

ANNUAL

REPORT OF PROGRAM DATA

2023

A photograph of a campus landscape featuring a winding paved path, green grass, and modern buildings in the background. The image is overlaid with a semi-transparent purple filter and a white geometric design consisting of several intersecting lines forming a diamond shape.

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

July 1, 2022 through June 30, 2023

Pāalamanui Office of Student Services

1. Program or Unit Mission

Unit Mission Statement

The mission of the Pālanuanui Office of Student Services (PAL-OSS) is to provide comprehensive “wrap-around” support services and a point of contact to current and prospective students of West Hawai'i Island.

Unit Description

The Hawai'i Community College-Pālanuanui Campus serves the West Hawai'i community by providing an open door to students in West Hawai'i to pursue degrees and/or certificates of higher education through Hawai'i Community College or the support of the University Center at West Hawai'i.

The campus houses classrooms, vocational labs, a computer lab, and a library learning center. Students attending Hawai'i CC-Pālanuanui can participate in various class formats, including traditional instructor-led classroom settings, video conference classes, online classes available via the Internet, and hybrid courses that utilize a combination of technologies and face-to-face participation.

PAL-OSS is a unit at the Pālanuanui Campus. It is a one-stop shop that provides access to Hawai'i Community College admissions, records, counseling, financial aid, scholarship assistance, onboarding and registration assistance, and special student success programs.

Target Population

PAL-OSS serves current and prospective students of Hawai'i Community College and the University Centers, especially those who reside on the West side of Hawai'i Island.

2. Program Student Learning Outcomes or Unit/Service Outcomes

For the annual unit review (AUR) 21-22, our unit outcomes were previously extracted from the Pālanuanui Director's plans. The unit outcomes listed in the 21-22 review included the following:

1. Improve internal communication.
2. Monitor enrollment numbers for the University Center, West Hawai'i and the Pālanuanui Campus.
3. Continue to build key relationships with Hilo and the West Hawai'i Community.

Only item #2 from our previous unit outcomes was assessed. Along with monitoring enrollment, we also monitored quantitative and qualitative data on the different areas of our unit as part of reviewing our unit's demand, efficiency, and effectiveness.

In this reporting period, PAL-OSS created [new unit service outcomes](#) and student learning outcomes that are related to the services we provide and aligned with the [Hawai'i CC Institutional Learning Outcomes](#). The student learning outcomes will help us measure our unit's effectiveness.

Data: [22-23 Unit Services Outcomes and Student Learning Outcomes](#)

3. Analysis of the Program/Unit

Overview

PAL-OSS has not completed a comprehensive unit review. This reporting period is the second unit review for PAL-OSS. Unit data used in this review will be in comparison only to the 21-22 reporting period.

In this reporting period, the PAL-OSS unit consisted of the following positions:

- 1.0 FTE Temporary Faculty Counselor
- 1.0 FTE APT B Student Services Specialist
- 1.0 FTE APT B Temporary (89-day Casual Hire) Ēlama & Hilo One Program Coordinator
- 1.0 FTE APT A Student Services Specialist (Academic Advisor)
- 1.0 FTE Office Assistant III

The PAL-OSS unit experienced the loss of three full-time positions in the 21-22 reporting period, which included the 1.0 FTE APT A Early College Specialist and the 1.0 FTE Educational Specialist. In the transition between reporting periods 21-22 and 22-23, we re-hired the 1.0 FTE APT B Temporary (89-day Casual Hire). The re-hired position serves as the Ēlama & Hilo One Program Coordinator. PAL-OSS operated with five full-time positions.

In this reporting period, the Student Support Specialist (APT B) continued to perform the Early College/Running Start Program responsibilities for West Hawai'i. Also, in this period, the Temporary Faculty Counselor performed the University Center responsibilities and provided academic support to the Ēlama & Hilo One Program. The Director of Pālanuanui has requested another Faculty Counselor position to oversee special populations such as Early College, Running Start, Early Admit, and the Ēlama & Hilo One Program.

PAL-OSS assessed unit demand, efficiency, and effectiveness via Pālanuanui Campus enrollment, student support services, and evaluations. The data will be spread out in three areas: enrollment, student services, and student evaluations. This section will conclude with a summary of the health indicators of the unit.

Enrollment

Pālanuanui headcount enrollment was retrieved from STAR Academic Logic, the Student Management Tab, and data provided by a previous Hawai'i CC Data Specialist. On the student list extracted from STAR Academic Logic, data is filtered by students indicating PAL as their site code and students with permanent addresses in West Hawai'i. West Hawai'i data includes Ocean View, Kailua-Kona, Waikoloa, and Kohala; however, we served some students from Na'alehu and Waimea in this reporting period.

PAL-OSS uses enrollment data to assess unit demand because it informs us of the number of students needing our services. The Pālanuanui Campus headcount for enrollment decreased by 6 to 9%. Several factors usually affect enrollment, but our unit did not assess these factors.

Another significant enrollment data includes enrollment in the Early College (EC) and Running Start (RS) programs. The headcount enrollment in these programs significantly increased between 18-31%. While several factors affect this data, the significant increase could be due to the high school partnerships within the West Hawai'i region. PAL-OSS plays a role in maintaining partnerships with our community for Early College and Running Start.

Data: [Pālanuanui Total Headcount Enrollment](#) and [Early College and Running Start Enrollment](#)

Student Services Functions

Student services function data includes student appointments, new student orientation, transcript evaluations, and student support services and programs, such as Early College, Running Start, the Ēlama & Hilo One Program, and the University Center, West Hawai'i. The unit also collects qualitative data through a student evaluation after appointments or student visits.

A. Student Appointments and Student Evaluations

In this reporting period, the PAL-OSS unit completed 1,004 student appointments. This was 190 fewer appointments from the last reporting period. An unduplicated count is 587, 161 less than the last reporting period. Out of all the appointment reasons, academic advising comprised 60% of our contacts due to the mandatory advising requirement for first-time and returning students. In 2022-2023, 225 first-time and returning students at Pālanuanui were required to receive mandatory advising before registering for classes.

Student advising appointments were primarily conducted by the Faculty Counselor and the Academic Advisor (Student Services Specialist APT A) positions. The Ēlama & Hilo One Program Coordinator primarily met with the scholarship cohort but also provided support in areas such as

admissions assistance, financial aid & scholarships.

PAL-OSS assisted students for a variety of reasons. Below is a list of appointment reasons by default in the STAR Balance Appointment system:

- Academic Action (Probation, Suspension, Dismissal)
- Academic Advising
- Admissions Assistance
- Career Counseling
- Counseling/General Concern
- Financial Aid & Scholarship
- Quick Questions
- Student Club/Organization
- Transfer Advising

Data: [STAR Balance Student Appointment Count](#)

B. New Student Orientation

In this reporting period, Mandatory New Student Orientation (MNSO) continued to be conducted by the Student Services Specialist (APT A) position. Assistance in this area also came from the Faculty Counselor, as there were two methods used for MNSO: an asynchronous Google Classroom model and a regular live Zoom session.

MNSO is required for all first-time students. In this reporting period, PAL-OSS facilitated orientation for 128 new students. Pivot tables were created to organize the data in Excel, but copied to show the number of first-time students who completed MNSO.

Data: [MNSO Charts](#)

C. Transcript Evaluation

The PAL-OSS unit continued to work with the Admissions & Records Office (ARO) to receive official transcripts for processing. Our Student Services Specialist (APT A) is our Transcript Evaluator. In this reporting period, 381 transcripts were evaluated, a 38% increase from the last reporting period's data of 276 transcripts.

Data: [Transcript Evaluation Chart](#)

D. Early College (EC) & Running Start (RS) Student Support

We did not have an Early College Specialist position in this reporting period. While high school representatives provide on-ground support for EC/RS students at their campuses, the Student

Support Specialist (APT B) continued to provide onboarding support to all EC/RS students; this included assisting with any student holds, registration issues, and getting started.

The high schools served during this reporting period include Hawai'i Technology Institute, Hawai'i Technology Academy, Honoka'a Ke Kula 'O Ehunuikaimalino, Kanu 'O Ka 'Āina New Century Public School, Kealakehe High School, Kohala High School, Konawaena High School, Makua Lani Christian Academy, and West Hawai'i Explorations Academy Public Charter School. Several students were home-schooled.

Since the last unit reporting period, the EC/RS enrollment has increased by 18-31%. This number will likely increase as more opportunities under EC/RS are offered.

Data: [Early College and Running Start Enrollment](#)

E. The Ēlama & Hilo One Scholarship Programs

In the preceding report, the Program Coordinator retired. As a result, a new Program Coordinator was appointed on an 89-day casual contract. This coordinator was entrusted with the responsibilities of providing student support, safeguarding the retention of students from the previous cohort, and overseeing the management of program activities. Since onboarding the new Coordinator, the Ēlama & Hilo One Scholarship programs have seen significant growth. Starting from an initial cohort size of thirty-one students to fifty-seven scholars for the 2023-2024 academic year, this represents a 46% increase in program enrollment. The program proudly assists 38 Native Hawaiian students and has already disbursed an estimated \$115,000 in scholarship aid for the Fall term.

The Ēlama & Hilo One Program is in its tenth year of existence and currently serves more than 100 students, with an average of 50 new students each year. The program needs the Program Coordinator position institutionalized. This has been an ongoing request backed by a Hawai'i CC commitment that the position would be institutionalized. We are requesting the position in Section 5, under Resource Implications.

F. University Center, West Hawai'i (UCWH)

The previous Educational Specialist only began collecting data in late 2021 in the preceding report. This is the first reporting period with a complete data set for UCWH. There was an increase in the number of initial student contacts from a count of 72 to a count of 249, which is used in the demand and efficiency of UCWH. The number of students who graduated from UC-supported programs went from 66 to 63, showing a slight difference. Future data is already being collected for 2023, and it is currently showing an increase in overall demand, efficiency, and effectiveness.

Data: [UH Centers APRU Tables](#)

Student Evaluations

Student evaluations were collected after each appointment. Evaluations were collected via an automatic link sent by STAR Balance and a manual evaluation sent by the Faculty Counselor.

We asked students to rate the services they received by presenting the following statements:

- The staff member listened to me and understood my reason(s) for seeking help, then responded to my concerns.
- The staff member provided me with helpful information.
- The staff member provided a safe and inviting environment.
- When needed, they assisted me in getting information from another office or agency.
- If I need to see someone in the future, I would choose to see this staff member again.

The data for these statements show that most students who submitted an evaluation “Strongly Agree” to the statements presented.

We also asked students to identify what they gained after their appointments. The options we provided to select from are the following:

- I can identify my career and/or academic goals.
- I can develop a plan to achieve my career and/or academic goals.
- I can identify campus and/or community resources.
- I understand my degree requirements.
- I know how to maintain or return to good academic standing.

Students mostly strongly agreed that they gained from the appointments with unit staff.

Students were finally asked to provide comments and suggestions toward the end of the evaluation, and most students provided positive feedback for the services they received.

While PAL-OSS received great feedback and ratings, we did not collect enough evaluations to help the unit determine the effectiveness of our unit.

Data: [Graphs from Student Evaluation Google Form and Student Feedback](#)

Unit Health Indicators Summary

The PAL-OSS unit demand and efficiency are considered healthy because of the variety of wrap-around support the unit provides to the number of students enrolled at Pāalamanui Campus in 2022-2023. The unit also extends services to prospective students and inquiries from the West Hawai'i Community.

Qualitative data should measure the unit's effectiveness. PAL-OSS retrieves qualitative data through student evaluations. Unfortunately, our unit did not collect enough student evaluations to determine effectiveness. Collecting qualitative data is a part of our action plan for 2023-2024.

4. Action Plan

The unit goals in the last reporting period, 21-22, were to:

1. Improve communication with students through various modalities and constant contact from outreach, admissions, registration and retention.
2. Continue to improve data and tracking methods.

Based on the findings in parts 1-3, we did not meet these specific goals and have created a new action plan. The action plan below will address our unit's effectiveness and align with our [new unit and student service outcomes](#).

Plan:

PAL-OSS will assess the effectiveness of our unit in providing student services by

1. Collecting more student evaluations at contact points in our office. This includes the front desk, student and staff interactions, and one-on-one student appointments. Our goal is to collect at least 30 evaluations (2% of our initial appointments).
2. Although we have data, we will continue to collect data on the impact of the Ēlama & Hilo One Program. Most importantly, we want to collect testimonies from our Ēlama & Hilo One Scholars on the impact of the scholarship program.

5. Resource Implications

Special Resource Requests not included in operating "B" budget *

☐ I am NOT requesting additional resources for my program/unit.

☒ I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 1 (4 items max.)

- **Item Description:** See [Resource Implications for PAL-OSS 22-23](#)
- **Justification:** See [Resource Implications for PAL-OSS 22-23](#)
- **Priority Criteria** (must meet at least one of the following): See [Resource Implications for PAL-OSS 22-23](#)
 - 1.Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
 - 2.Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
 - 3.Expand our commitment to serving all segments of our Hawaii Island community through Pālanuanui and satellite centers
 - 4.Address aging infrastructure.
 - 5.Continue efforts to promote integrated student support in closing educational gaps.
 - 6.Leverage resources, investments with returns, or scaling opportunities
 - 7.Promote professional development.

See Further Details at: [Resource Implications for PAL-OSS 22-23](#)

CATEGORY	Category-Specific Information Needed			
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
	Fall 2024	1.0 FTE Student Services Specialist APT B	Minimum \$63,684 per year	No

22-23 PAL-OSS Unit Review Resource Request

Item Description:

CATEGORY	Category-Specific Information Needed			
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
	Fall 2024	1.0 FTE Student Services Specialist APT B	\$63,684 per year	No

Justification:

Institutionalizing the Ēlama and Hilo One Coordinator position began in 2017 when we received a three-year grant from Kamehameha Schools to support the 13th-year programs. One of the key objectives of the grant and a key commitment that we made to the funder was to sustain the Ēlama and Hilo One position beyond the grant term, which was scheduled to end in 2020.

The Ēlama Program and Institutionalizing the position also aligned with the most recent 2015-2021 Hawai'i Community College Strategic Directions, Hawai'i Graduation Initiative (HGI) Action Strategy 4: *Solidify the foundations for Hawai'i CC at Pālanui, our newest campus, and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations served.*

Toward this goal, the grant provided 100% of position funding in Year 1 (i.e., 2017-2018), then 50% in Year 2 (2018-2019), and 25% in Year 3 (2019-2020). The Hawai'i CC commitment called for the campus to take on an escalating match of the position costs (0%, 50%, 75% in years 1-3 of the grant, respectively) with the expectation that the campus would be able by the 4th Year to take on 100% of its coordinator costs. Chancellor Solemsaas repeatedly affirmed the commitment of the college to institutionalize the position as per the grant, and discussions and plans were ongoing through early 2020. With the COVID-19 pandemic in early 2020, plans for the campus to take on the position by Fall 2020 were put on hold indefinitely due to unanticipated issues with funding, hiring freezes, and other pandemic-era uncertainty.

Since 2020, the grant has sustained the Coordinator position through a variety of temporary, ad-hoc measures, including a No Cost Extension of the original KS grant, reallocation of other external grants through one-time special requests, creative use of various sources of funding and, for the current year, a new KS grant combined with UHCC allocation to support 50% of the position. These temporary measures allowed the campus time to develop a plan to institutionalize

its position.

According to the 13th Year Program, concerning enrollment and position status, Hawai'i CC is the number one priority for immediate institutionalization of the Coordinator position. This is based on several factors, including the maturity and stability of the program. Ēlama is approaching its tenth year of existence with a documented history of success.

Currently, Ēlama and Hilo One serve more than 100 students, with an average of 50 new students per year, which is on par with its peer programs that have sustained positions. Ēlama and Hilo One are one of the best-supported programs of the 13th Year programs, with cornerstone funding for scholarships and student support from both local and non-local sources. The Ēlama and Hilo One Programs continue to grow in serving the needs of its community. It is the only island among the 13th-year programs, with two programs covering multiple communities of high need. Hawai'i CC is uniquely positioned to leverage the coordinator position to serve the students in its communities.

For all these reasons, the timing and opportunity are suitable to support the position in time for the Fall 2024 semester, when other funding is due to end. This long-promised step will be an essential investment into Hawai'i CC's ability to serve its population of high-need, high-potential students who will not otherwise be given the opportunity for college.

Priority Criteria:

#3: Continue efforts to promote integrated student support in closing educational gaps.

- Data shows that the Ēlama and Hilo One programs have demonstrated great success in helping to close the gaps for these students, including exhibiting higher satisfactory academic progress achievement during the first year (17.3% higher than peers not in the program), higher persistence rates to the second year (5.3% higher), and higher rates for degree attainment within three years (17.3% higher).
- The Ēlama and Hilo One Program makes it possible for Hawai'i Island residents who have compelling barriers to entering and succeeding in college.
- The program primarily serves demographic populations with greater financial need, such as students with pell-eligibility, first-generation college, Native Hawaiians, and non-traditional students who face personal and other barriers to college.
- Students are brought in as a cohort and supported with an array of services designed to increase student investment in their educational goals while addressing other specific

needs and challenges the students might have.

- The program takes an integrated “high-touch” approach that helps students of each cohort navigate the steps needed to enroll and succeed in college.

#4: Expand our commitment to serving all segments of our Hawai‘i Island community through Pāalamanui and Satellite centers.

- The Ēlama and Hilo One Program serves all communities of Hawai‘i Island.
- The Program Coordinator will be responsible for programs and activities at our main Manono Campus, the Pāalamanui Campus, and the Kō Education Center.

#5: Leverage resources, investments with returns, or scaling opportunities.

- Ēlama and Hilo One successfully leverage funding by bringing in external grants and donations to support their students through scholarships and support services. This has included significant support from local foundations (e.g., Kuki‘o, Dorrance Foundation), statewide grantors (e.g., Kamehameha Schools), and even mainland partners (Oak Foundation).
- In return for donor financial contributions, these donors expect that the students they are supporting will be served at a high level by the program infrastructure. Investment in the Coordinator Position is, therefore, a way to ensure continued access to this vital external funding. This external funding not only provides direct support to students but also helps Hawai‘i CC maintain enrollment by recruiting non-college-bound students in the community who would otherwise not have attended college.