

HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT

Student Life Program

March 2, 2015

July 1, 2013 to June 30, 2014

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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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Unit Description

(Official Description - then provide more in depth explanation of what this unit does, who it serves and generally describe its accomplishments)

Need Example that includes in depth explanation:

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 System-wide ID Card Task Force, the Hawaii Association of Student Life Advisors, and the UH System-wide 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.

Unit Mission

(Official 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.

3yr Review Report Summary

(Advise of changes to the unit in past 3 years; if additional funding was received since last 3yr review, state the results of the funding)

Need Example that includes in depth explanation:

CERC Comments and Feedback

CERC Comments:

N/A

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.

Need Example that includes in depth explanation:

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

The following spreadsheet contains data from Unit's ARPD for the past three (3) years.

	2010-2011	2011-2012	2012-2013
No Entry			

B. ARPD Data Analysis

Based on the data from this Unit's ARPD, analyze this unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Demand Health	Efficiency Health	Effectiveness Health
No Data		

Overall Health

Distance Education: Completely On-line Classes

Example

Perkins IV Core Indicators

Specify how goals were not met; state action strategy Example
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Performance Funding

Example

C. Trends & Other Factors

1) Internal Unit Measure

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.

2) Required External Measures, External Factors Affecting the Unit

Describe trends including comparisons to any applicable standards, such as college, unit, or 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 this unit or additional unit changes not included elsewhere.

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) 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.

Information modified since previous 3 yr review

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 students programming.

2) ILO Alignment

a) ILO1: Our graduates will be able to communicate effectively in a variety of situations.

Information modified since previous 3 yr review

Describe how this 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.

b) ILO2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Information modified since previous 3 yr review

Describe how this 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.

c) ILO3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Information modified since previous 3 yr review

Describe how this 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.

B. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
S1. 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 2012-2013: 16,843 total visits Increase of 37% (4,518 visits) over the previous year</p>
S2. 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 Fall 2012 Orientations, April-August 2012 Summer 2012 Passport sessions, July-August 2012 Welcome Back Week, 08/20/2012 -08/23/2012 International Education Week, 11/14/2012-11/15/2012 Cards of Love, 11/26/2012-12/06/2012 Kipaepae Welina, 01/07/2013 HawCC Career and Job Fair, 03/18/2013 Building Better Bridges, 04/05/2013 Time to Register Fair, 04/16/2013-04/18/2013 Earth Day Fair, 04/19/2013 Student Recognition Ceremony, 04/25/2013 Na Ka 'Eleu, 04/26/2013 Study with a Buddy, 05/01/2013-05/02/2013 Model Home #46, 05/09/2013 Graduation, 05/10/2013 Nursing Pinning Ceremony, 05/10/2013 WHI Graduation, 05/11/2013 RISO (Registered Independent Student Organization) events: Japan Club 2-year Anniversary, 03/10/2013 Auto Body Club Banquet, 05/03/3013</p>

	Phi Theta Kappa International Honors Institute, 06/17/2013-06/22/2013
S3. The student leadership component has improved during the reported year	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 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.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
W.1 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>	
W2. Lack of support personnel	<p>The unit is comprised of one (1) g-funded faculty member. I have 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</p>	

	<p>person would require.</p> <p>There is also a significant amount of paperwork for the unit, 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.</p>	
<p>W3. Accessibility of information</p>	<p>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 phones texts, however all mean of communication require manpower.</p>	

Part III: Unit Outcomes and Assessment

Unit Outcomes

List the Unit Outcomes.

Unit Outcomes (specify if it is a learning outcome or a service outcome)		Assessment Year				
		2014-15	2015-16	2016-17	2017-18	2018-19
1	The Student Life Program will provide and support a variety of workshops and activities to promote student engagement and success.					
2	The Student Life Program will provide leadership training and opportunities for students to demonstrate their leadership skills.					
3	The Student Life Program will support a community-based event to provide students with place-based learning.					
4						
5						
6						
7						
8						
9						
10						

A. Expected Level of Achievement

Because we have been working to refine outcomes, we are starting by determining the baseline measurements.

1. Activities:

- a. Achievement lies in 2 areas: number of activities and participation.
- b. Determining baseline for number of activities. Estimated baseline: 5 events.
- c. Determining baseline for participation. Estimated baseline: 50 people.

2. Leadership Training:

- a. Achievement is determined by the attainment of leadership skills, number of trainings, and participation.
- b. Leadership skills:
 - Excellent = 85% attain skills
 - Good = 65% attain skills
 - Fair = 40% attain skills
 - Poor = 15% attain skills
- c. Determining baseline for number of trainings. Estimated baseline: 5 trainings.
- d. Determining baseline for participation. Estimated baseline: 30 total participants.

3. Community-based project:
- a. Achievement is determined by 2 areas: having the event and student participation.
 - b. Having the event:
 - Excellent = the event happened
 - Poor = the event did not happen
 - c. Determining baseline for participation. Estimated baseline:
 - Excellent = 90 % CSO participation
 - Good = 75% CSO participation
 - Fair = 50% CSO participation
 - Poor = 25% CSO participation

B. Courses Assessed (if applicable) - List the course(s) (Alpha/#) assessed during this reporting period.

Example:
 SUBS 140, 245, 268: PLO #1
 SUBS 245: PLO #'s 1, 4 & 5

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>
...	

C. Assessment Strateg(y/ies) & Instrument(s)

1. Activities:
- a. Calendar of activities
 - b. Student sign in sheets at activities
 - c. Evaluation of the activity, when possible

2. Leadership Training:
- a. Calendar of trainings

- b. Pre-Post test completed by students
- c. Student sign in sheets
- d. Evaluation of the training completed by students

3. Community-based project:
- a. Scheduling of the event
 - b. Sign in sheets for CSO members
 - c. Evaluation of the experience

D. Results of Unit Assessment - Provide a summary of assessment results.

- 1. Activities: 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 evaluation of activities is needed.
- 2. Did not assess.
- 3. The Cards of Love event was the community-based project. 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 along with stuffed animals. This event was collaboration with the Human Services class. CSO members supported this event but were not active participants and, therefore, did not evaluate the experience

E. Other Comments

F. Next Steps

Consistency with assessment is needed, and the unit is developing an event evaluation form that will provide the necessary data we need to better assess the strategies.

Part IV Action Plan

A. Course Review (if applicable)

1) Review of All Courses

a) 5 year Course Review Schedule with completion dates

State which courses were reviewed, original scheduled and actual review date.

Course Alpha Number	Course Title	Scheduled Review Date	Actual Review Date

Page pre-populated by Path from previous report if available

b) Next 5 yr 20% Course Review Schedule

Course Alpha Number Title	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

B. Goals & Planning

List Unit Goals and specify which goals addressed/completed during review period. Give a progress report for each goal and describe the degree to which the goal was achieved over the review period.

Goals	Progress Evaluation & Evidence of Achievement
Improve the usage of the Kau Wa'a Student Center	Usage numbers have increased from prior years. The action has been completed and will continue to be a goal for the upcoming year. Ongoing.
Increase the number of events offered to the campus	Number of events has increased from prior year. The action has been completed and will continue to be a goal for the upcoming year. Ongoing.
Increase the services offered to students through the Kau Wa'a Center	More services are available, including copy machine, T.V., gaming, and mini-events. The action has been completed. Due to limited space, continued increases will inhibit the capacity of the space. Delete.
Utilize evaluations to assess outcomes	Evaluation was conducted in Spring 2013. Outcomes have since changed, and further evaluations will continue. Ongoing.

Additional Comments

1. Summer/Fall 2013: Implementation of Kualii Fiscal System required the program to rework the procedures, which is especially difficult to communicate to the users of the Student Life Program.
2. Spring 2013: Separation of the shared UH Hilo-HawCC CSOs (Publications, Campus Center, Recreation) has required us to create and evaluate a new charter/bylaws for the new organizations.

C. New Goals and Alignment

State Goal 1

Goal 1

Develop ongoing activity calendar to facilitate student engagement, support Unit Outcome 1, including collaborations with other units and programs.

State ILO(s) Goal 1 aligns with and provide supporting reasoning

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.

State Strategic Plan (SP) Reference(s) Goal 1 aligns to and provide supporting reasoning

A.2.4.f.: Provide the necessary academic and student support services focused on high risk students.

Providing these activities will provide students with support services, social support, and a sense of belonging to our Hawaii CC ohana.

B.1.j.: Provide opportunities for intercultural interaction between domestic and international students.

Working with other units and programs on campus will allow for cross-cultural interaction.

Proposed New SP Action Strategy/Strategies (if applicable)

State Applicable AMP and/or TMP Reference(s) Goal 1 aligns to and provide supporting reasoning

Graduation

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.

Proposed New Applicable AMP and/or TMP Action Strategy/Strategies (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Increase the number of STEM Degree programs at HawCC</i>						X

UH System Collaboration (if applicable)

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Calendar of planned activities for Goal 1 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
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

State Goal 2

Goal 2
Strengthen assessment methods and data collection.

State ILO(s) Goal 2 aligns with and provide supporting reasoning
ILO1: Our graduates will be able to communicate effectively in a variety of situations. Goal 2 aligns through surveys; students will communicate their wants and needs to the unit.
ILO2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions. Goal 2 aligns as students will assess the value of the experience.
ILO3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture. Goal 2 aligns as students will determine the value of community through surveys.

State Strategic Plan (SP) Reference(s) Goal 2 aligns to and provide supporting reasoning

E.4.c.: Increase capacity for institutional research in areas of program review. Achieving the Dream, tracking East and West Hawaii students separately, and other data dependent initiatives.

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

Proposed New SP Action Strategy/Strategies (if applicable)

State Applicable AMP and/or TMP Reference(s) Goal 2 aligns to and provide supporting reasoning

Graduation

Proposed New Applicable AMP and/or TMP Action Strategy/Strategies (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable)

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 data collection.	Fall 2014
Work with other units and programs on possible strategies.	Fall 2014

State Goal 3

Goal 3
<p>Develop student employee orientation, handbook, evaluation, and training so they are better trained to provide peer advising.</p> <p>Note: Student employees are the first point of contact for students who participate in Student Life activities. It is, therefore, critical that they provide accurate information and a positive customer experience. They must also be adept at addressing student concerns and issues as the "front line."</p>

State ILO(s) Goal 2 aligns with and provide supporting reasoning
<p>ILO1: Our graduates will be able to communicate effectively in a variety of situations. Goal 3 aligns as effective communication is a necessary skill for student employees.</p>
<p>ILO2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions. Student employees are able to assess the situation and determine the best course of action. They are monitoring behavior in the student center, how to properly complete forms and other paperwork, they are monitoring usage of the center, and they determine when supplies are needed.</p>

State Strategic Plan (SP) Reference(s) Goal 2 aligns to and provide supporting reasoning
A2.4.f. Provide the necessary academic and student support services focused on high risk students.

Students help to answer general student support questions regarding resources on and off campus. In the student center, many of our visitors are high risk (low SES, homeless, non-traditional, male, Native Hawaiian, etc.), and we provide student support through implementation of programming and referral to other support offices or resources on and off campus.

B1.b. Provide the necessary academic and student support services focused on high risk students

By providing these student support services, the student employees are gaining valuable workplace skills, such as conflict resolution, problem solving, effective communication, responsibility, and accountability. 50% of the student employees are on welfare.

Proposed New SP Action Strategy/Strategies (if applicable)

State Applicable AMP and/or TMP Reference(s) Goal 2 aligns to and provide supporting reasoning

Workforce
 Student employees in Student Life are provided with advising and supervision. We discuss academic plans; schedules accommodate classes, tutoring, and study groups; and we focus on developing work-ready skills.

Proposed New Applicable AMP and/or TMP Action Strategy/Strategies (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable)

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
Development of student employee handbook for Student Life.	Fall 2013
Orientation of current student employees and feedback.	Fall 2013
Hiring of additional student employees, as funding allows.	Spring 2014
Orientation of new student employees and volunteers	Spring 2014

Part V: Resource Implications

A. Cost Item 1

Description	Type	Cost
1.0 FTE APT – Band A (approximate cost)	Personnel	\$60,000

State Strategic Plan (SP) Reference(s) Cost Item 1 aligns to and provide supporting reasoning
D1.b. By 2015, staff development expenditures will be 1% of total personnel expenditures.

State Applicable AMP and/or TMP Reference(s) Cost Item 1 aligns to and provide supporting reasoning
Graduation
Underserved Populations

State Strength (From Part II. Section C) Cost Item 1 addresses and provide supporting reasoning
S1 : Provides ongoing student engagement opportunity through the Kau Wa’a Student Center
S2: Provides and supports student-focused programming
S3: The student leadership component has improved during the reported year

State Weakness (From Part II. Section C) Cost Item 1 addresses and provide supporting reasoning
W2: Lack of support personnel
W3: Accessibility of information

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

As a one-person unit, there are a multitude of tasks that must be accomplished to provide a successful and diverse Student Life Program for the campus. While I have utilized available resources to hire student employees, they do not have the same access or reliability as permanent employees. Scheduling, training, and turn-over are a few of the challenges we encounter with student employees, and their academic success is always a priority. A staff person would help to provide consistency from year to year, to oversee student employees, to assist with fiscal oversight, and to allow the faculty person to conduct a greater breadth of workshops and trainings. In addition, it would allow the unit to expand activities and provide further support and peer mentorship to underserved populations. One long-term goal that requires staff is the implementation of student ID Cards on the Hawai'i CC campus. Currently, cards are issued by UH Hilo. Funding for this initiative has been allocated by the student council to purchase equipment, however implementation requires adequate staffing to allow this service to be accessible to students on an ongoing basis. The implementation of ID Cards would foster a greater sense of belonging on campus, encouraging students to persist to graduation. This staff person would assist with the communication of the unit - updating blogs, posting articles, creating flyers, texts and emails.

B. Cost Item 2

Description	Type	Cost
Office/Conference room for student council/staff on Manono Campus	Facility	Unknown

State Strategic Plan (SP) Reference(s) Cost Item 2 aligns to and provide supporting reasoning

E4.c. Increase capacity for institutional research in areas of program review. Achieving the Dream, tracking East and West Hawaii students separately, and other data dependent initiatives.

State Applicable AMP and/or TMP Reference(s) Cost Item 2 aligns to and provide supporting reasoning

Graduation

Underserved Populations

State Strength (From Part II. Section C) Cost Item 2 addresses and provide supporting reasoning

S1: Provides ongoing student engagement opportunity through the Kau Wa'a Student Center

S2: Provides and supports student-focused programming

S3: The student leadership component has improved during the reported year

State Weakness (From Part II. Section C) Cost Item 2 addresses and provide supporting reasoning

W1: Lack of facilities

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

As the student population grows and technology improves, we must adapt to meet the growing and changing needs of a diverse student body. We currently see over 200 visitors per day in the Kau Wa'a Center, which is a space of approximately 150 square feet, half of which is occupied by student offices. We have attempted to utilize outdoor space by erecting a tent; but the windy weather almost blew the tent away and warped the poles. Relocating the office space to another room would open up the Kau Wa'a Center to accommodate more students. We could then provide additional and more varied programming as well as student services. In addition, it would provide a space where students could meet with their student council representatives. A dedicated office space would also allow the Kau Wa'a Center to be used as a conference room on Fridays, when it is closed to student traffic and student council meetings are scheduled.

C. Cost Item 3

Description	Type	Cost
Student Employees (x2)	Personnel	\$26,000

State Strategic Plan (SP) Reference(s) Cost Item 2 aligns to and provide supporting reasoning

D1.b. Evaluate temporary positions for conversion to permanent positions for funding.

State Applicable AMP and/or TMP Reference(s) Cost Item 2 aligns to and provide supporting reasoning

Graduation

State Strength (From Part II. Section C) Cost Item 2 addresses and provide supporting reasoning

S1: Provides ongoing student engagement opportunity through the Kau Wa'a Student Center

S2: Provides and supports student-focused programming

S3: The student leadership component has improved during the reported year

State Weakness (From Part II. Section C) Cost Item 2 addresses and provide supporting reasoning

W1: Lack of facilities

W1: Lack of facilities

W1: Lack of facilities

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

In lieu of having a staff person, funding for 2 student employees would allow for greater delegation of duties. The unit does employ students using other funding sources, but those funding sources are limited as they require student employees to meet financial criteria. Student employees funded by tuition and fees would be less costly than an APT staff person and would allow for a greater applicant pool and potentially better qualified applicants.

Part VI: Justification for Unit Existence

1. Summer/Fall 2013: Implementation of Kualii Fiscal System required the program to rework the procedures, which is especially difficult to communicate to the users of the Student Life Program.
2. Spring 2013: Separation of the shared UH Hilo-HawCC CSOs (Publications, Campus Center, Recreation) has required us to create and evaluate a new charter/bylaws for the new organizations.