

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

First Year Experience

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July 1, 2012 to June 30, 2013

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

First Year Experience (FYE) is a Hawai'i Community College campus initiative (supported by GearUp, Kulukuluua, and Student Services) aimed at supporting student success from the time a learner considers being a Hawai'i Community College student until they complete their first year. National statistics have shown that the highest rates of student attrition occur during the first year of college, and so this initiative coordinates new student orientations, student success workshops, and outreach efforts to prospective students to ensure that first year students are supported through the application process and connected with campus resources that support their academic and personal well being.

Additionally, FYE at Hawai'i Community College seeks to cultivate a sense of community belonging amongst first year students that extends from the campus's endemic cultural and environmental context. Including Orientation, our Kīpaepae Welina (Welcoming Ceremony), and various cultural events and workshops, FYE affords Hawai'i Community College students many opportunities to ground their learning experience in a cultural framework that interrelates student success with community and environmental sustainability.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

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Hawai'i Community College (Hawai'iCC) 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 Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

To promote first year student success by connecting students with campus resources, academic support and campus culture.

Describe how this unit supports the College's mission.

By providing Orientation and ongoing academic support to all first students FYE is a foundational part of the College's ethos of "E 'Imi Pono."

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

In Orientation and through various Student Success Workshops first year students are encouraged and shown ways to communicate with instructors, counselors and community/family members to help support their academic success.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

In Orientation students are instructed on how to navigate MyUH and STAR in order to track their own academic progress.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

In Orientation and through various Student Success Workshops students are informed of the unique cultural context of the College.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Spring 2012 Orientation serviced 454 students. Fall 2013 Orientation service 1138 students.

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Efficiency -- Healthy

All incoming students attended Mandatory New Student Orientation.

Effectiveness -- Healthy

99% of students in both Spring 2013 and Fall 2013 Orientations responded that Orientation provided them with useful information.

87% of students in Spring 2013 and 84% of Students in Fall 2013 Orientations gave the Orientation a grade of "A."

Other Data

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1.
2.
3.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

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Strengths	Using supporting evidence, describe why this is a strength
S1. Orientation increased student awareness of Satisfactory Academic Progress as being a minimum of a 2.0 GPA and a 67% completion rate.	An increase of 36% and 58%, respectively, on correct answers between pre and post-tests for Fall 2013.
S2. Orientation increased student understanding of online registration process.	An increase of 1.77 confidence points (on a scale of 1-10) between pre and post-tests for Fall 2013.
S3. Orientation increased student awareness of the cultural significance of the campus name and location.	An increase of 68% of students answering affirmatively between pre and post-tests for Fall 2013.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Student Success Workshop attendance	Average student attendance was below 5 per workshop
W2.	
W3.	

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

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Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan

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Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Increase advertising efforts for Student Success Workshops.	Graduation	ILO 2	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. More class visits will be made to advertise Student Success Workshops.
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Student Success Workshop provide varied opportunities to offer academic success strategies to students outside of the classroom.
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Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Visit classes and distribute Student Success Workshop calendars.	Spring and Fall 2014

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

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	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
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Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
			A1.1	New Strategy		S1	W1
	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
			A1.1	New Strategy		S1	W1
	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

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Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

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Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	
		A1.1	New Strategy		S1	W1	

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

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Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	1. Provide a New Student Orientation to all First Year students.
2	<input checked="" type="checkbox"/>	Provide Orientation for families of First Year Students.
3	<input type="checkbox"/>	Increase the number of student success related events offered for First Year students.
4	<input type="checkbox"/>	Increase campus collaboration on innovative programs for First Year students.
5	<input checked="" type="checkbox"/>	Provide activities that cultivate a sense of place and community for First Year Students.
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,”

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“fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity
"Excellent" implies 100% first year student participation in Orientation, which is what occurred.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Orientation attendance, pre and post-tests and surveys.

C) Results of Unit Assessment

FYE achieved its Unit Goals of providing a New Student Orientation to all first year students, providing an Orientation for families of first year students, and providing activities that cultivate a sense of place and community for first year students.

D) Other Comments – Include any information that will clarify the assessment process report.
Data from Fall 2012 could not be retrieved due to damaged files, and Student Success Workshop data was not processed effectively.

E) Next Steps – Describe what the unit will do to improve the results.

Data collection will need to be more thoroughly developed, and data reports will need to be centralized with FYE coordinator.