

Kapiolani Community College

2012 Annual Report of Instructional Program Data

Student Services

The last comprehensive review for this program was on **2009**, and can be viewed at:

http://ofie.kapiolani.hawaii.edu/wp-content/uploads/2013/01/Student_Services_Program_Review_and_Tactical_Plan_2009-2011_Part_1.pdf

Program Description

Counseling Services Overview

The College provides counseling and advising services through a decentralized organizational model, with counselors assigned to departments housed in three separate academic clusters, based on the programs they offer:

- Academic Cluster 1: Arts and Sciences (four departments: Arts and Humanities; Languages, Literature, and Linguistics; math and Natural Sciences; and Social Sciences.) The counselors in the Maida Kamber Center provide career, transfer and graduation services
- Academic Cluster 2: Business, Legal, and Technology Education: Culinary Arts; and Hospitality
- Academic Cluster 3: Emergency Medical Services, Health Sciences, and Nursing
- Kahikolumea which houses developmental education
- Deaf and Hard of Hearing
- International Programs

Counselors assigned to the Student Services Unit provide specialized and targeted services in response to student needs. The counseling programs within Student Services are Mental Health and Wellness, Single Parent/Displaced Homemaker, TRIO/SSS, Native Hawaiian Career and Technical Education, Veterans, Transfer, Kuilei, and Disabilities.

In total, twenty-eight counselor positions are funded by general funds and four are funded by federal funds.

In this decentralized model, student services personnel in the academic clusters share the responsibility for student success with instructional faculty. Discussions about student access, progress, learning and success take place in department meetings.

Student Services Program (Targeted Populations Counseling)

Our mission is to provide student-centered services and activities and to collaborate with other campus units to promote the understanding of our student needs and support student holistic development. We accomplish our mission through an integrated approach designed to address the needs of our diverse student population and engagement in the learning process by:

- *Providing services and activities to support and retain students in our target populations;
- *Assisting students in the identification, pursuit, and attainment of their educational, career and life goals;
- *Encouraging student self-development by supporting the acquisition of individual skills; and
- *Fostering a climate which respects diversity and encourages self-exploration and learning.

Student Services consists of programs which are funded and assessed individually. They are:

Kuilei High School to College Connections Program: Kuilei provides a package of integrated services with the goal of increasing the number of high school students who enter into postsecondary education integrating financial aid counseling services, COMPASS testing at the high school, and early career awareness to streamline the transition of students into our first-year experience program. Online services can be found at <http://highschool.kcc.hawaii.edu/>

Single Parents/Displaced Homemaker Program: SP/DH assists eligible single parents and displaced homemakers in gaining marketable skills that will lead to economic self-sufficiency. Services include assistance in completing Federal financial aid forms. Violence prevention and sexual assault prevention activities are also integrated into this program. The Single Parents and Displaced Homemakers program provides support and services to single parents or displaced homemakers to help them gain marketable skills that will lead to economic self-sufficiency. Online services can be found at <http://kcc.hawaii.edu/object/spdh.html>

Mental Health and Wellness Program: MHWP supports students' efforts to excel personally and academically through overcoming emotional barriers to academic achievement and personal success through short term and crisis counseling. Efforts to increase campus awareness of mental health issues are provided through workshops, consultation, and connections to community resources. Online services can be found at <http://kcc.hawaii.edu/object/contactmentalhealth.html>

Military Veterans Program: MVP provides services for the military service men, women, and their dependents in areas including providing information and processing of benefits and ensuring that all federal and state regulations are being met. The program also keeps abreast of the most recent changes in benefits regulations as well as research in how best to support our veteran students. Online services can be found at <http://vabenefits.kcc.hawaii.edu/>

Disability Support Services Office (DSSO): The program provides needed services to students with disabilities and maintains the college's compliance with federal disability laws. DSSO focuses on testing services, student note taking, special accommodations and participation in online classes for students with disabilities. Online services and information can be accessed at <http://kcc.hawaii.edu/object/ssso.html>

Federally-funded programs:

TRIO-Student Support Services (SSS): TRIO-SSS helps students succeed in academics, attain their educational goals, or transfer to a four-year educational institution. The program is funded by the U.S. Department of Education grant that focuses on streamlining the referral process for first-generation students into this intensive support services program. Online services and information can be accessed at <http://kcc.hawaii.edu/object/trio-sss.html>

Native Hawaiian Career and Technical Education Program: *Kā«lia ma Kapi‘olani* Project consists of culturally-based support services woven into various CTE programs. A significant emphasis is placed on internship opportunities within the college’s CTE programs.

Part I. Quantitative Indicators

Demand Indicators		Program Year			
		09-10	10-11	11-12	
1	Annual Headcount ALL Students	11,825	12,054	11,628	
2	Annual Headcount NH Students	1,663	2,170	2,166	
3	Actual Percent Change from Prior Year ALL	10%	2%	-4%	
4	Actual Percent Change from Prior Year NH	14%	30%	-0%	
5	Annual Headcount of Recent Hawaii High School Graduates	998	907	852	
6	Percent of Service Area's Recent High School Graduates	9%	8%	8%	
7	Annual Headcount of Students 25-49 Years Old	4,030	4,273	2,888	
8	Annual Headcount from Underserved Regions	2,045	2,218	1,460	
9	Annual Headcount in STEM programs	850	1,100	847	
10a	Fall Semester Registration Status	New Students	1,432	1,421	1,295
10b		Transfers Students	1,175	1,243	1,065
10c		Continuing Students	4,026	4,243	4,228
10d		Returning Students	525	449	456
10e		Home Campus Other	1,944	1,945	1,979
11a	Spring Semester Registration Status	New Students	402	373	361
11b		Transfers Students	791	656	652
11c		Continuing Students	5,220	5,295	5,032
11d		Returning Students	372	296	274
11e		Home Campus Other	1,871	2,116	2,036

Efficiency Indicators		Program Year		
		09-10	10-11	11-12
12	Pell Participation Rate ALL Students	26%	28%	30%
13	Pell Participation Rate NH Students	34%	33%	33%
14	Number ALL Students Receiving Pell	1,450	1,665	1,718
15	Number NH Students Receiving Pell	273	357	375
16	Total Pell Disbursed ALL	\$4,647,397	\$5,172,415	\$5,505,467
17	Total Pell Disbursed NH	\$916,379	\$1,101,577	\$1,176,645
18	Overall Program Budget Allocation	Not Reported	\$1,791,961	\$1,388,939
19	General Funded Budget Allocation	Not Reported	\$1,196,834	\$863,735
20	Special/Federal Budget Allocation	Not Reported	\$0	\$0
21	Cost Per Student	Not Reported	\$149	\$119
Achieving the Dream		AtD Fall Cohort		
		2008	2009	2010
22	FT AtD Cohort (ALL) complete 20 credits first year	323	385	441
23	FT AtD Cohort (NH) complete 20 credits first year	35	45	76
24	PT AtD Cohort (ALL) complete 12 credits first year	204	231	247
25	PT AtD Cohort (NH) complete 12 credits first year	30	42	47

Effectiveness Indicators		Program Year		
		09-10	10-11	11-12
26	Persistence Fall to Spring ALL Students	71%	70%	69%
27	Persistence Fall to Spring NH	71%	67%	66%
28	Degrees & Certificates Awarded ALL	783	851	987
29	Degrees & Certificates Awarded NH	78	115	139
30	Degrees & Certificates in STEM ALL	205	238	281
31	Degrees & Certificates in STEM NH	29	32	42
32	Transfers to UH 4-yr ALL	338	388	499
33	Transfers to UH 4-yr NH	33	58	74

Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2008	2010	2012
34	Support for Learners Benchmark (Percentile)	70	40	40
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)				
35	Academic Advising			
	Frequency	1.71	1.72	1.70
	Satisfaction	2.31	2.19	2.25
	Importance	2.54	2.59	2.60
36	Career Counseling			
	Frequency	1.51	1.50	1.48
	Satisfaction	2.19	2.10	2.15
	Importance	2.39	2.50	2.49
37	Job Placement Assistance			
	Frequency	1.18	1.25	1.17
	Satisfaction	1.91	1.76	1.72
	Importance	1.94	2.14	2.14
38	Financial Aid Advising			
	Frequency	1.44	1.53	1.62
	Satisfaction	2.09	2.01	2.06
	Importance	2.33	2.37	2.43
39	Student Organizations			
	Frequency	1.25	1.31	1.31
	Satisfaction	2.06	1.89	1.98
	Importance	1.90	1.97	1.96
40	Transfer Credit Assistance			
	Frequency	1.52	1.50	1.48
	Satisfaction	2.09	1.98	2.02
	Importance	2.38	2.36	2.39
41	Services for People With Disabilities			
	Frequency	1.20	1.28	1.23
	Satisfaction	1.94	1.99	1.96
	Importance	2.01	2.16	2.16

Last Updated: March 14, 2014

[Glossary](#)

Part II. Analysis of the Program

Analysis of Demand Indicators (Cautionary)

Analysis of college enrollment demand data indicates that student headcount declined by 426 (-2%) in 2011-12 from the previous year. As predicted last year, enrollment is on a slow decline which is consistent with what's happening at the UHCC system level.

Native Hawaiian enrollment at the college was maintained at a steady level of 2166 students or 18.6% of the overall population. This is in contrast to the UH system where Native Hawaiian enrollment continued to grow, although less aggressively than in previous years. At the same time, the Pell participation rate for Native Hawaiian students declined by 8% in the past year and 16% from two years ago. The lack of financial aid support could perceptibly account for the leveling off of Native Hawaiian enrollment. Follow up in this area is critical to see whether there are other barriers that need to be address at the college.

Like the UHCC system, Kapi'olani saw a decline of first time students entering college from our local high schools. Some of this is attributed to the decline in area high school's enrollment. It's unclear whether this decline is a statewide or unique to the geographic area covered by the college.

Unlike the UHCC system, Kapi'olani experienced a decline in students from underserved regions which would be the Leeward Coast. The enrollment growth at UH West O'ahu may be a factor in this decline for this campus as more students find classes they need closer to their home.

Finally, an unexpected decline was noted in STEM students, from 1100 to 847. This data will have to be further reviewed for possible explanation.

In terms of student type:

- The number of continuing students decreased by 3% from the previous year which was consistent from the previous year
- The number of returning students decreased by 2% from the previous year which is an improvement over the previous year decrease of 17%
- The number of new and transfer students decreased by 8% from the previous year which is more than the previous year decrease of 3%
- The number of not home-based students decreased by 1% compared with a 6% increase in the previous year

Based on the data, the college is experiencing enrollment decline in all sectors of enrollment, unlike the UHCC which is still experiencing enrollment gains in areas such as Native Hawaiian students and students from underserved regions.

As a result of last year's ARPD request, the college allocated a counselor position and created a 1.0 FTE Transition Counselor to improve the entry of transfer students in to the college. Given that the number of transfer students is greater than the number of new students, the college will be placing emphasis on improving processes and procedures for transfer students based on findings from a transfer student survey being conducted in fall 2012.

Analysis of Efficiency Indicators (Cautionary)

Analysis of college efficiency data indicates continued weakness in the awarding of financial aid as well as the number of Native Hawaiian students receiving aid at the college in academic year 2012. To remedy the situation, the college participated in a "centralized financial aid awarding pilot project" beginning in July 2012. The college received assistance from two UH system staff members and was able to double the number of students receiving aid by the first day of instruction in comparison to the previous year. It is now estimated that almost 40% of eligible KCC students are receiving some type of financial aid. Although this is a significant accomplishment at the college, we continue to remain below standard when compared to other campuses within the UH community college system. This is an area that needs further improvement including an increase in resources and staffing.

Analysis of AtD cohort reveals that full time students continue to make gains in the completion of 20 credits in the first year with Native Hawaiian student cohort showing the strongest gains (69% increase in success). For part time students, however, the picture differs. Overall gains have been modest at 7% for all students and 12% for Native Hawaiian students. Conducting surveys and focus groups of full time versus part time Native Hawaiian students may reveal differences in characteristics which might account for the difference in credit attainment.

Analysis of Effectiveness Indicators (Healthy)

The college's student persistence from fall to spring showed a 1% decrease for both the Native Hawaiian and all students cohorts. In contrast, both cohorts showed an increase for a second year in a row in degrees/certificates earned at 16% for all students and 21% for Native Hawaiian students

Transfer rates continue to have a positive trend with an approximate 29% increase in transfers over the previous year for both cohorts. This is consistent with the overall UHCC growth in degrees and certificates earned.

The effectiveness of the college's support for learners is reflected in the CCSSE scores which for the 2012 survey was benchmarked against institution in the category of "large colleges". Several patterns emerge in the analysis of the data.

- The frequency with which services were utilized were consistently below 2.0 (somewhat/sometimes used) for academic advising, career counseling, job placement, financial aid advising, student organizations, transfer credit assistance, and services for people with disabilities.
- The satisfaction rates for services was above 2.0 (sometime/somewhat satisfied) for academic advising, career counseling, financial aid advising and transfer credit assistance and below 2.0 for job placement, student organizations, and disability services.
- The importance of services was rated by students above 2.0 (sometimes/somewhat important) for all services except for student organizations. The largest gain in importance since the 2008 survey was seen in the need for financial aid advising.

- The four most important services as ranked by the students were academic advising (2.60 on a 3.0 scale), career counseling (2.49), financial aid advising (2.43), and transfer credit assistance (2.39).

Increased student satisfaction with academic advising, career development, financial aid advising and transfer credit assistance appears to indirectly support the college's improvement in the rate of Pell recipients, degrees and certificates earned, and transfer to UH. Continued improvements in these areas will help support the college in meeting the following performance measures:

1. Degrees and Certificates Achievement
2. Native Hawaiian Degrees and Certificate Achievement
3. STEM Degrees and Certificates Achievement
4. Pell Recipients
5. Transfer to UH 4-Year Institutions

Part III. Action Plan

In response to declines in demand in some areas, the college is currently working on a marketing plan that will seek to develop a brand for the college and reach out to new target populations. A survey was conducted by SMS Research and the findings will be discussed college wide with input being forwarded through administrative and governance channels to determine enrollment strategies/steps to be taken by the college.

Financial aid services will continue to be provided in collaboration with UHCC plans for centralized support. Data collected at the end of the 2012-13 award will be used to assess the impact of the centralized model on program efficiency.

In terms of program effectiveness, the college will continue its participation in reverse transfer degree processing, auto notation of degrees/credentials and Ka'ie'ie, all of which have served to boost our transfer and graduation rates.

Through participation in the Hawaii Graduation Initiative Summit in October 2012, the college established the following goals to improve the percentage of students who graduate with a degree/certificate in a timely manner. The goals for 2012-13 are:

1. Create cohorts for "at risk" students similar to the Lunalilo Scholars Program.
2. Implement Advanced Learning in English and Math courses (Carnegie Statway, Quantway, etc.)
3. Implement remedial/developmental redesign through the C3T program
4. Improve the success rates for part time students.
5. Examine and implement prescribed pathways for liberal arts students.

Part IV. Resource Implications

At the college level, funds may be needed for strategies to boost enrollment which could include more outreach and marketing support. The largest need, however, at this time, will be funding for a scanning system to allow better usage of physical spaces currently being taken up by paper filing systems in counseling and enrollment services offices.

To further improve the momentum in the areas of financial aid and first-year student enrollment (lines 12-17 and line 38), Two positions are being requested. A 1.0 FTE position in Financial Aid is being requested in order to keep pace with the growth in financial aid participation rates. A 1.0 FTE Assistant First Year Experience Coordinator is being requested to strengthen pathways from high school to college leading to student success in the first year.

For the Student Services Targeted Populations counseling programs, the unit is requesting 3.0 FTE positions to strengthen services to growing populations such as military/veterans, single parent and the violence prevention initiative, and mental health educational services.

Assessment evidence in support of these requests will be available in January 2013 and will be incorporated in the Student Services Comprehensive Program Review for 2013-2016.

Program Student Learning Outcomes

For the 2011-2012 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
1	Yes	TRIO program: Financial literacy is one of the mandatory services the program must provide to all of its students. USA Funds currently offers online financial literacy modules.
2	Yes	Single Parent Displaced Homemaker Program: Students will be able to identify their next step(s) as a result of attending a SPDH info session.
3	Yes	Business Legal Technology: Student will be able to register for applicable courses.
4	Yes	Hospitality: #1- Student will be able to register for applicable courses. #2- Student will be able to use the Academic Planner in STAR.
5	Yes	Culinary: Student will be able to use the Academic Planner in STAR.
6	Yes	Kulei Outreach Program: Competency Statement #1- Students will be able to successfully complete an University of Hawaii System application. Competency Statement #2 -Students will be able to complete the Free Application for Student Aid (FAFSA) and receive an award. Competency Statement #3- Students will take the Compass Placement Test scores and apply the results to their first semester academic plan.
7	Yes	Native Hawaiian Technical Education Program: #1- Eligible Native Hawaiian students who continued in the program from AY10 to AY11. #2- Native Hawaiian students who successfully completed a service learning, work experience, co-op, or internship.
8	Yes	Deaf Center: #1- Students will be able to recognize and name their Disability Notice. #2- Students will be able to identify the accommodations they will receive as listed on their Disability Notice.
9	Yes	Disability Services Office: #1- Student Notetaker will be able to complete all requirements for employment as a DSSO notetaker. #2- Student Notetaker will be able to comprehend the duties and responsibilities of notetaking.
10	Yes	Military Veterans Program: Students will be able to successfully complete the U.S. Department of Veteran Affairs (VA) application, 1990 paper version, or online version (VONAPP) to receive Certificate of Eligibility (COE).
11	Yes	Health Sciences & Nursing: Student will be able to synthesize information and make an informed decision toward a specific career pathway.
12	Yes	International Programs: Competency- Students will be able to develop a first semester academic plan.

13	Yes	Maida Kamber Center: Students will be able to identify necessary requirements for graduation.
14	Yes	<p>Kahikoluamea: Intervention #1- student needs assessment. Intervention #2- Classroom Visit - Career Planning. A- Students will be able to Identify their interests & strengths to help them with their career & academic planning. B- Students will be able to use campus & outside resources to help them learn more about their career & academic interests. C- Students will be able to articulate a career goal. D- Students will be able to articulate which educational program to major in to attain their career goal. E- Students will be able to confidently identify the next steps to take in order to reach their career & educational goals.</p> <p>Intervention #3 College Student Inventory (CSI). A- Students will be able to identify what they have learned as a result of meeting with the counselor for their CSI interpretation. B- Students will be able to identify what they will now be able to do (next steps) with their awareness.</p>

A) Expected Level Achievement

#1 TRIO Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
Financial literacy is one of the mandatory services the program must provide to all of its students. USA Funds currently offers online financial literacy modules.	Fall 2011 – Spring 2012	15 % of participants will begin using the online FL program.	Weekly Reports from USA funds will show the number of participants who use this program.	8% of TRIO participants utilized this program in the 11-12 school year.	All 1 st year TRIO students will work with a mentor or counselor to complete 2 online modules on financial literacy. This intervention will increase the participation results to 15%.

#2 Single Parent Displaced Homemaker Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
SWiBAT identify their next step(s) as a result of attending a SPDH info session.	Collected data from 4/10 to 4/12 info sessions	75% of completed responses indicate Level 3 of the rubric indicating Competent scores	<ul style="list-style-type: none"> “Before & After” questionnaire administered at the beginning and end of each bi-monthly info session Another counselor was asked to rank scores for inter rater reliability of responses 	<ul style="list-style-type: none"> 83% of responses of completed questionnaires were determined to be at Level 3- Competent Nearly ¼ (24%) of questionnaire were incomplete, primarily not completing “after” questions 	<ul style="list-style-type: none"> ID common themes to ensure these are emphasized during sessions. Revise questionnaire to better capture the “After” responses. Continue to use tool as it has proved effective.

#3 Business, Legal, Technology (BLT) Counselor SLOs	Assessment Strategy/instrument	Results of SLO Assessment ^[1]	Plan for Improvement ^[2]
		Overall (4 majors: accounting,	

<p><i>Student will be able to register for applicable courses.</i></p>	<p>Ran an enrollment report for students identified as a business, legal and technology major for spring 2012.</p> <p>Created four separate lists for each of the four majors (accounting, information technology, marketing, paralegal) within the last name alpha "A-K." Identified only associate in science degree seeking students in each list.</p> <p>Took a random sampling of every 10th student from each list.</p> <p>Compiled data with results on a table on page 3.</p>	<p>information technology, marketing, and paralegal)</p> <p>Total students: 277</p> <p>Total students sampled: 26 (every 10th student)</p> <p>competent: 19 (73.1%)</p> <p>developing: 7 (26.9%)</p> <p>Overall, 73.1% of students are "competent"- registered in applicable courses towards their associate in science degree. Of the randomly selected students, when separated by major, only marketing students scored higher in the "developing" criteria of this assessment. Reasons for this may include:</p> <ol style="list-style-type: none"> 1) the need to take additional courses to maintain fulltime status for VISA requirements (international student) but may be in classes that are not applicable and do not have prerequisite English requirements as some are still in the ESOL program. 2) marketing students also consider taking entrepreneurship (ENT) courses that are related to business and marketing but do not count toward the AS degree in marketing. 3) interest in taking other courses (e.g. art, foreign language) that may target interest areas to pursue other opportunities in the business and marketing profession. <p>Possible reasons for students in the accounting and information technology programs placed in "developing" may include:</p> <ol style="list-style-type: none"> 1) interest in taking other courses (e.g. art, foreign language) that may target interest areas to pursue other opportunities in their profession. 2) taking courses applicable towards the articulated bachelor program at UH West Oahu . 	<p>Based on the sample data, marketing students are most likely needing more intervention activities as listed in the matrix on page 4 to increase students' awareness and understanding of their program requirements to register in applicable courses. Having targeted activities focusing on program requirements in marketing such as STAR academic planner and class presentations will aide in this process. In addition, sharing this data with the marketing program to discuss reasons students in the ENT courses are contributing to not meeting the assessment's "competent" criteria may help the program understand the implication and purpose for the ENT courses and how the program may be revised if necessary.</p> <p>For all the students, continued intervention activities and program requirement education will continue. Information sharing about the articulated bachelor programs and how courses are applicable towards transfer to UH West Oahu will continue as it is of benefit to the students.</p>
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#4 Hospitality Counselor SLOs	Assessment Strategy/Instrument	Results of SLO Assessment ^[1]	Plan for Improvement ^[2]
		Based on the data, a large majority of the Hospitality & Tourism students understand their program requirements and are registering for the	

<p>Student will be able to register for applicable courses.</p>	<p>Ran hospitality student enrollment report for spring 2012. Selected a random sampling of 10% of the student population (n=27) to determine whether students were at the "competent" (all courses applicable toward degree requirements) or developing (at least one course does not meet degree requirements) level at registering for classes applicable toward their degree/certificate requirements.</p>	<p>correct courses. Of the 27 students randomly selected, 23 (85%) were "competent" in registering for classes which met their degree requirements. Further review of the data shows that of the four students (15%) found to be at the developing level (with one or more of their registered classes not meeting program requirements), three students were intentionally taking courses not required by their program for various reasons including: 1) interest in pursuing higher levels of language development, 2) enrolling in courses required for the student's intended transfer degree at the bachelors level, and 3) needing to take an additional course to maintain fulltime status for F-1 VISA requirement (international student.)</p> <p>This information is based on the counselor's awareness of the reasons for the student's registration decisions based on advising sessions. Taking this information into account, only one student in the sample was found to be taking a course unrelated to their degree requirements for reasons unknown to the department.</p>	<p>The department will continue to utilize interventions and activities which increase students' awareness and understanding of their program requirements as listed in the matrix on page 3. In particular, will continue to work with HOST 100 instructors to incorporate an academic planner assignment into the course, linking to presentations on program requirements, STAR components and how to create an academic plan. This will result in increase awareness of program requirements and how to develop a graduation plan</p>
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#4 Hospitality Counselor SLOs	Assessment Strategy/instrument	Results of SLO Assessment ^[1]	Plan for Improvement ^[2]
<p>Student will be able to use the academic planner in STAR.</p>	<p>Ran Hospitality and Tourism department student enrollment report for spring 2011. Selected a random sampling of 10% (n= 25) of the student population to investigate whether they are using STAR academic planner to plan their future courses toward their academic goal which includes degree/ certificate completion.</p>	<p>Of the 10% of students selected, only one student (4%) was identified to be actively utilizing STAR academic planner to identify classes for future semesters.</p> <p>One of the factors that impacted this data is that six of the remaining 24 students were in their graduating semester and, therefore, would not have future semester courses identified in their academic planner. Additionally, some students were advised on how to use planner using one semester as an example. They were to work on a graduation plan on their own and seek assistance from their counselor. If individuals did not follow through, courses for future semesters would not have been identified in the students' planners.</p>	<p>Continue to increase awareness and use of STAR academic planner via: 1) classroom presentations, 2) individual counseling sessions, 3) email blasts providing students with STAR information.</p> <p>Focus on the benefits of STAR as a convenient academic planning tool for students. The goal is to teach students to take more responsibility for the planning of their future course planning and focus on their goal of graduation, transfer, or personal/ professional development.</p> <p>Plan to pilot classroom presentations targeting the HOST 100 classes and collaborate with HOST 100 faculty to integrate course assignments relating to the creation of a graduation plan in students' academic planner</p>

#5 Culinary Program SDOs	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
<p>Students will continue to grow through self-awareness.</p> <p>Students will be responsible for their choices and make informed decisions.</p>	<p>Competency #2: SWIBAT (student will be able to) use the Academic Planner in STAR.</p> <p>Students will achieve Competent or Basic ratings, based on these rubric criteria:</p> <p>COMPETENT: Classes were entered in to Academic Planner (AP) for more than one semester.</p> <p>BASIC: One semester of AP classes were entered.</p> <p>POOR: Zero semesters of AP classes were entered.</p>	<p>A random sampling of Culinary Arts majors enrolled for the spring 2011 semester was used to assess this competency.</p>	<p>28% of the assessed sample were COMPETENT.</p> <p>20% of the assessed sample were BASIC.</p> <p>52% of the assessed sample were POOR.</p> <p><u>Note:</u></p> <p>Not populating STAR's Academic Plan did not strongly correlate with GPA. Several students who had not populated their AP earned prior BA degrees, and had GPAs ranging from 3.07 to 4.00.</p>	<p>To encourage use of the AP, the following will be the next steps:</p> <p>Coordinate with Peer Mentors to present STAR USAGE sessions to students in CULN 111, an entry-level course typically taken by first semester majors.</p> <p><i>[Continued funding of Peer Mentors required for this step.]</i></p> <p>Assessment Plan:</p> <p><i>What outcomes will be assessed?</i></p> <p>[The same outcomes noted in this report.]</p> <p><i>When & how will they be assessed in the three-year cycle?</i></p> <p>[AY 2013-2014. Review data, discussion among cluster counselors, assessment report on findings due by March 15, 2014.]</p>

#6 Kuilei Outreach Program SLOs	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]

<p>Competency Statement #1</p> <p>Students will be able to successfully complete an University of Hawaii System application</p> <p>Competency Statement #2</p> <p>Students will be able to complete the Free Application for Student Aid (FAFSA) and receive an award</p> <p>Competency Statement #3</p> <p>Students will take the Compass Placement Test scores and apply the results to their first semester academic plan</p>	<p>Competency Statement #1</p> <p>Increase the yield rate of recent high school graduates applying and enrolling at Kapiolani Community College by 2% each year starting with the Fall of 2013.</p> <p>Competency Statement #2</p> <p>Assist the College with their Strategic Outcome A, Performance Measure 2 of increasing the financial aid participation rate from 19.4 to 38 percent (2008-2015 Strategic Plan).</p> <p>Competency Statement #3</p> <p>The Kuilei Program will follow the College's Strategic Outcome B, Performance Measure 3 that states to "increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent" (Strategic Plan 2008-2015).</p>	<p>Competency Statement #1, #2, and #3</p> <p>Survey KCC feeder high school post-high school counselors (Farrington, Kaimuki, Kaiser, Kalani, McKinley, Roosevelt, and Kamehameha Schools)</p>	<p>"(KCC) has secured a grant which funds an individual to visit our campus and assist our students with their applications to Kapiolani Community College."</p> <p>"Farrington High School appreciates the outreach efforts provided to us by KCC to help our students transition to the next level. Campus visits, classwide presentations, participation in family nights and FAFSA nights are examples of how FHS benefits from these efforts. We would definitely hope that these services are able to continue so our students are able to receive the support they need in preparing for college."</p> <p>"In the world of community colleges, everyone is still at the gate running in circles & you guys are setting world records for your thoughtfulness, ingenuity, responsiveness, proactive approach, communication, original thought /programming/willingness to try new things & incorporate technology."</p> <p>"KCC is very helpful and responsive. All telephone calls are returned. All emails are answered. Additional services are always offered. Kalani High can depend on KCC for our needs. Our students are very satisfied with KCC services."</p>	<p>Competency Statement #1</p> <p>Create a comprehensive pre-admissions/applying workflow via application and college exploration workshops</p> <p>Competency Statement #2</p> <p>Provide early awareness financial literacy workshops to families and students to increase the number of students receiving financial aid by the first day of instructions</p> <p>Competency Statement #3</p> <p>Create a pre/post Compass Test survey assessing their understanding of the Test.</p>
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#7 Native Hawaiian Technical Education Program SLOs	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]

Eligible Native Hawaiian students who continued in the program from AY10 to AY11	84% of eligible Native Hawaiian students will continue in the program	STAR class schedule and counseling appointments will be utilized to check student enrollment and progress	82% of eligible Native Hawaiian students continued in the program	Continue to offer peer mentoring, limited tutoring, stipend support for unpaid internships, reimbursement for industry licensing, and opportunities for additional training in order to meet or exceed this target
Native Hawaiian students who successfully completed a service learning, work experience, co-op, or internship	94% successfully completed a service learning, work experience, co-op, or internship	STAR class schedule and completion of the Internship Information Sheet to check enrollment and completion of an internship course	94% (or 43/46 students) successfully completed an internship	Program curriculum determines when a student is required to take an internship course; will continue to offer financial support to alleviate the need to work

#8 Deaf Center Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
1. SWiBAT recognize and name their Disability Notice	Baseline: Fall 2012 Assessment 1: Fall 2013 Assessment 2: Fall 2014	Yes - Recognize and name Disability Notice No – Unable to recognize and name Disability Notice	Evaluation at the end of intake session	Fall 2012- 10/26/12 - Sent out 10 surveys with no response as of 11/2/12.	Continue to collect assessment from students in individual sessions.
2. SWiBAT identify the accommodations they will receive as listed on their Disability Notice	Baseline: Fall 2012 Assessment 1: Fall 2013 Assessment 2: Fall 2014	Yes - Identify their accommodations No – Unable to identify their accommodations	Evaluation at the end of intake session	Fall 2012- 10/26/12 – Sent out 10 surveys with no response as of 11/2/12.	Continue to collect assessment from students in individual sessions.

#9 DSSO		Expected Level	Assessment	Results of	
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Program SLOs	Timeline	Expected Level of Achievement	Strategy/ instrument	Program Assessment ^[1]	Next Steps ^[2]
1. SNTWiBAT complete all requirements for employments as a DSSO notetaker.	Baseline: Fall 2010- Spring 2011 Assessment 1: Spring 2012 Assessment 2: Spring 2013	4- Complete all Documents, training, without assistance and/or reminders within one week *see rubric for all levels	Blue Form– Outlines students progress through completing employment process	Fall 2010- Spring 2011 Total - 3.11 At competency levels 4 and 3 – 61% Fall 2011-Spring 2012 Total – 2.99 At competency levels 4 and 3 – 36%	Re-staff - Train front staff to better emphasize importance of employment docs - Phone Reminders
2. SNTWiBAT+ comprehend+ the duties and responsibilities of notetaking.	Baseline: Fall 2010- Spring 2011 Assessment 1: Spring 2012 Assessment 2: Spring 2013	4- Earn of score of 100% on note taking training quiz	Note taking quiz – given at Training or individual training (powerpoint)	Fall 2010-Spring 2011 Total - 3.67 At competency levels 4 and 3 – 94% Fall 2011- Spring 2012 Total- 3.5 At competency levels 4 and 3 – 59%	Require note takers to retake if below 70% - Re- do notetaking training to emphasize missed items on quizzes

# 10 Military Veterans Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
1. SWiBAT + successfully complete the U.S. Department of Veteran Affairs (VA) application, 1990 paper version, or online version (VONAPP) to receive Certificate of Eligibility (COE).	Baseline: Spring 2012 Assessment 1: Fall 2012 Assessment 2: Fall 2013	4 (advanced) – Student successfully completes the application and submits all required documents *see rubric for all levels	§ Students were instructed through face to face, email, or phone to complete VONAPP prior to submitting all documents for certification of enrollment. § COE were collected and recorded into MVP database.	§ Baseline (Spring 2012): 45% or 121 students successfully completed VONAPP and submitted a COE. § Total Competency Score – 2.74 to include all levels.	§ Create a comprehensive pre-admissions/applying for COE workflow via application and GI Bill education benefits workshops. § Develop a resource guide with instructions on how to complete VONAPP.

#11 Health Sciences & Nursing Program SLOs	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
<p>Student will be able to synthesize information and make an informed decision toward a specific career pathway.</p>	<p>Between 3.0 – 4.0 on a 4.0 scale</p>	<p>Students evaluated themselves to be at level 4, 3, 2, or 1 in light of the NSO goals and the rubric.</p> <p>Rubric:</p> <p>Level 4 – I registered for the upcoming semester, made a plan for the next semester. I know the program requirements and my dept. counselor's name/contact information.</p> <p>Level 3- I registered for the upcoming semester, but don't have a plan for the next semester. I know the program requirements and my dept. counselor's name/contact information.</p> <p>Level 2 – I did not register for the next semester. I know how to access the schedule of classes and register later on my own. I know the program requirements and my dept. counselor's name/contact information</p> <p>Level 1 – I did not register for the next semester and am not sure to register on my own. I will schedule an appointment with my counselor. I know the program requirements and my dept. counselor's name/contact information</p>	<p>Spring 2009: 3.0 on a 4.0 scale</p> <p>Fall 2009: 2.98 on a 4.0 scale</p> <p>Spring 2011: 3.80 on a 4.0 scale</p> <p>A separate survey done in fall 2011 revealed statistical significant differences in knowledge of programs and satisfaction with counseling services offered between students who visited a counselor and those who did not.</p>	<p>Continue to increase awareness of Health Science Counselors and promote a culture of "intentional advising/counseling" with Pre-Health majors. Recommend establishing a Health Careers Counseling Center in Kauila Bldg</p>

#12 International Programs SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
<p>Competency #1: Students will be able to increase their awareness of campus resources to accomplish career and educational goals.</p> <p>Competency #2: Students will be able to understand their responsibilities in maintaining their F-1 student status.</p> <p>Competency #3: Students will be able to develop a first semester academic plan.</p> <p>Competency #4: Students will be able to increase cultural awareness for successful transition to U.S. college system.</p>	<p>Competency #3- Spring 2010 and Fall 2010</p> <p>2009-2011- Seminar</p> <p>2012-2014- Cultural Workshops</p> <p>2012-2014- Orientation</p> <p>2012-2014- Welcome Activities</p> <p>2015-2017- Counseling/F-1 Advising</p> <p>2018-2020 – International Club</p>	<p>Academic Plan Activity (Spring 2010) – 85% met competency 14 out of 16 students</p> <p>Seminar Evaluation (Spring 2010) – 94% agreed or somewhat agreed that as a result of the seminar, they had a better idea of what classes to take next semester (16 out of 17 students)</p> <p>Academic Plan Activity (Fall 2010) – 96% met competency (25 out of 26 students)</p> <p>Seminar Evaluation (Fall 2010) 96% agree or somewhat agreed that as a result of the seminar, they had a better idea of what classes to take next semester (25 out of 26 students)</p>	<p>Competency #3</p> <p>*Seminar</p> <p>*Orientation</p> <p>*Counseling/ F-1 Advising</p>	<p>Competency #3</p> <p>* The outcome assessment from the Academic Plan Activity of 96% meets the goal of 85% competency.</p> <p>* A positive trend can be observed with competency levels from Spring 2010 (85%) increasing in Fall 2010 (96%).</p>	<p>Competency #3</p> <p>* The 11% increase in competency levels could be explained by clearer communication with students and advisers regarding the goal of developing a first semester academic plan during the group advising sessions and incorporating more visual aides in the classroom.</p>

#13 Maida Kamber Center Program SLOs	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment	Next Steps
<p>MKC's Student Learning Outcome #5:</p> <p>Students will be able to identify necessary</p>	<p>Projected level of achievement is estimated to be 75% of</p>	<p>See, "Assessment Chart for Student Learning</p>	<p>86% of students met the criteria for performing at the Competent level.</p>	<ol style="list-style-type: none"> Celebrate our success! Revise SLO #5 Revise strategy for

Identify necessary requirements for graduation.	Estimated to be 75% of students will perform at the Competent level	for Student Learning Outcome #5"	(See Results section for full report)	SLO (See Next Steps section for full report)
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#14 Kahikoluamea Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ^[1]	Next Steps ^[2]
Intervention #1: Student Needs Assessment (Survey #1)	Fall 2009 (August 31 – September 5, 2009)	N/A – Student Needs Assessment	Survey administered to 14 sections of Eng 22 to assess needs of changing student population and address through integration of new Pathways program and current counseling services.	Students reported that the areas they needed most help with were: making good grades (54) and career planning (49), financial assistance (32), study habits (30), study skills (29), transfer (26) and academic advising (22), motivation (19), employment (18), setting goals (14), managing stress (12), making friends (7), adjusting to new college environment (5), and service learning (4), other (childcare - 1, registration - 1, finding a guidance counselor - 1).	<ul style="list-style-type: none"> · Focused on second highest need area indicated – career planning – in planning targeted intervention for students (classroom visits, working with Eng 22 sections).
Intervention #2: Classroom Visit – Career Planning Students will be able to (SWiBAT):	Implemented intervention and collected assessment data second and third week of Fall	Rubrics were used to measure students' performance as <i>competent, developing or beginning</i> . A rating scale was used with the following numerical value:	A pilot study was conducted in two Eng 22 classes during the 2 nd and 3 rd	<p>Averaged responses/ratings are listed:</p> <p>SWiBAT #1: Interests Ave. Resp. = 1.4</p> <p>SWiBAT #2: Resources Ave. Resp. = 2.4</p> <p>SWiBAT #3: Career Goal</p>	<ul style="list-style-type: none"> · Developed and administered a survey (Survey #2), which assessed student competencies in relation to program learning outcomes, at end of semester. · By the end of the Fall 2009 semester, of those surveyed: <ul style="list-style-type: none"> o 79% had a better idea of what their career goals would be o 79% could identify the

<p>SWiBAT #1: Identify their interests & strengths to help them with their career & academic planning.</p> <p>SWiBAT #2: Use campus & outside resources to help them learn more about their career & academic interests.</p> <p>SWiBAT #3: Articulate a career goal.</p> <p>SWiBAT #4: Articulate which educational program to major in to attain their career goal.</p> <p>SWiBAT #5: Confidently identify the next steps to take in order to reach their career & educational goals.</p>	<p>week of Fall 2009 semester.</p>	<p><i>Competent</i> = 3 <i>Developing</i> = 2 <i>Beginning</i> = 1</p> <p>The average responses/points for each SWiBAT are recorded in "Results of Program Assessment" column.</p>	<p>week of the Fall semester. This collaborative effort with instruction required each student to write a 3-5 page type-written essay (written in rhetoric), to defend their career choice. The counselor promoted various aspects of the career planning process (self-reflection, decision making, goal setting, preferred working environments and research of current and future labor market conditions). The counselor and instructor met a few times to discuss the importance of self-knowledge, academic planning and advising, and the use of college and internet resources to help in setting career and educational goals. Internet resources linked to UH Connections (www.uhcc.hawaii.edu), Career Kokua (www.career.kokua.org), and the Maida Kamber Center (http://kcc.hawaii.edu/object/mkc.html) were shared with students. Counselors were invited to conduct a class presentation on these career planning resources and co-facilitated an on-line career inventory assignment. Students were all encouraged and required to make follow-up appointments to consult with their program advisors and counselors before they completed their 3-5 page type-written essays.</p> <p>Random sampling of student essays and multiple raters were used to increase rating reliability.</p>	<p>Ave. Resp. = 3.0</p> <p>SWiBAT #4: Academic Major Ave. Resp. = 3.0</p> <p>SWiBAT #5: Course Selection Ave. Resp. = 1.4</p> <p>Summary observations:</p> <p>SWiBAT#1: Students scored lower than the average (1.4) and did not articulate effectively in their papers.</p> <p>SWiBAT #2: Students scored above average and articulated resources they used to help them with their decision (2.4)</p> <p>SWiBATS #3 and #4: Showed that students were competent in articulating their career and academic goals (3.0).</p> <p>SWiBAT#5: Students scored below average and did not articulate which courses to specifically enroll in, or needed additional guidance (1.4)</p>	<p>academic program they would be majoring in to attain their career goal;</p> <ul style="list-style-type: none"> o 82 % could identify at least 2 or more interests that were related to their career and academic plans; o 93% used 1 to 3 resources to learn more about their career interests; and o 64% could identify the courses they needed to enroll in for the following semester (36% needed additional guidance but had an idea of what to take). <p>· Addressed findings/areas of lesser competency through use of an early intervention system (College Student Inventory – CSI) to meet the learning needs of first year students enrolled in developmental level courses.</p>
				<p>Results of analyzing narrative responses and rating/scoring using rubric. Averaged responses/ratings are</p>	

<p>Intervention #3:</p> <p>College Student Inventory (CSI)</p> <p>Students will be able to (SWiBAT):</p> <p>SWiBAT #1:</p> <ul style="list-style-type: none"> Identify what they have learned as a result of meeting with the counselor for their CSI interpretation. <p>SWiBAT #2:</p> <ul style="list-style-type: none"> Identify what they will now be able to do (next steps) with their awareness. 	<p>Implemented and collected assessment data Fall 2010, Fall 2011, and Spring 2012</p>	<p>Assessed students will have an averaged basic or above basic response/score rating of the two SWiBAT areas.</p> <p>Scoring rubric used:</p> <p>3 – <i>Competent:</i></p> <p><i>Student can clearly identify what they learned/what they are now able to do regarding their individual situation.</i></p> <p>2 – <i>Basic:</i></p> <p><i>Student has listed responses, but is vague in describing what they learned/what they will now do regarding their individual situation.</i></p> <p>1 – <i>Poor:</i></p> <p><i>Student is unsure or has not listed any learnings/next steps for their individual situation.</i></p>	<p>Answer open-ended questions after meeting with the counselor for CSI interpretation via an on-line survey link (using Google Forms).</p> <p>Questions are:</p> <p>SWiBAT #1:</p> <ol style="list-style-type: none"> As a result of meeting with the counselor, I learned that I.... <p>SWiBAT #2:</p> <ol style="list-style-type: none"> I will now be able to.... <p>Narrative responses were rated/scored using the rubric. Multiple raters were used to increase scoring reliability.</p>	<p>listed:</p> <p>Fall 2011 Cohort:</p> <p>SWiBAT #1</p> <p>Ave. Resp. = 2.2</p> <p>SWiBAT #2</p> <p>Ave. Resp. = 2.4</p> <p>Spring 2012 Cohort:</p> <p>SWiBAT #1</p> <p>Ave. Resp. = 2.6</p> <p>SWiBAT #2</p> <p>Ave. Resp. = 2.8</p> <p>Sum 2012 Cohort:</p> <p>SWiBAT #1</p> <p>Ave. Resp. = 2.4</p> <p>SWiBAT #2</p> <p>Ave. Resp. = 2.3</p> <p>All cohorts assessed averaged basic or above basic ratings of the two outcome/SWiBAT areas.</p> <p>Results of aggregate CSI data indicating top learning needs for KCC students who were administered the inventory:</p> <ol style="list-style-type: none"> Get help with exam skills Discuss qualifications for occupations Get help in selecting an academic program Get help with study habits Get help with basic math skills Get help with writing skills Get help in selecting an occupation Discuss job market for college graduates Discuss advantages/disadvantages of occupations 	<ul style="list-style-type: none"> Analyze and code theme areas as articulated in each narrative response to quantify theme areas in an aim to better understand our students' needs and enhance and/or make adjustments to how we work with students in current and future interventions. Utilized findings of KCC student top learning need areas (from CSI aggregate data) to develop student learning, engagement, and success program, Holomua I Ke Ola.
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				10. Get help with reading skills/Get tutoring in selected areas (both of these areas ranked similarly).	
<p>Intervention #4:</p> <p>Holomua I Ke Ola</p> <p>Refer to links:</p> <p>Intended program learning/development areas/outcomes:</p> <p>http://www.tinyurl.com/holomua-i-ke-ola-pre-test</p> <p>http://www.tinyurl.com/holomua-i-ke-ola-post-test</p> <p>Refer to attached:</p> <p>Intended development outcomes:</p> <p>Activity Learning Assessment form</p>	<p>Implemented intervention and collected assessment data Fall 2012 (in progress)</p>	<p>A gain in program learning areas will be seen in examining results of pre and post tests taken at beginning and ending of semester.</p> <p>A gain in program learning areas will be seen in examining results of workshop/activity assessments done at the end of each workshop/activity.</p>	<p>On-line, web-based survey completed at beginning of semester and end of semester to assess learning/development outcomes as a result of participating in entire semester-long program (Google Form):</p> <p>Refer to links:</p> <p>http://www.tinyurl.com/holomua-i-ke-ola-pre-test</p> <p>http://www.tinyurl.com/holomua-i-ke-ola-post-test</p> <p>Hard copy learning assessment form distributed at the end of each Holomua I Ke Ola workshop/activity for student completion (refer to attached).</p>	<p>In progress (still implementing and collecting data Fall 2012)</p>	<ul style="list-style-type: none"> In progress (still implementing and collecting data Fall 2012)
<p>Intervention # 5:</p> <p>Malama Hawaii Peer Mentor Groups</p>	<p>Fall 2011</p>	<p>Students were expected to: 1) increase their level/sense of connection to other students, faculty and staff</p> <p>2) increase their sense of connection to the ʻĀina (land) 3) identify the Māiʻi ʻŌlona Hawaiʻi Center as a place where they could get support and inspiration</p> <p>We also hoped that the engagement activities provided would lead to increased success rates among participants</p>	<p>Students completed a peer mentor manual and end of the semester surveys were given.</p> <p>Additionally, GPAs of all students that signed up for the program were assessed.</p>	<ul style="list-style-type: none"> 124 students joined the program with 85.6% being Native Hawaiian 57 students actually came to at least 1 group session 34 students completed more than half of the 16 week groups (8+ sessions) Mean GPA for those attending 0 groups= 1.99 Mean GPA for those attending less than 50% of groups= 2.26 Mean GPA for those attending 50% or more groups 2.71 	<ul style="list-style-type: none"> Peer mentor groups for the Fall 2012 semester are currently underway and data is being collected.

B) Courses Assessed

There are two overall student development outcomes (learning goals) adopted by all

Kapi'olani Community College counselors: 1) Students will continue to grow through self-awareness. 2) Students will be responsible for their choices and make informed decisions. Each student support program subsequently develops program SLOs relative to their specific student population for purposes of assessment leading to program improvement.

The following student support units have been identified as programs for the purpose of SLO assessment: Business, Legal and Technology; Culinary; Hospitality; Health Science and Nursing; Maida Kamber Center for Career, Transfer and Graduation; Kahikoluamea; Disability Student Support Services; Single Parent and Displaced Homemaker; Military Veterans Program; Native Hawaiian Career and Technical Education Program; International Programs; Deaf Center; Kuilei Outreach Program; TRIO Student Support Services; and Mental Health. One of these programs, Mental Health, was organized in fall 2011 and is now expected to complete their first round of data collection.

Over the last year, training was provided and the counselors worked with Dr. Tanya Renner between January and May to learn how to assess their outcomes and report their data in the template provided. The counselors presented their data in April and in August as creative power point presentations. Dr. Dawn Zoni started her position in August and began to compile the assessment data that the counselors collected. Out of the 15 programs identified, 14 have reported their assessment data this year which will be included in the 2013-16 comprehensive Program Reviews.

C) Assessment Strategy/Instrument

The counseling departments used a variety of assessment tools and strategies to collect their data. These methods included face-to-face meetings with students and counselors as well as email and phone contacts. Seminars, orientations, and the administration of questionnaires and surveys were also used by many of the departments. The review of diverse reports from sources such as USA Funds, SARS, and STAR were also used to collect data regarding student enrollment and participation.

D) Results of Program Assessment

Each unit listed their program assessment results on their grid. The assessments yielded a variety of changes they need to make within their programs to improve their practices. Some common results were (1) increasing focus on STAR as an advising tool, (2) adding financial literacy information to the counseling process, (3) retraining staff and developing forms/brochures, (4) requiring students to create academic plans, and (5) doing more assessment before making any changes to practice.

E) Other Comments

In spring 2013, the college will continue to provide professional development training in assessment practices to the counselors. At this training, focus will be on incorporating assessment results into program planning and generating requests for resources. Any resource requests that can be used to cover several units will be done through the Office of Student Services. Requests that come from a single, individual unit will be handled by the Program Dean.

F) Next Steps

The Office of Student Services will be creating its 2013 -2013 Program Review by March 15, 2013. Results of program assessments will play a key role in ensuring that policies, processes, and procedures for providing students access and navigation through the institution support their learning, engagement and achievement. The Office of Student Services will begin with data contained in this ARPD, specifically in the area of program effectiveness with the goal of improving on our 69% persistence rate.