

Kapi`olani Community College

March 2010

Three Year Student Services Program Review (Fall 2006-Spring 2009)

and

Tactical Plan (2009-12)

Part 1: Mission of the Program

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

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

Part 2: Student Learning Outcomes, Learning Competencies and Assessment

In support of our mission, the student services unit adopted the following three student learning outcomes (SLO) which students should be able to know or do as a result of engagement in our programs, departmental services, and/or institutional experiences. Each program within our unit is now involved in mapping their learning interventions to these SLO's, writing competencies for the learning interventions, and collecting data in order to measure, document, and promote student learning. All of the eight programs within the student services unit will have completed a one-year assessment cycle by spring 2012. The SLOs adopted by the student services unit are:

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

In addition to each program self-monitoring, all counselors at the college participated in Part I of the Counselor Assessment Academy held on March 16-17, 2009, and will also participate in Part II which is scheduled for April 8, 2010. The counselors are committed to conducting formative assessment, collecting and interpreting data, developing annual assessment reports and communicating results with stakeholders. The Vice Chancellor for Student Affairs is committed to supporting professional development efforts that will assist counselors to improve their work. To date, the student services unit has designed a website <http://askap.wordpress.com/> where their work in the area of assessment has been collected. We have targeted spring 2012 as the completion of our three-year assessment cycle for all

programs. Through ongoing efforts that improve our ability to do outcomes based assessment in student services, the college will soon be able to use results to improve student services and counseling practices.

Part 3: Brief Description of Programs within the Student Services Unit

Kuilei (1.0 FTE counselor and a full time casual hire for financial aid outreach): The Kuilei program – a high school to college transition pathway program – strives to promote cooperative, successful connections, transitions and educational experiences for students who choose to continue their education at KCC. Through the Kuilei program and with support from ARRA funds, KCC will provide intensive, concentrated, and hands-on experiences and support to assist high school seniors to successfully complete the admissions, testing, enrollment, registration and financial aid processes at their high schools. The Kuilei Program, through a close working partnership with KISC and FYE, seeks to provide students with information and services they need to successfully transition from high school to college and complete their academic goals and to increase the high school to college going rate. The student learning competencies being assessed in 2009-10 are:

- Students will be able to articulate what it means to complete a University of Hawaii System Application;
- Students will be able to comprehend how financial aid can assist with their college expenses;
- Students will be able to apply their Compass Placement Test scores to their first semester academic plan.

TRIO-Student Support Services Program (3.0 FTE Counselors, 1.0 Clerical): This federally- funded program applied for a new five-year grant for 2010 – 2015 and during the process modified their program services to mirror the college’s First-Year Experience Program efforts. Through these changes, the TRIO-SSS program will increasingly integrate their targeted services into the college’s pathway model by streamlining the referral process for first-generation students into this intensive support services program. The student learning competencies being assessed in 2009-10 are:

- Students will be able to construct academic plan projecting course selections for 2 semesters;
- Students will be able to identify 3 time management strategies;
- Students will be able to use 2 time management strategies; and
- Students will be able to reflect on their use of 2 time management strategies.

Career and Transfer Program (1.0 FTE Counselor and 1.0 Clerical): The Maida Kamber Center (MKC) for Career and Transfer Services assists students with self-assessment inventories such as Career Kokua, FocusCareer2, and the Myers Briggs Type Indicator to better understand their interest, skills, values, and personality. The MKC also provides academic and transfer advising and plans and implements workshops to assist students in making decisions about their career/life and about their transitions to four-year colleges and universities. The MKC also maintains electronic resources and over 300 career books, college catalogs, and financial aid and scholarship reference sources to assist students in their career research process. Over the last year the MKC counselor increased partnership with the Pathways Coordinator to infuse career development concepts and processes into new services being planned for first-year and transfer students as they enter KCC. The goal is to promote early career exploration, academic planning, and degree-transfer pathway development to improve retention and persistence for both groups.

The MKC, in collaboration with the Arts and Sciences Counseling Unit, actively supports the Ka`ie`ie degree pathway partnership program, “automatic admission, and other degree pathway partnership programs to UH and non-UH baccalaureate campuses with a goal of increasing degree completion and

transfer success rates. Career counseling services are provided in a self-service area. The student learning competencies for this program are being developed and will be assessed in 2010-11.

Native Hawaiian Career and Technical Education Project (2.0 FTE counselors): *Kulia Ma Kapi'olani*, the Native Hawaiian Project, federally-funded through Alu Like, Inc. received approval for a new five-year grant focusing on increasing the graduation rate of Native Hawaiian students in CTE programs. Through the successful utilization of peer mentors, targeted counseling services, and a computer lab, the program continues to align more closely with the Malama Hawaii program to build a culturally-based counseling model for CTE students. The student learning competencies are being developed and will be assessed in 2010-11.

Ho'okele Program (1.6 FTE Instructors and 1.0 FTE APT Band A): The Student Engagement Coordinator actively promotes collaboration among the Board of Student Activities (BOSA), Board of Student Publications (BOSP), and Student Congress (ASKCC) to increase involvement and engagement at the point of entry to the college with the goal of increasing retention and involvement with the college. Two of the CSO programs, BOSA and SC, will be located on the first floor of the Kahikolumea Center as part of the college's initiative to create a dynamic student hub and increase visibility of student activities and services. The student learning competencies are being developed and will be assessed in 2011-12.

Single Parent/Displaced Homemaker Program (1.0 FTE counselor and a half-time casual hire): The program assists eligible single parents and displaced homemakers in gaining marketable skills for career and for transfer. The program counselor also serves First to Work recipients who need to obtain work in order to retain benefits received from the Department of Human Services. In 2008-09, the program expanded its scope to include new activities and to strengthen partnerships with UH Manoa to create programs that decrease violence against women, improve mental health support, and provide psychological services to students in crisis. The student learning competencies are being developed and will be assessed in 2011-12.

Disability Services Program (2.0 FTE counselors, 1.0 Clerical): The program provides needed services to students with disabilities and maintains the college's compliance with federal disability laws. In 2008-09, the program focused on legal aspects of skills testing for students with disabilities in STEM and Health Sciences fields in response to student and faculty requests for assistance. Program counselors were actively involved in the planning of major renovation projects with the goal of maintaining physical and program access during the construction phases of the college's renovation projects. The student learning competencies are being developed and will be assessed in 2011-12.

Perkins – Graduation and Retention in Employment Project (1.0 FTE Counselor and a full time casual hire): The Perkins-funded project was aimed at addressing the UHCC strategic plan goals of increasing by 3% per year the number of degrees awarded and or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers or where the average annual wage is at or above the US average. Project staff planned, designed, and implemented graduate leaver surveys, graduation advising workshops, and other activities to improve the graduation rate and to gain information for CTE departments on the employer satisfaction of their graduates.

Kekaulike Information and Service Center (14.0 APT, 7.0 clerical): At the time of its creation in 2002, the goal of the Kekaulike Information and Service Center (KISC) was to transform single administrative transactions in the areas of admission, financial aid, registration and payment into "one-stop services" where staff could more efficiently support students in meeting their educational goals. This major transformation required that (1) KISC staff develop professionally, increasing their abilities and skills through customer service training, (2) job duties and HR classifications be upgraded, and (3) KISC staff increase their knowledge in all aspects of student services provided in KISC. Through the hard work of

the staff, over an 18-month period, measurable results included a reduction in the number of complaints received, reduction in the number of referrals to counseling offices, and an increase in their processing efficiencies through adoption and integration of technology into their processes.

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

In 2008, given the Chancellor's goal of developing a Pathways model within Kahikoluamea, KISC staff responded by increasing their partnership activities with Kahikoluamea by collaborating on initiatives such as Kuilei, STAR, Brush Ups, Open House, GEAR UP, and other activities that were developed in support of Pathways.

In fall 2008 and again in fall 2009, the college experienced 10-12% increases in enrollment resulting in an overall growth in enrollment of 25% over these two years. Through exhaustive effort, the KISC staff managed the related increase in volume of paperwork and successfully processed applications in all areas. This entailed an extraordinary effort.

For the 2010 – 13 tactical plans, the KISC managers are embarking on a new configuration within the one-stop model which has been developed to improve alignment with the Pathways model. The new configuration focuses on the services needed by first-year students and transfer students as they enter KCC with the goal of improving retention and persistence for both student groups. The goal of this unit is to be a strategic asset to the college through their ability to mine the data for presentation to department chairs and deans in order to improve programs. KISC's student learning competencies are being developed and will be assessed in 2011-12.

Each of the federal-funded programs within the unit is required to submit annual program plans and evaluations to the federal agency based on the assessment strategies conducted by the individual programs. Thus, they are consistently monitoring the impact of their services on student persistence and achievement for their target populations. The remaining programs and services are in the process of developing student learning competencies including assessment strategies that measure the quality and effectiveness of their programmatic interventions on an annual basis.

Part 4: Quantitative Indicators for Program Review, Assessment Results and Analysis of Program

Student Enrollment Data for 2008-10

COLLEGE : Kapi`olani Student Services - 2009 Program Review	Quantitative Measure
Overall Data (2006-2009)	
Percent Headcount Males	42.33%
Percent Headcount Females	57.40%
Number of degree/certificate seekers based on intent (Fall 2009)	6156
Percent of degree/certificate seekers based on intent	66.86%
Number of residents	7,025
Number of non residents	1,192
percent residents	85.45%
percent non residents	14.50%
number of students receiving financial aid	1,429
percent of students receiving financial aid	17.38%
Annual headcount 2008-2009	11,959
Annual headcount 2007-2008	11,286
Annual headcount 2006-2007	10,738
Student Semester hours 2008-2009	147,702.50
Student Semester hours 2007-2008	141,019.50
Student Semester hours 2006-2007	135,597.50
Percent of applicants who enroll within one year	67.23%
Number of General-Funded enrollment services staff per student headcount	1 to 438

Highlights:

- Male/Female Ratio: The ratio remains unchanged from 2007.
- Comparison to CC System Enrollment: Kapi`olani continues to enroll 39% of all community college students on Oahu and 29% statewide. The college has exceeded the 2015 benchmark of 8918 students listed in the college's strategic plan and will adjust its enrollment targets beginning with FY 2011.
- Students with mental health issues: The college continues to refer 6-8 students per semester through a partnership with the Center for Student Development and Counseling at UHM when situations rise to the serious and critical level and students need professional therapy. A Consultation and Referral Group (CRG) has developed procedures for crisis and non-crisis referrals. Approximately 8-10 students are determined each semester to have non-crisis mental health issues that impede their academic progress. These students are being referred to an on-campus clinical social worker for professional counseling at a cost that is charged to the unit.
- Native Hawaiian student enrollment: The percentage of Native Hawaiian students is now at 15.5, an increase of approximately 1% over 2007. The percentage of Native Hawaiians in Honolulu

District per the 2000 Census is 6.85%. The headcount of students of Hawaiian ancestry is 1537, which exceeds the 2015 benchmark of 1303 Native Hawaiian students listed in the college's strategic plan. New targets will be established in FY 2011.

Analysis:

Given the above enrollment management data, the programs within the student services unit intend to focus their energies over the coming year on creating awareness of their services for all new and returning students at the point of entry to the college. Further, a focus on the engagement of first year students with the wide range of support services available to meet their needs will be provided through the physical presence of KISC staff members handling first-year admission and financial aid services on the first floor of the Kahikolumea Center which is scheduled to complete its renovation in May 2010. At the same time, the unit will begin to focus its planning efforts around credit completion with the goal of having students earn 20 credits at the completion of the first year, 40 credits at the completion of the second year, and degree completion (60 credits) at the end of three years.

Student Application and Enrollment Data for 2009-10

Number of first year student applications processed in 2009-2010	2800
Percent of first year students who registered in 2009-2010	63.80%
Number of returning student applications processed in 2009-2010	1154
Percent of returning students who registered in 2009-2010	77.29%
Number of transfer student applications processed in 2009-2010	2983
Percent of transfer students who registered in 2009-2010	64.43%
Total applications processed in 2009-2010 (all student types)	7250
Percent of students who registered in 2009-2010	67.65%
(Comparison data) Total applications processed Fall 2007 only (all student types)	3753

Highlights:

- Applications processed: The college processed 7250 system application forms in 2009-10, up 27% from 2007-08. Of those accepted, 4904 students (new, transfer and returning) enrolled in 2009-10.

Analysis:

With the recent 25% growth in enrollment, there is a need to critically examine each of the programs which comprise the student services infrastructure of the college to ensure that they can continue to maintain the high quality of services that the college is known to offer. The need to immediately attend to this infrastructure during a strong growth period is reflected in the tactical plan as it is expected that the college's enrollment will continue to grow during the next three-year period.

Financial Aid Data

Number awarded	1609	
Number declined	116	
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Total Pell Recipients	1493	22.90%
Goal for 2015	3059	38.00%

Analysis:

This continues to be of concern to the unit and there are new efforts to increase the participation and success rate of students in financial aid programs through the addition of a (casual hire) Kuilei Program financial aid counselor. Strategies include providing financial aid and financial literacy assistance through schools and community-based organizations, and implementing and utilizing a student mentoring model to provide financial aid support and guidance to first-year students for increased retention.

2009 Graduation Data

Number of degrees/certificates awarded	900
Goal for 2015	885
Number of degrees/certificates awarded (Native Hawaiian)	108
Goal for 2015	105

Analysis:

The college has exceeded the number of degrees/certificates that was set as the 2015 goal. Similarly, the goal for Native Hawaiian students graduating with a degree or certificate was exceeded. Student Services programs involved in targeted efforts to improve graduation rates for Native Hawaiian students include Kekaulike Center, Native Hawaiian Career and Technical Education Project *Kulia Ma Kapi'olani*, and the Perkins –funded CTE Graduation and Employment Retention Project.

Community College Survey of Student Engagement (scale 1-3)

	2006	2008	Difference
Career Counseling - Frequency of Use	1.54	n/a	
Career Counseling - Satisfaction	2.12	2.19	0.07
Career Counseling - Importance	2.54	2.39	-0.15
Student Organizations - Frequency of Use	1.25	1.25	0
Student Organizations - Satisfaction	1.86	2.06	0.2
Student Organizations - Importance	1.84	1.9	0.06
Services to Students with Disabilities - Frequency of Use	1.24	1.2	-0.04
Services to Students with Disabilities - Satisfaction	1.92	1.94	0.02
Services to Students with Disabilities - Importance	2.1	2.01	-0.09

Analysis:

We are awaiting the results of the 2010 implementation of the CCSSE survey before further analysis is provided.