



University of Hawaii Community Colleges Student Services Annual Report of Program Data (ARPD)

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Review Year:

2016

College:

Kapiolani Community College

Program:

Student Services

College: Kapiolani Community College Program: Student Services

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The last comprehensive review for this program was on **2016**, and can be viewed at:

http://ofie.kapiolani.hawaii.edu/wp-content/uploads/2013/01/2016_CPR_StudentAffairs_Feb17.pdf

Program Description

Student Services Overview

Student Services serves all students that enroll at Kapi'olani Community College with the intent to support them in persistence and completion of their academic goals. We have 50.5 FTE student support services personnel positions are funded by general funds and 5.5 FTE are funded by federal funds. Student Services consists of 16 programs, which are funded and assessed individually. They are:

Early Alert Program - 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 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.

Commitment to Early Alert was made in December 2015 when a full-time counselor was assigned into the Early Alert position, funded through the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program. Branded as "MySuccess" and using Hobson's Starfish interface, the initiative spans the UH Community College system and receives technical and program support from the UHCC Vice President's Office.

Tag Line:

Reaching out to students early and often, and resourcing them for success
Building relationships with students (not just raising flags)

Number of Faculty, Staff, and Student Workers: 1 Faculty (1.0 FTE)

Kuilei Outreach Program - The Kuilei Outreach Program at Kapiolani Community College will provide student services that promote cooperative successful transition into Kapi'olani Community College. The Kuilei Outreach Program – a college transition pathway program – strives to promote cooperative, successful connections, transitions and educational experiences for students who choose to continue their education at Kapi'olani 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 School, in addition to schools supporting GED, HiSET, and adult age students. The Program also supports postsecondary awareness opportunities with Oahu's Department of Education (DOE) Middle and Intermediate Schools.

Through the Kuilei Outreach Program, KCC will provide intensive, concentrated and hands-on experiences and support to assist prospective students to successfully complete the admissions, testing, enrollment, registration and financial aid processes; complete their academic goals; and reduce the time to degree completion. In helping to prepare students for this transition, the Kuilei Outreach Program conducts and supports initiatives such as college awareness activities and Campus Tours led by Peer Mentors, high school and middle school visits, and dual credit opportunities.

The Kuilei Outreach Program will continue to build meaningful and thoughtful partnerships with leaders within schools and community groups that connects their target population to opportunities, supports, and other educational capital to the students we all serve.

The Kuilei Outreach Program currently has 2 full time general funded faculty and one federally funded APT Band A that is split between the Kuilei Outreach Program and the First Year Experience (FYE) Program. The Kuilei Outreach Program is located in Iliahi 231, Kīkaha O Lae'ahi.

The Single Parents Program - As of Spring 2017, the program expanded its scope from serving single parents (since 1984) to all student parents with a focus on those with high financial need. The Student Parents Program (SPP) has had an evolution over the last three decades. Now located in 'Iliahi 201, the program has 2 FTE counselors, and 1 casual hire APT Band A Program Specialist.

The primary goals of the program are to:

- provide essential resources and support for students to earn an associate and/or certificate degree(s) from Kapi'olani Community College and/or transfer to a baccalaureate institution,
- become self-sufficient in their chosen field of study, and
- successfully balance academic, work, and family obligations.

Services include information sessions, career and personal counseling, information and next steps planning sessions, 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.

Most of our services are aimed to outreach to potential students and to help them navigate the often confusing path to first-time enrollment. We also collaborate with other programs on campus to provide students a "web" of support.

Originally funded by Carl Perkins federal funds, the program was established as the Single Parents and Displaced Homemakers Program in 1984. The name was changed to the Single Parents Program 5 years ago, and most recently in 2016 to the Student Parents Program. The program no longer receives federal funds, and is fully general funded, with additional support through donors who enable the program to award yearly scholarships in excess of \$5,000.

The Student Parents Program staff also supports the KCC Prevention, Awareness, Understanding (PAU) Violence Coalition, focusing on educating and empowering the campus community to create a culture of respect and end all forms of sexual and gender-based violence. The PAU Violence Coalition continues to serve as the education and prevention arm of the KCC Title IX Team.

The Office of Student Activity - The Office of Student Activities (OSA) strives to compliment classroom learning with multicultural, leadership, social, and Student Clubs programs. OSA is also home to the Board of Student Activities (BOSA) and student clubs as well as an array of student programs and services. OSA provides convenience services to KCC students such as, but not limited to: intramural sports, student club information, U-Pass sales, OSA/BOSA events, New Student IDs and Validations, Locker Rentals, Lot A Parking Passes, Bulletin Board postings, University of Hawaii Federal Credit Union Services, Campus Lost and Found, and Discounted Movie Sales. (1 FTE APT Band B; 5 Student Employees) <https://www.kapiolani.hawaii.edu/campus-life/office-of-student-activities/> Iliahi 126

Mental Health & Wellness Program - The Mental Health and Wellness Office is an essential resource to the college in dealing with mental health-related conditions by providing a comprehensive 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 (MHWP) began June of 2011 at the recommendation of the college's Consultation and Referral Group (CRG) for the purpose of intervening on behalf of students in crisis or non-crisis situations. Referrals were made to outside providers or to the Counseling Student Development Center (SDC) at UH

Manoa) at that time.

In May 2013, the name changed to Mental Health and Wellness Program (MHWP) and a temporary full-time position was created to service the college community. In 2014, the position was filled by a licensed Mental Health Counselor (LMHC), who then developed a strategic plan in Spring 2015 to build a comprehensive mental health and wellness framework to promote health and wellness. The vision was built to be in alignment with best practices and the college's mission for mental health services on a college campus.

The mission of the MHW office is to improve the mental health and well-being of the campus community. The services includes two components of counseling: therapeutic mental health services and non-therapeutic wellness services. On the therapeutic side, the mental health counselor provides immediate access to care, plays a vital role in triaging, screens for potential risks to the campus, coordinates mental health services, and acts as consultant to administration, faculty and staff. On the other hand, non-therapeutic wellness services include strengths-based strategies to assesses students' immediate needs, the conceptualization of wellness issues developmentally, strategic interventions that immediate dysfunctions while optimizing growth, responsibility and change. The MHW Office also serves as Confidential Space for the college.

The vision for the MHW Office is provided by the Student Affairs Care Model. This model includes an integrated three-component approach: Prevention, Intervention, Post-vention that not only provides critical care, but plays a vital role in student development, retention, and completion. This model has been designed to support safety, health, and the well-being of all students, faculty, and staff. This integrated approach is intended to introduce and strengthen the 8 components of wellness: intellectual, emotional, spiritual, ethical, psychological, ecological, environmental, economical, and social development, which are essential areas to academic and workplace success.

The MHW Office fits under the three domains of this model. The Licensed Mental Health Counselor plays a vital role in the Intervention domain, but will also provide support to Prevention and Post-vention that is housed under Wellness. The Prevention component includes the education and awareness initiatives, engaging students to be more accountable and proactive for their actions and choices. The Post-Vention initiative is designed to provide counseling support and case management to a unique and targeted population of students who are specifically referred and who may be able to benefit from reintegration and restoration efforts. Connection to resources will be a major emphasis.

Although the Mental Health Counselor has been effectively functioning at the college since 2014, wellness services has not been in operation prior to the Fall of 2016. Based on the recent vision articulated by the Student Affairs Care Model, the inclusion of wellness counseling as a partner with mental health, was only recently established in Fall 2016. Wellness services are valuable for students while they are in the Engage, Learn and Achieve phases of the Student Success Pathway. Intentional interventions will focus to help students focus on their wellbeing to increase retention and completion.

The model defines wellness as the *optimal state of health of individuals and groups, and its 2 major focal points are: 1) realization of an individual's fullest potential (emotional, social, environmental, physical, spiritual, intellectual, economic, occupational), and 2) the fulfillment of one's role expectation to these components.* It further defines the role of the Wellness counselor as follow:

1. Provide strengths-based strategies for assessing student
2. Plan interventions that immediate dysfunctions and optimize growth
3. Promote education and awareness of the 8 wellness components
4. Provide Post-vention services and case management to Students of Concern
5. Serve as a Confidential Space to Title IX

Transfer Year Experience Program (TYE) - The Transfer Year Experience program provides college-wide assistance to students transferring to Kapi'olani Community College 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 Kapi'olani Community College.

Kapi'olani CC 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 Kapi'olani CC was lower than those of other student types. In a study conducted at Kapi'olani CC (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), (Kapi'olani Community College, 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 Kapi'olani CC 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 Transfer Year Experience program currently consists of one

faculty member (1.0 FTE).

Resources

The Transfer Year Experience program is located in Iliahi 231, the Kikaha o Leahi Center. Online services can be found at <http://tye.kapiolani.hawaii.edu>

Military and Veterans Program (MVP) - starting in May 2012, **the Military Veteran's Program** primary purpose is to provide services for the military service members, veterans, and dependents of veterans. These services include: (1) 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; (2) 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; (3) answer all related military questions such as Tuition Assistance, Kicker, and other similar benefits; and (4) to adhere to all applicable federal laws, regulations, and policies. Its mission 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

Staff: One (1) counselor = 1.0 FTE. Two (2) part-time student workers.

Location: Iliahi 112 - (shared office space with Employment Services and Honda International Center staff).

Kapo'oloku Program for Native Hawaiian Student Success - Kapo'oloku Program for Native Hawaiian Student Success is located at the Kikaha o Lae'ahi center in 'Iliahi 231. The Program can be found in the 'ekahi and 'elua rooms.

The Kapo'oloku Program for Native Hawaiian Student Success exists to ensure that Kapi'olani 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 Hawai'i's history.

The goals of the Kapo'oloku Program are to increase Native Hawaiian success measures at Kapi'olani Community College by providing both direct services to students and coordinate with other programs on campus to ensure equity for Native Hawaiian Students. The program was officially named Kapo'oloku in August 2014 and prior to that time went by The Native Hawaiian Student Success Program.

Queen Kapi'olani had two younger sisters, Kapo'oloku Pomaikelani and Kekaulike Kinoiki. Nāwa'a Napoleon honored the Native Hawaiian Student Success program with this esteemed name, Kapo'oloku to honor the Queen's sister and her legacy. Kapo'oloku had an esteemed position as the director of the Genealogical Society and a prominent member of King Kalākaua's Nauā council. Little is written about her in history despite the important positions she held. Given the positions she held and roles she played on these councils signify her high standing and her strong values rooted in history and culture. This aligns well with the mission of the Kapo'oloku program, rooted in enhancing ones educational experience by honoring and looking to one's past. The Kekaulike Information and Service Center (KISC) at Kapi'olani Community College is the namesake of the youngest sister of Kapi'olani. This office serves as an entry point for students, helping with registration, financial aid and records. Kapo'oloku aims to assist student fulfill their potential through succeeding in their educational endeavors.

Goals:

- Coordinate initiatives at Kapi'olani 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.

The Kapo'oloku Program for Native Hawaiian Student Success started in January 2014 by program coordinator, Michaelyn Nākoa. The program was running with a half-time coordinator from January to May and in May, she took on the role as full-time coordinator and was able to officially launch the program. The APT Student Support Specialist was hired and started her appointment on June 30, 2014 and unfortunately vacated the position in March 2015. A replacement APT was hired and has been employed since January 2016.

The Kapo'oloku Program for Native Hawaiian Student Success is organized under the Vice Chancellor for Student Affairs and is

characteristically a student affairs program. The program conducts outcome assessment that directly aligns with the Student Affairs Mission and campus Strategic Plan.

Faculty 1.0 FTE, APT 1.0 FTE - Vacant fall 2015, filled in January 2016. 6 peer mentors and 1 Mala peer mentor.

Disability Support Services Office (DSSO) - The Kapi'olani 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 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 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 logins

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.

First Year Experience Program (FYE) - In keeping with Kapi'olani Community College's philosophy, which encourages students to *kūlia i ka nu'u* — reach for the highest, the college's **First-Year Experience (FYE) Program** sets out to welcome new students from all levels of preparedness and experience and serves as a bridge for their transition into college. The program exposes students to the broad range of educational opportunities, introduces students to essential campus support programs, and collaborates with the campus community to help students achieve academic and personal success. Upon completing the first year, students will have the direction and the skills necessary to move forward on their learning and personal paths and will have integrated into the college community. Having this solid foundation, students will be able to *Mai nea mua aku, kūlia i ka nu'u* — "from this point on, reach the highest." **FYE Program** activities include, but are not limited to, new student orientation, registration and financial aid workshops, summer bridge and college success classes. For more information, call (808) 734-9245 or email kapstart@hawaii.edu.

As part of the **FYE Program** also coordinates the *King William Charles Lunalilo Scholars Project (Lunalilo Scholars Project)*. The *Lunalilo Scholars Project* is a transformative opportunity for promising individuals who have not considered higher education as a viable alternative because of financial or other barriers limiting college access. Established in 2012 by the Kaneta Foundation of Honolulu, Hawai'i and in partnership with KCC and the University of Hawai'i Foundation, this unique program boasts a comprehensive commitment to student success through scholarship and academic and personal support. *The Lunalilo Scholars Project* helps students achieve their first-year goals through a Summer Bridge Program, College Success courses, peer mentoring, technological support, academic tutoring, placement test preparation, career and personality assessments, advising and counseling services, assistance with tuition, fees, books, and supplies, and assistance with the FAFSA and scholarship applications. The diverse programs and strong peer support equip Lunalilo Scholars with the necessary skills and confidence to thrive in the collegiate world, become resourceful, and gain financial literacy to effectively fund their future education to better themselves and their communities. Project staff identifies individual student needs and guides them, academically and emotionally, so they overcome obstacles and learn to thrive independently. Scholars are required to enroll in a minimum of 9 credits per semester, achieve at least a 2.0 GPA and pass 67% of their classes. Scholars who complete their first year and remain at KCC receive continued academic and personal support.

TRiO Student Support Services (TRiO SSS) - assists students to graduate and/or graduate and transfer to baccalaureate educational institutions within four years. The program is funded by the United States Department of Education (US DOE) and serves

206 students. The history of **TRiO SSS** 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. By the late 1960's, the term "TRiO" was coined to describe these federal 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. **TRiO SSS** helps students succeed in academics, attain their educational goals, and/or transfer to four-year educational institutions. The 2010-2015 Student Support Services grant identified three objectives:

- 70% 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;
- 75% 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; and
- 23% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.

Kulia Ma Kapi'olani - Native Hawaiian Career & Technical Education Project - a federally funded partnership between Alu Like Inc. and Kapi'olani Community College. The goal of the project is to assist native Hawaiian students to successfully gain admission to, graduate from, and find employment in a career and technical education programs. It's goal is to provide services to 75 Native Hawaiian students in career, technical and professional programs to succeed in attaining certificates and degrees to transition to the workforce or additional training as desired. "Native Hawaiian" is defined as any individual whose ancestors were natives of the area that now comprises the State of Hawai'i, prior to 1778. Services include academic & tutorial support, computer resources, peer mentoring, financial aid and scholarship application assistance, internship development/stipend assistance and job readiness services.

The Employment Prep Center - 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 the immediate services offered 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.

<https://www.kapiolani.hawaii.edu/employment-prep-center/>

The Employment Prep Center provides students and alumni of Kapi'olani Community College career preparation and employment services by collaborating with academic programs, campus stakeholders, and career champions to promote professional development and lifelong learning.

The current staff is one 11 month 1.0 FTE Counselor and one 11-month .5 FTE APT position
The Employment Prep Center is located in 'Iliahi 112.

Kekaulike Information and Service Center (KISC) - The Kekaulike Center (KISC) provides enrollment services to all of Kapi'olani Community College's students(current and prospective and non-credit), staff and faculty. The function of this organizational unit is to establish policies and procedures for all processes related to admissions, records, registration, graduation and financial aid with particular attention to the maintaining of and confidentiality of student records thereby ensuring the integrity of academic and institutional policies and procedures. Our unit is responsible for the processing of admission applications; determining the resident tuition status of all applicants and registered students; creating and maintaining of student records, including VA records; evaluating previous coursework for transfer credits; degree conferrals and maintenance of STAR as well as the maintenance of student records (which include medical records, address changes, name changes, enrollment verifications, etc.). The Kekaulike Center is dedicated to delivering these high quality services with integrity and Aloha to support the needs of our students to ensure a smooth transition in achieving their educational goals. Our office performs an essential role in supporting, facilitating and promoting the educational mission of Kapi'olani Community College 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.

The Kekaulike Center is staffed with highly qualified personnel who are technical experts in their specified areas who constantly monitor office practices and procedures and recommend changes to ensure effective, efficient and prompt service. As the initial touch point for prospective, current students, and former/alumni students at KCC, we serve as the driving force in the gathering, disseminating and interpreting of valuable information that serves as the foundation for planning and tracking of student success at

KCC.

The Kekaulike Center is committed to providing access, support, and service through an informed enrollment process that includes: Admissions, Financial Aid, Registration, Records, Transfer of Credits, and Graduation to all students from diverse, local and global communities.

Current staffing:

Operations Manager: (Duties also currently being fulfilled by the Graduation Manager)

Registrar: 1

Admissions: 1 APT-B, 1 Office Asst. IV

Records (Transcript Eval division): 1 APT-B, 1 APT-A (Temp) (Also does STAR programming and maintenance)

Records (Graduation): 1 APT-B

Records (Maintenance of student records): 3 Office Asst. IV

Records (VA Certifying Official): 1 APT-B

Financial Aid: 2 APT-B, 3 APT-A

Non-Credit Registration: 1 APT-B, 2 APT-A

Student help:

Admissions: 3

TER+Grad: 4

Financial Aid: 3

Online Learner Success - As the time period reflected for the ARPD is Fall 2015 - Summer 2016 and the Counselor - Online Learners support position and program was not in existence until Fall 2016, below is a brief summary and focus for the future in moving forward.

Online learner success is affected by many factors, including, but not limited to: online instructional pedagogy, practices, and engagement; online learning policies, resources, and supports; online learner preparation/readiness, life factors, retention issues; etc.

As a new area of focus, the Counselor for Online Learners was initially conceived as focusing on the targeted needs of fully online learners, as fully online learners are one of the most "at risk" subpopulations of distance learners. This population of students needed to be examined for their demographic and academic characteristics and perceived learning and support needs.

The Office for Institutional Effectiveness (OFIE) analyzed data on fully online learners and summarized their findings in a report at the end of Spring 2016, [*Demographic and Academic Characteristics of Online-Only Students at KCC*](#). In addition, an informal survey was sent to fully online learners at the same time to try to hear their "voice" and gain awareness of their perceived learning and support needs.

Combined with research and best practices related to online learner needs, data on our KapCC online learners, and in collaboration with campus partners, counseling efforts to support online learner success have been piloted in Fall 2016 and Spring 2017.

Counseling Services - The College provides counseling and advising services through a decentralized organizational model. In this model, student services personnel in the academic clusters share the responsibility for student success with instructional faculty. Discussions about student access, progress, learning and success take place in department meetings. Our mission is to provide student-centered services and activities and to collaborate with other campus units to promote the understanding of our student needs and support student holistic development. We accomplish our mission through an integrated approach designed to address the needs of our diverse student population and engagement in the learning process by:

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

Counseling student learning outcomes (SLOs) for use across campus were developed in 2010. Since that time, units have assessed these SLOs. Completed templates and summaries of the assessment cycle for counseling support of this program are available at:

ofie.kapiolani.hawaii.edu/program-review.

Counselors assigned to departments and units as follows:

- Maida Kamber Center (career, transfer and graduation advising services) – 7.0 FTE
- Business, Legal & Technology Education, Culinary Arts and Hospitality – 4.0 FTE
- Emergency Medical Services, Health Sciences and Nursing – 4.0 FTE
- Targeted Populations Counseling – 13.5 FTE

Honda International Center (HIC) Program – 2.0 FTE

Part I. Quantitative Indicators

Demand Indicators		Program Year			
		13-14	14-15	15-16	
1	Annual Headcount ALL Students	10,712	10,448	9,963	
2	Annual Headcount NH Students	1,927	1,787	1,727	
3	Actual Percent Change from Prior Year ALL	-4%	-2%	-5%	
4	Actual Percent Change from Prior Year NH	-4%	-7%	-3%	
5	Annual Headcount of Recent Hawaii High School Graduates	800	765	719	
6	Percent of Service Area's Recent High School Graduates	7%	7%	7%	
7	Annual Headcount of Students 25-49 Years Old	3,554	2,428	3,336	
8	Annual Headcount from Underserved Regions	1,930	1,134	1,708	
9	Annual Headcount in STEM programs	1,302	535	854	
10a	Fall Semester Registration Status	New Students	1,372	1,346	1,410
10b		Transfers Students	1,036	970	998
10c		Continuing Students	3,849	3,699	3,571
10d		Returning Students	450	433	420
10e		Home Campus Other	1,669	1,546	1,417
11a	Spring Semester Registration Status	New Students	383	489	416
11b		Transfers Students	612	677	672
11c		Continuing Students	4,815	4,545	4,438
11d		Returning Students	304	338	274
11e		Home Campus Other	1,644	1,603	1,460

Efficiency Indicators		Program Year		
		13-14	14-15	15-16
12	Pell Participation Rate ALL Students	36%	38%	36%
13	Pell Participation Rate NH Students	39%	41%	38%
14	Number ALL Students Receiving Pell	1,934	1,945	1,781
15	Number NH Students Receiving Pell	409	391	344
16	Total Pell Disbursed ALL	\$6,551,144	\$6,617,360	\$6,128,895
17	Total Pell Disbursed NH	\$1,407,894	\$1,321,486	\$1,155,294
18	Overall Program Budget Allocation	\$1,657,069	\$1,910,513	\$4,939,330
19	General Funded Budget Allocation	\$1,165,831	\$1,910,513	\$4,939,330
20	Special/Federal Budget Allocation	\$0	\$0	\$0
21	Cost Per Student	\$155	\$183	\$496
Achieving the Dream		AtD Fall Cohort		
		2012	2013	2014
22	FT AtD Cohort (ALL) complete 20 credits first year	452	402	433
23	FT AtD Cohort (NH) complete 20 credits first year	61	57	57
24	PT AtD Cohort (ALL) complete 12 credits first year	229	213	183
25	PT AtD Cohort (NH) complete 12 credits first year	33	24	19

*Data element used in health call calculation

Last Updated: February 10, 2017

Effectiveness Indicators		Program Year		
		13-14	14-15	15-16
26	Persistence Fall to Spring ALL Students	71%	71%	71%
27	Persistence Fall to Spring NH	68%	70%	68%
28	Degrees & Certificates Awarded ALL	1,513	1,335	1,383
29	Degrees & Certificates Awarded NH	234	189	191
30	Degrees & Certificates in STEM ALL	300	110	127
31	Degrees & Certificates in STEM NH	51	15	19
32	Transfers to UH 4-yr ALL	451	410	815
33	Transfers to UH 4-yr NH	76	105	135

Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2012	2014	2016
34	Support for Learners Benchmark (Percentile)	40	60	0
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)				
35	Academic Advising			
	Frequency	1.70	1.77	Not Reported
	Satisfaction	2.25	2.24	Not Reported
	Importance	2.60	2.61	Not Reported
36	Career Counseling			
	Frequency	1.48	1.54	Not Reported
	Satisfaction	2.15	2.15	Not Reported
	Importance	2.49	2.51	Not Reported
37	Job Placement Assistance			
	Frequency	1.17	1.26	Not Reported
	Satisfaction	1.72	1.85	Not Reported
	Importance	2.14	2.13	Not Reported
38	Financial Aid Advising			
	Frequency	1.62	1.61	Not Reported
	Satisfaction	2.06	2.13	Not Reported
	Importance	2.43	2.44	Not Reported
39	Student Organizations			
	Frequency	1.31	1.35	Not Reported
	Satisfaction	1.98	1.98	Not Reported

	Importance	1.96	1.97	Not Reported
40	Transfer Credit Assistance			
	Frequency	1.48	1.52	Not Reported
	Satisfaction	2.02	2.10	Not Reported
	Importance	2.39	2.37	Not Reported
41	Services for People With Disabilities			
	Frequency	1.23	1.29	Not Reported
	Satisfaction	1.96	2.06	Not Reported
	Importance	2.16	2.14	Not Reported

*Data element used in health call calculation

Last Updated: February 10, 2017

Glossary

Part II. Analysis of the Program

Analysis of Demand Indicators

Analysis of college enrollment demand data indicates that student headcount declined by 485 (-5%) in 2015-16 from the previous year. This is the fourth year in a row that enrollment has declined. As predicted last year, enrollment is on a slow decline, which is consistent and has triggered a closer look at campus plans for activities to improve this picture, as well as the development of a comprehensive enrollment management plan.

Native Hawaiian enrollment at the college declined by 60 (-3%). An increase from the previous year of -7% decline. At the same time, the Pell participation rate for Native Hawaiian students declined for the first time in two years (38%). The overall Pell participation rate decreased by 2% at 36%. A targeted effort with collaboration of the Kopo'oloku and the Office of Financial Aid was implemented this year to support efforts in increasing Native Hawaiian enrollment and persistence.

Kapi'olani has maintained a solid 7% rate in the percentage of high school graduates in our service area attending the college. Enrollment of high school graduates coming directly to Kapi'olani from all public and private high schools has decreased due to the student population in the local service area also declining. Academic Year 2015-16 was spent building stronger partnerships with on campus resources and community partners in light of our staffing situation. The Kuilei Outreach Program's main goal is transitioning recent high school graduates into Kapi'olani Community College, which is a part of the 2015-21 Strategic Plan. However, with a staff of 2 it has pushed us to rely on partnerships to fulfill our duties. According to the revised [University of Hawaii Second Decade Report](#), the population growth in KCC's district (East Oahu) is "low". The report also states high school diploma attainment is "low" as well. We would need to strengthen our communication with our feeder schools and KCC's administration to strategically find ways to attract more students to KCC. The partnership between the Kuilei Outreach Program and the Kekaulike Information and Services Center has made the processing end of transitioning high school students to KCC extremely efficient. We continue to meet regularly to update each other on any change and trends that would impact the processing of applications from recent high school graduates. The partnerships between the Kuilei Outreach Program and our community partners (i.e. feeder high schools) remains strong. We continue to offer on-site support in the areas of admissions, advising, and for Kaimuki HS the additional support of on-site Compass Testing. These partnerships resulted in the pilot program called Kaimuki To College, where KCC offered colleges courses at Kaimuki HS. We are currently in year 4 of this endeavor, which has shown an increase in enrollment and most importantly performance rates.

ARPD data indicates a significant increase in the total number of students' ages 25-49 years old who enrolled at the college by 908 students, it does show that 89% of the students enrolled at KCC are under 30 years old. Unlike other Oahu campuses, Kapi'olani has experienced an increase in students from underserved regions for the first time in four years. Finally, Kapi'olani increased its STEM enrollment after a significant decline in the previous year which can be attributed to the outstanding quality of our STEM Program in attracting majors during a period of decline in other STEM fields such as nursing and certain health science areas.

In terms of student type for the Fall 2015:

- The number of new students increased by 64 students from the previous year.
- The number of transfer students increased by 28 students from the previous year.
- The number of continuing students decreased by 128 students from the previous year.
- The number of returning students decreased by 12 from the previous year.
- The number of home-based students decreased by 129 students from the previous year.

Based on the data, the college is experiencing a decline specifically in continuing, returning and home-based students. These trends could be that students are beginning to take classes across the whole system, vs. focusing their courseloads on one campus. The data also indicates increased attention to our continuing students, Fall to Spring persistence needs to be further reviewed.

Analysis of Efficiency Indicators

Analysis of college efficiency data indicates a steady 2% improvement in the awarding of financial aid. The number of Native Hawaiian students receiving financial aid at the college increased by 2%. The college is in the fifth year of the “centralized financial aid awarding pilot project” which began in July 2012.

Analysis of Effectiveness Indicators

The college’s student persistence from fall to spring remained steady for all students and decreased for Native Hawaiian students by 2%. In contrast, both cohorts showed a increase in degrees/certificates all students and Native Hawaiian students. STEM degrees and certificates increased for all students and Native Hawaiian students.

Recent improvements in the awarding process, including auto-graduation and reverse transfer, have resulted in more students receiving degrees/certificates that they were not aware they had earned. Recent improvements to STAR Advisor have made a positive impact on students’ abilities to self-advise their course selection process during registration by establishing STAR Journey plans to chart their course toward graduation in a timely manner.

Transfer rates did increase. The college’s investment in additional staffing at the MKC Transfer Center and the recent hiring of a UHM Transfer Counselor who is located at the college have boosted the efforts began in 2008 to establish Ka`ie`ie Degree Pathway and other two-to-four year transfer pathways to four year campuses in the system.

The effectiveness of the college’s support for learners is reflected in the CCSSE scores which for the 2012 survey was benchmarked against institution in the category of “large colleges”. Several patterns emerge in the analysis of the data. The next CCSSE survey was administered in 2012 analyzed in last year’s 2014 ARPD.

Part III. Action Plan

Enrollment Management: In response to declines in demand in some areas, Student Services has been collaborating with the College’s marketing coordinator on a plan that seeks to develop a brand for the college and reach out to new target populations. A survey was conducted by SMS Research in spring 2013 and the findings have been discussed collegewide with input being forwarded through administrative and governance channels to determine marketing and outreach strategies/steps to be taken by the college. Furthermore, with collaboration from the Chancellor’s Advisory Council subcommittee on Enrollment Management & Marketing, the Vice Chancellor for Student Affairs established an internal taskforce, the VCSA’s Taskforce on Enrollment & Retention, to review internal processes to increase processes that effect enrollment, persistence and completion of all students.

Student Services also developed action plans based on analysis of the 2014-2015 program data and analysis and connected them to the Student Success Pathway.

The Kuilei Outreach Program

The Kuilei Outreach Program currently has 2 full time general funded faculty and one federally funded APT Band A that is split between the Kuilei Outreach Program and the First Year Experience (FYE) Program.

Partnership between Kuilei Outreach Program and FYE is essential to making a positive impact to the enrollment of KCC. The current Strategic Plan strives to increase enrollment 2% of recent high school graduates. However, national and local data suggests that high school graduate rates will start to decline starting with the class of 2017 meaning more investment into recruitment, outreach, and retention is critical to meet the hallmarks in the Strategic Plan. Currently with a team of 2 ½, we are able to provide wrap around services to only a select number of high schools. These services include admissions and financial aid application support, academic advising, and New Student Orientation. More personnel is required if the College is interested in providing similar services to more high schools as a mechanism to increase enrollment of recent high school graduates.

Campus Tours

Connect Phase

PLG 1: Educational Goals: Students will identify and implement a plan to achieve their educational goal(s).

SLO 1B: SWiBAT identify the steps to transition to their next educational goal

PLG 4: Students will be aware of campus and community resources and engage in activities and services that fulfill their needs and interests

SLO 4A: SWiBAT identify campus and community on-site and on-line resources

Campus tours play an integral role in students decision making process in their college selection process (Brinckerhoff, 1996).

Students time spent on college campus visits not only help in choosing between potential colleges, but allow for students to explore potentially unknown academic programs that can expand and/or enrich their career exploration pathway (O'Brien, Dukstein, Jackson, Tomlinson, & Kamatuka, 1999). In addition, campus tours that focus on student readiness skills in addition to academic program focused campus visits have shown to be effective in helping students in preparation for their future college transition (Chickering & Kuh, 2005).

With the campus being tasked with increasing its student enrollment numbers as part of the Strategic Plan and UH System Performance Funding measurements, despite a decrease in the population of college age students in the Campus feeder area, campus tours provide an opportunity to help mitigate a potential drop in enrollment by helping to connect the Campus unique and highly acclaimed programs to prospective students. In addition, the ability to connect future students, especially those from low-SES and underrepresented backgrounds, to campus Support Services before even enrolling in college can be integral in helping provide timely and effective support to students as mentioned by Chickering and Kuh (2005).

Next Steps

The Kuilei Outreach Program is in-line to have 25 campus tours for the 2016-17 academic year, with the median number of students falling in the 30-40 students per visit range. The median average is used in reporting due to the high fluctuation of sizes on the edges of the programs tour offerings, some of which (3-5 a year) are as large as 300-400 students per visit.

With that said the Kuilei Outreach Program's Campus Tours also include individual and small group visitor requests as well. Although these groups are much smaller and less frequent (10 scheduled as of Feb. 2017 for 2016-17 academic year) they provide a unique opportunity to connect with students who in many cases are very close to the enrollment process to ensure their needs are met and best helping to create a successful environment for them to transition successfully into the College.

The Kuilei Outreach Program's ability to offer these tours depends on its ability to meet the needs of adequately staffing and preparing for the campus tour offerings requested. This process has evolved over the past few years. In December of 2015 the Program had a position transition seeing its APT Outreach Advisor position evolve into a faculty Outreach Counselor Position. Although this helped to guarantee a more permanent position (grant funded position to general funded position), it did add additional duties to the Program without adding additional staffing. In addition, around this time the peer mentors being used to assist with campus tours offered by the Kuilei Outreach Program were also going over a programmatic shift of their own as they transitioned to be housed under the First-Year Experience Program.

These two changes required the campus tour implementation and preparation process to shift. This shift included attempting to better streamline the campus tour logistical process as far as scheduling (set days of the week, normally just Friday's) and in regards to peer mentors availability and training (additional time spent on training and recruiting new mentors), as well as working to ensure no drop in quality of campus tour experiences, despite the reduction in peer mentors and additional duties assigned to the Outreach Program.

Since this time the Outreach Program has worked closely with the FYE Assistant Coordinator in helping to build the population of peer mentors and assist in the training process. This has allowed for the Outreach Program to expand its days of availability in working with campus tour inquires, and funding permitted, the aim of the program going forward will be to continue to work with the FYE Program to increase the pool of qualified and trained peer mentors to help assist not just with the implementation of campus tours, but also with planning and preparation. The planning and preparation of these events often take up the majority of the time needed to run a campus tour (approx. 2-3 hours per tour). This process includes coordination of room availability, academic department demonstrations, development and training of interactive age-appropriate educational activities, day-of-logistics communication and planning, as well as assessment and growth of the tour offerings. Although these duties would still rely primarily on the Outreach Counselor, the ability to work more collectively with the Peer Mentor Program on these processes will help to increase the quality of tour offerings, availability of tours, and in streamlining the request to implementation process going forward.

Dual Credit

Connect, Prepare, and Engage Phases

PLG 1: Educational Goals: Students will identify and implement a plan to achieve their educational goal(s).

SLO 1B: SWiBAT identify the steps to transition to their next educational goal

SLO 1C: SWiBAT effectively register for courses applicable to their educational goal

Another trend that is gaining momentum is Dual Credit. Dual Credit are opportunities for high school students to enroll in college courses both on a college campus (otherwise known as Running Start) or college courses offered at their high school (otherwise known as Early College). The Strategic Plan has a goal of a 5% increase of dual credit students. Dual Credit students are processed

the same as any other student, and follow the same procedures such as the New Student Orientation. Since these are high school students, we try to provide more student support as they manage the demands of both high school and college. College courses offered at the high schools (Early College) require a different set of attention and mindful collaboration because the high schools are hosting the college courses.

Current trends from the Hawai'i Department of Education suggests that more attention will be directed toward Early College. Hawai'i P20 Partnerships for Education had shared increase in college going rates and be attributed to exposure to initiatives such as Early College. At KCC, we have an on-going partnership with Kaimuki High School that was established in 2013. However, the partnership will expand to Kalani and Radford High School in the Fall of 2017. As the push to graduate more students with college credits with the outcomes of an increase college going rate, the assumption is more high school will inquire about partnering with KCC. As much as KCC supports these initiative, the issue comes down to resources. The Kuilei Outreach Program has two full-time general funded faculty and ½ federally funded APT Band A (that expires in Summer of 2018). Any expansion of these programs will impact the level of wrap around services to these high schools.

Next Steps

There needs to be stronger efforts to be transparent in light of all the changes happening around recruitment and retention of high school students. The Kuilei Outreach program will make improvements with communications around admissions because we are finding students don't know what to do or what to expect. Possible improvements around communication include using a management software that automates certain communication channels, maximizing Starfish is a UHCC product (but not fully utilized because it is not being used by UH Manoa), coordinating the pulling of reports that is shared and utilized by Kuilei and FYE, and creating a more user friendly tool that bridges new students to key enrollment information. The Kuilei Outreach Program will also strive to improve communication with the campus, improve communication with campus programs and departments, and improve communication with our students.

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZeb2lCcjZEQT11ZG8>

Student Parent Program

One of our goals from the last program review was to implement SPP's revised Personalized Step Sheet and have students take ownership of their educational goals. Once students have identified their needs/problems, we assist them in brainstorming possible solutions, finding necessary resources, evaluating other options, and setting up a timeline for them to address and resolve the issue. Follow-up appointments are scheduled to monitor the student's follow-through and where they are in implementing their plan. We are continuously striving to empower students to take a more active role in their educational and career planning process by having them fill out their Step Sheets on their own and guiding them towards solutions. Those who are English as a second language students continue to be a challenge for us as they need more assistance in filling out the form.

Efficiency Indicators #12: Pell Participation Rate ALL Students

We continue to emphasize FAFSA completion at every info session and intake of new and continuing students and provide limited form-filling help in our office. We also continue to make scholarship dissemination information a priority. Here are some of the results of total of single parent enrolled students and the numbers and percentages receiving pell assistance for academic year 13-14, 14-15, and Fall 2015.

Fall 2013

Enrolled SP students**: 97
Number/% of Pell recipients: 64%

Spring 2014

Enrolled SP students**: 93
Number/% of Pell recipients: 63%

Fall 2014

Enrolled SP students**: 76
Number/% of Pell recipients: 83%

Spring 2015

Enrolled SP students**: 70
Number/% of Pell recipients: 81%

Fall 2015

Enrolled SP students**: 58
Number/% of Pell recipients: 77%

** Our Single Parents Program also provides assistance to many prospective students who may not enroll at KCC, due to current challenges or may be referred to other campuses, depending on their choice of major and also geographic ease. These student counts are not reflected in the above data. Estimated counts of these non-enrolled students are approximately 50+ each academic year.

Currently there is one FTE Coordinator/Counselor position and one casual hire APT A Program Specialist position assigned to the program. The casual hire position was reduced from 40 hours to 32 hours per week in January 2015. The Coordinator/Counselor is responsible for providing oversight and counseling services to prospective and enrolled single parent students, Bridge to Hope eligible

students from the Dept of Human Services and students seeking Confidential Space assistance under the Title IX policies. This position is responsible for activities planning and implementation, preparing budgets and reports, staff training and supervision and program evaluation. The APT casual hire position supports the SPP program by assisting the Coordinator/Counselor with info sessions, general admissions and financial aid assistance. This position also maintains and researches scholarships and community resources database, and provides overall office support for the program. Critical technology skillsets include LauLima, Taskstream, MS Office, Banner, STAR, and SECE. It has been a challenge to keep well-qualified employees in this casual hire position. There has been four employees in this position in four years. Having to recruit and train a series of new employees causes disruption in services, and less time to devote to the program planning and activities.

The most recently hired APT has spent a significant proportion of her time in 2015 supporting campus initiatives related to health and safety, in particular around the areas of sexual assault, dating violence, stalking, domestic violence and sexual harassment, health, and mental health topics. This employee also assisted and will continue to assist in the creation of materials regarding KCC's policies and procedures in the following areas:

- Title IX Team
- Behavioral Intervention Team
- Confidential Spaces
- Violence Prevention Task Force

Student Affairs has ranked the request to convert this APT position to be full-time general funded in the top 3 priorities for the past three years; it is ranked second by the department for the Fall 2015. ARF's and Critical Need Positions forms have been regularly submitted. ARF has been submitted for the past 3 academic years, most recently in November 2015.

Connect: With the expansion to include all student parents, the SPP is challenged to find reliable and consistent venues to target recruitment efforts. Partnerships with Financial Aid staff and agencies such as First to Work and Oahu Work Links will help us to identify students with financial need both on campus and in the community. Services include connecting student to critical need areas, such as child care, housing, legal help, scholarships, parenting support as well as connecting them to key programs on campus that will support them to meet their educational and personal goals. A second counselor was recently hired in February to support this expansion.

Prepare: Information sessions and individual appointments which focus on crafting a next steps plan are key to helping both potential and enrolled students in identifying needed actions and resources. With the program expansion, a needs assessment will also be conducted after a student pool is identified to determine the appropriateness of existing supports provided.

Engage: SPP keeps in communication with their core student population via postings on LauLima, providing program updates, announcements, scholarship reminders, family friendly events, etc. Face to face events such as workshops focused on student parent concerns are in the works. All efforts are focused on providing critical support areas to aid in the retention of student parents who are challenged with balancing their multiple roles.

The Student Parents Program supports the KCC PAU Violence Coalition and Title IX Team by educating and empowering the campus community to create a culture of respect and end all forms of sexual and gender-based violence. The coalition is a college-wide effort, collaboratively striving to create a safer, more informed campus community. KCC PAU Violence Coalition hosted local, national and global sexual respect campaigns such as the [RESPECT] Campaign, Walk a Mile in Her Shoes, and One Billion Rising Global Revolution.

Tactical/SSP: <https://drive.google.com/open?id=0B7S4s-JwfpZeN2U1dDdLWW1keFU>

Early Alert Program

Initial Early Alert efforts in AY 2015-16 focused on customizing the MySuccess/Starfish interface for use by Kapiolani counselors. Writing scripts to identify and create student populations based on classification/major, individual attribute (Native Hawaiian, wholly online learners, etc.), and program intake (TRIO, Student Parent, etc.) were made to enhance relationships, communication, and support between counselors and students. Training in the interface was provided to counselors and counseling units.

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.

Engage: Pairs a student with counselor based on classification/major for advising and counseling support. Establishes student to counselor relationship in targeted populations (based on student attribute or intake) for supportive counseling and retention services. These relationships may last throughout the Learn, Achieve, and Thrive phases.

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZeNVVseFZzSjRDemc>

Transfer Year Experience Program

The Transfer Year Experience program supports the College's Mission Statement through the services and interventions provided to

transfer students from the pre-application process through the first semester through a structured pathway approach. The structured pathway outlines each step that needs to be completed to ensure a successful first semester at the College. It has an intervention build into it, academic planning and registration sessions, which help students identify their educational, career, and life goals. The main purpose of these sessions is to help students identify what credits transferred to the College and their time-to-degree based on their enrollment status (i.e. part-time versus full-time). The structured pathway also has an intervention, Transfer Student Orientation, which brings awareness to transfer students on the different resources and programs available at the College that can support them in achieving their educational, career, and life goals.

The Transfer Year Experience program further assist students through mandatory advising prior to the student registering for his or her second semester at the College. The mandatory advising strives to keep students on track to accomplish their educational, career, and life goals. To further support the College's Mission Statement, the Transfer Year Experience program implemented a requirement in fall 2015 that all degree-seeking transfer students must submit their official transcripts by the end of his or her first semester at the College. This requirement will ensure that Counselors will be able to create an accurate degree plan and assist students in graduating in the shortest amount of time. Lastly, the Transfer Year Experience program supports the College's Mission Statement through partnerships established with Leeward Community College and Honolulu Community College. On a weekly basis, the Transfer Year Experience Coordinator/Counselor visits each of the respective campuses to assist students through matriculation to Kapiolani Community College.

The College has directed the Transfer Year Experience Program to support transfer students from recruitment through the student's first year. This includes creating various recruitment and outreach activities, interventions to help students through the enrollment process, and interventions to make them successful at the College. With the population of transfer students averaging at just under 4000 over the last four academic years, staffing of 1.00 FTE is not sufficient. The current workload of the Transfer Year Experience Program focuses on outreach and assistance through the admissions and financial aid processes, orientation to the College, and academic advising. These services have focused on creating a strong entry pathway for transfer students at the College. It has limited the amount of work that can be done to ensure the success of transfer students at the College. The current leveling of staffing is not appropriate to meet all the directives set forth by the College on the Transfer Year Experience Program. The current staffing level has limited the number of interventions and services that the Transfer Year Experience Program can provide. To remedy the current situation, the Transfer Year Experience Program has been very reliant on the support and collaborative efforts with Counseling Faculty, Student Support Staff in the Kekaulike Information and Service Center, and the personnel with the First Year Experience Program. The efforts made thus far have resulted in minimal support of transfer students at the College, while exhausting all possible campus collaboration efforts. With additional staff, the Transfer Year Experience Program could focus more on the recruitment of transfer student success and their success at the College. The College has recognized that the transfer student population is a growing population and has discussed the possibility of marketing more heavily to transfer students and creating a one-stop center for transfer students. Additional staff would also allow the Transfer Year Experience Program to provide more intrusive interventions to ensure success amongst transfer students.

The goals for the Transfer Year Experience program 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 program goals for the Transfer Year Experience program support the following portions of the College's Mission Statement:

- 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 a high quality liberal arts and other articulated transfer programs.
- Builds partnerships within the University and with other educational, governmental, business and non-profit organizations to support improved lifelong learning.

Three ARPD data elements are direct measures on the overall assessment of the Transfer Year Experience program. These data elements are:

- Item #10b - Fall Semester Registration Status (Transfer Students)
- Item #11b - Spring Semester Registration Status (Transfer Students)
- Item #40 - Transfer Credit Assistance

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.

◆◆ Enrollment of transfer students at the College has remained consistent from the 2013-2014 academic year to the 2014-2015 academic year. The difference between the two academic years was one student. These exhibits the successes of the Transfer Year Experience program, since the general enrollment of the College fell by 7%. The consistent enrollment between the two academic years is partially due to the outreach and recruitment efforts that began during the 2014-2015 academic year. The Transfer Year Experience program established partnerships established with Leeward Community College and Honolulu Community College to assist students transferring to Kapiolani Community College through the matriculation process. On a weekly basis, the Transfer Year Experience Coordinator/Counselor visits each of the respective campuses to assist students through matriculation to Kapiolani Community College.

Transfer credit assistance is one of the key elements in the enrollment process for transfer students. Accurately and timely transcript evaluation ensures that transfer students are aware of the degree requirements that need to be completed. This awareness is accomplished through attendance at an academic planning and registration sessions, which help students identify their educational, career, and life goals. The main purpose of these sessions is to help students identify what credits transferred to the College and their time-to-degree based on their enrollment status (i.e. part-time versus full-time).

Tactical/Action Plan: [dropbox.com/s/1i95k3tef7c8wjq/Screenshot%202017-03-29%2011.09.44.png?dl=0](https://www.dropbox.com/s/1i95k3tef7c8wjq/Screenshot%202017-03-29%2011.09.44.png?dl=0)

Military and Veterans Program (MVP)

MVP's success is tied to KapCC's Institutional Effective Measures (IEM) that support the operationalization of institutional goals and objectives as defined in the College's Strategic Plan. In particular, the MVP contributions were toward course success rates, re-enrollment rates, degree and certificate awarded, and transfer to UH 4-year schools. As previously indicated, in order for the students to receive their military and GI Bill benefits, they must be enrolled in school, take courses that are required for a degree/certificate, and maintain satisfactory academic progress each semester. However, students must "activate" their benefits first, before they can receive it. MVP has created a Veteran's enrollment checklist with instructions on how to activate their benefits online. A brochure was also made with a section on how to apply for educational benefits and suggest the students to apply online using the Veterans On Line Application (VONAPP). Improvements were also made to the website and the current Kapva Facebook is being updated.

All MVP students are asked to submit a copy of their Certificate of Eligibility (COE) letter to the MVP office to verify they are eligible to use their benefits. The COE also identify and confirm the type of benefit the student is receiving, how many months the student is eligible for the benefit, and when it expires. Veteran Affairs (VA) takes about six to eight weeks to send the COE letter to the student after submitting the application online. Students are asked to submit a copy of their COE to the MVP office as soon as they received it. Counseling services are provided at MVP to assist in degree planning, course selection, transferring, and referring students to other programs if needed. MVP's request to allow veteran students to have "early/priority" registration and deferred payment for tuition and fees was also approved by administration. This allowed students in MVP to register for classes that did not interfere with other commitments that could prevent them from returning to college, and more importantly minimize the anxiety and stress or the registration process. Student data is collected and store in the KapCC's campus server and the UH system STAR Academic Logic DB

The faculty member will begin servicing prospective military and veteran students at their transition sites (i.e Fort Shafter and the Fleet and Family Support Center). Develop an Orientation / Information session on campus for faculty, staff, and students to learn about military and VA educational benefits, challenges they face, and provide suggestions to better serve our students. The staff currently consist of a Associate Professor (C-4) faculty member who was given the task to develop a totally progressive Veterans program in Summer 2011, and an Administrative Professional and Technical (APT) staff member who was promoted from an APT Band A to APT Band B within the past three years. In addition, the program also has one student employee.

The faculty member's role and responsibility is to develop the program, and was given the title Military and Veterans Program Coordinator in 2012. Currently, the MVP Coordinator focuses on active duty servicemembers, veterans, and dependents of veteran activities which are designed to assist in the transitioning to higher education, completing their college programs, and obtaining career-ready skills at KCC. As a directive from the University of Hawaii President David Lassner, the campus is charged to (1) create a culture of trust and connectedness across the campus community to promote well-being and success for veterans, (2) ensure consistent and sustained support from campus leadership, (3) implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming, (4) coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them, (5) collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans, (6) utilize a set of data tools to collect and track information on veterans, including demographics, retention, and degree completion, (7) provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans, and (8) develop systems that ensure sustainability of effective practices for veterans.

Engage: Veterans use the MVP to apply for their benefits. Their courses MUST fit their choice of major in order to be paid so we help

them identify a pathway to make the most of their benefits. The program also helps them identify connect with resources on campus to meet their identified needs or interests. They are encouraged to use all resources on campus that can further and expand their goals leading to graduation and/or transfer.

Disability Support Services Office (DSSO):

DSSO's fundamental goal and purpose is essentially guided each year 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, as stated in the prior year's ARPD, standard ARPD quantitative indications and/or Institutional Effectiveness Measure (IEMs), therefore do not necessarily correlate with the nature of DSSO services. To reiterate, it may 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.

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.).



Prepare: DSSO supports students with disabilities by identifying reasonable accommodations to ensure they have equal access to our educational programs and facilities. Some examples of accommodations include extended time for testing, a separate testing site, Note Taker, Alternate Format: Textbooks, course materials, enlarged print material, Auxiliary Aids, and Accessible furniture.

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZeZ0cxWTVtb0poMDQ>

Online Learner Success

A summary of focused activities for Fall 2016 and Spring 2017, as well as next steps in moving forward, can be found at the link below, which is a presentation that was shared with the campus Institutional Self Evaluation workgroup in January, 2017

Success for Online Learners Presentation

In addition, below is a list of duties as included in the position description that was created for the Counselor for Online Learners and the associated focused activities of involvement. Although the position was meant to primarily target the needs of fully online learners, participation in the Early Alert pilot, campus Distance Education-related initiatives, and future work to develop strategies to support online learner readiness and preparation will be targeted and applicable to **all** online learners, and not limited to only fully online learners. The value of such efforts and addressing aspects of readiness and preparation for online learning is seen to benefit all online learners.

<p>Counselor for Online Learners:</p> <p>Position Description Duties</p>	<p>Focused Activities</p>
<p>Under the general supervision of the Vice Chancellor for Student Affairs, is responsible for creating, implementing, evaluating, and continually improving a student support program targeting learners enrolled completely in online courses offered by the College.</p>	<p>See below</p>
<p>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.</p>	<p>Collaboration with OFIE re: report on Demographic and Academic Characteristics of Online Students (end of Spring 2016).</p> <p>Informal assessment of fully online students’ perceived learning and support needs (end of Spring 2016)</p> <p>Collaborations with Faculty Senate DE Committee, associated work groups, and CELTT (Spring 2017):</p>

	<p>â DE Coordinator position description</p> <p>â DE Plan</p> <p>â ACCJC DE-related issues</p> <p>Research related to online student learning and support, best practices, etc. (ngoing)</p>
<p>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.</p>	<p>Success for Online Learners (SÅL) pilot outreach and support - just-in-time learning, engagement, online success skills, etc. (Fall 2016).</p> <p>Collaboration with Early Alert Coordinator - participation in pilot targeting students enrolled in courses taught by fully online instructors - outreach via four touch points throughout the semester to students identified by instructors as not being engaged or performing fair, poor, very poor (Spring 2017).</p> <p>Future:</p> <p>â In an effort to promote online student readiness and preparation, develop an orientation to online learning that students would complete prior to registering in an online class.</p> <p>â In collaboration with campus webmaster, CELTT, develop a</p>

	<p>webpage that includes resources to support online student learning and success.</p>
<p>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.</p>	<p>Success for Online Learners (S&O) pilot outreach and support - just-in-time learning, engagement, online success skills, etc. (Fall 2016)</p> <p>Collaboration with Early Alert Coordinator - participation in pilot targeting students enrolled in courses taught by fully online instructors - outreach via four touch points throughout the semester to students identified by instructors as not being engaged or performing fair, poor, very poor (Spring 2017).</p> <p>Future:</p> <p>In an effort to promote online student readiness and preparation, develop an orientation to online learning that students would complete prior to registering in an online class.</p> <p>In collaboration with campus webmaster, CELTT, develop a webpage that includes resources to support online student learning and success.</p>
<p>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</p>	<p>Success for Online Learners (S&O) pilot outreach and support - just-in-time learning, engagement, online success skills, etc. (Fall 2016).</p>

provide targeted support to completely online learners to enhance their learning, course, and college success.

Collaboration with Early Alert Coordinator - participation in pilot targeting students enrolled in courses taught by fully online instructors - outreach via four touch points throughout the semester to students identified by instructors as not being engaged or performing fair, poor, very poor (Spring 2017).

Future:

â In an effort to promote online student readiness and preparation, develop an orientation to online learning that students would complete prior to registering in an online class.

â In collaboration with campus webmaster, CELTT, develop a webpage that includes resources to support online student learning and success.

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.

Success for Online Learners (S  L) pilot outreach and support - just-in-time learning, engagement, online success skills, etc. (Fall 2016).

Collaboration with Early Alert Coordinator - participation in pilot targeting students enrolled in courses taught by fully online instructors - outreach via four touch points throughout the semester to students identified by instructors as not being engaged or performing fair, poor, very poor (Spring 2017).

	<p>Future:</p> <p>â In an effort to promote online student readiness and preparation, develop an orientation to online learning that students would complete prior to registering in an online class.</p> <p>â In collaboration with campus webmaster, CELTT, develop a webpage that includes resources to support online student learning and success.</p>
<p>Connect with partners on campus to promote an online learning environment that fosters student development, learning, and success for completely online students.</p>	<p>Collaborations with Faculty Senate DE Committee, associated work groups, and CELTT (Spring 2017):</p> <p>â DE Coordinator position description</p> <p>â DE Plan</p> <p>â ACCJC DE-related issues</p> <p>Collaboration with Early Alert Coordinator - participation in pilot targeting students enrolled in courses taught by fully online instructors - outreach via four touch points to students identified by instructors as not being engaged or performing fair, poor, very poor (Spring 2017).</p>

<p>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.</p>	<p>Research related to online student learning and support, best practices, etc. (ongoing).</p> <p>Participation in campus-wide dialogue with DE instructors, Faculty Senate DE committee and associated work groups, CELTT, etc. related to creation of DE Plan, addressing ACCJC DE-related issues for institutional self-study, etc. (ongoing).</p> <p>Participation in online and in-person trainings, workshops, and conferences related to distance education and online learning (ongoing).</p> <p>Enrolled as a student in Masters in Science (M.S.) degree program (completely online) in Instructional Technology (ongoing).</p>
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Tactical/SSP: <https://drive.google.com/open?id=0B7S4s-JwfpZeaFRhRUpJMW9XWkU>

Kulia Ma Kapi'olani - Native Hawaiian Career & Technical Education Project:

We will continue to assign a peer mentor to each pre-voc student for regular weekly check-ins and support services as referenced above. Continuous engagement coupled with support services will make a bigger impact in this area. The project will look into using KCC's Office for Institutional Effectiveness to obtain comparative data and how it may relate to outcomes. For example, in order to gauge success for students in the project, it may be helpful to obtain non-Native Hawaiian student pass rates in general education courses and compare them to Native Hawaiian student pass rates. We will continue our same efforts and also continue in campus efforts such as "Agree to Degree." We are collaborating with KCC's Malama Hawaii on a brand new financial aid initiative to help students begin the financial aid process in the fall, long before applications are due in the spring. This new initiative will include field trips to the Department of Health to request and purchase birth certificates as proof of Hawaiian ancestry and to Hawaiian organizations such as Kamehameha Schools and the Office of Hawaiian Affairs to complete the steps for Hawaiian ancestry registration. The Coordinator is also sharing with the students during their intake session that it is their kuleana (responsibility) to themselves, the program, their families, and the Hawaiian people to successfully graduate and return to the project to give back to those who follow in their footsteps in the future. Laying out expectations, requirements, and developing a sense of ownership in the program and in the Hawaiian people should have a positive impact on retention from one semester to the next.

Specific Goals will be:

- Goal 1: expand services from 60 students to 75 students (per CPR 12/18/14). This was successfully accomplished when the

APT-A position was filled in August 2014 and the Student Support Specialist was able to help with recruitment, recruitment follow-up, CTE department relations, and student intake. We currently have 81 students on our roster.

- Goal 2: increase the number of students in internships from 25 to 35 (per CPR 12/18/14). This was successfully accomplished and is directly related to Goal 1. The more students enrolled in the Project, the more will be involved in internships/practicums/clinicals. There were 38 students who completed an internship in Fall 2014.

Staff were asked to indicate which ARPD quantitative indicator best addresses your program success and why. The Effectiveness Indicator "Persistence Fall to Spring NH" best addresses K  lia's success. For 2013-2014, the total for KCC was 68%, while for K  lia during that same period it was 78% (28 out of 36 students). I would speculate that K  lia's outcome exceeds KCC's due to the competitive nature of the CTE programs, the job availability in the CTE fields, and support services provided by K  lia and other programs on campus.

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZeM2IMd3dMWVViOGM>

First Year Experience (FYE)/Lunalilo Scholars

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 begins with three just-in time mandatory New Student Orientations (NSO) prior to the start of the first semester. At NSO, students identify an educational or career goal or academic pathway and register for appropriate courses. FYE supports students in identifying potential programs or campus services available to them. FYE also assists students with completing financial aid application requirements. In the first semester, students are required to continue the academic planning process prior to registration for the spring semester. In the second semester, specific populations within FYE are targeted for specialized services. This is all accomplished in collaboration with other campus units, within both academic and student affairs. These support services are aligned with the strategic plan's goal of increasing Hawaii's educational capital.

The goal of the FYE Program to become a stand alone, targeted population within Student Affairs to allow the program to expand beyond the Kahikoluamea Department was accomplished effective August 2015.

Alternative placement solutions were integrated into the NSO process for first-year students. This included evaluating high school transcripts to place students more accurately within developmental math classes and collection and evaluation of ACT and SAT documents at NSO. In collaboration with the Kahikoluamea math faculty, students were given incentives to participate in "Math Boot Camps" through NSO.

Through financial aid workshops, outreach in the high schools, and curriculum changes to NSO, the FYE program assisted in increasing financial aid awards from 38.64% to 51.10% and before the first day of school from 45.06% to 56.55%. Through a UHCC Innovation Grant, a Satisfactory Academic Progress (SAP) intervention was required for first-year students on academic probation after the fall semester. As a result, there was a slight decrease of those on academic probation from 11.04% to 10.46% and the number of students successfully completing the spring semester (passing 67% or more of their courses) increased from 60.10% to 62.56%. The mean GPA also increased after the spring semester from 2.243 to 2.343, as well as the ratio of credits earned to credits enrolled from 72.6 to 74.5.

More emphasis was placed on academic planning and academic progress through the continuation of mandated STAR Workshops in the fall semester. 749 out of 1,015 students (74%) attended a STAR workshop or met with an academic 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. Therefore, a more efficient tool was developed for the Fall 2015 STAR Workshops. Since students have an option to see an academic counselor or attend a classroom presentation to meet the STAR requirement, there is no effective way to measure the SLO outside of the STAR Workshops conducted by FYE. This intervention had no effect on retention or persistence rates. Retention rates from fall to spring had no significant change from the previous year (78.33% to 78.44%) and persistence rates (fall to fall) had only a slight increase from 57.7% to 58%.

In line with the Student Success Council efforts on campus, the FYE Program worked toward broader inclusion in planning and participation from the campus. Nine separate meetings were held with various campus groups (special population and academic counselors, KISC, and Office of Student Activities and Student Congress). The participants brainstormed new ways to collaborate to improve first-year student success and share their ideas for FYE. While the agenda for all groups was the same, the meetings remained flexible to allow for open sharing of thoughts and critiques. An Action Plan for the 2015 - 2016 AY was created as a result of the feedback shared with FYE at these meetings, including feedback from those not present via a representative. One immediate result was an enhanced partnership with Kuilei and as a result NSO Part I was conducted at feeder high schools during spring 2015 and the number offered will be increased in spring 2016. Another action taken was to include webinars as an alternative way for students to complete the NSO requirement. This was implemented in summer 2015.

Number 10a and 11a (Fall Semester Registration Status and Spring Semester Registration Status) bare the data elements that best address the program mission and objectives. There was a 1.90% decrease in fall registration for new students in fall 2014. There was a 27.68% increase in spring registration for new students in spring 2015. While fall enrollment declined slightly, overall registration status for new students increased 4.566% from the 2013 AY to the 2014 AY. Therefore, the FYE Program met the yearly efficiency indicator.

Number 22 (FT AtD Cohort (ALL) complete 20 credits first year) and number 24 (PT AtD Cohort (ALL) complete 12 credits first year) address the program mission and objectives, but there is no data on the 2014 AtD cohort (first-time students) given. However, first-year performance measures collected by the Office of Institutional Effectiveness (OFIE) on an annual basis since Fall 2010 is aligned with the AtD data. This data has been more informative and has been used to measure program effectiveness. The fall cohort includes the number of new, first-time students (student type is Freshmen 'F' or First Time 'M') home-based and registered at Kapiolani at the fall census date. Special-Early Admit students (SPEA majors) are excluded from this data. Similar to AtD data collection, data is not collected on spring cohorts. Success is based on increase or decrease of performance measures from year to year.

The following performance measures were used to assess the program:

- Increase the percentage of students who complete their Foundation Writing and Symbolic Reasoning courses in the first year. This measure declined in Foundation Writing from 45.03% to 43.99% and in Symbolic Reasoning from 26.75% to 23.23%.
- Increase the number of students who receive their financial aid awards before the first day of instruction. This measure increased from 45.06% to 56.55%.
- Increase time to degree by enrolling on a full time basis. This measure increased from 67.78% to 69.86% for recent high school graduates. There was a slight decrease in the mean number of credits enrolled in the fall semester (10.73 credits to 10.53 credits) and a slight increase in the spring semester (11.20 credits to 11.43 credits) for all students. Overall, the mean number of credits earned for a full-time first-year student was 19.25 credits, just slightly less than the IEM indicator of 20 credits by the end of the first year. For part-time first-year students, the mean number of credits earned after the first year was 10.72.
- Improve persistence rates of first-year students. There was no significant change in persistence rates (57.7% to 58.0%).
- Increase the ratio of credits earned to credits enrolled. There was a decrease from the previous year with a ratio of 76.2 to 74.8 in the fall semester, but there was an increase from 72.6 to 74.5 in the spring semester.

In the next year, FYE will evaluate the program's mission, goals, and objectives as a stand alone program, taking into consideration the Action Plan created in spring 2015. Additionally, greater alignment with the Kapooloku Native Hawaiian Student Success Program to track and improve services to first-year Native Hawaiian students should be included to align with the direction of the new strategic plan.

Based on the achievement data more intrusive programming is necessary to improve re-enrollment, which has stalled at around 78% from fall to spring and at about 58% from fall to fall. A high rated first-year intervention at community colleges is integration of advising with first-year transition programs. The mandated STAR requirement was the first step toward this integration and should be expanded. Another high rated first-year intervention is advising interventions with selected student populations. Although a small pilot, the SAP intervention in the last year showed promise and other at-risk first-year student populations should be identified and addressed in this way. Similarly, NSO could be adapted for selected student populations.

Another intervention making the greatest contribution to retention of first-year community college students is an extended first-year orientation (credit) or a first-year seminar. A student success course has been piloted with a special population for the last four years and should be expanded as an intervention available to more first-year students.

*Brown, King & Stanley, 2011

Tactical/SSP: <https://drive.google.com/open?id=0B7S4s-JwfpZeaThUaDlzVE1kM2M>

Mental Health & Wellness

Mental Health and Wellness Offices is focused on addressing roadblocks that hinder a student's process to achieve, learn, persist, graduate to then find job placement that fits into lifelong goals created in a mental health plan. The physical and emotional experiences of the college experience can interfere with academic performance, social relationships, and physical health which can impact all aspects of a student's desire to receive academic advising or career counseling, reach out to financial aid, or disability services if needed, to feel a sense of belonging in order to persist, transfer, or graduate.

The MHW Office supports the college's mission 100% by providing comprehensive services to engage, learn and achieve. All service by the MHW Office plays a vital role in establishing the foundation in order to have each bullet point of the college mission to exist, by collaborating with administration, faculty, staff, the campus and partnerships, locally, regionally, and internationally. MHW Office utilizes multiple modalities and concepts which addresses the multicultural needs of the student learner and campus needs.

Mental Health and Wellness Office is a variable to this data, the services of mental health and wellness in integrated into the effectiveness and efficiency statistics because it is hard to prove direct correlation because of the various pieces that are attached by providing the multiple services to students, and the entire campus community.

Goals are to continue to develop the mental health & wellness office to be a comprehensive area of services to meet campus needs.

Students are serve in various ways:

- Individual Counseling
- Group Counseling
- Couples Counseling
- Crisis Interventions
- Consultations - for resources & mental health information
- Resource tables @ campus fairs & Off campus sites
- Consultation w/faculty on how to handle student of concern
- Collaboration w/faculty for classroom presentations
- Partnership w/security to handle secure emotional health & well-being
- Consultation/collaboration with other system CC
- Community partnerships: working with other private & non-profit organization to ensure appropriate services and referrals for students, faculty, and staff. Organizations also include the military and various sectors
- Behavioral Intervention Team (BIT)
- Title IX

Strategies and Tactics for Wellness

To service the college, Wellness as a program will begin to build its framework based on students' needs, college's mission and values. In order to do so, strategies and tactics include the following.

- 1) SLOs: Establish its student learning outcomes within the first year of its existence. (development and assessment of SLOS – Fall 2016 to Spring 2017)
- 2) Counseling: Provide direct counseling services to students who are in need of wellness prevention, intervention, and post-vention services.
- 3) Collaborate: Develop the Wellness Office to be an essential supportive resource for wellbeing of students and faculty/staff for crisis support, advocacy, information, education and resources. (Collaborate and nurture the following partnerships with: Mental Health counseling, Students of Concern (VCSA), KBIT referrals, Title IX Confidential Space, KapPAU and CAAC).
- 4) Design and Develop: Develop appropriate support materials and learning tools to help students articulate, understand and evaluate their situation (develop surveys to assess student needs, create Consent Forms for utilization of services, develop a toolkit for counseling, create and update resource directory)
- 5) Co-create spaces on campus: Collaborate and co-establish creative learning spaces and networks that will promote attitudes and practices that nurture a culture of wellness and well-being (Partnerships with Study Hub Coordinator, Student Success Pathways Coordinator, ESOL stakeholders, KapPAU, and other interested faculty and staff).
- 6) Celebration: Celebrate successes in collaboration with campus stakeholders regarding topics, issues, challenges related to wellness and well-being via meetings, workshops/ trainings/forums that include peer mentors, tutors, faculty, staff, and students).
- 7) Nurturing wellness: Work with faculty and students themselves who self-refer and who are in need of restoring and renewing increased levels of wellness into their lives

Tactical/SSP: <https://drive.google.com/open?id=0B7S4s-JwfpZeci1VS0xSV0tEVWc>

TRiO Student Support Services

TRiO SSS helps students succeed in academics, attain their educational goals, and/or transfer to four-year educational institutions. The 2015-2020 Student Support Services grant identified three 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; and
- 31% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.
- 12% of of new participants served will transfer from a 2-year to a 4-year institution with an associate's degree or certificate within four (4) years.

Student Services supports and empowers students in accomplishing their educational, career, and life goals through comprehensive and nurturing programs and services. TRIO SSS 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 Four-Year Institutions

Previous recommendation

There was a general consensus amongst the staff that the roles of the tutors and mentors often overlap. Rather than making the two roles distinct, the staff has decided to combine the roles and only have tutors as student staff. In addition to tutoring, they will lead USA Fund workshops, facilitate college success seminars, as well as perform everyday office duties. The reasoning behind the change was to provide student workers the opportunity to develop their leadership and communication skills, and increase their commitment to the college and students. We believe our tutors are great assets to the program but often do not fully utilize all of their skills. This change is also catered toward our program participants. College faculty and staff may not always be effective when educating students about the tools to college success. The best advice may come from peers. With this in mind, our staff thought that having our tutors lead the discussions on college success will better serve our student population. Having their own peers, who are also college students, talk about college complements the counselor's advice and may assist in educating students about college success.

Currently, we have made significant improvements towards staffing roles and responsibilities. All student workers are now titled as "Student leaders" and function as both a subject matter tutor as well as a peer mentor. There has also been a significant increase in the amount of training and opportunity for professional development since the last cycle. Student leaders also have begun to lead TRIO-SSS workshops and planning of events throughout the year.

Future reporting

TRiO is scheduled to report on SLO 1b and 1c in September 2017.

Engage

- Midterm evaluations
- Intrusive academic advising
- Tutoring and peer coaching
- College success workshops
- Summer Bridge Program

Tactical/SSP: <https://drive.google.com/open?id=0B7S4s-JwfpZeRnRFazgwR0xVVU0>

Office for Student Activities

Connect: The KCC Student ID is one of the first items that new and incoming students address. The Student ID creates that sense of place and belonging as it provides validation that the student is now an official college member. Also, OSA serves as a general help desk. KCC community members stop by our office for assistance and we do our best to point them in the right direction.

Engage: We have a revamped student leadership program involving the three major Chartered Student Organizations. We provide events and programs (ice cream socials, student forums, social events, student writing) for students to participate in and create that sense of belonging and pride to be part of the campus and to be an active participant.

Learn: Students who participate in our programs and services learn soft skills (communication, conflict management, group dynamics, delegation, running meetings, difficult conversations, etc...) that one does not learn from the traditional classroom setting.

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZeNI8tOU9ZTGVuVEE>

Kapo'oloku Program for Native Hawaiian Student Success

The Kapo'oloku Program for Native Hawaiian Student Success is organized under the Vice Chancellor for Student Affairs and is characteristically a student affairs program. The program conducts outcome assessment that directly aligns with the Student Affairs Mission and campus Strategic Plan.

The Kapo'oloku mission supports the Student Services Mission in that it serves the Native Hawaiian student population. The program strives to meet the needs of this population by providing direct services to students and working with the campus and community to provide environments conducive to the growth and development of Hawaiian students. The achievement gaps that exist for Native Hawaiian students can be attributed to both personal development and organizational institution mentalities. The program goals and activities address both.

The Kapo'oloku mission supports the college mission and strategic plan as it directly supports all measures related to Native Hawaiian student achievement. Across the University of Hawai'i System, increasing educational of the Native Hawaiian population has been a priority for the past decade. Specific measures outlined by the strategic plan are monitored annually.

In the 2014-15 ARPD, 2 goals and recommendations were made. The first was "The plan will go through one more year of development, taking into account data, such as student needs, student learning outcomes, achievement outcomes and data analyses collected during the AY 2015-16. " I believe that we have accomplished this. With the addition of the APT, being hired in January, 2016, program strategies have been implemented taking into account analysis of student needs and SLOS.

The second goal of further development of the MAiç½la Maunuunu program was not applicable, since the title III part A grant started and the MAiç½la is under that program now.

One of the action items for the SSP that we selected is "Coordinated Orientations for Native Hawaiian Students -Create an orientation program for all Native Hawaiian students that are first-time to college, transfer, and returning students that acclimates them to the College's culture, environment, and infrastructure." This fits nicely in the Prepare and Engage phases of the SSP.

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZebENnVjhCRVprZEU>

Employment Prep Center

The Employment Prep Center began forming in September of 2015. Since that time, it has focused on contributing towards the following KCC Mission Statement initiatives:

- Deliver 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.

The Employment Prep Center works with students to develop essential skills and knowledge for employment application to various fields. The center also provides students with up-to-date employment opportunities from area employers. This gives KCC students an opportunity to gain in-field experience, and provides employers qualified candidates for their in-need positions.

- Build partnerships within the University and with other educational, governmental, business and non-profit organizations to support improved lifelong learning.

In November of 2015, the Employment Prep Center launched its website and gave students and employers access to Job Center Online (JCO). This online database houses job and internship opportunities for KCC students. Along with the Employment Prep Center website, JCO gives employers access to registered students, upcoming career events, and access to on-campus recruitment opportunities. By providing a conduit to KCC's students, the Employment Prep Center encourages businesses and organizations to be active on KCC's campus and to provide feedback to current programs to meet employers needs. None apply as there was not a significant portion of 2014-2015 that the Employment Prep Center was available to students. However, for future academic years, the Career Counseling and Job Placement indicators would be appropriate for assessing the Employment Prep Center. As this is the first year for the Employment Prep Center, there will be substantial emphasis on the collection of data and evaluation of services of the 2015-2016 academic year. The Employment Prep Center will be incorporating several networking events and career preparation workshops over the next year.

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZeYWPiVGQwUEZtaTg>

Kekaulike Information and Service Center (KISC)

We are creating/revamping our mission/vision for our division and are aligning our mission/goals with the institution and system initiatives. Knowing what we have to track and why will help us to develop/determine the type of data we need to collect to ensure that we are managing our progress.

Connect: pre-admissions inquiry, support of Kuilei Outreach, Admissions, FA counseling

Prepare: transcript evaluation process, STAR, FA counseling, VA enrollment certification, Records, scholarships

Engage: STAR, FA counseling, Records (help changing majors, transcripts, enrollment verifications), scholarships

Achieve: STAR, Graduation initiatives - auto awarding of CO's, RT's and credentialing of degrees.

Thrive: Graduation verifications, transcripts, serves as point of contact for employers doing attendance/degree verification

Tactical/SSP Plan: <https://drive.google.com/open?id=0B7S4s-JwfpZeQnpFWDVxcC13U3c>

Part IV. Resource Implications

Student Services has a dramatically flat internal organizational structure, due to this 21 direct reports and 16 different units that report to the Vice Chancellor for Student Affairs. In order to implement strategies to boost enrollment, increase persistence and completion an internal reorganization needs to occur.

- **Early Alert Program:** The Early Alert position is currently funded through a federal grant that sunsets on September 30, 2017. An extension of the Early Alert activities (and position) through May 31, 2018, has been requested through a redistribution of unused funds. Institutional, general funding is critical to sustain and strengthen the Early Alert program when the federal grant expires.
- **Kuilei:** The Kuilei Outreach Program Coordinator, Sheldon Tawata, and the First Year Experience (FYE) Coordinator, Lavache Scanlan designs and implement recruitment and retention activities targeting high school students to increase the enrollment of recent high school graduates (specifically low-income and underrepresented) to KCC. This position will support KCC's Strategic Direction III A) increase fall-to-spring re-enrollment to 75%, B) increase fall-to-fall reenrollment to 65%, C) increase annual Native Hawaiian enrollment by 5% from 1,318 to 1854, D) increase annual dual enrollment (high school & KCC) by 5% from 141 to 200, E) increase annual enrollment from feeder high schools by 2% from 794 to 894, G) increase annual enrollment of FED completers by 2% from 309 to 355, and H) increase annual enrollment of Pacific Islander students by 3% from 123 to 176. Current strategies to address the College's Strategic Direction include (1) create career and college readiness standards by collaborating with and informing KCC's high school and community partners, (2) foster a college-going culture supported by family and friends, (3) increasing awareness of college required applications for admission, advising, and financial aid, (4) dual enrollment opportunities, (5) offer placement testing in the high schools and (6) implement a case managing recruitment approach that increases the College's yield rates. This request is to add a general funded 1.0 FTE APT Band A position to support the both the Kuilei Outreach Program and FYE Coordinators in scaling these activities beyond the five top feeder high schools to KCC to maximize our opportunities to attract more students to KCC and retain them.

This position will support KCC's Strategic Direction III A) increase fall-to-spring re-enrollment to 75%, B) increase fall-to-fall reenrollment to 65%, C) increase annual Native Hawaiian enrollment by 5% from 1,318 to 1854, D) increase annual dual enrollment (high school & KCC) by 5% from 141 to 200, E) increase annual enrollment from feeder high schools by 2% from 794 to 894, G) increase annual enrollment of FED completers by 2% from 309 to 355, and H) increase annual enrollment of Pacific Islander students by 3% from 123 to 176.

The partnership between Kuilei Outreach Program and FYE creates a productive means of communication and delivery of services for student success. This type of partnership maximizes the campus resources which expands the implementation of activities and intervention promoting college awareness and success. This position is critical as the high school graduating class on the decline while the demands of the College's Strategic Direction calls for an increase of overall student enrollment.

Projected annual cost: \$58,682 - APT Band A Step 2 (with fringe 50.79%)

- **Student Parent Program:** Maintaining the level of two counselor FTE positions and supplies allocated to the program for FY-16-17 would be ideal, and enable SPP staff to support the Tactical Action Plan as described above. However, we are asking for restoration of the .5 APT Band A casual hire position which will be reduced to other needs in Student Affairs. Please reference the ARF form as justifications for this request are documented: <https://drive.google.com/open?id=0BxfyEWSkeo8ndnAxaDViNXA5LVk>
- **Office of Student Activities:** Our current budget is set at \$164, 041.00. We may need to increase the budget if we want to move forward with creating certificates for student leader members and purchase a new id printer, camera, computer, and software to help expedite ID process times during the beginning of the semester.
- **Transfer Year Experience:** The Transfer Year Experience program is not currently requesting any additional funds above allocated to the program by the College. The current (2016-2017) academic year) budget allocation for the Transfer Year Experience program is sufficient to provide the minimal services necessary in assisting transfer students through matriculating to the College. For the 2016-2017 academic year, the Transfer Year Experience program was allocated \$11,975.00, of which \$10,375.00 funds one student help position and \$1,600.00 for supplies and other supplemental items.
- **Military Veterans Program:** For Summer 2016-Spring 2017: \$15,141 for Student Help; \$5000 for Operating Budget (Supplies). Need to increase Student Help by 1/3 in order to cover the Center and paperwork processing/student assisting. Need additional professional staff (counselor or APT or clerk) to adequately staff the Center and serve the 400 plus Military and Veteran students at KCC.
- **Kapo'oloku:** The 2015-16 budget was \$18,392, \$14,999 peer mentor and \$3,393 for operation and supplies. Based on the increase of peer mentorship and importance of the peer mentor program for the scaling up of program services, the program requests an increase in peer mentor budget to \$30,000 and supplies \$4,800 (ink cartridges needed accounting for

increase) for the 2016-17 FY. The program currently receives a budget from Title III for peer mentors, however, the institutionalization of the funding will sustain efforts towards increasing success of Native Hawaiian students.

Institutionalizing the peer mentor funding for the Kapo'oloku program will show the campus commitment to Native Hawaiian Students.

- **Employment Prep Center:** No additional funding is needed at this time. However it is crucial for the funding level to remain the same. Each spring the Employment Prep Center hosts the College Transfer and Employment Fair. This event brings employers and transfer colleges from all over the state and the mainland to offer opportunities to our students. The funding of the event relies upon the funds for the department.
- **Disability Support Services Office:** 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
- **KISC:** Current budget is \$178,204. Our units are responsible for the admissions, registration, records management, STAR management, Graduation awarding, and Financial Aid and Scholarship management for the entire campus. We are currently operating on a slim budget when noting that we actually have 5 separate units functioning within our "one stop." We do need personal support for our offices in Admissions, STAR, FA, and front counter so that we can meet the student needs as well as keep up with demand. Our operations are essential in keeping the rest of the school going. We currently do not meet the funding needs to keep our student support fully employed through the rest of the year and they are an essential component in helping us to get what needs to be done, done. For an office that literally touches EVERY student on campus at one point or another, we are barely keeping operations up to par. We need to keep our same level of operating budget and it would be great if we could even garner \$20,000 more per year for student help, but we know that is not realistic. So, if we can please maintain our current budget allocation it will allow us to at least keep afloat.

Assessment evidence in support of these requests is incorporated in the Student Services Comprehensive Program Review for 2016-2019.

Program Student Learning Outcomes

For the 2015-2016 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes
1 Yes	Kapo'oloku Native Hawaiian Student Affairs Program - https://drive.google.com/file/d/0B1YTNeetInpMOVhXbU5VNzdNWnc/view?usp=sharing

A) Expected Level Achievement

Please see taskstream report: <https://drive.google.com/file/d/0B1YTNeetInpMOVhXbU5VNzdNWnc/view?usp=sharing>

B) Courses Assessed

N/A

C) Assessment Strategy/Instrument

Please see taskstream report: <https://drive.google.com/file/d/0B1YTNeetInpMOVhXbU5VNzdNWnc/view?usp=sharing>

D) Results of Program Assessment

Please see taskstream report: <https://drive.google.com/file/d/0B1YTNeetInpMOVhXbU5VNzdNWnc/view?usp=sharing>

E) Other Comments

No content.

F) Next Steps

The Targeted Populations Counselors will continue their learning outcomes assessment and program review work following the timetable below. Any updates to this schedule will be reflected in the upcoming 2014 ARPD and can be obtained from the Targeted Populations Assessment Leader.

For the 2017-18 academic year, the Student Affairs Coordinator will be serving as (1) an "Assessment Coach" working with FYE, TYE, MHW, Native Hawaiian Student Success, student life and peer mentoring to create SLOs, assessment strategies and rubrics for each unit to begin their first cycle of assessment, and (2) an Assessment Coordinator working across all Student Affairs areas (targeted populations counseling, KISC, Kahikoluamea, student life) to ensure that the Office of Student Affairs is progressing steadily toward meeting the sustainable and continuous quality improvement level of learning outcomes assessment.

TARGETED POPULATIONS AND FYE STUDENT LEARNING OUTCOMES ASSESSMENT SCHEDULE

	2014	2015	2016	2017	2018	2019	2020	2021
SPDH	X			X			X	
Kuilei			X			X		
NHCTEP	X	X	X	X	X	X	X	X

FYE			X			X		
TYE	X			X			X	
DSSO	X			X			X	
MHW	X			X				
TRIO			X			X		
MVP	X							
NHSS	X	X	X	X	X	X	X	X

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