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Despite the high comparison rating on providing the support to thrive socially there are still many students who indicated only Some of Very Little support.

The CCSSE shows that there are many favorable relationships students have with each other and those who provide services.
Highlights and Analysis of Unit SLO’s

All of the programs offered by Student Life and Development are intended to address the established Student Learning Outcomes in the following ways with the following evidence:

1) Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group
   a) Advising and working with the Chartered Student Organizations and the Registered Independent Student Organizations as individuals and groups in order for the groups to be successful and provide opportunities for personal growth
   b) Provide SLD student employees the opportunities to suggest, organize and take ownership of programs that benefit the programming needs of the HCC student
   c) Student feedback on end of the year surveys indicated satisfaction with the advising and training provided related to personal responsibilities. The students also shared that they have taken increasing responsibility as a result of their involvement. They report, “learning how to manage everything and really getting it done.”

2) Discuss and understand diverse ideas, beliefs, and behaviors
   a) Provide multiple organizations within the CSO and RISO structure for students to interact with other students with diverse ideas, beliefs, and behaviors
   b) Starting from the students college career at Orientation help students to get to know each other via mixing groups with different majors and playing “Get to Know You” games
   c) Co-curricular programming is designed to represent diverse ideas.
   d) The variety of events and student organizations reflects diverse perspectives and interests. The addition of student organizations with focus areas of GLBT alliance and Veterans support are key indicators.

3) Access, interpret, evaluate, and synthesize information using multiple resources
   a) Provide online resources such as the SLD website and other UH pages for easier access to club handbook, Orientation information, CSO elections, on- and off-campus resources, and off-campus housing options
   b) Students research their source material for achieving their missions and are encouraged to use critical thinking in planning and advocacy
   c) Students in the CSOs handled many complex issues this past year and were able to utilize their resources to understand the issues. During election periods students were observed using many resources to make connections between campus, college and public information.

4) Understand the value of community and civic engagement as a lifelong concept
   a) Offer programs like the week long Go Vote registration and information campaigns including debate forums with top candidates for positions that impact HCC and the community
   b) Sponsor the Constitution Day activities
c) Participate in the Kalihi Christmas Parade
d) Promote the core values of Honolulu Community College
e) This year was unique in that we observed several past HCC student leaders participation in civic engagement at other campuses and in the public arena. Those students did specifically mention that their HCC student involvement served as a catalyst for involvement.

5) Explore and express personal creativity
   a) Sponsor programs that invite student to express and expand their creativity such as pumpkin painting, video game tournament, swap meet were several students demonstrated their talents and raised money
   b) The students in the past year did creative design in their event flyers and promotional ideas. The range of new events such as turkey toss and charity poker tournament were also good indicators.
      i) Understand self and others as members of our diverse global community
c) Sponsoring activities that encourage diversity
d) Including global perspectives in presentation of events and training.

Action Plan
Each year the action plan is to ensure the continuity services offered by Student Life and Development. In addition, improvements are made based on data collection, changing environmental factors, changing HCC Priorities and changing resources. The Student Life and Development goals are the framework for the action plan.

Goal 1: Foster community building activities as opportunities to learn/grow outside the classroom, complimenting the institution’s academic programs
   • Student Life & Development is working to implement an increasing number of technology initiatives. These online and communication alternatives will increase interaction and communication with students including digital signage, Websites, virtual spaces, online Orientation and use of social media.
   • The Student Lounge is a community building area. The furniture in the Student Lounge has maintenance issues that need to be addressed for health reasons. Attempts to purchase replacement furniture have not been supported above the Dean’s level. Replacement TV/Multi-purpose screen has been requested annually as well.

Goal 2: Facilitate meaningful and memorable transitions to and from the student experience.
   • New Student Orientation has been an area in which Student Life & Development has lobbied for a more comprehensive offering by the college and increased resources to carry out the event. The Recruitment & Retention Committee and well as the Achieving the Dream initiative have indicated their support of a Mandatory New Student Orientation. The implementation
must now be supported in a way that allows the event Passport to College to be a comprehensive student experience. The Welcome Back Activities will include elements of the former NSO and entertainment programming. Efforts to improve the comprehensiveness and structure of these activities is critical.

Goal 3: Advise students to provide them with opportunities to talk, think, feel, share new information, turn ideas into actions, and reach within and beyond themselves.
- Student Life & Development has been, and continues to be focusing working with ASUH leaders to help them see the impact of their actions and the value of making mission-based decisions, following appropriate rules, utilizing healthy leadership behaviors, balancing priorities and taking ownership for their positions.
- Student Life & Development is now working with elected leaders to empower them to work through the steps of strengthening their organizations to withstand transitions between leadership.
- The clarification of the University's relationship with Charted Student Organizations and Registered Student Organizations will have an effect on the services they are provided. The procedures for the operations of Student Life & Development in the context of the greater campus need to be defined. For example Promoting Events on Campus procedures are currently being reviewed by COSA. This will mainly involve the CSOs and RISOs taking more responsibility for their own actions. They may need to have different processes for operating on campus such as fiscal management, liability insurance, tax statuses, and different allowable advising structures.

Goal 4: Collaborate with the community
- Student Life & Development has been and continues to work with the Kalihi Business Association as the primary avenue to the local Kalihi community.
- Student Life & Development has also been encouraging state-wide student interaction through involvement in HASLA (Hawaii Association of Student Life Advisors) events and activities.

Goal 5: Celebrate the unique talents of all students
- Student Life & Development has been and continues to acknowledge students through opportunities for them to share their talents in participation in SLD activities
- Student Life & Development has been and continues to acknowledge students through opportunities for them to thank and recognize student at the annual STAR ceremony. This ceremony strives to hold a place of honor on campus.
- Additionally exposing students to opportunities that celebrate their talents such as appropriate professional development, networking, and employment.

Goal 6: Promote our community values, mission, and purpose
• Student Life & Development has been and continues to promote our community values, mission, and purpose through communications and activities.
• The campus mission should continue to include direct reference to the value of the co-curricular experience.

Goal 7: Provide an atmosphere that enhances the mission
• Student Life & Development has been and continues to provide an atmosphere that enhances the mission.
• An paradigm of understanding needs to occur between the Business Office and SLD so that SLD operations are understood to be regular items and not unusual. This could really improve the processing of documents and therefore free up time for direct student engagement.

Goal 8: Operate the Student Life and Development office effectively so that we may reach our mission.
• Student Life & Development has an additional challenge related to Student ID cards. Derek Inafuku, Fiscal Officer, chose to stop allowing cash payments at the SLD office for ID cards and chose instead to have SLD staff post charges directly to students’ Banner Accounts. This change requires all student employees to have Banner access to students’ records and to input information directly into the system. This causes an increased need to Student Employee training, security risk in the information vulnerability and related items introduce error into the ID system itself and require increasing support. By providing additional training, providing more thorough monitoring of student employees, and an overall dedication of more time to Student ID management the charges have been completed but yet the revenue is still not fully collected. There needs to be an investigation into better practices for this activity.
• Student Life & Development continues to advocate for the resources necessary to operate effectively. An additional professional staff member is key to fully and accurately completing all of the SLOs. This especially true for comprehensive assessment and maintaining records that support documentation like this program review.

Operational Implications
• A primary budget concern is that the process from application for funds to approval has not been made clear. Budget requests at the department level did not always reach the level of campus funding. Once funding was verbally confirmed as awarded, there was not written follow up. Therefore there is no confirmation of what funding was awarded to SLD and for what purpose.
• Staffing of Student Life & Development still remains only as one professional staff member with access to student assistants. The student staff members are of
assistance but their use is limited. To effectively cover the wide range of service areas with the appropriate depth, additional staff members are needed.

- Orientation’s new format and scope incurred additional costs. Those costs were passed along to SLD causing ripple effects. Future funding will need to be secured in a reliable way if the changes are to be implemented.
- The Student Lounge is at capacity during the primary hours of use. Additional areas should be developed to serve the purposes the Student Lounge currently serves. Equipment for this space needs to be updated for functional and safety purposes.
- The Chartered Student Organizations and RISOs have budget and purchase process implications as well. Their budgets and purchases experienced significant delays for unpredictable reasons. A clear written process needs to be developed and followed by the campus Business Office if SLD areas are to utilize funding properly.

**Strategic Plan Implications**

- Request for additional staff has been submitted in the past to the Strategic Plan and should remain in the plan. The item was raised to high priority to the campus in the past but then later removed. The campus should keep this item as a high priority.
- The Orientation plan and related items need to be included in a separate budget that is autonomous from SLD especially in terms of student employment.

**Budget Impact Summary:**

1.0/$40,000 Clerical Support
$45,000 Passport to College AtD Mandatory Initiative
Mental Heath & Wellness Services

Unit Overview

The Mental Health & Wellness Service at Honolulu Community College is the first of its kind in the UH community college system. A Licensed Clinical Social Worker filled the mental health counselor position in January of 2008. The Mental Health Wellness Service (MHWS) is committed to providing an array of mental health services that will support the academic, social and emotional growth and well-being of students and educate the campus community in the context of mental health and wellness. These services include: direct clinical services, prevention education, campus & community engagement and program assessment & evaluation.

The overall goals of the MHWS are to:
Provide students with a safe and comfortable setting to explore academic, social-emotional –behavioral and personal issues that may impact academic success in college. The SLO's for this goal are that students will:
- Offer crisis and individual counseling sessions to students to explore personal issues that may be impacting their academic success.
- Create and implement an individualized action plan to help support academic success and mental health and wellness.

Educate the campus community about the mental health wellness service and promote awareness of college and community resources. The SLO’s for this goal are that the faculty/staff and students will be able to:
- Consult with the mental health counselor (MHC) and refer students the MHWS.
- Identify and access mental health services on campus and in the community.

Develop and maintain partnerships with community mental health agencies that educate, support and treat individuals managing mental health concerns. The SLO’s for this goal are that the MHC will be able to:
- Refer students to community agencies for additional mental health services.
- Participate in training to become more knowledgeable of community resources and evidenced based practices related to mental health.

Establish and maintain MHWS assessment tools to evaluate the effectiveness of program services and activities on campus. The SLO’s for this goal are that the MHC will:
- Develop a Mental Health Needs Assessment for students, faculty and staff
- Administer survey to students, faculty and staff to evaluate MHWS.
- Gather and evaluate data to determine campus issues, concerns and services for the MHWS.

**Personnel Count:**
The office is currently staffed minimally with (1.0) Mental Health Counselor.

**Office Space:**
The MHWS is located in the Administration -Building- 6- on the first floor in the counseling department. The office is located in the corner at the back of the counseling department (room #7). Upon entering the office there are 3 large windows and an emergency exit door. The windows provide light and a sense of openness and calm which one the one hand is nice for students who sit in the office but the concern is that the windows do not provide enough privacy for students in the office. In addition, there is a limited amount of space available in the office because of the EXIT door, which must be accessible at all times, in the event of an emergency. Another issue related to the EXIT door is that various faculty and staff in the department will use the office as an entrance or exit when it is not occupied by the MHWS counselor. The office is equipped with a desk, bookcase, telephone, and chair. Other items in the office include three large locked filing cabinets and two folding chairs all of which was purchased with funds from the Sexual Violence Prevention Grant in 2009. This office was designated for the MHWS because it is the only office space in the department with floor to ceiling walls which are necessary to maintain confidentiality and privacy of students seeking supportive mental health services. Given this there are still concerns regarding privacy and confidentiality as the room is not sound proof and students as well as academic counselors can hear each other talking with their students during our sessions. In addition, because the MHWS office is located in the back of the counseling department impacts the confidentiality of students utilizing the MHWS. Due to the location of the office, the MHWS counselor walks out to greet each student( to assess and determine appropriateness of meeting in the back office) and this indirectly informs others that the student is seeking MHWS(and infringes on their right privacy and confidentiality). The location of the office also poses potential safety issues for the MHW counselor and other counselors in the area particularly if a student who was relatively calm becomes distressed or distraught during a session and the MHWS counselor is unable to notify others for help. The MHC has tried to address this issue by purchasing a door bell to notify others if there is a need for further intervention in the office. It would be helpful to have panic button available for all counselors to notify each other if there is a distressed student or situation occurring in their office that may warrant further intervention from campus security or the police.

**Budget Allocation - Operating General Funds**

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

Honolulu Community College provides educational experiences in liberal arts and technical occupational programs. The college serves a multi-ethnic group of students with various academic and personal life experiences and goals. All of which at any given time may impact academic success and workforce development attainment.

The MHWS strives to provide confidential, supportive, and accessible mental health services to all students enrolled at our campus. The service provides students a safe and comfortable setting to explore academic, social–emotional and personal issues. It offers educational opportunities for the entire campus community (faculty, staff and students) to learn about mental health and wellness related issues, its impact on academic success and to become familiar with campus and community resources. To support this effort, the MHWS has developed and maintained partnerships with multiple campus and community services that support and treat individuals who are consumers of mental health services. Lastly, the MHWS recognizes and understands the importance of overall service assessment and evaluation. The MHWS counselor has developed and implemented several assessment and evaluation tools in an effort to assess and evaluate the needs and effectiveness of the MHWS and the overall service on our campus.

The development of a solid MHWS focuses on providing direct clinical services, prevention education, campus & community engagement and program assessment &evaluation all of which are in direct line with the primary duties and responsibilities of the mental health counselor position. The MHWS provides an opportunity to nurture, guide, assist and further educate our students and campus community in the context of mental health and wellness. This in turn helps our students and campus community achieve academic success, address retention and completion related issues as well as support workforce development. All of which are an integral part of this institutions core values and beliefs.

Quantitative Measurement of Unit SLO’s

The pie chart below is comprised of information that outlines the mental health service activity provided to the administration, students, faculty and staff on campus during the course of the last three years. The data collected focuses on eight areas: Faculty, Staff and Administrative Consultation, Faculty/Self Referrals, Student Walk-ins, Counseling (Crisis and individual), Group Counseling, Outreach and Community Referral Services and Clinical meetings.

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As reflected in this pie chart, the MHWS counselor has been successful in meeting the various SLO’s in the areas of direct clinical services, prevention education, campus & community engagement and program assessment and evaluation. A more detailed description of accomplishments can be found in the next section of this document.
Direct Clinical Services:
Over the course of the last three years, the MHWS counselor has spent over 77% of work time providing direct clinical services to students, administrators and faculty on campus. The clinical services include responding to faculty student referrals, providing individual, group counseling, crisis intervention services, clinical consultation, class room observations, providing community referrals and attendance at clinical meetings on and off campus. This percentage also includes walk-in students seeking services without an appointment to discuss academic, social, emotional and or behavioral issues that may impact the student’s performance and success in class. Overall, the SLO’s in this area have been completed and to date, there were 266 consultations with administrators, faculty and staff, 289 referrals from faculty, 232 student walk-ins, 257 individual/crisis counseling sessions, 17 group counseling sessions, 16 student observations, and 131 clinical meetings held during the course of the last three years. This data shows that as the campus has become more aware of the MHWS, there has been an increase in student referrals, clinical consultations and direct counseling services provided to the campus community. The MHWS counselor has spent the majority (77%) of time providing direct mental health clinical services and supports to students and the campus community. This in turn has significantly reduced the ability to effectively and efficiently maintain other critical components of MHWS.

The areas most impacted by the increase in direct clinical services include the direct clinical services and prevention education both of which are components of the MHWS that are direct requirements of the job description for this position.
Students who are stressed and or distressed on campus may exhibit behaviors and attitudes that may cause alarm to faculty and other students and warrant immediate assistance and intervention by the MHWC. As a result, the MHWC may have to cancel student appointments or miss scheduled appointments with students, community providers and meetings held on campus in order to address the crisis on campus. In addition, as more students are being referred to the MHWS services by faculty members, they often times present at the counseling department to request services and this impacts the front line staff because they are not trained to receive, intervene or respond to students who may be in crisis particularly when the MHWC is not available.

The increased number of students accessing the MHWS also impacts the time and quality of direct services the MHWS counselor can provide to students and faculty. For example, in a crisis situation with a student it may take several hours or the whole day to resolve and may even involve transporting the student to appropriate services off campus (i.e. hospital, shelter). When an event like this occurs the MHWC is not available to respond to and assist other students and faculty in need of services. In addition, the MHWC has to assess referrals and respond to high priority requests first and respond to other request when time permits.

Lastly, the time expended to complete clinical documentation such as notes, reports, and assessments is another area that is not included in the calculations above. Nor do the numbers reflect the percentage of time spent creating, developing, organizing and coordinating the various mental health and wellness events, activities and trainings on campus. As more students and faculty have accessed the MHWS, the MHWS counselor has had to reduce the number of prevention education activities and trainings offered to the campus community both of which are essential components of the service.

Data from the 2010 Director Counseling Report has stated that 85% of directors believe that there is an increase in the number of students coming to campus who are already on psychiatric medication. In addition, 91% of directors also reported that there is a recent trend toward greater number of students with severe psychological problems continues to be true on their campuses.

National counseling data also reports that the ratio of counselors serving students with mental health concerns is 1 to 1,600.

The impact of this data on the MHWS and the college at large is that there are more and more students are coming to college with diagnosed mental health conditions, some of which are managed by medication and others that are not. This trend is in line with the national data on college mental health which has seen an increase in the utilization of mental health services to address existing psychiatric conditions.
Given the data provided by the National Director Counseling Report and the American College Health Association, what is happening at Honolulu Community College is to be expected and with each semester that goes by the number faculty referring students to the MHWS and the number of students utilizing the MHWS will continue to increase. The concern is that there are not enough physical resources available at Honolulu Community College to meet the demand and need of students managing mental health concerns while on campus. On our campus there is only one mental health counselor with no support staff available to serve over 6000 students.

Prevention Education:
The prevention education component of the service focuses on providing resources, training, activities and events to raise awareness of mental health and social issues that may impact mental and emotional wellbeing of our student population.

The MHWS counselor has spent 3% of work time conducting classroom presentations and workshops to students, faculty, staff and community members relating to mental health awareness, the MHWS services on campus, LGBTI diversity and gender equity, and violence prevention. In addition, each semester the MHWS counselor has hosted a variety of events that focused on mental health, gender identity, and violence prevention. The SLO’s in this area have been met and to date, there were a total of 51 classroom presentation and 23 MHWS events held on campus during the last three years. The following prevention initiatives have been instituted on campus:

Mental Health & Wellness Campus & Community Resources Poster Campaign:
The mental health poster campaign was developed and coordinated through outreach efforts with local and national mental health service organizations. The MHWS received resource posters from UH Manoa Center on Disabilities Studies, the Sex Abuse Treatment Center, Mental Health America, the Domestic Violence Action Center, Hawaii Families as Allies, and the Substance Abuse Mental Health Services. The posters have been distributed and posted in a variety of locations on campus.

During the spring and fall semester of 2008, the MHW counselor worked with Jason Oshiro and Ray Valencia of the Educational Media Center to develop a MHWS brochure and poster to educate the campus community about the MHWS. The brochure and poster created outlines the location and types of services provided by the MHWS. To date, 15 posters are posted on campus to encourage students to learn about and get connected to the MHWS and community services.

There are 17 student informational boards on campus and Student Life has helped in a coordinated effort to put a variety of these posters on campus. To date, there are 35 informational posters on that list the MHWS and community resource information. The posters provide another avenue to inform the campus community.
about a variety of social issues (mental health, sexual assault, domestic violence, pregnancy, etc) and assist individuals with connecting to campus and or community resources in their time of need.

*Mental Health & Wellness Website:*

During the summer of 2008, the MHW counselor had the opportunity to work with John Blumhardt, Director of Educational Media to create a MHWS website. We spent three months building and designing this website which is available for the campus community to access. The website [www.honolulu.hawaii.edu/mentalhealth](http://www.honolulu.hawaii.edu/mentalhealth) provides information on the MWHS direct services, educational initiatives, and campus and community resources. To date, the website has not been update due to the lack of resource, manpower and time constraints place on the MHWS counselor to provide direct clinical services to the campus.

*Interactive Mental Health Game:*

During the month of February and April 2008, the MHWS counselor co-developed the “Other Health Game” with a colleague from the Anti-Stigma Coalition. This game is an interactive “jeopardy style” mental health game which has been presented at community events and was played at the HCC wellness fair in April 2008.

*MHWS Calendar:*

The MHWS calendar was created in recognition of mental health awareness month in May. The calendar provides information on mental health issues and disorders that impact college students as well as identifies available campus, community resources. The calendar is distributed to the entire campus community during the health and wellness fair in September and during the month of May which is mental health awareness month.

*The “Other Health Game”*

An interactive “jeopardy style” mental health game was created with a colleague from the Anti-Stigma Coalition. The game has been presented at community events and was played at the HCC wellness fair in April 2008.

*MHWS Wellness Corners:*

During the 2008 summer and fall semester, the MHWS counselor worked with Emily Kukulies, Director Student Life, Kaiulani from the Native Hawaiian Center and Janet Garcia of library services to create wellness corners and integrate them into their programs of services for students, faculty and staff. Each wellness corner has information on mental health conditions and campus/community resources. The information is free and is available to students, faculty and staff at the following locations: Library, Student Life, Student SVCS and the Native Hawaiian Center.
Examples of some of the literature available to the campus community includes: Domestic Violence, ACCESS LINE (Mobile Crisis), Parenting Support, Sexual Assault, Mental Health Series, WIC, Substance Abuse, HIV/AIDS, Homelessness, Wellness & Recovery and HCC support programs and services. To date, a new resource rack has been added to the wall across from the business office and the MHWS provided the library with a new resource rack to place mental health & wellness brochures.

**MHWS Educational Outreach and Awareness Campaign**

During the 2008 fall semester, the MHWS counselor began intensive MHWS campus outreach effort and contacted several instructors on campus and asked to come to their classrooms to speak with their students about the MHWS. Since the initial outreach effort started, the MHWS counselor have been fortunate enough to work with instructors in psychology, sociology, human services, career and life planning, carpentry, fire science and English 20BCD to coordinate MHWS presentations for students in theses class sections. In addition, the MHWS counselor has also presented at New Student Orientation, Native Hawaiian Center’s new Student’s orientation, and the Pride Project and Summer Bridge programs on campus.

To date, the MHWS counselor has conducted over 50 MHWS presentations to new and currently enrolled students on campus. This experience has provided an opportunity to inform students about the confidential mental health service on campus as well as educate students about a variety of mental health and social issues like depression, suicide, stress management, eating disorders, relationship and domestic violence.

The MHWS counselor also conducted MHWS presentations to faculty in the following groups: Tech I, Tech II, the CLT group, Student Services, UC College and the Apprenticeship Program. Other presentations offered to faculty & staff have focused on information regarding, the distressed, distraught, disruptive student and PTSD & Veterans. Some presentations have been conducted by faculty at the UHM Student Counseling and Development Center.

As time and resources permit, the MHWS counselor will continue to meet with the rest of the departments on campus to discuss the MHWS, current data, and trends as well as provided an opportunity for faculty and staff to seek consultation and refer students to the MHWS.

**Campus & Community Engagement:**

The campus and community engagement component of the MHWS service focuses on the development of collaborative partnerships with campus and community resources which are committed to providing direct services and supports to individual with a variety of mental health related needs and recovery as well as
raising awareness about mental health & wellness and a variety of social issues that affect the overall wellbeing of individuals.

The MHWS counselor has spent 20% of work time engaged in developing and maintaining campus and community outreach contacts in an effort to further support the campus and students who may struggling with personal and or mental health concerns. These collaborative relationships on campus and in the community have helped to facilitate the student referral process to many community based mental health services and has also provide an opportunity for the MHW counselor to become more knowledgeable and familiar with community mental health resources and evidenced based practices related to mental health and wellness. Overall, the SLO’s in this area have been completed and to date, the MHW counselor has made a total of 236 community mental health contacts and 125 student referrals to community mental health agencies in the last three years.

Each outreach experience provided an opportunity to learn more about our local community agencies and the services that may available for students needing supportive services to address personal issues that may be impacting their college experience.

In addition, the MHWS counselor developed relationships with several key working groups that work in the area on mental health. As a result of these contacts, this MHWS counselor has been able to host four successful mental health & wellness provider fairs on campus and has had the opportunity to serve as a member of the 4 community working groups working to address the issue of mental health and wellness in our community.

Mental Health & Wellness Provider Fair
During the course of the last three years, the MHWS counselor has hosted 4 annual Health and Wellness Provider Fairs held on campus.

- The 1st fair was held in April 2-3 2008. The response from the college and community was overwhelming. There were over 30 community agencies/vendors and 260 students, faculty and staff that participated in this two-day event. ASUH co-sponsored the event assisting with coordination of facility services, banner design placement, interactive activities, and lunches for vendors and free tea.

- The second annual health & wellness provider fair was held September 16, 2009, there were 31 community agencies that came together in a joint collaborative effort to share mental health resources with our campus community. The turnout of community agencies was amazing this year given the state of our economy and available resources in the community. The participation of the student body was also wonderful; there were 180 participants at the fair. Several instructors and programs sent their entire class to the event while other faculty announced the fair to students.
Some instructors offered extra credit to students who completed and submitted an “event passport”.

- The 3rd annual Health and Wellness Fair was held on campus September 15th, 2010. The response from the college and community was overwhelming. During the 201 event, there were over 35 community agencies/vendors that came together in a joint effort to share mental health resources with our campus community. There were a total of 110 students, faculty and staff who participated in the fair. In addition to the health fair, Roy Sakuma, of Roy Sakuma Studios came to campus and shared his personal story of growing up with a parent with mental illness. He also shared his musical talent and expertise with the students from psychology and our carpentry program.

- The 4th annual health and wellness provider fair was held on September 14, 2011 in the HCC cafeteria. There were 40 community provider agencies from across the island and over 190 attendees at the fair this year. The theme of this year’s fair was to “Take Charge” and Mind your mental health. This year, the campus community was encouraged to get involve and participate in the “Take Charge Challenge.” This challenge was designed to encourage individuals to think about what they would say or do to assist someone struggling with depression, suicidal thinking, addiction, PTSD, Schizophrenia etc. Students, faculty, administrators, staff and community providers completed informational cards which were anonymously displayed on the Take Charge Challenge board in the cafeterias during the fair. The turnout of community agencies was amazing this year especially give the state of our economy and the limited available resources in the community.

Overall, at each fair the participation of our student body, faculty and staff was wonderful. Several instructors and programs sent their entire class to the event while other faculty announced the fair to students. Some instructors even offered extra credit to students who completed and submitted an “event passport”. Each year, this event has provided a wonderful opportunity for students, faculty, and staff to gain a better understanding of mental illness and become familiar with services and resources in the community that support mental health and wellness for all individuals. Students and faculty alike enjoyed talking with community agencies one on one and participating in various activities in an effort to learn more about mental health/wellness and the resources in the community. The event has been posted on the educational media center website and HCC intranet photo gallery and face book.

**Mental Health Community and UHM System Working Groups**

- The Anti-Stigma Work Group is a collaboration of professionals, parents, and young people from private and government agencies that are committed to addressing the stigma and discrimination associated with mental health
illness in our community. The Anti-Stigma Work Group has provided the local leadership for the Children's Mental Health Awareness Day, a national campaign to raise awareness of the issue of mental illness.

- Transitional Youth Taskforce is a collaboration of professionals, parents, and young people from private and government agencies that are committed to addressing the stigma and discrimination associated with mental health illness among youth ages 16-24 in transition.

- Prevent Suicide Hawaii Taskforce: As a member of the Prevent Suicide Hawaii Taskforce, I work with professionals, parents, and young people from private and government agencies who are committed to reducing the incidences of suicides and suicide attempts in Hawaii. I am new to this taskforce and I am excited about being able to incorporate higher education into the conversations as it pertains to transitioned aged youth.

- UHM Mental Health Advisory Committee: The UHM Student Counseling & Development Center was awarded a competitive grant from the Substance Abuse and Mental Health Administration to focus on mental health awareness and developing a mental health infrastructure across all 10 campuses. This committee is comprised of representatives from across the UHM system.

Program Assessment and Evaluation:
The program assessment and evaluation component of the service has focused on the development and refinement of assessment and evaluation tools that will help to identify needs and concerns of our students, faculty and staff regarding mental health and wellness and also help to evaluate the effectiveness of the service. Overall, the SLO’s in this area have been completed and to date, the following program assessment and evaluation initiatives have been completed. To date, the following tools have been developed and administered to the campus community: the Faculty and Staff Mental Health Needs Assessment Survey (2008), the Student Mental Health Needs Assessment Survey (2008), the MHWS Student Satisfaction Survey (Survey Share) (2009-2010), the Faculty Satisfaction Survey (2009-2010), the evaluation tools for MHWS activities (workshops, trainings, conferences, presentations, fairs) and the American College Health Assessment Survey (2010).

Below you will find a brief summary of the direct service assessment and survey evaluation Data results conducted by the MHWS counselor.

Faculty and Staff Mental Health Needs Assessment Survey

In order to gain a better understanding of the concerns and needs of the students, faculty, staff and administrators as it related to mental health and wellness, the MHWS counselor worked closely with Ross Egloria, our assessment specialist.
during the spring and fall semester of 2008 to create assessment tools to administer to the campus community. These assessment tools helped to identify needs and concerns of our students, faculty and staff regarding mental health and wellness and will also be used to evaluate the effectiveness of the service.

The Faculty and Staff Mental Health Needs Assessment Survey collected in the Spring of 2008 was distributed by email to the campus community. A total of 43 responses collected with 76.7% (33) identifying situations on campus with student/students that they thought required the services of a mental health professional. A third (32.6%) of those who answered the survey would consider participating in a mental health focus group or a working group on campus. All 43 respondents’ identified campus mental health concerns including:

- Lack of information about where to locate resources and supports for students dealing with mental health issues (i.e. Where to go on campus and in the community).
- Emergency situations: What to do when a student in class experiencing a mental emotional, behavioral crisis).
- Class assignments that reveal personal issues which raise concern for the instructor.
- Issues of confidentiality and impact on the teaching relationship when "helping" a student. Being unaware until there is a “blow-up”.
- Suicide, homelessness, family, relationship problems, drugs, violence, academic pressure, stress of trying to balance work, school, family (including care giving elder parents).
- Crisis response, crisis intervention, mental health awareness, lack of resources and activities that promote positive general mental health, services that are offered to staff/faculty and students.
- Violence in the classroom.
- Morale of faculty and staff on campus as it relates to these issues and helping students.

Student Mental Health Needs Assessment Survey (2008)

Over the course of the summer 2008, a MHWS survey was developed and administered to students to gain a better understanding of their perception of mental health and the issues faced by them. The survey has been administered during new student orientation (NSO) and during classroom presentations. The results of the survey data collected the fall semester 2008 during classroom presentations showed that 67% of students felt that counseling services could help them deal with their issues. 56% thought support groups would be helpful. Half of the respondents acknowledged having personal issues that affected their schooling and relationships.
I have continued to collect this data from students during the 2009 spring, summer and fall semester. The results from this group of students have yet to be tabulated and it will be interesting to compare the data to the initial data collected in the spring of 2008. So much has changed with the state of our economy, joblessness and unemployment has risen and homelessness and intimate partner violence is on the rise.

*MHWS Student Satisfaction Survey (Survey Share) (2009-2010):*

Students who have participated in MHWS were offered an opportunity to complete an anonymous online student satisfaction survey following completion of service. To date, the data collected includes only 6 student responses. The numbers are low because there are times that this form of assessment was not be implemented; particularly in events of immediate crisis and distress. In terms of the data collected, 90% of students reported that they would seek services again and thought the services were helpful. Data collected on number 7/8 appeared not to misrepresented do to the wording of the question and an error in questioning.

*Faculty Satisfaction Survey (2009-2010):*

During the fall semester, faculty members that utilized the MHWS for direct student referral and consultation were also offered an opportunity to complete an anonymous online satisfaction survey following completion of the services. The results of the survey showed that 83% of faculty who participated in the survey; strongly agreed and were satisfied with the quality of service, 100% would consult with the service again and 94% felt comfortable referring students for help.

*American College Health Assessment Survey (2010):*

The National College Health Assessment developed by the American College Health Association is designed to gather data on a student's alcohol, tobacco and other drug use, sexual health and behaviors, weight, nutrition and exercise habits, mental health issues, relationship difficulties, preventative health practices and personal safety and violence. Based on the data collected from student surveys the MHWS and the Health Office will work together to design evidence-based health promotion programs and activities with targeted educational and environmental initiatives to support our students on campus.

In addition, the MHWS counselor also created MHWS service documents to assist with the collection of clinical services data. The forms are listed below:
- Referral Form
- Intake & Assessment Form
- Release of Information Form
- Consent to Contact Form
Other Duties as Assigned:

**UHM System LGBTI Commissioner**
As one of the HCC Commissioners of the Status of Lesbian, Gay, Bisexual, Transgender, Intersex Equality (LGBTI) the MHWS counselor hosted a conference, movie showing, safe zone training and co-sponsored a library display in recognition of NATIONAL COMING OUT DAY on October 10, 2008. The MHWS counselor also partnered with campus and community agencies to put together a series of events for the college during the week of October 6-10th. The events on campus were free and open to everyone. We encouraged faculty and staff to get involved and share this information with their students at HCC. This was a great opportunity to educate our campus and reduce stigma associated with LGBTI community while also strengthening relationships and promoting awareness of campus and community resources. Students, faculty and staff had an opportunity to learn more about:

- UH System LGBTIE Commission
- Issues faced by the LGBTI Community
- Campus and Community Resources
- Safe Zone Training
- How to get involved and make a difference (gay, straight, bi-sexual transgender, questioning or otherwise!).

**Sexual Violence Prevention Grant Coordinator:**
The purpose of the Sexual Violence Prevention Project Grant is to provide funds to assist in informing the campus community about sexual violence, dating/domestic violence, sexual harassment and stalking and to educate the campus community on how to prevent these forms of violence. The SVPP taskforce is also charged with reviewing the UH System policies and procedures related to sexual violence and developing specific procedures for the HCC campus in order to help support facilitate an appropriate response to potential violence on campus.

As the coordinator of the Sexual Violence Prevention Project Grant, the MHWS counselor gathered various members of the (Faculty, Security, Health Office, Student Life, ASUH, etc) campus community were brought together to discuss issues and address concerns related to sexual violence, dating/domestic violence, sexual harassment and stalking on campus. In the first year, the taskforce members met monthly to discuss policy issues and identify a variety of prevention initiatives for the HCC campus. The initiatives identified included:

- A multimedia T.V display to be housed in the counseling department. A proposal was developed and submitted to the VCAA and DOSS for approval in the spring 2009. The Chancellor approved the T.V display project following a presentation to administration in the Fall of 2010. It was scheduled to be available for viewing during the Spring 2011 semester in the counseling department. Due to technological
difficulties, time constraints and lack of manpower the presentation has not been viewed by the general campus community.

- Informational Display Board & Table to showcase information related sexual violence and mental health and wellness topics. The display board will provide specific information on mental health and wellness, domestic violence, sexual assault, stalking, suicide and stress management. In addition to the display board, a table will provide information on campus and community available to support individuals that may have experienced such situations.

- A draft HCC Emergency Response Guide has been developed in an effort to help students, faculty and staff respond more efficiently and effectively to individuals that may be in distress and or experiencing a crisis situation while on campus. The crisis situations may include sexual assault, intimate partner violence, stalking and various mental health conditions. This document was presented to both the Chancellor and the Crisis Management Response Team for further review and consideration in the Fall of 2010.

In addition to the above projects, the taskforce and various campus groups also worked together to provide events, activities and exhibits to raise awareness about sexual violence. The events and exhibits held on campus have included the Clothes Line Project; the Empty Table Display, Walk a Mile in Her Shoes and the Ohana Images display.

During the 2008-2009 academic year, the Carpentry Technology Students designed and made clothesline posts for the Clothesline Project which is displayed on the campus mall during the month of October. This project helps to raise awareness about domestic violence in our community. In addition, Phi Theta Kappa students have participated in in displaying the exhibits, sharing resource information about domestic violence, and collecting data about the overall response to the exhibits on campus.

In 2010, the Carpentry and Auto body students worked together to create the "Ohana Images". These life size images were designed and crafted by the carpentry students and painted by the auto body students in an effort to raise awareness of sexual violence. The images were displayed April 2010 during the 2nd annual walk a mile in her shoes event on campus. The images were also displayed during the Fall 2011 Health & Wellness Provider Fair to help raise awareness about mental illness and its impact on college students. Viewers of the images were encouraged to think about what they would do or say to help someone impacted by depression, anxiety, PTSD, schizophrenia, addition or suicidal thinking. The theme for this exhibit was called the "Take charge Challenge."
The Carpentry Technology faculty and students also participated in the UHM System wide Sexual Violence Conference. They delivered and installed the clothesline project for the event held on October 15, 2010 at the University of Hawaii Manoa. The students also provided the same service to the participants of the Domestic Violence Gala held at the Sheraton Waikiki that same month. The events in the community provided an opportunity for the students to showcase their craftsmanship and design of the clothesline posts as well as connect and support the community in an effort to raise awareness about domestic and sexual violence in our community.

**Program changes and Plans for Improvement:**
During the last three years, the MHWS has provided a wealth of direct clinical and prevention education services and activities to Honolulu Community College faculty, staff and students. It is evident from the data collected that as the years have gone by, the need for short-term mental health clinical services has risen and the opportunity to maintain prevention education and community engagement activities has declined. This has not only impacted the students, faculty, staff and on campus but has significantly stretched the resources and abilities of the one mental health counselor on campus. The MHWS counselor has implemented a referral process to help students get connected to services and also manage the influx of student and faculty requests receive by the counseling department clerks. In addition, the MHWS counselor has also offered trainings to the faculty and staff regarding the MHWS and how to assist a distressed student and the number of participants attending training from student services division has been extremely low. Despite this effort, there continues to be complaints regarding scheduling of students for appointments, missed appointments and responding to students in distress and in need of immediate services at the counseling department.

The MHWS counselor has worked collaboratively with many programs on campus to assist in promoting and managing prevention education activities on campus. These efforts have been somewhat successful however often create challenges because the MHWS counselor is not always available to actively assess students who may be in need or is the MHWS counselor is not always able to evaluate and monitor the success of MHWS activities on campus due to the lack of resources and manpower. This in turn has created a significant reduction in prevention related activities and events on campus over the last year and a half.

**Plans for Improvement**
In terms of providing direct services more efficiently and effectively to support the students, faculty, staff (particularly the direct line staff who receives students in counseling) on campus, it would be appropriate to recommend the hiring of a clerical position (ideally with a mental health work experience) to address issues related to appointments and responding to students needs related to mental health. In addition, the MHWS could benefit from the hiring of an additional mental health counselor to assist in managing the increased number of individuals utilizing the MHWS as well as assist in maintaining prevention education activities on campus.
including developing a mandatory mental health training for all faculty and staff on campus. Lastly, at the start of the 2001 fall semester, the MHWS counselor, who is a licensed clinical social worker, began providing clinical social work training to Master’s level social work students at UHM. The Master’s level internship will provide the MHWS with an additional person to help manage direct clinical services and clinical and prevention activities on campus on a short term basis. This experience is an exciting and a wonderful opportunity yet also very time consuming because it involves providing on the job and clinical training to students who are not familiar with working in a higher education institution and in the area of mental health. The impact of this year’s MSW intern is not reflected in the current data presented in this document. The MHWS counselor will submit a separate document at the end of the 2012 spring semester documenting the benefits and challenges of this internship and its impact on the MHWS at Honolulu Community College.

**Budget Implications**

The request for an additional mental health counselor position and possibly a clerical position are critical to help to maintain and further develop the MHWS on our campus as well as address health & safety as a primary issue on campus. The budget implications for this request are that the campus will have to fund additional positions with limited resources available. It is clear that without this additional support, current services and activities will have to be further reduced or eliminated in order to meet the clinical demands of the service. This action will have a direct impact on the campus and the students currently utilizing the service and those wanting to access the MHWS service.

**Budget Impact Summary**

1.0/$50,000 Mental Health Counselor  
1.0/$40,000 Clerical Support (shared with Health Office)
Health Office

Unit Overview
During this 5 year period, there have been major shifts in responsibility of health clearance and disability services to other offices that have impacted the Health Office considerably since a large majority of the time was spent by the Nurse and the student assistants to provide these services. Up until Fall 2006, the Health Office, mainly student assistants under the guidance of the nurse, were responsible for health clearance monitoring and documentation for the campus and since then, instead, the Nurses acts as a consultant when problematic situations arise. In Summer 2006, with the newly established Student ACCESS office, the Health Office was able to relinquish overall responsibility of handling students with disabilities. The Health Office continued to finalize disability records/reports and provided interpreter services support until Fall 2007 to complete this transition. Since 1991, with priority given to health clearance and accommodating students with disabilities, the office had continued to provide services day-to-day for medical emergencies, to those requesting nursing care, health education and resource materials, and coordinated campus blood drives. In addition to supporting health and wellness activities through active participation in the HCC Health & Wellness Subcommittee (HCC Great Aloha Run Presidents 100 Club) and HCC Health & Safety Committee and the Emergency Planning Subcommittee, the office primarily supports and promotes health, wellness and safety on-campus. As the sole Civil Service member that belongs to the HCC Staff Development Council, the long-term benefits from being a steadfast member engaged actively in its activities and event has assisted the Nurse to build rapport and stronger working relationships with not only staff but other faculty and Administrators. One campus-wide responsibility that the office cares for are maintaining HCC’s first aid kits. With numerous activities and initiatives that the office was responsible for, we tried to provide first aid kit refills upon request, however, it was not always timely; quarterly inspections eventually became annual events and finally in Fall 2007, we made a conscious decision to concentrate and improve handling our first aid kits.

Personnel Count:

1.0 Civil Service staff supported by Student Assistants

Student Assistants:

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<tr>
<th>FY</th>
<th>Allocated # of Hours</th>
<th># of Students</th>
<th>Actual Hrs. and MOF</th>
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<td>90hrs/wk</td>
<td>5 students</td>
<td>50 hrs/week Perkins +</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>20 hrs G fund + 20 hrs</td>
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<td></td>
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<td>Bridge-to-Hope +</td>
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<td></td>
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<td>(FWS) came</td>
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</tbody>
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Five-Year Program Review AY 05-AY 11
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2006-2007  
40 hrs/wk  
2 students  
20 hrs G fund + 20 hrs Bridge-to-Hope (Perkins funding moved to Disability ACCESS office)

2007-2008  
40 hrs wk  
3 students  
20 hrs G fund + 20 hrs Bridge-to-Hope + No FWS

2008-2009  
35 hrs wk  
3 students  
15 hrs Bridge-to-Hope + 20 hrs FWS

2009-2010  
30 hrs/wk  
2 students  
15 Bridge-to-Hope & 15 hrs G fund  No FWS came

Resources:  
Budget allocation – General Funds

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<th>First Aid Allocation</th>
<th>First Aid Supplies Expended</th>
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<td>$1183</td>
<td>$1471</td>
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<td>2006-2007</td>
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<td>$1600</td>
<td>$769</td>
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<td>2007-2008</td>
<td>$4603</td>
<td>$1600</td>
<td>($1500 computer needed)</td>
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<td></td>
<td>$1000 (lock cabinet for TB/MMR docs)</td>
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<tr>
<td>2008-2009</td>
<td>$4603</td>
<td>$1600</td>
<td>$1000 ($1200 computer needed)</td>
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<tr>
<td>2009-2010</td>
<td>$3682</td>
<td>$1100</td>
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Unit SLO’s and Relationship to the College’s Mission and Strategic Plan

Previous annual program reviews have been primarily in these two areas of health clearance and disability services and thus, consistency in office goals has been amended during this five year period to reflect these changes. The Health Office program review for 2005-2006 centered on the services we provided for students with disabilities. After responsibilities for health clearance and disability services shifted to these other offices, in Fall 2007, the Health Office had more time to devote on ensuring our campus first aid kits which had been neglected due the tremendous amount of time that was spent on health clearance and disability services. In many cases the first aid kits were barely checked even when we had a little more time in the summer to do so. Caretakers of first aid kits often forgot that they were responsible for checking kits. It was important to have office and program areas take more responsibility to ensure that should they need to use the kit for any reason that the kit would be stocked with the proper items.

Student involvement by our student workers and students in programs were important. This was integrated into the process to enhance the learning experience of the student employee as well as the student assigned in the office or program area to check the first aid kit. This would provide the student with the opportunity of participating in workplace safety by becoming acquainted and familiar with checking items in a standard OSHA compliant first aid kit.
• Goal: All campus first aid kits will be inspected quarterly by assigned HCC Health Office student assistant or caretaker of first aid kit (staff or student assigned in program/area). In program areas, instructors could encourage students in their classes to rotate responsibilities on even a weekly basis, although the goal remained as quarterly checks.

• Secondary goal: All first aid kits refills will be issued within 1 week of submission of the request by the Health Office in order to reinforce the importance of safety by replenishing supplies in a reasonable and timely manner.

The Health Office SLO's conform to the philosophy and core values of focusing on learning and teaching by allowing the student (and the responsible caretaker of the first aid kit) to be given the opportunity to acquire this learning experience so that they can take this with them into the workplace. As a campus that has both liberal art students and technical occupational students, it is imperative that we integrate and provide health & safety practices into their learning experience that they can take home and to their work in a competitively workforce (HCC Strategic Plan Goal B). This also supports to help us develop our human resources (HCC Strategic Plan Goal D) in allowing our staff and students the opportunity to promote effective learning in our campus environment.

Thus, the Health Office SLOs for this particular project included:
1) In the training process, the Health Office student worker will be able to verbalize and identify:
   a) Items in a HCC first aid kit
   b) b. Essential project information -- Goal of project, familiarity with refill procedures, request form, targeted quarterly inspections and refilling requests within 1 week), importance of collaboration and support between office/program with the Health Office. (CAS Standards – Intellectual Growth and Collaboration)

2) After training, the Health Office student worker will be able to successfully:
   a) Set-up appointment, when needed, with the caretaker of the first aid kit.
   b) Assess, evaluate, and provide needed information as to what their understanding of their role is and provide information/reinforce the need to properly perform first aid kit inspection, completion and submission of request, and target quarterly inspections. (CAS Standards –Intellectual Growth, Effective Communication & Collaboration)

3) After assessment and training from the Health Office student worker, the caretaker of the first aid kit or the program area student will be able to complete the checklist properly and send it to the Health Office for processing.

4) After receiving the refill request, the Health Office student worker will successfully be able to issue refill items within a week of receiving the request. The student will employ critical thinking and problem solving in working
directly with caretakers or students responsible for checking first aid kits. The Health Office student worker will become independent in communicating to simple questions and requests. (CAS Standard – Intellectual growth, Effective communication, Collaboration).

**Quantitative Measurement of Unit SLO’s**

Number of on & off-campus first aid kits: 78
Number of high risk, high need first aid kits: 10

**Data:**

<table>
<thead>
<tr>
<th>Amts of Kits</th>
<th>Amts of Kits checked by Caretaker</th>
<th>Hlth Office checked in the Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Aug</td>
</tr>
<tr>
<td>2005-2006</td>
<td>15</td>
<td>3</td>
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<tr>
<td>2006-2007</td>
<td>31</td>
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<td>2007-2008</td>
<td>40</td>
<td>8</td>
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<tr>
<td>2008-2009</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>2009-2010</td>
<td>49</td>
<td>14</td>
</tr>
</tbody>
</table>

Total Main Campus kits 61; Total Off Campus Kits 17;

% of Kit Refills Done Within 1 week of Receipt of Request and Factors affecting increase or decrease

<table>
<thead>
<tr>
<th></th>
<th>Aug</th>
<th>Nov</th>
<th>Feb</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>HO checked</td>
<td>33%</td>
<td>50%</td>
<td>100%</td>
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<td>HO checked</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
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<tr>
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<td>75%</td>
<td>100%</td>
<td>33%</td>
<td>25%</td>
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<tr>
<td>2008-2009</td>
<td>90%</td>
<td>100%</td>
<td>75%</td>
<td>25%</td>
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<tr>
<td>2009-2010</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Fall 2007 & Spring 2008 H/S mtg announcement assisted in increased compliance. Reallocated funds to replace broken computer and locking cabinet for TB/MMR documentation affected February & May issuance.


Updated Health Office website information to include first aid kit information and form-fillable checklist and forms.

**Overview of Other Types of Projects/Activities/Events Supported by Health Office (Academic Year)**

<table>
<thead>
<tr>
<th>CPR &amp; Hand</th>
<th>Safety &amp; Emergency</th>
<th>Health &amp; Wellness Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid</td>
<td>Planning (Mtgs, Tabletop, Clery Rpt, Phone Bk, S VPP)</td>
<td>(GAR, Flu Shot, Web, Education, Health/Wellness Subcommittee)</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2005-2006 4 4 5 EPC + Project GAR, Flu
<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
<th>Personnel</th>
<th>Project Details</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>4</td>
<td>4</td>
<td>5 EPC + Project</td>
<td>GAR, Flu, Web, H/W</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2</td>
<td>4</td>
<td>5 EPC Co-Chair, Ph Bk</td>
<td>Flu, H/W</td>
</tr>
<tr>
<td>2008-2009</td>
<td>7</td>
<td>4</td>
<td>5 EPC Co-Chair, Tabletop, Clery, Phone Book, Project</td>
<td>GAR, Flu, H/W Co-Chair</td>
</tr>
<tr>
<td>2009-2010</td>
<td>7</td>
<td>4</td>
<td>3 EPC Co-Chair, Ph Bk, QMC Tour, Sexual Violence Prevention</td>
<td>GAR, Flu, Web, H/W</td>
</tr>
</tbody>
</table>

Phase 1 19

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

- Each year, we were able to see progress in the number of kits that our student workers were able to check in the summer.
- Each year we saw increases in the number of quarterly checks being done by first aid kit caretakers.
- Approximately 80% of on-campus kits were checked in 2009-2010 versus 24% in 2005-2006.
- Difficulties encountered that prevented us from meeting 100% were:
  - Off-campus kits constitute about 22% of our total kits. Getting to even our Makai (Diesel and Automotive) campus, and Firehouse on King Street was not convenient to walk. Although we had one student worker who had a license to take the State car to do site visits at the Marine Education Training Center, Airport, and Kalaeloa the student felt the aging State vehicle was not safe to drive.
  - On-campus kits in our classroom buildings often are locked during the summer requiring us to either make appointments with caretakers or to ask Security to provide accompany us giving us access to these secured locations.
- Delays in refills - Unfortunately, in order to meet demands of computer and other equipment purchases that came up during the year, we were required to shift allocations that were supposed to be used for first aid kit refills. In most cases, sufficient quantities were purchased earlier in the year. In February or May, we might have had to defer purchasing till July (new fiscal year) when needed. Refills for program areas that were closed for the summer were delayed with the intent that refills be available before the start of the fall semester. When supplies got low, quantities distributed were also adjusted accordingly so that kits had the most important and nearly every item as much as possible.
- Lastly, student workers were assessed throughout the experience and given guidance and support as needed. As they may have been apprehensive at the start, at the end of the experience, when asked, they were appreciative of the opportunity to participate in this project. At the end of the academic year, the student assistants also performed a self-assessment on personal growth, followed by an interview by the nurse. In all cases, student workers gained much from the experience mostly because they were placed in a responsible situation requiring independent thinking and were forced to work directly with various caretakers/students in different areas/programs (CAS Standard – Independence). They became comfortable and confident with the mechanics of performing the task but by far, they all appreciated the experience and self-confidence and increased self-esteem through this experience (CAS Standard - Enhanced Self-
Esteem). The student workers who continued on to the next academic year were able to reinforce and support new student workers as they became acclimated to what was expected and implementation of the project.

**Program Changes and Plans for Improvement**

Although this program review project seemed simple, the overall importance of this project was to get the Health Office student workers involved in all aspects of inspecting & refilling kits on campus regularly and in a timely manner. It forced the student workers to work with other offices and program areas and more specifically with the caretakers of the kit. The students had to assess their knowledge, give them instructions them of what was expected of them (quarterly checks), providing guidance should the caretaker be newly assigned to the kit, and making the human connection of personally going back to caretaker with refill items. This type of support and action helped us to:

(1) Strengthen and reinforce our relationship with one another (office/area with Health Office) and our availability to assist them with questions or concerns; and

(2) Re-establish the importance and priority of regularly checking and replenishing their first aid kit.

Our program review project was successful in that we were able to re-establish a routine for managing and inspecting our first aid kits on a regular basis. We continue to send email reminders and make announcements at our semesterly Health & Safety meetings as safety liaison members’ assignments change.

With one of our longtime student workers graduating in May and thus no longer working at the Health Office, we are challenged by having to teach and start from the basics. This may severely impact the camaraderie and positive working relationship with the caretakers that nurtured over time with having a stable student worker assigned to this project and the progress made thus far.

Getting to and accessing first aid kits that are not on the main campus has been challenging. We recently have been made aware that our janitorial staff and maintenance workers sometimes go to these off-campus sites to do repairs and general cleaning. We are in the process of coordinating a time that compliments when our student is able to share-a-ride to these sites to check the first aid kits housed there.

**Plans for Improvement**

We will not allow the work that has been invested and the progress made thus far go to waste. We will continue to train and work with the caretakers and their students in this area.

In Fall 2010, our College participated in the American College Health Association’s National College Health Assessment. There were a number of interesting wellness issues that we are interested in pursuing a joint program review project with our campus Mental Health and Wellness Counselor. The Health Office and Mental Health and Wellness Service are considering developing a plan whereby we address factors that impact academic performance.
Budget Implications

There was no additional cost in doing this project as we had available student assistants to do this and funds were available for first aid kit refills for that purpose. Most of the internal budget adjustments that had to be made were due to failing computer equipment that would require replacement during this 5 year program review period.

The Health Office budget is no match in comparison to multi-person or larger offices whereby, generally speaking, their budget is larger and has more ability to adjust accordingly when such items like computer equipment replacements need to be made. In addition, poor-to-no communication from our supervisor in years past about the availability of putting in a request for such equipment, forced us to make prioritize and make internal adjustments so that the computer replacement purchase could be done. Our Information Technology Center is currently in the process of establishing a policy and process which will include a budget for purchasing and replacing departmental and other computers on-campus on a regular basis. This will definitely help us tremendously in being able to utilize our first aid kit refill allocation as budgeted.

The HCC budget planning process allows for additional operational requirements and health and safety. Thus, if for some reason we are critically low of first aid kit refill supplies and have exhausted all Health Office funds, we would not hesitate to formally submit a request for consideration of additional funding to meet the health and safety needs of the campus through our Dean of Student Services.

In the 2012 Health Office budget, we requested and were allocated an additional 10 hours of general funds for student assistants to do first aid and safety related projects. This will allow us to update our first aid kit location listing where we can then integrate these kits onto our high rise building floor plan schematic and put up on our website.

Budget Impact Summary:
1.0/$40,000 Clerical Support (shared with Mental Health & Wellness Services)
Addendum A

Native Hawaiian Center (NHC)
Five Year Program Review and Tactical Plan

Unit Overview

The Native Hawaiian Center (NHC) was established in 2001 after Honolulu Community College HonCC obtained a U.S. DOE Title III Native Hawaiian Serving Institutions Grant. It officially opened its doors for business in August 2002.

Prior to the Center's opening, students of Hawaiian ancestry enrolled at HonCC in Career Technical majors were serviced through Po'i Na Nalu (HCC's implementation of what was formerly known as the Native Hawaiian Vocational Education Project, now Native Hawaiian Career Technical Education Program) which opened its doors to the campus in 1994.

The beginnings of the NHC can be traced to the 1986 Ka'u Report which assessed the status of Native Hawaiian students enrolled in the UH system at that time. A direct result of the initial Ka'u Report was the establishment of the Gladys Ainoa Brandt Kamakakuokalani Native Hawaiian Center at the University of Hawaii at Manoa. In 1988, UHCC Chancellor Joyce Tsunoda convened a Native Hawaiian Advisory Council to assess and provide recommendations of issues relating to Native Hawaiian higher education. This committee produced a report calling for the establishment of a Native Hawaiian presence on each campus to promote the retention and graduation of Native Hawaiian students on each campus.

Combined, these two reports paved the way to the eventual establishments of the NHVEP (now NHCTEP) Po'i Na Nalu program in 1994 and the Title III program in 2001.

Personnel and operational budget for NHC were provided by both Title III and Po'i Na Nalu. However, in 2008 the HonCC approved three positions for NHC which were NHC Counselor, Technology Specialist, and NHCTEP Coordinator.

Native Hawaiian Center Mission Statement:

The Native Hawaiian Center is committed to actively preserve and perpetuate Hawaiian culture and values. Through an array of comprehensive services, we strengthen the college's educational programs and enable students of Hawaiian ancestry to succeed in their academic, career and individual endeavors.
**Native Hawaiian Center: Activities**

The Native Hawaiian Center has been able to carry out its mission by supporting Native Hawaiian students as well as HonCC faculty and staff by providing a variety of services that focuses on cultural awareness, academic retention opportunities, and outreach activities.

The Hawaiian cultural awareness opportunities that the Native Hawaiian Center hosts include:

c)  Hālau ʻIke is the main hub of activity such as a place to study, get tutoring, meet people, and attend special events.

d)  ‘Imi Naʻauao Lecture Series is an opportunity for the faculty, staff, and students of Honolulu Community College to learn about Native Hawaiian culture and issues by bringing community members into the Native Hawaiian Center. Community members usually do a presentation and/or demonstration in their area of knowledge and expertise.

e)  Artist in Residence Program is intended to provide our students, faculty and the community with opportunities for cultural enrichment; to provide faculty with alternative teaching resources; to support Native Hawaiian artists and to enhance the warm and inviting environment of Halau ʻIke.

f)  Mālama ʻĀina Days is a cultural service learning project that is performed at a Hawaiian cultural site or organization. While visiting these sites we learn about the importance of such places.

The Native Hawaiian Center provides a variety of academic retention services and initiatives to assist Native Hawaiian students to succeed in their academics and career goals. These goals include:

2.  Advising: Counselors are on staff to assist students in areas such as Academic, Career Exploration, personal, and financial aid advising.
• Academic Support: Peer Mentors/Tutors and Computer Lab Monitors are available to assist students, faculty, and staff with academic and computer technical support.

2. Workshops:
   3. Financial Aid workshops provide a comprehensive array of services to help students find and secure the funding they need to attend college i.e. Free Application for Federal Student Aid (FAFSA), Hawaii Community Foundation, Kamehameha Scholarship, and HonCC Scholarships.

   ▪ Tech Tools for Students is a series of technology workshops will empower students with free, accessible tools that will help them throughout their entire academic career.

Outreach is another aspect that the Native Hawaiian Center actively pursues to support prospective and current Native Hawaiian students interested in Honolulu Community College and its programs and services. These outreach activities include:

2. HonCC Campus Tours as well as NHC presentation for special events such as High School to Honolulu Community College (HS2HCC) and Hawaii Construction Day as well as for various High Schools, Community Organizations and Programs.

2. Community Outreach is also provided upon request to High Schools, Community Organizations, and various College Fairs.

2. Rush Week is when NHC sets up an informational tent the first two days of each semester to welcome HonCC students as well as help provide general information such as building location, class schedule, etc.

b) NHC Web-sites and Program Fliers and Letters allow current and prospective students access to information of our programs and services. These are the websites for Native Hawaiian Center http://honolulu.hawaii.edu/hawaiian, Po‘i Na Nalu http://honolulu.hawaii.edu/nalu, and First Year Experience http://honolulu.hawaii.edu/fye.
Unit SLO’S and relationship to HonCC’s Mission and Strategic Plan.

Goals and Objectives:

1. Increase recruitment, retention and graduation of Native Hawaiian students at Honolulu Community College.

   Students will be able to identify support services for NH students at HonCC i.e. campus resources, counseling/advising, community outreach to prospective students, etc.

   Students will be able to participate in a variety of free workshops and services i.e. tutoring, financial aid, summer classes, etc.

2. Continue to foster a Hawaiian "Sense of Place" where Native Hawaiians can practice their language and culture.

   Students will be able to practice the Native Hawaiian language and culture at HonCC Native Hawaiian Center by participating in cultural excursions and other activities such as, but not limited to, Malama Aina Day, Imi Na’auao - Lecture Series, Artist in Residence etc.

3. To support the integration of Hawaiian language, culture, values and history into curriculum and campus activities.

   Students will be able to engage in Hawaiian culture, values, and history through NHC sponsored activities such as, but not limited to, Malama Aina Day, Imi Na’auao - Lecture Series, Artist in Residence etc.

4. Provide faculty development to assist integrating a Hawaiian perspective into the curriculum.

   Faculty/Students will be able to seek assistants in integrating Hawaiian perspective into the curriculum.

   Faculty/Students will be able to seek and utilize books and audio visuals resources from the NHC library.

5. Develop strategic partnership with selected businesses, industry, and training providers to better respond to workforce development and training requirement.

   Students will be able take advantage of opportunities forged through NHC partnerships.
6. **Innovate and implement new technologies for student success and retention.**

Students will be able to learn and utilize various technologies to enhance student success through Tech tools for student's workshops.

7. **Provide opportunities for faculty and staff to research and develop successful student retention strategies.**

Faculty and Staff will be able to participate in professional development opportunities sponsored by NHC.

8. **Provide faculty opportunities to develop new and enhanced courses to meet emerging career and industry needs.**

Faculty will be able to seek support for professional development through the NHC.

9. **Improve efforts to recruit and retain faculty, staff and administrators from underrepresented groups, especially Native Hawaiians.**

NHC will ensure that there is representation on campus hiring committees, as well as, serve as a resource and provide support for Native Hawaiian faculty, staff and administrators.

10. **Institutionalize support for Native Hawaiian Center programs.**

Faculty, staff and students will be able to have access to services provided by NHC.

---

**Faculty, APT, and Student Assistants 2006 – 2010**

**2006 – 2007**

1) **First T3 Grant – Kupu Ka Wai (ended Sept. 2006)**

   a) 1.0 FTE College Readiness Coordinator - Faculty
   b) 1.0 FTE Activity Coordinator - Faculty
   c) 1.0 FTE Transition Coordinator - Faculty
   d) 1.0 FTE Computer Lab Manager - APT
   e) 1.0 FTE Halau Manager - APT
f) 6 Student Assistants – (up to 20hrs per week)

2) Second T3 Grant – (Oct 2007) FYE/MELE/HH – Key Personnel for FYE
   a) 1.0 FTE First Year Experience Coordinator – Faculty
   b) 1.0 FTE Technology Coordinator – APT
   c) 4 Computer Lab Assistants (up to 20hrs per week)
   d) 4 Peer Mentor/Tutors (up to 20hrs per week)

3) Po‘i Na Nalu NHCTE Grant – Ka‘iulani Akamine Started November 2006
   a) 1.0 FTE Coordinator – Faculty
   b) 1.0 FTE Educational Specialist – APT

2007 – 2008
1) Second T3 Grant – FYE
   a) 1.0 FTE First Year Experience Coordinator – Faculty
   b) 1.0 FTE Technology Coordinator – APT
   c) 4 Computer Lab Assistants (up to 20hrs per week)
   d) 4 Peer Mentor/Tutors (up to 20hrs per week)

2) Po‘i Na Nalu NHCTE Transition Grant
   a) 1.0 FTE Coordinator - Faculty
   b) 1.0 FTE Educational Specialist - APT
   c) 1.0 FTE Technology Specialist - APT

3) Native Hawaiian Center G-Funded Positions (Spring 2008)
   a) 1.0 FTE Technology Specialist - APT
   b) 1.0 FTE Counselor - Faculty

2008 – 2009
1) Second T3 Grant – FYE
   a) 1.0 FTE First Year Experience Coordinator – Faculty
   b) 1.0 FTE Technology Coordinator – APT
   c) 4 Computer Lab Assistants (up to 20hrs per week)
   d) 4 Peer Mentor/Tutors (up to 20hrs per week)

2) Po‘i Na Nalu NHCTE Grant
   a) 1.0 FTE G-Funded Po‘i Na Nalu Coordinator – Faculty
   b) 1.0 FTE Academic Support Specialist - APT
   c) 1.0 FTE Educational Specialist - APT
   d) 1.0 FTE Technology Specialist - APT
e) # Peer Assisted Action (P.A.’A.) Mentors (up to 20hrs per week)

3) **Native Hawaiian Center G-Funded Positions (Spring 2008)**
   a) 1.0 FTE Technology Specialist - APT  
   b) 1.0 FTE Counselor - Faculty

**2009 – 2010**

1) **Second T3 Grant – FYE**
   a) 1.0 FTE First Year Experience Coordinator – Faculty  
   b) 1.0 FTE Technology Coordinator – APT  
   c) 4 Computer Lab Assistants (up to 20hrs per week)  
   d) 4 Peer Mentor/Tutors (up to 20hrs per week)

2) **Po’i Na Nalu NHCTE New Three Year Grant**
   a) 1.0 FTE G-Funded Po’i Na Nalu Coordinator – Faculty  
   b) 1.0 FTE Academic Support Specialist - APT  
   c) 1.0 FTE Educational Specialist - APT  
   d) 1.0 FTE Technology Specialist - APT  
   e) # Peer Assisted Action (P.A.’A.) Mentors (up to 20hrs per week)

3) **Native Hawaiian Center G-Funded Positions**
   a) 1.0 FTE Technology Specialist - APT  
   b) 1.0 FTE Counselor - Faculty

**2010 - 2011**

1) **Second T3 Grant – FYE (Ending September 2011)**
   a) 1.0 FTE First Year Experience Coordinator – Faculty  
   b) 1.0 FTE Technology Coordinator – APT  
   c) 4 Computer Lab Assistants (up to 20hrs per week)  
   d) 4 Peer Mentor/Tutors (up to 20hrs per week)

2) **Po’i Na Nalu NHCTE New Three Year Grant**
   a) 1.0 FTE G-Funded Po’i Na Nalu Coordinator - Faculty  
   b) 1.0 FTE Academic Support Specialist - APT  
   c) 1.0 FTE Educational Specialist - APT  
   d) 1.0 FTE Technology Specialist - APT  
   e) # Peer Assisted Action (P.A.’A.) Mentors (up to 20hrs per week)

3) **Native Hawaiian Center G-Funded Positions**
   a) 1.0 FTE Technology Specialist - APT
Quantitative Measurement of Unit SLO’s

Native Hawaiian Center Usage Count for the Halau 'Ike and Computer Lab:
The Data reflects usage count for NHC Halau ‘Ike and Computer Lab. These are
duplicated student counts for the various academic years.

2006-2007

<table>
<thead>
<tr>
<th></th>
<th>Halau 'Ike</th>
<th>Computer Lab</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian Center Usage Count</td>
<td>548</td>
<td>4189</td>
<td>4737</td>
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*Data collected from NHC sign-in sheets

2007-2008

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<th>Halau 'Ike</th>
<th>Computer Lab</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian Center Usage Count</td>
<td>903</td>
<td>4200</td>
<td>5103</td>
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</tbody>
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*Data from July 2007 to December 2007 was collected from NHC sign-in sheets.
January 2008 NHC started utilizing a new web-database tracking system developed
by Kyle Higa.

2008-2009

<table>
<thead>
<tr>
<th></th>
<th>Halau 'Ike</th>
<th>Computer Lab</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian Center Usage Count</td>
<td>853</td>
<td>8620</td>
<td>9473</td>
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</table>

2009-2010

<table>
<thead>
<tr>
<th></th>
<th>Halau 'Ike</th>
<th>Computer Lab</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Native Hawaiian Center Usage Count</td>
<td>690</td>
<td>13746</td>
<td>14436</td>
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2010 - 2011

<table>
<thead>
<tr>
<th></th>
<th>Halau 'Ike</th>
<th>Computer Lab</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian Center Usage Count</td>
<td>2719</td>
<td>3537</td>
<td>6256</td>
</tr>
</tbody>
</table>

*Data from July 2010 to October 2010 was pulled from Web Database Tracker.
October 2010 NHC began utilizing a new tracking program SAR Tracker to collect
data.
* NHC moved in August 2010 from building 7 to building 20.
*The drop in computer lab count can be contributed to the NHC relocation. The Halau ‘Ike count increase is due to the NHC efforts to draw students the NHC new location.

**Native Hawaiian Center: Activities**
The Hawaiian cultural awareness opportunity that the Native Hawaiian Center hosts include: ‘Imi Na’auao Lecture Series, Artist in Residence Program, and Mālama ‘Āina Days.

2006 - 2007

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
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</thead>
<tbody>
<tr>
<td>‘Imi Na’auao Lecture Series</td>
<td>3</td>
<td>70</td>
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<tr>
<td>Artist in Residence Program</td>
<td>No Data</td>
<td>No Data</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Mālama ‘Āina Days</td>
<td>N/A</td>
<td>N/A</td>
<td>2, 3, 4, 5</td>
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</table>

2007 - 2008

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Imi Na’auao Lecture Series</td>
<td>7</td>
<td>45</td>
<td>2, 3, 4, 5</td>
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<tr>
<td>Artist in Residence Program</td>
<td>1</td>
<td>No Data</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Mālama ‘Āina Days</td>
<td>6</td>
<td>120</td>
<td>2, 3, 4, 5</td>
</tr>
</tbody>
</table>

2008 - 2009

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Imi Na’auao Lecture Series</td>
<td>2</td>
<td>40</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Artist in Residence</td>
<td>1</td>
<td>No Data</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Program</td>
<td># of Activity</td>
<td># of Participant</td>
<td>SLO #</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Mālama ʻĀina Days</td>
<td>8</td>
<td>160</td>
<td>2, 3, 4, 5</td>
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</tbody>
</table>

2009 - 2010

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʻImi Naʻauao Lecture Series</td>
<td>2</td>
<td>50</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Artist in Residence Program</td>
<td>1</td>
<td>No Data</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Mālama ʻĀina Days</td>
<td>8</td>
<td>188</td>
<td>2, 3, 4, 5</td>
</tr>
</tbody>
</table>

2010 - 2011

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʻImi Naʻauao Lecture Series</td>
<td>3</td>
<td>65</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>Artist in Residence Program</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mālama ʻĀina Days</td>
<td>9</td>
<td>211</td>
<td>2, 3, 4, 5</td>
</tr>
</tbody>
</table>

* No Artist in Residence Program due to lack of proper display area.

**Native Hawaiian Center: Retention Services**

The Native Hawaiian Center provides a variety of academic retention services and initiatives to assist Native Hawaiian students to succeed in their academics and career goals. These goals include:

2006 - 2007

<table>
<thead>
<tr>
<th>Retention Services</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
</table>
### 2007 - 2008

<table>
<thead>
<tr>
<th>Retention Services</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>N/A</td>
<td>No Data</td>
<td>1</td>
</tr>
<tr>
<td>Financial Aid Workshops</td>
<td>No Data</td>
<td>No Data</td>
<td>1, 5</td>
</tr>
<tr>
<td>Tech Tools for Student Workshop</td>
<td>No Data</td>
<td>No Data</td>
<td>1, 6, 8</td>
</tr>
<tr>
<td>Tutoring</td>
<td>No Data</td>
<td>No Data</td>
<td>1</td>
</tr>
</tbody>
</table>

* Tutoring data was unable to be separated from Halau ‘Ike data.

### 2008 - 2009

<table>
<thead>
<tr>
<th>Retention Services</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>N/A</td>
<td>No Data</td>
<td>1</td>
</tr>
<tr>
<td>Financial Aid Workshops</td>
<td>12</td>
<td>102</td>
<td>1, 5</td>
</tr>
<tr>
<td>Tech Tools for Student Workshop</td>
<td>25</td>
<td>76</td>
<td>1, 6, 8</td>
</tr>
<tr>
<td>Tutoring</td>
<td>No Data</td>
<td>No Data</td>
<td>1</td>
</tr>
</tbody>
</table>

* Tutoring data was unable to be separated from Halau ‘Ike data.

### 2009 - 2010
Retention Services

<table>
<thead>
<tr>
<th>Retention Services</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>N/A</td>
<td>482</td>
<td>1</td>
</tr>
<tr>
<td>Financial Aid Workshops</td>
<td>24</td>
<td>120</td>
<td>1, 5</td>
</tr>
<tr>
<td>Tech Tools for Student Workshop</td>
<td>14</td>
<td>67</td>
<td>1, 6, 8</td>
</tr>
<tr>
<td>Tutoring</td>
<td>572</td>
<td>341</td>
<td>1</td>
</tr>
</tbody>
</table>

* Advising data is based on NHC Counselor and FYE Coordinator. Data pulled for SAR Grid
* Tutoring number of participant count is duplicated

2010 - 2011

<table>
<thead>
<tr>
<th>Retention Services</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>N/A</td>
<td>604</td>
<td>1</td>
</tr>
<tr>
<td>Financial Aid Workshops</td>
<td>8</td>
<td>151</td>
<td>1, 5</td>
</tr>
<tr>
<td>Tech Tools for Student Workshop</td>
<td>No Data</td>
<td>No Data</td>
<td>1, 6, 8</td>
</tr>
<tr>
<td>Tutoring</td>
<td>471</td>
<td>170</td>
<td>1</td>
</tr>
</tbody>
</table>

* Tutoring number of participant count is unduplicated

Native Hawaiian Center: Outreach Activity

Outreach is another aspect that the Native Hawaiian Center actively pursues to support prospective and current Native Hawaiian students interested in Honolulu Community College and its programs and services. These activities include:

2006 - 2007
### Cultural Activity

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Tour</td>
<td>6</td>
<td>121</td>
<td>1</td>
</tr>
<tr>
<td>Rush Week</td>
<td>8</td>
<td>No Data</td>
<td>1</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>No Data</td>
<td>No Data</td>
<td>1,5</td>
</tr>
</tbody>
</table>

#### 2007 - 2008

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Tour</td>
<td>1</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Rush Week</td>
<td>6</td>
<td>No Data</td>
<td>1</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>No Data</td>
<td>No Data</td>
<td>1,5</td>
</tr>
</tbody>
</table>

#### 2008 - 2009

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Tour</td>
<td>1</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Rush Week</td>
<td>4</td>
<td>No Data</td>
<td>1</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>N/A</td>
<td>428</td>
<td>1,5</td>
</tr>
</tbody>
</table>

#### 2009 - 2010

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Tour</td>
<td>1</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Rush Week</td>
<td>4</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>N/A</td>
<td>428</td>
<td>1,5</td>
</tr>
</tbody>
</table>
## Cultural Activity

<table>
<thead>
<tr>
<th>Cultural Activity</th>
<th># of Activity</th>
<th># of Participant</th>
<th>SLO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Tour</td>
<td>1</td>
<td>60</td>
<td>1</td>
</tr>
<tr>
<td>Rush Week</td>
<td>4</td>
<td>No Data</td>
<td>1</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>N/A</td>
<td>2001</td>
<td>1.5</td>
</tr>
</tbody>
</table>

### Program Changes and Plan for Improvement

There were several program changes that have occurred before the ending of the US DOE Title III (T3) Grant in September 2011. In the summer of 2010 of the T3 grant, we had a change of Principal Investigator, and in August 2011, the Technology Specialist position was vacated. These changes in personnel have caused confusion and stress on those that were asked to take on additional responsibilities. One of the positive effects of this change in Principal Investigator was that the coordinator for the Native Hawaiian Career and Technical Education program assumed the role of Principal Investigator for the Po‘i Na Nalu program. With this said, Po‘i Na Nalu program is coming to the end of their grant cycle on August 2012 and will need to reapply.

Relocation of NHC in Aug. 2010 from building 7 to building 20 has had an impact on number of students utilizing the NHC services. In an effort to increase NHC usage, the NHC staff and programs have been working with the instructional faculty and student services departments to coordinate activities at the NHC, i.e. Financial Aid Fair, Open House, Passport to College, 'Imi Naa'ua Lecture Series, Mālama ʻĀina Days, and monthly Paʻina.

HonCC Campus Reorganization proposal to move NHC, which is currently under Student Support Services, to the University College (UC) department in order to form a new division called Native Hawaiian (NH) Programs that will include: NHC, Hawaiian Studies, and Language. Although the faculty and staff involved are happy with the linking of Native Hawaiian Programs there is still an uncertainty if the location under UC is the right fit or if the NH Programs would be better placed under Academic Affair.

Also in the reorganization, the NHC Technology Specialist is being absorbed by the HonCC ITC department which leaves the NHC with an uncertainty as to the activities previously carried out by NHC Technology Specialist. NHC will be working closely with the ITC department to ensure that the current services will be supported and continued by having an ITC staff assigned to the NHC Computer Lab.
As far as plans for improvement, having a NHC Director and support staff i.e. clerical and educational specialist, etc. would make it beneficial for the campus to have someone responsible for securing and maintaining internal as well as external Native Hawaiian funds and campus representation. This year (2011 - 2012) the NHC was allocated $40,000 for operating budget. In the past, due to the federal grant funds, the NHC operated with a $400,000 budget. In order to maintain programs and services for Native Hawaiian students and to continue to meet our strategic goals, it is essential to provide adequate funding and staffing for all these initiatives.

With the impending campus reorganization creating a comprehensive support system for Native Hawaiian students being serviced by the Native Hawaiian programs is a necessary piece in assisting students persist and graduate. Additionally, the reorganization will give the NHC a place on the HCC organization charts. It is an optimal time to begin to institutionalizing it's programs and positions to build greater academic capacity for Hawaiian students, especially Native Hawaiian students to attend and successfully earn a degree and or enter the workforce through a variety of NHC programs and services. The NHC has developed and provided an array of educational and support services opportunities for the students. The NHC has consistently and actively worked towards supporting the System's strategic goals in all it's respected areas of responsibilities. The NHC has been successful in increasing enrollment of Hawaiian students to exceed Native Hawaiian indicators creating needs in significant retention efforts to help the student persist through their selected programs. The NHC nurtures the gifts and talents of all students they serve and provides educational supports and cultural experiences that raises the student’s achievements and aspirations that enhances the potential of students in reaching their educational and career goals. However, a commitment from our campus to the NHC missions and goals in the means of institutionalized positions and funding will enable the NHC to continue it's tremendous work and evolve to meet the ever changing needs of the Native Hawaiian students.

**Budget Impact Summary**
3.0 positions (1) APT (2) Faculty $146,324
Addendum B

TRIO-SSS Program Review
Five Year Program Review and Tactical Plan

Unit Overview

Since receiving the TRIO-SSS grant in 2005-2006, the Motto, Mission, Vision and Philosophy has been the following:

Motto: Achieving through Perseverance, Respect, Integrity, Discipline, and Excellence.

Mission: The TRIO-SSS program strives to provide a range of academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need, and/or disability and demonstrate strong academic potential.

Vision: Students who successfully complete the TRIO-SSS program will be able to:

- Set clear academic and career goals.
- Devise practical plans for achieving these goals.
- Apply acquired skills and strategies for college and career success.
- Reach significant academic milestones.
- Serve effectively as stewards and community leaders.
- Maintain ongoing personal and professional development.
- Inspire other TRIO-SSS students to succeed

Philosophy (We Believe):

- By providing our program participants early on with guided, individualized assessment, evaluation, and planning, they will be able to set clear, attainable goals as college students and future professionals in their fields.
- Small group tutoring, mentoring, focused educational and cultural field trips and other academic support opportunities will equip our students with the necessary tools, behaviors, and perspectives to stay on the path toward college success and graduation.
- Club and community service activities will develop well rounded, socially aware individuals who are experienced in team building, community stewardship and leadership.
By recognizing and celebrating the achievements of self and others, students will be encouraged toward continued growth and achievement, and inspire others that follow to do the same.

Originally, the TRIO-SSS grant was written to be aligned under the Dean of Student Support (DOSS) however upon my hire in January 2007, was managed by the coordinator of the College Skills Center whose program was aligned under the supervision of the Vice Chancellor of Academic Affairs (VCAA). Subsequently, TRIO-SSS was removed from CSC with direct alignment to the VCAA. Currently under the new grant cycle 2010-2015, the TRIO-SSS program was aligned back under the DOSS however with the re-organization happening on campus, the program will move back under academic affairs.

**Personnel Count:**
- 2005-2010 Grant Cycle
  - 100% Program Director/Principal Investigator, Faculty
  - 50% Academic Skills Coordinator, Faculty (Grant) + 50% HCC institutionally funded = 100%
  - 50% Office Manager, Educational Specialist
  - 20% Technology Support (Institutional Commitment)
  - 6 Peer Tutor/Mentor
  - Report on 160 students

**Resources:** TRIO-SSS program is federally funded 100% through the United States Department of Education (Personnel, Part Time Staff, Fringe Benefits, Travel, Supplies, Grant Aid, Indirect Cost, Others)
- Grant Cycle 2005-2010
  - 2005-2006: $220,000 FY
  - 2006-2007: $220,000 FY
  - 2007-2008: $220,000 FY
  - 2008-2009: $231,550 FY ($220,000 Grant + $10,550 (5.25% one-time increase))
  - 2009-2010 (One year extension): $252,200 FY ($220,000 Grant + $32,200 (one-time increase stipulated to use for grant aid))

**Unit SLO’s and Relationship to the College’s Mission and Strategic Plan**
- “All SSS projects must provide: academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects; advice and assistance in postsecondary course selection, assist student with information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships; and assistance in completing financial aid applications. Education or counseling services designed to improve the financial and economic literacy and assist students in
applying for admission to graduate and professional programs; and assist students enrolled in two-year institutions and applying for admission to, and obtaining financial assistance for enrollment in four-year programs. The SSS projects may also provide individualized counseling for personal, career, and academic information, activities, and instruction designed to acquaint students with career options; exposure to cultural events and academic programs not usually available; mentoring programs, securing temporary housing during breaks for students who are homeless youths and students who are in foster care or are aging out of the foster care system.”

http://www2.ed.gov/programs/triostudsupp/index.html

- Grant Objectives (2005-2010)
  - To increase the retention rate of participants
    - (OBJECTIVE 1): 100% of the participants that the project is funded to serve will be identified, screened, selected, assessed of their academic need for services, and retained each year. (number of applicants reported on in the Annual Performance Report: 160)
      - SLO: All staff will be able to screen, identify, intake and service TRIO-SSS eligible students.
    - (OBJECTIVE 2): 88% of the students will maintain good academic standing (2.0 GPA on a 4.0 scale) each year.
      - SLO: Students will be able aware of all tutoring services on the HCC campus and encouraged to utilize the services to assist in the academic endeavors.
    - (OBJECTIVE 3) 60% of each entering cohort will persist from one academic year to the next (We project 36% in year 2, 24% in year 3, 14% in year 4).
      - SLO: Students will be directed and encourage utilizing the TRIO-SSS program, various student and academic support services, and creating and assessing goals for the semester.
  - To increase the graduation and transfer rate of participants
    - (OBJECTIVE 4): 20% of each SSS cohort will successfully graduate or transfer to a four-year college/university within three years.
      - SLO: Students will be exposed and be informed about the various 4-years institutions of Higher
Education here in Hawaii (UH-Hilo, UH Manoa, UH-West Oahu, Maui College, Chaminade University, Hawaii Pacific University) through campus visits

- **To foster an institutional climate supportive of the success of low-income, first generation, and disabled college student**
  
  **(OBJECTIVE 5):** 100% of the program’s key personnel shall participate in the college’s governance structure to influence institutional policies that affect participants.

  - **SLO:** All TRIO-SSS staff shall participate in various committees and build/maintain relationships with the various support services, organizations, departments on campus.

---

**PLAN OF OPERATION TO MEET OBJECTIVES/STUDENT LEARNING OUTCOMES**

**Identify Eligible Participant**

- Referral Sources
  - Outreach Programs
  - Financial Aid
  - New Student Orientation
  - College Skills Center
  - Student Life & Development
  - Admissions
  - Placement Testing
  - Student Organizations
  - Disability Services
  - Native Hawaiian Program
  - Counseling

**Select Participants**

- **Screening Process**
  - Applications
  - Screen for eligibility
  - Interview
  - Recommendation for selection forwarded to Director

- **Final Selection**
  - Review for eligibility compliance
  - Approval
  - Notification (selected, not selected, placed on waiting list)
  - Waiting list maintained

**Program Participant**

- Orientation/Intake Interview

**Monitor Academic**

- Counseling

**Participation in Program**

- Yes
  - Participant Retained
- No

---

Honolulu Community College Student Services Division
Five-Year Program Review AY 05-AY 11
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### Plan to Identify Eligible Participants

| ACTIVITY                      | RESOURCES/DOCUMENTATION                                                                
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral Network</td>
<td>Representatives from institutional offices/programs to serve as member of Referral Network</td>
</tr>
<tr>
<td>Establish a network comprised of representatives from Student Services, Financial Aid, Upward Bound, Talent Search, ADA/504, Academic Advising, and other Grant Serving Programs.</td>
<td></td>
</tr>
<tr>
<td>Application Packets</td>
<td>Application packet</td>
</tr>
<tr>
<td>Forms (application, recommendations, income verification) widely distributed to referral network.</td>
<td></td>
</tr>
<tr>
<td>Meetings</td>
<td>SSS brochures and accompanying materials</td>
</tr>
<tr>
<td>Scheduled to initiate and implement plans to identify eligible participants and review application process.</td>
<td></td>
</tr>
<tr>
<td>Eligible Student Referrals</td>
<td>Referral Network,</td>
</tr>
<tr>
<td>Rosters of eligible first generation, low-income, and disabled obtained from referral sources.</td>
<td></td>
</tr>
<tr>
<td>Invitations to Apply</td>
<td>Office supplies, brochures, application packets</td>
</tr>
<tr>
<td>Sent to prospective participants.</td>
<td></td>
</tr>
</tbody>
</table>

### Plan to Retain Participants

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCES/DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation/Interview</td>
<td>Application file, Intake Interview Checklist, Transcripts, Test Scores. Database records, Academic needs assessment</td>
</tr>
<tr>
<td>Overview of services, expectations, needs assessment. Partnership agreement signed by participant &amp; staff.</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Academic needs assessment, grade reports</td>
</tr>
<tr>
<td>Discuss needs and appropriate program of support services.</td>
<td></td>
</tr>
<tr>
<td>Monitor Academic Progress</td>
<td>Grade reports, progress reports, contact logs</td>
</tr>
<tr>
<td>Academic progress monitored, evaluated, and serve as a basis for planning subsequent semester.</td>
<td></td>
</tr>
</tbody>
</table>
Plan for Assessing Need for Services

<table>
<thead>
<tr>
<th>Basic Skills Assessment</th>
<th>Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• College Placement Test (reading, writing, math)</td>
<td>• Academic &amp; Educational Needs</td>
</tr>
<tr>
<td>• Proficiency Assessment (computer literacy, study skills)</td>
<td>• Motivational Needs</td>
</tr>
<tr>
<td></td>
<td>• Financial Needs</td>
</tr>
<tr>
<td></td>
<td>• Disability Related Accommodations</td>
</tr>
<tr>
<td></td>
<td>• Personal Development Needs</td>
</tr>
</tbody>
</table>

Plan of Structured Support

<table>
<thead>
<tr>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic Skills Instruction</td>
</tr>
<tr>
<td>• Tutoring</td>
</tr>
<tr>
<td>• Cultural/Academic Enrichment</td>
</tr>
<tr>
<td>• Peer Mentoring</td>
</tr>
<tr>
<td>• University Transfer Assistance</td>
</tr>
<tr>
<td>• Grant Aid</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Plan to Monitor Academic Progress

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>RESOURCES NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Monitored: Progress assessed at each session and discussed at weekly staff meetings. Obstacles identified, follow-up strategies developed and implemented.</td>
<td>Student files, contact logs, progress tests, progress reports, database</td>
</tr>
<tr>
<td>Intervention: Meeting(s) with instructors and staff scheduled to address progress. Follow-up strategies implemented to ensure satisfactory academic progress.</td>
<td>Midterm grade checks Progress reports</td>
</tr>
<tr>
<td>Early Registration: Conduct academic advising sessions and assistance with course selection for next semester. Plan for support services reassessed and revised as needed.</td>
<td>Midterm grade checks Progress reports Partnership agreement</td>
</tr>
<tr>
<td>Progress Evaluation: Participant’s progress evaluated, needs reassessed, and revisions made to their individualized plan of program</td>
<td>Grade reports, progress evaluations, contact logs, grade reports</td>
</tr>
</tbody>
</table>

Early Alert Intervention

Faculty/Tutor/Counselor/Participant Meeting

Early Preparation with Registration/Academic Advising & Course Selection

End of the Term Progress Evaluation
Plan to provide services that address the project’s SLO’s, goals and objectives:

**Basic Skills Instruction** (reading, writing, math, study skills, and basic computer technology) prepare students with the prerequisite skills required to enroll and succeed in college courses. Comprehensive supplemental instruction programs supported by individual/small group tutorial sessions offered during the academic year. During the summer, remedial/developmental classroom instructions, supported by tutorial services are offered.

**Summer Bridge** (offer essential courses) to assist new as well as persisting TRIO-SSS eligible students to get a head start on their academic careers. Courses such as English 8, 9, 18, 19 and 22; Math 9, 24 and 25. Coupled with an IS 103 Interdisciplinary Studies course that focused on study skills, familiarization of the various academic and student support programs, STAR, Myuhportal, Laulima. Through student feedback, they find this course to be extremely helpful to ease and create a more seamless transition into college.

**Disability Related Services** include the designation as campus office to maintain disability related documentation with the authority to determine appropriate accommodations. Additional services include: liaison with faculty and local rehabilitation centers; coordination of tutors, readers, note takers, adaptive media assistance and alternative testing accommodations.

**Academic Advising and Assistance in Course Selection** is provided through individualized “one-on-one” advising sessions scheduled to determine educational goals and academic plans; register for classes with a balanced schedule in courses they are academically prepared for; make progress toward and fulfill graduation and other transfer degree requirements; and address obstacles that affect academic progress. Counseling staff serve as advocates in situations where institutional policies create cumbersome obstacles and barriers.

**Peer Mentors/Tutors** work closely with the Academic Support Coordinator in facilitating the delivery of counseling activities. They are trained to help their fellow students adjust to and successfully function within the higher education setting. The Peers’ role takes many forms including student orientation leaders, study group facilitators, referral agents, cultural activity coordinators, and most important – friend, advocate and mentor to the program participants. They serve as a critical link in developing student-learning communities in a supportive atmosphere in which participants become oriented to the college environment and learn to apply effective study/learning strategies. As referral agents, they serve as critical links to campus resources. Peer Mentors are assigned to new participants and meet with them regularly during their first year of enrollment.

**Financial Aid Assistance** is provided in the form of extensive information dissemination, technical assistance in completing financial aid applications, and grant aid awards. Staff help participants navigate through the bureaucratic
application process. **SSS Grant Aid** is available for participants who upon receiving financial aid (grants and scholarships) still have an unmet financial need.

**Career Planning** provides opportunities for students to assess their interests and abilities; explore career options and research the required education and training; develop a network of career mentors; and gain practical experience by utilizing resources such as Internship Programs, Co-Operative Education, and Service Learning. The career planning process helps student’s gain greater understanding of the world of work by facilitating the development of exploratory and decision-making skills. A combination of experiences, including mentoring/career shadowing with professionals and field trips to occupational sites (e.g. health, business, social work, education, law, etc.) expose participants to a range of available careers. **Career Mentors**, a “network” of professionals comprised of representatives (program alumni when available) from business, law, medicine, health, social work, education, etc. serve as career mentors for our participants. Mentors are invited to make class presentations and offer tours and visits to various corporations, businesses, and industries to expose participants to the range of available career options. Mentors provide a variety of opportunities including career shadowing and service learning.

**University Transfer Assistance** introduces participants to the range of academic programs available throughout a variety of universities, the admissions requirements, tuition/fees and related costs to attend; offers assistance in completing the admissions, financial aid, housing and in preparing for required admissions testing (SAT, ACT); arranges for transcripts to be mailed to the college; and identifies assistance available for low-income and/or disabled college students. Field trips to local university campuses are conducted to increase the likelihood that participants will transfer by exposing them to an orientation and tour of the campus.

To familiarize our participants with campuses on the continental United States or international countries, virtual tours via the internet and from computer software programs are used. In addition, college/university recruiters are invited to campus to conduct information sessions and participants are taken to the Annual College Career Fair held in Honolulu to meet recruiters from across the country. **College Mentors**, a “network” of university student mentors comprised of upper class and graduate student alumni (e.g. graduates of our Student Support Services Program) are linked with participants to prepare and guide them through the process of matriculating from the community college to the university. Bridge activities are coordinated to facilitate the transfer process.

**Student Leadership** is promoted through participation in campus clubs, including a SSS Activities Club, Student Government, honor societies and by providing resources so our participants can attend events like the Hawaii Student Leadership Conference, Native Hawaiian Student Leadership Conference, and WESTOP Pacific Island Chapter Student Leadership Conference. **Cultural Events and Activities** are offered to foster a supportive campus climate to create a sense of belonging. Activities are conducted to help the college community develop a greater appreciation of cultural diversity. Utilizing the rich cultural resources of Kupuna (teachers from the Hawaiian community), workshop
presentations on cultural arts, values, and rituals in lei making, leaf weaving, lo`i (taro) gardening, ipu (instrument) making, imu preparation (cooking underground with lava rocks), hula (dance), and Polynesian voyaging (navigation by stars) are conducted throughout the year. The staff works with the cultural groups on campus and in the community to plan and organize cultural activities. Field trips to educational cultural programs are scheduled to sites including the Polynesian Cultural Center, Bishop Museum, Iolani Palace and Hawaii Maritime Museum.

**Leadership** To have an impact on the campus climate, the project must assert a positive leadership profile within the college community so participants can take pride in being a part of the program. The project will be established to exemplify these standards and select a name that elicits positive images of striving, reaching, and attaining success. Our aim is to create a high profile that highlights the achievements of the students we serve and the services we provide.

**Overall Project Design** Fostering a supportive institutional climate requires the inherent emphasis on addressing institutional issues throughout the project’s design that ultimately influence factors affecting the success of our participants. To accomplish this end, this must be a conscious focus in the provision of all project services, within each proposed activity, throughout the organizational structure and management design, and within each of the project’s objectives.

**Policy Decisions** To influence policy decisions, staff shall serve on institutional committees (e.g. Accreditation, Assessment, Academic Senate, Staff Development, Long-Range Planning, Policies & Procedures, etc.) that affect the success of participants.

**Awareness** To influence campus’ awareness of and sensitivity to the unique needs and issues that affect the success of our participants, staff conduct in-service training sessions and coordinator staff development workshops on topics including disability related accommodations, instructional styles, counseling techniques, etc.

**Advocacy** Most significantly, staff serves as advocates for low-income, first generation, and students with disabilities. To support our participants’ desire to learn and the motivation to succeed, our own program’s climate must reflect a genuine concern for their interests, well-being and accomplishments.

**Recognition** To recognize academic achievements, personal accomplishments, and campus/community leadership, the Project hosts an Annual Awards Banquet each spring. Families, legislators, community leaders, college administrators, faculty, staff and students are invited to this special celebration.

**In relationship to HCC strategic plan**

- The demographics of our program show that over 50% of the 160 students we report on have identified themselves to be Native Hawaiian/Pacific Islanders. Therefore tying into **II. Goal A: Promote Learning & Teaching for Student Success (a-d).** We have been and currently collaborate with the Native Hawaiian Center with various workshops, events, and service learning programs (Malama Aina Days, Campus Visits, Financial Aid/Scholarship Workshops). In addition, a criterion to be eligible for the PRIDE Project TRIO-SSS
program is to be low-income eligible. 2/3 of the population we report on has to be first generation and low-income. The other 1/3 can be a combination of first generation, low income, disabled and of the disabled population another 1/3 has to be low income and disabled.

- As stated in this review, the PRIDE Project TRIO-SSS program has specific objectives to meet which includes retention, persistence, graduation and transfer rate which definitely tie into **II. Goal B: Function as a seamless state system.** We also have worked with the TRIO programs at the high school level such as TRIO Upward bound Leeward Community College.

- TRIO-SSS grant is also tied into **II. Goal D. Develop our Human Resources: Recruitment/Retention/Renewal.** Grant specifies trainings to stay up to date with TRIO legs/regs and changes. In addition the institution has offered many training opportunities to be better prepared to deliver high quality and education service.

- Although the grant was written for the Dean of Student Support to oversee the TRIO-SSS program, for the most part of the grant, the program was overseen by the VCAA. Currently the 2010-2015 grant cycle states that the TRIO-SSS program is to be overseen by the DOSS however with the reorganization, TRIO-SSS will be aligned under academic support as we provide academic as well as student support services and programming.

**Quantitative Measurement of Unit SLO’s**

*(Please see attachments that follow)*

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

- All grantees funded under the SSS Program must submit an annual performance report as a condition of the grant award.

- The individual participant information provided in the report should cover the 12-month academic year of the grantee institution that most closely aligns with the 12-month budget year for the grant that is found in Block 6 of the Grant Award Notification. The academic year is roughly about September 1 – August 31.

- The report consists of four sections. All grantees must complete Section I (Project Identification, Certification and Warning information) and submit individual participant date in accordance with Section III-Record Structure for Participants. In addition, a grantee must complete either Section II or Section IV related to the grantee’s Prior Experience Objectives.

- The annual performance report (APR) must be submitted via web within 90 days after the end of each 12-month budget period. Or otherwise noted by the U.S Department of Education.
• Each student who is part of the PRIDE Project TRIO-SSS program is reported on and statistics are calculated by the U.S Department of Education to see if HCC’s TRIO-SSS has met all goals and objectives stated in the accepted grant application.
• The scores are then used as Prior Experience Points when resubmitting grant proposal.

Program Changes and Plans for Improvement

• HCC has been granted the TRIO-SSS grant for an additional 5 years: 2010-2015. The grant submitted was submitted by the former Dean of Student Services and the grant submitted was co-written by the former DOSS and current Project Director. However, please note that the VCAA and Project Director were not included during the revisions and final submission of the grant. For the next grant submission it is highly recommended that the Project Director/PI work collaboratively with their superior. In addition, be in support of the grant that is being written and submitted.

• To remain in alignment with HCC strategic plan, it is highly recommended that the institution institutionalize the TRIO-SSS program or implement a similar program on campus, or key personnel so that the program can continue to service the at-risk (first generation, low income, and disabled) population with current resources (laptop loan out, mentoring, tutoring, text book loan out, desktop usage, and other resources purchased by the grant) to assist with student success (retention, matriculation, graduation and transfer) and not lose these students to drop out/suspension. Furthermore, adequate space for tutoring, mentoring, counseling, advising, workshops, computer usage to happen at simultaneously without any programming being interfered with.

• Update Policies and Procedures manual and cross train professional staff so that there is no lag in services regardless of attendance.

• Disseminate information to programming key personnel from fiscal office, financial aid, career, counseling, Native Hawaiian Center, VCAA, DOSS, as they are key components to serving our students population so that they have a better understanding of what TRIO-SSS is, what is allowable versus unallowable.