# HAWAI'I COMMUNITY COLLEGE
# UNIT REVIEW REPORT

# STUDENT LIFE

# November 21, 2008

# Assessment Period: July 1, 2007 to June 30, 2008

# Initiator: Ola Jenkins
# Writers: Ola Jenkins & Kelley Lau

*Unit Review at Hawaii 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 Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Unit reviews are available to the college and community at large to enhance communication and public accountability.*

## Part I. Report Summary

### A. Program Mission Statement for Student Services

*Mission:* *By providing student services from entry to departure to support the educational goals of individuals, the Office of Student Services aims to assist students in becoming knowledgeable, skilled, empowered, caring, and contributing members of our ever changing society.  We provide support services to learners so they can reach their education and personal enrichment goals and make contributions to the Hawai`i Island community and the world.*

### B. Unit Mission Statement for Student Life

*Mission:*  *Student Life strives to engage students in a variety of experiences that will offer opportunities for growth and development. Through the many programs, services and leadership opportunities offered, students are provided with an environment to gain skills that will complement their academic programs and help prepare them for the future.*

*Purpose*: *Student Life offers enhancement and personal enrichment of the overall educational student experience through the development of, exposure to, and participation in, social, cultural, intellectual, instructional, and recreational programs and governance; Student Life also contributes to and stimulates the cultural and intellectual life of the community, by providing leadership, knowledge, problem-solving skills, and general informational services; Student Life provides a forum for the discussion of ideas and by providing opportunities for student learners to develop their own potential as well as to appreciate the potential of others. By this purpose, Student Life stimulates lifelong learning for all students.*
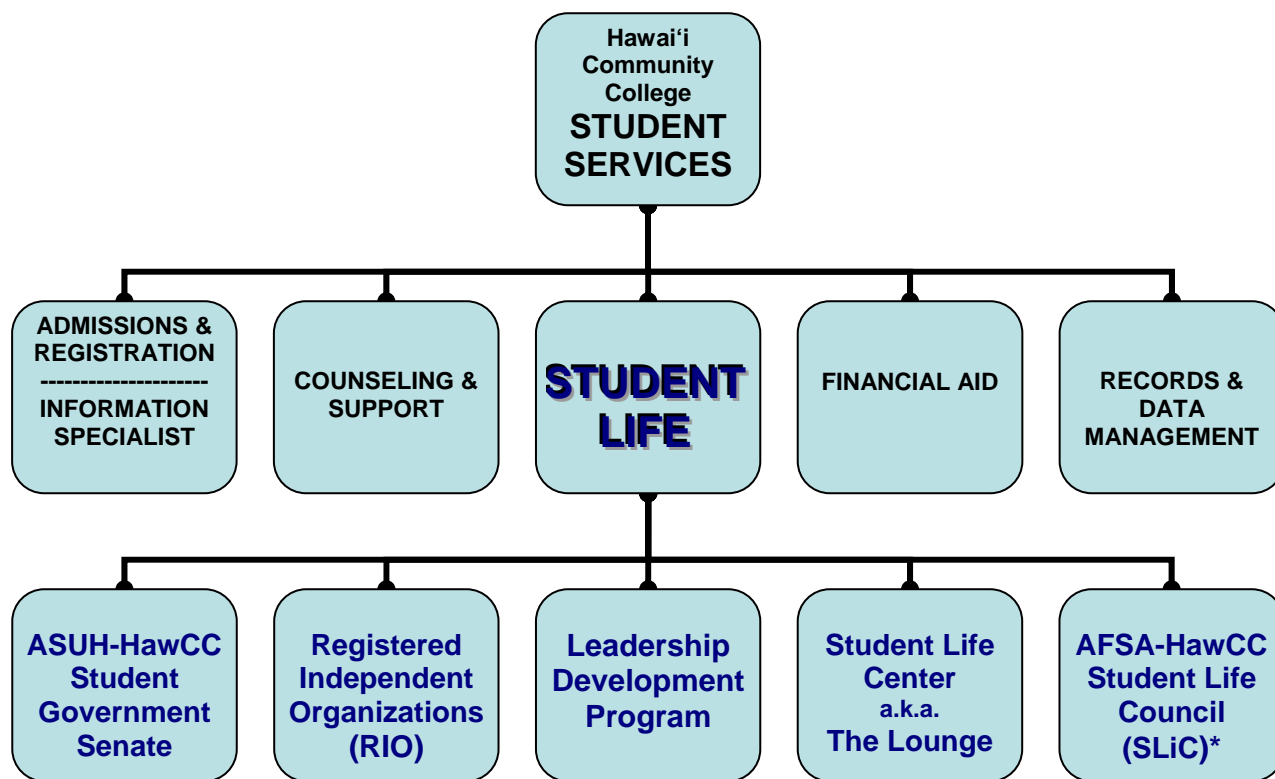
### C. History

The year 1992 started the early beginnings of Student Life at Hawai‘i Community College (HawCC).  It primarily consisted of developing activities by student leaders to serve all HawCC students. Students enrolled at HawCC pay student government, student activity and student publication fees and these mandatory fees are the main source of funding for these activities. Chartered Student Organizations (CSOs) such as Associated Students of University of Hawai`i-Hawai`i Community College (ASUH-HawCC) Student Government and the Board of Student Publications (BOSP) exist and were established by the Board of Regents to fiscally manage these student fees accounts.

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All CSOs in the UH system are guided by a faculty Advisor. In October 2006, HawCC secured a Student Life Coordinator/Advisor. This position was the first general-funded tenured-track full-time faculty position assigned exclusively to Student Life. Previously, past faculty Advisors accommodated Student Life by adjusting their primary non-Student Life duties by up to 50%.

A new era for Student Life in developing programs responsive to college goals and student needs were now feasible. Strengthening current Student Life components was an immediate goal as well as building communication with student leaders and campus and community collaborations. Student Life continues to build a strong identity while being guided by the missions and purpose of the college and it's programs.

## Student Life Organizational Chart Today:
(per current Student Life Program Review completion date)

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                          ┌─────────────────────┐
                          │    Hawai'i          │
                          │   Community         │
                          │    College          │
                          │    STUDENT          │
                          │    SERVICES         │
                          └─────────────────────┘
                                    │
  ┌──────────────┬──────────────────┼──────────────┬──────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│ADMISSIONS│ │COUNSELING│ │ STUDENT  │ │FINANCIAL │ │RECORDS & │
│    &     │ │    &     │ │  LIFE    │ │   AID    │ │  DATA    │
│REGISTRA- │ │ SUPPORT  │ │          │ │          │ │MANAGEMENT│
│  TION    │ └──────────┘ └──────────┘ └──────────┘ └──────────┘
│ INFORMA- │
│   TION   │
│SPECIALIST│
└──────────┘
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| Hawai'i Community College STUDENT SERVICES |
| --- |

| ADMISSIONS & REGISTRATION -------------------- INFORMATION SPECIALIST | COUNSELING & SUPPORT | **STUDENT LIFE** | FINANCIAL AID | RECORDS & DATA MANAGEMENT |

| **ASUH-HawCC Student Government Senate** | **Registered Independent Organizations (RIO)** | **Leadership Development Program** | **Student Life Center a.k.a. The Lounge** | **AFSA-HawCC Student Life Council (SLiC)*** |

**\*Established in Fall '08 semester (October 2008)**

**Part II. Program**

**A. Services provided by Student Life Unit:**

- Provides and initiates campus and community outreach including Building Better Bridges, Ho`opili Hou, Na Pua No`eau Hawaiian Family Affair, Hawai`i Island Chamber of Commerce as well as a variety of high schools, organizations, and college fairs
- Provides weekly, monthly, quarterly and annual reports to various college groups from students to administration to document and assess unit's goals, services and needs
- Recruits, trains and engages student leaders in their roles within Student Life programs
- Advocates as a liaison with administration, primarily for chartered student organizations
- Coordinates the newly established Na Alaka`i Student Leadership Conference
- Provides a Center to socialize, relax, watch TV, study and eat light refreshments
- Provides advising and assistance in life planning; establishing personal, career and educational goals; and supports students in adjusting to college life
- Disseminates and navigates information and referral about services available on campus and provides referral services to community resources for specific services and information not available on campus
- Help student leaders identify and plan for educational, career and life goals
- Provide conflict resolution and personal counseling (also ho`oponopono) for students
- Collaborates with orientation activities with campus and community programs such as S.O.A.R. and the World of Work (W.O.W.)
- Provides workshops and trainings on student development topics such as student leadership; career/life planning; organizational skills; decision making; cultural enrichment; goal setting; time management; how to run effective meetings; governance; and self-knowledge
- Provides event-planning expertise and support in alliance with campus and community partnerships
- Provides use of select Student Life inventory (i.e. digital camera, laptop, etc.) to CSO and RIO members
- Provides the use of Student Life Center for campus programs and community partners
- Provides Inventory Storage for CSO office supplies, banners, P.A. system, etc.
- Provides accommodations (referral or physical) for students with disabilities at program events and activities
- Provides free locker spaces for HawCC students
- Implements student-centered events and other co-curricular activities through student government and other major student organizations and clubs
- Serves as a valuable and viable resource opportunity for volunteers and community service participants
- Trains and supervises student and community volunteers
- Supports the college through seeking grant-writing opportunities, committee membership and leadership

**B. Top Three Unit Goals**

 There are so many goals that Student Life has on the worktable--not all of them are fiscally driven. Because the Program Unit Review is used as an assessment tool that has budgetary implications, it's pertinent that our primary goals included are of a fiscal nature for obvious reasons:

- To initiate a Federal grant-writing project for a Student Leadership Development Program and incorporate the Native Hawaiian culture within the program's foundation.

- To increase campus and community outreach through two technology venues: online internet access and public access television that will be supplemented or co-sponsored by college and/or community resources.

- To implement SARS and other data assessment and organizational management tools that will more accurately portray and document the time, efforts and resources of our Student Life personnel.


**C. Faculty & Staff Listing:**

- One (1) FTE/1.0 Faculty:     V. Ola Jenkins, Student Life Coordinator
  Funding Source:                  100% General Funds

- One (1) PTE /.50 Staff:      Kelley Lau, Assistant Student Life Coordinator
  Funding Source:                  100% Student Fees

To advocate and encourage administrative and biennium support for a full-time Assistant in the Student Life program is an understatement. This half-time position has been filled since Summer 2006 and is completely funded by student fees through a temporary agreement made by ASUH-HawCC and administration. Turning this temporary position into a general-funded position should seriously be considered. More times than not, our Assistant will put in a full day's work knowing that the position will not fully compensate her financially for expended time.

In regards to both of our work habits—it is a natural occurrence to be inundated with a workload maintained by office staff twice as large in number. Because of day-to-day interruptions, unscheduled office visits (in time allowing, due to my open door policy) and unexpected surprises on an almost daily basis, we both volunteer to stay way beyond normal work hours almost daily because we do not have the luxury of student employees and we love what we do! We believe in the Student Life vision. We believe that good things take time to build. It's an unspoken act that we model a healthy work ethic of "giving beyond ourselves in service" for the student leaders that we serve, because they too, give of themselves beyond the "normal student" expectations—however, there is also a fine line between the sacrifices we make with our personal time and how that may be perceived as unhealthy, taken for granted or unappreciated by students, fellow co-workers, administration and our own families. It's about perspective balance.

## D. Facilities & Equipment

| BUILDING 379 | SQUARE FEET | PURPOSE |
| --- | --- | --- |
| Room 15/Manono Campus | approximately 1300 | Student Life Center/Asst. Student Life Coordinator Office/ CSO Satellite Office/ Storage Room for Student Life equipment and supplies |
| Room 8a/Manono Campus | 82 | Student Life Coordinator Office/ Storage Room for Student Life equipment and supplies |
| CAMPUS CENTER | SQUARE FEET | PURPOSE |
| Room 308/ Upper campus | approximately 300 | Student Government Office |

The Student Life program is located primarily in one building on the Manono Campus (Building 379). It is over 50 years old and in very poor condition. The Student Life Center (SLC) has been the physical mainframe of delivery for the Student Life program. Since 2006, the following items have accumulated in Student Life facilities: three desks, two small tables, three office chairs, at least eight mismatched classroom chairs, one shelf and one filing cabinet.  These things were all retrieved from what was affectionately known as "The Graveyard" on campus. This was an outdoors space located near the Auxilliary office behind Building 388, where campus programs placed their old, unwanted and out-dated furniture and equipment. Faculty and staff both have desks from "the Graveyard" that are at least 15 years old (or older).

Other offices from both campuses also donated old furniture and equipment due to their obsolete purpose: a printer shelf, filing cabinets  and a self-standing room divider from OCET; a couple of magazine racks and tall metal supply cabinet from Career Center; a set of couches and a big screen TV (that has since blown a picture tube and no longer works) from UHH Campus Center; an old computer from BOSP; office compartment sectionals from Business Office;  a copier machine from Nursing(that has been defunct for over six months now) and tables left from the Preschool Center. Donations from the community have also contributed a DVD/CD player, a video machine, a typewriter, some upholstered chairs and an ink-jet color printer.

It's precise to say that we maximized our resourcefulness by acquiring "hand-me-downs". The greater purpose was in seeing Student Life become established by having a functioning Center for the students, as well as the personnel. It is a common trend for any new grassroots venture to start with humble beginnings. We realized that once program funds were available—prudent spending to replace some of these items would be considered. At the end of the Spring 2008 semester, last year's student leaders passed monies to purchase a new leather sofa set and a 52" flat-screen TV for the Lounge.

Faculty and staff both have desktop computers that are about three years old as well as a black and white printer that was purchased in 2006. A color printer was recently purchased one year ago. Both printers are shared among the unit's programs. In addition, the unit also purchased: one laptop computer, one digital camera, one fire-proof safe, three filing cabinets, one small hand-cart, two shelves and one shelving unit.

Additionally, the ASUH-HawCC Student Government maintains an office at UH-Hilo's Campus Center, Room 308.  No other campus space has been exclusively allocated for ASUH-HawCC or the Student Life Program. The following office furniture in the upper campus office was donated: a couch, two desks, two office chairs, a phone, and three filing cabinets.  ASUH-HawCC also purchased through student fees: a P.A. system, two Apple laptops, one Canon digital camera, one Dell desktop computer and printer and a Sony digital video camera.

**Part III. Quantitative Trend Data Table**

**A. Goal 1:  Matriculation Services/Student Access**
(measures listed in the UHCC SS template; most data provided by IRO)

- Percent of applicants who enroll within one year     47.77%

- Percentage of gender distribution compared to county population (July 2006)

|  | Male | Female |
|---|---|---|
| County of Hawaii | 49.5% | 50.5% |
| HawCC | 38.11% | 61.35% |

- Annual headcount trends

| 05-06 | 06-07 | 07-08 |
|---|---|---|
| 3112 | 3099 | 3475 |

- Percent registered headcount males          38.11%

- Percent registered headcount females        61.35%

**B. Goal 2:  Retention Services/Student Progress**
(measures listed in the UHCC SS template; data provided by IRO)

- Number of students who report that counselors help them achieve or make progress toward their goal.  CCSSE 08 frequency with which students respond they "often" or "sometimes" use academic advising/planning services:     56

- Percentage of students who responded that they are "very" or "somewhat" satisfied with academic advising/planning services:     72%

## C. Additional Quantitative Indicators for Goal 2

| STUDENT LIFE OFFICE & STUDENT LOUNGE | | |
|---|---|---|
| Number of elected student leaders who served the entire semester: | | |
|    Fa 07 | 9 | |
|    Sp 08 | 4 | |
| Number of RIOs: | | |
|    Fa 07 | 12 | |
|    Sp 08 | 18 | |
| Number of student (SG/SAC) activities funded with student fees: | 35 | (63,600) |
| Activities with less than 10 HawCC students & average cost of the event:<br>Fa 07<br>Sp 08<br>Su 08 | <br>1<br>1<br>1 | (13800)<br><br>$10,000<br>$3,000<br>$800 |
| Activities with 11 to 50 HawCC students & average cost of the event:<br>Fa 07<br>Sp 08<br>Su 08 | <br><br>3<br>9<br>1 | (11700)<br><br>$500<br>$800<br>$3,000 |
| Activities with 51 to 100 HawCC students & average cost of the event:<br>Fa 07<br>Sp 08<br>Su 08 | <br>1<br>1<br>1 | (3700)<br><br>$1,200<br>$1,500<br>$1,000 |
| Activities with 100 to 200 HawCC students & average cost of the event:<br>Fa 07<br>Sp 08<br>Su 08 | <br>2<br>5<br>1 | (7900)<br><br>$1,200<br>$1,000<br>$500 |
| Activities with 200 to 500+ HawCC students & average cost of the event:<br>Fa 07<br>Sp 08<br>Su 08 | <br>1<br>6<br>0 | (29000)<br><br>$10,000<br>$3,500<br>N/A |
| Number of training sessions lead by advisor(s) for student leaders: | 33 | |

| | |
|---|---|
| Fa  07: 6 | (1-3 hrs. @ training session) |
| Sp 08:  7 | (1-3 hrs. @ training session) |
| 1 | (6 hrs: Spring Break Leadership Training) |
| Su 09: 10 | (5 hrs. @ wk. every Tues., ASUH-HawCC New Senate Training, mandatory) |
| 8 | (2 hrs. @ wk. every Fri., students interested in running for  AFSA-HawCC elections in the Fall, voluntary) |
| 1 | (Annual Leadership Retreat for new and outgoing Senate members, 2.5 days) |

| | |
|---|---|
| Number of Center Staff: | 1.5 |
| Number of non-student employees | 0 |

| Average # of hours per week worked by staff beyond normal hrs.: | 25 |
|---|---|
| Service satisfaction from Grad 08 Survey (item 20) | 4.6 out of 5.0 |
| Service satisfaction from Cont Stud Sp 08 Survey (item 20) | 4.4 out of 5.0 |

## D. CCSSE 2008 Frequency Distributions: All Hawai`i Colleges Combined (Student Life related factors only)

| | | Less than Full-time Students | | | | Full-time Students | | | | All Students (weighted data*) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | |
| | | Count | Col % | Count | Col % | Count | Col % | Count | Col % | Count | Col % | Count | Col % |
| 4m. Talked about career plans with an instructor or advisor | Never | 47 | 29.0 | 277 | 32.5 | 77 | 22.3 | 432 | 24.4 | 135 | 26.4 | 764 | 29.1 |
| | Sometimes | 68 | 42.0 | 389 | 45.7 | 159 | 46.1 | 830 | 46.8 | 223 | 43.7 | 1209 | 46.1 |
| | Often | 35 | 21.6 | 141 | 16.6 | 67 | 19.4 | 366 | 20.6 | 105 | 20.6 | 479 | 18.3 |
| | Very often | 12 | 7.4 | 44 | 5.2 | 42 | 12.2 | 146 | 8.2 | 48 | 9.4 | 169 | 6.4 |
| | Total | 162 | 100.0 | 851 | 100.0 | 345 | 100.0 | 1774 | 100.0 | 510 | 100.0 | 2620 | 100.0 |
| 4o. Received prompt feedback (written or oral) from instructors on your performance | Never | 11 | 6.8 | 70 | 8.2 | 20 | 5.8 | 110 | 6.2 | 32 | 6.3 | 193 | 7.3 |
| | Sometimes | 54 | 33.3 | 294 | 34.5 | 119 | 34.7 | 663 | 37.2 | 173 | 34.0 | 935 | 35.6 |
| | Often | 59 | 36.4 | 320 | 37.5 | 114 | 33.2 | 689 | 38.6 | 177 | 34.8 | 999 | 38.0 |
| | Very often | 38 | 23.5 | 169 | 19.8 | 90 | 26.2 | 321 | 18.0 | 127 | 24.9 | 503 | 19.1 |
| | Total | 162 | 100.0 | 853 | 100.0 | 343 | 100.0 | 1783 | 100.0 | 509 | 100.0 | 2629 | 100.0 |
| 4s. Had serious conversations with students of a different race or ethnicity other than your own | Never | 25 | 15.3 | 188 | 22.0 | 47 | 13.7 | 298 | 16.7 | 75 | 14.7 | 520 | 19.7 |
| | Sometimes | 58 | 35.6 | 260 | 30.4 | 98 | 28.5 | 475 | 26.7 | 165 | 32.2 | 761 | 28.9 |
| | Often | 36 | 22.1 | 218 | 25.5 | 85 | 24.7 | 451 | 25.3 | 119 | 23.2 | 672 | 25.5 |
| | Very often | 44 | 27.0 | 189 | 22.1 | 114 | 33.1 | 558 | 31.3 | 153 | 30.0 | 679 | 25.8 |
| | Total | 163 | 100.0 | 855 | 100.0 | 344 | 100.0 | 1782 | 100.0 | 512 | 100.0 | 2632 | 100.0 |
| 4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | Never | 36 | 22.1 | 229 | 26.8 | 61 | 17.8 | 349 | 19.6 | 105 | 20.5 | 624 | 23.7 |
| | Sometimes | 62 | 38.0 | 288 | 33.6 | 118 | 34.5 | 564 | 31.7 | 184 | 36.1 | 869 | 33.0 |
| | Often | 34 | 20.9 | 187 | 21.8 | 65 | 19.0 | 436 | 24.5 | 103 | 20.2 | 604 | 23.0 |
| | Very often | 31 | 19.0 | 152 | 17.8 | 98 | 28.7 | 429 | 24.1 | 118 | 23.1 | 534 | 20.3 |
| | Total | 163 | 100.0 | 856 | 100.0 | 342 | 100.0 | 1778 | 100.0 | 510 | 100.0 | 2632 | 100.0 |
| 5c. Synthesizing and organizing ideas, information, or experiences in new ways | Very little | 12 | 7.4 | 54 | 6.4 | 14 | 4.0 | 79 | 4.5 | 31 | 6.0 | 143 | 5.5 |
| | Some | 55 | 34.0 | 278 | 32.9 | 91 | 26.3 | 524 | 29.5 | 157 | 30.7 | 821 | 31.4 |
| | Quite a bit | 58 | 35.8 | 347 | 41.0 | 141 | 40.8 | 742 | 41.8 | 193 | 37.7 | 1082 | 41.4 |
| | Very much | 37 | 22.8 | 167 | 19.7 | 100 | 28.9 | 430 | 24.2 | 131 | 25.6 | 566 | 21.7 |
| | Total | 162 | 100.0 | 846 | 100.0 | 346 | 100.0 | 1775 | 100.0 | 511 | 100.0 | 2612 | 100.0 |
| 5d. Making judgments about the value or soundness of information, arguments, or methods | Very little | 19 | 11.7 | 96 | 11.3 | 30 | 8.8 | 166 | 9.3 | 53 | 10.3 | 274 | 10.4 |

| | | Less than Full-time Students | | | | Full-time Students | | | | All Students (weighted data*) | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | |
| | | Count | Col % | Count | Col % | Count | Col % | Count | Col % | Count | Col % | Count | Col % |
| | Some | 59 | 36.2 | 336 | 39.4 | 105 | 30.8 | 588 | 33.0 | 173 | 34.0 | 966 | 36.8 |
| | Quite a bit | 53 | 32.5 | 288 | 33.8 | 130 | 38.1 | 682 | 38.3 | 178 | 34.9 | 938 | 35.7 |
| | Very much | 32 | 19.6 | 132 | 15.5 | 76 | 22.3 | 344 | 19.3 | 106 | 20.7 | 447 | 17.0 |
| | Total | 163 | 100.0 | 852 | 100.0 | 341 | 100.0 | 1780 | 100.0 | 510 | 100.0 | 2625 | 100.0 |
| 9e. Providing the support you need to thrive socially | Very little | 30 | 19.1 | 210 | 25.1 | 52 | 15.4 | 342 | 19.4 | 87 | 17.6 | 587 | 22.7 |
| | Some | 63 | 40.1 | 344 | 41.1 | 124 | 36.8 | 699 | 39.7 | 190 | 38.4 | 1051 | 40.7 |
| | Quite a bit | 40 | 25.5 | 179 | 21.4 | 101 | 30.0 | 494 | 28.1 | 138 | 27.8 | 622 | 24.1 |
| | Very much | 24 | 15.3 | 103 | 12.3 | 60 | 17.8 | 224 | 12.7 | 80 | 16.2 | 323 | 12.5 |
| | Total | 157 | 100.0 | 836 | 100.0 | 337 | 100.0 | 1759 | 100.0 | 496 | 100.0 | 2583 | 100.0 |
| 10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) | None | 122 | 76.7 | 693 | 82.8 | 241 | 71.7 | 1367 | 77.6 | 372 | 74.6 | 2088 | 80.7 |
| | 1-5 hours | 24 | 15.1 | 108 | 12.9 | 68 | 20.2 | 291 | 16.5 | 86 | 17.2 | 371 | 14.3 |
| | 6-10 hours | 6 | 3.8 | 22 | 2.6 | 10 | 3.0 | 68 | 3.9 | 17 | 3.4 | 81 | 3.1 |
| | 11-20 hours | 5 | 3.1 | 9 | 1.1 | 8 | 2.4 | 21 | 1.2 | 15 | 2.9 | 29 | 1.1 |
| | 21-30 hours | . | . | 2 | 0.2 | 5 | 1.5 | 7 | 0.4 | 3 | 0.6 | 8 | 0.3 |
| | More than 30 hours | 2 | 1.3 | 3 | 0.4 | 4 | 1.2 | 8 | 0.5 | 6 | 1.3 | 11 | 0.4 |
| | Total | 159 | 100.0 | 837 | 100.0 | 336 | 100.0 | 1762 | 100.0 | 499 | 100.0 | 2587 | 100.0 |
| 12c. Writing clearly and effectively | Very little | 11 | 7.0 | 88 | 10.5 | 13 | 3.9 | 91 | 5.2 | 29 | 5.8 | 216 | 8.3 |
| | Some | 48 | 30.4 | 221 | 26.3 | 76 | 22.6 | 431 | 24.4 | 134 | 27.0 | 662 | 25.5 |
| | Quite a bit | 58 | 36.7 | 327 | 39.0 | 142 | 42.3 | 778 | 44.1 | 194 | 39.1 | 1061 | 40.9 |
| | Very much | 41 | 25.9 | 203 | 24.2 | 105 | 31.3 | 466 | 26.4 | 140 | 28.1 | 654 | 25.2 |
| | Total | 158 | 100.0 | 839 | 100.0 | 336 | 100.0 | 1766 | 100.0 | 497 | 100.0 | 2593 | 100.0 |
| 12d. Speaking clearly and effectively | Very little | 14 | 8.8 | 108 | 12.8 | 19 | 5.6 | 140 | 8.0 | 38 | 7.5 | 279 | 10.7 |
| | Some | 46 | 28.8 | 246 | 29.3 | 80 | 23.7 | 486 | 27.6 | 133 | 26.6 | 742 | 28.6 |
| | Quite a bit | 63 | 39.4 | 305 | 36.3 | 131 | 38.9 | 736 | 41.8 | 197 | 39.2 | 999 | 38.5 |
| | Very much | 37 | 23.1 | 182 | 21.6 | 107 | 31.8 | 399 | 22.7 | 134 | 26.7 | 574 | 22.1 |
| | Total | 160 | 100.0 | 841 | 100.0 | 337 | 100.0 | 1761 | 100.0 | 501 | 100.0 | 2594 | 100.0 |
| 12e. Thinking critically and analytically | Very little | 11 | 6.9 | 42 | 5.0 | 7 | 2.1 | 62 | 3.5 | 25 | 4.9 | 114 | 4.4 |
| | Some | 31 | 19.5 | 194 | 23.1 | 66 | 19.6 | 389 | 22.1 | 97 | 19.5 | 590 | 22.8 |
| | Quite a bit | 71 | 44.7 | 367 | 43.7 | 149 | 44.3 | 812 | 46.1 | 221 | 44.3 | 1153 | 44.5 |
| | Very much | 46 | 28.9 | 236 | 28.1 | 114 | 33.9 | 500 | 28.4 | 156 | 31.3 | 734 | 28.3 |
| | Total | 159 | 100.0 | 839 | 100.0 | 336 | 100.0 | 1763 | 100.0 | 499 | 100.0 | 2591 | 100.0 |
| 12h. Working effectively with others | Very little | 13 | 8.2 | 70 | 8.3 | 8 | 2.4 | 71 | 4.0 | 29 | 5.8 | 170 | 6.6 |
| | Some | 35 | 22.0 | 221 | 26.3 | 77 | 22.9 | 417 | 23.7 | 111 | 22.3 | 652 | 25.2 |
| | Quite a bit | 65 | 40.9 | 337 | 40.2 | 129 | 38.4 | 756 | 42.9 | 198 | 39.7 | 1070 | 41.3 |
| | Very much | 46 | 28.9 | 211 | 25.1 | 122 | 36.3 | 519 | 29.4 | 161 | 32.2 | 698 | 26.9 |

|  |  | Less than Full-time Students | | | | Full-time Students | | | | All Students (weighted data*) | | | |
|  |  | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | | Native Hawaiian Students in Your Colleges | | Other Students in Your Colleges | |
|  |  | Count | Col % | Count | Col % | Count | Col % | Count | Col % | Count | Col % | Count | Col % |
|  | Total | 159 | 100.0 | 839 | 100.0 | 336 | 100.0 | 1763 | 100.0 | 499 | 100.0 | 2591 | 100.0 |
| 12i. Learning effectively on your own | Very little | 6 | 3.8 | 56 | 6.7 | 15 | 4.5 | 72 | 4.1 | 20 | 4.0 | 144 | 5.6 |
|  | Some | 33 | 20.6 | 195 | 23.3 | 61 | 18.3 | 346 | 19.6 | 97 | 19.4 | 568 | 21.9 |
|  | Quite a bit | 67 | 41.9 | 326 | 39.0 | 130 | 38.9 | 755 | 42.8 | 203 | 40.7 | 1046 | 40.4 |
|  | Very much | 54 | 33.8 | 259 | 31.0 | 128 | 38.3 | 593 | 33.6 | 179 | 35.9 | 830 | 32.1 |
|  | Total | 160 | 100.0 | 836 | 100.0 | 334 | 100.0 | 1766 | 100.0 | 500 | 100.0 | 2587 | 100.0 |
| 12j. Understanding yourself | Very little | 13 | 8.1 | 101 | 12.1 | 27 | 8.0 | 166 | 9.4 | 40 | 7.9 | 282 | 10.9 |
|  | Some | 36 | 22.5 | 222 | 26.6 | 77 | 22.9 | 447 | 25.3 | 113 | 22.5 | 675 | 26.1 |
|  | Quite a bit | 57 | 35.6 | 281 | 33.6 | 118 | 35.1 | 631 | 35.8 | 176 | 35.2 | 891 | 34.5 |
|  | Very much | 54 | 33.8 | 232 | 27.8 | 114 | 33.9 | 521 | 29.5 | 172 | 34.4 | 739 | 28.6 |
|  | Total | 160 | 100.0 | 836 | 100.0 | 336 | 100.0 | 1765 | 100.0 | 501 | 100.0 | 2587 | 100.0 |
| 12k. Understanding people of other racial and ethnic backgrounds | Very little | 17 | 10.6 | 118 | 14.1 | 39 | 11.7 | 193 | 10.9 | 55 | 11.0 | 329 | 12.7 |
|  | Some | 42 | 26.3 | 259 | 30.9 | 90 | 27.0 | 487 | 27.6 | 131 | 26.3 | 768 | 29.7 |
|  | Quite a bit | 53 | 33.1 | 259 | 30.9 | 101 | 30.3 | 630 | 35.7 | 159 | 31.8 | 852 | 32.9 |
|  | Very much | 48 | 30.0 | 202 | 24.1 | 103 | 30.9 | 453 | 25.7 | 154 | 30.9 | 640 | 24.7 |
|  | Total | 160 | 100.0 | 838 | 100.0 | 333 | 100.0 | 1763 | 100.0 | 499 | 100.0 | 2589 | 100.0 |
| 12l. Developing a personal code of values and ethics | Very little | 22 | 13.8 | 135 | 16.1 | 46 | 13.7 | 238 | 13.5 | 68 | 13.6 | 386 | 14.9 |
|  | Some | 49 | 30.6 | 278 | 33.3 | 91 | 27.2 | 555 | 31.5 | 144 | 28.9 | 843 | 32.6 |
|  | Quite a bit | 47 | 29.4 | 246 | 29.4 | 107 | 31.9 | 591 | 33.5 | 152 | 30.5 | 806 | 31.2 |
|  | Very much | 42 | 26.3 | 177 | 21.2 | 91 | 27.2 | 379 | 21.5 | 135 | 27.0 | 551 | 21.3 |
|  | Total | 160 | 100.0 | 836 | 100.0 | 335 | 100.0 | 1763 | 100.0 | 500 | 100.0 | 2585 | 100.0 |
| 12m. Contributing to the welfare of your community | Very little | 40 | 25.0 | 265 | 31.6 | 75 | 22.5 | 468 | 26.6 | 119 | 23.8 | 759 | 29.3 |
|  | Some | 56 | 35.0 | 276 | 32.9 | 112 | 33.5 | 675 | 38.4 | 171 | 34.3 | 910 | 35.2 |
|  | Quite a bit | 35 | 21.9 | 184 | 22.0 | 86 | 25.7 | 414 | 23.5 | 118 | 23.6 | 589 | 22.8 |
|  | Very much | 29 | 18.1 | 113 | 13.5 | 61 | 18.3 | 202 | 11.5 | 92 | 18.3 | 329 | 12.7 |
|  | Total | 160 | 100.0 | 838 | 100.0 | 334 | 100.0 | 1759 | 100.0 | 500 | 100.0 | 2586 | 100.0 |
| 13i1. Frequency: Student organizations | Do not know/not applicable | 66 | 42.3 | 328 | 39.9 | 105 | 31.5 | 569 | 32.9 | 185 | 37.7 | 942 | 37.1 |
|  | Rarely/never | 70 | 44.9 | 392 | 47.6 | 150 | 45.0 | 811 | 46.9 | 221 | 45.0 | 1202 | 47.3 |
|  | Sometimes | 13 | 8.3 | 84 | 10.2 | 45 | 13.5 | 248 | 14.4 | 52 | 10.5 | 302 | 11.9 |
|  | Often | 7 | 4.5 | 19 | 2.3 | 33 | 9.9 | 100 | 5.8 | 33 | 6.8 | 95 | 3.7 |
|  | Total | 156 | 100.0 | 823 | 100.0 | 333 | 100.0 | 1728 | 100.0 | 492 | 100.0 | 2541 | 100.0 |
| 13i2. Satisfaction: Student organizations | Not applicable | 102 | 66.7 | 509 | 64.1 | 153 | 47.1 | 872 | 51.6 | 282 | 58.5 | 1453 | 58.9 |
|  | Not at all | 9 | 5.9 | 69 | 8.7 | 36 | 11.1 | 190 | 11.2 | 38 | 8.0 | 241 | 9.8 |
|  | Somewhat | 27 | 17.6 | 157 | 19.8 | 88 | 27.1 | 441 | 26.1 | 104 | 21.5 | 550 | 22.3 |

| | | | | | | | | | | | | |
|---|---|---:|---:|---:|---:|---:|---:|---:|---:|---:|---:|---:|
| | Very | 15 | 9.8 | 59 | 7.4 | 48 | 14.8 | 187 | 11.1 | 58 | 12.0 | 221 | 9.0 |
| | Total | 153 | 100.0 | 794 | 100.0 | 325 | 100.0 | 1690 | 100.0 | 482 | 100.0 | 2465 | 100.0 |
| 13i3. Importance: Student organizations | Not at all | 61 | 40.7 | 269 | 34.4 | 72 | 22.5 | 475 | 28.3 | 157 | 33.3 | 774 | 31.8 |
| | Somewhat | 52 | 34.7 | 303 | 38.7 | 131 | 40.9 | 717 | 42.8 | 174 | 36.8 | 982 | 40.3 |
| | Very | 37 | 24.7 | 210 | 26.9 | 117 | 36.6 | 484 | 28.9 | 142 | 30.0 | 678 | 27.9 |
| | Total | 150 | 100.0 | 782 | 100.0 | 320 | 100.0 | 1676 | 100.0 | 473 | 100.0 | 2435 | 100.0 |
| 17e. Take one or more courses for self-improvement | Not a goal | 29 | 18.4 | 164 | 19.7 | 65 | 19.0 | 354 | 20.3 | 92 | 18.4 | 511 | 19.9 |
| | Secondary goal | 51 | 32.3 | 291 | 34.9 | 101 | 29.4 | 613 | 35.1 | 156 | 31.0 | 899 | 35.0 |
| | Primary goal | 78 | 49.4 | 379 | 45.4 | 177 | 51.6 | 778 | 44.6 | 254 | 50.6 | 1160 | 45.1 |
| | Total | 158 | 100.0 | 834 | 100.0 | 343 | 100.0 | 1745 | 100.0 | 501 | 100.0 | 2571 | 100.0 |

**E. Hawai`i Community College: First Look (Student Life related factors only)**
(CCSSE data compared to all other small college campuses)

**Above the mean:**

**COLLEGE ACTIVITIES**
- worked with instructors on activities other than coursework
- had serious conversations with students of a different race or ethnicity than your own
- had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values
- analyzing the basic elements of an idea, experience or theory
- synthesizing and organizing ideas, information, or experiences in new ways
- applying theories or concepts to practical problems or in new situations
- using information you have read or heard to perform a new skill

**OPINIONS ABOUT YOUR SCHOOL**
- encouraging contact among students from different economic, social, racial or ethnic backgrounds
- helping you cope with your non-academic responsibilities (work, family, etc.)
- providing the support you need to thrive socially

**WEEKLY ACTIVITIES**
- participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports,etc.)

**EDUCATIONAL AND PERSONAL GROWTH**
- writing clearly and effectively
- speaking clearly and effectively
- thinking critically and analytically
- working effectively with others

- learning effectively on your own
- understanding yourself
- understanding people of other racial and ethnic backgrounds
- developing a personal code of values and ethics
- contributing to the welfare of your community

**STUDENT SERVICES**
- Importance: Student Organizations


**Part IV. Quantitative Data Analysis**

Matriculation rates for the college have seen a steady percentage increase. The trend will most likely continue and will also reflect the economic state of our Nation and state. With the downturn in our economy and the political bailout that's been promoted so prevalently in the media today, the college can foresee the headcount enrollment peaking as more people's futures are affected by a negative workforce trend.

Campus outreach has increased by 20% and the correlation with the Additional Quantitative Indicators for Goal 2 shows direct impact with the increase in new Registered Student Organizations.

The data in the number of elected student leaders who served an entire semester is dramatic. Compared to the Fall 2007 data, it shows an over 50% decrease in retention rates for Spring 2008. Internal and external factors correlate an understanding of this data, as well as the need to modify training sessions to incorporate more team building and character building activities as well as time management and organizational skills. A more realistic viewpoint also needs to be shared with student leaders who decide to take on the responsibilities and commitment of serving on a CSO. Modeling healthy and positive behaviors and showing respect and integrity in relationship among students and ourselves (faculty & staff) will hopefully encourage and increase retention rates for our student leaders in service. Advisors need to also consider intensifying supportive counseling and advising with our students to support potential challenges that may occur during the academic year. Goal-planning and re-evaluating personal values and dreams is a good touch point to nurture healthy communication during peak times.

Due to the transition of newly elected student leaders, training increased during the Summer semester. Also, because student activity and enrollment is lower during this period and these students receive 12-month stipends, they dedicated themselves to attend five-hour trainings once a week. Their ASUH-HawCC By-Laws were also upheld by this commitment, as it states that every Senate member shall complete at least twenty hours of service per month to the college.

The "Hawai`i Community College: First Look" data correlated well with the "CCSSE 2008 Frequency Distributions: All Hawai`i Colleges Combined" data. Both showed similar trends where Student Life components were viewed positively across all campuses in Hawai`i, as well as our own HawCC campus. More emphasis on outreach to support data feedback will continue to be a priority program goal. Retention components were examined and a conscious effort to

teach and advise with excellence will help avoid any adverse factors that might occur. The data also proved that students enjoy individualized support and learning through service and student organizations.

**Part V. Other Data**

**Student Life Center Attendance Log Data**

| Semester | HawCC | UH or Other | TOTAL |
|---|---|---|---|
| Fall 2007 | 1,096 | 47 | 1,143 |
| Spring 2008 | 2,253 | 73 | 2,326 |
| Summer 2008 | 100 | 5 | 105 |
| TOTAL | | | 3,574 |

In light of the Student Life Center (SLC) Use Report data, there is a positive trend with the increasing numbers of students who are using the Center. This validates the work that we at Student Life are doing as students' fill the Center on a daily basis. The SLC hosts a thriving community and a friendly atmosphere where everyone can go to socialize and enrich their student life experience. Many faculty and staff members also congregate in the Center and it's a positive plus to have the students intermingling with their instructors and Advisors or having a conversation with the Financial Aid specialist over coffee.

The downside to having the SLC filled to capacity that is not revealed by the data is that many other students are not able to enjoy the Center because of the overcrowded conditions. Concerns for a larger space or another Center for the students has been a hot topic during this last reporting period. The issue of students with children on campus has also presented a space-related concern as many of our own student leaders have children that accompany them during campus hours.

The Summer 2008 semester data is low due to smaller enrollment numbers during that period.

**Part VI. UNIT SLO's**

**STUDENT LIFE STUDENT LEARNER OUTCOMES:**

    **1) Identify strengths and develop a plan to address challenges.**
- Receives strengths assessment in trainings and participates in goal-planning and problem-solving with program curriculum.

    **2) Understand and use information to navigate systems like the college system.**
- Receives information and training in student government, student activities, in the Student Life Center and student clubs/organizations and implements decisions and carries out activities

    **3) Through critical thinking, formulate and apply problem-solving and decision-making strategies.**

- Determines what co-curricular activities to offer and how to involve/engage students
- Determines what academic and student services issues need the students' voice

**4) Refine and/or adjust my values and goals as needed.**
- Completes personal assessment checklist with Advisor during three check point periods (start of the semester/mid-semester/end of the semester)

**5) Establish healthy, mutually beneficial relationships with others and treat others with aloha and respect.**
- Assessed through Advisor observations when modeling healthy behaviors of aloha and respect.

## CAPSTONE ASSESSMENT:

- **Advisor Observances**
- **Training & Semester Evaluations**
- **Event Debriefing Sheets**
- **Student Life Transcripts**
- **Exit Evaluation**
- **After Graduation Survey**
- **Scholarship, Intern & Career Recommendations**
- **Aftercare Followup**

(*Please view Ruth Stiehl Program Map in separate document*)

## Program Map Feedback:

This program map reflects the anticipated modifications that Student Life faculty has been working on since last year. The new addition and modifications will include a re-evaluation and re-examining of current Student Life programs, recommended preparation, curriculum resources and objectives, program and student learning outcome assessments, and new program development such as for one of our newest components, the Student Leadership Development Program as well as the soon-to-be established CSO, Student Life Council. (See page 3 for Organizational Charts to see current developments.)

Although this is the second Program Review report for Student Life, this was Student Life's first effort in constructing a Program map using the Ruth Stiehl format. Modifications as program needs develop are to be expected. A program goal to collect relevant data in the next review cycle is recommended.

The ENTRY and EXIT arrows were titled "OPEN DOOR" and "OPEN MIND" to suggest the metamorphosis that occurs upon entering and exiting the Student Life program.

INTENDED OUTCOMES with an "OPEN MIND":
1. Continuing Student; 2.Hard Worker; 3.Healthy Family Member; 4.Contributing Community Member; 5. Global Citizen

**Part VII. Unit Summary**

**A. Alignment with college mission:**

*HawCC Mission: Hawai`i Community College 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.*

Student Life supports the college mission by living "E 'Imi Pono". However, when viewing our unit mission, it could be updated to better reflect the essence of the college mission while still maintaining the integrity of what Student Life is all about. Our program's alignment to open access; creating a responsible environment that empowers student learners; and our service to the entire campus and island community can be found throughout this document. Faculty and staff, as well as our student leaders strive to model fair treatment that is equitable to all in the spirit of aloha.

**B. Alignment with UH-HawCC Strategic Plan:**

The *UH-HawCC Strategic Plan* is a beautiful piece of work that was narrated and documented very well. It shares a clear vision in an unambiguous tone. Student Life fully supports and aligns our program with the integrity of this document. We also support the recommendation for our West Hawai`i (WH) campus to receive state funding for Student Life support as enrollment warrants it. (*Hawai'i Community College Self-Study*, July 2006, page 148)

| Goals | Student Life Actions Aligned with College ADP |
|---|---|
| A. Promote Learning and Teaching for Student Success | Student Life supports LSK 102 through teaching the course and implementing course components in leadership trainings; Mandatory advising sessions at least once a month for all CSO members; Secured 2 new laptops and a digital camera for hands-on learning. |
| B. Function as a Seamless State System | Student Life encourages and includes the use of STAR and UH Portal in the student leaders' trainings; Uniformity on program ethics and goals, the Student Conduct Code and other campus policies are adhered to; Supports orientation and outreach events. |
| C. Promote Workforce and Economic Development | Through training components that focus on personal, career and life planning, Student Life encourages students to never lose sight of their goals; Through service-learning and planning co-curricular activities the students are exposed to economic factors and components; Through campus collaborations and support of Job Fairs and Career Fairs, active promotion by Student Life is ongoing. |
| D. Develop Our Human Resources: Recruitment, Retention, and Renewal | Community and Campus Outreach is a priority goal of Student Life; Promotion of our program by student leaders among high schools and our community allows the program to model recruitment while building confidence and leadership in our |

| | students; Aftercare follow-ups after a student has exited may include invitations to present future topics by the student from their experiences as a student leader. |
|---|---|
| E. Develop an Effective, Efficient, and Sustainable Infrastructure to Support Learning | Program planning in developing innovative ways to implement co-curricular activities without using student fees' is ongoing; Student Life seeks opportunities for grant-writing projects, serving on college committees, as well as implementing the college's direction in developing a sustainable infrastructure . |

**C. Previous Unit Goals set in the last Program Review 2005-2006:**

1. Increase the number of students participating in college-sponsored activities and services by 20%.
2. Increase the frequency of how often students participate in student organizations by 5%.
3. Increase the satisfaction rates of student organizations by 10%.
4. Increase awareness of the importance of student organizations by 10%.

Essential planning to meet these goals has made significant progress. Within the past year, a majority of our events and services have reached a 20% increase. The establishment of new RIOs has increased to 5% and there is a trend in more RIOs being more visible and active within this past year than ever before. Recruitment and campus outreach were factors in this successful outcome.

According to CCSSE findings, satisfaction rates and importance of student organizations were above the mean for our college. The findings also showed that Native Hawaiian students had a higher percentage in these two areas of data than other students whether they were full-time or less than full-time students.

Student Life has met our unit goals from the previous Program Review.

**D. Top Three (3) Unit Strengths during this Review period:**

1) Our program was very successful in establishing campus and community collaborations during this review period. Continuing to build and foster these relationships will help enhance and support our Student Life vision.

2) The unit was instrumental in securing funds to establish the Student Leadership Development Program. Besides embracing opportunities in leadership development for our RIO and CSO student leaders to partake, this unit also coordinated and hosted Nä Alaka`i, the first HawCC Student Leadership Conference. This experience hosted student leaders from college campuses and high schools across the State of Hawai`i in a vigorous two day event. Every campus, community and off-island workshop presenter and keynote speaker shared their time, knowledge and resources freely without fiscal compensation in support of the vision of Nä Alaka`i. Positive

feedback on Nä Alaka`i was given on every level, from student leaders to campus and community participants, and from the event evaluations to the keynote speakers themselves. Every attendee is in unanimous support of continuing this leadership opportunity and we are working hard on implementing this event into our program curriculum as a capstone project for our student leaders. This is an example of the kind of high quality, high interest, value-added programming that makes Student Life unique.

3) The Student Life Center, for all it's structural flaws and limited space has always been the environmental heart of the program. It is a vehicle where our program can communicate and interact with all participants in a low-key and friendly atmosphere.

**E. Three (3) Main Unit Areas for Improvement**
(weaknesses during this review period)

1) Inadequate and dilapidated campus facilities hinder the support and growth of our program. A renovated space or a larger space would benefit our service to the influx of students we serve. We are building capacity and are busting at the seams!

2) Our website is long overdue for a makeover. Work on this project has been ongoing in seeking web design skills and the time needed to focus and complete this project.

3) We are under-staffed. There is an assumption that all program needs can be taken cared of by our student leaders and volunteers. Without validation or support, we continue to be over-worked and are unable to better utilize our time and efforts in making greater progress towards our program goals and needs.


**F. Unit Goals for the Next Review Period:**

- To initiate a Federal grant-writing project to establish a Student Leadership Development Program and incorporate the Native Hawaiian culture in the program's foundation.

- To increase campus and community outreach through two technological venues: online internet access and public access television that will be supplemented or co-sponsored by college and/or community resources.

- To implement SARS and other data assessment and organizational management tools that will more accurately portray and document the time, efforts and resources of our Student Life personnel.

**G. Non-funding Unit Goals for the Next Review Period:**

- Identify and/or design and implement student learning outcome instruments.

- Create Unit SLOs

- Revise and simplify the Student Life Mission to be better narrative aligned with our College Mission

For the efficacy of the program, revising and modifications of program components as well as ongoing professional development and team-building activities are necessary.

| Action Plan Tasks | Year | Responsible Party |
|---|---|---|
| ▪ Make standing bi-monthly appointments with student web consultant to work on website<br>▪ Commit at least 2 hrs. @ wk. to work on project<br>▪ Take a web design course (Digital Media Arts)<br>▪ Purchase Adobe Acrobat for online form-fill-able documents<br>▪ Promote SL website with academic programs<br>▪ Promote SL website with community collaborations | Dec 2008-Mar 2009 | ▪ Student Life Coordinator<br>▪ student website consultant<br>▪ interim Webmaster |
| ▪ Revisit campus collaborations for public access television project<br>▪ Contact community partnerships<br>▪ Dust off project checklist and assign student leaders interested in supporting this project<br>▪ Secure funding for film editor and supplies<br>▪ Promote project on campus and in the community for TV hosts, graphic designers and support crew<br>▪ Articulate agreement with Nā Leo O Hawai`i<br>▪ Commit at least 4 hrs. @ wk. to work on project<br>▪ Look for future "Stories" | Dec 2008-Aug 2009 | ▪ Student Life Coordinator<br>▪ DMA support (Violet)<br>▪ OCET support (Debbie)<br>▪ Nā Leo O Hawai`i |
| ▪ Contact Helen Nishimoto and make appt. for SARS training<br>▪ Facilitate group training for staff and interested CSO members<br>▪ Activate SARS on Student Life computers<br>▪ Work with Asst. to set up SARS for Student Life needs | Dec 2008-Jan 2009 | ▪ Student Life Coordinator<br>▪ Asst. Student Life Coordinator<br>▪ SARS trainer (Helen) |
| ▪ Register DUNS with Grant #<br>▪ Seek guidance on college process from Dean<br>▪ Contact RCUH for next grant-writing certification<br>▪ Make grant packets for grant-writing committees<br>▪ Contact Noenoe/Kamuela, in re: AtD<br>▪ Commit at least 8 hrs. @ wk. to work on project<br>▪ Assign grant components<br>▪ Revisit community partnerships<br>▪ Build campus partnerships in support<br>▪ Make strict timelines for narratives and research data | Dec 2008-July 2009 | ▪ Student Life Coordinator<br>▪ Asst. Student Life Coordinator<br>▪ Grant-writer (Kamaka) |

**Part VIII. Budget Implications**

### CHART 1: FACILITIES ASSIGNED TO PROGRAM

| List Bldg/Rm | Describe Renovation/Repair Needed | Estimated Cost |
|---|---|---|
| | **Sink area/counters need to be redone. Water damage that has** | **$2,000** |

| | | |
|---|---|---|
| **Building 379, Room 15** | seeped under cracks from counter surfaces has long gone unchecked. | |
| | **STORAGE SPACE** (There are supplies under our desks and under every table because of the lack of space) | **$5,000** |
| | A 2$^{nd}$-level (two-story) space above the Student Life Center would fulfill our program needs | **$6-7M** |
| **Building 379, Room 6** | Outdated fans create a high din and should be replaced with a circulation unit that is more energy efficient and less noisy | **$300** |
| | Shelving/Storage Units secured to the Wall (due to small square footage office area) | **$1,000** |

What does the program need in order to meet its goals over the next review period? Funding, a full-time staff member, a student employee, and enough time and resources to accomplish it.

### CHART 2: INVENTORY LIST: EQUIPMENT AND CONTROLLED PROPERTY

| Program Assigned Equipment (E) and Controlled Property (CP) | Category: E=item value > than $5K CP=item value $1K - $5K | Expected Depreciation Date | Estimated Replacement Cost |
|---|---|---|---|
| (3) Apple Laptops | CP | Oct 2010 | |
| (1)Canon digital camera | N/A | Oct 2009 | |
| (1) Sony 10x digital camera | N/A | Oct 2012 | |
| (1) Sony digital video camera | N/A | Oct 2009 | |
| (3) Dell desktop computers | CP | Oct 2010 | |
| (1) HP color laser jet printer | N/A | July 2009 | |
| (1) color printer/scanner | N/A | July 2009 | |
| (1) b & w laser printer | N/A | July 2010 | |
| (1) fire-proof safe | N/A | July 2017 | |
| 2 pc. leather sofa set | N/A | Oct 2011 | |
| P.A. System w/ accessories | CP | Oct 2011 | |
| (3) filing cabinets | N/A | Oct 2014 | |

### Student Life Budget Requests:

**Table 1: Personnel Needed to Build Student Life Infrastructure**

| Position | Salary & Fringe | Total |
|---|---|---|
| Counselor – Student Life Coordinator (11-month) (100% FTE) | $56,870 + $18,176 (38.67%) | $75,046 |
| APT – Assistant Student Life Coordinator (11-month) (100% FTE) | $40,000 for salary only* *General-funded | $40,000 |
| Student Employee—Student Program Assistant | $7,680 ** | $7,680 |

| (100% PTE) | **Bridge to Hope request | |
|---|---|---|
| | **TOTAL COST:** | **$122,726** |

**Table 2: Facilities and Inventory Needed**

| Position/Office | Space Needed | Inventory Needed | Cost |
|---|---|---|---|
| Counselor – Student Life Coordinator (11-month) (100% FTE) | 100 sq. ft. office | Computer, Printer, Phone, Desk, Chair, Filing Cabinets, Bookshelf, Bulletin Board | $6000 |
| APT – Assistant Student Life Coordinator (11-month) (100% FTE) | 100 sq. ft. office | Computer, Printer, Phone, Desk, Chair, Filing Cabinets, Bookshelf, Bulletin Board | $6000 |
| | | **TOTAL COST:** | **$12,000** |

**Table 3: Professional Development and Travel Needed**

| Position/Office | Cost |
|---|---|
| Counselor – Student Life Coordinator (11-month) (100% FTE) | $5000 |
| APT – Assistant Student Life Coordinator (11-month) (50% PTE) | $5000 |
| **TOTAL COST:** | **$10,000** |

**Table 4: Total Costs for Student Life Program**

| ITEM | Cost |
|---|---|
| Personnel | $122,726 |
| Facilities and Inventory | $12,000 |
| Professional Development and Travel | $10,000 |
| **TOTAL COST** | **$144,726** |

## Projected FINAL Budget SAC 2007-2008

### REVENUE

| | | | |
|---|---|---|---|
| Student Body Fees | 50000 | | |
| Rollover | 30000 | | |
| Total Revenue | 80000 | | |
| | **BEGIN** | **SPENT** | **END** |

### ADMINISTRATION

| | BEGIN | SPENT | END |
|---|---|---|---|
| Senate Stipends | 11765 | -4000 | 7765 |
| Activity Supplies | 1700 | -500 | 1200 |
| Student Life Center | 2500 | -2500 | 0 |
| Promotional Items | 1500 | -294.5 | 1205.5 |
| Student Life Center Staff | 10000 | -10000 | 0 |
| Computers/Laptops | 1650 | -1584.39 | 65.61 |
| CC Copy Machine | 2500 | 0 | 2500 |
| Miscellaneous | 0 | 0 | 0 |
| Kahua Ola | 1300 | -1185 | 115 |
| Time Clocks | 308.25 | -308.25 | 0 |
| Training | 250 | -234.98 | 15.02 |
| Retreat | 3250 | -1289.96 | 1960.04 |

### COLLEGE & COMMUNITY

| | BEGIN | SPENT | END |
|---|---|---|---|
| Make-A-Difference | 300 | -252.46 | 47.54 |
| Earth Day Fair | 11068.99 | -11068.99 | 0 |
| Ho'olaulea | 3500 | -2342.92 | 1157.08 |
| Food Drive | 200 | -198.03 | 1.97 |
| Relay For Life | 0 | 0 | 0 |
| Economic Forum | 750 | -750 | 0 |
| Valentine | 1000 | -991.54 | 8.46 |
| Peace Day | 900 | -900 | 0 |

| | | | |
|---|---|---|---|
| Kanikapila | 1003.12 | -1003.12 | 0 |

| **SCHOOL SPIRIT & PRIDE** | | | |
|---|---|---|---|
| Campus Beautification | 0 | 0 | 0 |
| Nursing Ceremony | 125 | -116.98 | 8.02 |
| Thanksgiving Dinner | 0 | 0 | 0 |
| Building Better Bridges | 180.45 | -180.45 | 0 |

| **PHYSICAL ENVIRONMENT** | | | |
|---|---|---|---|
| Disability Fair | -196.67 | -196.67 | 0 |
| Health Fair | 0 | 0 | 0 |
| Campus Sign | 6500 | 0 | 6500 |

| **COMMUNICATION** | | | |
|---|---|---|---|
| Radio Advertisement | 0 | 0 | 0 |

| **ACADEMIC EXPANSION & STUDENT ISSUES** | | | |
|---|---|---|---|
| Drug & Alcohol Awareness Week | 0 | 0 | 0 |
| Poetry Slam | 800 | -755.26 | 44.74 |
| Domestic Violence | 0 | 0 | 0 |
| Black History Month | 1000 | -1000 | 0 |
| Hawaiian History Month | 1000 | -623.65 | 376.35 |
| International Education Week | 200 | -194.26 | 5.74 |

| **STANDING HAWCC COMMITTEE** | | | |
|---|---|---|---|
| Recognition Ceremony | 1550 | -1400 | 150 |
| Inaguaration | 500 | -413.5 | 86.5 |
| Graduation | 1750 | -374.41 | 1375.59 |

| **STUDENT ACTIVITY COUNCIL** | | | |
|---|---|---|---|
| Family Fun Day | 0 | 0 | 0 |
| Comedy/Talent Show | 5500 | -5500 | 0 |
| Winter Festival | 3794.62 | -3794.62 | 0 |
| Pizza Day | 688.71 | -688.71 | 0 |
| Soda Float | 300 | -235.99 | 64.01 |
| Catch The Subway | 800 | -800 | 0 |

| | | - | |
|---|---|---|---|
| **TOTAL** | **79937.47** | **55678.64** | **24652.17** |

| **REMAINING BUDGET TOTAL** | **24321.36** | | |
|---|---|---|---|

| **Projected Final Budget SG 2007-2008** | | | |
|---|---|---|---|

| **REVENUE** | | | |
|---|---|---|---|
| Student Body Fees | 50000 | | |
| Rollover | 30000 | | |
| Total Revenue | 80000 | | |
| | **BEGIN** | **SPENT** | **END** |
| **ADMINISTRATION** | | | |
| Senate Stipends | 13650 | -13650 | 0 |

| | | | |
|---|---|---|---|
| Office Supplies | 2000 | -1881.89 | 118.11 |
| Caucus Airfare | 2000 | 0 | 2000 |
| Caucus Island Meeting | 1300 | -1300 | 0 |
| State Student Leadership | 10485.47 | -10485.47 | 0 |
| Travel | | -2660 | |
| Meals | | -1400 | |
| Vehicle | | -368.63 | |
| Hotel | | -3693.84 | |
| Conference Fees | | -1916 | |
| One year Membership Fees | | -297 | |
| Big Island Candies Gifts | | -150 | |
| CC Copy Machine | 2500 | 0 | 2500 |
| Legislature | 4400 | -2995.05 | 1404.95 |
| Travel | | -628.6 | |
| Meals | | -1000 | |
| Vehicle | | -398.29 | |
| Hotel | | -968.16 | |
| Promotional Items | 0 | 0 | 0 |
| Senate Uniforms | 1500 | -608.84 | 891.16 |
| Student Life Center | 2500 | -2500 | 0 |
| Student Life Center Staff | 10000 | -10000 | 0 |
| Computers/Laptops | 1650 | -1584.39 | 65.61 |
| Miscellaneous | 0 | 0 | 0 |
| Kahua Ola | 1250 | -1185 | 65 |
| Time Clocks | 308.25 | -308.25 | 0 |
| Retreat | 3250 | -1289.96 | 1960.04 |

| COLLEGE & COMMUNITY | | | |
|---|---|---|---|
| Riso Fair/Dinner | 250 | -199.02 | 50.98 |
| Job Fairs | 250 | -250 | 0 |
| Economic Forum | 750 | -750 | 0 |
| CPR Classes | 0 | 0 | 0 |
| Public Meeting | 2000 | 0 | 2000 |
| Bus Stop | 1000 | 0 | 1000 |

| PHYSICAL ENVIRONMENT | | | |
|---|---|---|---|
| Campus Tour HawCC/UHH | 0 | 0 | 0 |
| Campus Tour West HI | 200 | -141.54 | 58.46 |
| Campus Sign | 6500 | 0 | 0 |

| COMMUNICATION | | | |
|---|---|---|---|
| Student Orientation | 280 | -280 | 0 |

| ACADEMIC EXPANSION & STUDENT ISSUES | | | |
|---|---|---|---|
| Political Awareness | 100 | -100 | 0 |
| Service Learning | 0 | 0 | 0 |
| Study Hall | 0 | 0 | 0 |
| Financial Aid/Scholarship Fair | 0 | 0 | 0 |
| BOR | 0 | 0 | 0 |

| STANDING SENATE COMMITTEES | | | |
|---|---|---|---|
| Election Committee | 0 | 0 | 0 |

| | | | | |
|---|---|---:|---:|---:|
| RISO | | 8000 | -6444.7 | 1555.3 |
| | Auto Body | | -305 | |
| | 808 Diesel | | -150 | |
| | Moko | | -200 | |
| | Kani | | -200 | |
| | Forrest Team | | -200 | |
| | Digital Media Arts | | -416.54 | |
| | RN Pinning | | -300 | |
| | Phi Theta Kappa | | -1074 | |
| | Pamantisan | | -799.16 | |
| | Forrest Team | | -2800 | |

| | | | | |
|---|---|---:|---:|---:|
| **STANDING HAWCC COMMITTEE** | | | | |
| Recognition Ceremony | | 1550 | -1400 | 150 |
| Student Employee of the Year | | 0 | 0 | 0 |
| Inaguaration | | 500 | -413.5 | 86.5 |
| Graduation | | 1750 | -374.41 | 1375.59 |

| | | | | |
|---|---|---:|---:|---:|
| | | | - | |
| **TOTAL** | | **79923.72** | **78067.24** | **15281.7** |

| | | |
|---|---|---|
| **REMAINING BUDGET TOTAL** | | **21857.98** |

# Ruth Stiehl Format for HawCC Student Life Map/2008
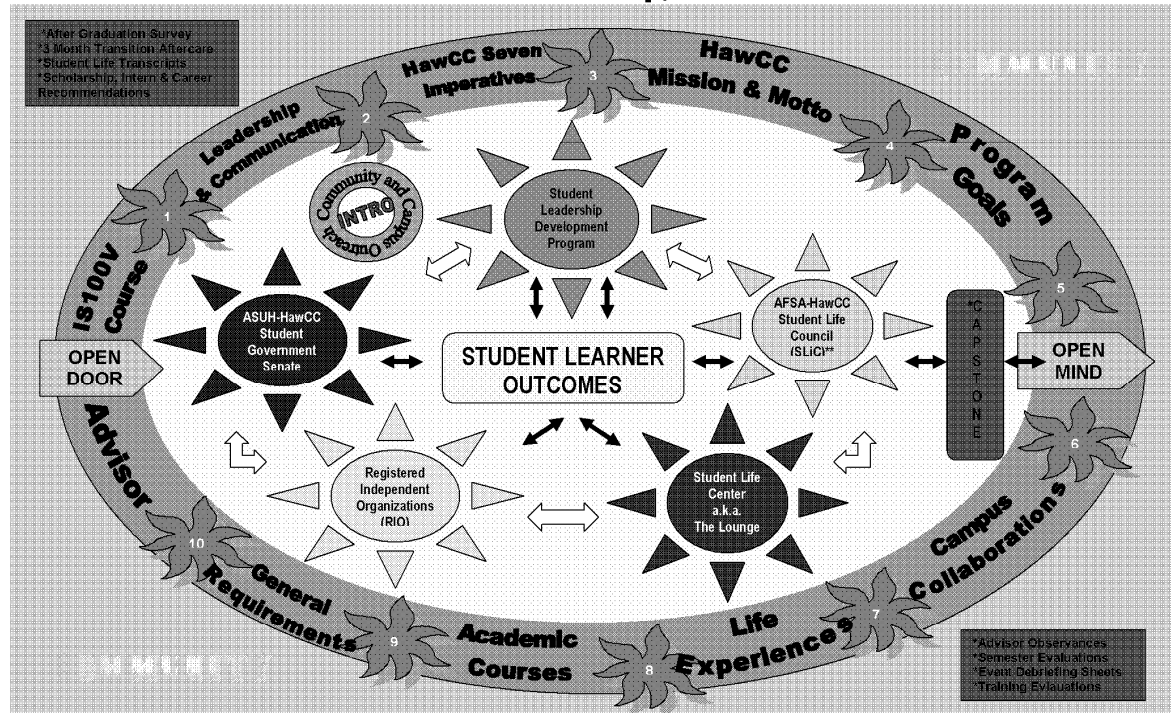


STUDENT LIFE LEARNER OUTCOMES: 1) Identify strengths and develop a plan to address challenges. 2) Understand and use information to navigate systems like the college system. 3) Through critical thinking, formulate and apply problem-solving and decision-making strategies. 4) Refine and/or adjust my values and goals as needed. 5) Establish healthy, mutually beneficial relationships with others and treat others with aloha and respect.