

**UHCC December 2009 Coversheet –
Annual Report Student Services Program**

College: Hawaii Community College

**HAWAII COMMUNITY COLLEGE
ANNUAL REPORT
STUDENT SERVICES**

December 2, 2009

Assessment Period: July 1, 2008 to June 30, 2009

Submitted by: Barbara Arthurs, Vice Chancellor for Student Affairs

Part I. Brief Description of the Mission, Purpose, and Goals of the Sub-Programs

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 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.

Part II. Quantitative Indicators

2009 Annual Report of Student Services Program Data

COLLEGE :	Quantitative Measure
Matriculation Services/Student Access	
Percent Headcount Males	39.01%
Percent Headcount Females	59.95%
Percentage of ethnicity distribution compared to the County	See tab below for ethnic percentages
Number of degree/certificate seekers based on intent	1258**
Percent of degree/certificate seekers based on intent	43.62%**
Number of residents for tuition purposes	2719
Number of non residents for tuition purposes	165
percent residents for tuition purposes	94.28%
percent non residents for tuition purposes	5.72%
number of students receiving financial aid	3223
percent of students receiving financial aid	83.63%
Annual headcount 2006-2007	3099
Annual headcount 2007-2008	3475
Annual headcount 2008-2009	3854
Student Semester hours 2006-2007	42208
Student Semester hours 2007-2008	47509
Student Semester hours 2008-2009	53584
Percent of applicants who enroll within one year	65.38%
Retention Services/Student Progress	
Number students who report Counselors helped them achieve or make progress toward their goal (CCSSE)	56
Percent students who report counselors helped them achieve or make progress toward their goal (CCSSE)	72.00%
Transition Services/Student Success	
Number of General-Funded counselors per annual student headcount	0.0021
Counselor-Student ratio	1:481.75
Number of General-Funded enrollment services staff per annual student headcount	0.003
Enrollment Service Staff – Student Ratio	1:335.13
Program Health	
Demand	Cautionary
Efficiency	Cautionary
Effectiveness	Cautionary

Overall			Cautionary	
**The source of this data (UH system Ed Goals) is questionable.				
Fall 2008 HawCC & 2000 Census Hawaii County Ethnicity				
	All Students		Hawaii County Data	
	Count	%	Count	%
All Students / Residents	2884		162,788	
Asian and Pacific Islander	733	25.42%	39702	24.39%
Chinese	18	0.62%		0.00%
Filipino	291	10.09%		0.00%
Indian Subcontinent	2	0.07%		0.00%
Japanese	280	9.71%		0.00%
Korean	15	0.52%		0.00%
Laotian	1	0.03%		0.00%
Thai	5	0.17%		0.00%
Vietnamese	4	0.14%		0.00%
Other Asian	15	0.52%	1695	1.04%
Mixed Asian	102	3.54%		0.00%
Hawaiian and Pacific Islander	1113	38.59%	16724	10.27%
Guam Chamorro	4	0.14%		0.00%
Hawaiian Part Hawaiian	1032	35.78%		0.00%
Micronesian	26	0.90%		0.00%
Samoan	15	0.52%		0.00%
Tongan	3	0.10%		0.00%
Other Pacific Islander	12	0.42%		0.00%
Mixed Pacific Islander	21	0.73%		0.00%
Mixed Asian Pacific Islander	0	0.00%		0.00%
Other Ethnic Groups	956	33.15%		0.00%
African American	26	0.90%	698	0.43%
American Indian/Alaska Native	25	0.87%	666	0.41%
Caucasian	524	18.17%	46904	28.81%
Hispanic	62	2.15%	14111	8.67%
Mixed	319	11.06%	42288	25.98%
No Response	82	2.84%		0.00%

** The source of these data (UH system Ed Goals) is questionable, since students are not required to respond to the questionnaire and some students will forgo responding when it pops up at the time they register at their MyUH account. A more accurate report could be based on the number of students who are “classified” (declared a major and intending to obtain a degree/certificate) as opposed to those who are “unclassified” (not intending to obtain a degree/certificate). Based on this distinction, 73.6 per cent (2141/2909) of HawCC students were degree/certificate seekers in Fall 08 and 73.3 per cent (2091/2852) were degree /certificate seekers in Spring 09.

Additional Quantitative Indicators

The HawCC Graduating and Continuing Student Surveys results are attached at the end of this report on page 24, since reference is made to the results by item numbers in the data reports below for each of the Student Services subunits. The satisfaction ratings are based on a 5-point scale with 5 being the highest rating.

Student Access/Matriculation Services

INFORMATION CENTER		
Number of Individual Contacts		
In-Person Contacts	590	
Phone Contacts	1,994	
Mail Contacts	44	
E-Mail Contacts	72	
Percentage of Individuals Assisted Who Enrolled	?	
Number of Center Staff		
Number of Non-Student Employees	1	
Average Student Employee Hours Per Week	20	
Average Number of Hours Per Week Worked by Combined Non-Student Employees Beyond Normal Hours	10	
Service Satisfaction from Grad Survey (Fa 08, Sp 09: items 1,2, 3)	4.35	
Service Satisfaction from Cont Stud Survey (Sp 09: items 1,2, 3)	4.00	
ADMISSIONS & REGISTRATION OFFICE		
Annual Headcount	3,854	
Percent of Accepted Applicants Who Enroll During Indicated Term		
Su 08	46.0	
Fa 08	58.3	
Sp 09	60.0	
Number and Percent Registered from Other UH Campuses		
Su 08	94	30.7
Fa 08	361	12.0
Sp 09	409	13.9
Number of Office Staff		
Number of Non-Student Employees	2	
Average Student Employee Hours Per Week	54.1	
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours	15	
Service Satisfaction from Grad Survey (Fa 08, Sp 09: item 3)	4.50	
Service Satisfaction from Cont Stud Survey (Sp 09: item 3)	4.10	

RECORDS & INTERNAL DATA MANAGEMENT OFFICE	
Number of Transfer Transcripts Processed	
Fa 08: External Institutions	167
Fa 08: UH Dist Ed	164
Sp 09: External Institutions	131
Sp 09: UH Dist Ed	119
Average Time to Process a Transfer Transcript	
External Institutions	30-45 min
UH Dist Ed	15 min
Number of HawCC Transcripts Prepared/Sent	1,690
Number of Veterans Whose Courses Were Certified for Benefits	149
Number of Degree/Certificate Applications Processed	486
Average Time to Process Degree/Certificate Application	3.5 hrs
Number of Degrees/Certificates Conferred	459
Annual Headcount of Students Receiving at Least 1 Degree/Certificate	369
Number of Hours to Update STAR	125 hrs
Number of Hours Spent Updating Articulation Data Base	25 hrs (no time to do more)
Number of Office Staff	
Number of Non-Student Employees	2
Average Student Employee Hours Per Week	90 hrs/wk
Average Number of Hours Per Week Worked by Combined Non-Student Employees Beyond Normal Hours	20-25 hrs/wk (include wknd)
Service Satisfaction from Grad Survey (Fa 08, Sp 09: items 10, 11, 12, 21)	4.49
Service satisfaction from Cont Stud Survey (Sp 09: items 10, 11, 12, 21)	4.05
FINANCIAL AID OFFICE	
Unduplicated Annual Head Count	3,854
Number of Eligible to Apply for Financial Aid (HawCC Is Primary institution)	3,214
ISIR Received and HawCC Is Primary Institution	1,708
Percent of Students in Financial Aid Pool Who Applied	53.14%
Number of Eligible Applicants According to Federal FISAP Reporting Regulations	1,662
Percent of Financial Aid Pool Applicants Who Met FISAP Eligibility Requirements	97.31%
Number of Students Receiving Federal Funds (including Pell Grants)	1122
Amount of Federal Funds	\$4,125,958
Number of Students Receiving Pell Grants	986
Amount of Pell Grants	\$2,799,540
Other Funds Received by Students	
Amount of State Funds	\$ 134,472
Amount of Institutional Funds	\$ 409,345
Amount of UH Foundation Funds	\$ 52,364
Amount of External Aid (stipends, external scholarships/grants, third	\$ 973,679

party pay)	
Number of Office Staff	
Number of Non-Student Employees (include 2 temps)	6
Average Student Employee Hours Per Week	156 hrs
Average number of hours per week worked by combined non-student employees beyond normal hours	40 hrs
Service satisfaction from Grad Survey (Fa 08, Sp 09: items 4, 13, 16)	4.13
Service satisfaction from Cont Stud Survey (Sp 09: items 4, 13, 16)	3.80

Student Progress/Retention Services

COUNSELING UNIT: COUNSELING & ADVISING CENTER		
Total Number of Counseling Contacts		
Admissions	15,333	
Retention	21,322	
Transition	3,141	
Other	27,477	
Unduplicated Head Count of Students Served by CAC		
Su 08 (SARS not yet installed)	N/A	
Fa 08 (semester enrollment – 2,909)	1,505	[51.7%]
Sp 09 (semester enrollment – 2,852)	1,646	[57.7%]
Number of Center Staff		
Number of Non-Student Employees (include the 2 career/job placement counselors, 1 clerk, 1 non-G-funded counselor, 1 non-G-funded APT)	10	
Average Student Employee Hours Per Week	20	
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours	45	
Service Satisfaction from Grad Survey (Fa 08, Sp 09: items 1, 3, 5, 7, 8, 9, 14, 19, 21)	4.43	
Service Satisfaction from Cont Stud Survey (Sp 09: items 1, 3, 5, 7, 8, 9, 14, 19, 21)	4.25	
COUNSELING UNIT: HA`AWI KOKUA SERVICES (for students with disabilities)		
Total Number of Counseling Contacts		
Admissions	390	
Retention	955	
Transition	19	
Other	563	
Unduplicated Head Count of Students Served by Ha`awi Kokua		
Fa 08 (semester enrollment – 2,909)	196	[6.7%]
Sp 09 (semester enrollment – 2,852)	187	[6.6%]
Head Count of Number of Students Provided Accommodations		
Fa 08 (semester enrollment – 2,909)	82	[2.8%]

Sp 09 (semester enrollment – 2,852)	62 [2.2%]
Number of Center Staff	
Number of Non-Student Employees	1.5
Average Student Employee Hours Per Week	112
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours (Fa 08 only, Sp 09 FT staff on leave)	10
Service Satisfaction from Grad Survey (Fa 08, Sp 09: item 15)	4.45
Service Satisfaction from Cont Stud Survey (Sp 09: item 15)	3.90
STUDENT LIFE OFFICE & STUDENT LOUNGE	
Number of Elected Student Leaders Who Served the Entire Semester	
Su 08 (SG/SAC)	14
Fa 08 (SG/SAC)	14
Sp 09 (SG/SAC)	13
Number of RIOS	
Fa 08	*
Sp 09	*
Number of Student (SG/SAC) Activities Funded with Student Fees	
Activities with Less Than 10 HawCC Student Participants & Average Cost of the Event	* *
Activities with 11 to 50 HawCC Student Participants & Average Cost of the Event	* *
Activities with 51 to 100 HawCC Student Participants & Average Cost of the Event	* *
Activities with 100 to 200 HawCC Student Participants & Average Cost of the Event	* *
Activities with 200 to 500 HawCC Student Participants & Average Cost of the Event	* *
Number of Training Sessions Lead by Advisors for Student Leaders	*
Number of Center Staff	
Number of Non-Student Employees	1.5
Average number of hours per week worked by combined non-student employees beyond normal hours	*
Service Satisfaction from Grad Survey (Fa 08, Sp 09: item 20)	4.60
Service Satisfaction from Cont Stud Survey (Sp 09: item 20)	3.90

*Datum not reported during staff transition

Student Success/Transition Services

COUNSELING UNIT: CAREER EXPLORATION & JOB PLACEMENT CENTER	
Total Number of Career and Job Preparation Counseling Contacts	
Su 08	108
Fa 08	313
Sp 09	430

Unduplicated Head Count of Students Utilizing Career Center Resources	
Su 08	25
Fa 08	97
Sp 09	169
Number of Center Staff	
Number of Non-Student Employees	2
Average Student Employee Hours Per Week	15
Average Number of Hours Per Week Worked by Combined Non-Student Employees beyond Normal Hours	25
Service Satisfaction from Grad Survey (Fa 08, Sp 09: items 6, 8, 16, 17, 18)	4.30
Service Satisfaction from Cont Stud Survey (Sp 09: items 6, 8, 16, 17, 18)	4.16

Part III. Assessment Results

2008 CCSSE Benchmarks: Support for Learners

SUPPORT FOR LEARNERS: ALL STUDENTS					
	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
Providing the support you need to help you succeed in this college	3.05	3.00		2.95	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.85	2.70		2.47	↑
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.20	2.08		1.93	↑
Providing the support you need to thrive socially	2.41	2.27		2.11	↑
Providing the financial support you need to afford your education	2.31	2.31		2.39	
Frequency: Academic advising/planning	1.75	0.76		1.75	
Frequency: Career Counseling	1.53	1.54		1.43	

SUPPORT FOR LEARNERS: PART-TIME STUDENTS					
	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
Providing the support you need to help you succeed in this college	2.98	2.97		2.92	

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.73	2.68		2.43	
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.13	2.04		1.88	
Providing the support you need to thrive socially	2.29	2.23		2.05	
Providing the financial support you need to afford your education	2.21	2.23		2.27	
Frequency: Academic advising/planning	1.71	1.70		1.70	
Frequency: Career Counseling	1.48	1.51		1.41	

SUPPORT FOR LEARNERS: FULL-TIME STUDENTS					
	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
Providing the support you need to help you succeed in this college	3.12	3.05		3.00	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.99	2.74	↑	2.55	↑
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.27	2.13		1.99	↑
Providing the support you need to thrive socially	2.56	2.33	↑	2.20	↑
Providing the financial support you need to afford your education	2.42	2.42		2.55	
Frequency: Academic advising/planning	1.79	1.84		1.82	
Frequency: Career Counseling	1.58	1.59		1.46	

SUPPORT FOR LEARNERS: STUDENTS WITH 0-29 CREDITS					
	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
Providing the support you need to help you succeed in this college	3.03	2.99		2.94	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.83	2.69		2.45	↑
Helping you cope with your non-academic	2.17	2.07		1.92	↑

responsibilities (work, family, etc.)					
Providing the support you need to thrive socially	2.38	2.25		2.11	↑
Providing the financial support you need to afford your education	2.23	2.31		2.38	
Frequency: Academic advising/planning	1.70	1.71		1.71	
Frequency: Career Counseling	1.52	1.52		1.42	

SUPPORT FOR LEARNERS: STUDENTS WITH 30+ CREDITS					
	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
Providing the support you need to help you succeed in this college	3.07	3.03		2.98	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.93	2.74		2.52	↑
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.29	2.09		1.93	↑
Providing the support you need to thrive socially	2.50	2.30		2.12	↑
Providing the financial support you need to afford your education	2.53	2.30		2.40	
Frequency: Academic advising/planning	1.86	1.86		1.82	
Frequency: Career Counseling	1.56	1.58		1.46	

2008 CCSSE Relevant Frequencies

ITEM 13: RELEVANT SERVICES											
	FREQUENCY				SATISFACTION				IMPORTANCE		
	Often	Sometimes	Rarely/ Never	Don't know N.A.	Very	Somewhat	Not at all	N.A.	Very	Somewhat	Not at all
Academic advising/planning	13	43	35	9	28	44	10	19	62	28	10
Career counseling	6	23	51	21	16	29	13	41	50	29	21
Job placement assistance	3	9	47	42	7	16	13	63	37	29	35
Financial aid advising	17	27	33	24	25	25	13	36	60	18	22
Student Organizations	5	11	45	39	9	20	10	61	24	35	41

Transfer credit assistance	7	21	36	35	15	23	11	51	51	22	27
Services to students with disabilities	4	5	33	59	8	10	8	74	44	16	40

ITEM 14: ISSUES THAT WOULD CAUSE STUDENT TO WITHDRAW FROM CLASS OR COLLEGE				
	Very likely	Likely	Somewhat likely	Not likely
Working full-time	20	18	21	41
Caring for dependents	13	16	23	49
Academically unprepared	7	12	23	58
Lack of Finances	27	19	23	32
Transfer to a 4-yr college or university	31	18	17	34

ITEM 18: SOURCES USED TO PAY TUITION			
	Major source	Minor source	Not a source
My own income/savings	40	28	32
Parent or spouse/significant other's income/savings	29	18	52
Employer contributions	8	8	84
Grants & scholarships	33	11	56
Student loans (bank, etc.)	20	8	72
Public Assistance	7	5	88

Part IV. Analysis of the Program's Subunits and Part V. Plans for Improvement

Although all of the eight subunits can be seen as serving the three goals of Student Services, (1) Student Access/Matriculation Services, (2) Student Progress/Retention Services, and (3) Student Success/Transition Services; each of the subunits has been placed under one of the three goals for reporting and analyses purposes.

Student Access/Matriculation Services

Information Service

Demand:

Strengths: Demand for a simplified application was met by promoting the Kama`aina Application for Hawai'i Island high school graduating seniors.

Areas for Improvement: The Information Specialist's duties were too numerous and the demand for an improved HawCC website, local news coverage, and program/service informational material at times were not met. The Information Specialist had no clerical support.

Plans for Improvement: A new Community Liaison and Recruitment position was funded and filled. This person reports directly to the Chancellor. The Information Specialist position description was pared down, and the position was recently filled. The new Information Specialist will meet with College Instructional Program Division/Department Heads and Student Services Subunit Heads to ascertain their needs for the creation and dissemination of paper and electronic-based information. For the biennium budget request a 1.0 Office Assistant position to assist the Information Specialist and the Student Life Coordinator.

Efficiency:

Strengths: During 2008-2009, there was a more concerted effort to gather data on In-Person Contacts, Phone Contacts, Mail Contacts, and E-Mail Contacts.

Area for Improvement: No data had been collected to determine how many of the persons contacted resulted in actual enrollment.

Plans for Improvement: The new Information Specialist will log the names of individual contacts and cross check the list with those who apply and enroll within a year of first making contact.

Effectiveness:

Strengths: Campus tours were provided to high school groups, community agency groups, and interested individuals.

Areas for Improvement: Campus tours have not focused on intermediate school students who should be introduced to HawCC and encouraged to pursue post secondary education and to use their high school years to prepare for college. Graduating and continuing students reported that they did not have a campus tour when they first started.

Plans for Improvement: The Community Liaison and Recruitment Coordinator will continue recruitment in the high schools while the new Information Specialist will visit intermediate schools to disseminate information about college in general and about HawCC specifically. At the same time the message to intermediate school students is to use their high school years to better prepare for college. Since HawCC is located on two campuses (Main Campus and Manono Campus), campus tours need to be included in the new student orientation program.

Admissions and Registration

Demand:

Strengths:

Enrollment increased as the economy worsened with more people losing their jobs and seeing college as a viable alternative to unemployment. The Hawaiian and Part-Hawaiian student population rose to 38.59 per cent. This is aligned with the UH Strategic Outcome of Native Hawaiian Educational Attainment. The 94.28 per cent resident student population indicates that the College is serving residents of our State.

Areas for Improvement: Male students were under-presented at 39.01 per cent of our students. Many males enter the work force without pursuing post secondary education. There was still room for more non-resident students.

Plans for Improvement: During outreach at the high schools and intermediate schools, male students need to be encouraged to attend college. The HawCC International Education Task Force aims to promote more international students to enrich the experience of our students to better prepare them for global understanding and the global economy. This effort is aligned with the UH Strategic Plan. The non-credit Intensive English Program is a primary source of international students in credit courses. This summer the IEP is expecting 10 students from Saudi Arabia. Non-resident international and domestic students pay higher tuition and are a source of additional revenue.

Efficiency:

Strengths: The Admissions and Registration Office Assistant put in long hours (overtime funded by the Enrollment Growth Fund), and the APT Admissions Officer often took work home to process the ever increasing number of applications. The Admissions Officer did well in matching student employees' strengths with appropriate tasks.

Areas for Improvement: This office lacks sufficient clerical support and relies on student employees who require training as new ones replace those who graduate or move on. The Admissions Officer has been in a position, which is .5 permanent and .5 temporary for over six years. Her primary responsibilities are not "temporary" at all and she should be in 1.0 permanent position.

Plans for Improvement: Submitted in the biennium budget request will be a request for for a 1.0 Office Assistant position and a request that the .5 temporary position of the Admissions Officer be made a permanent position.

Effectiveness:

Strengths: Individuals who submitted an incomplete application over the counter had their application immediately reviewed for completion. If it was incomplete, the staff had the individual complete it before accepting it for processing. The percentage of applicants who enroll within one year increased from 47.77 per cent in 2007-2008 to 65.38 per cent in 2008-2009.

Areas for Improvement: This office did not keep track of the number of incomplete and returned applications.

Plans for Improvement: This office will explore ways to collect this data and implement a procedure. If 30 per cent or more of the applications are incomplete and returned, this office will explore ways to assist individuals with the application process. Counselors may be involved in offering group application sessions. The Information Specialist may be able to create a video on "How to Complete the UH System Application on Paper or Online" which can be viewed by interested individuals.

Records and Internal Data Management

Demand:

Strengths: The Office Assistant worked long hours (overtime funded by the Enrollment Growth Fund) and the Registrar worked on weekends to keep up with the increasing demands placed on this office due to the increased enrollment. The

form to request HawCC transcripts was also made available online. Once received, the request was processed within seven working days. In fact, most requests were processed in two working days. For an additional charge, rush requests were processed within 24 hours. Applications for degrees/certificates were processed in a timely manner and the list of prospective graduates were ready for the Awards and Recognition Ceremony and the Commencement Exercise.

Areas for Improvement: This office has inadequate clerical support and the Office Assistant worked long hours and the Registrar often worked on weekends to keep up with the increasing work load as the enrollment increased. At times the Registrar was pressed for time in preparing internal data reports. He had no IT support to produce some of the reports requested. He relied on routines created by a casual hire IT Specialist several years ago. That Specialist has long since left HawCC. The Registrar was concerned that these old routines will no longer be aligned with Banner as it goes through new versions.

Plans for Improvement: A biennium budget request for an additional Office Assistant position will be submitted. A request for one IT specialist will also be made. Meanwhile, the possibility of having the Financial Aid IT Specialist also provide the Registrar with IT support will be explored.

Efficiency:

Strengths: With the cooperation of faculty members and lecturers who were reminded proactively by the Registrar to post their term grades by the deadline, term grades were rolled by the day after the deadline. Students could see their grades very quickly and the Financial Aid Office could check Satisfactory Academic Progress expeditiously, which facilitated the issuance or non-issuance of financial aid for continuing students.

Areas for Improvement: When working in the front office in Bldg. 378, the Registrar was often disrupted when the work he was doing required a greater degree of focus.

Plans for Improvement: The Registrar will work in the back office in Bldg. 380 when he needs to do uninterrupted work (i.e., processing transfer transcript evaluations, updating STAR).

Effectiveness:

Strengths: The Registrar began the process of updating STAR as soon as the new College catalog is available. *STAR reports* and *academic journey* were important tools for students and advisors/counselors. The Registrar used it to batch graduation checks for conferring degrees/certificates.

Area for Improvement: Occasional outbursts from one of the staff directed at students diminished but continued towards some staff members this past year. These outbursts diminished the good work this Office did for students and the College.

Plans for Improvement: This staff member is working with the Office of Human to address this concern.

Financial Aid

Demand:

Strengths: An increase in enrollment was met with an increase in the number of students receiving financial aid (07-08: 1843 students; 08-09: 3223 students) and an increase in the per cent of students receiving financial aid (07-08: 59.47 percent; 08-09: 83.63 per cent). When compared with the 2006 CCSSE report, the 2008 CCSSE Report indicated that more HawCC students were relying more on grants, scholarships, and student loans and less on their own income/savings. This is reflective of our challenging economic situation. There was a 30 per cent increase in the amount of Pell Grants received by Native Hawaiian students from fiscal year 08 to fiscal year 09. [This exceeded the Achieving the Dream goal which was set at an increase of 1 to 13 per cent.] The two Office Assistants worked overtime to meet the increased demand for financial aid and were compensated using the Enrollment Growth Fund.

Areas for Improvement: The two Office Assistants were doing APT work. There were still two temporary positions in that office when in fact the staff filling those positions are responsible for on-going tasks (not temporary tasks) and have been there for eight and nine years, respectively. This is a morale issue. All necessary fields in Banner have not been populated making system-wide comparative analyses problematic.

Plans for Improvement: A request for three permanent APT positions to replace one permanent Office Assistant position, one temporary Office Assistant position, and one temporary APT position will be submitted in the biennium budget request. All the required financial aid fields in Banner must be populated.

Efficiency:

Strengths: Complete and accurate financial aid applications filed by the priority deadline of April 1 were processed so that eligible applicants were notified of their award before the start of the Fall semester.

Areas for Improvement: Some applicants had been asked repeatedly to return with additional information, which added to their frustration with the process. Scholarship Manager was not sufficiently user-friendly.

Plans for Improvement: The Financial Aid Coordinator is looking into requiring from applicants only what is needed to be in compliance with Federal financial aid regulations. This should also increase efficiency and processing turn-around time. The HawCC Financial Aid Coordinator along with her counterparts from the other UHCC campuses are submitting a request for ARRA funds to have Gary Rodwell, the STAR developer, create a more user friendly and efficient online scholarship application product.

Effectiveness:

Strengths: Peer Advisors were helpful in assisting students with their application.

Areas for Improvement: The loan default rate reached 20.8 per cent. Borrowers often did not attend their loan exit interview and did not process their request for deferment if applicable. Although the 2008 CCSS report indicated that Financial Aid Advising was seen as *very important* by 60 of the 100 respondents, only 44 used it *often* or *sometimes*. Graduating and continuing students rated financial aid services among the lowest among the various student services.

Plans for Improvement: By consulting with the Registrar, determine which borrowers are

expecting to graduate and require them to attend a loan exit interview, so they know how to process a deferment if needed. Hire a student to assist with outreach to exiting borrowers. Enlarge the reception area to hold more computers and to allow staff to assist financial aid and scholarship applicants with hands-on computer-assisted application. Partner with Counselors to present financial aid and scholarship information when counselors do outreach at the high schools and new student orientation on campus.

Student Progress/Retention Services

Counseling, Advising and Support Services

Demand:

Strengths:

Among the various reasons for seeing a counselor, there were 15,333 contacts involving admissions (access), 21,322 contacts involving retention (progress), and 3,141 contacts involving transition (success). [Contacts include those made by non-G funded counselors and advisors using SARS.] Counselors put a hold on the account of students who are academically-at-risk (on warning, probation, or continued probation, or admitted following academic dismissal) and contacted students (mail, e-mail, phone follow-up) to encourage them to see the Counselor for educational counseling before registering for the following semester.

Areas for Improvement: Not all of the Counselors were consistent in entering their contacts into SARS.

Plans for Improvement: Instruct all Counselors to use SARS to log contacts. Data for non-G-funded Counselors and advisors need to be separated from data for G-funded Counselors for G-funding budgetary purposes.

Efficiency:

Strengths:

SARS was installed in 08-09. The College now had an electronic way of determining the unduplicated head count of students using the services of the Counseling, Advising and Support Services Center and the Career Exploration and Job Placement Center. SARS could also produce reports indicating the various reasons a student might have for seeing a Counselor.

Areas for Improvement:

As the enrollment increased, Counselors whose numbers did not increase were hard pressed to see all the students who wanted to be seen. In Fall 08 about 52 per cent of enrolled students were touched by this service. In Spring 09 about 57.7 per cent were seen. The Counselor:Student ratio was 1:482. The 2008 CCSSE report stated that 90 out of 100 respondents indicated that Academic Advising/Planning was *very* or *somewhat important*; yet 44 of these students *rarely/never* used the service or *did not know* about it or it was *not applicable*. Seeing students one-on-one may not meet the demands of an increasing population when the number of staff has not increased. Some students who requested an appointment were not seen, since all the appointment slots had been filled. One Office Assistant who served the Counseling, Advising, and Student

Support Center, the Career Exploration and Job Placement Center, and the Ha`awi Kokua Program for students with disabilities was faced with a very challenging clerical work load.

Plans for Improvement: The Counselors are planning to implement a mandatory new student orientation for Fall 2010. Scheduled group information sessions and interactive workshops are being planned for Counselors to reach more students. One of the Counselors will be on sabbatical during 2010 to develop an online orientation which will be divided into phases and will be used at appropriate times during the student's academic journey. Counselors need to work with Instructional Faculty so that they will fulfill their contractual responsibility for the general advising of students (continuing students) in their program, while Counselors work with new students, academically at-risk students, and students referred by ALERT which is an electronic early alert system. A request for an additional Office Assistant to help the three counseling subunits will be requested in the biennium budget request. Two Counselor positions will also be requested to ensure that students will continue to receive services if Perkins and GEAR UP funds are no longer available to fund two current positions.

Effectiveness:

Strengths:

Counselors played a key role in helping students with their STAR reports to verify their readiness to receive their degree/certificate before submitting their application to the Records and Internal Data Management Office.

Areas for Improvement:

No data has been collected to determine the effectiveness (in terms of retention and completion) of the following services provided by Counselors: participation in voluntary orientation, completion of the online orientation, educational counseling for the academically-at-risk, and new student advising/registration.

Plans for Improvement: Record the names of students who use these counseling services and work with the Registrar to determine the per cent of these students who earn a degree/certificate in three years and in four years from the point of entering HawCC.

Ha`awi Kokua: Services for Students with Disabilities

Demand:

Strengths: While the Counselor for Students with Disabilities was on bereavement and sick leave for a few months, one of the other Counselors and a half-time Perkins-funded Educational Specialist did their best to assist the students in the Ha`awi Kokua Program with counseling, advising, and accommodations. The number of students served by this program increased from 166 in Fall 07 to 196 in Fall 08. The program has a lab with adaptive equipment and other resources for students with disabilities.

Areas for Improvement: The 2008 CCSSE report indicated that 44 of 100 respondents reported that Services to Students with Disabilities are *very important*; yet 59 of 101 respondents indicated that they *did not know* about the services or they were

not applicable. The growing number of hearing impaired students in need of interpreters or ECHO providers required more funding. The hours of the half-time Educational Specialist position to assist with transition from the high school and to assist with the lab for students with disabilities were not sufficient. The Ha`awi Kokua Program lacked adequate clerical support. One Office Assistant is serving three counseling subunits: (1) the Counseling, Advising, and Support Services Center; (2) the Career Exploration and Job Placement Center, and (3) the Ha`awi Kokua Program.

Plans for Improvement: New student orientation needs to emphasize the services available for students with disabilities. The College provides funds for interpreters for Liberal Arts majors. More Perkins funds will be requested for CTE students who need interpreters (\$55.00 per hour and may include mileage depending on the distance from home to where the student needs the interpreter). Hearing impaired students have also gone directly to the Honolulu DVR Office to request funding to ensure needed funds for interpreters. Perkins has approved funding for a full-time Educational Specialist position. The position description for the advertisement is currently being developed. For the biennium budget, the College will request another Office Assistant position to provide adequate clerical support for the three counseling subunits which include the Ha`awi Kokua Program.

Efficiency:

Strengths: Students with disabilities were advised to take “baby steps” and avoid starting with a full-time credit load. [Taking too many credits and not making satisfactory academic progress by not earning at least 67 percent of attempted credits and not earning a minimum 2.0 gpa is the recipe for losing financial aid eligibility.]

Areas for Improvement: Some parents wanted their children with disabilities to attend college even though they were not able to demonstrate their ability to benefit.

Plans for Improvement: Parents and their children, who are challenged such that they have not demonstrated the ability to benefit from HawCC instructional programs, need to be redirected to other agencies for basic skills, personal development and possible assisted employment opportunities. The Hilo School for Adults welcomes students who do not demonstrate the ability to benefit at the College, but who need basic skills and social development. The College will continue to strengthen its partnership with Hilo School for Adults.

Effectiveness:

Strengths: The Ha`awi Kokua Program provided reasonable accommodations for students with documented disabilities.

Areas for Improvement: Data demonstrating the effectiveness of accommodations were not reported. Students with disabilities need to identify their abilities, which can help them offset/minimize the manifestation of their disabilities.

Plans for Improvement: This program needs to keep a record of students and the classes for which accommodations have been provided in order to see if students have earned at least a “C” in those classes. During intake, the Counselor for Students with Disabilities can assist the student in identifying their disabilities and abilities.

Student Life (Student Government and Student Activities)

Demand:

Strengths: Despite the former Student Life Coordinator being reassigned during Spring 2009, student leaders with the help of one of the Counselors and the former Information Specialist on overload, managed to bring the academic year to a close and held elections for the 09-10 academic year.

Areas for Improvement: No 08-09 data were provided by the exiting Student Life Coordinator. The establishment of RIOs (registered independent organizations) fell by the way side during this transition period.

Plans for Improvement:

The new Student Life Coordinator started in August 2009 and is providing the student leaders in the Student Senate (student government) and in the Student Life Council (student activities) with effective guidance and advice as they proceed to serve their peers by making informed decisions in carrying out their role as the voice of the students in shared governance and as the ones with the fiduciary responsibility of recommending the use of mandatory fees collected from students by authority of the Board of Regents.

Efficiency:

Strengths: No 08-09 strengths were reported.

Areas for Improvement: The 2008 CCSSE report indicated that 84 of 100 respondents indicated they *rarely/never* used Student Organizations or *did not know* about them or they were *not applicable*. Of these students, 41 reported that these services were *not important at all*. Student engagement including engagement in co-curricular activities has been correlated with student retention. Student involvement in student government and student activities needs to be improved. The Student Life Coordinator has no clerical support.

Plans for Improvement: Under the guidance of the new Student Life Coordinator, student government leaders are organizing feedback sessions to obtain student feedback and to give feedback on issues such as the new West Hawai'i site for the UH Educational Center and HawCC and the Long Range Development Plan for the Manono Campus. They have been involved in reviewing and recommending approval of the HawCC mid-term Accreditation Report and the 2008-2015 Strategic Plans. The student activities group is planning activities and events which benefit as many students as possible, keeping in mind answers to the question, "What do students get for the mandatory student fees collected from them?" For the biennium budget request a 1.0 Office Assistant position to assist the Student Life Coordinator and the Information Specialist.

Effectiveness:

Strengths: No 08-09 strengths were reported.

Areas for Improvement: Data were not reported showing the number of students participating in an event and how much of the student fees was spent for each participating student.

Plans for Improvement: The data elements to be reported in the 2010 annual Student

Services report and the template for the comprehensive unit review for Student Life due in November 2013 have been given to the new Student Life Coordinator, so she is aware of the important data which need to be collected .

Student Success/Transition Services

Career Exploration and Job Placement [Career exploration is one of those services which can be part of matriculation services as well as retention services.]

Demand:

Strengths: The Career and Job Placement Center have had many paper and electronic resources for students to use (i.e., Career Kokua, Career Connections, ECIS, ONET, Myers-Briggs, Values Questionnaire, Self-Directed Search, Win-Way Resume Writer.)

Areas for Improvement: The 2008 CCSSE report indicated that 50 of 100 respondents replied that Career Counseling is *very important*; yet only 29 used the services *often* or *sometimes* while 72 reported *rarely/never* or *don't know/N.A.* Sixty-six respondents reported that Job Placement Assistance is *very* or *somewhat important*; yet only 12 reported using the service *often* or *sometimes* while 89 reported *rarely/never* or *don't know/N.A.*

Plans for Improvement: Explore the possibility of including career exploration as part of the new student orientation, especially for those who are undecided as well as those who are interested.

Efficiency:

Strengths: Interpretation of the result of career exploration questionnaires is thorough.

Areas for Improvement: Doing one-on-one testing/assessment followed by one-on-one interpretation of the results is very time consuming and few students are seen. Perhaps the time currently required to go through the process, which is about six hours, is too long for students to commit. The Career Counselor also does academic advising with students in certain majors, so her time is not solely devoted to career exploration.

Plans for Improvement: Pilot group testing/assessment followed by one-on-one interpretation of the results. Explore shortening the time needed for career exploration with the Counselor. Perhaps some basic aspects can be covered with the Counselor. After that the student can engage in further exploration independently. Since studies show that individuals do change careers and jobs during the course of their working lives, students can be empowered with the life skills of career exploration.

Effectiveness:

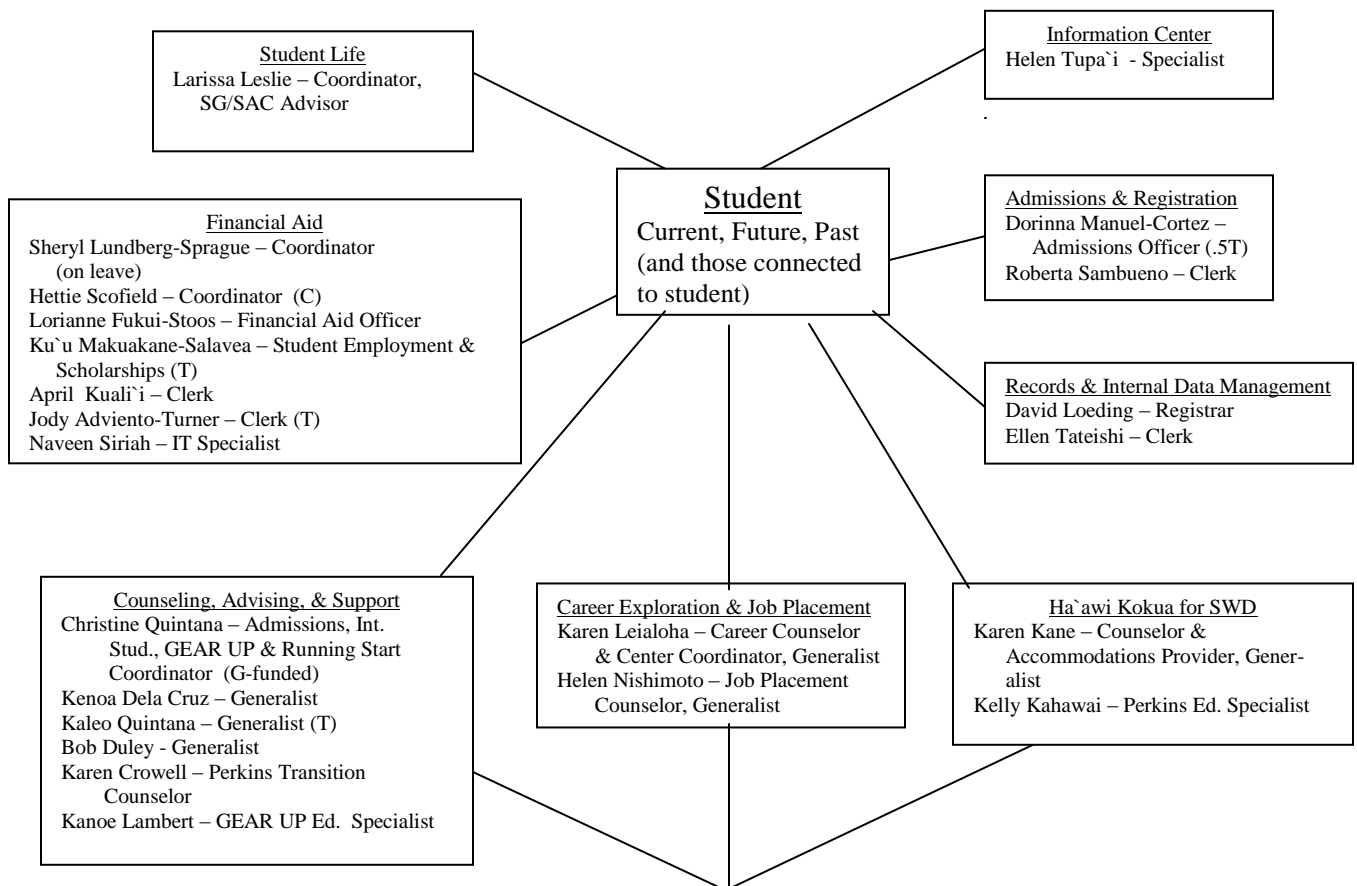
Strengths: The Career Exploration and Job Placement Counselors developed the rubrics for their student learning outcomes.

Areas for Improvement: Completion data (graduation or transfer to a four-year institution before graduation) for those who have used the career exploration services have not been collected. The Job Placement Counselor is still seeking to post off-campus employment opportunities on SECE where on-campus

employment opportunities are posted and managed by the Financial Aid Office. Plans for Improvement: Record the names of students who see the Career Counselor for career exploration and/or use the Career Center resources independently and determine how many complete a two-year degree in three and in four years from the time of initial entry. Work with the Registrar to obtain data. The Job Placement Counselor is working with the Financial Aid Coordinator regarding posting off-campus employment opportunities on SECE. The Financial Aid Coordinator is also interested in the possibility of having student employment transferred to the Job Placement Service. [The Job Placement Counselor does not currently have clerical assistance to support this transfer.] The Counseling Department comprehensive unit review due in November 2011 should report the number of students placed into jobs with the assistance of the Job Placement Counselor.

This organization chart is included to represent the current staffing pattern.

HAWAII COMMUNITY COLLEGE
STUDENT SERVICES
Barbara Arthurs, Vice Chancellor for Student Services
Melany Ayudan, Secretary to DOSS
12-01-09



<p style="text-align: center;"><u>Counseling</u> Kenoa Dela Cruz – Counselor & Dept Chair Darnette Gali – Clerk</p>

Related Services and Personnel:

Liko A`E – Lehua Wilson

Kipu Transfer to UHH – Kaleo Pilago

Achieving the Dream/Hawaiian Life Style – Melanie Marciel

Part VI. Budget Implication

4 Full-Time Permanent Office Assistant Positions	\$111,879
1 for the Admissions and Registration Office	
1 for the Records and Internal Data Management Office	
1 for the Counseling, Advising and Support Center, Career Exploration and Job Placement Center and Ha`awi Kokua Program	
1 for the Information Specialist and Student Life Coordinator	
4.5 Permanent APT Positions	\$206,232
.5 for the Admissions Officer	
3 for the Financial Aid Office (3 replacements)	
1 IT Specialist for the Records and Internal Data Management Office & Student Services	
2 Full-Time Permanent Counseling Faculty 11- Month Positions	\$110,688
TOTAL	\$428,799

Student Services Survey Results																															
Student Services	G 06-07	Graduates Fall 2008 (N=77)										Graduates Spring 2009 (N=76)										C Sp 08					Continuing Spring 2009 (N=239)				
	avg	avg	5	4	3	2	1	% R&R	% NNR	avg	5	4	3	2	1	% R&R	% NNR	avg	5	4	3	2	1	% R&R	% NNR						
1. College Information	4.4	4.4	34	14	7	0	0	71	1	4.1	25	19	4	0	0	68	5	4.3	4.0	67	48	33	5	3	65	4					
2. Campus Tour	4.6	4.5	4.4	14	6	2	1	0	30	10	4.1	6	6	2	1	0	20	11	4.3	3.9	23	16	12	4	2	17					
3. College Application	4.3	4.4	4.6	30	9	4	0	0	56	6	4.4	27	19	1	1	1	64	5	4.3	4.1	63	42	20	7	5	3					
4. Financial Aid	4.3	4.0	4.0	17	8	6	2	2	45	8	4.1	17	9	5	0	3	45	12	4.2	3.8	55	34	23	10	11	15					
5. Orientation	4.4	4.4	4.1	17	11	2	2	2	44	3	4.5	25	9	4	1	0	51	4	4.2	4.3	65	37	19	3	2	5					
6. Major/Career Choice	4.4	4.5	4.3	27	12	7	2	1	64	1	4.5	29	12	3	1	0	59	5	4.5	4.2	66	37	18	1	4	6					
7. Understd COMPASS	4.5	4.4	4.5	25	12	5	0	0	55	3	4.5	31	15	4	0	0	66	4	4.1	4.4	97	41	11	7	3	2					
8. Courses & Ed Plan	4.2	4.5	4.4	32	9	5	0	0	60	3	4.5	26	11	3	1	0	54	4	4.5	4.4	70	30	18	3	1	5					
9. Online Registration	4.6	4.6	4.3	26	7	3	2	2	52	4	4.7	42	7	2	1	0	68	4	4.5	4.3	91	34	16	7	4	9					
10. Vet's Course Cert'n	4.5	4.5	4.5	9	4	2	0	0	19	5	4.4	9	2	1	0	1	17	9	4.6	4.0	7	4	2	1	1	12					
11. Transfer Credits In	4.7	4.4	4.5	23	4	2	0	1	39	5	4.2	13	3	3	1	1	28	11	4.0	4.0	22	10	11	3	2	13					
12. Transcript Request	4.6	4.5	4.4	23	6	3	1	1	44	3	4.5	23	4	5	1	0	43	7	4.3	4.3	35	22	8	2	1	11					
13. Scholarships Apps	4.3	4.2	4.1	14	5	4	2	1	34	9	4.3	15	7	4	1	0	36	12	4.4	3.9	41	28	18	6	8	17					
14. Pers'l Counseling	4.6	4.5	4.7	33	7	2	1	0	56	0	4.7	31	9	3	0	0	57	3	4.5	4.4	72	24	12	5	2	13					
15. SWD Supp/Accom	4.7	4.3	4.3	7	2	1	0	1	14	8	4.6	7	0	0	1	0	11	11	4.6	3.9	14	6	2	3	3	12					
16. On-campus Jobs	4.4	4.6	4.2	12	4	2	0	2	26	10	4.1	8	3	3	0	1	20	9	4.4	3.7	18	6	7	5	5	21					
17. Off-campys Jobs	4.4	4.6	4.2	8	2	3	1	0	18	5	4.2	6	3	4	0	0	17	12	4.3	4.2	12	5	4	2	1	21					
18. Resume/Interview	4.6	4.5	4.2	10	9	3	0	1	30	6	4.4	10	6	2	0	0	24	8	4.7	4.3	25	11	5	2	1	14					
19. College Success	4.4	4.4	4.7	16	6	1	0	0	30	6	4.6	15	4	3	1	0	29	4	4.4	4.2	36	17	9	3	3	13					
20. Co-curric. Activities	4.5	4.6	4.7	17	3	2	1	0	30	5	4.5	17	7	1	1	0	34	7	4.4	3.9	29	23	9	6	5	8					
21. Grad'n App.	4.6	4.7	4.6	47	8	5	1	1	81	0	4.8	57	14	0	1	0	92	0	4.6	3.9	17	7	6	2	3	14					
R & R = Received & Rated NNR = Needed; Not Received																															

R & R = Received & Rated
 NNR = Needed; Not Received

Student Services Student Learning Outcomes						
	G 06-07 N=143	G 07-08 N=172	G Fa 08 N=77	G Sp 09 N=79	C Sp 08 N=222	C Sp 09 N=246
1. Identify difficulties & develop a plan to address them	4.3	4.4	4.2	4.3	4.2	4.1
2. Understand & use information to navigate systems like the college system	4.3	4.5	4.1	4.2	4.2	3.9
3. Formulate & apply problem-solving & decision-making strategies	4.4	4.5	4.1	4.2	4.2	4
4. Refine &/or adjust my values & goals as needed	4.3	4.5	4.1	4.3	4.3	4.1
5. Engage in meaningful employment & contribute to my family & community	4.4	4.5	4.1	4.2	4.4	4.1
6. Establish healthy, mutually beneficial relations w/ others & treat others w/ aloha & respect	*	*	3.6	4.1	*	4.3
Rating: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Disagree Strongly						
* SLO was added and surveyed beginning 08-09						

Plans after Graduation								
	G 06-07 N=143	G 07-08 N=172	G Fa 08 N=77	G Sp 09 N=79	C Sp 08 N=222	C Sp 09 N=246		
1. Work	56	45	12	18	82	81		
2. Further Studies	20	20	17	11	6	12		
3. Work & Further Studies	50	84	40	45	105	128		
4. Undecided	6	3	2	2	14	20		
5. Blank	11	20	6	3	15	5		

Annual Report Program Data and analysis located on college website at:

[AY 2009 Completed Annual Program-Unit Reviews](#)