

**HAWAI‘I COMMUNITY COLLEGE  
UNIT COMPREHENSIVE 3-YEAR REVIEW  
REPORT**

**HĀLAULANI TRANSFER SUCCESS CENTER**

**Date NOVEMBER 15, 2015**

**Review Period**

**July 1, 2012 to June 30, 2015**

**AY 2012-13, AY 2013-14, and AY2014-15**

**Initiator: Jason Cifra**

**Writer(s): Noe Noe Wong-Wilson**

*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>*

## PART I: ANALYSIS OF UNIT

**For this section, analyze your Unit for the 3 year period from July 1, 2012 through June 30, 2015. Provide a narrative analysis that, at a minimum, describes and discusses the following aspects of the Unit:**

- ARPD indicators: health factors, trends and other factors, strengths and weaknesses.  
ARPD website: <https://www.hawaii.edu/offices/cc/arpd/index.php>
- College Mission: how the Unit aligns with and supports the College Mission and the Unit's effectiveness in its support/assistance in achieving the College Mission.
- Institutional Learning Outcomes (ILOs): the Unit's effectiveness in its support/assistance in achieving the College's ILOs.  
ILO website: <http://hawaii.hawaii.edu/assessment/outcomes.php#ilo>
- 2008-2015 Strategic Plan: the Unit's alignment with the 2008-2015 Strategic Plan and the value of the Unit to the College in terms of achieving that Strategic Plan's goals and initiatives.  
[Hawaii Community College Strategic Plan: 2008-2015](#)  
[HawCC Strategic Outcomes and Performance Measures 2008-2015 listed with funding sources and responsible parties.](#)
- Assessment results: discuss how the overall results of course-level assessments during the 3-year period under review demonstrate the Unit's achievements or challenges in meeting its Unit Outcomes (UOs).
- CERC comments and feedback: based on the CERC comments and feedback from your most recent Comprehensive Review, discuss CERC's recommendations and your Unit's successes and/or challenges in implementing them.
- Other successes, challenges/barriers, concerns, and/or other issues not addressed elsewhere in this Comprehensive Report.

### **ANALYSIS OF HĀLAULANI TRANSFER SUCCESS CENTER**

The Hālaulani Transfer Success Center is a new unit. A five-year cooperative development grant between Hawai'i CC and UH Hilo was provided to the college by the Title III Native Hawaiian Serving Institutions in 2010. In 2011, a coordinator and one counselor were hired to

begin providing structure and begin operations. A second counselor was hired for the West Hawai'i campus in 2013. A Project Assistant was hired as well. By the end of 2014, however, the West Hawai'i Counselor and the Project Assistant positions were vacated. In 2015, the second counselor position was filled and a third counselor position was created and filled as well. One counselor was reassigned to focus on transfer pathway agreements which left the two newest counselors to focus on transfer services. Since the beginning of the Fall 2015 semester, the counselors have been providing direct services to the students at the Pālanui Campus on a regular basis. The transfer coordinator has also managed the college's application for the Associate of Arts in Hawaiian Studies which is currently in provisional status. This transfer related degree program will be submitted for permanent status in Fall 20

One challenge to the program has been the development of a comprehensive assessment plan. Partly because of the change of personnel in the first few years of the grant, there were several attempts to assess the effectiveness of the various transfer services. One of the action plan items for the next three years is the development of a comprehensive assessment plan which provides measures of effectiveness and will allow the transfer center personnel to make appropriate adjustments to the strategies which are employed. This effort has also been impacted by the grant reporting requirements which do not track the same reporting periods as the campus reports.

This current reporting period is the first time an annual and comprehensive report is submitted by the Hālanui Transfer Success Center. Therefore, there are no previous CERC reports. A Comprehensive report is submitted since the grant, which is currently in a One Year No Cost Extension period will expire on September 30, 2016. It is imperative that a transition plan is established to determine which basic services will be provided to transfer students. A request for one permanent transfer counselor position is included in the first year and a second permanent transfer counselor position is included in the second year of the plan. Even if the positions are funded, there are other positions which are currently funded by the grant which will no longer be funded. These include the transfer center coordinator, one additional counselor, and several peer mentors.

The ARPD data for Student Services is general in nature, however there are some data that are relevant to the Hālanui Transfer Success Center program.( See Table A.)

**TABLE A. 2015 STUDENT SERVICES ANNUAL REPORT OF PROGRAM DATA**

<b>Demand Indicators</b>		<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
1. Annual Headcount All Students		4,424	3998	3,847
2. Annual Headcount NH Students		1,875	1,622	1,629
10. Fall Semester Registration Status	Incoming transfer students	252	302	260
11. Spring Semester Registration Status	Incoming transfer students	105	98	129
26. Persistence Fall to Spring All students		<b>70%</b>	<b>72%</b>	<b>71%</b>
27. Persistence Fall to Spring NH students		68%	72%	71%
28. Degrees and Certificates award All		552	669	569
29. Degrees & Certificates award NH		210	250	248
30 Degrees & Certificates award STEM All		62	64	15
31. Degrees & Certificates Awarded STEM NH		18	19	4
32. Transfer to UH 4-yr ALL		<b>209</b>	<b>193</b>	<b>121</b>
33. Transfer to UH 4-Yr NH		<b>88</b>	<b>69</b>	<b>72</b>

The most significant data in the Student Services ARPD are included in lines 10b and 11b, which indicate the number of students who transfer into Hawai'i CC each semester and lines 32 and 33 which indicate the number of students, including Native Hawaiian, who transfer to a UH four-year institution each year.

To date, the incoming transfer students have not been a population that was serviced by the Hālaulani Transfer Success Center. This was due to set by the Title III grant which provided 100% funding support for the transfer initiative since 2010. The primary goal of the Title III grant was to increase the number of Native Hawaiians who successfully transfer from Hawai'i CC to UH Hilo. Since its inception, however, the Center has serviced all Hawai'i CC students utilizing a Native Hawaiian 'Ohana framework which is inclusive, nurturing and accessible. In 2013, the center became a permanent unit of the Student Affairs Division and the scope of the center is developing to provide as full services as possible. Future plans are to secure permanent funding for counseling positions for the center and to widen the services to include the incoming transfer student population which included 389 students in the 2014-15 year.

According to the Institutional Research & Analysis report of Selected Characteristics of Transfers into 4-year Campuses from Hawai'i CC (accessed on 11/8/15) there were 190 transfers in Fall 2013, 185 in Fall 2014 and 166 in Fall 2015. While it is difficult to assess the direct cause of the drop in the number of Fall transfers, the numbers mirror the reduction of overall enrollment in the college. It is important to note that these numbers only reflect the Fall transfers and do not include the Spring transfers.

**Table B. Selected Characteristics of Tranfers into University of Hawaii Four-Year Campuses (Hawaii.edu/ors)**

TRANSFER TABLE 2										
SELECTED CHARACTERISTICS OF TRANSFERS INTO UNIVERSITY OF HAWAII FOUR-YEAR CAMPUSES										
FROM HAWAI'I CC										
FALL 2011 TO FALL 2015										
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
<b>Total</b>	161	100	173	100	190	100	185	100	166	100
Classified	155	96.27	173	100	189	99.47	184	99.46	166	100
Unclassified	6	3.73			1	0.53	1	0.54		
<b>Transfer Campus (UH Only)</b>										
UH Manoa	14	8.7	10	5.78	13	6.84	19	10.27	13	7.83
UH Hilo	13	82.61	15	89.6	16	87.87	15	85.95	14	86.14
UH West O`ahu	14	8.7	8	4.62	10	5.26	7	3.78	10	6.02
<b>Attendance Status</b>										
Full-Time	106	65.84	116	67.05	130	68.42	117	63.24	106	63.86
Part-Time	55	34.16	57	32.95	60	31.58	68	36.76	60	36.14





Source: Banner Operational Data Store (ODS) IRO_TRANSFER_REPORT_DETAIL/ IRO_TRANSFER_REPORT_SUMMARY												
Notes:												
1. Transfer students are those who have had a change in home campus.												
2. Previous College is the most recently attended college identified in MST General Student (GS) and MST Student Course (SC), excluding summer terms. GS takes precedence over SC in cases where the terms are the same. If both GS and SC are blank, then MST Previous Education is used to determine the Previous College. If more than one campus is associated with the most recent term, the campus at which the greater number of credits was earned is selected.												

.....

**Analysis of impact of the center on recent transfer cohort:**

There were 479 face to face appointments with students during the 2014/15 school year, of which 57% or 274 students were Native Hawaiian. (\*Duplicated student count, See Table C.)

**Analysis of activities of the transfer center:**

**# of students receiving advising/counseling services**

**Table C. Total Number of Students receiving advising/counseling services from a Hālaulani Transfer Counselor**

---

Total number of students	479
Total number of Native Hawaiians	274
% of Native Hawaiians	57%

**# of students participating in center activities (use of center, computers, workshops, other activities)**

In addition, with the aid of four Peer Mentors hired by the Title III grant, there were 715 contacts with students of which 531 or 74.3% were Native Hawaiians. These contacts included the variety of activities in Table C below. The most popular activities were the informal visits to the center followed by the in-center activities. The large majority of students who participate are the Native Hawaiians. The single most popular event was the special presentation by Dr. Kamanaopono Crabbe of the Office of Hawaiian Affairs. This event was particularly attractive to students as the topic of Hawaiian Nationhood was newsworthy at the time of his visit. (See Table D.)

---

**Table D. Number of Students Who Participated in Center Activities**

<b>Activity</b>	<b>Total # of Students</b>	<b># Native Hawaiians</b>	<b>%</b>
Da Phat Study Sesh	87	71	81.6
Guest Speaker, Dr. Kamanaopono Crabbe	109	79	72
In Class Presentations	102	64	62.7
Peer Mentor Workshops	17	9	52.9
Visits to the Center	199	166	83.4
In-Center activities, includes book and computer borrowing, cultural huaka'i and mealtime gatherings	106	99	93.3
Kauahehe Transfer Fair – Spring 2015	48	20	41.6
Orientation Outreach	40	20	50
Time Management Workshop	7	3	42,8
<b>TOTAL</b>	<b>715</b>	<b>531</b>	<b>74.3</b>

---

**PART II: ACTION PLAN**

**For this section, describe and discuss your Unit’s Action Plan for the 3 year period from July 1, 2015 through June 30, 2018. For each action strategy or tactic, provide details about the goal, expected level of success, implementation timeline, and any challenges or barriers you anticipate may affect implementation or success.**

**Action Plans must align with the new Hawai’i Community College 2015-2021 Strategic Plan. Discuss how the Unit’s Action Plan aligns with and supports the 2015-2021 Strategic Plan’s Initiatives, Strategies, and Tactics.**

<http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf>

<b>Year/Timeline</b>	<b>Action</b>	<b>Description</b>	<b>Expected Level of Success</b>	<b>Anticipated barriers</b>
<b>YEAR ONE Fall 2015/Spring 2016</b>				
Spring 2016	Investigate new grant opportunities to support program activities	Seek external funding, ie. Title III, others	Uncertain	Awaiting announcement of new grant awards in Spring 2016
Spring 2016	Hire transfer counselor	Transition counselor from temporary grant funded to permanent	Complete recruitment by May 2016	Lack of funding support
Spring 2016	Develop grant transition plan	Pending closure of current Title III funding in Sept 16, develop organized plan to transition program support	100% completion by Sept 2016	None
Spring 2016	If a transfer counselor is not unfunded, strategize transition of student support activities for transfer students	Develop transition plan w/student affairs so student support services for transfer services are seamless	100% complete by Sept 2016	Lack of funding support
Spring 2016	Create new assessment plan	Implement assessment strategies for each activity developed and offered by the transfer center	100% completion by end of Spril 2017	None

**INSTITUTIONALIZE AND STABILIZE THE TRANSFER CENTER**

The Federally Funded Title III grant's No Cost Extension year will end on September 30, 2016. All positions currently working in the transfer center will be terminated before this date. In order for the transfer center to provide the important services to encourage, inspire and support students to continue their education beyond the completion of their 2-year Associate of Arts or Associate of Science degree at Hawai'i CC, a plan must be developed which will allow services to be continued at some level. The transition and long term plan will be developed in cooperation with the Counseling Services program and the Vice Chancellor of Student Affairs.

**YEAR TWO Fall 2016-Spring 2017**

Fall 2016	Hire second permanent transfer counselor	Hire transfer counselor to be in place by Fall 2016	100% completion	Unfunded request
Fall 2016/Spring 2017	Continue to provide transfer services which were established in Year One.	Based on plan developed in Year 1, execute support services	100% completion	Lack of funding support/unfunded request to hire in-program counselor

**CONTINUE TO SERVICE TRANSFER STUDENTS WITH DIRECT COUNSELING/ADVISING, SKILL BUILDING AND CULTURAL WORKSHOPS, PEER MENTOR SERVICES, TRANSFER FAIR, PATHWAYS AND IN COOPERATION WITH UH HILO AND OTHER UH FOUR-YEAR CAMPUSES.**

Critical to the ongoing operation of the transfer success center is the commitment of resources to hire counselors. In order to fully service the number of students who declare their intention to transfer and who receive direct services to solidify, support and enhance their decision to transfer to a four year institution, there must be at least 2 counselors assigned to the transfer success center.

**YEAR THREE Fall 2017 – Spring 2018**

Fall 2017/Spring 2018	Continue transfer services for incoming and outgoing students	Continuation of marketing/outreach plan to increase program participation	100% completion	Lack of funding support/unfunded request to hire in-program counselor
Fall 2017/Spring 2018	Continue to solicit external funding to expand transfer center services and activities	Continue support services developed in 2016 & 2017 school years	100% completion	Lack of funding support

**CONTINUE TO SERVICE TRANSFER STUDENTS WITH DIRECT COUNSELING/ADVISING, SKILL BUILDING AND CULTURAL WORKSHOPS, PEER MENTOR SERVICES, TRANSFER FAIR, PATHWAYS AND IN COOPERATION WITH UH HILO AND OTHER UH FOUR-YEAR CAMPUSES.**

Assuming that at least two counselors are hired as permanent staff for the transfer success center, the level of service will be maintained in Year 3.

**PART III: Budget Items**

**For this section, describe and discuss your Unit’s cost-item “budget asks” for the 3 year period from July 1, 2015 through June 30, 2018. For each budget item, describe the needed item in detail, including cost(s) and timeline(s).**

**Budget asks for all categories of cost items may be included in the 3-year Comprehensive Review. Explain how the item aligns with the Hawai‘i Community College 2015-2021 Strategic Plan (see link above in Part II). Identify and discuss how each item aligns with the Strategic Plans Initiatives, Goals, Action Strategies, and Tactics.**

	<b>Year 1 (2015-16)</b>	<b>Year 2 (2016-17)</b>	<b>Year 3 (2017-18)</b>
<b>#1 - Personnel (Transfer Counselor)</b>	<b>\$60,852.00</b>		
<b>#2 – Personnel (Transfer Counselor)</b>		<b>\$60,852.00</b>	
<b>#4 – Materials &amp; supplies for transfer information</b>		<b>\$5,000</b>	
<b>#5 – Materials &amp; Supplies for transfer information</b>			<b>\$5,000</b>

The funding requests above align with the following strategies and tactics from the Campus’ Strategic Directions 2015-2021 plan. The Transfer Center, supported by the Title III Hālaulani grant is directly responsible for the establishment of developing pathways for degree programs referenced in HGI Action Strategy 2. In addition, the tactics in HPMS Strategy 2 & 3 are part of the responsibility of the center and the counselors who main responsibility is working with transfer students. The Title III grant which supported the establishment of the Hālaulani Transfer Success Center is primarily focused on strengthening success for Native Hawaiians, therefore HPMS Strategy 3 which seeks to establish the University of Hawai‘i as the world’s leading indigenous university is wholly supported by the center. Center and transfer services utilize indigenous Native Hawaiian cultural practices and processes and are offered to all students regardless of ethnicity or identity.

Further, the Hālaulani Transfer Success Center directly supports the college's goal of increasing the number of students who transfer to a UH four-year institution. This goal is part of the college's performance funding formula.

## **STRATEGIC DIRECTIONS DRAFT PLAN – 2016-2021**

### ***HGI Action Strategy 2:***

Implement structural improvements that promote persistence to attain a degree and timely completion.

#### Tactics

- Establish pathways for all degree programs, including transfer pathways from the community colleges
- Reduce gaps in college completion for Native Hawaiians, low-income and under-represented groups
- Improve and stabilize student support services especially for priority targets: Native Hawaiians, Filipinos, Pacific Islanders, Veterans, Adult Learners and Part-Time Students

### ***HPMS Action Strategy 2:***

Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.

- Promote stronger and more comprehensive transfer and articulation policies that are student-centered, transparent and well communicated in order to support student mobility and success throughout the system.

### ***HPMS Action Strategy 3:***

UH aspires to be the world's foremost indigenous serving university and embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai'i Graduation Initiative, the following tactics align with the thematic areas set forth in *Hawai'i Papa O Ke Ao*, UH's plan for a model indigenous serving university.

#### Tactics

- Continue to integrate Ha'akumalae Hawaiian Protocol in Hawai'i CC activities to impart a Hawaiian sense of place on campus.
- Continue to integrate place-based learning and partnerships on Hawai'i Island.
- Continue to develop learning strategies and programs that promote Native Hawaiian Indigenous learning, history, and language.
- Provide opportunities for leadership development for Native Hawaiian Faculty, Staff, and Students.
- Support implementation of Hawai'i Papa O Ke A'o.