

HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT HĀLAULANI TRANSFER SUCCESS CENTER

Date November 15, 2015

**Review Period
July 1, 2014 to June 30, 2015**

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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/>

Unit Description

Please provide a brief description of your Unit. Include your Unit Mission statement.

MISSION STATEMENT:

The Hālaulani Transfer Success Center provides students with a nurturing 'ohana environment, which supports their academic success and goal of transferring to a University of Hawai'i four-year campus or other baccalaureate institution.

The Hālaulani Transfer Success Center is a new unit in the Division of Student Affairs, established in 2013. Funded primarily through a U.S.DOE Title III Native Hawaiian Serving Institutions Cooperative Arrangement Development Grant between Hawai'i Community College and the University of Hawai'i at Hilo, the center is comprised of a coordinator, three counselors and student peer mentors. A Project Assistant position is currently in recruitment.

The main goal of the Hālaulani Transfer Success Center is to increase the number of Native Hawaiian and other students at Hawai'i Community College who transfer to UH Hilo or any other 4-year baccalaureate institution to achieve a degree. This goal is achieved by providing the following services:

- A culturally inclusive space for Native Hawaiian and all students to access educational resources, academic and personal support in order to establish, encourage and support successful transfer from Hawai'i CC to a four-year university.
- Culturally competent and culturally sensitive counseling that takes into consideration the diverse needs of Hawai'i CC's student population.
- Collaboration with general counseling and student support services to provide transfer counseling services to all Hawai'i CC students in Hilo, Pālanui and throughout Hawai'i Island.

The activities that the Hālaulani Transfer Success Center provides include:

- 1) Full support for students interested and intending to transfer to a 4-year institution by providing:
 - individual advising and counseling,
 - informational group workshops on pathways to university majors and degrees,
 - career guidance workshops,
 - cultural activities designed to increase student engagement,
 - an annual transfer fair,
 - peer mentors who advise students and conduct workshops and presentations,
 - access to computers and printers,
 - and a student-friendly center atmosphere.
- 2) Establishing streamlined and efficient processes for student transfer by creating degree pathways like:
 - Sociology pathways
 - Psychology pathways
 - Administration of Justice degree pathways
 - Business Administration degree pathways
 - Hawaiian Studies degree pathways
 - Digital Media Arts/Art degree pathways
- 3) Creating new programs that promote transfer like the Associate of Arts in Hawaiian Studies degree;
- 3) Identifying and resolving institutional barriers to transfer success within the University of Hawai'i System.

Part I. Review of Unit Data

If ARPD data is submitted for your Unit, go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your Unit.

<http://www.hawaii.edu/offices/cc/arpd/>

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

TABLE A. 2015 STUDENT SERVICES ANNUAL REPORT OF PROGRAM DATA

Demand Indicators		12-13	13-14	14-15
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		70%	72%	71%
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		209	193	121
33. Transfer to UH 4-Yr NH		88	69	72

Part II. Analysis of the Unit

Provide a detailed analysis of the Unit during the review period. If ARPD data is available for your Unit, base this part on the ARPD data from Part 1 and analyze the Unit in terms of Demand, Efficiency, and Effectiveness, and include analysis of any Perkin's Core Indicator(s) for which the Unit's goal was not met. All Units should include and analyze significant Unit actions or changes (e.g., changes to the Unit's services or numbers served, gain/loss of positions, etc.). Also discuss results of prior year's action plan and include any trends or other factors (internal/external) affecting the Unit. Describe and analyze other significant information not included elsewhere.

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 the goals 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 is 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. Also important to note is the increase in Native Hawaiians who transferred from 69 to 72. Future reports should also indicate the number of students who transfer in the Spring Semesters since these data only reflect the Fall enrollment. In addition, it is difficult to measure direct correlation between the center services and the transfer rate since most students are currently enrolled and may not transfer for several semesters.

Table B. Selected Characteristics of Transfers 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 HAWAII 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%
Total	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		
Transfer Campus (UH Only)										
UH Manoa	14	8.7	10	5.78	13	6.84	19	10.27	13	7.83
UH Hilo	133	82.61	155	89.6	167	87.89	159	85.95	143	86.14
UH West O`ahu	14	8.7	8	4.62	10	5.26	7	3.78	10	6.02
Attendance Status										
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
Gender										
Men	67	41.61	59	34.1	69	36.32	60	32.43	44	26.51
Women	94	58.39	114	65.9	121	63.68	125	67.57	122	73.49
No Data										
Age by Range										
Average Age	28.6		28.4		29.3		28.1		28.8	
<18 yrs			2	1.16						
18-19 yrs	10	6.21	9	5.2	17	8.95	9	4.86	5	3.01
20-21 yrs	26	16.15	32	18.5	30	15.79	33	17.84	43	25.9
22-24 yrs	34	21.12	36	20.81	40	21.05	39	21.08	26	15.66
25-29 yrs	42	26.09	33	19.08	37	19.47	47	25.41	29	17.47
30-34 yrs	14	8.7	26	15.03	19	10	23	12.43	22	13.25
35-59 yrs	34	21.12	34	19.65	44	23.16	34	18.38	40	24.1
60+ yrs	1	0.62	1	0.58	3	1.58			1	0.6
Pell Awarded										
Yes	109	67.7	122	70.52	139	73.16	125	67.57	111	66.87
No	52	32.3	51	29.48	51	26.84	60	32.43	55	33.13
Ethnicity										
African American or Black	1	0.62	1	0.58	1	0.53				
Amer Indian or Alaskan Native	3	1.86			1	0.53			1	0.6
Asian Indian			1	0.58						
Caucasian or White	47	29.19	40	23.12	56	29.47	44	23.78	33	19.88
Chinese	1	0.62			2	1.05	4	2.16	2	1.2
Filipino	9	5.59	10	5.78	12	6.32	14	7.57	8	4.82
Guamanian or Chamorro										
Hispanic	3	1.86	1	0.58	2	1.05	1	0.54	2	1.2
Japanese	6	3.73	14	8.09	9	4.74	10	5.41	8	4.82
Korean			1	0.58	1	0.53	1	0.54		
Laotian										
Micronesian (not GC)			1	0.58	2	1.05	1	0.54		
Mixed Asian	4	2.48	3	1.73	3	1.58	3	1.62	8	4.82
Mixed Pacific Islander									1	0.6
Mixed Race (2 or more)	23	14.29	30	17.34	28	14.74	33	17.84	28	16.87
Native Hawaiian or Part-Hawn	60	37.27	69	39.88	71	37.37	68	36.76	72	43.37
No Data	1	0.62					1	0.54	1	0.6
Other Asian	1	0.62					1	0.54		
Other Pacific Islander			1	0.58	1	0.53				
Portuguese										
Samoan	1	0.62			1	0.53	3	1.62	2	1.2
Thai	1	0.62								
Tongan			1	0.58			1	0.54		
Vietnamese										

Residency										
Resident	155	96.27	167	96.53	182	95.79	175	94.59	159	95.78
Resident	153	95.03	164	94.8	180	94.74	173	93.51	158	95.18
Converted Resident	2	1.24	3	1.73	2	1.05	2	1.08	1	0.6
Non-Resident	6	3.73	6	3.47	8	4.21	10	5.41	7	4.22
Not Exempted	2	1.24	3	1.73	6	3.16	6	3.24	5	3.01
Rev. Institutional Exempt							1	0.54	1	0.6
Western Undergrad Exchange	1	0.62	1	0.58	2	1.05	1	0.54		
Exempted	3	1.86	2	1.16			2	1.08	1	0.6
Average Transfer Credits	52.6		55.8		55.1		58.9		59.9	
Average Incoming Credits	57.4		58.4		58.8		66.9		69.2	
UH Associates Degree at Transfer										
With Associates Degree	86	53.42	88	50.87	98	51.58	113	61.08	105	63.25
AA	51	31.68	62	35.84	75	39.47	82	44.32	81	48.8
AAS	18	11.18	9	5.2	10	5.26	10	5.41	6	3.61
AS	17	10.56	17	9.83	13	6.84	21	11.35	18	10.84
Without Associates	75	46.58	85	49.13	92	48.42	72	38.92	61	36.75
Major by College - UH Manoa										
College of Arts & Sciences	10	6.21	3	1.73	11	5.79	6	3.24	7	4.22
Hawai'i inuiakea Sch Hawn Knowledge			2	1.16	1	0.53	1	0.54		
Schl of Ocean & Earth Sci & Tech										
School of Architecture			1	0.58						
School of Travel Industry Mgt					1	0.53	1	0.54	1	0.6
College of Education	1	0.62	4	2.31			8	4.32	3	1.81
College of Engineering									2	1.2
Col of Trop Ag & Human Res							1	0.54		
School of Medicine										
Schl of Nurs & Dental Hygiene	2	1.24					1	0.54		
Unclassified	1	0.62					1	0.54		
Major by College - UH Hilo										
College of Agriculture	6	3.73	9	5.2	10	5.26			2	1.2
Col of Business & Economics	9	5.59	11	6.36	17	8.95	16	8.65	10	6.02
College of Arts & Sciences	105	65.22	129	74.57	135	71.05	136	73.51	124	74.7
Ka Haka Ula O Keelikolani	9	5.59	6	3.47	4	2.11	7	3.78	7	4.22
Unclassified	4	2.48			1	0.53				
Major by College - UH West Oahu										
Professional Studies	9	5.59	4	2.31	5	2.63	3	1.62	5	3.01
Social Sciences	4	2.48	4	2.31	5	2.63	4	2.16	5	3.01
Unclassified	1	0.62								
<i>Source: Banner Operational Data Store (ODS) IRO_TRANSFER_REPORT_DETAIL/IRO_TRANSFER_REPORT_SUMMARY</i>										
<i>Notes:</i>										
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:

At the beginning of the reporting year, there was only one transfer counselor and one vacant position in the Hālaulani Transfer Success Center. A second counselor was hired to fill the vacant position in February 2015. In addition, one counselor was reassigned to coordinating the pathway agreements project which limited her time for direct one-on-one student interaction. During this period, there was no direct transfer counseling service provided to the West Hawai'i Campus. This was improved, however the following school year (2015/2016) with the hire of a third counselor.

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

Activity	Total # of Students	# Native Hawaiians	%
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
TOTAL	715	531	74.3

Program Challenges: There were a number of challenges for the center over the last two years. The first challenge was the loss of the transfer counselor at the West Hawai'i campus in September 2014. This reduced the total number of transfer counselors at that time from two to one. The remaining counselor was assigned to service the students at the Manono and UH Hilo Campuses and there was a diminishment of services to West Hawai'i students for several months. In February 2015, a new counselor was hired and training commenced. A third grant-funded counselor position was approved and hired in August 2015. The addition of a third counselor will be reported in the next year.

A significant challenge which will affect the center will occur in September 2016 when the Title III Grant funding will end. In order to continue the services of the transfer center, at least one counselor position must be permanently funded. A request for a no-cost extension of the Title III grant for one year was granted in August and the grant period has been extended until the end of September 2015. One of the responsibilities of the college, in accepting the Federally funded grant, is to institutionalize programs and positions which prove to be effective and which should be continued. In Year Three of the grant, in 2013, the college committed to the permanent status of the transfer center. Despite budget restraints and the indication that funding would be restricted to health and safety matters, it is imperative that the budget request for a permanent transfer counselor position will be funded.

A second challenge is to establish a permanent office for the center. Currently, the office that is utilized for the center operations, Bldg 381-16, is a part of the UH Hilo classroom inventory. An agreement was made between UH Hilo and Hawai'i CC, when the grant was established, to assign the room to the center for the purposes of the grant. This agreement must be reviewed upon the termination of the grant to assure that the center can continue in place.

Part III. Action Plan

Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance.

1) INSTITUTIONALIZE AND STABILIZE THE TRANSFER CENTER

The Federally Funded Title III grant 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.

2) 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.

The current workplan which is funded by the Title III grant will continue through Spring 2016 and Summer 2016. It is hoped that funding will be provided for at least one counselor who will be responsible for continuing the program. Failing that responsibility of supporting the transfer student population will fall upon the general counseling staff and the center activities will be curtailed. This undesirable option will have an unfortunate and possibly debilitating affect on the large number of students who currently utilize the transfer center for advising, counseling and general overall engagement and support.

3) HIRE PERMANENT COUNSELOR

In anticipation of the approved funding request for one permanent transfer counselor position, the hiring process will be completed during Spring 2015 with expected hire in July 2016.

4) SEEK ADDITIONAL EXTERNAL FUNDING TO CONTINUE TO SUPPORT AND EXPAND THE TRANSFER CENTER PROGRAM

In Spring 2016, it is anticipated that the Title III Grant will once again be made available for competitive application. If so, an application will be submitted which will include continued and expanded services for the Center. The college, however, should not depend on this funding source as the only support for the continuation of the services transfer center. Current staffing in the Counseling Department would be hard pressed to undertake the activities of the transfer center under the current organization. In the worst case scenario, if funding is not received for a minimum of one counseling position for the transfer center, the support for transfer would revert to the former model (pre-transfer center) in which information and assistance is provided through general counseling.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

Since this budget request for a full-time counselor does not fall under the category of health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations, the budget item is not requested here. It will be included in the Comprehensive review however.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this Unit. Discuss any significant changes to the Unit since the last comprehensive review that are not discussed elsewhere.

N/A

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

N/A

Part VI. Unit Outcomes

For all parts of this section, please provide information based on the Unit Outcomes assessed in AY 2014-15.

A) Assessment Strategy/Instruments

Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.

Unfortunately, the transfer center did not develop a comprehensive assessment strategy prior to the current term. The data collected for the Federal Annual Report included the type of data included in the introduction to this report, and in particular, the number of Native Hawaiians who were serviced by the Federally funded grant program. In anticipation of the transition towards permanent funding and with the kōkua of the Assessment Coordinator, the program has developed a more complete assessment strategy and plan which is being employed in the 2015/2016 school year. The tools which will be employed include pre and post surveys to better understand the effectiveness of the activities offered by the center. Also, a long term review of the completion and persistence rates of the students who are engaged in the center's cohort will provide data relating to the effectiveness of the center services. Lastly, the number of students who utilize the center's services and who graduate and transfer to a four year institution will indicate the center model's success. The goal of the center is to meet and surpass the number of student's who transfer from Hawai'i CC to a four-year UH Campus as indicated in the Performance Funding Measures.

B) Expected Level of Achievement

For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

While the assessment rubric was not developed for last year's activities, the new rubric being developed will include an expectation of 90% satisfaction with the center's services which include one-on-one advising/counseling meetings with counselors and peer mentors as well as in activities hosted by the center. This will include accuracy of information, timeliness, friendliness, feeling welcome, variety of services available.

C) Results of Unit Assessment

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been

implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

n/a

D) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.

Since 2011, the grant has required an annual report to the Federal Government regarding the activities of the grant. In 2014, the center was identified as a unit of the Division of Student Affairs. This year, however, is the first annual report being filed by the center.

E) Next Steps

Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.

As indicated earlier, the work laid out for the center is to develop the tools needed for a valid assessment of the center's services and activities. In August 2015, the center finally hired the full compliment of counselors which will provide the opportunity for a full term of services. This will be reported in the next year's annual report.