLO 2: Discuss and understand diverse ideas, beliefs, and behaviors.
HCC SLD SLO 3: Access, interpret, evaluate, and synthesize information using multiple resources.
HCC SLD SLO 4: Understand the value of community and civic engagement as a lifelong concept.
HCC SLD SLO 5: Explore and express personal creativity.
HCC SLD SLO 6: Understand self and others as members of our diverse global community.

Quantitative Measurement of Unit SLO’s
In order to improve services to students, surveys are often used to assess student satisfaction. Highlights from some of the data collected are summarized in this section.

Student Lounge
The HCC student lounge, located in Building 2, is very often the center of student activities and a gathering place for students to use before, after, and between classes and/or work. In a survey of users of the student lounge the following information was obtained:

- 100% surveyed said they were Very Satisfied or Satisfied with having the student lounge
- Benefits of the lounge were:
  - meeting new people and hang out with friends
  - having time to study
  - being able to have a place to go to and relax before, after, and/or between classes or work.
Suggested improvements for the student lounge included providing another television, a bed, vending machines, and more and/or comfortable seating.

Orientation *(Full details separately under Passport to College)*
The New Student Orientation (NSO) program, in the format which has existed since Fall 2004, has changed into a new format. The format was designed as a hybrid of NSO and New Student Registration. Originally the event was called “Honolulu Community College 101” and then re-named “Passport to College.” The event is a collaboration between FYE, Admissions & Counseling, and SLD. The event in no longer offered during the week prior to classes meeting for the Fall and Spring semesters. The event is now offered from April through August in small sessions for Fall and throughout November – December for Spring. The change in format has consumed a great deal of SLD resources. The Director of SLD has been appointed the lead in the facilitation the transition and collaboration. In addition to her time all the student employees are working on the event more that half the year. Resources to fund this transition did not arrive in a timely fashion and SLD suffered as a result.

New students are contacted via a notice in their Admissions acceptance letter and email to UH Account to invite them to attend Passport to College. During the event, students attend workshops, campus tours, and interact with faculty, staff, and current students.

Evaluations of the event has fluxuated throughout the transition. The summary of the some of the evaluations are below.

![Graph showing evaluation scores over time]

**Student ID Cards**

Student ID Cards are a major asset to the function of campus life, therefore, most students are eager to obtain their ID Card. The following chart indicated the number of IDs made according to categories (Student, Apprentice, and Non Credit) and the number of IDs that were updated with current semester validations. In 2005 the look of the card changed and students were issued new cards even if they already had a card.
In a small survey regarding the process of obtaining a Student ID Card and the usage of it, over 60% of the students surveyed indicated that they were either Very Satisfied or Satisfied with their Student ID Card. The rest of the students indicated that they had neutral feelings. Some students were unhappy with the way charges for cards are handled because they are not immediate or because of conflicting information given by offices regarding the card. Collaboration with the Business Office on these issues have been unsuccessful. Students also indicated a variety of ways they use their Student ID Card such as accessing computer labs and the library, purchasing the UPass for TheBus and discounts, and for proof of enrollment. There was a large concern regarding the loss of UH System benefits for Athletics tickets. The concern was even expressed to the University President by the student leaders. Increasing numbers of campus locations are requiring the ID Card.

**Graduation**

To improve the graduation ceremony, a goal was set to increase the percentage of eligible graduates participating in the ceremony as well as faculty participation. There was a successful increase from 2004 to 2005. From 2005 on, a plateau has occurred; however, in 2008 there was another slight rise followed by a plateau. This goal is in alignment with the UH system priorities.

**Quantitative data from Community College Survey of Student Engagement**

Community College Survey of Student Engagement (CCSSE) results (2008) that are related to Student Life and Development include those related to Student-Faculty interaction and Learner Support.

Since the information generalizes the college as a whole, students do not identify who specifically provided the support nor does the survey use the same terminology used in HCC SLD. For example, CCSSE Question 4k “Used email to communicate with an
instructor” is the closest element to address communication between students and the SLD Director or SLD related advisors. Likewise, Question 4q “Worked with instructors on activities other than coursework” could cover the faculty interaction in co-curricular settings provided by SLD.

Among students with various credit loads, these areas do not show significance to the norms nor improvement since the past assessment.

<table>
<thead>
<tr>
<th>Student-Faculty Interaction</th>
<th>Your College Mean</th>
<th>Other Small Colleges Mean</th>
<th>2008 CCSSE Cohort Mean</th>
<th>Above/Below Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4k. Used email to communicate with an instructor</td>
<td>2.39</td>
<td>2.52</td>
<td>2.52</td>
<td></td>
</tr>
<tr>
<td>4l. Discussed grades or assignments with an instructor</td>
<td>2.44</td>
<td>2.56</td>
<td>2.52</td>
<td></td>
</tr>
<tr>
<td>4m. Talked about career plans with an instructor or advisor</td>
<td>2.18</td>
<td>2.09</td>
<td>2.02</td>
<td></td>
</tr>
<tr>
<td>4n. Discussed ideas from your readings or classes with instructors outside of class</td>
<td>1.79</td>
<td>1.78</td>
<td>1.73</td>
<td></td>
</tr>
<tr>
<td>4o. Received prompt feedback (written or oral) from instructors on your performance</td>
<td>2.70</td>
<td>2.69</td>
<td>2.68</td>
<td></td>
</tr>
<tr>
<td>4q. Worked with instructors on activities other than coursework</td>
<td>1.54</td>
<td>1.44</td>
<td>1.40</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student-Faculty Interaction</th>
<th>Your College Mean</th>
<th>Other Consortium Colleges Mean</th>
<th>2008 CCSSE Cohort Mean</th>
<th>Above/Below Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4k. Used email to communicate with an instructor</td>
<td>2.39</td>
<td>2.57</td>
<td>2.52</td>
<td></td>
</tr>
<tr>
<td>4l. Discussed grades or assignments with an instructor</td>
<td>2.44</td>
<td>2.52</td>
<td>2.52</td>
<td></td>
</tr>
<tr>
<td>4m. Talked about career plans with an instructor or advisor</td>
<td>2.18</td>
<td>2.01</td>
<td>2.02</td>
<td></td>
</tr>
<tr>
<td>4n. Discussed ideas from your readings or classes with instructors outside of class</td>
<td>1.79</td>
<td>1.75</td>
<td>1.73</td>
<td></td>
</tr>
<tr>
<td>4o. Received prompt feedback (written or oral) from instructors on your performance</td>
<td>2.70</td>
<td>2.66</td>
<td>2.66</td>
<td></td>
</tr>
<tr>
<td>4q. Worked with instructors on activities other than coursework</td>
<td>1.54</td>
<td>1.40</td>
<td>▲</td>
<td>1.40</td>
</tr>
</tbody>
</table>
Questions 9b-9e are related to the activities and SLOs of Student Life and Development. These areas show means that are significantly better than comparison college means. Regardless of the number of credits earned, scores are at least average. In students with more time spent at HCC the items are above average. This could reflect that students gain exposure to these items over time or may realize their significance after they are a more experienced student.

<table>
<thead>
<tr>
<th>Student-Faculty Interaction</th>
<th>Your College Mean</th>
<th>Other Consortium Colleges Mean</th>
<th>Above/ Below Mean</th>
<th>2008 CCSSE Cohort Mean</th>
<th>Above/ Below Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4k. Used email to communicate with an instructor</td>
<td>2.52</td>
<td>2.77</td>
<td>▼</td>
<td>2.72</td>
<td>▼</td>
</tr>
<tr>
<td>4l. Discussed grades or assignments with an instructor</td>
<td>2.51</td>
<td>2.64</td>
<td></td>
<td>2.64</td>
<td></td>
</tr>
<tr>
<td>4m. Talked about career plans with an instructor or advisor</td>
<td>2.31</td>
<td>2.16</td>
<td></td>
<td>2.18</td>
<td></td>
</tr>
<tr>
<td>4n. Discussed ideas from your readings or classes with instructors outside of class</td>
<td>1.98</td>
<td>1.85</td>
<td></td>
<td>1.84</td>
<td></td>
</tr>
<tr>
<td>4o. Received prompt feedback (written or oral) from instructors on your performance</td>
<td>2.61</td>
<td>2.69</td>
<td></td>
<td>2.69</td>
<td></td>
</tr>
<tr>
<td>4q. Worked with instructors on activities other than coursework</td>
<td>1.78</td>
<td>1.48</td>
<td>▲</td>
<td>1.50</td>
<td>▲</td>
</tr>
</tbody>
</table>

Student with 1-30 credits or Part-time  

Students with 30+ credits or Full-time