

**HAWAI'I COMMUNITY COLLEGE  
ANNUAL UNIT REVIEW**

**Student Services Other**

**Part 1  
Student Life**

**Part 2  
Information Center**

**April 2, 2007**

**Kenoalani Dela Cruz  
Ola Jenkins  
Charleen "Ipo" Melendez  
Doodie Downs**

## **Program – Student Life**

### **College Mission Statement**

Hawai'i Community College promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of E 'Imi Pono. Aligned with the UH Community College system's mission, we are committed to serving all segments of our Hawai'i island community.

### **Program Mission Statement**

***Mission:*** Student Life strives to engage students in a variety of experiences that will offer opportunities for growth and development. Through the many programs, services and leadership opportunities offered, students are provided with an environment to gain skills that will complement their academic programs and help prepare them for the future.

***Purpose:*** To complement the academic programs of study by deliberately planning and promoting extracurricular activities that reflect, support and provide an extension of the academic efforts in the classrooms and laboratories. The function of Student Life is to offer enhancement of the overall educational student experience through the development of, exposure to, and participation in, social, cultural, intellectual, instructional, and recreational programs and governance. Student Life also serves as a partner and sustainer of the college's mission in the delivery of a quality education and to stimulate lifelong learning for all students.

### **History**

The Student Life program at Hawai'i Community College (HawCC) has primarily consisted of developing programs and activities to serve all HawCC students via the college's student government, student activities council and RISOs (Registered Independent Student Organizations). Student government, student activity and student publication fees paid by students who enroll at the college have been used by the various Chartered Student Organizations to provide activities and services to HawCC students.

Chartered Student Organizations approved by the Board of Regents include: the Associated Students of the University of Hawai'i - Hawai'i Community College (ASUH-HawCC), Student Activities Council (HawCC and UH-Hilo combined) and the Board of Student Publications (HawCC and UH-Hilo combined).

The college's student government under the guidance of a faculty advisor has been the main entity that has provided students with extra-curricular activities, services and programs. Upon the separation of Hawai'i Community College (HawCC) and the University of Hawai'i at Hilo (UHH) in 1992, with the

encouragement of its administration and the support of the University of Hawai'i Student Caucus (UHSC), the student association of HawCC was founded. In its 16-year existence, the Associated Students of the University of Hawai'i - Hawai'i Community College (ASUH-HawCC) have progressively grown.

Four faculty advisors have worked with the ASUH-HawCC: Ed Hayashi (1992-1994), James Mimaki (1994-1997), Guy Kimura (1997-2005) and Kenoalani Dela Cruz (2005-2006). In its early beginnings, Ed Hayashi worked with the ASUH-HawCC to devote their time to engage students in a variety of experiences and activities. The ASUH-HawCC began to create an identity.

The organization's constitution and by-laws were developed under the guidance of Advisor James Mimaki. The first \$75.00 stipend was agreed upon and issued monthly to the six student senators (five from East Hawai'i and one from West Hawai'i) and four executive officers. These students traveled to Washington D.C. by hosting Ho'olaule'a, a fundraising effort featuring local bands. ASUH-HawCC negotiated with the UH-Hilo Campus Center and was given an office space at the UH-Hilo Campus Center.

Between 1997 and 2005, Advisor Guy Kimura supported the student government in working with the Board of Regents to repair needed campus facilities. The political movements on and off campus produced changes, which included increasing ASUH-HawCC stipends to \$125.00 and gathering students to rally against proposed tuition, and student fee increases.

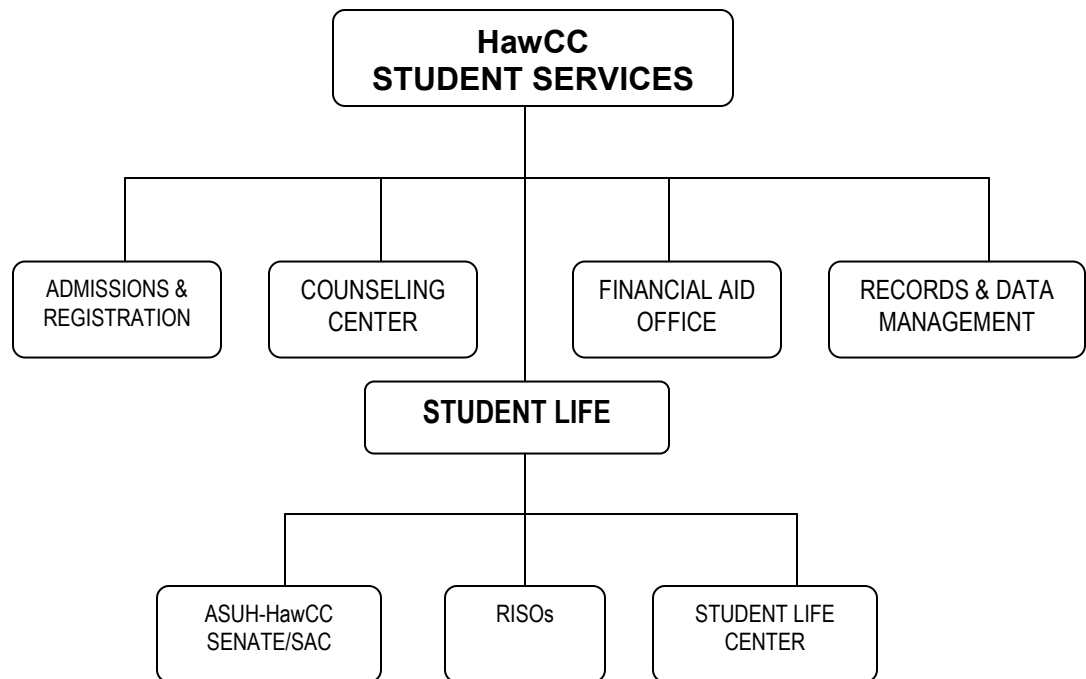
In Fall 2003 and Spring 2004, ASUH-HawCC expressed to HawCC administration and faculty that students on the Manono campus needed a place to gather and hang out. In collaboration with Dean of Student Services, Dr. John Carroll and the Counseling and Support Services Center (CSSC), ASUH-HawCC submitted a proposal to the HawCC Space Management Committee. After much debate and review of other proposals, the Space Management Committee approved the ASUH-HawCC proposal.

During the summer of 2004, Dean Carroll presented the students with a room on the Manono Campus. The room was located in the former Early Childhood Education Center. Past, present and future student government members, and their family and friends got together to clean and beautify the Student Lounge, that would soon be renamed the Student Life Center in 2005.

From Summer 2005 through Fall 2006, Advisor Kenoalani Dela Cruz assisted the ASUH-HawCC. In Fall 2005, HawCC Student Activity Fee funds were kept by HawCC and no longer sent to UH-Hilo to be combined with UH-Hilo student activity fee monies. Dean Carroll and UH-Hilo Vice-Chancellor of Student Affairs Dr. Keith Miser agreed to this action. The Senate increased their stipend to \$150.00 and ratified their constitution and by-laws to add four additional senate seats.



## Organizational Chart



### Services provided

Student Life provides formal, informal and supportive services to the students by way of social interactions and deliberate promotion of:

- An understanding of College life and Campus Affairs
- Helping to navigate their HawCC resources by pointing them in the right direction
- Providing a Center for relaxation, studying, socializing, and light refreshments
- Getting students involved with the ASUH-HawCC Senate and SAC
- Joining or creating a RISO
- Advising the ASUH-HawCC Senate and SAC
- Developing and addressing student leadership and organizational skills

### Facilities and Equipment

There really has been no formal budget ever allocated to the Student Life program. Advisor Dela Cruz received fiscal support from the DOSS, the CSSC and ASUH-HawCC to coordinate Student Life efforts. Acquiring separate facilities and equipment for the Student Life Program was needed at the time, but was not deemed as a top priority when allocations were made.

The Student Life Center (SLC) has been the physical mainframe of delivery for the Student Life program. However, Advisor Dela Cruz's office was in the CSSC and not in the SLC and no additional office space was needed during this review period for the professional staff since she already had an office space. The

CSSC provided supplies and photocopying services for Advisor Dela Cruz. The DOSS' office provided air travel for system-wide meetings on O'ahu. ASUH-HawCC also provided some office supplies to Advisor Dela Cruz.

Additionally, the ASUH-HawCC Student Government maintains an office at UH-Hilo's Campus Center. No other campus space has been exclusively allocated for ASUH-HawCC or the Student Life Program.

**OVERALL PROGRAM HEALTH**

<b>Healthy</b>		<b>Cautionary</b>	<b>X</b>	<b>Unhealthy</b>	
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Please refer to the "Analysis of Program" section of this document for the primary reasons the "Cautionary" status is cited for this unit.

**Assessment Results**

Assessment results and analysis of the data for the 2005-06 academic year are reported in the following tables. Benchmarks have not been developed for these areas, but will be included in the "Plans for Improvement" section.

**Table 1 CCSSE Reports:**  
**How many hours spend in a typical 7-day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)**

Year	% None	% 1-5 Hours	% 6-10 Hours	% 11-20 Hours	% 21-30 Hours	% More than 30 Hours
2006	79.9%	15.4%	2.9%	0.8%	0.5%	0.6%

Survey responses: 513 in 2006

**Table 2 CCSSE Reports:**  
**Frequency: Student Organizations**

Year	% Don't Know/N.A.	% Rarely/Never	% Sometimes	% Often
2006	39.0%	45.1%	11.9%	4.0%

Survey responses: 501 in 2006

**Table 3 CCSSE Reports:**  
**Satisfaction: Student Organizations**

Year	% N.A.	% Not At All	% Somewhat	% Very
2006	57.2%	13.5%	21.9%	7.3%

Survey responses: 486 in 2006

**Table 4 CCSSE Reports:  
Importance: Student Organizations**

Year	% Not At All	% Somewhat	% Very
2006	38.9%	33.7%	27.4%

Survey responses: 468 in 2006

**Table 5:  
Campus Services/Programs and Student Participation**

Year	Service/Program	# Students Participated
2005-06	Student Life Center	2160 *
2005-06	RISOs (8)	150 *
2005-06	ASUH-HawCC/SAC & BOSP	26 *
2005-06	ASUH-HawCC/SAC Activities	1600 *

\*These are approximate numbers

### **Analysis of Program**

Overall, in reviewing the CCSSE 2006 data results, and student participation numbers at the SLC, in ASUH-HawCC/SAC and in RISOs, student participation numbers and awareness of the Student Life program and its various components could be increased.

During this Annual Review period, services for the Student Life program were focused on maintaining the viability of some of the primary components: Student Government/SAC, RISOs and the Student Life Center. Dean John Carroll directed a collaborative effort between Advisor Dela Cruz, the CSSC and DOSS secretary Tammy Tanaka in regards to advising the students as well as completing necessary fiscal paperwork.

Although willing, Advisor Dela Cruz experienced definite challenges in juggling two primary job roles. It was during this time frame, that Dean Carroll met with the '05-'06 ASUH-HawCC Student Government to discuss a proposal he had previously presented to and had been approved by the '04-'05 Senate. The proposal described the ASUH-HawCC funding a half-time employee to assist with Student Life operations. Fiduciary payments for this job position were to be made out of the college's student fees collected and be divided between the student government and student activity accounts. The '05-'06 Senate approved the proposal in Summer '05 and a selection process was facilitated to fill the needed position. The position was not filled until Summer '06.

Additionally, the Hawai'i State Legislature approved three counselor positions. Collegiate advocacy between OSS and CSSC designated one of the faculty positions for a Student Life Advisor. During this Annual Review period (2005-2006), the application process was also expedited to fill this position.

Prior to the allocated job positions (Assistant Student Life Coordinator and Student Life Advisor) becoming filled, the Space Management Committee met to declare that once the Student Life faculty and staff were recruited and hired, that their "office space" would be centered in the Student Life Center, due to the increasing unavailability of campus space for faculty and staff. Although being located in the SLC would be beneficial for social interaction with the students they would service, it's realistic to comment that the atmosphere would not always be as conducive for work productivity and employee satisfaction.

### **Action Plan**

1. Advocate for and establish a full-time Student Life Coordinator position by Fall 2007
2. Advocate and establish a full-time Assistant Student Life Coordinator position by Fall 2008
3. Promote Student Life and create a stronger identity (on-going)
4. Identify and develop each Student Life program component more fully (on-going)
5. Develop 5 Student Learning Outcomes by Fall 2007

### **Benchmarks/Goals**

1. Increase the number of students participating in college-sponsored activities and services by 20%.
2. Increase the frequency of how often students participate in student organizations by 5%.
3. Increase the satisfaction rates of student organizations by 10%.
4. Increase awareness of the importance of student organizations by 10%.

### **Budget Implications and Justification**

To effectively develop a strong Student Life Program, both a full-time Student Life Coordinator and Assistant Student Life Coordinator position would be needed. Advising ASUH-HawCC alone requires at least 30 hours minimally a week, thus leaving little time to focus on other Student Life components (Student Life Center, RISOs, leadership workshops and training for HawCC students/RISOs, leadership development classes for credit, etc.). HawCC students in general have had little to no experience serving in a structured organization utilizing parliamentary procedure. Additionally, the students would be highly unfamiliar with state fiscal policies and procedures. Therefore, faculty and staff who would serve in a permanent position could provide continuity, guidance and training.

As mentioned in a previous section, the future Student Life Coordinator and Assistant Student Life Coordinator would be housed in the Student Life Center. The Student Life Center is not a favorable location to accommodate the Student Life Coordinator due to the room's size, noise levels, lack of privacy for confidential discussions and lack of security to place personal and confidential documents.



The following tables illustrate the personnel, space, inventory, professional development and travel needs and total costs:

**Table 6: Personnel Needed to Build Student Life Infrastructure**

<b>Position</b>	<b>Salary &amp; Fringe</b>	<b>Total</b>
Counselor – Student Life Coordinator (11-month) (100% FTE)	\$47,004 + \$18,176 (38.67%)	\$65,180
APT – Assistant Student Life Coordinator (11-month) (50% PTE)	\$20,000 for salary only	\$20,000
	<b>TOTAL COST:</b>	<b>\$85,180</b>

**Table 7: Facilities and Inventory Needed**

<b>Position/Office</b>	<b>Space Needed</b>	<b>Inventory Needed</b>	<b>Cost</b>
Counselor – Student Life Coordinator (11-month) (100% FTE)	100 sq. ft. office	Computer, Printer, Phone, Desk, Chair, Filing Cabinets, Bookshelf, Bulletin Board	\$5500
APT – Assistant Student Life Coordinator (11-month) (50% PTE)	100 sq. ft. office	Computer, Printer, Phone, Desk, Chair, Filing Cabinets, Bookshelf, Bulletin Board	\$5500
		<b>TOTAL COST:</b>	<b>\$11,000</b>

**Table 8: Professional Development and Travel Needed**

<b>Position/Office</b>	<b>Cost</b>
Counselor – Student Life Coordinator (11-month) (100% FTE)	\$5000
APT – Assistant Student Life Coordinator (11-month) (50% PTE)	\$5000
<b>TOTAL COST:</b>	<b>\$10,000</b>

**Table 9: Total Costs for Student Life Program**

<b>ITEM</b>	<b>Cost</b>
Personnel	\$85,180
Facilities and Inventory	\$11,000
Professional Development and Travel	\$10,000
<b>TOTAL COST:</b>	<b>\$106,180</b>

Part 2 Information Center  
Hawaii Community College  
Annual Unit Review  
April 2, 2007

Information Center

Assessment Period: July 1, 2005 to June 31, 2006

COLLEGE MISSION STATEMENT

Hawaii Community College's Vision and Mission statement can be viewed by clicking on the following link:

<http://hawaii.hawaii.edu/abouthawcc/thecollege.html>.

UNIT MISSION STATEMENT

The mission of the Information Center is to recruit students by providing a convenient one-stop location which delivers current, accurate information and services to prospective individuals, groups, and private/public sector organizations via web, mail, telephone, tours, workshops, in person, printed material, and individualized service.

SERVICES PROVIDED BY THE UNIT

The Hawaii Community College Information Center offers potential students the help they need when considering or applying to college. Our user friendly and well-located one-stop provides comprehensive information services and assistance in the areas of admissions, registration, financial aid, placement testing, as well as the basic applications and forms needed by its patrons.

The staff at the Center also provides referrals to the counseling center, financial aid office, I Ola Haloa, and the Ha'awi Kokua Center for students with disabilities for those who require specialized assistance. This is also one of a few designated campus sites that students, faculty and staff can come to get assistance in establishing or resetting their MyUH account.

The Information Center organizes and conducts customized campus tours and off campus visits as recruitment activities to local high schools, and public/private sector organizations. These tours and visits are designed to accommodate individuals or large groups.

Another responsibility of the IC is to maintain communication with and serve as a Student Services liaison between various college divisions and units. It must also ensure the availability of current and relevant communication tools used to transmit information about the college.

The APT Information Specialist who is in charge of the Center is currently responsible for the marketing and public relations of the college. With the assistance of other qualified specialists on campus, she develops for special projects, printed materials, press releases, radio ads, power point and video presentations, etc.

In all advertising and promotional material for the College, it is the Information Center's phone number that is given as the primary contact number. Whoever answers the telephone must be prepared to redirect calls not only within the Hawaii Community College offices, but to UHH and the UHCWH as well. This person must also be able to answer general questions about admissions, registration, financial aid, TB and MMR, programs, services, residency, OCET programs, payment, scholarships, events being held on campus, GEAR UP, Running Start, MyUH, Senior Net, etc.

The Center is an official US Passport Application Acceptance facility. It is open Monday-Friday, 8:00 am-4:00 pm.

#### UNIT ANALYSIS

In general, the Information Center and its staff members are a highly motivated group, committed to serving the community at large and our student population both current and potential. Since it opened its doors in 2000 it has not had its own budget and has depended primarily on other offices within Student Services for supplies and additional assistance. The Center also benefited from the generosity of the Title III and GEAR UP programs in the form of staff assistance and supplies. It is critical that this office be given a budget of its own in which to operate with. It also requires additional staffing in the form of an additional APT Institutional Support Specialist in order to keep up with at the very least the work that is required of it. The Information Center is often referred to as the front door or heart of this institution. If this is truly the case, then give it what it needs to run properly.

#### Staffing:

During AY '05-'06 the Center had three student positions paid for by the College. In years past, the Center has been fortunate enough to have had student volunteers, people who worked in this office for free, some for over a year. Or people from various community organizations to work in the office to help with the work load. Organizations like Alu Like and Workforce Development have been essential in providing short term paid help. Clients of these programs were given the opportunity to learn on the job work skills. Some have even come back to school as students to learn more formally in a credit program. The IC is staffed by four people, one full -time and three part-time student positions.

- 1 - APT Educational Specialist (full time)
- 1 - Student Assistant Work Study (20 hours per week)
- 1- Student Assistant (20 hours per week) paid for by GEAR UP
- 1 - Student Assistant (20 hours per week) paid for by Instruction

It is extremely difficult to keep the Center manned especially when the APT must go off campus to do presentations, work on special assignments given by the Chancellor, or attend meetings. Often the secretaries of the DOSS, VCAA, and Chancellor cover the telephones and Center while she is away and students are in class. While she does the same for them, it is not the way things are suppose to be done, and it places an undue burden on them. They are then running the Center and supervising students if they are there, while doing their own jobs. During AY '05-'06, the APT participated in a total of 37 off campus activities. This number is actually down from the previous year as the APT made a conscience effort to reduce the number, or schedule evening or weekend activities instead, out of consideration to her colleagues. This AY the APT accumulated a total of 35 days comp time because of overtime work. Clearly there is a shortage of staff in this office when one takes into consideration the amount of work that must be produced daily.  
Staffing Status: UNHEALTHY

#### Facilities:

Recently the office space once occupied by IT Specialist M. Kitchen in Building 378 was generously given to the IC APT to use. There were two main reasons for this:

Confidentiality – When helping students with their applications for school and/or financial aid, or registration advising, often confidential information is shared. Currently students are being helped at the very public large table in the IC. Also when the APT was trying to meet with colleagues, superiors, or staff, there was little privacy to do so.

Quiet - Trying to work on reports or meet with colleagues in the IC without interruptions is practically impossible due to the location. Phones are constantly ringing. People are always coming and going, using the facility's equipment or space to meet, check mail, or work on assignments. Customers are being helped. The security desk is being temporarily housed here. It is where the DOSS, the VCAA, and the Chancellor's offices along with their secretaries are located. The location is basically the heart of the College, a hub of activity and conversation. It is chaotic and energizing all at the same time. While a lot gets accomplished in this stimulating environment, sometimes a quiet place in which to focus, think, and work is needed. The only time the APT can do this is before or after regular work hours or at home. The current space is not habitable for any extended period, as it has mold issues and until recently leaked. People with respiratory problems find themselves with symptoms such as congestion, runny noses, headaches, and/or coughing. Repairs are pending, but no clear date as to when it will be complete has been set. The APT is considering at this time as a possible solution to this problem scheduling time at home to work, during work hours to complete projects.

Status: UNHEALTHY

New Student Admission Application Packets/Printed Material:

Five types of packets are available. Information is collected from Counseling, Admissions& Registration, Financial Aid, Hale Kea Testing Center, and Student Housing website, then printed and compiled by IC. Packets are updated when changes are made by one of those offices. It is color coordinated so when communicating with someone, we know that the New Student Checklist is pink, the financial aid info is green, etc.

- Resident
- Non-resident
- Non-resident exempt
- International
- Kama'aina Application

Individual Program Information Sheets for all programs currently being offered at the College are also printed and distributed. Information found in these application packets is printed on the office copier on standard copy paper. The look is poor at best. Time and money must be invested into developing a more polished look. It should be multi-colored instead of just black print on colored paper. Ideally printing would be done by professionals. In order for all printed material that is distributed from the College to have "one look" (essential in good branding/marketing), materials should be generated from one office until further notice. Printed material created and distributed from this office warrants a budget of its own. The IC should also invest in the purchase of equipment in which to produce some of these materials (ie a color printer, newer computer systems, and certain computer software, camera equipment) rather than the current practice of depending on other offices for the use of theirs.

Status - UNHEALTHY

#### Kama'aina Application Program:

The Kama'aina Application Program is a pilot program for Hawaii Island high school seniors. It is currently in its 4<sup>th</sup> year. This AY a total of 645 applications was received. The breakdown is as follows:

Hilo - 178	Ke Ana La'ahana - 9	Waiakea - 146
Keaau - 113	Konawaena - 3	Saint Joseph - 6
Kanu O Ka Aina - 2	Kealakehe - 21	Kohala - 1
Pahoa - 63	Nawahi - 2	Waters of Life - 4
Laupahoehoe - 10	Ka'u - 22	Honoka'a - 65

We do not yet have the number of enrolled from these applications. With proper staffing, we would be able to track this program and special population more accurately. In AY '04-'05 the College accepted a total of 420 Kama'aina Applications and from those applications 385 students enrolled. We should by now be seeing the first group of KA students graduating from our college.

Status: CAUTIONARY

#### FAFSA Financial Aid Forms/Peer Advising:

Forms are provided to the IC by the Financial Aid Office. They are very polished and professional looking. My understanding is however that these forms are not paid for by the college, but by the lender. So there is a possibility that we may

not have forms like these in the future. This would not be good for us. Monies need to be provided to ensure that we always have application forms that look like this.

Paper version

Web version

The availability of FA peer advisors has reduced the amount of time spent by my office assisting with basic FAFSA and financial aid questions. This is a valuable service and should be continued.

Status - CAUTIONARY

COMPASS Placement Testing:

We have had a noticeable increase in the number of high school groups “making a day” of their visit to our campus by combining taking of the placement test, having lunch in our cafeteria, then finishing with a tour of the campus and some of the programs. It is now common to see bus loads of students arriving for the test. I believe it has to do with our Kama’aina Application recruitment activity. In this AY we received a total of 645 Kama’aina Applications. High school counselors have been making a serious effort to get their students to complete the placement test component listed on the new student checklist. This increase in the number of people using the Testing Center for testing, use of the computers for online orientation, and FAFSA online is putting stress on the limited staff and they could use more help.

Status - CAUTIONARY

Orientation:

The IC provides the dates and times of live sessions and assistance to students for the “How to access online version” if needed.

Status: HEALTHY

Academic Advising:

There were a total of 61 scheduled appointments. However, there were a large number of unrecorded walk in visits.

Individual - 34

Small Group - 27 (2-12 people per session)

Status: UNHEALTHY

MyUH:

This is actually one of the duties of the IT specialist, M. Kitchen. The IC started to help with this because he was not always in the office when students came for assistance. In order to provide much needed service, Instruction gave a student position that is generously being shared with the IC and the IT. The student worker being paid with Instruction monies working in the Information Center's primary duty is to assist the IT specialist by handling the MyUH walk ins when she is working. She is responsible for helping those who have forgotten either or both user name and passwords reset their password; or in some cases, help new

students and faculty/staff set up a new account. When she is not working on MyUH issues, she helps in the Center.

Status: CAUTIONARY

#### Campus Tours:

These are only possible with the kind assistance and careful coordination of schedules with counselors, staff from the Title III I Ola Haloa unit, the GEAR Up coordinator and staff, faculty, and of course the one educational specialist APT, and three student assistants who make up the staff in the Information Center.

This AY we had a total of 17 on campus tours with 318 visitors as young as 5<sup>th</sup> grade. The largest group we hosted was 60 students and their 6 chaperones from Hilo High School. We had monthly visits from the Big Island Substance Abuse Council ECS Program, 2 groups from Moloka'i, a number of high schools and their counselors, and a few individual tours. More staffing is needed to coordinate, and give tours, so more can be given.

Status: CAUTIONARY

#### Passports:

We have been an official application acceptance facility since 2001. It takes approximately 20-30 minutes to process a standard application. Only the IC APT and the DOSS secretary (if the APT is unavailable and the DOSS sec. is willing and available) are able to process applications. This AY a total of 67 was processed.

July - 4	November - 3	March - 7
August - 4	December - 9	April - 4
September - 4	January - 11	May - 10
October - 8	February - 1	June - 2

This is time consuming even though it generates money (\$30 per new application). It would be good to have another trained person to assist with this in the Center, but not a student worker.

Status: CAUTIONARY

#### Staff Development:

Currently little staff development occurs once initial training is complete.

Occasionally when there is a workshop beneficial for the students and IC, I send them. But usually, the Center is too busy to afford a luxury such as that. It is difficult to even have a staff meeting without interruptions. Any new training is done one to one. Not very time efficient, but eventually everyone learns the new skill needed.

Status: UNHEALTHY

#### Over the counter/Telephone:

The Center has one of the busiest phone lines and front desks on campus. The students are able to answer general questions about the programs and services the college has to offer. If they do not know the answer, they know how to find it. They are courteous and professional. My concern is for the secretaries of the

DOSS, VCAA, and Chancellor. When I and the students are not available, the burden of answering phones and assisting walk-ins fall to them. This is not their job. Additional staffing is needed in the form of another APT and if possible a clerk, not more student help.

Status: UNHEALTHY

Emails/Mail Outs:

We average about 150 emails per month. Some request applications be mailed to them, others just have questions that need to be answered. We have mailed out a total of 972 application packets. These have been requested in one of the following manners: email, mail, phone call to the - Information Center, Admissions, or other office. Requests have been from within the State of Hawaii, Nationally, and Internationally. Requests have been handled in a timely manner, and are usually sent out within 3 working days after being received. Hopefully when our website is updated, and we have the application available online, then the number of packets we will need to mail out will be reduced. This will save time and money in the long run.

Status: CAUTIONARY

Catalog Distribution:

Catalog distribution is very labor intensive, time consuming, and currently takes up a lot of storage space. There is a lot of pressure in getting it out quickly. I feel we get the catalogs far too late in the year for it to have as great a marketing impact as it possibly could. Is there any way to get it sooner than June? Students have made their choice of schools in the fall semester at the earliest, and by the financial aid priority deadlines in the spring semester at the latest. Offering the catalog in the summer basically gets us only those few students who did not apply to other campuses in time, or were not accepted at the school of their first choice.

Status: UNHEALTHY

Off Campus Recruitment Activities:

The IC participated in a total of 37 off campus recruitment activities this AY. Activities were mostly at high schools with high school sophomores, juniors, and seniors. In the fall, the activity focus was primarily the Kama'aina Application recruitment. In the spring, the focus was on financial aid and scholarships. We also attended and hosted a few parent nights in which applications for school, financial aid, and scholarships were discussed. I also went to Hilo Community School for Adults and the Big Island Workforce Connection to speak to potential non-traditional students. I also attended a number of high school career and college fairs.

Status: HEALTHY

Other Information Dissemination:



Brochures were provided by appropriate offices.

TB/MMR Immunization Information

Children's Center

Information

Application

Office of Continuing Education & Training Schedule of Classes

Status: HEALTHY

## Benchmarks

The following goals were established for the Information Center AY 2006.

<b>GOAL</b>	<b>GOAL MET?</b>	<b>EVIDENCE/ JUSTIFICATION</b>	<b>PLAN OF ACTION</b>	<b>RESPONSIBLE</b>
Actively coordinate student recruitment	Yes	# of recruitment visits, fairs and student tours participated in and scheduled	Continue recruitment activities	Information Specialist
Create SOP Manual	No	Insufficient human resources	No action to be taken until additional APT position given	Information Specialist
Review and revise application packets	Yes	Previous/current forms	Continue review and revision	Information Specialist and IC Staff
Review and revise publications	Yes	Previous/current publications	Continue review and revision	Information Specialist and IC Staff
Review and revise Kama'aina	Yes	Previous/current application; changes in procedures	Meet with stakeholders to assess and improve	Admissions, Information, and FA Specialist and GEAR UP Coordinator
Process requests for info in a timely manner	Yes	<a href="mailto:hawccinf@hawaii.edu">hawccinf@hawaii.edu</a>	Continue maximum 0-3 working days response turn over time	IC Staff

Keep a more accurate record of processed requests, walk in, calls	Partial	RIM/Kama'aina lists	Meet with staff to assess, develop, and improve	IC Staff and Information Specialist
Staff Training & Development	Partial	2 FA workshops attended	Schedule more meetings with staff to assess and improve	IC Staff and Information Specialist
Increase # of students who apply & enroll	Yes	Slight increase in #s	Continue call outs in fall/spring, seek funding	Admissions, FA, Information Specialists

Benchmarks that will be used to indicate unit health for AY 2007-2008 are as follows:

1. Accurate record keeping so we can provide a break down of the number of State, National, and International packets mailed.
2. Accurate record keeping so we can provide a break down of the number and types of calls received daily.
3. Accurate record keeping so we can provide a break down of the number of walk in clients we serve and in what capacity.
4. Give a report on the status of the Kama'aina Application Program.
5. Draft of SOP Manual for the Information Center.
6. Increase the percentage of students accepted and enrolled from 54.2% to 56.0%. At the current acceptance and enrollment numbers this would represent an increase of 52 registered students.

<b>PLANS FOR IMPROVEMENT/BUDGET IMPLICATIONS</b>
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In order to meet benchmarks the unit will continue to work with the offices of Admissions and Financial Aid to conduct call outs to students who have not completed the application process or are eligible but have not registered. The success of this initiative last year has gained the support of the administration, but should be funded with monies other than B funds. The IC Specialist and Admissions Specialist will pursue this matter.

Top priority is to improve the record keeping system. I lost a lot of valuable information two years ago when my computer crashed and since then I have kept a lot of information on paper and on disk. But to be honest, I haven't had the time or staffing to organize it all. Priority will be given to get it done. This is the first

unit review of any kind that I have been required to make and it has been painful to say the least without the numbers I would have liked to have been able to provide.

The IC Specialist will be seeking an additional position in the form of an Institutional Support Specialist. A position such as this will bring a much needed technical support component to the Center. Ideally this person will be able to compile information for reports, do travel documents, budgets, and be technically able to put together pamphlets, flyers, posters, etc. This position would be a Step 1 Band A Starting pay would be \$33,888.

Although the IC has been very fortunate when it comes to the financing of student help, I would like to request an additional unit. Currently the IC is allotted one per AY. In the event that I did not get help from GEAR UP and Instruction, that would mean that my student worker could start on the first day of instruction and work 15 weeks at her current rate of pay of \$8.50 at 16 hours per week.