

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Hālaulani Transfer Success Center

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Noe Noe Wong-Wilson

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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.

N/A

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

The Hālaulani Transfer Success Center is a brand new unit established in the Division of Student Affairs in 2013. The activities of the center were begun in July 2011 with the hire of the Coordinator. The Center officially opened in October 2011 and the first Native Hawaiian Career Guidance and Transfer Counselor was hired to provide services on the Manono Campus at that time. The second Counselor was brought on board in December 2012 to serve students on the West Hawai'i Campus at Kealahou. In August 2013, a Project Assistant was hired to assist with fiscal and administrative support. The Center is funded primarily through a U.S.DOE Title III Native Hawaiian Serving Institutions Cooperative Arrangement Development Grant between Hawai'i Community College and the University of Hawai'i at Hilo. The UH Hilo partner is Kīpuka Native Hawaiian Student Center. A Native Hawaiian Transfer Specialist at Kīpuka, hired in late 2012 to assist Native Hawaiians who transfer from HawCC to UH Hilo is funded by the grant. The grant also provides funding for 8 Peer Mentors who support the unit at each site.

The main goal of the Hālaulani Transfer Success Center is to increase the number of Native Hawaiian and other students at Hawai'i Community College who transfer to UH Hilo or any other 4-year baccalaureate institution to achieve a degree. This goal is achieved by providing the following services: 1) Full support for students interested and intending to transfer to a 4-year institution by providing individual advising and counseling, informational group workshops on pathways to university majors and degrees, career guidance workshops, cultural activities designed to increase student engagement, an annual transfer fair, peer mentors who advise students and conduct workshops and presentations, access to computers and printers, and a student-friendly center atmosphere; 2) Establishing streamlined and efficient processes for student transfer by creating degree pathways like the new Associate of Arts in Hawaiian Studies degree program which is designed for transfer and identifying existing programs which can articulate directly to a 4-year baccalaureate program; 3) Identifying and resolving institutional barriers to transfer success within the University of Hawai'i System .

Part I: Quantitative Indicators

NO ENTRY

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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:

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:

The Hālaulani Transfer Success Center promotes the successful transfer of Hawai'i Community College students to a four-year baccalaureate university by providing a nurturing, supportive center environment based on Hawaiian culture, language, protocols and practices as the foundation through which the students, faculty, and 'ohana are inspired to achieve their highest levels.

Describe how this unit supports the College's mission.

The Hālaulani grant supports the mission of Hawai'i Community College through the commitment to island culture, particularly Native Hawaiian culture practices. Although the primary focus of the U.S. DOE Title III Native Hawaiian Serving Institutions grant is toward the success of the transfer of Native Hawaiian students, the center extends the same principals of support to all students of the college while still meeting and exceeding the goals of the grant.

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 order for our graduates to be successful in achieving a higher degree, they must develop their ability to communicate and articulate their educational aims and goals effectively. Each new student is surveyed to determine their educational intent and career goals. The students intending to transfer are provided with a one-on-one advising session so they can further articulate their career goals and educational path.

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:

Students intending to transfer to a four year baccalaureate program are provided with several opportunities to gather information, meet with admissions advisors and make decisions on their

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career paths and the appropriate majors which will move them toward their goal. Students are encouraged by Hālaulani advisors and counselors to become more independent in seeking answers to their questions so they are better able to cope with the larger, less personal environment of a larger university campus.

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:

The Halaulani Transfer Success Center embraces and welcomes students from all cultures and backgrounds. Through their experience and understanding of the Hawaiian cultural foundation to which they are all exposed at the Center, they add to their understanding and respect for each other, Hawaiian culture and the humane concepts of sharing - food, space, and caring for the environment.

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

Efficiency -- Healthy

The period of July 2012 - June 2013 includes primarily Year 3 of the grant budget year (October 2012 -September 2013, The Federally Funded budget for Activity One,Strengthening Student Transfer Success at Hawai'i Community College is \$671,649. of which \$527,189 is allocated for Personnel/Fringe and \$144,460 for Travel, Supplies, Printing. These amounts do not reflect the actual expenditure

Effectiveness -- Healthy

The total number of students who have transferred from Hawai'i Community College to all University of Hawai'i 4 -Year university is 209 in 2012-2013, up 7% from 195 in the previous year. The number of Native Hawaiians who transfer to all University of Hawai'i 4 -year universities also rose to 88 in 2012-2013, up 13% from 74 in the previous year. The number of Native Hawaiian students who transfer to a 4-year UH campus far exceeds and in fact doubles the grant goal of 44 in Fall 2012.

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Other Data

During this reporting period, the following workshops and outreach activities were conducted by Halaulani staff: West Hawai'i - 4 transfer workshops for 16 students including 7 Native Hawaiians, 2 outreach activities to West Hawai'i schools for 420 students including 114 Native Hawaiians, a two-day HawCC Continuing Student Fair for 85 students including 32 Native Hawaiians and Mandatory New Student Orientations for 75 students including 34 Native Hawaiians. Manono Campus - 13 transfer workshops for a total of 156 students of which 72 were Native Hawaiians and assisted in numerous other workshops and presentations . In addition, Halaulani counselors met with 119 students including 60 Native Hawaiians in West Hawai'i and 337 students including 135 Native Hawaiians in East Hawai'i. Each Counselor and the Coordinator of the Halaulani Transfer Success Center attended First Year Experience Conferences as part of their professional development activities.

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
N/A	N/A

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

1. For the first time, since the implementation of the grant, all three counselor/advisor positions are filled.
2. A Project Assistant position will be filled in August 2013.
3. A significant program modification has been submitted to the USDOE for approval. This program modification will add the Vice Chancellor Student Affairs as Principal Investigator for Activity One and to formally establish the Halaulani Transfer Success Center for the college.

Analysis of Strengths and Weaknesses

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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.)

Strengths	Using supporting evidence, describe why this is a strength
S1. The hiring of Transfer Counselors on the Manono Campus and the W. Hawai'i Campus to provide direct transfer services, including one on one counseling, workshops and outreach.	A total of 752 students, including 259 Native Hawaiians attended one of 24 workshop, orientation or outreach events encouraging them to consider transferring to a 4-year baccalaureate program. In addition, Halaulani counselors met with 456 students one-on-one (duplicated count) of which 195 were Native Hawaiians.
S2. The establishment of a formal transfer center on Manono Campus and one planned for the W. Hawai'i Campus.	The establishment of the Center supports the strategic goal of increasing the number of students and Native Hawaiians who transfer from HawCC to UH Hilo or other UH 4-year university. The increase in the number of students from HawCC who transfer to UH 4-year universities (88) far surpasses the strategic goal of 32.
S3. Strong leadership and administrative support for the transfer center and activities.	Strong leadership and administrative support is vital for the implementation of a successful transfer initiative. Successful transfer of HawCC students to a UH 4-year university is a critical strategic goal and 40% of the performance compensation for the college.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. The Halaulani Transfer Success Center is currently 100% Federal Grant funded.	The Center activities cannot be sustained beyond 2015 and possibly 2016 without converting at least some of the positions to permanent status and providing a program budget. This must be a priority for funding either through legislative request or by campus priority funding.
W2. The current office space which houses the transfer center belongs to UH Hilo.	In order to provide permanency, a space needs to be identified for the transfer center by 2015. Also, a space is needed on the UH Hilo campus where at least 2/3 of the HawCC attend classes.
W3. Data collection and analysis is weak. The current data collection systems do not address the needs of the transfer center, including the sharing of information from UH Hilo.	It is challenging to determine whether Halaulani Transfer Success Center efforts have a direct effect on the students' successful transfer. While the Center collects the names of students who come into contact with the center, we do not have an efficient method to

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	determine if they have actually transferred to any other UH institution, or access to the National Clearing House Data base to determine if they have transferred elsewhere. And, we have no way to determine how they persist at the 4-year institution.
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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.

<p>The Council for the Advancement of Standards in Higher Education (CAS) has published guidelines for Transfer Student Programs and Services which can be used to guide the development of the transfer center and its services. According to their research, the success of students who transfer laterally between college campuses, vertically from a community college to a 4-year university, or reverse transfer from a 4-year university to a 2-year college is vital to the overall degree completion rates for postsecondary institutions. They report that nearly 60% of college graduates in the U.S. have attended more than one college or institution. These standards and guidelines are not prescriptive but serve as a detailed framework on which the transfer center can develop to provide full services to the student who intends to transfer to a 4-year institution.</p>

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 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	

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Increase the number of students who transfer to a 4-year UH university or other university by 6-9%, compounded annually	Transfer	ILO 3	A1.4	e.	Data collaboration from the system and other campuses is critical to this success.
	Transfer	None	A2.4	e.	
	Transfer	None	None	None	

[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.
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):

The Unit Action 1 aligns directly with the UH System, CC System and HawCC Strategic goals A1.4 and A2.4, increasing the persistence, graduation and transfer rate of Native Hawaiians and all students.

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
Transfer Summits with UH Hilo	Fall 2013
Transfer Fair	Fall 2013
Transfer Workshops by Counselor/Peer Mentors	Fall 2013 and Spring 2014
One-on-One Advising by Counselor/Peer Mentors	Fall 2013 and Spring 2014
Transfer Summits with UH Hilo	Spring 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	
Increase the number of	Transfer	ILO 3	A1.4	c.	Collaboration

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Pathway agreements between HawCC and UH 4-year as well as other 4-year campuses	Program Development	None	A2.4	d.	between faculty and programs from the 4-year UH and other 4-year campuses is critical to this success.
	None	None	None	e.	

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):

Unit Action 2 aligns directly to the UH System, CC System and HawCC Strategic Plan goals A1.4 and A2.4 by increasing the persistence, graduation and transfer rate of Native Hawaiians and all students. This Action strategy also tangentially meets the AMP 31.6 which calls for the formation of a cross-disciplinary team to strategize and develop initiatives focused on completion, retention, persistence and graduation/transfer. Successful collaboration with the UH 4-year campuses is inherent in this strategy to develop pathways agreements.
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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
Select faculty to work on pathway agreements	Fall 2013
Meet with selected faculty from HawCC and UHH	January 2014
Ho'āumore retreat activity with selected faculty	March 2014
Work with individual teams to develop pathways	April 2014
Attend WIPCE Conference wth Pathway Teams	May 2014

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	
Support students intending to transfer in	Graduation	ILO 3	A1.4	a.	n/a
	Transfer	None	A2.4	e.	

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the successful completion of courses in 100 and 200 level transferable courses	None	None	None	f.	
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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):

This action item is consistent with the UH Strategic Plan to increase the graduation and transfer rates for Native Hawaiians and all students. It supports the UH System, CC System and HawCC strategic plans by increasing the educational capital of the overall population as well as the Native Hawaiian population, thereby decreasing the dependency on social and other public services to support the families and communities.

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
Identify 100 and 200 transfer level courses with high Liberal Arts enrollment and low success	Fall 2013
Identify Peer Tutors to provide tutoring support for these classes.	Fall 2013
Form agreements with instructors in selected classes to provide Peer Tutors	Fall 2013
Place Peer Tutors in classes	Spring 2014
Assess success rates of classes with Peer Tutors	Summer 2014

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"		
Institutionaliz	Personnel	55,344	A1.4	e.	31.6	S1	W1

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e Native Hawaiian Transfer Counselor position for East Hawaii			A1.4	f.	New Strategy: Establish a permanent transfer center in East Hawaii	S2	W2
			A1.4	b.		S3	W3

[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.

The institutionalization of a Native Hawaiian Transfer Counselor will ensure the effort to meet Strategic goal A1.4, to increase the number of Native Hawaiians who transfer to a 4-year UH campus; AMP Program action 31.6: to "Form a cross-disciplinary team to strategize and develop initiatives focused on course completion, retention, persistence and graduation/transfer." Although general counselors have the ability to inform students about transfer processes, having a counselor who specializes in the intricacies of transfer processes and focused on outreaching to the Native Hawaiian students who are ready for transfer will support the college's goal of ensuring that Native Hawaiian students can consistently transfer at a rate on par with other students, and by increasing the transfer rate by 6-9% annually.

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"		
Institutionalize Transfer Counselor position for West Hawaii	Personnel	55,344	A2.4	e.	31.6	S1	W1
			A2.4	f.	New Strategy: Establish a permanent transfer center in West Hawaii	S2	W2
			A2.4	b.		S3	W3

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

The institutionalization of a Native Hawaiian Transfer Counselor will ensure the effort to meet Strategic goal A2.4, to increase the number of students who transfer to a 4-year UH campus; AMP Program action 31.6: to Form a cross-disciplinary team to strategize and develop initiatives focused on course completion, retention, persistence and graduation/transfer. The establishment

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of a permanent Transfer Counselor position for West Hawai'i will increase the effort to support students to transfer to a four-year institution and provide a high level of support for the newly developing transfer degrees and pathways which are being established at the HawCC West Hawai'i campus.

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
Institutionalize Transfer Center Coordinator position	Personnel	63,500	A2.4	b.	31.6:	S1	W1
			A2.4	c.	New Strategy: Establish a permanent Transfer Center	S2	W2
			A2.4	d.	New Strategy: Strengthen transfer paths	S3	W3

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

The overall effectiveness of the transfer initiative for Hawai'i Community College hinges on the establishment of a permanent Transfer Center. The work of the center involves much more than directed and invasive advising of students in order to set them on the correct path to transfer success. Despite Hawai'i Community College being a part of a 10 campus system of community colleges and universities, and regardless of the presence of a 4-year university within the same locale, the transfer rate for Hawai'i Community College students remains relatively low with less than 40% of graduating students transferring each semester. The Transfer Center Coordinator plays a vital role in developing paths for students to transfer seamlessly to the university, identifying roadblocks and problem solving to address those impediments. As stated earlier in this report, 40% of the college's performance compensation is derived from meeting the goal of increased number of transfers to UH campuses. This position would have overall responsibility for the success of the transfer center and primary responsibility for strengthening transfer paths through degree pathway articulation, identifying policies and practices that impede transfer and recommending and supporting policies and practices which strengthen transfer for Native Hawaiians and all students. If this position is not created, the function of developing pathways agreements and articulating program transfer agreements with UH and other 4-year universities would fall on other already overburdened personnel and not receive primary attention. This could negatively impact the rate of increase for transfer of HawCC students to a 4-year UH university which would in turn impact the college's annual performance compensation.

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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 type="checkbox"/>	Identify and review 20% of Humanities/HLS Courses for SLO alignment
2	<input type="checkbox"/>	Conduct career goals and transfer activities in Hilo and Kona for 30 (Hilo) and 20 (Kona) students.
3	<input type="checkbox"/>	Attend FYE Conference
4	<input type="checkbox"/>	Survey incoming HawCC students to determine educational intent and career goals
5	<input type="checkbox"/>	
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,” “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
The above listed Unit Outcomes are the grant outcomes for Year 3 - October 2012 to September 2013. While the activities were conducted, the assessment strategies/instrument were not adequately in place.

1) 100% of the Humanities/HSL course SLOs were completed and reported in the previous year, although the determination of the appropriateness of the SLOs are the responsibility of the Division Chair and were not assumed by the project coordinator.

2) Four career guidance and transfer workshops, one 2-day fair for continuing students, four mandatory orientation workshops on transfer and two large outreach activities to West Hawai'i High Schools were conducted in West Hawai'i for a total of 596 students including 187 Native Hawaiians. Thirteen career guidance and transfer workshops were conducted in East Hawai'i for 156 students including 72 Native Hawaiians. The Native Hawaiian Transfer Counselors assisted in numerous other workshops and activities. The goal for the Title III grant is to provide transfer workshop activities for 50 Native Hawaiians.

3) Six faculty and staff members attended the Annual FYE Conference in Orlando, Fla in February 2012 and 8 faculty and staff members attended the International FYE Conference in Waikoloa in June, 2012.

4) A Career and Educational Intent Survey was conducted in the Fall 2012 (982 students) and Spring 2013 (357 students) semesters for new incoming students. The paper surveys have been

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input into an excel spreadsheet and the data is being analysed, along with previous year's surveys, with the assistance of the Data Analyst.

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

- 1) This activity was not assessed. It will not be continued as part of the unit activity.
- 2) The student satisfaction survey for the workshops was not in place during this reporting period. However an assessment instrument is being developed and will be employed in Spring 2014. For purposes of the grant, however, the number of students in East and West Hawai'i who participated in transfer related workshops and events has far surpassed the goal of 50.
- 3) A partial assessment was completed. Each participant was asked to submit a report of the workshops which were attended during the FYE Conference and any initiative or strategy which will be employed at the college as a result of their attendance.
- 4) A tremendous amount of data was collected which indicate the incoming student's career interest and life passion. This information is being compiled into a usable data format. There has been no assessment of this activity to date.

C) Results of Unit Assessment

- 1) N/A
- 2) N/A
- 3) The response for assessment of the workshops was poor. A more structured instrument will be devised for the next event which takes place in Spring 2014. This new instrument should provide better feedback for the faculty to report and ultimately, for assessment to be completed.

D) Other Comments – Include any information that will clarify the assessment process report. An electronic satisfaction survey has been developed, however, it has been a challenge to solicit student response anonymously. This instrument will be refined before it is fully employed.

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

Assessment surveys will be employed for all workshop activities and classroom visitations. Large group activities will be assessed through the teachers/facilitators. The Student Satisfaction Survey will be refined and employed in a manner that maintains confidentiality and anonymity for the students. Finally, the viability and usefulness of the career and passion survey will be assessed in Spring 2014.