UHCC December 2008 Coversheet –
Annual Student Support Program Review

College: Hawai`i Community College

College Mission Statement

Hawa`i Community College promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit "E `Imi Pono."

Program Mission Statement for Student Services

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.

Sub Programs Mission, Purpose and Goals Statements

Information Center: Promote and provide accessibility to higher education by offering a convenient one-stop location which delivers current, accurate information and services to prospective individuals, groups, and private/public sector organizations via web, mail, telephone, tours, workshops, in person, printed material, and individualized service

Admissions and Registration Office: To provide accessibility to educational opportunities at Hawai'i Community College through effective, efficient, consistent, and inclusive admissions and registration policies and procedures

Records and Internal Data Management Office: Create a student-centered atmosphere providing academic and administrative support to students, faculty, staff and UH System

Financial Aid Office: To assist current and prospective Hawai`i Community College students in funding their educational goals through quality customer service and efficient, timely, and accurate processing in accordance with federal, state, and institutional regulations, guidelines, policies, and procedures

Counseling, Advising and Support Services Center: Through encouragement and with respect and integrity, counselors inform and empower a diverse group of students to reach their educational goals and to enrich their communities.

Career and Job Placement Center: The mission of the HawCC Career and Job Placement Center is to assist and support students and prospective students in clarifying and planning purposeful career and educational goals through the use of informational resources and career counseling and to enhance employability via assistance with job preparation-- resumes, job search and interviewing skill development.

**Ha`awi Kokua Program**: To promote an equal opportunity for individuals with disabilities, to gain the maximum benefit from their educational/ learning experience by participating fully in their regular courses and activities offered at Hawai`i Community College

Student Life Program: 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 training.

Non-G-Funded Programs Under/Related to HawCC Student Support Services:
GEAR UP Program: The mission of the HawCC GEAR UP Program is to significantly increase

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the number of low-income students who are prepared to enter and succeed in post-secondary education by encouraging academic success, facilitating the transition from K-12 to higher education and increasing access to financial aid resources.

Running Start Program: The Running Start Program is a unique partnership between the University of Hawaii System and the Department of Education. Its mission is to provide an opportunity for academically qualified public high school juniors and seniors to early enroll in college classes and earn both high school and college credits.

Liko A`e Program: Liko A'e Native Hawaiian Scholarship Program has established two goals: 1) *Support* Native Hawaiian students' entry into and completion of a program of higher education, and 2) *Sustain* the cycle of improvement among Native Hawaiians through education.

UHCC Annual Report of Program Data

COLLEGE : Hawai`i Community College	Quantitative Measure
Percent Headcount Males	38.11%
Percent Headcount Females	61.35%
Percentage of ethnicity distribution compared to the County	see ethnicity table below
Number of degree/certificate seekers based on intent	702
Percent of degree/certificate seekers based on intent	26.97%
Number of residents	2426
Number of non residents	177
percent residents	93.20%
percent non residents	6.80%
number of students receiving financial aid	1843
percent of students receiving financial aid	59.47%
Annual headcount 2007-2008	3475
Annual headcount 2006-2007	3099
Annual headcount 2005-2006	3112
Student Semester hours 2007-2008	47509
Student Semester hours 2006-2007	42208
Student Semester hours 2005-2006	42343
Percent of applicants who enroll within one year	47.77%
Number students who report Counselors helped them	56
Percent students who report counselors helped them	72
Number of General-Funded counselors per student headcount	0.002
Number of General-Funded enrollment services staff per student headcount	0.003

Ethnicity Table

	All Students		Hawaii County Data	
	Count	%	Count	%
All Students / Residents	**2603**		**162,788**	
Asian and Pacific Islander	**611**	**23.47%**	**39,702**	**24.39%**
Chinese	20	0.80%		0.00%
Filipino	310	11.90%		0.00%
Indian Subcontinent	2	0.10%		0.00%
Japanese	251	9.60%		0.00%
Korean	12	0.50%		0.00%
Laotian		0.00%		0.00%
Thai	6	0.20%		0.00%
Vietnamese	4	0.20%		0.00%
Other Asian	6	0.20%	**1,695**	**1.04%**
Hawaiian and Pacific Islander	**901**	**34.60%**	**16,724**	**10.27%**
Guam Chamorro	1	<0.1%		0.00%
Hawaiian Part Hawaiian	837	32.20%		0.00%
Micronesian	17	0.70%		0.00%
Samoan	9	0.30%		0.00%
Tongan	3	0.10%		0.00%
Other Pacific Islander	17	0.70%		0.00%
Mixed Pacific Islander	17	0.70%		0.00%
Mixed Asian Pacific Islander	**90**	**3.50%**		0.00%
Other Ethnic Groups	**921**	**35.38%**	**104,667**	**64.23**%
African American	30	1.20%	698	0.43%
American Indian/Alaska Native	23	0.90%	666	0.41%
Caucasian	513	19.70%	46,904	28.81%
Hispanic	57	2.20%	14,111	8.67%
Mixed	298	11.40%	42,288	25.98%
No Response	**80**	**3.10%**		0.00%

Source: MAPS Fall Enrollment UH, Community Colleges 2007, Appendix

Source: US Census Bureau, Census 2000 Redistricting Data (Public Law 94-171) Summary File, Matrices PL 1

OVERALL PROGRAM HEALTH (Check one)		
Healthy	*Cautionary*	*Unhealthy*
	X	

Part III Assessment Results established benchmarks

- CCSSE Bench Marks 2008

	Cohort	Small	Cons	AtD Coh	HawCC
Active and Collaborative Learning	50.0	51.4	53.4	50.6	62.6
Student Effort	50.0	51.2	49.5	50.5	53.1
Academic Challenge	50.0	50.5	52.6	51.0	58.2
Student Faculty interaction	50.0	51.8	53.0	50.8	57.1
Support for Learners	50.0	51.8	54.2	52.7	56.3

- CCSSE 2008: (survey items related to Student Services Student Learning Outcomes and Student Services as rated by full-time and part-time students)

	FT	PT
Above the Mean		

Related to Student Learning Outcomes

	FT	PT
- coping with your non-academic responsibilities (work, family, etc.)	x	
- thinking critically and analytically	x	
- working effectively with others	x	x
- understanding yourself	x	x
- understanding people of other racial and ethnic backgrounds	x	x
- developing a personal code of ethics	x	x
- contributing to the welfare of your community	x	x

Related to Student Services

	FT	PT
- importance: career counseling	x	
- importance: job placement assistance	x	
- importance: peer or other tutoring	x	
- importance: child care	x	
- importance: student organizations	x	x
- lack of finances (cause to withdraw)	x	

Below the Mean:

Related to Student Services

	FT	PT
- satisfaction: financial aid advising		x

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- HawCC Graduate (Sp 08) & Continuing Student (Sp 08) Surveys
  (satisfaction with Services on a 5-point scale)

	Cont Stu	Grad
1. Getting information about college program & services	4.3	4.4
2. Touring the campus	4.3	4.4
3. Completing the college application	4.3	4.6
4. Applying for financial aid at the Financial Aid Office	4.2	4.7
5. Getting an orientation (online or in person)	4.2	4.5
6. Choosing a major or career	4.5	4.2
7. Understanding COMASS placement test scores	4.1	4.5
8. Making an educational plan/selecting courses	4.5	4.6
9. How to register online	4.5	4.5
10. Course certification for veterans	4.6	4.2
11. Transferring credits in to HawCC	4.0	4.2
12. Requesting transcripts	4.3	4.7
13. Applying for scholarships	4.4	4.0
14. Personal counseling	4.5	4.7
15. Disability support or accommodation	4.6	5.0
16. Employment assistance (on-campus jobs)	4.4	4.3
17. Employment assistance (off-campus jobs)	4.3	4.5
18. Resume writing/interview assistance	4.7	4.0
19. Learning college success strategies	4.4	4.4
20. Participating in student events/organizations	4.5	4.5
21. Applying for graduation	4.6	4.7

- HawCC Graduate (Sp 08) & Continuing Student (Sp 08) Surveys
  (self-reported Student Learning Outcomes on a 5-point scale)

	Cont Stu	Grad
1. Identify difficulties and develop a plan to address them.	4.2	4.4
2. Understand and use information to navigate systems like the college system.	4.2	4.5
3. Formulate and apply problem-solving and decision-making strategies.	4.3	4.5
4. Refine and/or adjust my values and goals as needed.	4.3	4.5
5. Engage in meaningful employment and contribute to my family and the community.	4.4	4.5

Part IV. Analysis of Program

Strengths:

1. The CCSSE 2006 benchmark score for Support for Learners was 51.9. For 2008 the benchmark score is 56.3. Students reported a marked increase in Support for Learners.
2. Although CCSSE 2008 reported satisfaction with Financial Aid Advising to be below the mean, the HawCC Continuing Student and Graduate Surveys rate Applying for Financial Aid at the Financial Aid Office above 4.0 on a 5-point scale.
3. According to the Sp 08 HawCC Graduate and Continuing Student Surveys, those who used the student services rated all 21 services 4.0 and above on a 5-point scale.
4. Active outreach and recruitment were conducted in the community, at high schools, through telephone call-outs, and through the media resulting in an 8+% increase in enrollment for Fall 07.
5. A long-vacant instructional faculty position was transferred to a counseling position by the Chancellor; thus providing HawCC with an Admissions Counselor who assists with outreach, orientation, and admissions, and also provides case management for F-1 visa students.
6. The Admissions Counselor also provides follow-up assistance to students whose application is lacking information.
7. STAR is fully functioning and is annually updated (to reflect program changes in the college catalog). It is used by students, advisors, and the Registrar (the latter for processing conferral of certificates/degrees).
8. The Financial Aid Office website has been dramatically improved to include information about scholarships.
9. Scholarship Manager was purchased and installed during Spring 08. This has made it easier for students to apply for UH Foundation scholarships.
10. Peer advisors assist students with completing the online FAFSA in the Financial Aid Office.
11. Other Student Services websites have been updated. However, we are still awaiting an institutional web master to give the various sites a more consistent and professional appearance.
12. A Continuing Student Survey was piloted and incorporated the Student Services Student Learning Outcomes.
13. The Student Life program is engaging more students through student government and student activities.
14. The Strategic Enrollment Management Taskforce led by the Dean of Student Services is now fully supported by the Chancellor who attended a SEM conference and who is in the process of creating a SEM Coordinator position. The coordinator will head the SEM Executive Committee.

Aspects in Need of Improvement:

1. Although the HawCC Student Effort benchmark is higher than that of each of the other comparison groups (CCSSE cohort, small colleges, UHCC consortium, and AtD cohort), this benchmark is the lowest for HawCC.
2. Although the HawCC Graduate and Continuing Student Surveys rate Financial Advising in the Financial Aid Office above 4.0 on a 5-point scale, Financial Aid

Advising fell below the CCSSE mean when compared with small colleges.

3. Although various student services were rated above the mean in terms of "importance", none of these services were rated above the mean in terms of "frequency of use" or "satisfaction".
4. The Information Specialist is often doing two people's work.
5. F-1 Visa students make up only a little over 1% of the student population.
6. After nearly 6.5 years, the Admissions Officer position is still half-time permanent and half-time temporary.
7. The HawCC Articulation Data Base needs to be updated in order to be used in the STAR inter-campus "what if" journey.
8. Understanding COMPASS placement test scores and transferring credits in to HawCC were rated the lowest on the HawCC Continuing Student Survey.
9. Applying for scholarships and resume writing/interview assistance were rated the lowest on the HawCC Graduate Student Survey.
10. Inter-UHCC campus comparative data pose challenges when data elements are defined differently.
11. Two financial aid staff members, after over 5 years, are still in temporary positions.
12. Among the UHCC campuses, the retention/persistence rate 3 years after entrance is the lowest for HawCC. However, its graduation rate is the highest 3 years after entrance. Term to term persistence rates should be reported.
13. CCSSE results indicate that the AtD population is more engaged than other groups of students, but achievement is low due to lack of Student Effort.
14. Although on-campus and on-line orientations are made available to new, returning, and transfer students, it is not mandatory.
15. During 07-08, unduplicated headcount of students utilizing counseling services was not tracked.
16. The Ha`awi Kokua Lab lacks a lab assistant; thus leaving the lab unattended and students unassisted when the Counselor for students with disabilities is in her office advising/counseling students and arranging for accommodations. The counselor also needs help in assisting high school transition counselors prepare their high school students for transitioning to college.
17. The number of students taking Distance Ed courses offered by HawCC is growing without a clear policy regarding student services for these students.
18. Clerical staff is short as counseling staff numbers have increased.
19. There is a shortage of office space for increasing staff, which include grant-funded personnel.
20. The system Unit Review Template for Student Services needs improvement (i.e., data elements need to reflect service achievements as well as student learning outcomes).

Part V. Plans for Improvement

1. To increase Student Effort, HawCC is considering mandatory orientation for new, returning, and transfer students focusing on their goals and college services/programs to help them accomplish their goals. Also being considered is

a college success course focused on personal goals and motivation as part of the first-year experience. Perhaps it can be required for at-risk students with developmental levels in reading/writing/math.

2. Financial aid advising in the Financial Aid Office has been provided with the help of peer advisors who assist with completing the FAFSA on-line. One of the professional staff is being trained and assigned to provide more extensive financial aid advising.

3. Use focus groups to determine what student services can do to improve their frequency of use and to improve student satisfaction with the service received. Use focus groups to understand the discrepancy between high satisfaction ratings on the Graduate and Continuing Student Survey and the average satisfaction ratings on the CCSSE.

4. The Information Specialist position is currently undergoing revision so that a Recruitment and Community Liaison position will assume some of the duties currently carried out by the Information Specialist.

5. Continue collaboration with the IEP program to provide a smooth transition from this non-credit program to degree programs for F-1 visa students. Current IEP students are mostly from Japan. Recruit more students from South Korea and other countries.

6. The .5 permanent and .5 temporary position of the Admissions Officer is being currently re-described as an officially budgeted temporary position using a .5 APT general funded vacant position as part of the campus response to budgetary reductions/restrictions.

7. The Registrar needs to be released from some of the time preparing internal data reports in order to spend more time on updating the HawCC Articulation Data Base.

8. Explanation of the COMPASS scores currently is complicated by charts which are not easily understood. An individualized explanation of a student's specific scores may help him/her understand the placement, what they mean in terms of readiness to take certain courses, and the progression needed to get through his/her program requirements. The Records Office staff has worked hard to make the transfer of credits from within the UH system as smooth as possible. Official transcripts and at times course descriptions are required to process transcripts external to the UH system. Although rated 4.0 on a 5-point scale, and although it is efficient since the turn-around time is short (which many students appreciate); a few who had a negative experience (less than desirable customer service attitude), gave low ratings. Work on customer service needs to be taken seriously. (ADP Goals A, D, & E)

9. The Counseling Department will assist the Financial Aid Office with announcing and housing external scholarship information, while the Financial Aid Office focuses on UH Foundation Scholarships using Scholarship Manager. The Career Counselor and Job Placement Counselor will continue to promote their service in resume writing and preparing for job interviews.

10. A system-wide approach is needed to bring some consistency to the definition and reporting of data elements. This is especially important if comparative studies are being made and if budgetary decisions are based on comparative data.

11. The two temporary positions in the Financial Aid Office are being currently re-

described as officially budgeted temporary positions using what was a vacant general funded clerical position and a vacant general funded APT position as part of the campus response to budgetary reductions/restrictions.

12. To obtain a term to term persistence rate, the campus IR Officer and IR Office can be of assistance.

13. To increase Native Hawaiian Student Effort, offer mandatory orientation to new, returning, and transfer students focusing on their goals and college services/programs to help them accomplish their goals. Also, a college success course focused on personal goals and motivation as part of the first-year experience is being developed. This course would be required for at-risk students with developmental levels in reading/writing/math. The first year experience for the Achieving the Dream cohort is to integrate rigor, relevance, and relationships.

14. Studies show that orientation is very important to student persistence and completion. The counselors will be rethinking and redesigning how they offer orientation (for over 1500 students if we enroll 3000 students) and how to make it mandatory with no increase in professional staff. Also, one of the counselors has submitted his sabbatical leave plan to develop an online orientation, which is segmented over the student's journey from start to near finishing. Studies are showing that orientation should not only be offered at the beginning of the student's journey in college.

15. SARS has been installed this Fall 08 and data for the 09 Student Services Unit Review should show the unduplicated head count of students using the counseling and advising services offered in the Counseling, Advising, and Support Services Center. Once a baseline is established, focus groups can help determine why more students do not avail themselves to the services of this center.

16. Perkins has funded a .5 APT education specialist to assist the Counselor for students with disabilities particularly with the transition of high school students to the college. A casual hire is currently in place, while a position is being created, which will then be advertised. (ADP goals A, B, C, D, & E)

17. In collaboration with the HawCC Distance Education Coordinator, student services will establish policies and procedures to provide student services to distance education students.

18. With the down turn in the economy, it is unlikely that any of the requested clerical positions can be funded. Therefore, in the Counseling, Advising, and Support Services Center, student assistants have been hired to relieve the clerk of receiving calls and making appointments. Counselors have also agreed to cover some of the time at the front desk when student assistants are not on duty.

19. The largest counseling office is being considered for renovation into two offices, since the Liko A`E coordinator needs a more private space to do confidential financial aid counseling with Native Hawaiian students. The coordinator is currently being assigned to an open carrel in the Counseling Center. (ADP Goals D & E)

20. The UHCC Deans of Student Services are planning to improve the student services unit review template and to develop rubrics for determining the health (healthy, cautionary, unhealthy) of student services.

Part VI. Budget Implications

Annual Fees:

Scholarship Manager	$ 1,000
SARS	3,000

Positions Requested:

4 clerk typists	$111,879	(1 clerk typist III)
4.5 APT	206,232	
4 counselors	221,376	

Posted to College website at:
  AY 2008 Completed Annual Program-Unit Reviews

EXECUTIVE SUMMARY

Hawai`i Community College Student Services consist of the following units: Information Center; Admissions and Registration Office; Records and Internal Data Management Office; Financial Aid Office; Counseling, Advising and Support Services Center; Career Exploration and Job Placement Center; Ha`awi Kokua Office & Lab (for students with disabilities); and Student Life Office and Student Lounge.

Student Services provide the support for academic programs from marketing, recruitment, enrollment, retention, and transition to employment and/or further studies. Student Services support students so that they will be successful in their instructional programs, in their careers, and in their lives.

Review of the CCSSE 08 data shows that many of the student services are significantly important to students, yet frequency of use and satisfaction of service is average, except for financial aid advising which fell below the mean when compared with small colleges. Meanwhile the HawCC Graduate and Continuing Student Surveys indicate that students who used the 21 student services rated all 21 services at 4.0 or higher on a 5-point scale. Nevertheless, there are students who are not receiving these services, and focus groups may give some explanation. Student services personnel already work well beyond the normal work week. More Student Services personnel are needed to better meet the needs of potential and actual students. More personnel will need more work space.

Enrollment at HawCC has been increasing. However the college is a revolving door unless more students persist in their program and achieve their educational goals.

Student services need to revamp how it delivers some of its services in order to reach more students as part of an intentional retention effort. Instructional programs play an important role in retaining students and assisting them in completing their programs by integrating rigor, relevance, and relationship.

If post secondary education is important to the economic and social health of our community and our nation, providing the resources for more student services personnel and for more work space is essential if we are to enroll more students, assist them with their educational plans, and assist them with successful completion of courses by ensuring their retention until they complete their program requirements and transition into the labor force and/or into further education in another community college program or into a four-year program.

However, due to the current economy, it may be unlikely that the positions requested will be funded. Therefore, each unit will need to look at reaching and serving more students with the current staffing pattern by creating new and different ways of delivering student services.

Barbara Arthurs
Dean of Student Services
11/24/08