

UHCC DECEMBER 2010 COVERSHEET

ANNUAL REPORT STUDENT SERVICES
PROGRAM

HAWAII COMMUNITY COLLEGE

Assessment Period: July 1, 2009 to June 30, 2010

Submitted by: Barbara Arthurs, Vice Chancellor for Student Affairs

Annual report program data and analysis are located on college website at:
[AY 2010 Completed Annual Unit Reviews](#)

**UHCC December 2010 Coversheet –
Annual Report Student Services Program**

College: Hawai`i Community College

Part I: Brief description of the mission, purpose, and goals of the sub-programs

Part II: Quantitative Indicators (Reported on 2010 Summary Report Program Data excel sheet --includes health calls).

Part III: Assessment Results – established benchmarks.

Part IV: Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).

Part V: Plan for Improvement

Part VI: Budget Implication

Annual Report Program Data and analysis located on college website at:

Part I: Brief Description of the Mission, Purpose, and Goals of the Sub-Programs

Information Center: Promote and provide accessibility to higher education by offering 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

Admissions and Registration Office: To provide accessibility to educational opportunities at Hawai'i Community College through effective, efficient, consistent, and inclusive admissions and registration policies and procedures

Records and Internal Data Management Office: Create a student-centered atmosphere providing academic and administrative support to students, faculty, staff and UH System

Financial Aid Office: To assist current and prospective Hawai'i Community College students in funding their educational goals through quality customer service and efficient, timely, and accurate processing in accordance with federal, state, and institutional regulations, guidelines, policies, and procedures

Counseling, Advising and Support Services Center: Through encouragement and with respect and integrity, counselors inform and empower a diverse group of students to reach their educational goals and to enrich their communities.

Career and Job Placement Center: The mission of the HawCC Career and Job Placement Center is to assist and support students and prospective students in clarifying and planning purposeful career and educational goals through the use of informational resources and career counseling and to enhance employability via assistance with job preparation-- resumes, job search and interviewing skill development.

Services for Students with Disabilities (Ha`awi Kokua Program): To promote an equal opportunity for individuals with disabilities, to gain the maximum benefit from their educational/ learning experience by participating fully in their regular courses and activities offered at Hawai'i Community College

Student Life Program: The mission of the Student Life Program at Hawai'i Community College is to promote and facilitate student engagement in all areas of student life through leadership, advocacy, and service. Through their involvement in the diverse programs, resources, and opportunities provided by Student Life, students shall develop personal, leadership, and professional skills, which will supplement their academic experience.

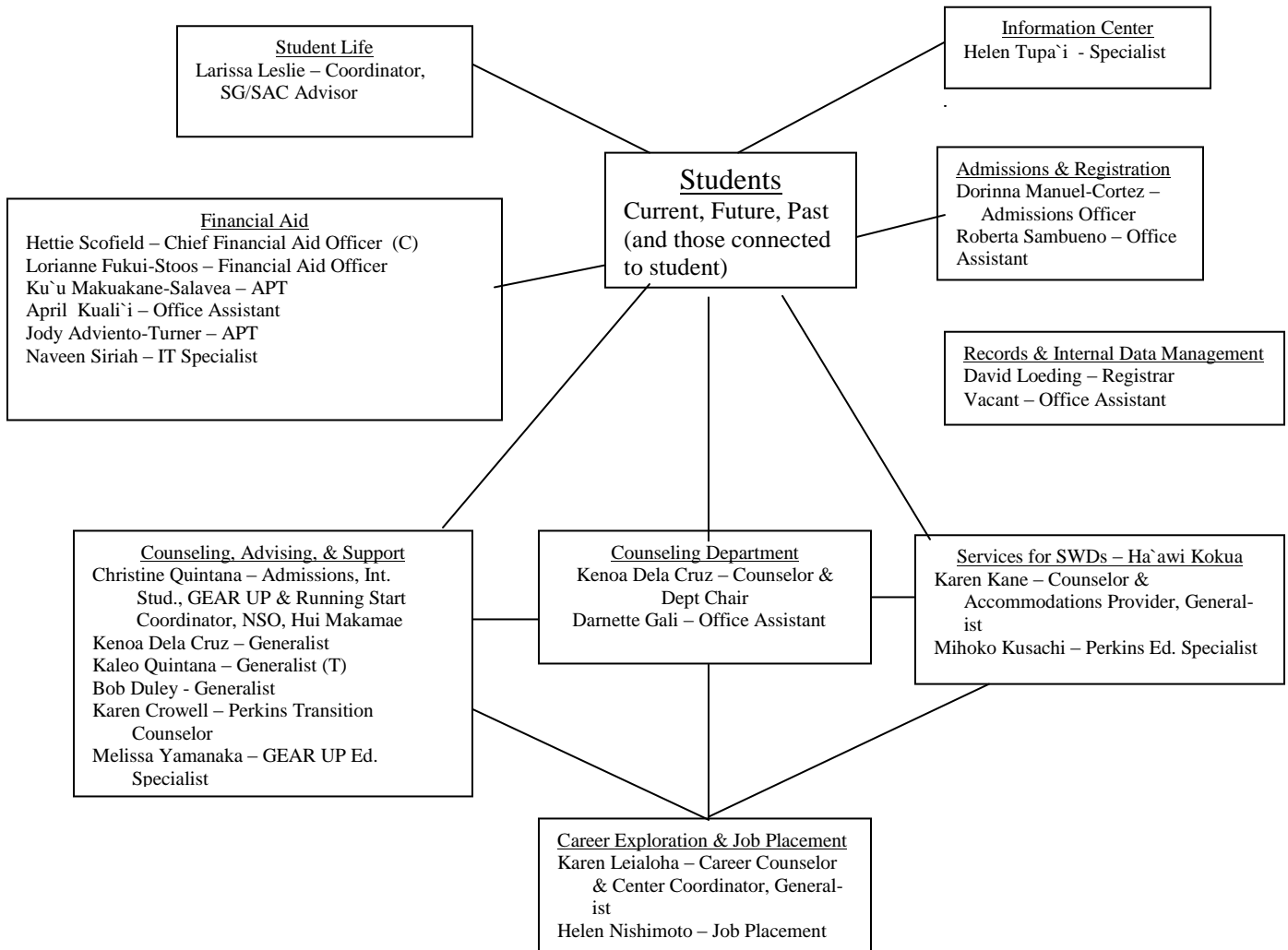
Non-G-Funded Programs Under/Related to HawCC Student Support Services:

GEAR UP Program: The mission of the HawCC GEAR UP Program is to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education by encouraging academic success, facilitating the transition from K-12 to higher education and increasing access to financial aid resources.

Running Start Program: The Running Start Program is a unique partnership between the University of Hawaii System and the Department of Education. Its mission is to provide an opportunity for academically qualified public high school juniors and seniors to early enroll in college classes and earn both high school and college credits.

Liko A`e Program: Liko A`e Native Hawaiian Scholarship Program has established two goals: 1) Support Native Hawaiian students' entry into and completion of a program of higher education, and 2) Sustain the cycle of improvement among Native Hawaiians through education.

HAWAII COMMUNITY COLLEGE
STUDENT SERVICES
Office of the Vice Chancellor for Student Services
11/30/10



Related Services and Personnel:
Liko A`E – Chelsea Barcelona
Kipuka Transfer to UHH – Kaleo Pilago
Huluena/Hawaiian Life Style – Melanie Marciel

Part II: Quantitative Indicators

2010 Annual Report of Student Services Program Data

COLLEGE :	Quantitative Measure
Matriculation Services/Student Access	
Percent Headcount Males	40.49
Percent Headcount Females	56.76
Percentage of ethnicity distribution compared to the County	see ethnic distributions tab
Number of degree/certificate seekers based on intent	976*
Percent of degree/certificate seekers based on intent	29.8*
Number of residents for tuition purposes	3110
Number of non residents for tuition purposes	165
percent residents for tuition purposes	94.96
percent non residents for tuition purposes	5.04
number of students receiving financial aid	1525
percent of students receiving financial aid	35.72
Annual headcount 2007-2008	3475
Annual headcount 2008-2009	3854
Annual headcount 2009-2010	4269
Student Semester hours 2007-2008	47509
Student Semester hours 2008-2009	53584
Student Semester hours 2009-2010	59967
Percent of applicants who enroll within one year	64.71
Retention Services/Student Progress	
Number students who report Counselors helped them achieve or make progress toward their goal (CCSSE)	291
Percent students who report counselors helped them achieve or make progress toward their goal (CCSSE)	74.35
Transition Services/Student Success	
Number of General-Funded counselors per annual student headcount	0.0019; Coun/Stu 1:534
Number of General-Funded enrollment services staff per annual student headcount	0.0026; Staff/Stu 1:388
Program Health	
Demand	Healthy
Efficiency	Cautionary
Effectiveness	Healthy
Overall	Cautionary

*The source may not be very accurate. According to SENSE data, between 77.7% and 84.3% seek a certificate/degree. This is confirmed by internal data indicating that 3% (Fall 2009) and 2.5% (Spring 2010) were

“unclassified” students who are non-degree/certificate seekers. In other words, the SENSE average of 81% were certificate/degree seekers, which is much higher than 29.8% reported above.

Fall 2009 HawCC & 2000 Census Hawaii County Ethnicity				
	All Students		Hawaii County Data	
	Count	%	Count	%
All Students / Residents	3275		162,788	
Asian / Pacific Islander	2128	64.98%	39702	24.39%
Chinese	23	0.70%		0.00%
Filipino	301	9.19%		0.00%
Asian Indian	2	0.06%		0.00%
Japanese	232	7.08%		0.00%
Korean	12	0.37%		0.00%
Laotian	0	0.00%		0.00%
Thai	6	0.18%		0.00%
Vietnamese	5	0.15%		0.00%
Other Asian	19	0.58%	1695	1.04%
Mixed Asian	105	3.21%		0.00%
Hawaiian or Pacific Islander	1423	43.45%	16724	10.27%
Guamanian or Chamorro	2	0.06%		0.00%
Native Hawaiian or Part Hawaiian	1322	40.37%		0.00%
Micronesian (not GC)	36	1.10%		0.00%
Samoan	12	0.37%		0.00%
Tongan	6	0.18%		0.00%
Pacific Islander	19	0.58%		0.00%
Mixed Pacific Islander	26	0.79%		0.00%
African American or Black	30	0.92%	698	0.43%
American Indian/Alaska Native	23	0.70%	666	0.41%
Caucasian	620	18.93%	46904	28.81%
Hispanic	81	2.47%	14111	8.67%
Mixed Race (2 or more)	336	10.26%	42288	25.98%
No Data	57	1.74%		0.00%

Source: ODS Base Table query where IRO institution =Haw and Freeze Event = CENSUS sem_yr_iro =2009-8 (fall 09) count Ethnicities.

Source: U.S. Census Bureau, Census 2000 Redistricting Data (Public Law 94-171) Summary File, Matrices PL1 and PL2.

Part III: Assessment Results

A. 2008 and 2010 CCSSE (Community College Survey of Student Engagement) Results

CCSSE Benchmarks:

1. Active & Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction
5. Support for Learners (data included in this report)

2008 Benchmark Reports – Support for Learners (all learners)

	HawCC Mean	UHCC Mean	Above/ Below Mean	CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.05	3.00		2.95	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.85	2.70		2.47	↑
9d. Helping you cope with non-academic responsibilities (work, family, etc.)	2.20	2.08		1.93	↑
9e. Providing the support you need to thrive socially	2.41	2.27		2.11	↑
9f. Providing the financial support you need to afford your education	2.31	2.31		2.39	
13a1. Frequency: Academic advising/planning	1.75	1.76		1.75	
13b1. Frequency: Career counseling	1.53	1.54		1.43	

2010 Benchmark Reports – Support for Learners (all learners)

	HawCC Mean	Achieving the Dream Mean*	Above/ Below Mean	CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.10	2.99		2.98	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.93	2.56	↑	2.50	↑
9d. Helping you cope with non-academic responsibilities (work, family, etc.)	2.28	1.97	↑	1.95	↑
9e. Providing the support you need to thrive socially	2.57	2.18	↑	2.15	↑
9f. Providing the financial support you need to afford your education	2.56	2.45		2.46	
13a1. Frequency: Academic advising/planning	1.80	1.75		1.77	
13b1. Frequency: Career counseling	1.53	1.46		1.43	

*Instead of the UHCC consortium data, Achieving the Dream data were reported.

CCSSE Data relative to Student Services [F=Frequency, S=Satisfaction, I=Importance]

	Class	2008					2010					
		HawCC Mean	UHCC Mean	Above/Below Mean	CCSSE Cohort Mean	Above/Below Mean	HawCC Mean	UHCC Mean	Above/Below Mean	CCSSE Cohort Mean	Above/Below Mean	
13.a Academic Advising/Planning	F	All	1.75	1.76		1.75		1.80	1.81		1.77	
		PT	1.71	1.70		1.70		1.71	1.75		1.72	
		FT	1.79	1.84		1.82		1.91	1.87		1.83	
	S	All	2.25	2.28		2.22		2.29	2.28		2.23	
		PT	2.26	2.27		2.21		2.31	2.27		2.21	
		FT	2.25	2.29		2.23		2.27	2.30		2.24	
	I	All	2.54	2.56		2.51		2.58	2.54		2.53	
		PT	2.49	2.51		2.47		2.50	2.49		2.50	
		FT	2.61	2.62		2.58		2.67	2.59		2.59	
13.b Career Counseling	F	All	1.53	1.54		1.43		1.53	1.43		1.43	
		PT	1.48	1.51		1.41		1.46	1.40		1.42	
		FT	1.58	1.59		1.46		1.61	1.46	↑	1.46	↑
	S	All	2.14	2.18		2.05		2.13	2.07		2.05	
		PT	2.12	2.17		2.04		2.04	2.06		2.05	
		FT	2.16	2.20		2.06		2.20	2.08		2.07	
	I	All	2.41	2.45		2.29		2.48	2.28	↑	2.30	↑
		PT	2.33	2.40		2.25		2.41	2.23		2.27	
		FT	2.51	2.52		2.34	↑	2.57	2.34	↑	2.35	↑
13.c Job Placement Assistance	F	All	1.32	1.23		1.24		1.34	1.27		1.24	
		PT	1.22	1.20		1.21		1.24	1.22		1.20	
		FT	1.42	1.29		1.29	↑	1.43	1.31		1.28	↑
	S	All	1.91	1.88		1.83		1.87	1.86		1.82	
		PT	1.81	1.82		1.79		1.75	1.82		1.78	
		FT	2.01	1.95		1.87		1.95	1.89		1.86	
	I	All	2.22	2.03	↑	2.02	↑	2.20	2.08		2.06	
		PT	2.13	2.00		1.97		2.07	2.02		2.02	
		FT	2.34	2.08	↑	2.08	↑	2.36	2.15	↑	2.12	↑
13.g Financial Aid Advising	F	All	1.72	1.62		1.79		1.86	1.88		1.83	
		PT	1.64	1.58		1.73		1.78	1.83		1.77	
		FT	1.80	1.66		1.87		1.95	1.95		1.90	
	S	All	2.04	2.18		2.19		2.13	2.27	↓	2.21	
		PT	2.03	2.16		2.15		1.99	2.25		2.18	
		FT	2.05	2.20		2.23	↓	2.27	2.30		2.25	
	I	All	2.49	2.39		2.38		2.61	2.47		2.43	↑
		PT	2.42	2.35		2.31		2.60	2.40		2.36	
		FT	2.57	2.44		2.48		2.63	2.56		2.51	
13.i Student Organizations	F	All	1.43	1.30	↑	1.34		1.41	1.38		1.35	
		PT	1.34	1.24		1.27		1.31	1.29		1.27	
		FT	1.54	1.38	↑	1.42		1.51	1.47		1.43	
	S	All	2.04	1.99		1.97		2.04	2.02		1.98	
		PT	2.02	1.98		1.91		1.95	1.96		1.92	
		FT	2.05	2.00		2.02		2.10	2.07		2.04	

	I	All	2.13	1.93	↑	1.83	↑	2.04	1.86	↑	1.84	↑
		PT	2.09	1.89		1.76	↑	1.93	1.77		1.78	
		FT	2.17	2.00	↑	1.92	↑	2.16	1.95	↑	1.93	↑
13.j Transfer Credit Assistance	F	All	1.45	1.47		1.55		1.46	1.56		1.54	
		PT	1.46	1.43		1.51		1.50	1.53		1.50	
		FT	1.45	1.52		1.60		1.41	1.59	↓	1.58	↓
	S	All	2.07	2.04		2.07		2.02	2.10		2.08	
		PT	2.10	2.05		2.06		2.09	2.10		2.07	
		FT	2.04	2.03		2.09		1.96	2.11		2.09	
	I	All	2.26	2.27		2.24		2.20	2.22		2.24	
		PT	2.24	2.21		2.19		2.20	2.18		2.20	
		FT	2.29	2.35		2.32		2.20	2.27		2.31	
13.k Services to Students with Disabilities	F	All	1.33	1.28		1.29		1.41	1.31		1.29	
		PT	1.23	1.29		1.27		1.45	1.28		1.27	
		FT	1.45	1.28		1.32		1.36	1.33		1.31	
	S	All	2.09	2.02		2.01		2.10	2.05		2.02	
		PT	2.14	2.00		1.98		2.12	2.02		1.99	
		FT	2.05	2.04		2.05		20.8	2.08		2.05	
	I	All	2.24	2.11		2.04	↑	2.10	2.05		2.02	
		PT	2.16	2.08		1.99		2.12	2.02		1.99	
		FT	2.34	2.16		2.09	↑	20.8	2.08		2.05	

B. Fall 2009 SENSE (Survey of Entering Student Engagement) Results

SENSE Bench Marks:

1. Early Connections
2. High Expectations and Aspirations
3. Clear Academic Plan and Pathway
4. Effective Track to College Readiness
5. Engaged Learning
6. Academic and Social Support Network

[Benchmarking: HawCC may be higher than other small colleges, but in some instances “is that enough”?]

SENSE Data relative to Student Services (number is the percent of frequency of the responses)

Bench Mark	Significant (5 or more points higher or lower)	HawCC	Other Small Colleges	Item No.	Item
	↑	21.4	8.4	11a	Orientation. Took part in an online orientation prior to the beginning of classes
		45.3	47.7	11b	Orientation. Attended an on-campus orientation prior to the beginning of classes
		4.1	7.5	11c	Orientation. Enrolled in an orientation course during my first semester here
	↓	9.9	16.8	11d	Orientation. Unaware of a college orientation
	↓	17.8	23.4	11e	Orientation. Unable to participate in orientation due to scheduling or other issues
	↓	70.3	75.5	15a	I applied for financial assistance.
	↓	60.7	66.1	15b	I was notified I was eligible to receive financial

					assistance.
	↓	42.9	49.5	15c	I received financial assistance funds.
	↑ ↓	38.6 16.3 11.1 4.9 29.1	32.2 25.3 15.8 3.3 23.5	16	When did you apply for financial aid? 3 or more months before classes began 1 to 2 months before classes began less than 1 month before classes began after classes began I did not apply for financial assistance
1		15.6 38.0	19.6 34.5	18i	The college provided me with adequate information about financial aid. Strongly agree Agree
1		12.4 21.7	14.7 24.8	18j	A college staff helped me determine whether I qualified for financial aid. Strongly agree Agree
		74.5	75.6	20g1	Did you know about Financial assistance advising ? Yes
		57.0 29.1 10.7 3.2	52.8 29.0 13.7 4.5	20g2	Frequency: Used Financial assistance advising Never Once 2 or 3 times 4 or more times
		21.4 22.0 7.1 49.5	25.0 19.3 6.2 49.5	20g3	Satisfaction: Financial assistance advising Very Somewhat Not at all Not applicable
3	↑	21.0 24.6	15.4 24.6	18f	An advisor helped me to set academic goals and to create a plan for achieving them. Strongly agree Agree
3	↑ ↓	36.2 37.2	29.7 43.1	18g	An advisor helped me to identify courses I needed to take during my first semester/quarter Strongly agree Agree
3		13.5 19.7	10.3 19.3	18h	A college staff talked to me about my commitments outside of school to help me figure out how many courses to take. Strongly agree Agree
		68.4	71.4	20a1	Did you know about Academic advising/planning? Yes
		46.1 35.2 15.5 3.1	47.0 35.0 15.8 2.1	20a2	Frequency: Used Academic advising/planning Never Once 2 or 3 times 4 or more times
	↓ ↑	19.0 34.9 6.2	24.0 28.8 4.5	20a3	Satisfaction: Academic advising/planning Very Somewhat Not at all

		39.8	42.7		Not applicable
	↑	30.1 8.0 58.1 0.6 1.9 1.3	26.8 14.3 49.0 1.0 5.5 3.3	22	Main source of academic advising (academic planning, course recommendations, graduation requirements, etc.) from the time of your decision to attend this college through the end of the first three weeks of my first semester at this college Instructors College staff (not instructors) Friends, family or other students Computerized degree advisor system College Web site Other college materials
1		29.9	28.2	23	Was a specific person assigned to you so you could see him/her each time you needed information or assistance? Yes
	↑	58.4	47.1	20b1	Did you know about Career Counseling ? Yes
		65.8 23.5 9.1 1.6	83.6 11.9 3.6 0.8	20b2	Frequency: Used Career Counseling Never Once 2 or 3 times 4 or more times
	↑ ↑ ↓	17.0 19.7 3.9 59.4	8.9 9.2 3.7 78.3	20b3	Satisfaction: Career Counseling Very Somewhat Not at all Not applicable
		35.0	35.5	20c1	Did you know about Job Placement assistance ? Yes
		89.3 6.8 3.0 0.9	94.0 4.2 1.2 0.5	20c2	Frequency: Used Job placement assistance Never Once 2 or 3 times 4 or more times
	↑ ↓	4.3 10.5 6.6 78.6	4.1 5.0 4.0 86.9	20c3	Satisfaction: Job placement assistance Very Somewhat Not at all Not applicable
	↓	48.6	53.8	20i1	Did you know about Student Organizations ? Yes
		84.7 9.8 3.9 1.6	89.8 5.8 2.7 1.6	20i.2	Frequency: Used Student Organizations Never Once 2 or 3 times 4 or more times
	↓	7.8 10.0 6.9 75.3	6.9 6.1 2.6 84.5	20i3	Satisfaction: Student organizations Very Somewhat Not at all Not applicable
	↓	34.8	48.4	20j1	Did you know about Transfer credit assistance ? Yes
				20j2	Frequency: Used transfer credit assistance

	↑	93.6 4.8 1.2 0.3	88.0 9.6 1.7 0.7		Never Once 2 or 3 times 4 or more times
		4.8 7.1 7.4 80.8	6.9 6.8 3.8 82.5	20j3	Satisfaction: Transfer credit assistance Very Somewhat Not at all Not applicable
		55.4	52.2	20k1	Did you know about Services for students with disabilities ? Yes
		92.5 4.1 2.4 1.0	94.5 2.9 1.3 1.3	20k2	Frequency: Used services for students with disabilities Never Once 2 or 3 times 4 or more times
	↓	8.8 5.3 4.1 81.8	5.6 3.5 2.4 88.5	20k3	Satisfaction: Services for students with disabilities Very Somewhat Not at all Not applicable
4	↑	40.3 43.0	30.3 42.4	21a	Learned to improve my study skills within a class, or through another experience at this college Strongly agree Agree
4		30.0 42.5	25.6 43.3	21b	Learned to understand my academic strengths and weaknesses within a class, or through another experience at this college Strongly agree Agree
4	↑ ↑	27.7 41.8	21.4 33.1	21c	Learned skills and strategies to improve my test-taking ability within a class, or through another experience at this college Strongly agree Agree
	↑	77.7	57.7	37a	To complete a certificate is my goal for attending this college. Yes
	↑	84.3	77.7	37b	To obtain an Associate degree is my goal for attending this college. Yes
		69.3	64.4	37c	To transfer to a 4-year college or university is my goal for attending this college. Yes

C. UHCC Strategic Outcomes and Performance Measures (2008-2015)

1. Native Hawaiian Educational Attainment
2. Hawaii's Educational Capital
3. Economic contribution
4. Globally Competitive Workforce
5. Resources and Stewardship

Only Strategic Outcomes for Goals 1, 2, and 4 will be addressed in this report. To access the tables go to www.hawaii.edu and search for “UH Community College System Strategic Plan.” Find “Annual Performance Data (UHCC System and College Level).” Click on “2010 Strategic Plan Goals and Outcomes.” Finally, click on “Strategic Plan Goals and Outcomes – Hawaii CC.” *[The earlier link is not functioning.]*

1. Native Hawaiian Educational Attainment

1.1 Increase Native Hawaiian Enrollment by 3% per year [Fall 2009 – exceeded goal]

1.2 Increase Financial Aid Participation/Award

- a. Pell Recipients [Fall 2008 – exceeded goal]
- b. All Financial Aid Recipients [Fall 2008 – exceeded goal]
- c. Pell Grants Disbursed [Fall 2008 – exceeded goal]
- d. All Financial Aid Disbursed [Fall 2008 – exceeded goal]

1.3 Increase Persistence/Graduation/Transfer

- a. FT AtD cohort who complete at least 20 credits with gpa \geq 2.0 [Fall 2008 – exceeded goal]
- b. PT AtD cohort who complete at least 20 credits with gpa \geq 2.0 [Fall 2008 – less than goal]
- c. AtD cohort who re-enroll in Spring semester [Fall 2008 – exceeded goal]
- d. Annual degrees/CA awarded [2008-2009 – less than goal]
- e. Transfers to UHM, UHH, or UHWO [Fall 2008 – exceeded goal]
- f. Percent of transfer students with gpa \geq 2.0 [Fall 2008 – exceeded goal]

2. Hawaii’s Educational Capital – All Students

2.1 Increase Enrollment by 11% [Fall 2009 – exceeded goal]

2.2 Increase Pell Participation/Award

- a. Pell recipients [Fall 2008 – exceeded goal]
- b. Pell grants disbursed [Fall 2008 – exceeded goal]

2.3 Increase Persistence/Graduation/Transfer

- a. FT who completed at least 20 credits with gpa \geq 2.0 [not reported for all students]
- b. PT who completed at least 20 credits with gpa \geq 2.0 [not reported for all students]
- c. All who re-enroll in Spring semester [Fall – not reported for all students]
- d. Annual degrees/CA awarded [2008-2009 – exceeded goal]
- e. Transfers to UHM, UHH, or UHWO [Fall 2008 – exceeded goal]
- f. Percent of transfer students with gpa \geq 2.0 [Fall 2008 – exceeded goal]
- g. Degrees/CA awarded to underserved regions of the state to include East Hawaii [2008-2009 – exceeded goal]
- h. Student enrollment from underserved regions of the state to include East Hawaii [Fall 2009 – exceeded goal]

3. Globally Competitive Workforce

3.1 Increase Degree Completion in Selected Fields by 3% Per Year

- a. Number of students transferred to UHM, UHH, or UHWO [Fall 2009 – exceeded goal]

- 3.2 Increase the Enrollment of 25-49 Year Olds in Credit Programs by 3% Per Year [Fall 2009 – exceeded goal]
- 3.3 Increase Degree Completion in STEM Fields by 6% Per Year
 - a. Degrees/CA awarded in STEM [2008-2009 – less than goal]
 - b. Degrees awarded in STEM at UHM, UHH, or UHWO to former CC students [2008-2009 – exceeded goal]
- 3.4 Non Credit Certificate Programs [not reported]
- 3.5 International Students [Fall 2008 – exceeded goal]

ADDITIONAL QUANTITATIVE INDICATORS

During Fall 2009 and Spring 2010 HawCC administered the Graduating Student’s Survey to assess these students’ satisfaction rating of the services provided by the various units under Student Services. Below are the twenty-one services which were rated on a scale of 1 to 5, 5 being the most favorable.

1. Getting information about college programs & services
2. Touring the campuses
3. Completing the college application
4. Applying for financial aid at the Financial Aid Office
5. Getting an orientation to college (online or in person)
6. Choosing a major or career
7. Understanding COMPASS placement test scores
8. Making an educational plan/selecting courses
9. How to register online
10. Course certification for veterans
11. Transferring credits into HawCC
12. Requesting transcripts
13. Applying for scholarships
14. Personal counseling
15. Disability support or accommodations
16. Employment assistance (on-campus jobs)
17. Employment assistance (off-campus jobs)
18. Resume writing/interview assistance
19. Learning college success strategies
20. Participating in student events/organizations
21. Applying for graduation

Below is a table showing how each of the Student Services units were rated.

Student Services Units	Survey Items	Fa 09 Mean	Sp 10 Mean
Student Access: Matriculation Services			
Information Office	1, 2, 3	4.2	4.4

Admissions & Registration Office	3	4.5	4.5
Records & Internal Data Management Office	10, 11, 12, 21	4.2	4.3
Financial Aid Office	4, 13, 16	3.9	4.0
Student Progress: Retention Services			
Counseling & Advising Center	1, 3, 5, 7, 8, 9, 14, 19, 21	4.3	4.4
Services for Students with Disabilities (Ha`awi Kokua)	15	3.7*	4.0
Student Life Program	20	3.8	4.2
Student Success: Transition Services			
Career Exploration and Job Placement Center (These services are also part of access and retention and include transfer advising.)	6, 8, 16, 17, 18	4.0	4.2

* counselor was on health leave

In Addition, each Student Services unit is asked to provide data relevant to its operation for 2009-2010.

STUDENT ACCESS: MATRICULATION SERVICES

INFORMATION OFFICE			
Number of Individual Contacts			
In-Person Contacts			1550
Phone Contacts			3717
Mail Contacts			349
E-Mail Contacts			285
Number of Center Staff			
Number of Non-Student Employees			1
Average Student Employee Hours Per Week			20
Average Number of Hours Per Week Worked by Combined Non-Student Employees Beyond Normal Hours			30
ADMISSIONS & REGISTRATION OFFICE			
Annual Headcount (duplicated)			6622
Percent of Accepted Applicants Who Enroll During Indicated Term			
Su 09			25.4
Fa 09			55.8
Sp 10			50.1
Number and Percent Registered from Other UH Campuses			
Su 09	39		23.8
Fa 09	309		9.5
Sp 10	400		12.5
Number of Office Staff			
Number of Non-Student Employees			2

Average Student Employee Hours Per Week	20.0 hrs
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours	12.0 hrs
RECORDS & INTERNAL DATA MANAGEMENT OFFICE	
Number of Transfer Transcripts Processed	
Fa 09: External Institutions	248
Fa 09: UH Dist Ed	200
Sp 10: External Institutions	262
Sp 10: UH Dist Ed	193
Average Time to Process a Transfer Transcript	
External Institutions	30-45 min
UH Dist Ed	15 min
Number of HawCC Transcripts Prepared/Sent	2044/2151 (could not process 107)
Number of Veterans Whose Courses Were Certified for Benefits	180
Number of Degree/Certificate Applications Processed	571
Average Time to Process Degree/Certificate Application	3.5 hrs
Number of Degrees/Certificates Conferred	530
Annual Headcount of Students Receiving at Least 1 Degree/Certificate	444
Number of Hours to Update STAR	125.0 hrs
Number of Hours Spent Updating Articulation Data Base	75.0 hrs
Number of Office Staff	
Number of Non-Student Employees	2
Average Student Employee Hours Per Week	115 hrs/wk
Average Number of Hours Per Week Worked by Combined Non-Student Employees Beyond Normal Hours	30-35 hrs/wk (includes wkend)
FINANCIAL AID OFFICE	
Unduplicated Annual Head Count	4258
Total Number of ISIRs Received (duplicated)	5204
Total Number of ISIRs Received (unduplicated)	3106
Number of Eligible Applicants According to FISAP	2146
Percent of Eligible Applicants According to FISAP	50% (2146/4258)
Number of Students Receiving Federal Funds (including Pell Grant)	1554
Amount of Federal Funds	\$7,025,959
Number of Students Receiving Federal Pell Grant	1500
Percent of Students Receiving Federal Pell Grant	35% (1500/4258)
Number of Native Hawaiians Receiving Federal Pell Grant	766
Percent of Native Hawaiians among Those Receiving Federal Pell Grant	46.71%
Amount of Federal Pell Grants	\$5,045,259
Other Funds Received by Students	
State (LEAP)	\$9968
Institutional	\$1,200,189
UH Foundation	\$49,132

External Aid (External Scholarships/Grants, Third Party Pay)	\$966,825
Number of Students Receiving Any Financial Aid	1711
Percent of Student Receiving Any Financial Aid	40% (1711/4258)
Total Amount of All Aid Awarded (offered)	\$10,698,041
Total Amount of All Aid Received (paid)	\$8,388,876
Number of Office Staff	
Number of Non-Student Employees (includes 1 IT & 1 casual hire)	7
Number of Student Employees (each at 20hr/wk)	8
Average number of hours per week worked by combined non-student employees beyond normal hours	10.0 hrs

STUDENT PROGRESS: RETENTION SERVICES

COUNSELING UNIT: COUNSELING, ADVISING, AND SUPPORT SERVICES CENTER	
Total Number of Counseling Contacts	
Admissions	7813
Retention	9478
Transition	1736
Other	17,888
Unduplicated Head Count	
Su 09	1488
Fa 09 (semester enrollment – 3275)	1,908 [58.3%]
Sp10 (semester enrollment – 3204)	1,948 [60.8%]
Number of Center Staff	
Number of Counselors and APT Staff (G-funded/Federal-funded)	8 G 3 F
Average Student Employee Hours Per Week	20.0 hrs
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours	4.5 hrs
COUNSELING SUB-UNIT: SERVICES FOR STUDENTS WITH DISABILITIES	
Total Number of Counseling/Advising Contacts	
Su 09	1501
Fa 09	1226
Sp 10	1309
Unduplicated Head count	
Su 09	NA
Fa 09	235
Sp10	224
Head count of Number of Students Provided Accommodations	
Su 09	NA
Fa 09	128
Sp 10	114
Number of Center Staff	

Number of Non-Student Employees	1.5
Average Student Employee Hours Per Week	38.5 hrs
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours	7.0 hrs
STUDENT LIFE PROGRAM	
Number of Elected Student Leaders Who Served the Entire Term	
Su 09	13
Fa 09	11
Sp 10	14
Number of RIOs	
Fa 09	5
Sp 10	7
Number of Student (SG/SAC) Activities Funded with Student Fees	
Activities with Less Than 10 HawCC Student Participants & Average Cost of the Event	0 0
Activities with 11 to 50 HawCC Student Participants & Average Cost of the Event	3 733
Activities with 51 to 100 HawCC Student Participants & Average Cost of the Event	7 1306
Activities with 100 to 200 HawCC Student Participants & Average Cost of the Event	7 981
Activities with 200 to 500 HawCC Student Participants & Average Cost of the Event	9 1416
Number of Training Sessions Lead by Advisors for Student Leaders	10
Number of Center Staff	
Number of Non-Student Employees	1
Average number of hours per week worked by combined non-student employees beyond normal hours	5

STUDENT SUCCESS: TRANSITION SERVICES

COUNSELING SUB-UNIT: CAREER EXPLORATION & JOB PLACEMENT CENTER	
Total Number of Career and Job Preparation Counseling Contacts	
Su 09	82
Fa 09	336
Sp 10	267
Unduplicated Head Count	
Su 09	56
Fa 09	68
Sp 10	143
Total Head Count of Students Utilizing Career Center Resources	
Su 09	241

Fa 09	101
Sp 10	188
Number of Center Staff	
Number of Non-Student Employees	2 @ (.4 each)
Average Student Employee Hours Per Week	15.0 hrs
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours	15

The Student Services units have developed six **Student Learning Outcomes** and each unit has determined which of the six it can assess.

Student Learning Outcomes	I	A&R	R&IDM	FA	CA&SS	SWD	SL	CE/JP
1. Identify strengths and develop a plan to address challenges					x	x		x
2. Understand and use information to navigate systems like the college system	x	x	x	x	x			x
3. Through critical thinking, formulate and apply problem-solving and decision-making strategies					x		x	x
4. Refine and/or adjust my values and goals as needed								x
5. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment								x
6. Establish healthy, mutually beneficial relationship with others and treat others with aloha and respect		x						x

Assessment Tools:

Information Office – pre-post college preparation/readiness questionnaire for intermediate school students

Admissions & Registration Office – initial/subsequent completion of application form; observation of assistance seeking behavior which is initially hostile and subse-

quent calmer behavior resulting from staff intervention
 Records & Internal Data Management Office – promotion of STAR and number of users
 Financial Aid Office – completion of financial aid application ready for processing
 Counseling, Advising, and Student Support Center – pre/post test for orientation
 Services for Students with Disabilities – student awareness of their disabilities and abilities
 using in-take form
 Student Life Office – advisor observation of decision-making skills of student leaders during student government and student activities meetings
 Career Exploration & Job Placement Center – using rubrics incorporating career and job placement intake forms, career inventories, job search and employability skills

Graduating students were surveyed and asked to self-report on how well they were able to meet the SLOs on a 5-point scale (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree) as a result of having attended HawCC.

Student Learning Outcome	Fall 2009	Spring 2010
1. Identify strengths and develop a plan to address challenges	4.5	4.5
2. Understand and use information to navigate systems like the college system	4.6	4.5
3. Through critical thinking, formulate and apply problem-solving and decision-making strategies	4.6	4.5
4. Refine and/or adjust my values and goals as needed	4.6	4.5
5. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment	4.5	4.6
6. Establish healthy, mutually beneficial relationship with others and treat others with aloha and respect	4.6	4.5

**Part IV. Analysis of the Program’s Subunits
 and
 Part V. Plans for Improvement**

Student Access: Matriculation Services

Information Office

Demand:

Strengths:

- The office is located at the “front” of the campus.
- The number of contacts 5901 (in-person, telephone, mail, e-mail) for information from the public and students indicated demand for information.

- The Information Specialist also established a HawCC Facebook site and Twitter site.
- Outreach teams to schools and community events included the Information Specialist
- The Information Specialist was outgoing and collaborative in letting unit heads and department/division chairs know she was there to assist in meeting their needs for the production of printed and electronic information.

Areas for Improvement:

- There is a need to disseminate college preparation/readiness information to intermediate school students to encourage seeing high school not only as a social event but also as a time and place to prepare for college.

Plans for Improvement:

- Develop college-awareness informational handouts for intermediate school students.
- Develop relationships with intermediate school administrators/counselors

Efficiency:

Strengths:

- Requests for information production and dissemination were met in a timely manner.
- The Information Specialist employed student assistants who were computer savvy and trained in digital media arts.

Areas for Improvement:

- At times demands from various parties created a time conflict for the Information Specialist

Plans for Improvement:

- Establish schedule for different services (i.e., campus visits, passport applications).
- Prioritize demands for information services.

Effectiveness:

Strengths:

- The Information Specialist researched services/products to get the best for the money (i.e., college catalog was ordered from a different company – better quality paper, more copies for less cost)
- Multiple sheets of information were condensed into a one-sheet pamphlet saving trees.

Areas for Improvement:

- HawCC does not have an information policy.
- Not all division/departments want the same “college-look.”

Plans for Improvement:

- Develop an information policy to be presented to the Academic Senate, the College Counsel, and Student Government for recommendation to the Chancellor.
- Design at least three “college-look” designs for branding and have stake holders vote for their choice. Have the Administration support the elected design.

Admissions and Registration Office

Demand:

Strengths:

- The annual headcount increased from 3854 (2008-2009) to 4269 (2009-2010), which exceeded the enrollment goal of the UHCC Strategic Goal and Outcome for Hawaii's Educational Capital.
- The Native Hawaiian HawCC student population increased from 35.78% (2008-2009) to 40.37% (2009-2010), which exceeded the enrollment goal of the UHCC Strategic Goal and Outcome for Native Hawaiian Educational Attainment.
- HawCC was serving Hawaii state residents, since 94.96% of the students were Hawaii residents.
- According to internal data, more than 95% were certificate/degree seekers.

Areas for Improvement:

- Males were still under-represented at 40.49%
- There was still room for more non-resident students, particularly international students if we are to promote the UHCC Strategic Goal and Outcome for a Globally Competitive Workforce.
- HawCC can facilitate the transition of high school students to college to promote the P-20 initiative even beyond the use of the simplified Kama`aina application.

Plans for Improvement:

- One of the male counselors has plans to network with community organizations which support men to present college as an option for them.
- The non-resident application fee has been designated for an international education fund to support staff development for international education and international student recruitment.
- The Admissions Officer is working with the HawCC administration and the DOE administration on Hawaii Island to make admission to college as automatic as admission from intermediate school to high school. This proposal has been named Lehua Lei O Hilo.

Efficiency:

Strengths:

- The Admissions Officer hired and trained a number of capable student employees to assist with the growing work load as a result of increasing enrollment.
- Part of the Enrollment Growth Fund has been used to fund overtime for the office assistant who work about nine additional hours a week.

Areas for Improvement:

- Even with the overtime for the office assistant, acceptance letters were taking nearly three weeks to be mailed out.
- A .5 casual APT was hired to assist this office. Turn around time for acceptance letters was reduced to about one week.
- There is a list of 762 former HawCC students with 30 and more credits who did not earn a certificate/degree from HawCC.

Plans for Improvement:

- Request that the .5 casual APT position become a temporary position or a permanent position.
- With the IRO's help identify those who have received a certificate/degree from another institution, remove those from the list, and invite the rest to "Welcome Back to College" information sessions (re-orientation, financial aid, and college support services).

Effectiveness:

Strengths:

- Anecdotal report indicated that of the tens of students who approached the Admissions and Registration Office weekly, most of those who come in demanding and hostile left calmer having been patiently and professionally assisted. An average of two individuals per semester remained upset and sought to vent in the office of the Vice Chancellor for Student Affairs.

Areas for Improvement:

- The percent of applicants who enrolled within one year dropped from 65.38% (2009) to 64.71% (2010)
- The percent of accepted applicants who enrolled during the term of acceptance also dropped:

Su 08 to Su 09:	46.0% to 25.4%
Fa 08 to Fa 09:	58.3% to 55.8%
Sp 09 to Sp 10:	60.0% to 50.1%

Plans for Improvement:

- In the acceptance letter, invite those who lost their job in the past year to a financial aid workshop designed to assist the recently unemployed. Coordinate these workshops with the Financial Aid Office. (Some of those who were accepted but did not apply, may decided not to come if they were not aware of the possibility of receiving financial aid.)

Records and Internal Data Management Office

Demand:

Strengths:

- The number of external transcripts processed for possible transfer credits increased from 531 (2008-2009) to 903 (2009-2010).
- The number of HawCC transcripts requested, prepared, and sent increased from 1690 (2008-2009) to 2044 (2009-2010).
- The number of degrees/certificates applications processed increased from 486 (2008-2009) to 571 (2009-2010).
- The number of certificates/degrees conferred and diplomas processed increased from 459 (2008-2009) to 530 (2009-2010). This met the UHCC Strategic Goal and Outcome for Hawaii's Educational Capital.
- The annual headcount of students receiving at least 1 degree/certificate increased from 369 (2008-2009) to 444 (2009-2010). This met the UHCC Strategic Goal and Outcome for Hawaii's Educational Capital.
- The number of veterans, whose courses were certified for benefits, increased from 149 (2008-2009) to 180 (2009-2010).

- To meet the growth in demand for services a .5 casual APT was hired.

Areas for Improvement:

- Permanent staffing is short.
- IT support is minimal.

Plans for Improvement:

- Request a .5 temporary or permanent APT position.
- Seek assistance from the Academic Support IT specialist or refer requests for internal data reports to the Academic Support IT specialist.

Efficiency:

Strengths:

- With the cooperation of instructors who met the deadline to submit their final grades, the Registrar was able to officially post final grades by the following day. Apparently, students taking HawCC classes were the first to see their final grades in the UH system.
- Having a second office away from the Records and Internal Data Management Office allowed the Registrar to work with less disruption while processing transfer transcripts, updating STAR, and updating the Articulation Data Base.
- The Registrar updated STAR soon after the next year's college catalog was updated.
- HawCC transcript requests were usually processed within two days even though they were not "rush" requests.
- The Registrar used STAR batches to process the conferral of certificates/degrees.

Areas for improvement:

- Permanent staffing was short.
- IT support was minimal.
- The Fall 2009 SENSE data indicated that HawCC students are less likely to report they knew about transfer credit assistance.

Plans for improvement:

- Request a .5 temporary or permanent APT position.
- Seek assistance from the Academic Support IT specialist or refer requests for internal data reports to the Academic Support IT specialist.
- Orientation staff and academic advisors can inform students transferring to HawCC about transfer credit assistance.

Effectiveness:

Strengths:

- The Registrar promoted the use of STAR as an advising tool for advisors/counselors and as an effective degree audit tool for students.
- Veteran representatives assisted the Registrar with students needing certification of their courses for veterans' benefits.
- The Registrar is proactive in sending final grade-submittal instructions to faculty members and lecturers several times during the term, which has resulted in all grades submitted by the deadline allowing the Registrar to officially post the grades by the following day.

Areas for improvement:

- Staff development regarding communication styles would be helpful for some staff.

Plans for improvement:

- The Vice Chancellor for Student Services is working with the OHR Officer to improve staff communication skills.

Financial Aid Office

Demand:

Strengths:

- The number of students receiving Pell grants increased from 986 (2008-2009) to 1500 (2009-2010). This met the UHCC Strategic Goal and Outcome for Hawaii's Educational Capital.
- The amount of Pell grants awarded increased from \$2,799,540 (2008-2009) to \$5,045,259 (2009-2010). This met the UHCC Strategic Goal and Outcome for Hawaii's Educational Capital.
- The total amount of all aid paid to students increased from \$4,369,400 (2008-2009) to \$8,388,876 (2009-2010). This met the UHCC Strategic Goal and Outcome for Hawaii's Educational Capital.
- Thirty-five percent of HawCC students received Pell grants and forty percent received any financial aid.
- The number of Native Hawaiian students receiving Pell grants increased from 521 (2008-2009) to 766 (2009-2010). This met the UHCC Strategic Goal and Outcome for Native Hawaiian Educational Attainment.
- The two office assistants have been given overtime (9 hours per week) funded by Enrollment Growth Funds to accommodate the increased work load

Areas for Improvement:

- The number of Native Hawaiian recipients of financial aid was not reported up to the year of this report in any of the data tables used for this report.
- The workload has increased with the increased enrollment and more hours/staff are needed to do the work.
- Two of the office assistants were doing APT work.
- One of the APT staff was in a temporary position yet was responsible for student employment and scholarships which are ongoing services and not temporary work.
- The loan default rate had reached 20.5%.

Plans for Improvement:

- Since data for Native Hawaiian financial aid recipients were not available for the year of this annual report, the Vice Chancellor for Student Affairs can include these data elements in the annual request for Student Services unit data.
- The Enrollment Growth Funds were used to pay overtime to the office assistants.
- Vacant HawCC positions were converted and the temporary APT position was made permanent beginning July 1, 2010.

- Vacant HawCC positions were converted and one of the office assistant positions was replaced with a .5 budgeted permanent and .5 budgeted temporary APT position.
- ARRA funds were obtained to hire a student employee who would do outreach and loan management to reduce the loan default rate. (By Sept 2010 the loan default rate was reduced to 20.5% to 14.5%)
- [Fall 2010 PCR includes an APT position for Financial Aid.]

Efficiency:

Strengths:

- The Financial Aid IT Specialist developed a routine to automate the determination of Satisfactory Academic Progress. This is part of the Banner-assist called “Darwin” he and the previous Chief Financial Aid Officer developed.
- The process was corrected to input into Banner All ISIRs received.
- Individual FAFSAs were processed as soon as they were completed. (There was no further delay due to batching.)

Areas for Improvement:

- Parts of “Darwin” are not being used, since they need Banner interface. In question is system support for “Darwin.”

Plans for Improvement:

- Consult with Banner staff and Vice President John Morton to determine the support that the UHCC system can give “Darwin.”

Effectiveness:

Strengths:

- The new Chief Financial Aid Officer held daily check-ins to assure teamwork and accountability.
- The new Chief Financial Aid Officer worked closely with other Student Services units to insure financial aid policies and procedures were understood.
- The new Chief Financial Aid Officer promoted financial aid workshop and personally presented them when the staff responsible was not available.
- The new Chief Financial Aid Officer processed appeals with compassion within the requirements of federal regulations.

Areas for Improvement:

- According to the Fall 2009 SENSE data, HawCC students were less likely to apply for financial aid, less likely to be notified of eligibility to receive financial assistance, and less likely to receive financial assistance funds than students from other small colleges.
- Although rated 4.0 on a 5-point scale (5 being the highest rating), 4.0 was the lowest score given to any one of the Student Services units according to the Spring 2010 HawCC Graduating Student Survey.

Plans for Improvement:

- Although there has been a tremendous increase in students receiving financial aid and a tremendous increase in the financial aid paid to students, more proactive informational efforts need to be continued to change impressions and perceptions of what may have been the past “image” of the Financial Aid Office.
- A student satisfaction survey will be mailed out with the award notice.

- A mechanism for obtaining student feedback at the counter will be developed.
- The office will use the NSFA self-assessment survey to assess operations.
- Use survey results to improve office operations and service to students.

Student Progress: Retention Services

Counseling, Advising, and Support Services Center

Demand:

Strengths:

- According to the Annual Report of Student Services Program Data, the number of students who reported in CCSSE that counselors helped them achieve or make progress toward their goal increased from 56 (2009) to 291 (2010).
- According to the Annual Report of Student Services Program Data, the percent of students who reported in CCSSE that counselors helped them achieve or make progress toward their goal increased from 72% (2009) to 74.35% (2010).
- The percent of students served by this center rose from 51.7% (Fall 2008) to 58.3% (Fall 2009) and from 57.7% (Spring 2009) to 60.8% (Spring 2010).
- According to the Fall 2009 SENSE data HawCC students reported they were more likely to participate in an online orientation prior to the beginning of classes than students from other small colleges.
- According to the Fall 2009 SENSE data HawCC students were more likely to report that an advisor helped them to set academic goals and create a plan to achieve them than students from other small colleges.
- According to the Fall 2009 SENSE data less HawCC students reported being unaware of a college orientation than students from other small colleges.
- According to the Fall 2009 SENSE data HawCC students were less likely to report that they were unable to participate in orientation due to scheduling or other issues than students from other small colleges.

Areas for Improvement:

- According to the Fall 2009 SENSE data 58.1% of HawCC students reported that the main source of academic advising (academic planning, course recommendations, graduation requirements, etc.) from the time of the students' decision to attend HawCC through the end of the first three weeks of their first semester came from friends, family or other students.
- Serving 60.8% of students enrolled may not be enough.
- The counselor-student ratio is 1:535. The recommended ratio by counseling organizations is generally 1:300. With the increasing enrollment, this unit is clearly short-staffed.

Plans for Improvement:

- With so much of the counselors' time spent on advising students individually, it is curious that 58.1% get advising from family, friends, and other students.
- Use group delivery of services to reach more students when appropriate.

- Request APT positions to do academic advising, particularly for pre-majors to free up counselors to do personal counseling, to teach college success courses, and to provide support groups and workshops for populations with identified needs (i.e., veterans, victims of domestic violence, first generation college students, academically under-prepared and at-risk, men in college, single parents, LGBT, SWD, and LBRT transferring students).
- Obtain collaborative support from faculty members to assist with advising students taking their major courses.

Efficiency:

Strengths:

- SARS is available to assist counselors in electronically scheduling their time and use of time for primary responsibilities, service to college, service to community, professional development, and leadership development.
- SARS can report on student contacts, reasons for contacts, and unduplicated student head count.
- SARS is capable of producing data reports which can be used to assess unit operations and services and which can be used to make improvements.
- STAR is a powerful advising tool and graduation audit.

Areas for Improvement:

- All the counselors need to know how to use SARS if data reporting is to be valid.
- Some counselors have reported that SARS is misused for competition among the counselors.
- “Too busy to plan.” With the increasing enrollment and fixed staffing, the demands on the counselors’ time and energy have increased. Fully comprehending the saying, “If you fail to plan, you plan to fail,” and taking positive action is critical given the present counselor-student ratio and disproportionate time spent on academic advising.

Plans for Improvement:

- The Counseling Department chair needs to set aside time with the counselors to plan more effective services (understanding the student population, their needs, and how to better serve them given the limited personnel in this unit).
- Provide coaching support to faculty members, if needed, as they carry out their contractual responsibility to provide academic advising.
- Collaborate with other programs, which may have personnel resources to help carry some of the counselors’ workload.

Effectiveness:

Strengths:

- Each of the counselors is qualified to carry out their counseling/advising responsibilities.

Areas for Improvement:

- The counselors need to determine how to assess its Student Learning Outcomes.
- The counselors need to assess how their services and programs impact retention, persistence, and completion/transfer.
- Counselors need to “work smarter” and not “work harder.”

- Counselors need to encourage and allow students to be more self-reliant to develop their self-confidence.
- HawCC's 20-21% graduation rate is being challenged by President Greenwood's graduation goal of 25% increase in graduates in 2015

Plans for Improvement:

- Make time to identify strategies for assessing SLOs.
- Use data to see if there is a correlation between the students' participation in a particular service and the students' grades, retention in the semester, persistence from one semester to the next, completion with certificate/degree, or transfer to a four-year institution.
- Work as a team by partnering to provide group services when appropriate to reduce time/energy consumers of one-on-one services.
- Plan on front-loading support for new students, lessening of group check-ins over time, and culminating with checking student-generated STAR report for graduation. Front loading support could include providing the Needed New Student Orientation to all new students not only those right out of high school. This would bring the NNSO ARRA- funded pilot project to scale.
- Collaborate with instructional faculty, particularly those teaching remedial/developmental courses by teaching college success courses in a learning community, since students placing at these levels seem to be the most likely to drop out. Bring the ARRA-funded pilot project Hui Makamae to scale.

Services for Students with Disabilities

Demand:

Strengths:

- The number of students with disabilities served increased from 196 to 235 (Fall 2008 to Fall 2009) and from 187 to 224 (Spring 2009 to Spring 2010).
- The number of students with disabilities who were provided accommodations increased from 82 to 128 (Fall 2008 to Fall 2009) and from 62 to 114 (Spring 2009 to Spring 2010).

Areas for Improvement:

- An APT assistant is needed to assist with students transitioning from the high schools, to coordinate student employees serving as note-takers, and to assist students with the adaptive equipment in the lab.

Plans for Improvement:

- Submit proposal to change .5 APT Perkins-funded position to 1.0 APT Perkins-funded position.

Efficiency:

Strengths:

- A computer programmer was hired to write a program which tracks the students who use the Ha'awi Kokua Lab. This program is capable of producing reports with tables and charts.

Areas for Improvement:

- A program, which can sort active SWDs from inactive SWDs and input the active ones into Banner, is needed to reduce the time it takes to do this manually.

Plans for Improvement:

- Contract with a computer programmer to develop a program that can sort active SWDs from inactive SWDs and input the active ones into Banner.

Effectiveness:

Strengths:

- Students with documented disabilities were provided reasonable accommodations.
- A binder with helpful information was prepared for each high school SWD transitioning to HawCC to facilitate their transition.

Areas for improvement:

- There is a need to determine the percent of students who receive accommodations whose gpa is ≥ 2.0 .
- There is a need for comparative analysis of HawCC SWDs who earn a certificate/degree and other SWDs who earn a certificate/degree at other UHCC campuses.

Plans for improvement:

- Contract with a computer programmer to include student academic progress in the interface with Banner.

Student Life Program (Student Government, Student Activities, Student Lounge)

Demand:

Strengths:

- The CCSSE data for 2008 and 2010 indicated that HawCC students reported that student organizations are more important than did students in the UHCC consortium and in the CCSSE cohort
- HawCC students used student organizations more frequently than UHCC consortium students in the 2008 CCSSE report.

Areas for Improvement:

- At most, about 5% of the students benefit from student government and student activities council sponsored expenditures.
- HawCC students are assessed the highest mandatory student fees for student government and student activities among the other 5 UHCCs and Maui College. In addition, funds collected for publication, recreation, and the campus center go to UH Hilo which produces the shared college newspaper and which has the Campus Center.
- The Fall 2009 SENSE data indicated that HawCC students were less likely to report that they knew about Student Organizations than students from other small colleges.

Plans for Improvement:

- Continue to work with student leaders to identify services, programs, events, and supplies needed by students so that more of them can benefit from the mandatory fees collected from them.

- Use fees to buy big-ticket items such as a photocopier for student use on the Manono Campus and an ID card machine and supplies. UH Hilo has been making the HawCC student ID cards and charging for the card.
- Have student leaders consider the reduction of student fees, which would need Board of Regents approval.
- Inform students about student government, student activities council, and clubs (RIOs – Registered Independent Organizations) and encourage involvement as a way to learn leadership and organizational skills, to provide service to the college and community, and to have fun.
- Encourage and support faculty members who want to serve as advisors for RIOs in their programs.

Efficiency:

Strengths:

- Student leaders are learning to comply with the Business Office policies and procedures

Areas for Improvement:

- Students need to plan events way ahead of time to ensure that the events are successfully carried out.

Plans for Improvement:

- Include more exercises on event-planning in leadership training.

Effectiveness:

Strengths:

- The new Student Life coordinator is determined to guide the student leaders so they understand their responsibilities and make wise decisions regarding the use of the mandatory fees collected from students.
- The new Student Life coordinator has revised the RIOs handbook.

Areas for Improvement:

- One professional employee working with student leaders and all of their activities can be a load to carry.
- Other students who are not elected or appointed student government and student activities council members may be interested in leadership development.

Plans for Improvement

- Collaborate with RIO advisors and other interested faculty and staff to share the work.
- Promote student volunteerism and record their involvement on an extra-curricular transcript. Check with Banner, which may have the form for entering a student's extra-curricular activities. This could compliment the academic transcript when pursuing employment and/or further studies.
- Offer a credit course in leadership development open to any interested student.

Student Success: Transition Services

Career Exploration and Job Placement Center

Demand:

Strengths:

- In the 2010 Spring CCSSE report HawCC students were more likely than the UH consortium and the CCSSE cohort to report that Career Counseling was important and used (frequency)
- In the 2008 and 2010 CCSSE report HawCC students were more likely than the UH consortium and the CCSSE cohort to report that Job Placement Assistance was important and used (frequency)
- The Fall 2009 SENSE report indicated that HawCC students were more likely than other students from small colleges to report they knew about Career Counseling and were “very” and “somewhat” satisfied.
- The Fall 2009 SENSE report indicated that HawCC students were more likely than other students from small colleges to report they were somewhat satisfied with job placement assistance.

Areas for Improvement:

- The Career Counselor is in a 9-month position. During the summer the Job Placement Counselor also provides career exploration services, but time to do so is limited; since more time is used for advising incoming and some continuing students.
- Despite the increase in enrollment the number of career exploration and job placement service contacts dropped from 430 to 267 from Spring 2009 to Spring 2010. [This is partially explained by the health leave of one of the counselors.]
- The Job Placement Counselor has not had enough time to develop more relationships with employers in the community due to the added load of advising specific CTE majors.

Plans for Improvement:

- Consider converting the 9-month counseling position to an 11-month position.
- Relieve the Job Placement Counselor of advising specific CTE majors.

Efficiency:

Strengths:

- The Career Counselor began experimenting with group career exploration sessions and found that exploration activities can be done in groups and interpretation of results can be done for individual students.
- The Job Placement Counselor began doing more group workshops for job preparation skills and found that she was able to assist more students in less time.

Areas for Improvement:

- Incoming students who are uncertain about their majors need career exploration early.

Plans for Improvement:

- Consider career exploration workshops as part of new student orientation for those who are uncertain about their major/career.

Effectiveness:

Strengths:

- The Career and Job Placement Center has many paper and electronic resources for students to use (i.e., Career Kokua, Career Connections, ECIS, ONET, Myer-Briggs, Values Questionnaire, Self-Directed Search, Win-Way Resume Writer.)

- Both counselors are qualified to carry out the counseling responsibilities of these positions.
- The Job Placement Counselor has organized and coordinated an annual Job Fair and the number of participating employers is increasing.

Areas for Improvement:

- The Job Placement Counselor needs to have the time to network with employers in the community and outside of Hilo
- Off campus jobs need to be posted into SECE and the Job Placement Counselor needs to be able to do this.

Plans for Improvement:

- Consider relieving the Job Placement Counselor of her advising duties for selected CTE majors in order to focus on job placement responsibilities.

Part VI. Budget Implication

4 Full-Time Permanent Office Assistant Positions \$20,856 X 4 = \$ 83,424

- 1 for the Admissions and Registration Office
- 1 for the Records and Internal Data Management Office
- 1 for the Counseling Department
- 1 for the Information Office and Student Life Program

7 Permanent APT Band A Positions \$34,848 X 7 = \$ 243,936

- 1 for the Admissions & Registration Office
- 1 for the Records & Internal Data Management Office
- 2 for the Financial Aid Office
- 3 APT for Academic Advising

TOTAL \$327,360

EXECUTIVE SUMMARY

Hawai`i Community College Student Services consist of the following units: Information Office; Admissions and Registration Office; Records and Internal Data Management Office; Financial Aid Office; Counseling Department (Counseling, Advising and Support Services Center; Career Exploration and Job Placement Center; Services for Students with Disabilities); and Student Life Program (Student Government, Student Activities, and Student Lounge).

Through the phases for matriculation, retention, and transition, Student Services provide the services and programs to ensure access, support progress, and facilitate success. Student Services provide the support for academic programs through outreach, recruitment, enrollment, retention, and transition to employment and/or further studies. Student Services support students so that they will be successful in their instructional programs, in their careers, and in their lives.

The 2009-2010 academic year saw a 10.8% increase in annual headcount from the previous year with no increase in the number of permanent G-funded staff. The Enrollment Growth Fund was used to provide overtime for office assistants who were working long hours to accommodate the increased workload. GEAR UP funds supported outreach efforts to high school students transitioning to college. Perkins funds supported services for Students with Disabilities and CTE students transitioning from the high school to the college.

This phenomenal growth from the previous year was reflected in a number of ways in the Student Services area. The Native Hawaiian student population increased from 35.78% to 40.37% of enrolled students. Native Hawaiian students who received Federal Pell Grants increased from 521 to 766. The number of certificates/degrees conferred and diplomas processed increased by 15% (from 459 to 530). The head count of students earning at least one certificate/degree increased by 20% (from 369 to 444). The number of veterans, whose courses were certified for VA benefits, increased by 20% (from 149 to 1180). The number of students

receiving Pell grants increased by 52% (from 986 students to 1500 students). The dollar amount of Pell grants paid to students increased by 80% (from \$2,799,540 to \$5,045,259). The dollar amount of all aid paid to students increased by 92% (from \$4,369,400 to \$8,388,876). The percentage of the students served by the counselors rose from approximately 54.7% to 59.6%.

These increases have meet goals and outcomes set in the 2008 – 2015 UH System and UHCC Strategic Goals and Outcomes. Each Student Service unit was tasked to look at their operation, services, and programs to see how things could be changed to accommodate the increasing enrollment. It is apparent that to keep up with the increasing enrollment even with streamlining operations and modifying models of the delivery of service, additional staffing is needed. A few of the units have since requested casual and temporary positions to meet the increasing workload. Included in this annual report is the request for permanent office assistant positions and permanent APT positions.

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