

**Counselor P-SLOs
as submitted in
Student Services Fall 2012 ARPD**

#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 Counselor SLOs	Assessment Strategy/instrument	Results of SLO Assessment ¹	Plan for Improvement ²
<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>Overall (4 majors: accounting, information technology, marketing, and paralegal)</p> <p>Total students: 277 Total students sampled: 26 (every 10th student) competent: 19 (73.1%) 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> <p>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</p>	<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</p>

#3 Business. Legal, & Technology Counselor SLOs	Assessment Strategy/instrument	Results of SLO Assessment ¹	Plan for Improvement ²
		<p>prerequisite English requirements as some are still in the ESOL program.</p> <p>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.</p> <p>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> <p>Possible reasons for students in the accounting and information technology programs placed in “developing” may include:</p> <p>1) interest in taking other courses (e.g. art, foreign language) that may target interest areas to pursue other opportunities in their profession.</p> <p>2) taking courses applicable towards the articulated bachelor program at UH West Oahu .</p>	<p>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>

#4 Hospitality Counselor SLOs	Assessment Strategy/instrument	Results of SLO Assessment[1]	Plan for Improvement[2]
Student will be able to use the academic planner in STAR.	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>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> 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> <ul style="list-style-type: none"> 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><i>[Continued funding of Peer Mentors required for this step.]</i></p> <p>Assessment Plan: <i>What outcomes will be assessed?</i> [The same outcomes noted in this report.] <i>When & how will they be assessed in the three-year cycle?</i> [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]
Competency Statement #1 Students will be able to successfully complete an University of Hawaii System application	Competency Statement #1 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.		“(KCC) has secured a grant which funds an individual to visit our campus and assist our students with their applications to Kapiolani Community College.”	Competency Statement #1 Create a comprehensive pre-admissions/applying workflow via application and college exploration workshops
Competency Statement #2 Students will be able to complete the Free Application for Student Aid (FAFSA) and receive an award	Competency Statement #2 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).	Competency Statement #1, #2, and #3 Survey KCC feeder high school post-high school counselors (Farrington, Kaimuki, Kaiser, Kalani, McKinley, Roosevelt, and Kamehameha Schools)	“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.”	Competency Statement #2 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
Competency Statement #3 Students will take the Compass Placement Test scores and apply the results to their first semester academic plan	Competency Statement #3 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		“In the world of community colleges, everyone is still at the gate running in circles &	Competency Statement #3 Create a pre/post Compass Test survey assessing their understanding of the Test.

	<p>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>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>	
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#7 Native Hawaiian 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	Yes - 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.
	Assessment 1: Fall 2013	No – Unable to recognize and name Disability Notice			
	Assessment 2: Fall 2014				

2. SWiBAT identify the accommodations they will receive as listed on their Disability Notice	Baseline:				
	Fall 2012				
	Assessment 1:	Yes - Identify their accommodations	Evaluation at the end of intake session	Fall 2012-	Continue to collect assessment from students in individual sessions.
	Fall 2013	No – Unable to identify their accommodations		10/26/12 – Sent out 10 surveys with no response as of 11/2/12.	
	Assessment 2:				
	Fall 2014				

#9 DSSO Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment[1]	Next Steps[2]
1. SNTWiBAT complete all requirements for employment as a DSSO <u>notetaker</u> .	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+ <u>comprehend+ the duties and responsibilities of notetaking.</u>	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 and Veterans Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ¹	Next Steps ²
1. SWiBAT + <u>successfully complete the U.S. Department of Veteran Affairs (VA) application, 1990 paper version, or online version (VONAPP) to receive Certificate of Eligibility (COE).</u>	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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Baseline (Spring 2012): 45% or 121 students successfully completed VONAPP and submitted a COE. Total Competency Score – 2.74 to include all levels. 	<ul style="list-style-type: none"> 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 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: 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. 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. 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 Level 1 – I did not register for the next semester and am not sure to register on</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 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>

		my own. I will schedule an appointment with my counselor. I know the program requirements and my dept. counselor's name/contact information		
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#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
MKC's Student Learning Outcome #5: Students will be able to identify necessary requirements for graduation.	Projected level of achievement is estimated to be: 75% of students will perform at the Competent level	See, "Assessment Chart for Student Learning Outcome #5"	86% of students met the criteria for performing at the Competent level. (See Results section for full report)	1. Celebrate our success! 2. Revise SLO #5 3. Revise strategy for SLO (See Next Steps section for full report)

#14 Kahikoluamea Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ¹	Next Steps ²
<u>Intervention #1: Student Needs Assessment (Survey #1)</u>	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,	<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).

				finding a guidance counselor - 1).	
<p>Intervention #2: Classroom Visit – Career Planning Students will be able to (SWiBAT):</p> <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>Implemented intervention and collected assessment data second and third week of Fall 2009 semester.</p>	<p>Rubrics were used to measure students' performance as <i>competent</i>, <i>developing</i> or <i>beginning</i>. A rating scale was used with the following numerical value:</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>A pilot study was conducted in two Eng 22 classes during the 2nd and 3rd 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</p>	<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 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>	<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"> ○ 79% had a better idea of what their career goals would be ○ 79% could identify the academic program they would be majoring in to attain their career goal; ○ 82 % could identify at least 2 or more interests that were related to their career and academic plans; ○ 93% used 1 to 3 resources to learn

<p>SWiBAT #5: Confidently identify the next steps to take in order to reach their career & educational goals.</p>			<p>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>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>more about their career interests; and</p> <ul style="list-style-type: none"> ○ 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). <ul style="list-style-type: none"> • 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.
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<p><u>Intervention #3:</u> <u>College Student Inventory (CSI)</u> 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> <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> <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> <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: 1. As a result of meeting with the counselor, I learned that I.....</p> <p>SWiBAT #2: 2. I will now be able to....</p> <p>Narrative responses were rated/scored using the rubric. Multiple raters were used to increase scoring reliability.</p>	<p>Results of analyzing narrative responses and rating/scoring using rubric. Averaged responses/ratings are listed:</p> <p>Fall 2011 Cohort: SWiBAT #1 Ave. Resp. = 2.2 SWiBAT #2 Ave. Resp. = 2.4</p> <p>Spring 2012 Cohort: SWiBAT #1 Ave. Resp. = 2.6 SWiBAT #2 Ave. Resp. = 2.8</p> <p>Sum 2012 Cohort: SWiBAT #1 Ave. Resp. = 2.4 SWiBAT #2 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</p>	<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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				<p>KCC students who were administered the inventory:</p> <ol style="list-style-type: none"> 1. Get help with exam skills 2. Discuss qualifications for occupations 3. Get help in selecting an academic program 4. Get help with study habits 5. Get help with basic math skills 6. Get help with writing skills 7. Get help in selecting an occupation 8. Discuss job market for college graduates 9. Discuss advantages/disadvantages of occupations 10. Get help with reading skills/Get tutoring in selected areas (both of these areas ranked similarly). 	
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<p>Intervention #4: <u>Holomua I Ke Ola</u></p> <p>Refer to links: Intended program learning/development areas/outcomes: 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: Intended development outcomes: 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: 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: <u>Mālama Hawai‘i Peer Mentor Groups</u></p>	<p>Fall 2011</p>	<p>Students were expected to:</p> <ol style="list-style-type: none"> 1) increase their level/sense of connection to other students, faculty and staff 2) increase their sense of connection to the ‘Aina (land) 3) identify the Mālama Hawai‘i Center as a place where they could get support and inspiration 	<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 	<ul style="list-style-type: none"> • Peer mentor groups for the Fall 2012 semester are currently underway and data is being collected.

		<p>We also hoped that the engagement activities provided would lead to increased success rates among participants</p>		<ul style="list-style-type: none"> • 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 	
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