

Student Services Comprehensive Program Review 2013-16

Purpose

The Student Services Comprehensive Program Review (CPR) provides a regular assessment of the effectiveness of the nine Targeted Populations Counseling Programs comprising this unit. The VCSA, in consultation with the coordinators, counselors and staff members, is responsible for completing the CPR report by the deadline. 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 Program Review are used to refine and ultimately improve program practices, which increase student success rates with a focus on the strategic plan performance measures of *graduation*, *enrollment* and *Pell Grant* rates. The CPR process allows targeted populations coordinators and counselors 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.

Although not yet a formal part of the Student Services Comprehensive Program Review process, a separate review of the services provided by the Ho`okele Center and Kekaulike Information and Service Center (KISC) are also provided in this report.

Process

Overall data on student demand, efficiency, effectiveness, Achieving the Dream and CCSSE, are gathered centrally by the OVPCC and reviewed on an annual basis through the UHCC ARPD for Student Services. 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. For 2011-12, weaknesses were noted in the areas of enrollment and efficiency. In the area of effectiveness, the program was noted as being healthy.

The Targeted Populations Program Coordinators and counselors conduct an in-depth comprehensive review of these programs on a three-year cycle using this template. Regular department meetings and retreats are held to provide time for dialogue, assessment share-outs, and tactical planning discussions. The two comprehensive student centers, Ho`okele and KISC, are anticipated to complete their program reviews by Spring 2014 which will then be incorporated into the cycle.

The nine Targeted Populations Programs which intake students at program entry and collect assessment data are included in the Student Services CPR. These programs are:

General Funded (campus reviewed)

Single Parents/Displaced Homemaker
Military Veterans Program
Mental Health and Wellness
Kuilei High School to College Connections
Transfer Year Experience
Disability Services

Federal-Funded (federally-reviewed)

TRIO-Student Support Services
GEAR UP
Native Hawaiian Career Tech Education

The two comprehensive student centers collect student satisfaction and performance data on an adhoc basis. They also review demand, efficiency, and CCSSE data collected in the ARPD to measure program performance. Both centers will be included in the Student Services CPR by April 2014. These centers are:

Kekaulike Information and Service Center
(Admission, Graduation, Transcripts,
Registration and Financial Aid)

Ho`okele Center
(Chartered Student Organizations &
Registered Clubs, Student Activities, & Peer Mentoring)

College Mission Statement 2008-2015

Kapi'olani Community College...

- 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.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- 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.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

Targeted Populations Counseling Program Mission Statement

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

- Providing services and activities to transition, support, and retain students;
- Assisting students in the identification, pursuit, and achievement of their educational, career, and life goals;

- Encouraging the self-development of students and their adjustment to college, and supporting their acquisition of academic and personal skills;
- Fostering a sense of belonging and an environment that respects diversity and encourages self-exploration and efficacy.

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

The Office of Student Services provides leadership for the College's enrollment management activities through the Kekaulike Information and Service Center; provides leadership in the area of student co-curricular and social activities and leadership training through the Ho'okele Program; provides career and transfer information and services; and plans, develops, and implements targeted populations counseling programs, (Single Parent/Displaced Homemakers, Native Hawaiian Career and Technical Education Program, Military Veterans Program, Disability Services, Kuilei High School to College, Mental Health and Wellness, TRIO-Student Support Services, and Transfer Year Experience) that are applicable to students or potential students across the various academic programs.

There has been a 4.5% enrollment decline since 2011, which came on the heels of a rapid 25% growth in student enrollment taking place between 2009 and 2011. Student Services programs are still recovering from workload issues brought on by the huge enrollment increase of 1800 student between 2009 and 2011. The current reality, despite the recent enrollment decline, is that there is a need to critically examine each of the programs, which comprise the student services infrastructure of the college to ensure that they can continue to maintain the high quality of services that is the college's reputation. The need to immediately attend to this infrastructure during an ongoing enrollment decline is reflected in this tactical plan as it is expected that the college's enrollment will somewhat stabilize over the next three-year period. At the same time, the unit will begin to focus its planning efforts around credit completion with the goal of having students earn 20 credits at the completion of the first year, 40 credits at the completion of the second year, and degree completion (60 credits) at the end of three years. Our goals remain as enrollment, retention and graduation.

The targeted populations programs within Student Services continue to focus on creating offices/centers that provide a more personal learning environment for new and continuing students many of whom are intimidated or overwhelmed by college. 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 or "pathway".

Over the past year, the student services unit adopted a sharper focus on providing financial planning and educational planning. Although extremely important to all students, these services were not as well integrated into all of our counseling and support services offerings. Data provided through the Achieving the Dream Initiative, Hawaii Graduation Initiative, and the Chancellor's Completion Agenda pointed out the low percentages of students who actually completed degrees or transferred in the prescribed amount of time. Two new Student Affairs Leadership Teams (SALT) were created to engage counselors in dialogues that were based on a student development model to help students create their pathway through the institution. The purpose of both SALT groups is to improve the alignment of strategies and tactics for ongoing advising and monitoring of student progress toward their declared degree or certificate.

Insert Structured Pathways model here.

In summary, Kapi`olani Community College's Student Services Program is transforming to meet the needs of our students by providing physical centers in the 'Iliahi and 'Ilima 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.

Part II: Program History and Descriptions

See Appendix for detailed program history and descriptions

Part III: Quantitative indicators from ARPD and Analysis

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

Analysis of Demand Indicators (Cautionary)

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

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

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. It's unclear whether this decline is a statewide or unique to the geographic area covered by the college.

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

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

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

As a result of last year's ARPD request, the college allocated a counselor position and created a 1.0 FTE Transition Counselor to improve the entry of transfer students in to the college. Given that the number of transfer students is greater than the number of new students, the college will be placing emphasis on improving processes and procedures for transfer students. The college also allocated a 1.0 FTE Native Hawaiian Student Support Coordinator to address the success needs of this student population. The position when filled will add a new Targeted Populations program to those existing.

Kuilei Program SWOT Analysis

One of the Targeted Populations Counseling Programs, Kuilei High School to College Connections, works specifically with transitioning local high school students to the college. Below is a SWOT analysis of their program given the slight decline in this population from last year as shown in the ARPD.

Kuilei Program	Internal Factors	External Factors
Strengths	Kuilei provides on-site support to high school students Admissions application Financial Aid application Compass Testing Compass Prep Workshops	Support from administrators, instructors, and student support faculty
Weaknesses	Staffing High needs schools like Farrington and Kaimuki could benefit from having an assigned KCC support service specialist that provides hands on support and interventions. The Kuilei Outreach Program currently has one full-time general funded faculty and one full-time federally funded APT, which makes it difficult to offer in depth interventions with Farrington and Kaimuki HS. Stronger alignments between programs and academic academies	Parent involvement Stronger alignments between programs and academic academies
Opportunities	Federal funds through Hawaii P20's Gear Up Dual enrollment programs like Running Start and Jump Start	Positive relationships with high school administrators and student support faculty
Threats	No general funds to support more outreach positions (at least 1) and intervention activities Federal funds expires Unable to administer intervention activities that directly impact academic performances and college transition issues	Budget cutbacks from the Legislature DOE schools under "restructuring" which directly impacts high school enrollment Students entering high school underprepared in reading, writing, and/or math

Analysis of Efficiency Indicators (Cautionary)

ARPD analysis of college efficiency data indicates continued weakness in the awarding of financial aid as well as the number of Native Hawaiian students receiving aid at the college in academic year 2012. To remedy the situation, the college participated in a “centralized financial aid awarding pilot project” beginning in July 2012. The college received assistance from two UH system staff members and was able to double the number of students receiving aid by the first day of instruction in comparison to the previous year. It is now estimated that 35% of eligible KCC students are receiving some type of financial aid. Although this is a significant accomplishment at the college, we continue to remain below standard when compared to other campuses within the UH community college system. This is an area that needs further improvement including an increase in resources and staffing.

Financial Aid SWOT Analysis

Because Financial Aid is a key retention factor for the Targeted Populations counseling program, plans to assign a Financial Aid Specialist to each of the Targeted Populations counseling programs have been made to assure that students don’t fall off-track in securing financial aid and scholarship resources. The following SWOT analysis was completed by the Targeted Populations Counselors on 4/5/13 to address program weaknesses in respect to financial aid.

Financial Aid/ Literacy Program	Internal Factors	External Factors
Strengths	Counseling skills to help students process their financial aid needs and create an action plan (e.g. Knowing the importance of Maslow’s Hierarchy Of Needs) One-on-one assistance with the FAFSA application Knowledge of the various scholarships and community resources Community contacts Host events and workshops the focuses on financial aid Knowledgeable peer mentors that assist students One of the program objectives that require comprehensive financial aid support	Monies available for Native Hawaiian students
Weaknesses	Still learning Lack of knowledge and experience Knowledge of all the changes/updates with the FAFSA rules and regulations Access to students in the timely manner	Not knowing the percentage of prospective students that could qualify for financial aid Not enough time to help with students with the FAFSA application process
Threats	Lack of buy-in from students FAFSA process is perceived as complicated Lack of follow up mechanism Students are unaware of guideline changes Work with a very small percentage of KCC students	GED and high school diploma is now required to receive financial aid Parents unwilling to sign, uninvolved parents, unsupported household Welfare policies that limit cash help Federal legislation that limit Financial

		<p>Aid opportunities</p> <p>Federal regulations limits certain type of recruitment and outreach services</p> <p>Limited accessibility resources for students with disabilities to complete the FAFSA</p> <p>Loss of grant funds</p>
<p>Opportunities</p>	<p>Having a full time APT to help with the scholarship search and preparation</p> <p>Access to students in class to provide financial aid information and timelines</p> <p>Students are the very open to talking about their financial needs</p> <p>Partnerships with the Financial Aid Office to schedule workshops</p> <p>Financial aid workshops</p> <p>Peer mentors assisting students with the FAFSA application</p> <p>Develop comprehensive plan that enhances overall student resilience</p>	<p>Having external funds to support students with book vouchers and scholarships</p> <p>New on-line scholarship database</p> <p>Stipends for unpaid internships</p>

Part IV. Assessment Results for Program SLOS

Program	SLO	Timeline	Expected Level of Achievement	Assessment Strategy	Results	Next Steps/ Action Plan
Kuilei High School to College Connections Program	<p>Competency Statement #1 Students will be able to successfully complete an University of Hawaii System application</p> <p>Competency Statement #2 Students will be able to complete the Free Application for Student Aid (FAFSA) and receive an award</p> <p>Competency Statement #3 Students will take the Compass Placement Test scores and apply the results to their first semester</p>	Assess in Fall 2013	<p>Competency Statement #1 Increase the yield rate of recent high school graduates applying and enrolling at Kapi’olani Community College by 2% each year starting with the Fall of 2013.</p> <p>Competency Statement #2 Assist the College with their Strategic Outcome A, Performance Measure 2 of increasing the financial aid participation rate from 19.4 to 38 percent</p>	<p>Competency Statement #1, #2, and #3 Survey KCC feeder high school post-high school counselors (Farrington, Kaimuki, Kaiser, Kalani, McKinley, Roosevelt, and Kamehameha Schools)</p>	<p>“(KCC) has secured a grant which funds an individual to visit our campus and assist our students with their applications to Kapiolani Community College.”</p> <p>“Farrington High School appreciates the outreach efforts provided to us by KCC to help our students transition to the next level. Campus visits, class-wide presentations, participation in family nights and FAFSA nights are examples of how FHS benefits from these efforts. We would definitely hope that these services are able to continue so our students are able to receive the support they need in preparing for college.”</p> <p>“In the world of community colleges, everyone is still at the gate running in circles &</p>	<p>Competency Statement #1 Create a comprehensive pre-admissions/applying workflow via application and college exploration workshops</p> <p>Competency Statement #2 Provide early awareness financial literacy workshops to families and students to increase the number of students receiving financial aid by the first day of instructions</p> <p>Competency Statement #3 Create a pre/post Compass Test survey assessing their understanding of the Test.</p>

	academic plan		<p>(2008-2015 Strategic Plan).</p> <p>Competency Statement #3 The Kuilei Program will follow the College’s Strategic Outcome B, Performance Measure 3 that states to “increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent” (Strategic Plan 2008-2015).</p>		<p>you guys are setting world records for your thoughtfulness, ingenuity, responsiveness, proactive approach, communication, original thought /programming/willingness to try new things & incorporate technology.”</p> <p>“KCC is very helpful and responsive. All telephone calls are returned. All emails are answered. Additional services are always offered. Kalani High can depend on KCC for our needs. Our students are very satisfied with KCC services.”</p>	
Single	SWiBAT identify their next	Assess in Spring	75% of completed	-Pre/Post questionnaire	83% of responses on completed questionnaires	· ID common themes to ensure these are

Parents /Displaced Homemaker Program	step(s) as a result of attending a SPDH info. session.	2014	responses indicate Level 3 of the rubric indicating competent scores	administered at the begging and end of each bi-monthly session. -Another counselor was asked to rank scores for inter-rater reliability of responses.	were determined to be at Level 3 competent. -Nearly ¼ (24%) of questionnaire incomplete, primarily not competing “after	emphasized during sessions. · Revise questionnaire to better capture the “After” responses. · Continue to use tool as it has proved effective.
Mental Health and Wellness Program	1. SWiBAT identify resource to address immediate needs 2. SWiBAT follow up with resource to address immediate need	Assess in spring 2014	Yes/No 75% competent Yes/No 75%	Counselor Notes Observation Counselor Notes Observation	91.52% for Spring 2012 95.08% for Spring 2013 62.71% for Spring 2012 70.49% for Spring 2013	Create Next Steps/Resources document and consistently apply Use Next Steps/Resources document during first session in counseling process
Military Veterans	SWiBAT successfully complete the	Baseline: Spring 2012	4 (advanced)-Student successfully	-Students were instructed through face to	-Baseline (Spring 2012): 45% or 121 students successfully completed VONAPP and	-Create a comprehensive pre-admissions/applying

<p>Program</p>	<p>U.S. Dept. of Veteran Affairs (VA) application, 1990 paper version, or online version (VONAPP) to receive Certificate of Eligibility (COE).</p>	<p>Assessment #1: Fall 2012 Assessment #2: Fall 2013</p>	<p>completes the application and submits all required documents.</p>	<p>face, email or phone to complete VONAPP prior to submitting all documents for certification of enrollment. -COE were collected and recorded into MVP database.</p>	<p>submitted a COE. -Total Competency Score – 2.74 to include all levels.</p>	<p>for COE workflow via application and GI Bill education benefits workshops. -Develop a resource guide with instructions on how to complete VONAPP.</p>
<p>Disability Support Services Office (DSSO)</p>	<p>2. SNTWiBAT comprehend the duties and responsibilities of notetaking.</p>	<p>Baseline: Fall 2010- Spring 2011Assessment 1: Spring 2012 Assessment 2: Spring 2013</p>	<p>4- Earn of score of 100% on note taking training quiz</p>	<p>Note taking quiz – given at Training or individual training (powerpoint)</p>	<p>Fall 2010-Spring 2011 Total - 3.67 At competency levels 4 and 3 – 94% Fall 2011- Spring 2012 Total- 3.5 At competency levels 4 and 3 – 59%</p>	<p>Require note takers to retake if below 70% Re-do notetaking training to emphasize missed items on quizzes</p>

TRIO- Student Support Services (SSS)	Financial Aid Literacy is one of the mandatory services the program must provide to all of its students. USA Funds currently offers online financial literacy modules.	Assess in Spring 2014	15% of participants will begin using the online FL program	Weekly reports from USA funds will show the u number of participants who use this program.	8% of TRIO participants utilized this program in the 11-12 school year	All 1 st year TRIO students will work with a mentor or counselor to complete 2 online modules on financial aid literacy. This intervention will increase the participation results to 15%.
Native Hawaiian Career & Technical Education Program	-Eligible Native Hawaiian Students will continue in the program -Native Hawaiian students who successfully completed a service	Assess in spring 2014	-84% of eligible Native Hawaiian students will continue in the program. -94% successfully completed a service learning, work experience, co-	-STAR class schedule and counseling appointments will be utilized to check student enrollment and progress. -STAR class schedule and	-82% of eligible Native Hawaiian students continued in the program. -94% (43 of 46) successfully completed an internship.	-Continue to offer peer mentoring, limited tutoring, stipend support for unpaid internships, reimbursement for industry licensing, and opportunities for additional training in order to meet or exceed this target.

	learning, work experience, co-op, or internship.		op, or internship.	completion of the Internship Information Sheet to check enrollment and completion of an internship course.		-Program curriculum determines when a student is required to take an internship course; will continue to offer financial support to alleviate the need to work.
--	--	--	--------------------	--	--	---

Strategy type:	Organizational	Operational	Organizational/ Strategic	Organizational/ Strategic	Assessment- related	Budget/Resource Allocation	Budget/Resource Allocation	How & Who? How would you accomplish this? With whom do you need to work?
Based on your “next steps”, what changes might be needed to complete the cycle for this intervention?	Do you need to revise Office Structure within your unit?	Do you need to revamp administrative procedures within your program?	Should you modify your relationships with other programs in the unit or college?	Should you modify your relationships with community partners or other UH system colleges?	Do you need to update your assessment method to measure your SLO?	Should you reallocate resources already provided by VCSA, VCAA, or Deans?	Are you requesting new resources? If so, what resources will you request?	What are your Action Plans for change?
Kuilei	NO	NO	YES - 3	NO	NO	NO	YES- 1	
SP&DH	NO	YES- 2	NO	NO	YES- 2	YES-1	YES- 2	
MH&WP	NO	NO	YES - 1	YES - 1	NO	NO	NO	
MVP	YES- 2	NO	NO	YES - 1	NO	NO	NO	
DSSO	YES - 1	YES - 4	YES - 1	NO	NO	NO	NO	
TRIO	NO	NO	NO	NO	NO	NO	NO	
NHCTE	NO	NO	YES- 4	YES- 1 1	NO	NO	NO	
Internal to program/unit		Department – Student Affairs		Campus – KapCC		External		

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 four tactics will be implemented over the next three years of this program review cycle. On an annual basis, the unit will evaluate the effectiveness of the tactical actions in achieving the desired results as part of the Annual Report of Program Data (ARPD) process.

The four tactical actions address 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 four tactical actions designed to change and make improvements in program offerings and services are shown in the table below.

	Tactic #1 Implementation: fall 2013 and continuing on an annual basis	Tactic #2 Completed by: spring 2014	Tactic #3 Implementation: spring 2014 and continuing on an annual basis	Tactic #4 Implementation: Fall 2014-Spring 2015
Strategic Goal and Performance Measure	Increase number of students utilizing targeted populations services as a means to improve student enrollment (Collegewide Strategy #1, Strategic Plan A3A, B3A,)	Increase the number of Pell Grant recipients in Targeted Populations Programs (Collegewide Strategy #2, Strategic Plan A2A, B2A,)	Increase the number of Pell Grant recipients in Targeted Populations Programs (Collegewide Strategy #2, Strategic Plan A2A, B2A,)	Increase the number of students in Targeted Populations cohorts who complete certificates and degrees or transfer to baccalaureate institutions (Strategic Plan A4, B4)
Tactical Action and Person Responsible	<u>Train Peer Mentors and Tutors</u> to be knowledgeable about Targeted Populations Programs to be able to refer new students to these services. Develop, design and implement training materials and presentation for peer mentors. This tactic indirectly addresses enrollment weaknesses indicated in the ARPD Responsible: TRIO, Mental Health and DSSO	<u>Create a financial aid mini-lab</u> to assist more students in completing the financial aid application process. This tactic addresses Pell weaknesses indicated in the ARPD. Responsible: VCSA Office and Part Time Student Project Coordinators	<u>Plan, develop and create "Pell Week"</u> including activities such as parent workshops, College Goal Sunday activity, setting up bank accounts with participation from local banks and credit unions, etc. This tactic addresses Pell weaknesses indicated in the ARPD. Responsible: Kuilei, TYE, NHCTEP	<u>Design, develop and deliver a "LifeMap" focus</u> for thinking about and planning their future. Responsible: SP/DH, Native Hawaiian Counseling, MVP, VCSA Office
Data to be gathered	Determining from each program when students are ideally referred to program based on their program criteria.	Collecting baseline data on number of students from each program receiving Pell grant and whether they are full time or parttime	Collecting baseline data on number of students from each program receiving Pell grant and whether they are full time or parttime	Collect educational goal information for all targeted populations students including whether they have constructed an educational plan for themselves
Campus and Community	Peer Mentor Coordinator	Financial Aid Staff	Financial Aid Staff, FYE, High Schools, banks, credit unions, scholarship	Pathways Coordinator and Learning Support Specialist

Synergies			organizations.	
Resource Request and source of funding	Title III funds which support peer mentor program development.	Requesting UHCC Part Time Student Project funds	Requesting UHCC Part Time Student Project funds; VCSA funds	Title III

Part VII. Resources and Budget Implications

The unit will be able to fund the four planned tactical strategies using a combination of Title III, VPCC Project funds (financial aid and part time student initiatives). No funds are being requested from the college.

To continue to improve student progress, student learning, and program quality of our Targeted Populations Programs, the Student Services Unit is requesting support for the following.

- Institutionalizing the 1.0 FTE GEAR UP funded position for high school outreach (Kuilei Program) to increase the number of first time students entering college from our local high schools - \$34,848
- Designating a coordinator for campus-wide scholarships to increase the number of students accessing existing donor funds. The coordinator role will be assigned to a KISC staff member who will be provided an in-grade adjustment - \$4492
- Creating a 1.0 FTE APT position using funds currently allocated for a casual hire position - \$34,848
- Purchasing replacement computers which are currently running Windows XP (cost to be determined by CELTT)
- Review and rebudget the allocation for Disability Accommodations (notetakers, scribes, auxiliary aids, etc.) for the Disability Services Office.

Appendix

Kuilei High School to College Connections Program

No. in Cohort:

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

Single Parents/Displaced Homemaker Program

No. in Cohort:

The SPDH program has origins at KCC from the mid 1980's. 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 Services 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 single parents and displaced homemakers 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.

In the area of violence and sexual assault prevention, the program coordinator has co-chaired the KCC Violence Prevention Task Force (VPTF) whose mission is to provide prevention education and services with the goal of creating a safer, more informed campus community.

The program is staffed by a full time general-funded counselor and a full time casual hire student services specialist.

The Violence Prevention Task Force members are counselors, instructional faculty, administrators, staff and students from KCC and UH Manoa.

SPDH offers the following services to students:

- Bi-monthly information sessions with intake and follow-up sessions
- Textbook Assistance for students taking at least 6 credits
- Scholarships for eligible students (Jill Abbott Scholarship will be offered for the first time for Fall 2013)
- Career and personal counseling

Mental Health and Wellness Program

No. in Cohort:

The genesis of the MH began many years ago when the Consultation and Referral Group (CRG) convened for the purpose of intervening on behalf of students in crisis or when students needed a non crisis referral to an MH provider. The CRG was also instrumental influence in the decision to search for and subsequently hire a Mental Health Wellness Counselor.

The formal inception of the Mental Health Wellness Program began June 1, 2011. Since then the Mental Health Wellness Counselor has developed, with the abiding assistance of the CRG, a range of services to assist students, increase campus awareness of mental health issues, and connect with community based MH resources for the purpose of expanding an off campus referral network.

The MHWP offers solution focused, strengths based short term counseling, crisis intervention, and workshops to students that address a range of MH issues and the need for proactive, constructive coping strategies. Consultation to instructional and non instructional faculty, campus outreach, and MH presentations are also part of a broader effort to expand awareness and increase the visibility of the MHWP as a vital community resource. To date the MHWP has served over a hundred students.

The goals of the program are to :

- Help students overcome emotional barriers to academic achievement and personal success
- Help students reduce feelings of extreme distress compelling potentially lethal patterns of thinking and behavior
- Connect student in distress with the MHWP before they are personally and academically at risk
- Increase campus awareness of mental health issues and potential impact on academic performance and personal well being
- Develop strong alliances with faculty and staff
- Develop efficient documentation resources
- Demonstrate correlation between mental health and academic persistence

The program is staffed by a full time general-funded counselor.

Military Veterans Program

No. in Cohort:

The Military and Veterans Program or MVP for short was created in May 2012 and includes or is in the process of implementing the following programs and services for our military service members, veterans, and dependents of veterans:

- Priority registration
- Tuition and fee deferment for those students eligible for Post 9/11 benefits
- Information sessions
- Walk-in services
- ACE workshops (similar to New Student Orientation for both veterans & dependents, as parents of the dependents)

- Training for counselors
- Training for professors and lecturers
- Collaborating with veteran service programs and agencies in the community and bringing them onto campus
- Yellow Ribbon Program
- Tuition Assistance
- MyCAA for spouses of veterans
- Veterans Day recognition

The Military and Veterans Program (MVP) will provide services for the military service men, women, and their dependents. The goals of the program are to:

- ensure all eligible Veterans of the United States Armed Forces and their eligible dependents are informed of the Veterans educational benefits available through Kapi'olani Community College.
- 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.
- adhere to all applicable federal laws, regulations, and policies.

The program is staffed by a full time general-funded counselor and one full-time APT specialists.

Disability Support Services Office (DSSO)

No. in Cohort:

Services for students with disabilities enrolled at Kapi'olani 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 funding source.

DSSO and the college are committed to ensuring equal access to programs and services for students with documented disabilities. Eligibility for accommodations is evaluated based on review of the disability documentation and information provided by the student at the intake interview.

The Disability Support Services Office (DSSO) is responsible for providing disability accommodations to students with documented disabilities in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. In order to provide these services, the office provides a variety of services including notetaking, testing accommodations, and other classroom accommodations implemented by the faculty.

There is a small computer lab in the DSSO office available 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, etc. Additionally, the lab houses a printer for student use, Xerox machine for copying and enlarging (notes, etc.), and a scanner to create materials in alternate format. Accessible software is 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 “Notetaker/Reader/Scribe” positions to provide these accommodations for eligible DSSO students.

TRIO-Student Support Services (SSS)

No. in Cohort: 206 students

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 administrations 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. By the late 1960’s the term “TRIO” was coined to describe these federal programs. Kapi’olani Community College was awarded its first Student Support Services grant in 1980. Since then, the Program has grown to serve a targeted population of 206 students.

TRIO-SSS helps students succeed in academics, attain their educational goals, or transfer to a four-year educational institution. The 2010-2015 Student Support Services grant identified 3 objectives. They are as follows:

- 70% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or graduate and transfer from a 2-year to a 4-year institution during the academic year.
- 75% of all enrolled participants served by the SSS Project will meet the performance level required to stay in good academic standing at the grantee institution.
- 23% of new participants served each year will graduate with an Associate’s Degree or certificate within four (4) years.

TRIO offers the following resources for its participants:

- Academic Advising and Course Selection
- Tutoring
- Peer Mentoring
- Assistance with FAFSA completion
- Workshops on Financial Aid, Scholarships, and Professional/Career Development
- Computer lab
- Mobile Lab Services
- Cultural Activities
- Assistance with Transfer to 4-Year Institutions

The program is staffed by three federal funded counselors and one civil service office assistant. In addition, DSSO employs approximately 100 student employees annually as “Notetaker/Reader/Scribe” positions to provide these accommodations for eligible DSSO students.

Native Hawaiian Career and Technical Education Program

No. in Cohort: 75 students

NHCTEP is a federal grant administered as a consortia through Alu Like, Inc. and has been on the Kapi`olani Community College campus for about 20 years.

Under the current grant, the Project goal is to expand the project by providing services to 75 Native Hawaiian students in career, technical and professional programs to succeed in attaining certificates and degrees to transit to the workforce or additional training as desired. This is an increase from the 60 students served in the previous grant. The Project is also increasing the number of students in internships from 25 to 35.

In the grant, the following are the projected outcome targets for student performance measures:

Native Hawaiian Students who...

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

(* indicates the SLO's that were submitted for the Program SLO Learning Report)

Currently the Project is run by a 1.0 FTE Coordinator/Counselor. A position for a Student Services Specialist – APTA has been advertised and is in the process of being filled.

Resources Available for Students

- Peer Mentoring
- Limited Tutoring
- Computer Lab
- Laptop Loan
- Stipend for Unpaid Work Experience, Internship, Clinical, Practicum
- Funding for Experiential Training Opportunities
- Membership in Professional Organizations
- Professional Licensure
- Resume Writing and/or Review
- Mock Interviews
- Funding for Networking Opportunities
- Cultural Activities

Student Services Centers

The Student Services Unit also includes two Centers – Kekaulike Information and Services Center and Ho`okele Center. These Centers serve as partners to the programs listed above supporting student access and transition to the college, however they do not provide intake or collect assessment data on individual students. Their services are assessed by other means including the Community College Survey of Student Engagement (CCSSE) or satisfaction surveys conducted by the college/unit.

Kekaulike Information and Student Services Center (KISC)

KISC provides enrollment services and communication to all of Kapi`olani Community College's students, staff, and faculty. KISC provides information and support in admissions into KCC and the College's selection degree programs, retention and persistence through maintenance of student records like transcript evaluation, financial literacy and aid, and graduation through degree audits and conferrals. All these services are conducted in one place minimizing the need to refer prospective and continuing students. <http://www.kcc.hawaii.edu/page/admissions>. The unit has also offers specialized transition services for incoming transfer students under the oversight of a newly created Transition Counselor position. Services can be found at

Ho`okele Student Engagement and Student Success Mentoring Program (SSMP)

Ho`okele consists of Associated Students of Kapi`olani Community College (ASKCC) or Student Congress, The Board of Student Publications (BOSP) and the Board of Student Activities (BOSA), three organizations that receive funding through the collection of student fees. ASKCC-Student Congress is part of the college's governance structure, providing recommendations on college actions to the Chancellor. SSMP utilizes peer mentors to assist students in multiple areas. Mentors provide information about the College to students, parents, faculty, campus staff, high school counselors, and the general public. They advise prospective and admitted transfer students on admissions, graduation and GPA requirements; college and departmental policies and procedures; course selection; transfer course articulation; serve as classroom aide in developmental level Math and English classes. Peer mentors can be reached at <http://kcc.hawaii.edu/object/kccpeer.html>

Program Coordination

Each of the Student Services Targeted Populations counseling programs is coordinated by a member of the counseling staff. The program coordinator manages all aspects of the program which has been designated by the college as a specialized support area. The program coordinators, as applicable, maintain relations with state and federal agencies, liaison with external organizations and entities, maintain program facilities/labs, coordinate student support services and activities, and supervise any administration personnel within the program.

The KISC and Hookele Centers each have a designated Coordinator who oversees direction and management of the day to day operations of the services provided. The coordinator is responsible for implementing policies, overseeing budgets and personnel, and being accountable for the centralized college services offered in the Center that make up an important infrastructure for college operations.

Other new programs

Transfer Year Experience

KCC has had a disproportionate growth, 25%, in incoming transfer student enrollment over the past three years (2010-2012) and the success rates of these transfer students during their first year at KCC has been lower than those of other student types. In a recent study conducted at KCC (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), (KCC, 2009).

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 program goals are to:

- 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.

The Transfer-Year Experience currently consists of one faculty member (1.00 FTE). Requests for additional positions may be made as the program and its services increase.

Program Mission Rubric

Alignment to Program/Unit Mission	Strategy 1: Train Peer Mentors	Strategy 2: Create a financial aid mini-lab	Strategy 3: Offer a Pell Grant Week with financial aid support activities	Strategy 4: Develop a Life Map focus for students
Providing services and activities to transition, support, and retain students; 5-Strongly supports student transition, support and retention 3-Moderately supports student transition, support and retention 1-Does not lend support to student transition, support and retention				
Assisting students in the identification, pursuit, and achievement of their educational, career, and life goals; 5-Strongly supports student achievement of goals 3-Moderately supports student achievement of goals 1-Does not lend support to student achievement of goals				
Encouraging the self-development of students and their adjustment to college, and supporting their acquisition of academic and personal skills; 5-Strongly supports student self-development and skill acquisition 3-Moderately supports student self-development and skill acquisition 1-Does not lend support to student self-development				

and skill acquisition				
<p>Fostering a sense of belonging and an environment that respects diversity and encourages self-exploration and efficacy.</p> <p>5-Strongly supports student self-exploration and efficacy</p> <p>3-Moderately supports student self-exploration and efficacy</p> <p>1-Does not lend support to student self-exploration and efficacy</p>				
Total				

Implementation Rubric

Probability of Success Rubric	Strategy 1: Train Peer Mentors	Strategy 2: Create a financial aid mini-lab	Strategy 3: Offer a Pell Grant Week with financial aid support activities	Strategy 4: Develop a Life Map focus for students
Skill Set:				

<p>Do we have the necessary skills to successfully accomplish this tactical strategy? 5 – Several members are expert in this area and can lead us 3 – All of us are capable for not expert 1 - None of us have the skill set but are willing to learn</p>				
<p>Interdependencies 5 – People from other departments are aware, willing, able and have the time to work with us 3 – People from other departments are aware but are limited in the time they can work with us 1 – People from other departments are not aware and may be unable to work with us</p>				
<p>Commitment/Will 5 – This is important and we are do what is required to successfully complete this tactical action 3- We understand the importance and will complete the effort 1-We will waver under pressures of our other commitments and will not fully implement the plan</p>				
<p>Resources 5 – We have enough infrastructure (authority, funds, people) to complete the tactical action 3-It appears that we have adequate infrastructure but we’re not sure of everything we need 1-We don’t have the needed infrastructure at this time.</p>				
<p>Total</p>				