Kapiʻolani Community College

Student Affairs

Comprehensive Program Review

2016-2019

Fall 2016

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Ala Nuʻukia – College Mission

He hale hāmama ʻo Kapiʻolani Kula Nui Kaiāulu no nā ʻano kaiāulu like ʻole, e hoʻolako i nā kānaka hoʻākea ʻike e hiki aku i ka pahuhopu ʻimi naʻauao, ʻimi ʻoihana, a hoʻolaulā ʻike. He loaʻa nā palapala aʻo, nā kēkelē mua puka, me nā polokalamu hoʻīli kula he kilohana wale e hoʻomākaukau i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻāina no ka mua he lako.

Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Student Affair's Mission Statement

During the Fall of 2016, student affairs reviewed and revised its mission statement. Below is the mission statement as of December 15, 2016. It is meant to encompass all of student affairs across the college from targeted population counselors to KISC to academic counselors in their respective units.

> *The mission of Student Affairs is to **ensure student success** by offering **comprehensive services** through **integrative collaborative approaches** designed to address the need of our diverse student population by encouraging a climate of **self-efficacy and learning**.*

PART I. Executive Summary

Executive Summary of CPR and responses to previous CPR

The Student Affairs Comprehensive Program Review (CPR) provides a regular assessment of the effectiveness of the targeted populations counseling programs, enrollment services and compliance programs such as student conduct, disability student support services, mental

health and wellness and Title IX. The Vice Chancellor for Student Affairs (VCSA), in consultation with the coordinators, counselors and staff members, is responsible for completing the CPR report.

The CPR provides an ongoing and systematic process for dialogue and assessment of student engagement, student learning, and student achievement and success outcomes. The results of the CPR are used to refine and ultimately improve program practices, which increase student success rates with a focus on the Kapi'olani Community College's strategic plan performance measures of *graduation* and *enrollment*. The CPR process allows student affairs practitioners to reflect on their practices and ensure that planning efforts are aligned with the goals of the college. Annual Review of Program Data (ARPD) results are also used by the VCSA in decision-making relative to program improvement and resource allocations.

Student Affairs provides leadership for Kapi'olani Community College's (KCC) in: enrollment services; student co-curricular, social activities and leadership training; outreach and recruitment; job placement information and services; and finally plans, develops, and implements targeted populations counseling programs, through the Student Parent Program, Native Hawaiian Career and Technical Education Program, Military Veterans Program, Disability Services, Mental Health and Wellness, TRiO Student Support Services, Transfer Year Experience, First Year Experience, Early Alert, Distance Learning, and the Kapo'oloku Native Hawaiian Student Success Program.

Similar to hundreds of institutions across the United States, student affairs at Kapi'olani Community College comprises of various diverse programs, that are threaded together into a division by a common core – increasing access, retention and completion of our students through meaningful programs and interactions with our faculty and staff. What is important to know about student affairs is that we are involved in various areas across the college from: identity development, social engagement of students and leadership development to being the first responders in preventing suicide, sexual assault, etc. When things go wrong we gain unwanted attention, when things go well we can be almost invisible to academic affairs and the rest of the college. **Thus a key take away from this report is to increase the visibility of the good work that student affairs professionals do at Kapi'olani Community College.**

The following will give a quick overview of the depth of student affairs with an overview of professional competencies first, following with the student development theories that ground our work as student affairs professionals.

Numerous organizations in Student Affairs have various competencies for the profession; the two major organizations College Student Educators International (ACPA) and Student Affairs Administrators in Higher Education (NASPA) joined forces in 2015 to develop the following professional competencies (see Appendix D):

- Personal and Ethical Foundations

- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resources
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

Each of these competencies will be introduced and connected with the work we do on a regular basis in the upcoming three years.

Student Affairs or student development has various theories that ground its work, the basic primer being identity development. The following are several theories that support the work of student affairs professionals nationally; **during the upcoming three years discussions will take place to narrow down the theories that support our daily work at KCC**:

- **Chickering's Identity Development**
    - Explains the process of identify development for students in higher education, though it has been used in other areas as well. It examines identify development by means of seven vectors of development: Developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.
- **Rendon's Validation Theory**
    - Refers to the intentional, proactive affirmation of students by in- and out-of class agents (i.e., faculty, student, and academic
- **Astin's I-E-O model**
    - A model of student involvement in which baseline (input) data are collected, followed by student experiences both in and out of the classroom (environment). Both input and environmental variables are used to predict outcomes.
- **Erickson's Psycho-Social Development**
    - A psychosocial development model with eight stages through which a developing human should pass from infancy to late adulthood. In each stage the person confronts and hopefully overcomes different challenges. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future.
- **Perry's Cognitive Development**
    - A model for understanding how college students come to understand

knowledge, the ideas they hold about "knowing," and the ways in which knowing is a part of the cognitive processes of thinking and reasoning. Perry purposed that college students pass through a predictable sequence of positions of epistemological growth. Fundamental to the Perry scheme is a student's nine-position progression from dualist to relativist epistemologies. Learners move from viewing truth in absolute terms of Right and Wrong (obtained from "good" and "bad" authorities) to recognizing multiple, conflicting versions of "truth" representing legitimate alternatives. The nine positions of the Perry scheme can be grouped into three broader categories, which Perry identified as: 1) dualism modified (or dualism + multiplicity), 2) relativism discovered, and 3) commitments in relativism developed.

A good understanding that guides the theories of student affairs gives one the ability to understand the context in which the comprehensive program review was written.

In the 2013-2016 Comprehensive Program Review (CPR), Student Affairs identified three tactics:

- Tactic # 1 - Increase number of students utilizing targeted populations services as a means to improve student enrollment;
- Tactic #2 - Increase the number of Pell Grant recipients in targeted populations programs;
- Tactic #3 - Increase the number of students in targeted populations cohorts who complete certificates and degrees or transfer to baccalaureate institution;

To address Tactic #1, a student leadership training was designed and implemented in the Fall 2015 semester. The tactic was in response to having grater collaboration amongst all student workers in various programs and leadership positions on our campus to learn about resources on campus so they could communicate this information to other students. In the Spring 2014 semester the Peer Mentoring Program lost its funding and was discontinued on the campus. The chain of events led the team to create a campus wide training for all student workers and student who held leadership positions in either Chartered Student Organizations or Registered Independent Organizations. The first training was held in the Fall 2015 semester where over 40 students participated in a two day training. Feedback from this event was overwhelmingly positive so the training continues to be offered to students every semester.

To address Tactic #2, Student Affairs proposed to create a financial aid mini lab to increase the number of Pell Grant recipients in Targeted population areas. In the Fall 2013 semester a financial aid mini lab was created and housed in ʻIliahi 231. The space was chose because of its high student traffic flow and relative proximity to the first year experience program. From its inception in Fall 2013 to the Fall 2014, the mini lab was able to assist 1125 students complete their FASFA to become eligible. The financial aid mini lab continues to support students needs as it is now located in the newly renovated Kikāha o Leahi center (ʻIliahi 231).

To address Tactic #3, Student Affairs created Pell Week. This event took place in the Spring 2014 semester during the week of January 27th- 31st, 2014. During this week the department collaborated with community partners, which included the University of Hawaii Credit Union and Bank Of Hawaii. Throughout the week Student Affairs offered workshops on FASFA completion, Scholarship/Personal Statement Writing Workshops, and Budgeting. Data collected from student surveys did demonstrate that students who attended gained new information, resources, and was more inclined to apply for scholarships. However the low turn out (n=11) of students become a strong factor in having the department look at other ways of reaching our student populations.

To address Tactic #4, Student Affairs planned to design, develop, and deliver a program similar to *Life Map,* a which is a software that promotes students educational, career, and life plans into one system readily available to students. This program has been widely used and proven effective at Valencia College. The Student Affairs team would later decide not to pursue this initiative due to a lack of resources and the UH System developing a program of their own. In the later years, STAR GPS was created to help students plan and develop their educational goals.

Over the past three years, the student affairs adopted a sharper focus on providing financial planning and educational planning. Although important to all students, these services were not previously as well integrated into all of the support services offerings. The results of these efforts were a better collaboration between programs and resources. Although the Pell Week event did not garner as much students as anticipated, it did influence how we utilize our resources and connect with students. A greater emphasis has been put on the financial aid mini lab, programs have consistently referred students over for assistance. Programs such as TRIO Student Support Services regularly invite Financial Aid to lead workshops in Financial Aid. Software tools such as STAR Registration, STAR GPS, and STARFISH provide multiple avenues to students for knowing courses, time to degree completion, and have a connection to a counselor when support is needed.

In December of 2014 a new Vice Chancellors for Student Affairs was hired, their focus has been to stabilize and strengthen each of the programs within the division. Over the past year, the VCSA has worked closely with each unit head to determine an appropriate budget as well as program outcomes that meet the mission of enrollment, persistence and completion. There has also been a keen focus on enrollment management, with the VCSA chairing the college wide strategic enrollment management taskforce.

Reflecting on the past three years there has been an 8% enrollment decline since 2013, which came on the heels of a rapid 45% growth in student enrollment taking place between 2009 and 2011. Even though the UHCC system is expecting and pushing the college to increase enrollment by 5% each year, national trends indicate a continued decline in new enrollment, thus **student affairs will focus on re-enrollment, meaning persistence that leads to completion.**

Despite the recent and continued expected enrollment decline through the next three years, there continues to be a need to critically examine each of the programs within student affairs to ensure that we can continue to maintain the high quality of services that is the college's reputation.

Data provided through the Achieving the Dream Initiative and Hawaii Graduation Initiative, pointed out the low percentages of students who actually completed degrees or transferred in the prescribed amount of time, thus a **focus for Student Affairs will be persistence and completion.** The division will continue to focus its planning efforts around credit completion with the goal of having students earn 30 credits at the completion of their first year and degree completion (60 credits) at the end of two years.

Our goals remain stabilizing enrollment, increasing persistence and completion; furthermore, **Student Affairs will align itself with Kapi'olani Community College's Student Success Pathway (SSP)**, which are phases that describe the student journey at the college. Student Affair's alignment to the SSP is a strategic means to strengthen the division, support KCC's and the University of Hawaii Community College's (UHCC) strategic plans.



Kapi'olani Community College's Student Success Program (SSP) model integrates academic and student affairs together in a coherent and intentional system of curricular and co-curricular experiences that match a student's interest and goals, and better prepares them for success. It reveals the resources (i.e., people, funding, tools, technology, etc.) that are needed and should be leveraged and maximized to support student success. The SSP model is based on intentionally designed, clear and structured educational experiences that guide students from their connection to KCC to graduation, transfer, and career to life beyond KCC. The SSP model

is not another reform in a long line of reforms, but rather a framework that helps unify a variety of reforms. The SSP framework pays attention to the entire student experience, rather than to just one segment of it.

The process starts with students' academic, career, and end goals in mind and "backward maps" programs, services, supports, and learning and teaching approaches to ensure student success. In Summer 2016, UHCC adopted the SSP framework. SSP is an integrated, institution-wide approach to student success based on research supported by organizations such as Community College Research Center (CCRC), American Association of Community College (AACC), Achieving the Dream (ATD), Complete College America (CCA), Jobs for the Future (JFF) and Completion by Design (CBD).

Student Affairs will continue to focus on creating spaces and programs that provide a more personal learning environment for new and continuing students through the SSP. The targeted populations counseling program offices are designed to provide students with opportunities to develop a personal relationship with counseling staff who can guide them throughout their academic journey. Student Affairs will use the SSP as a way to map its programs and services, and annual ARPDs. As we map our work, gaps will be addressed with reallocation and realignment of resources.

Overall data on student demand, efficiency, and effectiveness are gathered centrally by the Office of the Vice President for Community Colleges (OVPCC) and reviewed on an annual basis through the UHCC ARPD for Student Affairs. ARPD data provides a common dataset and allows campuses to benchmark themselves relative to other campuses in the UHCC system. ARPD data also provides an indication of where the college has weaknesses that need focused attention. From 2013-2016, weaknesses were noted in the areas of enrollment and efficiency. In the area of effectiveness, the program was noted as being healthy.

Student Affairs conducted a comprehensive review of their programs on a yearly cycle using a template (see appendix B), which will be revised in the 2016-2019 cycle. Regular department meetings were held to provide time for dialogue, assessment share-outs, and planning discussions. Out of these discussions has stemmed the creation of a student union in the 'Iliahi building in the Fall of 2016. A comprehensive student center for socializing and studying is currently being developed in corporation with various student government groups. The second floor of 'Iliahi was developed as a first year experience center in which first time students are able to engage with peer mentors, obtain information regarding any questions or concerns they may have within their first year and obtain academic advising.

The student union aligns well with the Pathway, by addressing the first three phases *Commit*, *Prepare* and *Engage*. *Commit* is the period of time that students show interest in attending college to the time they apply which the Kuilei Outreach Program addresses through its outreach to local high schools and the Department of Education. The development of an First Year Experience (FYE) Assistant Coordinator during the fall of 2016 focused on the *Prepare*

phase, the period of time from being admitted to registering. FYE primary focus is the *Prepare* and *Engage* phases; with *Engage* being the period of time students register their first 15 credits. All these programs and support staff are housed or will be housed within the student union, not only to be accessible to students but to increase and facilitate better communication among the programs. Additional a Distance Learning Counselor was created, by reassigning a current faculty, to support distance education students throughout the complete pathway from *Prepare* to *Complete*.

During 2015, the Office of VCSA also focused on stabilizing student conduct and Title IX/Cleary requirements. It developed a robust system to address students of concerns as well as survivors of domestic violence. It developed a Title IX and Behavior Intervention Team (BIT) that has addressed over 250 cases in twenty-two months.

For the upcoming CPR cycle the two comprehensive student centers will collect student satisfaction and performance data on a regular basis. They will review demand, efficiency, and CCSSE data collected in the ARPD to measure program performance. In summary, Kapi`olani Community College's Student Affairs is transforming to meet the needs of our students by providing physical centers in the 'Iliahi building complex where students can access services, by using online tools and in-person services to focus students on their degree completion plan from the beginning of their academic journey at the college, and by engaging with colleagues in academic affairs to work collaboratively on large-scale, promising innovations for student success using the Student Success Pathway to guide our efforts. This is an exciting time to be a student affairs practitioner at KCC, for the current practices, programs and services are promising and have the potential to move the needle on persistence and completion for all KCC students.

PART II. Program Description

See appendix A for detailed program history and detailed descriptions.

PART III. Qualitative Indicators for Program Review

This section provides data and analysis of college wide demand, efficiency and effectiveness, not necessarily only those of the Student Affairs division. As a result, the analyses provided in this section are written from both a college framework and where there is a targeted population program that addresses the particular data, an analysis is provided for the cohort of students identified with the targeted counseling program and other programs within Student

Affairs.

Analysis of Demand Indicators (Cautionary)
ARPD analysis of college enrollment demand data indicates that student headcount declined by 1510 (-17%) since 2012. As predicted in the last CPR, enrollment continues to be on a slow decline, which is consistent with what's happening at the UHCC system, UH system and national levels.

Native Hawaiian enrollment at the college also declined at a smaller rate and was maintained at a steady level of 17% of the overall population. The Pell participation rate for Native Hawaiian students increased by 5% in the past three years - the lack of financial aid support could perceivably account for the leveling off of Native Hawaiian enrollment.

Like the rest of 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. This decline is statewide and not unique to the geographic area covered by the college. As a result of last CPR, the college allocated a counselor position and created a 1.0 FTE First Year Experience Counselor/Assistant Coordinator to improve the entry of students into the college. The college will be placing emphasis on improving processes and procedures for students. Furthermore, faculty has been reassigned to distance education, an area that needs further support from Student Affairs.

For the 2016-2019 cycle of assessment student affairs will align this section under *Taskstream*, the online database that collects student learning and service outcomes. This will allow all student affairs programs to input information relevant to their specific program in this software without having to do an additional annual report, the ARPD.

PART IV. Program Analysis

The following section addresses the areas of improvement for Student Affairs as a whole. Over the past three years there has been significant changes in leadership and vision for Student Affairs. With that, a new perspective has emerged. The following are areas that we will be seek improvement and further development for the upcoming three years:

- *Reassessment of Student Affairs' mission statement;*
- *Alignment to Kapi'olani Community College's Student Success Pathway;*
- *Alignment to CAS Standards;*
- *Position Descriptions review to align to CAS Standards;*
- *Development of Student Academic and Leadership Progress Report Program (SALP);*
- *Continued development of robust retention model for our targeted populations;*

- *Continued development of student engagement center and student activity hub;*
- *Continued implementation and development of enrollment management plan;*
- *Development of Early Alert system to connect students to necessary resources on campus such as other targeted population counselors, instructional faculty, academic counselors and programs;*
- *Increased communication across the campus, including within Student Affairs, Counseling Discipline and Academic Affairs (leverage technology- listserve, mail chimp newsletter, student online paper, Starfish [MySuccess]); and*
- *Define student success by focusing on retention and persistence of students.*

Assessment Results for Program Student Learning Outcomes and Service Area Outcomes
In 2013-2016, Student Affairs Counseling Units, through a coordinated effort planned and assessed their programs and services through use of Student Learning Outcomes (SLOs). In 2016, the third year of the cycle, there was a summative exercise, coordinating the effectiveness of the units and their measurement of SLOs. As a result, the Program Learning Goals (PLGs) and SLOs were revised to better fit the needs of the Student Affairs Counseling Units as a whole.

After analysis and evaluation of the process, one change is planned for this upcoming cycle; inclusion of planned time to analyze and evaluate the Student Affairs Counseling Assessment efforts as a whole. This will be accomplished by focusing all of the Units' assessment of the first two years of the cycle, (2016-2018) leaving the third year (2019) for Student Affairs to analyze and evaluate the entire process allowing thoughtful and planned changes for the next 3-year cycle. Other services and support are being evaluated by other methods of assessment.

Below is a matrix of the revised PLGs and SLOs to be used during the next 3-year cycle, 2016-2019. Some programs decided to re-select SLOs to assess based on results from the 2013-2016 cycle. The matrix continues to show the plan for assessment as a coordinated effort among all Student Affairs Counseling Units and Programs for the 2016-2019 cycle. The combined efforts of assessment and planning contribute to the accomplishment of the College and Student Affairs Counseling Mission Statements.

		A1-BLTCH	A2-Health Sci/ Nursing/EMS	A3-MKC	O1-HIC	TP1 – Online Learners	TP2- Transition Counselor for Adults	TP3- Wellness	TP4-DSSO	TP5-Kuilei	TP6-MHW	TP7-MVP	TP8-Kulia ma Kapi'olani	TP9-Kapo'oloku-NH SS	TP10-SPP	TP11-TYE	TP12-TRIO	TP13- Job Readiness	TP14- Early Alert
PLG 1	**EDUCATIONAL GOALS** Students will identify and implement a plan to achieve their educational goal(s).																		
SLO 1a	SWiBAT identify her educational goal(s)		X							X			X						
SLO 1b	SWiBAT identify the steps to transition to her next educational goal		X														X		
SLO 1c	SWiBAT register for courses applicable to her educational goal	X	X							X						X	X		
PLG 2	**CAREER GOALS** Students will explore career options and make informed decisions that connect with their academic/educational goals																		
SLO 2a	SWiBAT identify her career interest(s)	X		X														X	
SLO 2b	SWiBAT identify the academic major(s) associated with her career interest(s)			X															
PLG 3	MULTICULTURALISM Students will recognize and respect differences and																		
SLO 3a	SWiBAT express her individual values and beliefs										X								
SLO 3b	SWiBAT recognize the importance of cultural understanding				X														
PLG 4	ENGAGEMENT Students will be aware of campus and/or community																		
SLO 4a	SWiBAT identify resources that may fulfill her needs/interests					X	X	X		X	X		X		X				
SLO 4b	SWiBAT recognize college policies to facilitate her compliance with these rules.				X														
SLO 4c	SWiBAT develop a plan to utilize resources to fulfill her needs/interests													X	X	X		X	
SLO 4d	SWiBAT implement a plan to utilize resources to fulfill her needs and interests													X					
PLG 5	PERSONAL GROWTH & RESPONSIBILITY Students will appraise, manage, and advocate for																		
SLO 5a	SWiBAT identify a problem/need					X	X	X			X				X				
SLO 5b	SWiBAT identify strategies and develop a plan to solve the problem/need														X		X		

The assessment data is available at the ARPD (Annual Report of Program Data) section of the Office of the Vice President for Community Colleges http://www.hawaii.edu/ccc website or at Kapi'olani Community College Office for Institutional Effectiveness http://ofie.kapiolani.hawaii.edu/program-review/ website.

A= academic, O= other, TP= targeted pops

To maintain consistency, counselors have chosen to use the pronoun "her" in reference to the student.

In support of our mission, the student affairs unit adopted the following three student learning outcomes (SLO) which students should be able to know or do as a result of engagement in Student Affairs' programs, departmental services, and/or institutional experiences. Each program within the division is now involved in mapping their leaning interventions to these SLO's, writing competencies for the learning interventions, and collecting data in order to

measure, document, and promote student learning. All of the eight programs within Student Affairs completed a one-year assessment cycle by 2012.

The SLOs adopted by Student Affairs are:

- Self development – Ability to identify needs and seek support through lifelong learning
- Awareness – Appreciation for diversity
- Personal Responsibility – Ability to apply knowledge and life experiences – resilience

In addition to each program self-monitoring, all counselors at the college participated in Part I of the Counselor Assessment Academy held in March 2009, and also participated in Part II, which was scheduled for April 2010. During this time counselors met to draft and create new Student Learning Outcomes (SLO) in response to recommendations put fourth by the Accrediting Commission for Community and Junior Colleges (ACCJC). The created SLO's are reflected in the table above.

The counselors are committed to conducting formative assessment, collecting and interpreting data, developing annual assessment reports and communicating results with stakeholders.

The Vice Chancellor for Student Affairs is committed to supporting professional development efforts that will continue to assist counselors to improve their work. We had targeted spring 2019 as the completion of our three-year assessment cycle for all programs. Through ongoing efforts that improve our ability to do outcomes based assessment in student services, the college will use the results to improve student services and counseling practices.

Two programs, DSSO and FYE have completed a comprehensive program review, included in this cycle of the Student Affairs CPR (see appendix C).

PART V. Tactical Action Plan

At a planning retreat on April 5, 2013, the Targeted Populations Counseling Unit identified thirty tactical actions, which would assist in improving the college's goals of enrollment, degrees and certificate achievement and Pell Grant Recipients. After narrowing the list to six tactics, the counselors then used rubrics to select the four tactics, which were most closely aligned with the unit's mission and were most likely to achieve success. These three tactics were implemented over the next three years of this past program review cycle, 2013-2016. On an annual basis, the unit evaluated the effectiveness of the tactical actions in achieving the

desired results as part of the Annual Report of Program Data (ARPD) process.

The three tactical actions addressed the weaknesses pointed out in the 2012 ARPD data for the categories of demand (enrollment) and efficiency (Pell Grants). While the ARPD indicated that the college's effectiveness is healthy, the unit chose to implement a tactic to improve graduation rates for targeted populations cohorts as a means of improving the college's overall graduation rates. The three tactical actions were designed to change and make improvements in program offerings and services. The action plan outlines the steps the unit will take to improve the results of assessment and/or the health indicators, aligned with the College's Strategic Plan.

As our programs looks toward the next three years, 2016-2019, we will compile strategies that align with our college strategic plan and our student's needs. Aligning the UHCC strategic directions and Kapi'olani Community College (KCC) outcomes and performance measures, Student Affairs is committed to using the Student Success Pathway (SSP) model as a framework for annual performance review and strategic planning. Each unit will be tasked to roadmap their goals and strategies annually under this framework. Student Affairs commits to ensure it is meeting its performance measures under this model and will report it in the Chancellor's annual report. The foci will be increased graduation and enrollment stabilization.

For each strategy identified, the units will:

1. Identify related KCC's Strategic Outcome
2. Identify KCC's performance measure
3. Gather data to determine success of the strategy: e.g. ARPD, IEMs, CCSSE, program specific data
4. Position(s) Responsible
5. Synergies with other programs, units, emphases and initiatives
6. Key Community Partners (if any)

Furthermore, Student Affairs will use the College Student Educators International (ACPA) and Student Affairs Administrators in Higher Education (NASPA), the two leading Student Affairs organizations in the nation, Professional Competency Rubrics document (see Appendix D). These rubrics are based on the ACPA/NASPA Professional Competencies for Student Affairs Educators, which provide an actionable guide for student affairs to implement the competencies in their daily work. It is a tool that will help student affairs practitioners utilize and engage with the competency areas on our campus.

Finally, the Council for the Advancement of Standards in Higher Education (CAS) will be used to align program services to the SSP (see Appendix E for website information, a physical copy of the standards is available at the Office of the VCSA).

PART VI. Resource & Budget Implications

To continue to improve student progress, learning, and program quality of our division is requesting to fill any vacant positions immediately. Student Affairs is requesting a temporary budget number from the system to fill two APT roles within the FYE program. Currently the budget exists to fund the position on a temporary unbudgeted basis as well as casual hire. In order to implement Strategies #2, #3 and #4 in FYE's CPR, we request funds for faculty to participate in mentoring program, to increase the number of first-year student success courses offered, and for sustaining the peer mentor program. For Strategy #2, funds will be needed to implement a needs assessment for approximately 200 first-year students.

DSSO will require technological, personnel, and other resources to ensure efficient and effective campus-wide compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, to ensure meeting these mandates and efficacious support for students with disabilities.

Technological resources include:

- Accessible hardware and software purchase and updates (e.g. JAWS, ZoomText, Dragon, RWG, large screen monitors, adapted keyboards, etc.)
- Assistive technology, equipment and software
- Auxiliary aids such as recorders
- Replacement of office equipment and software to support provision of accommodations such as enlarged print, electronic/accessible materials (computers, scanners, OCR software, high speed Xerox, etc.)

Personnel resources include:

- Front Office administrator/Accommodations Coordinator: The DSSO has only one administrative professional (APT), which has resulted in the APT managing the general supervision of the front office, along with myriad responsibilities in her area of primary responsibility in the coordination and implementation of accommodations for students. The expectations of the APT exceed the regular workweek, resulting in "overload"/overtime hours for the APT on a semester basis. DSSO operations require full time front office management, as well as additional support in the coordination of specific accommodations for students.
- IT/Technological Access Professional: in addition to ensuring physical and programmatic access, the mandate for equal access applies to technology as well. Academic programs, specifically the inaccessibility of software and course materials selected for use in programs/classes, have posed considerable challenges for the college when students with disabilities are denied equal access. The Technological Access Professional will

collaborate with CELTT to oversee and develop campus-wide procurement approval procedures and adoption of accessible technology guidelines to ensure the campus compliance with all Section 504/508 federal and state regulations. Responsibilities may also include: coordination and delivery of assistive technology and related accommodations for DSSO; maintaining current knowledge of Federal Rules and Guidelines for Accessible Technology and monitoring campus wide compliance with these guidelines; fostering campus-wide awareness of the requirement for technological access for students with disabilities to ensure compliance with disability-access requirements for all course/lab software, course materials, exams, Laulima /other platforms, assignments involving technology; .

- Student personnel: Accommodation Aides/Notetakers/Readers/Scribes. Students with disabilities and the costs involved in the provision of their accommodations can vary greatly from one year to the next. This poses unique budget-projection challenges, as the specific students served by DSSO (and their need for accommodations) will vary annually. As DSSO provides mandated services, there needs to be assurances for budgetary flexibility and contingencies built in to ensure meeting these mandates.
- Clerical support: Current clerical support is currently handled by student employees who double as accommodation aides/Notetakers.

Other disability accommodations/resources include:

- Expand DSSO office space to ensure confidentiality in the front office area. Enable more students to utilize
- Campus coordination/purchase of accessible furniture for all classrooms – or
- DSSO budget to include replacement/purchase of accessible furniture for classrooms

Appendix A – Overview of Programs

1. Kuilei Outreach Program

(2 FTE counselors [1 grant funded], .5 APT = 2.5 FTE)

The Kuilei Outreach Program is a **high school to college transition pathway program** that strives to promote cooperative, successful connections, transitions and educational experiences for students who choose to continue their education at Kapi ʻolani Community College (KCC). The Kuilei Outreach Program does serve all high schools however emphasis is placed on KCC's feeder high schools, which are Farrington, Kaimuki, Kaiser, Kalani, McKinley, and Roosevelt high schools in addition to the Community Schools for Adults. The Program also supports early college awareness opportunities with Oahu's Department of Education (DOE) Middle and Intermediate schools, as well as dual credit opportunities for students taking courses at KCC and KCC courses offered at the high schools.

Program started in Fall of 2007. Since 2013, we have offered KCC courses at Kaimuki HS, Kamehameha Schools Kapalama Campus, and Leilehua HS through their Health Academy. We also manage all Dual Credit students who are taking courses AT KCC. These include public, private, and homeschooled students. We continue to visit all our feeder high schools to provide on site support around admissions, advising, financial aid support, New Student Orientation, and Testing (at select high schools). We also participate in school sponsored college and career fairs, as well as participate in the Honolulu National Association for College Admissions Counseling (NACAC) College Fairs. We also visit community agencies such as the McKinley Community School for Adults and the Waikiki Health Youth Outreach to target prospective non-traditional and/or adult learners.

Through the Kuilei Outreach Program, KCC provides intensive, concentrated and hands-on experiences and support to assist high school seniors to successfully complete the admissions, testing, enrollment, registration and financial aid processes. The Kuilei Outreach Program provides students with information and services they need to successfully transition from high school to college and complete their academic goals and to increase the high school to college going rate.

2. First Year Experience (FYE) Program

(2 faculty, 1 APT Temp FTE, .5 grant funded APT = 3.5 FTE)

An official FYE Program was established in 2007 with the allocation of a full-time coordinator, although the campus had initiated a mandatory New Student Orientation (NSO) for recent high school graduates the prior year. The Program continued to expand the population of students required to attend NSO to all first-time to college students

beginning in the Fall of 2010. Beginning in the Spring of 2017 the FYE Program will add support for any student entering the College for the first time with less than 20 credits.

The Program consists of three just-in-time mandated orientations prior to the start of the semester, a mandated STAR Degree Check Workshop, academic advising with a Program Counselor, or a classroom presentation on STAR during the first semester, and a mandated appointment with FYE (Financial Aid Staff or trained peer mentor) if on academic probation after the first semester. The FYE Office and Financial Aid Mini-Lab is also open daily for walk-in support with registration, adding/dropping classes, MyUH, Laulima, Google Drive (docs, worksheets, etc.), STAR, financial aid, and general questions about campus academic and student services.

A series of college success course has been piloted for the last four years and is currently in an expansion phase. These courses included IS 109 and IS 197H, which focused on affective and ʻaina-based curriculum, IS 107, which focused on the application of college success skills, and IS 197F a financial literacy course. All 197 courses are experimental. Beginning in 2009, peer mentors became a vital part of FYE, and although there was a decline in funding, a new model was developed to sustain the program and it is seeing growth. A first-year counselor was added to the program in August 2015.

3. Transfer Year Experience (TYE) Program

(1 faculty = 1.0 FTE)

The Transfer Year Experience program provides **college-wide assistance to students transferring to Kapiʻolani Community College (KCC) through the matriculation process**. Program services to transfer students include outreach and assistance through the admissions and financial aid processes, orientation to the College, and academic advising. The mission of the Transfer Year Experience program is to **create proactive, diversified, and comprehensive services that support transfer students through matriculation** to KCC.

KCC had a disproportionate growth, 25%, in incoming transfer student enrollment over three years (2010-2012) and the success rates of these transfer students during their first year at KCC was lower than those of other student types. In a study conducted in 2009, transfer students had a lower persistence rate after their first semester (64%) compared to first-time students (78%). Transfer students have also earned fewer credits (7.10) in their first semester compared to first-time first-year students (8.25).

As a result of ongoing evaluation of the data and dialogue about the needs of incoming transfer students, the College reallocated a faculty position to focus on the 1900 new transfer students entering KCC each academic year. In June 2012, the College hired its first Transition Counselor, whose role is to provide critical leadership and develop programs and initiatives within the college's strategic plan designed to establish a

foundation of success for transfer students with a particular emphasis on transfer outreach, transfer credit evaluation, transition counseling, and financial aid.

The overall mission and objective of the Transfer Year Experience program is to increase the enrollment of transfer students at the College. To facilitate the success (graduation or transfer) of transfer students, the Transfer Year Experience program adopted the following goals:

- Increase transfer students' familiarity with campus services and resources;
- Increase transfer students' achievement to their educational goals through academic planning;
- Enhance transfer students' educational and social experience through social activities and academic programs aimed at transfer students.

4. TRIO Student Support Services Program

(3 Counselors, .75 classified = 3.75 FTE)

The history of TRIO is progressive. It began with Upward Bound, which emerged out of the Economic Opportunity Act of 1964, in response to the United States government's War in Poverty. In 1965, Talent Search, the second outreach program, was created as a part of the Higher Education Act. In 1968, Student Support Services, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Education Amendments and became the third in a series of educational opportunity programs. Kapi'olani Community College was awarded its first TRIO SSS grant in 1980. Since then, the program has grown to serve a targeted population of 206 students. The current TRIO grant cycle runs from 2015-2020 with an annual budget of $322,351.

The TRIO SSS program helps students succeed in academics, attain their educational goals, and/or transfer to four-year educational institutions through intentional, holistic advising and support. The 2015-2020 Student Support Services grant identified four program objectives:

- 41% of all participants served by the TRIO SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or graduate and transfer from two-year to four-year institutions during the academic year;
- 78% of all enrolled participants served by the TRIO SSS project will meet the performance level required to stay in good academic standing at the grantee institution;
- 31% of new participants served each year will graduate with an associate's degree or certificate within four (4) years; and
- 12% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

5. Kapoʻoloku Program for Native Hawaiian Student Success

(1 Faculty, 1 APT = 2.0 FTE)

Queen Kapiʻolani had two sisters, Kapoʻoloku Pomaikelani and Kekaulike Kinoiki. Nāwaʻa Napoleon honored the Native Hawaiian Student Success program with this esteemed name, Kapoʻoloku to honor the Queen's sister and her legacy. Kapoʻoloku had a prominent role in history as the director of the Genealogical Society and member of King Kalākauaʻs Nauā council. Little is written about her in history despite the important positions she held. The positions she held and roles she played signify her high standing and strong values rooted in history and culture.

These values align well with the mission of the Kapoʻoloku program, founded in enhancing ones educational experience by honoring and looking to one's past. **Kapoʻoloku aims to assist students fulfill their potential through succeeding in all educational endeavors.**

The Kapoʻoloku Program for Native Hawaiian Student Success started in January 2014 under the leadership of program coordinator, Michaelyn Nākoa. For the first semester, the program operated with a half-time coordinator until May 2014, when Michaelyn assumed the role as full-time coordinator and was able to officially launch the program in May 2014. The program was officially named Kapoʻoloku in August 2014 and went by "The Native Hawaiian Student Success Program" prior to that.

The Kapoʻoloku Program for Native Hawaiian Student Success exists to ensure that Kapiʻolani Community College (KCC) programs and services are equitable for student of Hawaiian ancestry. The program provides a solid foundation for students by reinforcing the importance education by promoting personal growth and development within the social, community and cultural contexts of Hawaiʻiʻs history.

The goals of the Kapoʻoloku Program are to increase Native Hawaiian success measures at Kapiʻolani Community College by providing both direct services to students and coordinate with other programs on campus to ensure equity for Native Hawaiian Students.

- Coordinate initiatives at Kapiʻolani Community College that support native Hawaiian student success;
- Serve as the piko for KCC programs serving Native Hawaiian students;
- Identify barriers to success for Hawaiian Students; and
- Plan, develop and implement programs that encourage student development towards success through academic equity, servant leadership and participation in co-curricular activities.

6. Kulia ma Kapiʻolani- The Native Hawaiian CTE Project

(1 counselor, 1 APT = 2.0 FTE)

Native Hawaiian Career and Technical Education Program (NHCTEP) is a federal grant

administered as a consortia through Alu Like, Inc. and has been on the KCC campus for over 20 years. Under the current grant, the project goal is to **provide services to 75 Native Hawaiian students in career & technical education programs to succeed in attaining certificates and degrees** to transition to the workforce or additional training as desired.

The following are the projected federal outcome targets for student performance measures. Native Hawaiian Students who:

- are served per year.
- passed all general education courses with a grade of >/= C.
- passed all vocational education courses with a grade of >/= C.
- continued and enrolled in the following semester.*
- successfully completed a service learning, work experience, co-op, or internship.*
- received a diploma, industry certification, certificate or degree.
- are continuing in further education and training, military, or employed within 3 months after graduation and still employed after 6 months

7. Student Parents' Program

(2 counselors, 1 casual hire = 2.0 FTE)

The Student Parents' Program (SPP) program has origins at KCC since 1984. At that time the program was funded primarily with Carl Perkins federal grants and provided services to single parents and displaced homemakers with an emphasis on supporting those in career and technical majors, or known then as vocational education. Staff and services were federally funded and grant dependent each year. Over time, the program was given increased general funded support and is now fully institutionalized in KCC's Student Affairs unit. Since 2007, violence prevention and sexual assault prevention activities have been integrated into the program.

The program's goal is to provide services, which **will assist eligible student parents in gaining marketable skills by obtaining college degrees that will lead to economic self-sufficiency.** Services are focused on barrier removal and providing access to community and campus resources. Accessing federal financial aid and scholarships are critical for most students, and the program strives to maintain current and timely information and assistance in this area.

Since 1984, the Student Parents' Program has served KCC's student parents by providing them with support services to reach their educational and professional goals. The primary goals of the program are to provide essential tools for students to earn an associate degree from KCC, become financially self-sufficient in their chosen field of study, and successfully balance academic, work, and family obligations. Services include information sessions, career and personal counseling, textbook assistance, financial aid and scholarship search assistance and referrals to community resources in areas such as

child care, welfare cash and food assistance, domestic violence, legal services and housing. Assistance with campus employment for the Department of Human Services' First-to-Work recipients is also provided to eligible students via the system-wide Bridge-to-Hope (BTH) Program.

The Student Parents' Program staff also supports the KCC's Violence Prevention Task Force (VPTF), which has focused on providing sexual violence prevention and awareness education with an emphasis on promoting healthy relationships for the past seven years. The role of VPTF will be crucial as the campus continues to plan and provide services as prioritized in 21st Century Facilities of the UH Strategic Directions, 2015-2021. In particular, 21CF Strategy 3's tactics are to collaborate as a system to provide safety and awareness education in regards to Title IX and Violence Against Women Act (VAWA) mandates.

The task force supports UH Executive Policy 1.204 - *Policy & Procedural Guidelines on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.* Effective Fall 2015, the Vice Chancellor for Student Affairs has asked the Student Parents' Program coordinator to serve as a confidential space along with the Mental Health and Wellness counselor to provide a safe and supportive environment for students to confidentially talk about their experiences with sexual violence, sexual harassment, gender-based discrimination, stalking, or dating and domestic violence.

8. Military Veterans Program (1 Counselor = 1.0 FTE)

The Military and Veterans Program (MVP) was created in 2012 to provide services for the military service members, veterans, and dependents of veterans. These services include:

- To ensure all eligible Veterans of the United States Armed Forces and their eligible dependents are informed of the Veterans educational benefits available through KCC;
- To provide for efficient and orderly processes of application for and certification of Veterans educational benefits, the evaluation of all prior coursework from previously attended educational institutions, and the application of that coursework to their current educational program as mandated by the U.S. Department of Veteran Affairs;
- Answer all related military questions such as Tuition Assistance, Kicker, and other similar benefits; and
- to adhere to all applicable federal laws, regulations, and policies.

The mission of MVP is to provide services for the military service men, women, veterans, and their dependents by:

- Being the college of choice for military personnel, veterans, and their families;
- Assist students we serve in a seamless transition from military to civilian life;

- Encourage campus and community engagement;
- Help provide a positive experience through degree completion and into a successful future;
- Coordinate (through an advisory committee), all military related programs; and
- Communicate program information updates throughout the campus.

9. Online Learners Support Program

(1 Counselor = 1.0 FTE)

As our student population changed over the years, so did the need for support. There have been an increasing number of students who take all of their courses online. Not having physical access to our campus left them without resources to support them on their college career. This need helped to create the online learners support program.

Still in its planning phases the focus of the counselor for Online Learners and this support program will be **to create, implement, evaluate, and continually improve a student support program** targeting KCC's home campus based learners who are enrolled completely in online courses. The program will help determine the student development, learning, and success needs of completely online learners through collaborations with relevant campus partners (i.e. Center for Excellence, Learning, Teaching, and Technology - CELTT, online instructors, campus counselors/advisors, Office for Institutional Effectiveness – OFIE, etc.), assessment of online learners themselves, and examination of research, best practices, and data.

To accomplish this the program will integrate relevant educational technology pedagogies/practices, learning theory, and student development models/approaches to create, implement, and deliver services targeting completely online learners to support their development, learning, adjustment, course success, persistence, and college success. The program will facilitate online learner connection to relevant academic, co-curricular, and student support resources, as well as help students to mitigate barriers to their online course and college success. It will actively utilize (and develop avenues where possible/needed for) informational and collaborative synchronous and asynchronous technology, conferencing tools, student information databases, and course management resources to effectively communicate with and provide targeted support to completely online learners to enhance their learning, course, and college success.

To meet the students' needs, the program will design support programs and strategies targeted to completely online learners that are sensitive to the experiences of online students themselves. This should come from maintaining personal and professional currency with and awareness of various online teaching pedagogies and practices and maintaining currency with and awareness of the actual experiences and challenges of learning and succeeding within a completely online context/environment. By

collaborating with partners on campus the program will promote an online learning environment that fosters student development, learning, and success for completely online students.

To ensure that the program is meeting the needs of all stake holders, the program will maintain a culture of continuous reflection, assessment, improvement, and professional growth in the development and provision of effective and relevant support services for completely online learners to enhance students' success. As this is a newly created position/role/support program, data analyses and needs assessments have not yet been facilitated with the target population of students. As such, exact strategies have not yet been designed. The program plans to implement assessment strategies within the next academic year.

10. Early Alert Program

(1 counselor = 1.0 FTE)

KCC is committed to the success of our students by providing an environment conducive to teaching and learning. To encourage students to engage fully in educational opportunities, the College has implemented a retention program supported through an early alert system that is managed by the Early Alert Coordinator. The goal of the Early Alert program is **to promote the development of cognitive and affective skills, and improve student persistence and re-enrollment**. The system allows instructional faculty to be proactive, supportive, and involved in facilitating the academic components of student retention through early detection and intervention of students who are experiencing problems that affect academic performance. The program also supports holistic student development in affective areas through just in time connection with advising, counseling, tutoring, mentoring, and other resources. Planned expansion of the Early Alert program includes the development of campus-wide standardized support and services for pre-probation and probationary students.

11. Employment Prep Center

(1 counselor, .5 APT = 1.5 FTE)

The Employment Prep Center was created in the fall of 2015 with the establishment of a location and a website. The Center began **focusing on offering to students such as resume review, career preparation, and job posting access.** In addition to the partnership with KCC's academic programs, the Employment Prep Center joined the University of Hawaii Community Colleges in the addition of the Job Center Online system in order to offer our students and employer relations a valuable resource to connect.

The Center's goals are to provide students and alumni of KCC career preparation and employment services by collaborating with academic programs, campus stakeholders, and career champions to promote professional development and lifelong learning.

The Employment Prep Center will establish its Student Learning Outcomes and Service Area Outcomes within the first year of its existence. The Employment Prep Center offers the following resources to all students and alumni of Kapi'olani Community College:

- Career Document Assistance
- Online Off-Campus Job Database
- Career Exploration and Assessment
- Interview Preparation
- Employer Networking Events
- Employment Fair
- Connections to Extracurricular Opportunities
- Employment Prep Center Computer Lab
- Career Readiness Workshops

12. Mental Health and Wellness Program

(1 counselor, .25 classified = 1.25 FTE)

The Mental Health and Wellness Office is an essential resources to the entire campus community in dealing with mental health conditions by **providing a range of counseling services, as well as wellness activities to support students' academic and life goals.** The formal inception of the Mental Health Wellness Program began June of 2011. The genesis of the MHWP began years ago when the Consultation and Referral Group (CRG) convened for the purpose of intervening on behalf of students in crisis or in non-crisis. Referrals were made to outside providers or to the Counseling Development Center at Manoa. The CRG was an instrumental body that advocated for a Counselor Position, specifically for Mental Health & Wellness. In May 2013, the name changed to Mental Health and Wellness Program (MHWP) and a temporary full-time position was created to serve the entire campus community. Shortly after a 9-month tenured counselor position, specifically for Mental Health & Wellness, thus the program came to fruition.

In 2014, the Mental Health & Wellness counselor position was filled with a licensed Mental Health Counselor (LMHC). In the spring of 2015, a strategic plan was developed by the newly hired mental health counselor to build a comprehensive mental health and wellness framework to promote health and wellbeing to the campus community. The vision was built to be in alignment with the college's mission and best practices for mental health services on a college campus.

The mission of the MHW Office is to improve the mental health and wellbeing of the campus community. The services at the mental health and wellness office consist of two paradigms for counseling services, therapeutic and non-therapeutic. The therapeutic support services is a licensed counselor that provides much more then immediate access to care. The counselor plays a vital role in triage and screen potential safety risk to the campus, coordination of services, and consultant to administration, faculty and staff. The wellness counselor provides strength-based strategies to assess students, conceptualizing issues developmentally and planning interventions to

immediate dysfunction to optimize student growth and academic success. The MHW Office serves as a confidential space to the entire campus.

The Goal for the Mental Health & Wellness Office is to provide innovative services to the campus community by utilizing the KCC's Student Affairs Care Model (KapCC Model). The Student Affairs Care Model is an integrated three-component approach: *Prevention, Intervention, Post-Vention*. This model has been designed to support safety, health, and wellbeing of all students, faculty, and staff of KCC. The integrated approach is intended to strengthen intellectual, emotional, ethical, and social development, which is essential to college student success. All components of the KapCC Model play a vital role in student retention, persistence, and completion.

The Mental Health and Wellness Office fits under all three domains of the KapCC Model. The Licensed Mental Health Counselor plays a vital role in the Intervention domain, and provides supports to prevention and post-vention. The wellness counselor's primary focus in the KapCC model is prevention and post-vention.
Prevention is the education and awareness component in which the wellness counselor will promote a holistic view of wellbeing in order to achieve academic success. The post-vention services is designed to provide counseling support and case management to a targeted population in order to help students integrate back into the campus environment.

Student Affairs Care Model
Personnel Involved- Student Affairs Coordinator, Mental Health & Wellness Program , Vice Chancellor of Student Affairs

The student affairs care model supports students as they transition back into the college campus. By providing the adequate care and support, students will be able to gain valuable resources on and off campus

Strategies:

- Develop Mental Health & Wellness to be an essential resource to the campus community to enhance well-being for students, faculty and staff through crisis support, advocacy, information and education, and resource necessities;
- Develop Prevention Efforts on campus in the following areas by creating campus coalitions for Substance Abuse Prevention and Suicide Prevention;
- Collaborate with Interim Student Affairs Coordinator to develop campus interventions such as Title IX, Students of Concerns, and K-BIT- (Behavioral Intervention Team) and supports to these interventions- such as a mediation team, and post-vention efforts: Wellness office;

- Develop and equip Wellness Office with appropriate foundation to support students, faculty and staff with to partner in student engagement;
- Provide campus education, awareness, and various trainings; and
- Partner with on-campus and off campus resources.

13. Kekaulike Information Student Center

(15 APT, 4 classified = 19.0 FTE)

At the time of its creation in 2002, the goal of the Kekaulike Information and Service Center (KISC) was to transform single administrative transactions in the areas of admission, financial aid, registration and payment into "one-stop services" where staff could more efficiently support students in meeting their educational goals. This major transformation required that (1) KISC staff develop professionally, increasing their abilities and skills through customer service training, (2) job duties and HR classifications be upgraded, and (3) staff increase their knowledge in all aspects of student services provided in KISC. Through the hard work of the staff, over an 18-month period, measurable results included a reduction in the number of complaints received, reduction in the number of referrals to counseling offices, and an increase in their processing efficiencies through adoption and integration of technology into their processes.

Given the improvements in efficiencies, KISC managers over the next three years spent many hours in planning efforts to redesign processes that would further improve their services to students. One example of their work was seen in the new partnership that KISC established with the FYE program to redesign the admission process for high school graduates in a way that made it possible for the college to require their attendance at new student orientation (NSO). Without the support of KISC, the process would not have developed as quickly or as smoothly.

In 2008, given the Chancellor's goal of developing a Pathways model within developmental education department, KISC staff responded by increasing their partnership activities by collaborating on initiatives such as Kuilei, STAR, Brush Ups, open houses, GEAR UP, and other activities that were developed in support of Pathways. During that fall of 2008 and again in fall 2009, the college experienced 10-12% increases in enrollment resulting in an overall growth in enrollment of 25% over these two years. Through exhaustive effort, the KISC staff managed the related increase in volume of paperwork and successfully processed applications in all areas. This entailed an extraordinary effort.

For the 2010, the KISC managers embarked on a new configuration within the one-stop model, which had been, developed to improve alignment with the Pathways model. The new configuration focused on the services needed by first-year students and transfer students as they enter KCC with the goal of improving retention and persistence for

both student groups. The goal of the unit was to be a strategic asset to the college through their ability to mine the data for presentation to department chairs and deans in order to improve programs. KISC's student learning competencies were developed and assessed in 2011-2012.

The College's Kekaulike Information and Service Center (KISC), founded as a one-stop center over 14 years ago on the concept of having student enrollment services in "one" center, **provides admission, transcript evaluation, records, veteran affairs certification and records management, graduation, commencement, financial aid/scholarship, registration, and communication services to credit and noncredit students**, both home-based and not home-based. KISC provides a variety of enrollment services to all of KCC's students, staff and faculty. The Kekaulike Center (also known as the Kekaulike Information Service Center) provides leadership for the College's enrollment management activities to all of KCC's students (current and prospective), staff and faculty. Our services include, but are not limited to, all processes related to admissions, records, registration, graduation and financial aid with particular attention to confidentiality and ensuring the integrity of academic and institutional policies and procedures.

KISC is dedicated to delivering these services with integrity and aloha to ensure students succeed in their academic and personal endeavors. KISC is the foundation when it comes to enrollment services in admissions and financial aid, and can be a strong contributor to the system strategic initiatives and the institution's Strategic Outcome 1: Graduation and Outcome 3: Enrollment.

As the initial touch point for prospective and current students at KCC, the Kekaulike Center is the driving force in gathering, disseminating and interpreting valuable information that serves as the foundation for planning and tracking of student success at KCC. The Kekaulike Center is the namesake of the youngest sister of Queen Kapi'olani and upholds the values of her namesake of equity and fairness in all of our endeavors. This office is the entry point and the end point for a student's journey at KCC. From admissions to registration matters, financing their schooling through financial aid, and through to graduation, we are dedicated to helping students navigate through their collegiate journey and fulfill their potential through succeeding in their educational endeavors. The Kekaulike Center is committed to providing access, support, and service through an informed enrollment process to all students from diverse, local and global communities.

ARPD data is forthcoming and will better inform this CPR in the next academic year. AY 16-17 will be our benchmark year for data collection and for developing a tactical planning framework to address and support the unit's initiatives through the next three years.

Our office performs an essential role in supporting, facilitating and promoting the educational mission of KCC by connecting students to a continuum of services from pre-admissions through post-graduation and is committed to:

- Supporting student success and the goals and mission of our college community;
- Values the diversity and individuality of all persons;
- Recognizes that access to prompt, courteous, and knowledgeable service is essential;
- Incorporates continuous improvement of services, processes; and procedures through technology and increased skill levels.

14. Office of Student Activities

(1 APT = 1.0 FTE)

There are many articles that support the notion of Student Success and Student Life. Astin (1985) concludes that learning and involvement in campus life are critical factors in institutions' and students' success. Tinto (1993) found that the more students were involved socially and academically in college and made more contact with faculty and students the more likely they were to learn. Light (2001) found students who were happiest and most academically successful were those who worked with faculty and other students outside of class. In other words, student success and student life go hand in hand as a collaborative effort and partnership to provide the best quality college experience for students.

The Office of Student Activities (OSA) **strives to compliment student classroom learning with multicultural, leadership, social, and student club programs**. Also, OSA is the home for the Board of Student Activities (BOSA). The whole goal of OSA is to show students that there is more to college than just the books. To accomplish this, programs and initiatives that are offered by OSA are the following:

Convenience Services

OSA serves as the "one stop" for all types of student needs. Such services are: KCC Student ID, student ID validation, semester long bus pass known as the U-Pass, movie tickets, locker rentals, UH System Health Insurance Information, issuing of Lot A pass, and lost and found.

Student Activities (Board of Student Activities)

We want students to enjoy the whole the college experience and show students that there is more to college than just being in class and reading books. The Board of Student Activities goal is to compliment the classroom learning experience by exposing students to a variety of multicultural, social, and educational programs and activities for student to participate and become involved with.

At the heart of student activities is the Board of Student Activities (BOSA). This is a chartered student organization comprised of 9 members: 6 KCC students and 3 KCC faculty/staff members whose primary goal is to make recommendations to the college administration on the allocation and expenditures of the student activity fee. They basically are putting the students' fees back into the KCC student population.

This group will provide events and programs to KCC students that focus on social, educational, and cultural components. Also, BOSA will partner with other KCC program and department initiatives that contribute to student satisfaction and success. Such groups include but are not limited to: New Student Orientation, First Year Experience, Lunalilo Scholars, Violence Prevention Task Force, Service Learning, Student Success Council, Kapo`oloku, TRiO, etc.

Registered Clubs and Organizations (Registered Independent Organizations)
Students who are not interested in serving on chartered governing boards but still want to be actively involved on campus are encouraged to form their own special interest group known as Registered Independent Organizations (RIOs). KCC students can form almost any type of club or organization, as long as they fall within the policies and regulations established by the Student Life and Leadership Development Office. These clubs and organizations are granted certain benefits once they are registered with the office.

Intramural Sports
OSA recognizes the need to focus on the overall wellbeing for students. Through a partnership with a fellow University system school, Leeward Community College, students will have the opportunity to participate in intramural sports that are offered. Students will learn the value of responsibility, accountability, sportsmanship, and teamwork while participating in this program. The students will also be role models and the face of KCC when representing in tournaments and competitions. KCC will be competing with other system schools such as Leeward Community College, Honolulu Community College, Windward Community College and the University of Hawai`i at West Oahu.

Leadership Development Seminars
Other system schools who have leadership development programs also offer leadership development classes. These classes are Interdisciplinary Classes (IS) and vary from one credit to three credits. Topics of discussion for the class all focus on personal development. Such topics include but are not limited to: personality assessments, conflict management, values clarification, trust, team building, diversity appreciation, and effective communication. These are the necessary skills that students will be equipped with to not only succeed in college, but life as well.

At KCC, we mirror what other colleges have to offer by providing leadership development seminars geared for and catered to students who are involved in clubs and organizations. Eventually, students who wish to work within the umbrella of student engagement will need to have attended one of the seminars. Students who attend this seminar will be well equipped with necessary skills for their continued personal and leadership development.

Personality Assessment Programs

Many of us are familiar with personality type assessments (Myers-Brigs Type Inventory, Keirsey's Temperament Sorter, Don Lowry's True Colors, etc.) Leadership starts with self-awareness. The Student Life and Development seminars would incorporate these assessments into their lectures. The SLD program would identify members within KCC who are certified to give out personality assessments. Also, the SLD program would act as the hub for other KCC members who are interested in having workshops conducted for their departments, programs, classes, etc. that deal with personality types.

True Colors workshops were offered to the MEDA Program with Lynn Hamada, the Office of Continuing Education with Ann Ishida, the Lunalilo Scholars Program with LaVache Scanlan, the Ho`okele Peer Mentor Program, Board of Student Activities, the Board of Student Publications, and the Mobile Intensive Care Technician Program with Mark Kunimune, and the Occupational Therapy Assistance Program with Tiffany Kawaguchi.

Teams Course

Another important component of the leadership development program would be the Teams Course. The Teams Course is a low-ropes type of course that will challenge participants' creative thinking and push their physical comfort levels. Each Teams Course will have a lead facilitator and assistants who will help ensure the safety of all participants. Although primarily focused for students clubs and organizations, this course can be offered to other entities within the KCC campus. Also, this course would be integrated as one of the lessons for the leadership development class.

Student Success and Peer Mentor Program (SSPM)

One of the most important components for Student Success and Student Life is the peer mentor program. Student peer interaction facilitates development of leadership skills, critical thinking skills, problem solving skills, and even analytical skills (Astin, 1993). The Student Success and Peer Mentor Program (SSPM) focuses on navigating KCC students on their journey through college. Peer Mentors provide assistance in the following areas: financial aid, registration, way finding, and general help questions. The Peers are stationed throughout various

locations across campus (Kahikoluamea, Kekaulike Information and Service Center, Kuilei, First Year Experience, and Transfer Year Experience) providing leadership and assistance to the different departments and programs. Students in the program learn leadership skills such as: effective communication, conflict management, critical thinking, and time management.

Student Life acts as the hub for the peers. Student Life provides centralized training for all peers. They will receive the training from the various programs (financial aid, registration, general academic advising, etc.) and also training on the "soft skills" (communication, teamwork, critical thinking, etc.), From there, the Peers will then can be deployed to various locations and programs based on their needs.

15. Disability Support Services Office (DSSO)

(2 Counselors, 2 APT = 4.0 FTE)

Disability Support Services Office's (DSSO) mission is to support students with disabilities to a barrier-free campus, ensuring that all students have equal access to education. KCC agrees to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act.

Services for students with disabilities enrolled at KCC have been coordinated through the DSSO since 2005. Prior to 2005, these services were coordinated through the unit known as the "Special Student Services Office (SSSO)" comprised of the campus counselor for Students with Disabilities (general funds) and the TRIO Student Support Services Project (federal funds). In 2005, these services were split into two distinct programs, based on their respective funding sources.

Students seeking DSSO services must self-identify to the DSSO and complete the intake process before receiving reasonable accommodations for the first time. Students must formally request specific academic adjustments/auxiliary aids, provided as accommodations, and substantiate that request with supporting documentation. To ensure prompt and effective provision of accommodations, students should contact DSSO as early as possible.

The student and DSSO counselor engage in an interactive process during the intake session to discuss reasonable accommodations, appropriate academic adjustments and auxiliary aids. Examples of some of the reasonable accommodations approved for students may include: testing accommodations, notetaking, accessible classroom furniture, books and materials in alternate format, use of auxiliary aids, and other classroom accommodations implemented by the faculty. Eligibility for accommodations is evaluated based on review of the disability documentation and information provided

by the student at the intake interview.

DSSO houses a small computer lab for DSSO student use. The two computers in this lab are equipped with accessible software such as JAWS, Kurzweil, ZoomText, Snap & Read, Dragon Naturally Speaking, Adobe Reader, NVDA, Read Write Gold, etc. Additionally, the lab houses a printer for student use, Xerox machine for copying and enlarging (notes, course materials, etc.), and a scanner to create materials in alternate format. Accessible software is also available remotely, either in designated campus labs and classroom or through web access, through student assigned log in. DSSO employs approximately 100 student employees annually as DSSO Accommodation aides, primarily in "Notetaker/Reader/Scribe" positions to provide these accommodations for eligible DSSO students.

16. Early Alert

(1 Counselor = 1.0 FTE)

Kapi'olani is committed to the success of our students by providing an environment conducive to teaching and learning. To encourage students to engage fully in educational opportunities, the College has implemented a retention program supported through an early alert system that is managed by the Early AlertCoordinator. The goal of the Early Alert program is to promote the development of cognitive and affective skills, and improve student persistence and re-enrollment. The system allows instructional faculty to be proactive, supportive, and involved in facilitating the academic components of student retention through early detection and intervention of students who are experiencing problems that affect academic performance. The program also supports holistic student development in affective areas through just in time connection with advising, counseling, tutoring, mentoring, and other resources. Planned expansion of the Early Alert program includes the development of campus-wide standardized support and services for pre-probation and probationary students.

Appendix B – Template for ARPD

ARPD Report for 2014-2015 Academic Year
Fall 2014 - Summer 2015

Overview of Program

You may want to review last years report for:

- Student Affairs
- Kahikoluamea (select developmental subject)

Official Name and description of your program, include program weblink.
This information will be used in all of our official documents including the KCC catalog.

How did your program mission support the college mission in 2014-2015? Please address alignment to strategic plan.

Please fill in the chart.

	2010-11	2011-12	2012-13	2013-14	2014-15	Fall 2015
No. of Students Served						
Describe how the students were served (i.e. workshops, one on one appointments, etc.)						

Program Staffing

- **Describe the role and responsibility of each staff in your area.**
- **Describe current staffing levels and how they have or not have changed over the past 3 years.**

- **Indicate if staffing structure meets your program needs- note why or why not.**
- **Also note if you have submitted a critical needs to fill form, allocation request form and when.**

Budgeting Levels

	2013-14	2014-15	Fall 2015
No. of Students Served			
Budget Allocation			

Resource Analysis- Anticipate budget allocation for next year, please indicate rational to keep same allocation the same or increase/decrease it.

Results and Analysis of ARPD data

Which goals and recommendations from your last program review did your program achieve? How was that done?

For this section you will need to review the ARPD program qualitative indicators, link is available at:
https://www.hawaii.edu/offices/cc/arpd/studentservices.php?action=quantitativeindicators&college=KAP&year=2015&program=149

Indicate which ARPD data element(s) (i.e. efficiency indicators or CCSSE) best addresses your program mission and objectives during 2014-2015. Give an analysis of how you have meet that ARPD element.

- **If none apply, indicate why and what ARPD data element is missing that would indicate success in your program. Add how you met that element during 2014-2015.**

Briefly describe which of the Student Learning Outcomes (SLO) or Service Area Learning Outcomes (SAO) are related to your program that you addressed during 2014-2015. Provide a summary of the results of your assessment and your program's next steps in meeting your desired outcomes for the upcoming academic year.

What are your next steps - acting on the results.

What changes or improvements do you plan to make within your program over the next year based on your analysis of the data? What changes if any will you make in your program to improve your achievement data?

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Appendix C – Overview of Two Selected Programs for CPR

Student Services Comprehensive Program Review 2016-19
Disability Support Services Office (DSSO) section

Part II: Program History and Description

<u>Disability Support Services Office (DSSO)</u>

The Kapiʻolani Community College (KapCC) – DSSO mission to support students with disabilities states that the college is committed to a barrier-free campus, ensuring that all students have equal access to education. KapCC agrees to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act.

Services for students with disabilities enrolled at Kapiʻolani Community College have been coordinated through the Disability Support Services Office (DSSO) since 2005. Prior to 2005, these services were coordinated through the unit known as the "Special Student Services Office (SSSO)," comprised of the Campus Counselor for Students with Disabilities (general funds) and the TRIO Student Support Services Project (federal funds). In 2005, these services were split into two distinct programs, based on their respective funding sources.

Students seeking DSSO services must self-identify to the DSSO and complete the intake process before receiving reasonable accommodations for the first time. Students must formally request specific academic adjustments/auxiliary aids, provided as accommodations, and substantiate that request with supporting documentation. To ensure prompt and effective provision of accommodations, students should contact DSSO as early as possible.

The student and DSSO counselor engage in an interactive process during the intake session to discuss reasonable accommodations, appropriate academic adjustments and auxiliary aids. Examples of some of the reasonable accommodations approved for students may include: testing accommodations, notetaking, accessible classroom furniture, books and materials in alternate format, use of auxiliary aids, and other classroom accommodations implemented by

the faculty. Eligibility for accommodations is evaluated based on review of the disability documentation and information provided by the student at the intake interview.

DSSO houses a small computer lab for DSSO student use. The two computers in this lab are equipped with accessible software such as JAWS, Kurzweil, ZoomText, Snap & Read, Dragon Naturally Speaking, Adobe Reader, NVDA, Read Write Gold, etc. Additionally, the lab houses a printer for student use, Xerox machine for copying and enlarging (notes, course materials, etc.), and a scanner to create materials in alternate format. Accessible software is also available remotely, either in designated campus labs and classroom or through web access, through student assigned log ins

The program is staffed by two general-funded counselors and one APT Accommodations Coordinator. In addition, DSSO employs approximately 100 student employees annually as DSSO Accommodation aides, primarily in "Notetaker/Reader/Scribe" positions to provide these accommodations for eligible DSSO students.

Part III: Quantitative indicators from ARPD and Analysis

DSSO's fundamental goal and purpose is guided by the college's mission to support students with disabilities. This mission states the college's commitment to a barrier-free campus, ensuring equal access and non-discrimination for students with disabilities in accordance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act. As such, DSSO provides mandatory services to comply with these federal laws and meet this legal mandate to ensure equal access.

As DSSO services are required to ensure access, they are not intended to directly effect increases in specific effectiveness or success measures such as student persistence and retention. Due to the nature of DSSO's mandated services for self-identified students with disabilities, standard quantitative indicators and/or Institutional Effectiveness Measure (IEMs), therefore do not necessarily correlate with the nature of DSSO services. It may therefore be more appropriate to consider alternate ways to measure DSSO's effectiveness and fulfillment of its goals. Consideration of assessing "Service Area Outcomes (SAOs)," such as increasing the number of students who choose to self-identify, seek and utilize DSSO services, may be relevant possibilities.

In the last ARPD cycle, DSSO selected the Effectiveness Indicator "Persistence Fall to Spring". In addition, DSSO also chose to assess retention within the Fall semester for its students who registered in Fall 2013. The same indicator was selected this year. The Office for Institutional Effectiveness (OFIE) was once again asked to assist with the data required for this section.

	# of students enrolled at conclusion of late registration (Fall)	# of students retained through Fall semester	# of students who persisted to Spring semester		
2013-14	186	175	94%	147	79%

2014-15	189	178	94%	146	77%

Part IV. Assessment Results for Program SLOs (DSSO)
DSSO has selected the following SLOs, and is scheduled to report its assessment results in Spring 2016.

Program Learning Goal 4 - Engagement
- SLO 4b (SWiBAT recognize college policies to facilitate their compliance with these rules)

Program Learning Goal 5 – Personal Growth & Responsibility
- SLO 5a (SWiBAT identify a problem/need)
- SLO 5b (SWiBAT identify strategies and develop a plan to solve the problem/need)

The DSSO Evaluation of Counseling Services is used to collect data. The initial survey instrument was developed on 7/2/14 and underwent two additional revisions on 7/9/14 and 7/22/14. The survey, dated 7/22/14 will be used for program assessment. Data will be collected for the Fall 2014 – Spring 2015 school year including surveys collected from 7/22/14 through 5/31/15.

Questions one through seven measure general counseling outcomes. These questions were not selected as measures for success for inclusion in SLO Counseling Assessment Report. Question No. 9, the section entitled "Reasons for My Visit," and "Question No. 8," have been selected to assess SLOs 4b, 5a, and 5b respectively. These questions read as follows.

SLO 4b -- Question 9: "I know what my approved accommodations are"
SLO 5a – "Reasons for My Visit" (checked items on questionnaire, attached)
SLO 5b – Question 8: "I feel confident that I can create a plan to address my needs"

Criteria for success will be aligned with the SLO-specific definitions determined by the committee authoring the "Counseling SLO Assessment Rubrics" (SLO Rubric). General categories include: "Competent," "Developing Competency," and "Not Competent". These general categories correspond with the following categories described on the DSSO Evaluation of Counseling Services (DSSO Evaluation) as follows:

SLO Rubric	DSSO evaluation response
Competency	Strongly Agree
Developing Competency	Agree, Disagree
Not Competent	Strongly Disagree

The criteria for success is as follows:
SLO 4b – 75% or more of respondents meeting Competent Level
SLO 5a – 90% or more of respondents meeting Competent Level
SLO 5b – 75% or more of respondents meeting Competent Level

Part V. Tactical Action Plan

DSSO will collaborate with other Targeted Populations units to provide a coordinated campus-wide student employee/peer mentor training. Topics to include: leadership training, conflict management, Title IX, Campus Resources (including DSSO), etc.

DSSO Strengths:

- DSSO provides services to ensure equal access for students with disabilities who choose to self-identify. Through an interactive process, the counselor and student discuss reasonable accommodations, appropriate academic adjustments and auxiliary aids appropriate for the individual student, based on review of the disability documentation and information provided by the student at the intake interview.
- Outreach, training and establishing relationships with faculty and staff: regular participation in Counselor Academy and NFO (DSSO has its own session), department meetings (by invitation), campus tours (by invitation)
- Receptive faculty, administration and staff – campus community seems to understand and have an awareness of the college's mandate to ensure equal access for students with disabilities.

DSSO Weaknesses/Challenges:

- Students must self-identify to receive DSSO services. Self-identification requires student initiative, and a willingness and ability to provide disability documentation. This may limit or prevent some students from seeking DSSO services, and in turn, limit the extent to which DSSO can support eligible students with disabilities enrolled at the college.
- Need to improve DSSO's "reach" to encourage self-identification to receive needed services and accommodations. Current strategies include: instructor's syllabus statement each semester (with other DSSO reminders), DSSO flyers included in NSO packets and in KISC, and notetaker recruitment opportunities including classroom announcements, print publicity, info tables, etc.
- Budget Projection challenges: Students with disabilities and the costs involved in the provision of specific accommodations can vary greatly from one year to the next. This poses unique budget-projection challenges, as the specific students served by DSSO (and the nature of or need for accommodations) will vary annually. As DSSO provides mandated services, there needs to be campus commitment and assurances for flexibility and contingencies built in to ensure meeting these mandates.
- DSSO office space and lab need to be expanded with layout considerations to ensure safety and confidentiality. Front area lacks confidentiality for face-to-face and phone contacts. Office has only one main door, with no options for alternate exit.
- Need for improved campus access/universal design:
    - The campus has been deemed accessible (per Administrative Services/DCAB), however, DSSO receives semesterly complaints of difficult access with certain ramps, door openings, inoperable elevators, etc.

- Classroom furniture: The campus currently purchases all classroom furniture – except for accessible furniture for students with disabilities, which is coordinated by DSSO. DSSO is required to semesterly inventory, locate, clean, repair, label, and relocate accessible furniture in classrooms where students require them. DSSO is also required to replace "missing" furniture. The campus responsibility for furnishing classrooms should logically extend to include purchasing and placing accessible furniture in all classrooms toward more universal design of all classrooms. Toward this end, at a minimum, an adjustable table and bariatric chair can be placed in every classroom.

Opportunities: (how we can help campus more)

- DSSO can avail itself to the campus community to continue to provide training/info sessions on DSSO services and topics for varied constituencies (faculty/departments, Security, staff council, student leaders/mentors, etc.)

Part VII. Resources and Budget Implications

DSSO will require technological, personnel, and other resources to ensure efficient and effective campus-wide compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, to ensure meeting these mandates and efficacious support for students with disabilities.

Technological resources include:

- Accessible hardware and software purchase and updates (e.g. JAWS, ZoomText, Dragon, RWG, large screen monitors, adapted keyboards, etc.)
- Assistive technology, equipment and software
- Auxiliary aids such as recorders
- Replacement of office equipment and software to support provision of accommodations such as enlarged print, electronic/accessible materials (computers, scanners, OCR software, high speed Xerox, etc.)

Personnel resources include:

- Front Office administrator/Accommodations Coordinator: The DSSO has only one administrative professional (APT), which has resulted in the APT managing the general supervision of the front office, along with myriad responsibilities in her area of primary responsibility in the coordination and implementation of accommodations for students. The expectations of the APT exceed the regular work week, resulting in "overload"/overtime hours for the APT on a semesterly basis. DSSO operations require full time front office management, as well as additional support in the coordination of specific accommodations for students.
- IT/Technological Access Professional: in addition to ensuring physical and programmatic access, the mandate for equal access applies to technology as well. Academic programs, specifically the inaccessibility of software and course materials selected for use in programs/classes, have posed considerable challenges for the college when students with disabilities are denied equal access. The Technological Access Professional will collaborate

with CELTT to oversee and develop campus-wide procurement approval procedures and adoption of accessible technology guidelines to ensure the campus compliance with all Section 504/508 federal and state regulations. Responsibilities may also include: coordination and delivery of assistive technology and related accommodations for DSSO; maintaining current knowledge of Federal Rules and Guidelines for Accessible Technology and monitoring campus wide compliance with these guidelines; fostering campus-wide awareness of the requirement for technological access for students with disabilities to ensure compliance with disability-access requirements for all course/lab software, course materials, exams, Laulima /other platforms, assignments involving technology; .

- Student personnel: Accommodation Aides/Notetakers/Readers/Scribes. Students with disabilities and the costs involved in the provision of their accommodations can vary greatly from one year to the next. This poses unique budget-projection challenges, as the specific students served by DSSO (and their need for accommodations) will vary annually. As DSSO provides mandated services, there needs to be assurances for budgetary flexibility and contingencies built in to ensure meeting these mandates.
- Clerical support: Current clerical support is currently handled by student employees who double as accommodation aides/Notetakers.

Other disability accommodations/resources include:

- Expand DSSO office space to ensure confidentiality in the front office area. Enable more students to utilize
- Campus coordination/purchase of accessible furniture for all classrooms – or
- DSSO budget to include replacement/purchase of accessible furniture for classrooms

Student Services Comprehensive Program Review 2016-19
First Year Experience (FYE)

FYE Program Mission Statement

The mission of the First-Year Experience Program (FYE) is to welcome and support first-year students of all levels of preparedness and experience in their transition to Kapi'olani Community College by exposing them to the broad range of educational opportunities and essential campus support programs. FYE collaborates with the campus community to help students achieve academic and personal success and to increase retention and persistence through the first year.

Part I: Executive Summary of CPR and Response to Previous Program Review Recommendations

This is the first CPR for the FYE Program, since it became a stand-alone program within student services in August 2015. FYE was originally part of the Kahikoluamea Department, in which FYE was responsible for registration and advising initiatives to support proposed policies identified by the Fall 2012 Committee on Self-Study for Foundational English and Math Programs. These

policies were:

1. Kapi'olani Community College requires first-year students who have declared a major or intend to seek a degree or certificate that requires foundational English/math courses, take the placement test to determine the most appropriate academic entry point.
2. First-year students who place into developmental English and/or math courses are required to enroll in at least one of these courses per semester with continued enrollment until qualifying for foundational courses.
3. Students (qualifying for English or math foundational courses) are highly recommended and encouraged to enroll in (their foundational English or math courses.) the level of English and mathematics indicated by their placement as early as possible.

Tactical strategies indicated in the last CPR were for FYE to partner with the Kahikoluamea Counseling Unit to restructure New Student Orientation (NSO); create and implement a student success guide and learning plan for first-year students and; identify at-risk student populations and associated possible interventions. Although eight months was spent on planning, completion of the strategies within FYE was not fully realized because the partnership was not continued after Summer 2014. A pilot restructured NSO was carried out and a student success guide was created for first-year students, however the Student Learning Outcomes (SLO) were not analyzed by FYE, but by the Kahikoluamea Counseling Unit based on another intervention. As a result, FYE does not have SLO for this CLR. SLO will be identified for the tactical action plan moving forward that will pertain specifically to FYE.

Part II: Description

History

An official FYE Program was established in 2007 with the allocation of a full-time coordinator, although the campus had initiated a mandatory New Student Orientation (NSO) for recent high school graduates the prior year. The Program continued to expand the population of students required to attend NSO to all first-time to college students beginning in Fall 2010 and beginning in Spring 2017 the FYE Program will add support for any student entering the College for the first time with less than 20 credits. The Program consists of three just-in-time mandated orientations prior to the start of the semester, a mandated STAR Degree Check Workshop, academic advising with a Program Counselor, or a classroom presentation on STAR during the first semester, and a mandated appointment with FYE (Financial Aid Staff or trained peer mentor) if on academic probation after the first semester. The FYE Office and Financial Aid Mini-Lab is also open daily for walk-in support with registration, adding/dropping classes, MyUH, Laulima, Google Drive (docs, worksheets, etc.), STAR, financial aid, and general questions about campus academic and student services. A series of college success course has been piloted for the last four years and is currently in an expansion phase. These courses included IS 109 and IS 197H, which focused on affective and 'aina-based curriculum, IS 107, which focused on the application of college success skills, and IS 197F a financial literacy course. All 197 courses are experimental. Beginning in 2009, peer mentors became a vital part of FYE,

and although there was a decline in funding, a new model was developed to sustain the program and it is seeing growth. A first-year counselor was added to the program in August 2015.

Program Goals

- Students will feel connected to the college community;
- Students will identify and overcome obstacles;
- Students will achieve academic and personal success.

Student Learning Outcomes

FYE did not participate in the coordinated assessment of Student Affairs Units and Programs, in which individual programs and services are assessed through a common set of SLO. Programs assess the selected SLOs within a three-year cycle, keeping consistent with the Comprehensive Program Review (CPR) timeline; therefore FYE will assess the following SLO in the next CPR (2016 – 2019).

- Counseling SLO 1a: SWiBAT identify her educational goal(s)
- Counseling SLO 1b: SWiBAT identify the steps to transition to her next educational goal
- Counseling SLO 4a: SWiBAT identify resources that may fulfill her needs/interests
- Counseling SLO 4b: SWiBAT recognize college policies to facilitate her compliance with these rules
- Counseling SLO 4c: SWiBAT develop a plan to utilize resources that may fulfill her needs/interests
- Counseling SLO 4d: SWiBAT implement a plan to utilize resources that may fulfill her needs and interests

Service Area Outcomes

Service Area Outcomes (SAO) will be identified and also assessed in the next CPR (2016 – 2019). FYE has been tracking performance measures since Fall 2010 and these can be found in Part III.

Faculty and Staff

0.5 FTE FYE Coordinator, 1.0 FTE FYE Assistant Coordinator (Unbudgeted APT B), 1.0 FTE FYE Counselor, 1.0 FTE FYE Orientation Specialist (Temporary Casual Hire)

Resources

FYE currently has one office located in ʻIliahi 124, which includes eight computers and a printer for student use, one office located in ʻIliahi 125, and a Financial Aid Mini-Lab located in the open area of ʻIliahi 123 that includes eight computers for student use.

Part III: Quantitative Indicators (from ARPD)

Demand Indicators	Program Year

	2012 - 2013	2013 - 2014	2014 - 2015
10a: Fall Semester Registration Status (New Students)	1,470	1,372	1,346
11a: Spring Semester Registration Status (New Students)	391	383	489

Efficiency Indicators (Achieving the Dream)	AtD Fall Cohort		
	2011	2012	2013
22: FT AtD Cohort (ALL) complete 20 credits first year	395	452	402
23: FT AtD Cohort (NH) complete 20 credits first year	72	61	57
24: PT AtD Cohort (ALL) complete 12 credits first year	249	229	213
25: PT AtD Cohort (NH) complete 12 credits first year	51	33	24

First-Time Enrollment Measures, campus data also used for program evaluation, can be found in the Appendix.

Part IV: Analysis of the Program

Alignment with mission

The goals for the FYE Program support the following portions of the College's Mission Statement (2008-2015):

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- Strives to provide the highest quality education and training for Hawai'i's people.
- Provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

The FYE Program supports the college mission by assisting first time to college students from their acceptance to the college through the first year. This is all accomplished in collaboration with other campus units, within both academic and student affairs.

Current Situation

	Internal Factors	External Factors
Strengths	● First-year AtD cohort completion of 20 credits in first year was stable ● Fall-to-fall first-year reenrollment increased from 54% to 58% ● Fall-to-spring first-year reenrollment was	● UHCC Funding for Part-Time and Financial Aid Initiatives ● Improvement of STAR as a tool ● Title III Peer Mentor Funding ● Campus collaboration

	stable ● 260% increase in the number of students supported by the Financial Aid Mini-Lab ● Mandated STAR Workshops that included Academic Progress ● Increase in participation in mandated STAR requirement from 71.7% (Fall 2013) to 73.8% (Fall 2014) ● Peer mentor development and their role on campus ● Just-in-time mandated new student orientations ● Academic Progress Intervention resulted in 7.7% less students being suspended ● 29.3% increase in first-year students meeting SAP after Fall 2014 ● 32.1% increase in first-year students meeting SAP after Spring 2015 ● Increase in mean GPA in first academic year ● 12.5% increase in the number of graduates awarded federal financial aid before first day of instruction ● 106% increase in the number of recent high school graduates awarded federal financial aid before August 1st	● Reserved seating for first-year and international students
Weaknesses	● 8.4% decline in first-year enrollment ● 20.8% decrease in the number of full-time Native Hawaiians completing 20 credits in the first year ● 52.9% decrease in the number of part-time Native Hawaiians completing 12 credits in the first year ● Not enough peer mentors to support increased engagement	● Campus enrollment also declined ● System data unavailable after 2013 on AtD cohorts ● Lack of reserved seating or enough math and English classes for all first-year students
Opportunities Looking forward	● Defined space for first-year students ● Increased collaboration through new first-year center ● First-Year Counselor position	● Gear-Up funding to increase enrollment from Title I schools
Threats	● All staff is unbudgeted, temporary or casual hire ● Lack of funding and administrative support for professional development for student success courses ● Access to computer labs for NSO now that FYE is not a part of Kahikoluamea ● Lack of buy-in for referral/hand-off process for first-year students ● Lack of counseling faculty availability for spring to fall intervention in the summer months	● Decline in enrollment ● Lack of Title III Peer Mentor Funding when grant is over

Assessment Results
Currently, the FYE Program does not address the SLO or SAO of Student Affairs. These will be identified in the next CPR now that FYE has become a stand-alone program within Student Affairs.

In Fall 2013, first-year Native Hawaiian students were targeted at NSO to expose them to the Native Hawaiian Programs and services at the campus. This practice has been continued since, however the data needed to determine any change in credit completion is not yet available. Increased collaboration with the Kapo'oloku Program for Native Hawaiian Student Success will address these gaps.

For this CPR, FYE concentrated on increasing financial aid participation for first-year students. At NSO, students were given instructions on specific parts of the financial aid process that they needed to complete and were supported in completing and/or submitting documents so that they could complete the financial aid application. As a result, there was a significant increase in the number of high school students that received financial aid. Data should also be collected on the entire first-year population in the future.

In AY 2014 – 2015, FYE received Part-Time Student Initiative funds for "Accelerating Completion Through Financial Literacy," a project to encourage part-time students to become full-time students by exposing them to a financial literacy course and financial aid advising. As a result of low participation in the course, more attention was diverted to staffing the Financial Aid Mini-Lab to assist first-year students with the FAFSA and financial aid appeals. This along with mandatory student appointments for first-year students on academic probation seems to have had more of an effective on decreasing part-time enrollment, an increase in the number of credits taken in the spring semester and the total credits earned. While the peer mentor support was meant to specifically address part-time students, we found that instead it increased the number of students that utilized the Financial Aid Mini-Lab for help with completing the FAFSA and with beginning the Satisfactory Academic Progress (SAP) appeal process. The Financial Aid Mini-Lab supported 522 students in the spring semester, which represented a 260% increase.

FYE also obtained UHCC Innovations funds for Financial Aid as a result of collaboration with the Financial Aid Office on their SAO. The project titled "Satisfactory Academic Progress for First-Year Students," aimed to reduce the number of first-year students on academic probation through a focus on academic progress at mandatory NSO prior to the fall semester and again during the fall semester. If students were on academic probation (less than a 2.0 grade point average) after the fall semester, they were required to meet with the First-Year Financial Aid Specialist or counselor prior to registration for the following fall semester. 62.2% of the students completed the mandatory appointment Only 11.9% of those that did not meet with a FYE FA Specialist were meeting satisfactory academic progress after the spring semester compared to 25.0% of those that did. 31.0% of those that met with a FYE FA Specialist while not meeting satisfactory academic progress were able to avoid suspension, compared to only 16.7%

that did not.

These projects were successful in that more FY students were eligible to receive financial aid as a result of not being on academic probation and there was an increase in fall-to-fall reenrollment. For Native Hawaiian students, this intervention shows promise, but further investigation should be done to determine how this intervention could be improved for this population. 36 out of the 126 students or 28.6% on academic probation after the first semester were of Native Hawaiian ancestry. Of those nine chose not to return after the first semester, which left 27 students in which the intervention could be applied. 17 out of the 27 or 63.0% met with the FYE Financial Aid Specialist (16) or saw a counselor (1). 17.6% (3 students) of those that received the intervention were no longer on academic probation after the spring semester.

In Fall 2012, FYE partnered with the Maida Kamber Center and ʻImiloa to offer STAR Planning Workshops to first-year students. Ten workshops were conducted, but only about 5% of the first-year students attended despite offering an early registration incentive; therefore in Fall 2013 a STAR Workshop (students also had the option of meeting with a counselor, attending walk-ins or a classroom presentation to meet the requirement) was required for all first-year students. Students completed a short-term and long-term goal in "MyPlan" and a 3-semester (Fall 13, Spring 14, Fall 14) academic plan in STAR. 880 students out of 1227, or 71.7%, completed the STAR requirement. 14 International students also completed the requirement even though it was not mandatory.

749 out of 1,015 first-year students (73.8%) attended a STAR workshop or met with a counselor in Fall 2014. The goal was to introduce students to STAR and the important role advising/counseling plays in a student's education plan. Initially, the SLO of developing an accurate STAR plan was chosen as the assessment, however this proved too difficult to assess. A pre- and post-test was given, showing positive change, and the results can be found in the Appendix. After consultation with an Institutional Researcher, a handout was developed to measure SLO for the Fall 2015 STAR Workshops, which will be shared in the next CPR. Here is an overview of how students completed the requirement: 1) Classroom Presentation 3.9%, 2) Counselor appointment 44.2%, 3) FYE STAR Workshop 50.6%, and 4) FYE Walk-In 1.3%.

Part V. Tactical Action Plan

	Strategy 1	**Strategy 2**	**Strategy 3**	**Strategy 4**	**Strategy 5**
	Coordinated Orientations for all Students	First-Year Retention Model	First-Year Student Success Course Series	First-Year Mentoring Program	Targeted Referral Model
Tactical Action/ Strategy	Create a tailored orientation program for all first-time to college, transfer, and returning students (students with less than 20 earned credits) that	Create a model to identify at-risk first-year students based on demographics, cognitive and non-cognitive factors, support systems, receptivity to	Expand current first-year student success course offerings based on first-year retention model, to include	Create and implement a faculty, staff and peer mentor development program to support understanding of	Create a targeted referral/hand-off and engagement activity prior to the second year to increase persistence after completion of the first year

	acclimates them to the College's culture, environment, and infrastructure	support, socio-economic status, educational goal, and credit load and implement retention interventions to address these challenges that lead to attrition	mandated courses and supplemental success courses	the diverse needs of first-year students and to provide opportunities for engagement	
Strategic Goal and Performance Measure	*Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success* ● 1G – 1N *Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures* ● 3A, 3C, 3D-I	*Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success Outcomes and Performance Measure* ● 1G – 1N *Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures* ● 3A, 3C, 3D-I	*Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success Outcomes and Performance Measure* ● 1G – 1N *Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures* ● 3A, 3C, 3D-I	*Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success Outcomes and Performance Measure* ● 1G – 1N *Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures* ● 3A, 3C, 3D-I	*Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success Outcomes and Performance Measure* ● 1G – 1N *Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures* ● 3A, 3C, 3D-I
Data to be Gathered	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient
Position(s) Responsible	First-Year and Transfer Year Experience Programs	First-Year Experience Program	First-Year Experience Program	First-Year Experience Program	First-Year Experience Program
Synergies with Other Programs, Units, Emphases, and	Transfer Year Experience, Kuilei High School to College Connections, and Kapoʻoloku Program for Native Hawaiian	Transfer Year Experience, Kuilei High School to College Connections, and Kapoʻoloku Program for Native	Transfer Year Experience, Kuilei High School to College Connections,	Transfer Year Experience, Kuilei High School to College Connections, Kapoʻoloku	First-Year Experience, Transfer Year Experience, Kuilei High School to College Connections, and Kapoʻoloku Program for Native Hawaiian Student

Initiatives	Student Success, OSA, BOSA, Student Publications, Academic and Counseling Units, CELTT, Student Clubs, Library, Instructional Faculty, Retention Coordinator, Learning Centers	Hawaiian Student Success, CELTT, Retention Coordinator, Learning Centers	and Kapoʻoloku Program for Native Hawaiian Student Success, Service Learning, Instructional Faculty, Library	Program for Native Hawaiian Student Success, Academic and Counseling Units, Pathways Coordinator, Retention Coordinator, Instructional Faculty	Success, Counseling Units, Pathways Coordinator, Retention Coordinator
Key Community Partners	N/A	N/A	N/A	N/A	N/A

Part VI. Resources and Budget Implications

Since 2012, FYE has requested that the unbudgeted positions within the program be converted into permanent positions. These are critical to maintaining current services and to implement plans to increase retention and persistence of first-year students, and will be crucial with the increase of students that will be considered first year beginning in Spring 2017.

Through Title III funds, the College will be renovating the second floor of ʻIliahi (current Kahikoluamea Center) to create a student engagement center housing the First-Year Experience, Transfer Year Experience, Kapoʻoloku Program for Native Hawaiian Student Success, Kuilei High School to College Connections, and the Service-Learning programs. One of the functions of the student engagement center will be to serve as a one-stop location for first-time to college, transfer, and returning students who are in need of assistance through the enrollment process, to include orientation and services through the first-year. Technological and furniture needs in the space will need to be assessed in Fall 2016 and the necessary budgetary implications should be accounted for. Additional human resources may be needed with the expectation of extended hours offered to expand services to evening students.

In order to implement Strategies #2, 3 and 4, FYE will request funds for faculty to participate in mentoring program, to increase the number of first-year student success courses offered, and for sustaining the peer mentor program. For Strategy #2, funds will be needed to implement a needs assessment for approximately 200 first-year students.

Part VII. Appendix

First-Time Enrollment Measures	Fall 2012	Fall 2013	Fall 2014
Number of Students in Cohort (see note 1)	1,374	1,297	1,257
Students with 67% or More of Their Courses with a C or Better in the Fall Term (see note 2)	875/1,374 (63.68%)	823/1,297 (63.45%)	818/1,257 (65.08%)
Students with 67% or More of Their Courses with a C or Better in the	615 / 1,044	604 / 1,005	610 / 975

Spring Term (see note 2)	(58.91%)	(60.10%)	(62.56%)
Students on Probation at the End of the Fall Term (see note 3)	1 / 1,374 (0.07%)	1 / 1,297 (0.08%)	1 / 1,257 (0.08%)
Students on Probation at the End of the Spring Term (see note 3)	102 / 1,044 (9.77%)	111 / 1,005 (11.04%)	102 / 975 (10.46%)
Mean and Median Credits Taken During Fall Term (see note 4) all students full-time students part-time students	 10.29/12.00 12.98 / 12.00 6.11 / 6.00	 10.73/12.00 13.00/12.00 6.71 / 7.00	 10.53/12.00 12.98 /13.00 6.11 / 6.00
Mean and Median Credits Earned During Fall Term (see note 5) all students full-time students part-time students	 7.73 / 9.00 10.08 / 12.00 4.04 / 3.00	 8.18 / 9.00 10.22/12.00 4.53 / 4.50	 7.88 / 9.00 9.97 / 12.00 4.05 / 3.00
Mean and Median Credits Taken During Spring Term (see note 4) all students full-time students part-time students	 11.14 / 12.00 12.09 / 12.00 9.21 / 9.00	 11.20/12.00 12.30/12.00 8.87 / 9.00	 11.43 /12.00 12.28 /12.00 9.37 / 9.00
Mean and Median Credits Earned During Spring Term (see note 5) all students full-time students part-time students	 8.14 / 9.00 9.20 / 10.00 5.98 / 6.00	 8.13 / 9.00 9.16 / 10.00 5.96 / 6.00	 8.51 / 9.00 9.28 / 10.00 6.67 / 6.00
Mean and Median GPA During Fall Term (see note 6)	2.295 / 2.600	2.273/2.500	2.321 /2.600
Mean and Median GPA During Spring Term (see note 6)	2.260 / 2.500	2.243/2.500	2.343 /2.615
Mean and Median GPA During First Academic Year at KapCC (see note 6)	2.187 / 2.426	2.207/2.429	2.255 /2.500
Students Completing FW (Foundation Written Communication) Requirement by the End of the First Academic Year AtD Goal 2 (see note 7)	586 / 1,374 (42.65%)	584 / 1,297 (45.03%)	553 / 1,257 (43.99%)
Students Completing FS (Foundation Symbolic Reasoning) Requirement by the End of the First Academic Year AtD Goal 2 (see note 8)	286 / 1,374 (20.82%)	347 / 1,297 (26.75%)	292 / 1,257 (23.23%)
Fall to Spring Reenrollment AtD Goal 4 (see note 9)	1,044 / 1,351 (77.28%)	1,005/1,283 (78.33%)	975 / 1243 (78.44%)

Spring to Fall Reenrollment (see note 9)	735 / 972 (75.62%)	740 / 971 (76.21%)	721 / 945 (76.30%)
Recent HS Graduates Enrolling in 12 or more Credits in the Fall (see note 10)	558 / 869 (64.21%)	528 / 779 (67.78%)	510 / 730 (69.86%)
Recent HS Graduates Awarded Federal Financial Aid Before First Day of Instruction (see note 11)	367 / 869 (42.23%)	351 / 779 (45.06%)	413 / 730 (56.58%)
Recent HS Graduates Awarded Federal Financial Aid Before August 1st (see note 11)	181 / 869 (20.83%)	301 / 779 (38.64%)	373 / 730 (51.10%)

Note 1: The fall cohort was the number of new, first-time students (student type is Freshmen 'F' or First Time 'M') home-based and registered at KapCC at the fall census date. Special-Early Admit students (SPEA majors) were excluded.

Note 2: Final grades as of the End Of Semester 'EOS' freeze event were used. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded from calculations. All A, B, C, CR, and CR+ grades were considered C or better. All other grades (including I and W) were counted as less than a C. The denominator was the number of students in the cohort for the fall term, and the number of reenrolled students for the spring term.

Note 3: Academic status as of the End OF Semester 'EOS' freeze event was used. All probation statuses were considered Probation (Accepted on Probation 'AP', Probation 'P', Probation Continued 'PC' or 'P2', Probation after Dismissal 'PD', and Probation after Suspension 'PS'.) The denominator was the number of students in the cohort for the fall term, and the number of reenrolled students for the spring term.

Note 4: Mean and median credits taken were calculated at the census freeze event using the current attempted student credit hour field.

Note 5: Mean and median credits earned were calculated at the End Of Semester 'EOS' freeze event using the current earned student credit hour field.

Note 6: GPAs were calculated at the End Of Semester 'EOS' freeze event using all grades with a gpa indicator of 'Y'. Only grades earned at KapCC were included. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded from calculations.

Note 7: Completion of the FW requirement required a C or better grade (A, B, C, CR, or CR+) in either ENG 100 or ESL 100 during either the fall, spring, or summer term. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded. Grades were extracted as of the End Of Semester 'EOS' freeze event.

Note 8: Completion of the FS requirement required a C or better grade (A, B, C, CR, or CR+) in one of the listed courses (BUS 100, BUS 250, ICS 141, ICS 241, MATH 100, MATH 100H, MATH 103, MATH 112, MATH 115, MATH 135, MATH 140, MATH 203, MATH 205, MATH 206, or PHIL 110) during either the fall, spring, or summer term. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded. Grades were extracted as of the End Of Semester 'EOS' freeze event.

Note 9: Reenrollment required a student from the cohort to be registered and home-based at KapCC during the following spring or fall. The reenrollment cohorts were modified to exclude students who transfer to another UH system college or were awarded a certificate or degree at KapCC and did not continue at KapCC. For example, fall to spring reenrollment was the number of students from the original fall cohort who were registered and home-based at KapCC in the following spring. The denominator (or spring reenrollment cohort) was the original fall cohort minus the students who changed their home base away from KapCC or received an award from KapCC and did not reenroll in the spring. Similarly, spring to fall reenrollment was the number of students who were registered and home-based at KapCC in the spring and then were registered and home-based at KapCC in the following fall. The denominator (or fall reenrollment cohort) was the number of students who were registered and home-based at KapCC in the spring minus the students who changed their home base away from KapCC or received an award from KapCC and did not reenroll in the following fall.

Note 10: Recent high school graduates were students who graduated from high school between April 1st and June 30th of the spring preceding the fall semester and were then enrolled and home based at KapCC at the fall census date. The credit hours were determined from the number of attempted credits at KapCC at the fall census date.

Note 11: Recent high school graduates were students who graduated from high school between April 1st and June 30th of the spring preceding the fall semester and were then enrolled and home based at KapCC at the fall census date. Federal financial aid was determined by a federal source code (rfrbase_fsrc_code equal to 'FDRL') with a funding date (rorstat_pckg_comp_date) before the UH first day of instruction or before August 1st of that year.

Fall 2014 FYE STAR Workshop Pre- & Post-Test Results

Question	Pre-Test Correct Responses*	Post-Test Correct Responses**	Difference
In STAR, the following tab lets me choose classes to create a schedule for future semesters:	63.8%	76.5%	+12.7%
In STAR, the following tab can show me how my classes would apply towards a different degree:	35.2%	57.9%	+22.7%
In STAR, the following tab shows me ALL	31.8%	43.8%	+12.0%

requirements for my degree:			
In order to maintain Satisfactory Academic Progress (SAP), I must meet the following requirements:	44.9%	60.1%	+15.2%
If I have attempted 12 or more credits and earned less than a cumulative 2.0 grade point ratio I will be placed on academic probation.	72.6%	93.0%	+20.4%
If I am placed on academic probation and fail to achieve at least a 2.0 grade point ratio for courses taken during a probationary semester, I will be suspended from KCC for one semester.	59.5%	90.1%	+30.6%
I will receive a grade of “F" if I do not officially withdraw from a class that I have stopped attending.	83.0%	90.0%	+7.0%
What is the deadline to officially withdraw from a class and receive a "W" grade?	70.1%	82.3%	+12.2%

*Out of 412 responses

**Out of 356 responses

	Find a list of classes I have completed	Find my grades	Know how to make a plan toward my graduation	Understand where to find the degree requirement for my major	Other	I did not find this workshop useful
What I hope to find out from this workshop is:	0.73%	1.46%	11.2%	86.4%	N/A	N/A
This STAR workshop helped me to:	0.56%	1.69%	6.46%	90.0%	0.56%	0.56%

Appendix D – ACPA/NASPA Professional Competency Rubrics

http://www.myacpa.org/sites/default/files/professional-comp-rubrics.pdf

Personal and Ethical Foundations (PPF)

Values, Philosophy, and History (VPH)

Assessment, Evaluation, and Research (AER)

Law, Policy, and Governance (LPG)

Organizational and Human Resource (OHR)

Leadership (LEAD)

Social Justice and Inclusion (SJI)

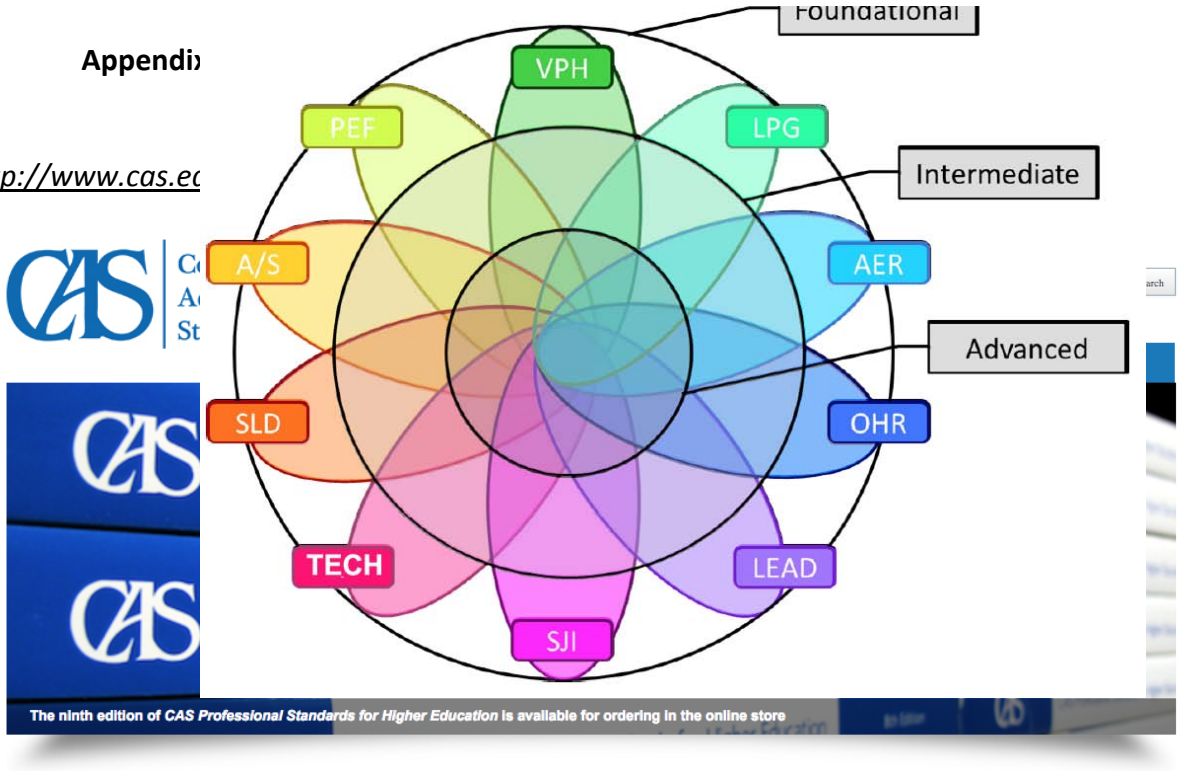
Student Learning and Development (SLD)

Technology (TECH)

Advising and Supporting (A/S)

Appendi

http://www.cas.ed



About CAS

Founded in 1979, the Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS creates and delivers dynamic, credible standards, guidelines, and Self-Assessment Guides that are designed to lead to a host of quality programs and services. CAS aims to foster and enhance student learning, development, and achievement.

CAS Standards respond to student needs, the requirements of sound pedagogy, and the effective management of 45 functional areas. Individuals and institutions from 43 CAS member organizations comprise a constituency of over 115,000 professionals. Representing a significant majority of higher education practitioners in student programs and services throughout the country and beyond, CAS provides tools to higher education leaders assessing institutional effectiveness, student learning, and outcomes.

Learn about the redesigned Self-Assessment Guides
In conjunction with the 9th edition of *CAS Professional Standards for Higher Education*, CAS released new tools to help programs and services measure how well they meet the CAS standards.

News and Notes

CAS remembers founding president Theodore "Ted" K. Miller
Founding CAS editor and president, Ted Miller, passed away in August 2016. CAS remembers Ted for his many contributions to our association and the field of student affairs at large. "He saw the future," reflected Susan Komives, past CAS president. "And Ted was willing to do the hard work to get us there."

CAS welcomes the Higher Education Case Managers Association as a new member organization
CAS is pleased to welcome the Higher Education Case Managers Association (HECMA) to its membership. CAS was founded 37 years ago as a consortium of 11 associations; today, 43 professional organizations reflecting a wide range of student-oriented functions across higher education institutions comprise the CAS membership.

Revised standards for Clinical Health Programs and Health Promotion Programs released
Now available from the CAS Online Store are thoroughly revised standards and self-assessment guides (SAGs) for Clinical Health Programs and Health Promotion Programs. These items are in addition to the ninth edition publications that CAS released in August 2015. Visit our store to place your order today!

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