

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

UH-WH Student Affairs

November 27, 2013

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.

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 Student Affairs unit in West Hawai'i currently serves over 500 students who take classes through Hawai'i Community College. We also service students enrolled in outreach and distance education courses through the University of Hawai'i Center at West Hawai'i.

The unit consists of 3 permanent staff:

1.0 FTE faculty counselor

1.0 FTE APT Student Services Specialist

1.0 FTE Office Assistant III

In addition, depending on Federal funds,

.5 FTE temporary faculty counselor (perkins)

1.0 FTE faculty counselor (Title III).

Due to the nature of the positions within the Student Affairs unit we are required to be flexible, capable and efficient. With such a small staff, it is important that we are able to multi-task and be prepared to handle whatever complexities may come our way. On a typical day our office services students, faculty and staff by appointments, walk-ins, phone, email and skype. The services we offer include admissions, records, registration, financial aid, counseling, disability services, student council and outreach.

Additionally, we assist local students and potential students to navigate the UH system as they try to connect with the Bachelors and Masters programs offered via distance education to West Hawai'i. The students we serve are diverse in cultural background, work while attending school, may be single parents, and often must drive long distances from home to work and to the Center to attend classes.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

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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:

Division of Student Affairs Mission Statement: It is in our seeking excellance, the Divison of Student Affairs provides quality support services for diverse learners to develop the skills that empower independent and productive members of our global kauhale.

The University of Hawai'i Center, West Hawai'i Student Affairs Mission Statement: Provides effective, meaningful and quality support services to diverse learners of the West Hawai'i community to increase meaningful access, retention, persistence, graduation and obtain a career.

Describe how this unit supports the College's mission.

The UH-WH Center Student Affairs unit makes available to students Hawai'i Community College services similar to those in Hilo, only on a smaller scale. Our presence in West Hawai'i attracts anyone interested in higher education. The focus is typically West Hawai'i residents, but as programs expand on their delivery options, the Center is promoting programs island wide. We have become the go to office or "one stop" function for students seeking higher education. Our presence here is vital to the success of our students and the college. We become the student's lifeline between their present desires and their future goals.

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:

"One Stop" functions of the Student Services unit in West Hawai'i allows the unit to interact with students from when they first apply to attend HawCC up until when they graduate. The students are able to learn how to navigate the University of Hawai'i system with our assistance and as a result of this service the students become effective communicators for their own benefit and productive citizens.

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:

There are many responsibilities that this unit is accountable for on a daily basis: academic counseling for new, continuing and transfer students in the areas of admissions, course selection,

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and career guidance; assistance for students with designing a transfer plan to four year and graduate programs at UH institutions; liason between students and available academic and support services from institutions delivering programs; retention and transition support for students, including financial aid advising and transfer counseling. As we educate and assist potential and current students in these activities, we are teaching them to take responsibility for their own actions.

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 role of our UH-WH Student Affairs unit contributes to the overall growth of the student. We are the unit students come to when they struggle academically. We are also the resource they rely on when making life-long decisions such as what major to select, career exploration, graduation requirements, and problem solving. We continue to provide meaningful knowledge consistently and we continue to strive to foster these qualities in each other and our students. The students are the reason we are here, and together we work to make a difference in not only their lives, but a difference in our island as a whole.

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

Effectiveness -- Healthy

Other Data

Previous Unit Actions

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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
This is our first unit review for West Hawai'i.	A detailed report will be presented in next year's unit review 2014.

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

1. Lost funding for .5 FTE federally funded perkins counselor. Funding for this position ended June 30, 2013.
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.)

Strengths	Using supporting evidence, describe why this is a strength
S1. The UH-WH Student Affairs unit provides services that require staff to multi-task, and posses current knowledge of HawCC policies and procedures. By keeping all of these areas functioning, constant communication with main campus Student Services personnel helps to insure that information and services provided meet college expectations and lead to student success and degree certificate completion.	<p>A. See attached report dated November 16, 2013.</p> <p>B. HawCC Spring 2013 graduates. Results taken from 2013 Commencement Program:</p> <p>Associate of Liberal Arts- 67 total</p> <p>Associate of Science- 9 total</p> <p>Nursing- 6</p> <p>ECED- 1</p> <p>TEAM- 1</p> <p>Fire Science- 1</p>

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	<p>Associate in Applied Science- 10 total HOST- 3 CULN- 6 Electronics Technology- 1</p> <p>Certificate of Achievement- 9 total CULN- 9</p> <p>Certificate of Completion- 22 total CULN- 14 ECED- 1 SUBS- 4 HSER- 3</p>
S2. Running Start	<p>Able to maintain an almost perfect retention rate of students signing up for and completing our programs. (See attached RS data).</p>
S3. Additionally, as one of three board of regent approved University Centers, the Kealahou campus, we are inclined to stay abreast of current distance learning programs offered via distance education to West Hawai'i.	<p>UH Center Spring 2013 graduates. Results taken from 2013 Commencement Program:</p> <p>Master of Education in Special Education- 1 Master of Social Work- 3 Bachelor of Education in Elementary Education- 3 Post-Baccalaureate Certificate in Secondary Education- 1 Post-Baccalaureate Certificate in Special Education- 8</p>

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Reliance on federal grants to sustain the unit's basic functions and human resources. We are dependent on Gear Up and Perkins funding to provide retention and outreach services, and disability accommodations.	<p>Gear Up funds were used to staff student worker positions. Perkins funding were used to staff .5 faculty counselor to assist students with disabilities. Perkins funding was lost June 30th, 2013.</p>
W2. Tracking specific assessment methods and procedures.	<p>Currently the system's ability to define HawCC West Hawai'i base students has been problematic in terms of identifying who our students are. For instance, the inability to identify and track who actually is serviced by our office and center has made our ability to measure the effectiveness of our unit more difficult.</p>
W3.	

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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.

N/A

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	
Provide unit with 1.0 FTE Faculty/Counselor position. Start putting another counselor position in the budget request - implement as "priority" into long range plan to establish funding request- expected increase with Palamanui is looming.	Graduation	ILO 1	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](#)

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Narrative of New Strategy for Strategic Plan:

1. Additional 1.0 FTE Permanent faculty/counselor- Needed for expected growth at Palamanui campus projective date 2015.
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):

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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
Develop job description to include duties (MQ's, DQ's), salary scale etc.	Goal: March, 2014.
Present to Vice Chancellor of Student Affairs for consideration and further action.	Goal: April, 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	
Convert temporary 1.0 FTE APT Student Support Specialist position to permanent status. Expected increase with Palamanui is looming.	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	
	Graduation	ILO 1	A1.1	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1. Permanent APT Student Support Specialist to assist with increase numbers of students with disabilities services and opening of new Palamanui campus.
2.
3.

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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
Re-evaluate current job description, duties, and salary.	Goal: March, 2014
Present request to Vice Chancellor of Student Affairs for consideration and further action.	Goal: April, 2014

Unit Action 3	AMP Priorities <small>(disregard if NA)</small>	ILO Alignment <small>(select up to 3)</small>	Strategic Plan Alignment <small>(select best alignment; max 3)</small>		UH System Collaboration
			Performance Measure	Action Strategy	
Collect useful data for yearly assessments.	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. Design and implement data survey through the use of a computer database program. Data rendered will allow unit to track services rendered among students, faculty/staff and community. |
| 2. Require unit personnel to design and utilize assessment methods as appropriate for activities. |
| 3. Collect yearly data assessments from unit personnel. |

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
Work with Lori Bass to assist unit with designing a data survey tracking mechanism.	Fall 2013.

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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"	From Part II above	From Part II above
N/A	Equipmen		A1.1	New Strategy		S1	W1
			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.

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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"	From Part II above	From Part II above
N/A	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

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
N/A	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.

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"/>	The Division of Student Affairs in West Hawaii (DSA), Counseling will provide on-going support and academic trainning for instructional faculty advisors.
2	<input checked="" type="checkbox"/>	The DSA Counseling in WH will continue to collaborate with public secondary schools to encourage highly motivated and academically and/or vocationally talented high school junior or seniors to enroll at HawCC and get credit for both college and high school credit. These students will have the choice to participate in the Running Start Program or Early Admit Program.
3	<input checked="" type="checkbox"/>	The DSA Counseling in WH will identify challenges and strengths to develop an academic plan for student success.
4	<input type="checkbox"/>	The WH Student Life Advisor will work with Student Council to promote and oversee campus activities for students.
5	<input type="checkbox"/>	The Ha'awi Kokua Specialist will ensure that all students who qualify for accomodations receive accomodations in a timely manner.
6	<input checked="" type="checkbox"/>	Increase the number of students, particularly Native Hawaiians, who transfer from HawCC-WH to UH-Hilo or any other 4-year institution.
7	<input checked="" type="checkbox"/>	Increase the number of students who participate in Hālaulani Transfer workshops/events in WH in Grant Year 4 (October 1, 2013-September 30, 2014) and in subsequent years.
8	<input type="checkbox"/>	The WH DSA office will provide continuous tracking of services rendered through the

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		office among students, faculty/staff and community.
9	<input checked="" type="checkbox"/>	Increase the number of students attending Mandatory New Student Orientation (MNSO) from the previous year.
10	<input checked="" type="checkbox"/>	The WH Student Affairs Advisor will provide pre-admissions information to prospective students through outreach in the high schools and community.

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

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

C) Results of Unit Assessment

D) Other Comments – Include any information that will clarify the assessment process report.

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