

# HAWAI`I COMMUNITY COLLEGE COMPREHENSIVE INSTRUCTIONAL UNIT REVIEW REPORT

## Student Life Program

November 27, 2013

July 1, 2008 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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## Part II: Unit Effectiveness

### Alignment with College Mission and ILOs

In Table 1, write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

Reference the following CERC rubric when completing Table 1:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
<b>The narrative states the unit's mission statement and/or description and how it supports the college's mission statement</b>	Unit mission or description is not present <u>or</u> no evidence of connection to the College's mission	Unit mission and description are present but weak or unclear <u>and/or</u> the explanation of unit connection to the College's mission is weak	Unit mission is present with very thorough, clear unit description <u>and</u> contains substantial evidence of how the unit connects to the College's mission
<b>The narrative includes an explanation of how the unit supports the College's Institutional Learning Outcomes (ILOs)</b>	ILOs are addressed but explanations are not clear and/or no clear explanation of how the unit supports the ILO(s)	Describes how the unit supports the ILO(s) but the description is weak	Very thorough, clear and substantial explanation of how the unit supports the ILO(s)

### **Table 1: Description and Alignment with Mission and 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**

Student Life Program Mission:

The Student Life Program empowers students to achieve academic success, develop leadership skills, and demonstrate social responsibility through positive, culturally-relevant co-curricular activities and learning opportunities.

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

*On campus, Student Life encompasses student leadership and development and provides opportunities for students to connect with the campus community. There are three avenues through which we connect with students: Student Services, Student Leadership, and Student Engagement.*

### 1. SERVICES

*\* Administrative and operational procedures for the entire program, including student organizations and requesting organizations, are completed by one faculty member. This includes hiring and training of student workers, training of student council members, keeping abreast of campus updates, updating program processes, facility management, programming, fiscal processing, and record keeping.*

*\* The Kau Wa 'a Student Center is accessible to students daily, with regular hours Monday through Thursday. The Center is staffed by student workers, who require ongoing supervision and training. Complimentary refreshments are provided during regular hours, which requires constant attention and maintenance. The Center also provides a vending copy machine, games, t.v., wi-fi, appliances (refrigerator, microwave), and other miscellaneous student necessities (pens, paper, spoons, etc.).*

### 2. STUDENT LEADERSHIP

*\* The Student Life Program advises the Chartered Student Organizations (CSO) and provides fiscal and operational oversight, training, ongoing support, team building and counseling. CSOs include: Student Council, Student Government, and Student Activities.*

*\* The Registered Independent Student Organizations (RISO) program is coordinated by Student Life, including registration and guidance.*

### 3. STUDENT ENGAGEMENT

*\* Students are engaged through a variety of student leadership development and student success workshops.*

*\* Ongoing programming, such as weekly Coffee Talk sessions with a counselor or club, gets planned and implemented by the Student Life Program.*

*\* Involvement in the First Year Experience Program connects students to the Student Life Program early in their student journey.*

*\* Hawaii CC Student Life continues to engage in inter-campus communication with UH Hilo Campus Center.*

*Within the UH System, the Student Life Program represents campus interests on a variety of system-wide committees and organizations. For example, the Student Life Coordinator sits on the UH Systemwide*

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*ID Card Task Force, the Hawaii Association of Student Life Advisors, and the UH Systemwide Advisor Summit. The Student Life Coordinator also facilitates students participation at the system level, including the two UH Student Caucus delegates from the Hawai 'i CC campus, student travel to the Sustainability Summit and Planning Meeting, and participation in state-wide student leadership conferences and regional student leadership conferences.*

## **Describe how this unit supports the College's mission.**

Student Life supports the College's mission by providing culturally relevant advising, training, and counseling in the areas of student leadership and development. Every year, we raise the bar, pushing our students to E 'Imi Pono and strive for excellence. Academics are the priority, and we strive to supplement that with co-curricular offerings and collaborations that provide students with experiential learning opportunities rooted in our Hawai'i Island culture. This year has been particularly successful in serving all segments of our community, as we have had increased interest from West Hawai 'i (WHI) students and have begun to provide the WHI campus with more student programming.

## **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 this ILO:*

Through meetings, social gatherings, student engagement activities, and workshops, Student Life provides a variety of opportunities for students to communicate effectively. The student workers and student council members receive specific training and guidance on communication.

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 this ILO:*

With student programming, students are challenged to plan and implement their events. Once complete, the students will evaluate the success of that event, looking at the budget, the attendance, the survey data, and other factors that influence success. They also determine what was successful and what areas need more attention the next time they plan that event.

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 this ILO:*

Student Life provides students with activities that help to give back to the community, serve the community, and improve the students' connection to their communities. Through independent initiatives and collaborative efforts, Student Life encourages acceptance of diversity and works to infuse activities with the Hawaiian culture when possible.

## **Previous Goals**

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In Table 2, list the unit's top 3 goals from the last Comprehensive Review period. Give a progress report for each goal and describe the degree to which the goal was achieved over the review period.

Reference the following CERC rubric when completing Table 2:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
<b>Goal description and progress report</b>	Goals are not present <u>and/or</u> the progress reports are unclear or unsupported by evidence	Adequate description of each goal and report	Very thorough description of each goal and the report provides substantial evidence of achieving the goal or clear explanation why goal is not achieved

**Table 2: Progress Report of Previous Goals**

Goals	Progress Evaluation
1. To reorganize the Chartered Student Organizations (CSO) by establishing clearer guidelines through charters and bylaws.	This goal has been achieved. At the beginning of this reporting period, the bylaws for the CSO provided just enough structure to operate but not enough to be effective in addressing internal conflict, behavior expectations, and general rules of conduct. At the request of student leaders, the unit determined it was necessary to reorganize; and from Summer 2011 to Summer 2012, student committee members assisted with revising the bylaws. Some of the changes that were made included: term in office, composition of the student council, and meeting frequency.
To increase awareness of the Student Life Program and the Kau Wa'a Student Center.	This goal has been achieved. As shown in Part I, the usage in Kau Wa'a has increased over 300% in the last 2 years. This increase can be attributed to a number of factors, including improved operational effectiveness, trained student workers, participation of the Student Life Program in mandatory orientations, and the development of a logo/brand.
To revive the Student Government Course (IS 100V) as a requirement for CSO students.	This goal cannot be achieved. Delete. After looking into this course and requesting information from the Office of Academic Affairs and the Office of the Dean of Liberal Arts, it was determined that this course was not usable as it existed. There were no historical documents regarding the establishment of this course, and it was proposed that the course may have existed when Hawai'i CC and UH Hilo were one institution. Any plans to offer a Student Government course would need to be in the form of a new proposal; and with the current changes in general education requirements and financial aid applicability, this goal is not currently feasible.

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## Strengths and Weaknesses

In Table 3, 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.)

Reference the following CERC rubric when completing the Strengths section in Table 3:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
<b>Description of strengths and evaluation of supporting evidence</b>	Does not include clear description of strength and/or explanation of supporting evidence is weak or unclear	Includes adequate description of strength and supporting evidence	Very thorough description of strength and substantial evidence in support of strength

**Table 3: Analysis of Strengths and Weaknesses**

Strengths	Using supporting evidence, describe why this is a strength
Provides ongoing student engagement opportunity through the Kau Wa'a Student Center	<p>This is considered a strength because of the increased usage of the center even with decreased "food" services. Center stopped serving daily food (saimin, granola bars) and now only serves daily coffee.</p> <p>2011-2012: 12,325 total visits</p> <p>2012-2013: 16,843 total visits</p> <p>Increase of 37% (4,518 visits) over the previous year. See Part I for a comparison of September headcounts over the last 4 years.</p>
Provides and supports student-focused programming	<p>Various events are hosted or co-hosted throughout the year. For the 2012-2013 academic year, the Student Life Program was involved with the following events:</p> <p>Event, Date</p> <p>Fall 2012 Orientations, April-August 2012</p> <p>Summer 2012 Passport sessions, July-August 2012</p> <p>Welcome Back Week, 08/20/2012 -08/23/2012</p> <p>International Education Week, 11/14/2012-11/15/2012</p>

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	<p>Cards of Love, 11/26/2012-12/06/2012</p> <p>Spring 2013 Coffee Talk Sessions, every Tuesday, January 2013-May 2013</p> <p>Kipaepae Welina, 01/07/2013</p> <p>HawCC Career and Job Fair, 03/18/2013</p> <p>Building Better Bridges, 04/05/2013</p> <p>Time to Register Fair, 04/16/2013-04/18/2013</p> <p>Earth Day Fair, 04/19/2013</p> <p>Student Recognition Ceremony, 04/25/2013</p> <p>Na Ka 'Eleu, 04/26/2013</p> <p>Study with a Buddy, 05/01/2013-05/02/2013</p> <p>Model Home #46, 05/09/2013</p> <p>Graduation, 05/10/2013</p> <p>Nursing Pinning Ceremony, 05/10/2013</p> <p>WHI Graduation, 05/11/2013</p> <p>RISO (Registered Independent Student Organization) events:</p> <p>Japan Club 2-year Anniversary, 03/10/2013</p> <p>Auto Body Club Banquet, 05/03/3013</p> <p>Phi Theta Kappa International Honors Institute, 06/17/2013-06/22/2013</p>
<p>The student leadership component has improved during the report period</p>	<p>With the adoption of new charters and bylaws in Fall 2012, a new student council took office and has been operating under the new bylaws. The current charters bring together the governance and activity functions to create one collaborative student council. The current student council is more representative of the student body. There are 16 positions: 7 Liberal Arts majors, 7 CTE majors, and 2 WHI students. The student leadership started the academic year</p>

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	without an official body representing the students, and by the end of the year, they had overcome many internal challenges, grew as a team, and provided as many engagement opportunities as they could manage. In addition, they concluded the year with elections in which 13 of the 16 positions were filled.
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Reference the following CERC rubric when completing the Weaknesses section in Table 3:

Criteria	1=Does Not Meet	2=Meets	3=Exceeds
<b>Description of weaknesses and explanation of supporting evidence</b>	Does not include clear description of weakness and/or explanation of supporting evidence is weak or unclear	Includes adequate description of weakness and supporting evidence	Very thorough description of weakness and substantial evidence in support of weakness

Weaknesses	Using supporting evidence, describe why this is a Weakness
Lack of facilities	<p>On both the Manono and the WHI campuses, we do not have enough room to provide a thriving student life curriculum. The Kau Wa'a Center is approximately 150 square feet, and the Student Lounge in WHI is approximately 75 square feet. We have begun to utilize our outdoor space by putting up a tent at the Manono campus; however, the wind unhinged the tent. We are now working on improving that structure to reintroduce it.</p> <p>In addition, the largest venue on campus is our cafeteria, which can hold up to 180 people at a time. This space, however, is an educational space, utilized for daily lunch service and classes. We utilize outdoor space whenever possible.</p>
Lack of support personnel	<p>The unit is comprised of one (1) g-funded faculty member. There are Federal Work Study funds to pay for one semester of work for one (1) student employee.</p> <p>The unit provides supervision for students at many levels: as student "customers," as student employees, as student leaders, and as student volunteers. Fiscally, student help is cost-effective. However, student help requires a greater time commitment, training, and development than a regularly employed staff person would require.</p> <p>There is also a significant amount of paperwork for the unit,</p>

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	including fiscal processing, travel paperwork, facility use and work orders, and funding request forms. The fiscal processing is particularly laborious, as requirements are quite specific when spending student fees.
Accessibility of information	The unit has been utilizing printed posters, blogs, and email blasts to communicate information to the college community. Through focus groups, we have found that students do not all read the information sent via email, though that is the most reliable way of getting the information to each student. We are looking at other means of communication during this digital age, such as cell phone texts, however all means of communication require manpower.

## Unit Outcome Assessment

Provide a summary of the assessments conducted during the reporting period. For each Unit Outcome, describe the assessment methods, the data gathered, describe any changes or improvements made based on assessment results, and describe the results of making the changes (closing the loop).

Repeat the elements in Table 4 for each outcome assessed.

Reference the following CERC rubric when completing the assessment summary in Table 4:

Criteria	0=Does Not Meet	2=Meets
Unit Outcomes assessed	Does not include a complete list of the UOs assessed during the reporting period	Includes a complete list of the UOs assessed during the reporting period.
Results of assessment and any changes made	Does not include a summary of the assessment results	Includes a summary of the assessment results
Evaluation of the changes that were implemented	Does not include the action plans/changes implemented during the reporting period or provides no evaluation of the changes	Includes the action plans/changes implemented during the reporting period and provides an evaluation of how the changes affected the unit

## Table 4: Unit Outcome Assessment Summary

Unit Outcome(s) Assessed:

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	The Student Life Program will provide and support a variety of workshops and activities to promote student engagement and success.

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2	<input type="checkbox"/>	The Student Life Program will provide leadership training and opportunities for students to demonstrate their leadership skills.
3	<input checked="" type="checkbox"/>	The Student Life Program will support a community-based event to provide students with place-based learning.
3	<input type="checkbox"/>	Note: These outcomes were developed in 2011, changed in 2012, and refined in 2013. Assessment results are for the 2012-2013 academic year.
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

### **Results of Assessments – Provide a summary of assessment results.**

1. Activities: 2012-2013: Supported 20+ activities, some of which had multiple offerings, such as orientation. Some activities did not have sign in sheets. Participation ranged from 10 students to 350+ students. Provision of activities was achieved, but more effective tool for evaluation of activities is needed.

Historical: See Part I for the number of events provided and supported by Student Life over the last 5 years. The number of activities has fluctuated, with a high of 34 and a low of 10.

2. Did not assess. Leadership training is offered on an ongoing basis as the need arises. Goal 2 (see Table 5) addresses the need to assess and evaluate.

3. The Cards of Love event was the community-based project that was supported during the 2012-2013 year. Students were asked to make holiday cards that were given to Easter Seals. Scheduled for the week after Thanksgiving, a total of 240 cards were collected. CSO members supported this event but were not active participants and, therefore, did not evaluate the experience.

### **Changes that were implemented as a result of Assessment**

1. An Event Evaluation tool has been developed to assist event planners with capturing the necessary data. Because quantity of activities offered seems to hold steady at about 20, the next step is to capture satisfaction data or increase participation. To do this, we have utilized a "one question" sign-in sheet that asks just one evaluative question when students sign in. Currently, we are trying to determine how students find out about activities, so the "one question" is: How did you hear about this event?

2. Planning calendar for training, and pre-post tests being developed.

3. The Cards of Love event is in its 3rd year. To foster increased participation, the dates of the event have been extended. Another upcoming event, Hawai'i CC Day, will be a community outreach event. Student participation will be assessed using the post-test.

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## **Evaluation of the changes that were implemented**

1. So far, the data collected has been useful. We are now looking at alternative marketing strategies to increase participation.
2. Changes are still in development.
3. Too soon to determine the effect of the changes.

## **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.

The most recent Community College Survey of Student Engagement (CCSSE) data, from 2012, indicates that Support for Learners is one of the highest aspects of student engagement, particularly "Providing the support you need to thrive socially," where Hawai'i CC received a 45.2% frequency compared to the cohort score of 34.5% frequency. Another area of Support for Learners that scored high was "Encouraging contact among students from different economic, social, and racial or ethnic backgrounds," which scored a mean score of 2.83 out of a possible 4.

Additionally, the students reported on frequency, satisfaction, and importance of student organizations. Students indicated that their frequency of use was rarely (1.42/3.0), they were somewhat satisfied (2.05/3.0), and that student organizations are somewhat important (2.13/3.0). This survey was conducted during a period of time when the Chartered Student Organizations were suspended from conducting business and were working on reorganizing the structure of their organizations.

## **Part III: Goals and Unit Improvements**

### **Goals and Planning**

In Table 5, list the top 3 Goals for unit success planned for implementation during the next Comprehensive Review period. Identify and briefly explain how these goals align to the College's ILOs, Strategic Plan, Academic Master Plan (AMP) (if applicable), and UH System collaboration (if applicable).

Refer to the following CERC rubric when completing Table 5:

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Criteria	1=Does Not Meet	2=Meets	3=Exceeds
Each goal is stated, aligned with ILOs and planning, and describes innovations to improve student learning. A calendar of activities provides a timetable for implementing the goal	A goal or goals are not present, or not aligned with ILOs and various plans, or does not describe unit improvements and/or no calendar of activities is present	Goals are adequately stated, aligned with ILOs and various plans and describe improvements to the unit and a calendar of activities provides a timetable for implementing the goal	Goals are thoroughly detailed, provide strong evidence of ILO and various plans alignment, unit improvements are thoroughly articulated and a calendar of activities provides a timetable for implementing the goal

**Table 5: Goals and Alignment**

Goal 1	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3) Program Action from AMP (ie 4.3) or write "New Strategy"	UH System Collaboration
			Action Strategy		
Develop ongoing activity calendar to facilitate student engagement, support Unit Outcome 1, including collaborations with other units and programs.	ILO 2	A2.4	f.	Graduation	
	None	B.1	j.		
	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:


Narrative of New Strategy for Academic Master Plan (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

ILO: Aligns with ILO 2 - Graduates will gather, evaluate, and analyze information to solve problems and make decisions. Surveys and evaluations conducted at these activities will give students the opportunity to evaluate their participation.

Strategic Plan: A.2.4.f. Providing these activities will provide students with support services, social support, and a sense of belonging to our Hawaii CC ohana. B.1.j. Working with other units and programs on campus will allow for cross-cultural interaction.

AMP: Graduation: Having a reliable schedule of activities will allow students to plan accordingly when they want to get involved in co-curricular activities. Studies show that students that are involved in a reasonable number of co-curricular activities are more likely to succeed and persist in college, leading to improved graduation rates.

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

<b>Activity</b>	<b>When will the activity take place</b>
Example: Fire Drill	Fall 2014
Using the calendar of current activities, plan for the upcoming academic year.	Spring 2014
Infuse the schedule of upcoming events into the academic planner, orientations, and outreach activities.	Summer 2014
Further promote activities through flyers, emails, and announcements.	Fall 2014
Assess success by surveying participants - how did you hear about this event? Satisfaction surveys.	Fall 2014
Use successes to update calendar for the next year.	Spring 2015, ongoing

<b>Goal 2</b>	<b>ILO Alignment</b> (select up to 3)	<b>Strategic Plan Alignment</b> (select best alignment; max 3)		<b>Academic Master Plan Alignment</b> (select best alignment; max 3)	<b>UH System Collaboration</b>
			Action Strategy	Program Action from AMP (ie 4.3)	
Strengthen	ILO 1	E.4	c.	Graduation	Systemwide

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assessment methods and data collection.	ILO 2	None	None		discussions on outcomes.
	ILO 3	None	None		

Narrative of New Strategy for Strategic Plan:


Narrative of New Strategy for Academic Master Plan (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

ILO: Aligns with ILO 1: Through surveys, students will communicate their wants and needs to the unit.  
Aligns with ILO 2: Students will assess the value of the experience. Aligns with ILO 3: Students will determine the value of community through surveys.

Strategic Plan: E.4.c. For unit assessment purposes, this action would improve data-driven action and provide greater transparency from a student perspective on student fee expenses.

AMP: Graduation: By evaluating the effectiveness of our programming, we can better determine what students want and need. If students are interested in what's being offered, they are more likely to attend, and then more likely to persist and graduate.

UH System collaboration: Working through HASLA, advisors at the other campuses are also reviewing assessment strategies and methods. As a UH System, we are also meeting to discuss our alignment in various areas of Student Life, including student government and ID Cards.

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

Activity	When will the activity take place
Network with other campuses to determine if other strategies have been successful and to evaluate the options.	Fall 2013
Develop evaluation tool for the Student Life Program. Conduct evaluation.	Spring 2014
Research technology available to assist in	Fall 2014

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data collection.	
Work with other units and programs on possible strategies.	ongoing

Goal 3	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	UH System Collaboration
			Action Strategy	Program Action from AMP (ie 4.3)	
Implement Student ID Cards on campus, allowing for improved data collection at activities and other programming.	ILO 2	A2.4	f.	Graduation	Alignment with campuses throughout the UH System
	None	None	None	Underserved Population	
	None	None	None		

Narrative of New Strategy for Strategic Plan:


Narrative of New Strategy for Academic Master Plan

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

ILO: Aligns with ILO 2: By obtaining an ID Card, students will evaluate the value of the ID Card and the value of their education at Hawai'i CC.

Strategic Plan: A2.4.f. The ID Cards will help to provide necessary student support services and will allow the campus to track usage and trends more accurately.

AMP: Graduation: With an improved perception of the value fo their education, students will be more likely to persist and graduate. Underserved Populations: will benefit due to the improved data collection. Services can be targeted.

Systemwide collaboration: UH Manoa has just rolled out a One Card, which collapses all of the card functions into one ID card. Their system can be replicated at other campuses, as it was built into the request.

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

<b>Activity</b>	<b>When will the activity take place</b>
Meet with system ID Card task force.	Fall 2013
Meet with campus groups that are affected by this endeavor (e.g. POM, Chancellor, Student Services).	Spring 2014
Receive notification of funding for proposed personnel needed to implement this initiative.	Summer 2014
Determine how to proceed based on needs of the campus, needs of the unit, benefits to the campus, and benefits to the students. Concerns to be considered: cost, facility, personnel, cost to student, eligibility criteria (registered, paid in full, etc.).	Fall 2014
Acquire equipment and refine process.	Spring 2015, ongoing

### **Part IV: Justification for Unit Existence**

Summarizing the data over the past five years, write a brief statement describing the value of this unit to the College.

The Student Life Program is valuable to College, providing support for student engagement in co-curricular activities. There is unlimited potential in what the unit can offer, including student support services , leadership development, student success workshops, student activities, and facilitating student input for campus governance. The improvement of services offered and usage at the Kau Wa'a Center, with over 300% growth in two years, illustrates that students want to be engaged. CCSSE data shows that students believe that student organizations are important (2.13/3.0). The challenge now is to build on that momentum and infuse these activities with success strategies.