Support Area Annual Program Review 2011-2012

Unit/Area: Student Services

Each Support Area completes and submits one completed Review Form. It is strongly suggested that each unit within the support area complete its own review form and then unit heads meet to compile and summarize for the Area.

The end result of all this planning is the College Plan, which is a synthesis of the planning lists submitted by all support areas. Each support area plan is a synthesis of the planning lists from its various units.

Each planning list is based on six considerations:

1. SWOT Analysis (which arises from internal and external scans of the real world)
2. Last year’s plans (what was accomplished (or not accomplished) in the previous planning cycle)
3. SLO (how well are your SLOs being achieved) and Outcomes Measures (how well are your Outcome Measures being achieved)
4. Strategic Plan Tactic (how well is your tactical plan accomplishing the strategic plan outcomes)
5. Intra-Campus Communication (What do other divisions/areas/programs need from you to accomplish their objectives?)
6. UHCC Annual Report of Program Data
Some reports and data to which you may need to refer . . .

1. Findings from course assessment activities and applicable program SLO assessments.
   You should have copies of those assessments on hand. However, if you need to obtain copies of specific assessments, please contact the Office of Planning, Policy, and Assessment (OPPA, DA 205, x495, abrown8@hawaii.edu).
   The SLO Assessments Status Report v1r2 gives the percentages of courses assessed over the last four years. This can be found on the Leeward CC Intranet (which cannot be linked in this Word document). Go to: http://intranet.leeward.hawaii.edu.
   Once you login, select OPPA from the main menu, then Annual Program Reviews from Resources on Intranet. Then Assessment Reports from the sidebar menu.
   Or you can try pasting this into your browser’s URL window: http://intranet.leeward.hawaii.edu/page/508

2. UHCC Annual Report of Program Data provided by OVPCC.
   The data and reports for the current year (due October 30), as well as the previous year are now posted on an OVPCC website.
   http://www.hawaii.edu/offices/cc/arpd/index.php

3. The plans and proposals in previous Annual Program Reviews and planning lists. These may be found in DocuShare.
   http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-92
   http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2819

Additional information and data that will be helpful.

1. The Timeline for APR Submissions, Review, and Budget Prioritization has been posted on the Leeward CC Intranet.
   Go to the Leeward Intranet: http://intranet.leeward.hawaii.edu.
   Once you login, select OPPA from the main menu, then Annual Program Reviews from Resources on Intranet. Then Timelines from the sidebar menu.
   Or you can try pasting this into your browser’s URL window: http://intranet.leeward.hawaii.edu/page/505
2. Institutional research data provided by OPPA.
   Links to reports about enrollment, student/course/program performance (including degree/certificates awarded). System IRO reports as well as other reports dealing with our environment are linked on the Leeward Intranet.
   Once you login, select OPPA from the main menu, then Institutional Research from the Resources on Intranet. Then IR Data from the sidebar menu.
   Or you can try pasting this into your browser's URL window: http://intranet.leeward.hawaii.edu/page/436

3. The Strategic Plan Update is available on DocuShare, and the Strategic Outcomes and Performance Measures, 2008-2015 on the Leeward CC website.
   http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-92
   http://www.leeward.hawaii.edu/oppa-strategic-plan

4. Planning List and Budget Request Prioritization Criteria as formulated by the APR Working Committee:
   Login to the Leeward CC Intranet. Select OPPA from the main menu, then Annual Program Review from the Resources on Intranet. Then References from the sidebar menu.
   Or you can try pasting this into your browser's URL window: http://intranet.leeward.hawaii.edu/page/507
1. Support Area SWOT Analysis

A SWOT Analysis is an examination of what you see as Strengths, Weaknesses, Opportunities and Threats for your Area. Focus on the components of your SWOT analysis that help or hinder you in achieving the college’s strategic initiatives. Here are some questions that will guide you in doing a SWOT Analysis:

Strengths:
- What advantages do you have?
- What do you do well?
- What relevant resources do you have access to?
- What do other people see as your strengths?
- Describe any particularly successful aspects of the Area as well as any honors, awards, or achievements.
- What’s the best “selling point”
- What competitive advantages does your Area have?

Consider these questions from both an internal and external point of view. In looking at your strengths, think about them in relation to competitors. For example, if all competitors provide “high quality,” then high quality is not a strength in the market, it is a necessity.

**Strengths**

**Executive Summary:** The Student Services Offices are occupied by skilled and experienced individuals who have increasingly committed themselves to acting as a team of professionals working with students, with faculty, with administration and with the community to provide excellent support for students to access, and succeed in, collegiate study. The offices have used grant funding to support specific initiatives most recently related to recruitment, financial literacy, and job prep services for CTE students. The offices have made effective use of interns from various counseling programs to support special program options, and have focused on specific goals for improvement in services to students, utilizing both SLOs and Program Outcome measures related to volume and efficiency of effort. Offices have responded to increased workloads, both in terms of volume of students served, and in terms of increased systemic demands in positive manner, and have improved services as a result. Increased presence working in cooperation with faculty, administration and other units on and off campus has resulted in a greater degree of understanding for the work and the complexities of student records, financial aid, and support. The opportunity to participate in staff development related to customer service and the opportunity to design a new, preferred working environment though the anticipated one-stop student service center has allowed units to coalesce around customer service and satisfaction as an overriding goal. Increased support for and use of technology to assist students and one another in working with students and families has been positively received. Staffing needs highlighted in previous Program Reviews have been or are in the process of being addressed. New hires have been exceptionally positive influences. Additional resources allocated in the current year budget cycle have allowed for institutionalization of several previously grant-supported and therefore grant-dependent efforts. Health services, both physical and mental, have been expanded in the current year to help address emerging needs. The student experience continues to be enhanced by our collective efforts as evidenced in CCSSE scores and in data documenting student involvement with all of our offices.
The complete text of individual units’ assessments of their respective strengths follows, color coded by unit.

**A&R:**

Using the University of Hawaii System and Leeward Community College websites, the range and availability of services from the unit was broadened past normal work hours. For example, most commonly used admissions or records forms such as a pdf, form fillable application and electronic online application form; a form fillable request for transcript form; the complete withdrawal form were digitized and made available from the website.

Participation in campus/community events such as counselor workshops create partnerships with stakeholders that allow for a personal contact to assist with information sharing or problem resolution.

Technical skills and familiarity with the UH System’s student information system brought by the new transcript evaluator ensure consistency in transcript evaluations. As a bonus, this staff member’s customer service skills have elevated other staff members level of service provided to students, faculty and staff and the general public through teaching staff how to interact with visitors.

Coordinating the handling of special campus initiatives to the Coordinator of Admissions and Records and program contacts only for Memorandum of Agreements, Running Start and Early Admission Programs has reduced application processing and registration problems.

**COUNSELING**

1) Counseling Unit is student focused and responsive to student needs. (i.e. Use of SARS, availability of express advising, NSO) 2) Counselors teach classes to meet the needs of special target populations of students at LCC. Counselors present Success Connection workshops.

3) Counselors update knowledge pertaining to 4-year institutions in Hawaii and nationally. Counselors maintain connections with their counterparts at the baccalaureate institutions in Hawaii. Counselors collaborate closely with other community colleges in the system.

4) Counselors partner with instructional faculty to develop innovative strategies to increase student retention. (Early Alert system/Maka’ala, Learning Communities) These partnerships have been enhanced with the addition of counselors designated specifically to work with BT, PAT, DevEd English, DevEd math and NH students. These counselors are housed within the specific program areas. Most recently a counselor has been hired to work with OCEWD and the ICS, DM and Plant Bioscience programs.

5) Counselors serve as specialists with a depth of specialized knowledge pertaining to specific counseling areas or specific target populations.

6) Counselors are excellent teaching faculty.

7) Counselors are committed to continuous growth and attend professional development conferences, workshops, etc. when appropriate.

8) The Counseling Unit is diverse in terms of ethnicity, skills, age, and experience.

9) Counselors consistently receive strong student evaluations.

10) Many counseling offices are located together in the same building. This arrangement encourages collaboration, sharing of knowledge, sharing of information, and excellent service to students. This collaboration will be further expanded when the one-stop
center renovation is complete. This collaboration includes the program counselors despite the fact that they have been deployed to their respective instructional or program area.

11) Counselor hiring committees maintain professional standards and consistency in screening and hiring qualified counselors.

12) The Counseling Unit has a clearly defined mission statement. This mission statement and the Leeward Community College strategic plan are used as guidelines when establishing priorities for the Counseling Unit.

13) Counselors explain the specifics included in the MOAs established between LCC’s AAT degree program and UHM COE and UHWO’s education degree program and the MOA’s established between LCC’s Business programs and UHWO’s business programs.

14) Counselors coordinating NSO collaborate with the Marketing Office to create a visually appealing New Student Informational Publication.

15) Counselors coordinating NSO work with the Marketing Office to provide input on content of a Student Planner that distributed to students throughout the academic year.

16) An on-line orientation has been created to meet the needs of students who prefer this learning modality.

17) Program counselors have been hired to address the needs of specific divisions or target groups (AAT; BUS; PAT; DevEd English; DevEd Math; Native Hawaiian students; LCCW; and OCEWD, ICS,DM and Plant Bioscience.

18) Program counselors are housed in the instructional divisions or locations where their target populations are found. This practice helps instructional faculty gain a greater awareness and appreciation for the myriad of things counselors do to contribute to student success.

19) Student Services now has a classroom dedicated to our use for classes, meetings, workshops, etc.

20) The majority of counselors have begun using STAR to execute the “academic journey”, “what if”, “academic planner” and “notes” options. This practice will consolidate the student’s interactions with various counselors and/or provides a record of the work done with one specific counselor.

21) Use of SARS makes more information readily available to help make data driven decisions designed to support and improve the counseling services available to our students.

22) The online student evaluation was implemented in Feb. 2010. This has made it much easier to compile student evaluation data for counselors, especially t for T/P purposes).

23) The Counseling Unit has developed and measured SLOs for the major professional counseling activities.

24) IPads have been issued to counselors; they can more efficiently work with students to familiarize them with all of the features of STAR as well as the registration process. Students can now easily track their progress towards graduation on their own and counselors have more time to work with students who need more support.

25) All counselors are aware of and participate in the 4 major initiatives of the Unit (STAR, NSO, ADM, and Proactive Counseling.

26) A psychologist has been hired part time to work with students with serious problems that adversely affect their ability to perform in the college environment. (Fall 2011)

27) Two counselors have been hired. One is a program counselor working with OCEWD, ICS, DMED and PBT, the second is a generalist counselor.

FINANCIAL AID

- Our staff is dedicated to serving the students to provide the financial assistance that they need to fulfill their educational goals.
- Ability to streamline financial aid process to make it easier for students to apply for assistance.
- A good working knowledge of the Banner system.
Staff development training is available to financial aid officers through our professional organizations and federal training to comply with changes to federal regulations and requirements.

We provide professional development workshops to faculty and staff on financial aid and other areas related to working with students.

Ability to plan, organize and create conferences related to recruitment and retention for the institution, UH system and the State DOE system as a result of our partnerships with our guarantors.

Willingness of the Financial Aid Office to do financial aid presentation to the campus and the community upon request as much as we are able to.

Accessibility of financial aid information to students via the website, scholarship bulletin board, counter service, emails and MYUH portal

Able to seek outside resources for assistance if none available within the campus or system

2010-2011

● The Financial Aid Office applied for and received a portion of the Institution’s Perkins Grant to provide financial aid outreach and financial literacy information to the students in Career and Technology Education to promote student success and continued financial aid eligibility for future semesters.

● For the limited time that we will have the Perkins Funds, our new staff will assist us in expanding the scope of our Scholarship Fair to include resources for a bigger majority of our ethnic population.

● The Team worked with individual CTE faculty to present financial aid information and to encourage students to use the USA Funds financial literacy “Life Skills” session. Life Skills has a pre- and post-test to determine what the student has learned about financial aid resources. Students were encouraged to explore the thirty or more sessions for their own personal growth.

● The Perkins Grant Team created a Financial Fitness Fair to educate our students on various financial literacy topics such as budgeting, credit card management, save money-buy in bulk, and many more topics.

● The Perkins Team did financial aid outreach with other campus groups such as Up-Ward Bound, Ho’oulu Native Hawaiian CTE Project, Success Connection Workshop, and various CTE classes. The goal was to give information and assistance in completing the financial aid application so that the students can receive the Federal Pell Grant and other assistance to meet their educational costs.

● Partnered with the Job Prep Office and the Hoo’ulu Project to service CTE students.

● The Office also plans to continue the partnership with Chaminade University to have interns in their Masters’ of Counseling and Marriage & Family work with Leeward students at the Pearl City and Waianae campuses by assisting them in applying for Financial aid and scholarship searches. They also do financial aid outreach at community projects on or off campus.

● Nationwide, all financial aid offices had to implement 2nd year Pell for the summer 2011. Although it was a manual calculation for this institution, we were able to consider all students who were eligible. The new method of calculating summer eligibility resulted in a 50% increase in awards and assisted students to complete their educational goals in a more timely manner.
HEALTH CENTER
Accessibility: Convenient, on-campus, open 8-4:30, M-F
Staffed by full-time RN and part-time physician
Provides affordable, low-cost medical visits and immunizations
Health clearances processed efficiently and stored electronically in secure medical record system
Offers low-cost family planning services
Promotes healthy lifestyle for students
Collaborates with Security on urgent medical calls on-campus

Job Prep Services
- Job Prep Services offers services to students, employers, and alumni free of charge.
- Job Prep Services offers career resources and tools to students and alumni that are accessible anytime and anywhere via on-line services (I.e.: Access to job postings, Career Connections – career exploration and information system, Career Kokua – interest profiler and occupational outlook information, Career Access – resume, cover letter, application, & interview tutorials).
- Two dedicated staff members—increase in the number of students seen
- Team focus
- Partnership/Collaboration (Gear-up, Ho‘oulu, Sulong Aral, P-20, Rotary-Mililani Sunrise)
- Increase participation in events—NSO, Welcome Table, Open House, Workshop/presentations
Flexible—willing to try new things, internal/external events

CHANGES:
- With the increase in staffing, JPS is able to service more students with one to one appointments and workshops on job readiness. (CCSSE survey results indicated a 69% response as JPS services are “somewhat/very important”)
- We are also able to connect with the community and to address new emerging industries.
- Continue to have employer partnership opportunities, while expanding to other new emerging industries (green jobs, rail, hospitality, etc…).
- Potential to create work-based learning opportunities with businesses for students for career exploration activities.

RECRUITMENT
Logistics, planning and implementation:
1. Our campus is in a centralized location for the highest growing populated communities.
2. We are an office that solely concentrates on outreach and recruitment.
3. We have a defined mission and goals, which center our efforts.
4. Our staff annually revisits each outreach activity and measures effectiveness, relevance, quality and sustainability.
5. Our staff works off an open model—which we will modify, revisit and terminate outreach services if need be.
6. We work with feeder high schools to identify student needs and challenges, and what is working.
7. Diversity of services established (workshops, 1:1 assistance, Peer Mentors, campus tours, etc.).
8. We have many requests for our services, sometimes more than we can accommodate.
Staff:
1. Our staff is a combination from the recruitment office and the counseling unit assisting part of the time – 1 FT APT Recruitment Staff (100%), 1 counselor (5%), 2 counselors (20%).
2. Individuals on our staff have varied experiences.
3. Being former Leeward CC students some of our staff share real college experiences about our campus.

Relationships within the college:
1. Ongoing collaboration with Marketing Dept. to produce professional informative handouts
2. Support and participation in outreach activities from a number of divisions:
   a. tours
   b. class visitation
   c. college /career fairs
3. Support and services from other units in the Student Services division.

Relationship outside the college:
1. Continued partnership and involvement with Leeward Coast organizations:
   a. Valley of Rainbows
   b. MA’O Farms
   c. Queen Liliokalani Children’s Center
   d. Adult Education programs in the Central/Leeward districts
2. Continued partnership with feeder High Schools:
   a. Post information about our services at high schools
   b. Update schools with our events
   c. Access to high schools
   d. Annual High School Counselor Workshop at Leeward CC
3. Ongoing contact with Youth Challenge, Big Brothers Big Sisters, etc.

Collaboration with other institutions:
1. Participation in HICAN (partnership with all UH system schools)
2. Collaboration with other recruiters from other campuses

STUDENT LIFE
Advantages:
- The Student Life Staff has been a team for approximately 2.5 years and have all been trained in various workshops such as Safe Zone and Customer Service. The staff is dedicated to providing excellent customer service and to be an office that is student friendly. Campus departments refer students to the Student Life Office for many different reasons and the student staff need to be trained to answer the questions or refer them to the appropriate office.
- The Financial Aid Office often refers students who are eligible for volunteer scholarships to the Student Life Office because
students gain a breadth of skills while being a part of Student Life. The Student Life Coordinator manages an office staff that includes 1 clerk, 1 graphic designer, 4 student assistants, and up to 5 volunteers.

- The hiring (RIF) of a Student Life Clerk has improved efficiency in the office regarding purchasing and customer service.
- Hiring a temporary Ka Mana’o Advisor has established an internal structure for the student run magazine. The magazine was produced with approximately 20 students on staff.

Do well:
- Recruiting student leadership involvement and training them to be efficient, understanding, and transformational student leaders.
- Coordinating well attended events and partnering with campus divisions and student organizations.
- The Student Life Office engages students on campus and provides students with an opportunity to be involved and to build their own community on campus.
- Utilize students and their strengths to maximize efficiency and engagement on campus
- Communicating with the campus via email blasts and personal communication. The website has been helpful in dispersing information: 7/1/2010 to 6/30/2011: The website had 91,000 views.
- Streamlining various processes for students including NSO online reservation system and the process for Commencement.

Resources: HASLA, ACUI, and campus faculty

Strengths from others:
- Budget
- Trained student leader
- Event planning skills and workshop presentations
- Eagerness to assist with campus events
- Team oriented staff that is always open to assisting with events
- General campus information
- B&F Committee and workshops which provides funding opportunities for the campus
- Weekly email updates to students about campus announcements

Successful aspects:
- Successful aspect would be the branding of Student Life. After 2.5 years students recognize the Student Life image, they attend the events, and come to the office and utilize the office as a resource.
- The launch of mandatory NSO is successful as well because many faculty members have seen a difference in the student’s preparation for classes and understanding of Laulima which the faculty members feel in part due to the mandatory NSO and counseling appointment.
- Consistently maintaining a full membership in all leadership areas: Student Government , SG, (9), Student Activities Board, SAB, (7), Budget and Finance Committee, B&F, (5-7), and New Student Orientation (NSO-12).
- The $30,000 Domestic/Sexual Assault grant has brought infrastructure to the committee to support events and trainings related to DV and Sex Assault.
- Commencement: A consistent committee has helped streamline the ceremony and create a more enjoyable experience for students and family.
- The addition of Ka Mana’o to Student Life has engaged more students on campus who have different skills and talents.

Selling point and advantages: active student leaders who can help in every aspect, a non restrictive budget, event planning knowledge and experience
Weaknesses:
What could you improve?
What should you avoid?
Where does your Area lack resources?
Where are we losing money?
Where are we vulnerable?

Again, consider this from an internal and external perspective. Think about competitors, internal quality, what’s holding us back?

Weaknesses

Executive Summary: The long-continuing state-wide clerical hiring freeze hampered the ability of all offices to function at maximum efficiency, with several operating with reduced numbers of and/or temporary personnel, but nowhere was this issue more pronounced than Admissions and Records, where even now, the additional workload coupled with less than full staffing has severely impacted the turnaround time of applications, transcript evaluations and records processing. Additional system and campus-level demands exacerbate these efficiency issues for all offices. These staffing issues, resultant as they may be from a stagnantly weak economy, are made glaringly apparent when more and more students present themselves in need of services. Improvements in offerings supported by ARRA, AtD, Perkins, GEAR UP and other grant funds remain fragile due to the temporary nature of such funding, and while some of these efforts were institutionalized in the current year budget, many others remain at-risk. Stress from high demand and low capacity takes a daily toll on personnel who struggle to do their best despite the scarcity of resources and the demand on their available time. Because staff are largely consumed by the issues directly in front of them, there is little capacity to think big or to plan long-term. The lack of strategic planning for enrollment management, financial aid leveraging, and retention planning impairs both our current and future ability to help all students succeed at Leeward. Greater attention to plugging the gaps in all areas of student support to assist students to remain in the educational pipeline is needed if the college is to fulfill its mission to be the community’s college and to meet the demands for educational opportunity in the Central and Leeward region of Oahu. The lack of formal IT support specific to Student Services leaves us reliant on volunteer time from specific individuals, and leaves us vulnerable to under-utilization of technology that could improve efficiency and assist students, faculty and other staff. Software product implementation has been limited by both piecemeal adoption and by lack of technical support sufficient to fully utilize existing as well as emerging technologies. The limited availability of Mental Health services for a growing population increasingly exhibiting need for such services is a recipe for disaster in the making.

The complete text of individual units’ assessments of their respective strengths follows, color coded by unit.

A&R
The retirement of the Admissions unit supervisor and the promotion and reassignment of the remaining experienced admission clerk to another campus unit has affected the entire Admissions and Records operation. Although the hiring of a new replacement has at least placed a full time staff member in the 2-person unit, resources were pulled from other areas to train this individual and supervise unit student assistants affecting the timely completion of other responsibilities in other areas.
Additionally, the Records unit supervisor’s position was left vacant due to the incumbent accepting a temporary assignment with another unit on campus further impacting operations in the Admissions and Records. Due to the State’s and University’s hiring freeze, permanent replacements for the two unit supervisor positions could not be made.

The increase in the campus’s special initiatives e.g. Memorandum Of Agreements for the Waianae Health and Akamai Academies, Institute for Native Pacific Education and Culture, U.S. Navy Information Operations Command Hawaii, Campbell, Waipahu, and Mililani High Schools and reporting requirements e.g. Running Start and tuition assistance programs for the military through STAP and MyCAA and other potential UH Community College System initiatives such as the UH System Reverse Transfer program where students enrolled at the baccalaureate campus will identify their students who may qualify to graduate with an Associate of Arts degree at the community college will require Records unit staff review an increased number of graduation documents create additional workload issues on an already overburdened staff. Or the Matriculation fee proposal to charge each applicant a one time fee to apply to any UH community college. This proposal will burden the Admissions unit as each application will now have to be evaluated to determine whether or not to apply the fee.

The timely processing of requests for services has dramatically been reduced due to the loss of key fulltime staff in the Admissions and Records units while demand has increased. For example, the campus enrollment for the academic year 2009 was 15,667. In academic year 2010, enrollment was 16,305. A 4% increase in spite of decreased staffing and a three-week campus closure but reliance on overtime work.

Increased reliance on student employees to make up for the loss of fulltime staff is unsatisfactory and has resulted in student complaints requiring intervention by the Dean of Student Services and the Coordinator of Admission and Records. Retraining and writing specific step-by-step task related instructions are further efforts to reduce complaints but are time consuming to create. Attempts to increase productivity in critical areas by assigning other staff has only exacerbated timely response times in other areas such as transcript evaluation processing.

State of Hawaii and University of Hawaii hiring freezes have hampered unit operations as permanent replacements are unavailable. Requests for replacements has been partially successful with temporarily assigned staff but training new staff has diverted other staff away from other tasks creating backlogs in other areas. The situation is further compounded because temporarily assigned staff has chosen to return to their former position leaving unfilled supervisory positions in both admissions and records units.

**COUNSELING**
1) There is an ongoing challenge of maintaining cohesiveness within the unit now that counseling is decentralized. Issues arise that underscore the difference of perception of the duties of a counselor that arises between the counseling faculty and the instructional faculty within the area served.
2) With the introduction of a variety of broad-based initiatives, it is becoming increasingly difficult for counselors to find the time to fulfill all professional responsibilities during a 40 hour work week.
3) Some counselors are not using the iPads purchased to teach students how to register and how to use STAR to track their academic Progress towards degree completion.
4) There is not enough space to house newly hired members of the division. There is inadequate storage space as well.
FINANCIAL AID

- Termination of partnership with the Gear Up program means a loss of opportunity to provide financial aid information and assistance to the lowest income high schools in our service area. We would have liked to extend this partnership to all high schools in our service area so all high schools who feed students into LCC would have received information on applying for financial aid and external scholarships.

- Lack of staff to do outreach to encourage currently enrolled and potential students to file a financial aid application. Parents and students lack awareness of what is available. We have many requests for financial aid presentations but lack adequate staff to fulfill all requests. John Morton completed a study in Spring 2006 titled, On Reducing Cost as a Barrier to Access (Increasing the Availability and Utilization of Financial Aid by Community College Students), which identified LCC with insufficient staffing based on the national staffing model AND that LCC had a lower rate of students who applied for financial aid. If we were to fulfill commitments for financial aid presentations, we would need to take staff off of processing to meet the demands. This would cause a backlog in the processing area.

- Although there are three new major financial aid programs (a federal, a state legislative and a UH system directive) and new eligibility requirements, no new staff has been added.

- Lack of communication from administration to inform us that new academic programs have been created so that we can submit it for approval to the USDOE in order to award students financial aid.

- Lack of vision by members of our Division to consider financial aid information as an active part of recruitment and persistence/retention.

- Lack of space to operate efficiently.

- Lack of IT support to develop reports to reduce the amount of manual work.

- Lack of opportunity to work with LCC counselors to provide financial aid information to the high schools that they serve.

- Lack of a good marketing strategy to promote Leeward as a viable option to the community and high school students.

- Lack of input to include financial aid issues in the campus wide survey to students.

- The increase in student population and financial aid applications is taking a toll on the staff especially with changes in the federal regulations which require work that is not automated. The new Year Round Pell will have a significant impact in slowing the processing for 2011-2012.

- Bad economy resulted in an increase in applications and an increase of more students with special circumstances which will take longer to review and process.

- Increases in applications processed resulted in the manual mid-year academic review of more applications to determine whether spring awards need to be cancelled and the calculation of the amount students who did not earn any credits needed to repay to the institution. This manual review happens between the semesters with the normal processing of current year and incoming applications for the next academic year.

- Need more automation and less manual processing

- Projected increase in tuition costs may result in greater increases in enrollment.

- Projected increase in tuition costs will result in more students applying for financial aid adding to the already overworked staff.
2010-2011

- Lack of staff is still a major issue. As the current staff is focused primarily on processing, performing outreach activities is a very low priority for the office.
- Lack of communication from administration when new academic programs are created is still a problem since our office must submit those programs for approval from the USDOE to determine if they are eligible for financial aid funding.
- Bad economy resulting in increases in applications and more students with special circumstances which take longer to review and process still exists.
- Increases in applications processed resulted in the manual mid-year academic review of more applications to determine whether spring awards need to be cancelled and the calculation of the amount students who did not earn any credits needed to repay to the institution still exists. This manual review happens between the semesters with the normal processing of current year and incoming applications for the next academic year.
- The need for more automation and less manual processing still exists.
- Projected increase in tuition costs may result in greater increases in enrollment due to students not attending the Universities.
- Projected increase in tuition costs will result in more students applying for financial aid adding to the already overloaded workload of the staff.
- Lack of space is still a major issue as the Perkins Team had to share a vacant Counseling Office until April 2011 when the Counselor’s Office in the Financial Aid area became vacant due to a retirement. The three Perkins Team members shared this space. The Perkins Grant person must share an office space with the full-time financial aid officer.
- Lack of IT support to develop reports to reduce manual work is still a problem.
- Although we were approved for the Perkins Grant, establishing the account did not occur until the middle of the fall semester. Therefore, the Office was not able to hire anyone until January, 2011. This caused a problem in fulfilling all of the terms of the Perkins Grant.
- Financial Literacy is a big “buzz” word across the continental U.S. However, our local schools are slow to implement a formal financial literacy component in the Community Colleges. The US. DOE states “Financial literacy (education on the management of personal finances) is an essential part of planning and paying for postsecondary education. Everyone needs to understand the options with respect to the vast array of financial products, services, and providers to make sound financial decisions.” Our campus has not addressed the need for a formal financial literacy program even as the Financial Aid Office has applied for the Perkins Grant to focus on the CTE students. Financial literacy should be made available to all students. The campus should make it a priority to establish a permanent formal financial literacy program to benefit all students as a part of encouraging student success. In the fall 2010, 334 students withdrew and 44% (146 students) stated that the major reason for the withdrawal was financial hardship. In the spring 2011, 278 students withdrew and 50% (140 students) stated that the major reason for the withdrawal was financial hardship.
- Continued partnership with Chaminade University did not produce any interested Interns for this year.
HEALTH CENTER
Limited physician services. (Currently 8 hrs/week).
Size and design of clinic limits efficiency of patient care.
Underutilization of the Health Clearance Form delays the clearance process.
Misconception of cost for services deters students from seeking care.
Staffing for front office dependent on student workers.
HC unable to participate with all insurance plans.

JOB PREP SERVICES
- Limited number of job postings (poor state economy)
- Lack of familiarity of Job Prep Services amongst students and new faculty.
- Possible private and external funding opportunities missed.
- Difficulties in tracking a “Report a Hire”
- Not enough exposure to students, serve only 10% of the overall campus population
- Definition of responsibilities—Not enough job development
- Unable to provide full service to student with individual needs (i.e. special needs, disabilities, limited skill sets)
- Unable to track appointments, especially walk-ins
- Unable to implement Keytrain across disciplines in low student success rate classes

CHANGES:
- With the increase in staffing, new strategies can be devised to address the above stated weaknesses.
- Also, with the additional staff, workforce development opportunities can be expanded upon, additional grant funds can be pursued and the workforce development events can be handled by JPS.

RECRUITMENT
Logistics, Planning and Implementation:
1. Location: We also have a large community area to focus on (Leeward and Central Oahu that include 12 public high schools and majority of our military bases). We are also trying to build better relationships with charter and smaller private schools in the community. With only 1 full-time staff dedicated to just recruitment, it’s almost impossible to meet everyone’s needs.
2. Budget: We no longer have GEARUP as the main source of funding. We were able to have our budget increased, however, it's only one third of the budget we had last year. The following have been/will be affected due to the lost of GEARUP monies:
   - Our High School Counselor Workshop was scaled back in Fall 2011 due to budgetary constraints – We hosted 13 schools instead of the normal 30+ schools.
   - Hiring of Peer Mentors has been limited to 3-4 Peers, scaled back from the 8-10 we normally employed with GEARUP funding. This limits the events (Campus Tours, workshops) we coordinate and has been decreased dramatically. (i.e. 1-2 tours every week is now down to 1 tour every other week)
• Key events like Discover Leeward Day will be limited to just schools in our districts (Leeward/Central).

3. Newly Created Office: As a newly created office, establishing our identity and introducing our office to our community has been a part of our outreach, however because of limited staffing we cannot always be visible at community events. We don’t always have assistance from other units.

4. Facilities: Meeting space on campus is not adequate to host large groups – all classrooms are full due to increase in enrollment.

5. Tracking: Continuing to tweak and refine tracking system. However, clarification is needed on what to track.

Staffing:
1. Present staffing issue (1 fulltime APT staff): Not enough staff to meet the outreach needs of our community. Our Office has been in “limbo” since 2007 with the loss of staff and positions. It is very difficult to fully function and meet ALL the needs of ALL the programs and the campus as well as meeting the needs of the community.
2. High School’s requests cannot always be met with the existing staff trying to service 12 feeder schools, charter and private schools in our area.
3. Military, adult education, businesses, etc. needs cannot be readily met due to staffing issues
4. Need of clerical assistance to process ongoing paperwork and office operational functions.
5. Participating/Attending staff development opportunities to increase knowledge of recruitment and keep updated on current recruiting trends.

Relationships within the college:
1. Although there is some participation by some divisions, on a whole program participation in recruitment is moderate and defaulted as the responsibility of the Recruitment Office.
2. Misunderstanding about the mission and responsibilities of the Recruitment Office.
3. Access to programs for outreach is limited and there is often a time conflict.
4. Office has not been able to create and maintain relationships will all divisions due to staffing issues.
5. Some programs prefer to do their own recruitment.

Relationship outside the college:
1. Creating new partnerships is difficult with staffing issues.
2. Have not been able to consistently work with all existing partners.
3. Cannot meet all the needs of the community because of understaffing issues.
4. Need to meet outreach needs of Military, community and non-traditional students.
5. Limited networking abilities because of understaffing issues.
STUDENT LIFE

Improve:
- Improvements to the Student Lounge to create a safer space for students and to move towards the Student Lounge being a full event facility. In the past year approximately 10 – 15 chairs have broken while students were sitting in it, this poses a huge liability issue.
- Student Government and other student leaders are constantly asked to staff events, participate in committees, and volunteer for various activities: often times they do get stretched thin. Student Life is looking into engaging more volunteers on campus to alleviate that concern.
- Commencement: More communication to the counselors and students so that all are aware of the process to be listed in Commencement.
- Lack of IT support: Therese Nakadomari is constantly being asked to produce programming needs for NSO and Student Life. If Therese did not provide support NSO would not have NSO online and Student Life would not have various sites online such as the Commencement RSVP and Student Government Elections.

Avoid:

Lack of resources:
- Ka Mana‘o Advisor (Student Publications Advisor): This position was a temporary 1 year position, pending available funds. The position was and currently is still funded through BOSC fees due to the high roll over from years of not utilizing the funds. The funds will be depleted if the position continues to be funded through BOSC. Every student pays $5 for the BOSC fee and the position is approximately $35,000 a year as an APT Band A.
- A major re-occurring issue is the lack of mental health support for students. The Student Life Coordinator advises approximately 40 - 50 students each semester and has encountered approximately 15 students with mental health concerns. These students do not receive any support because Leeward does not have an on-site mental health professional. The Student Life Coordinator is not a licensed mental health professional; however the students reach out to the Coordinator due to the trust built while working together as Advisor and advisee.
- Funding for the Student Lounge: The Lounge is used by students as a safe space to hang out and stay engaged on campus. The campus utilizes the Lounge for large events such as NSO, BOR visits, Forums, and more. The furniture needs to be portable, health and safety regulated, and visually appealing to standardize with the new campus look. Research with vendors has indicated that the Lounge furniture will range from $30,000 - $40,000.
- Commencement: With the increase of student graduates the funding for Commencement has not increased. Since 2008 the number of graduates participating in the ceremony has increased by 20%- 25%. 292 graduates participated in the 2011 Commencement Ceremony which increases the audience numbers and costs for supplies. The budget for Commencement has not increased due to inflation or participation numbers.
- Bulletin Boards: The bulletin boards on campus are managed by Student Life. In 2010, Student Life standardized all the boards to create a consistent look on campus through BOSC fees. The boards have not been replaced in decades and are starting to decay. The bulletin boards are an effective way to communicate to students and they need to be updated with new boards.

Losing money:
- Purchasing cheaper items to resolve an issue temporarily wastes money because they need to be constantly replaced.

Vulnerable:
- Student Life is stretched thin occasionally because we are asked to volunteer for many campus events (Student Government
and Student Life staff)
- NSO: Since NSO is mandatory now we are asked to include activities into the program. The committee welcomes suggestions and would like to incorporate as many learning experiences to NSO, however if the program were to extend its hours then NSO should provide lunch for the students. NSO does not have the budget to include lunch for approximately 1100 students.

Opportunities:
What trends can your Area take advantage of?
How can we take advantage of the impact of technology breakthroughs?
What niches have our competitors missed?
Are there local events that may have an impact on what we do or how we do it?
Dream and consider possibilities for the Area based on audience, standards in education, market demand.

A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

Opportunities

Executive Summary: Student Services are positioned well to work with faculty, staff and administration on the Student Success agenda. Student Services can provide a leadership role in a more proactive strategic enrollment plan with an emphasis on providing high quality and individually tailored educational services as the gateway to collegiate study for a broad swath of Oahu students. Technological advances in digital records, student retention and communications strategies could be implemented by willing and capable individuals interested in modeling best practices in student support. The opportunity to construct a state-of-the-art One Stop Student Services Center presents us with an unparalleled chance to change our workflow to one fully and intentionally centered on student needs and to implement best practices already in place on several mainland campuses. We have the chance to be a model for the UHCC system if we do our work well. The efforts to construct intrusive counseling and retention supports begun in recent years have the potential to grow into campus-wide, multi-disciplinary, sustained programs embracing FYE philosophies and practices if nurtured and tended carefully. As new staff have the opportunity to mature in place and assume leadership roles in planning and partnering, a positive and cooperative energy can continue to characterize Leeward as a community resource. Continuing administrative support for improvement efforts and budgetary commitment for long-term improvement planning offer great hope for a sustained environment where student services are parallel to instructional excellence in enabling student success. Initial forays into the provision of mental health services and the ongoing effort to coordinate campus intervention resources through Team CARE offer potential for a more comprehensive network of support for students with personal, emotional, and mental health needs. Expanded use of technology and integrated software could significantly enhance our ability to support student success.

The complete text of individual units’ assessments of their respective strengths follows, color coded by unit.
A&R
Requests for transcripts, verification of enrollment, and graduation certification could be handled by the Clearinghouse on a 24/7 basis eliminating the need for requestors to request the service from the College. The service provided by the Clearinghouse permits requestors the flexibility to meet their needs no matter when or where the individual resides without being constrained by normal business hours. However, participation in Clearinghouse services must be approved by the entire UH system and may incur additional fees.

Marketing of the college to special populations such as homeschooled students, eliminating course restrictions for Running Start or Early Admission students, offering a more robust evening and weekend schedule of courses, offering a complete course of studies leading to a degree or certificate, all have the potential to increase enrollment.

The hiring of an additional full time clerk to staff the Admission unit windows would eliminate the inconsistent responses generally attributed to part time student employees and create a reliable staffing schedule rather than relying on students whose class schedule create unmanned periods during the workday and eliminate the need to continuously train new students when they leave or graduate.

Continue to encourage efforts for the systemwide pilot program to explore digitizing medical clearances which could potentially lead to scanning most paper documents currently stored in filing cabinets freeing floor space, enlarging work areas, and allowing electronic access to authorized staff in other campus/system units in compliance with HIPA regulations.

As the entire UH system is working to decrease the number of unsuccessful students, encourage the implementation of a late application fee. For example, the published application deadline for Fall 2009 was July 15, 2009. At this time, Admissions had received 3444 applications and of these late applicants 2250 registered. The deadline was extended until August 14 when we received another 708 applications and 521 registered. Similarly for the Spring 2011, 1261 applications were received by the published December 1, 2010 application deadline with 723 registered and another 511 received and 315 registered through January 3, 2011 (due to contract restrictions, the campus was closed December 20-January 2). For each semester, the number of late applicants who received a GPA below 2.0 was approximately 30% of the total number of late registrants for the term.

The role of the Coordinator of Admissions and Records-a non executive or faculty position-has grown with the increased enrollment, demand for more services, and presence to handle administrative functions for the unit. As a result, the daily management responsibilities of the units has generally been shifted to those in the units. The creation and staffing of an Assistant Registrar position to plan, implement, monitor and evaluate the unit activities would permit the Coordinator the opportunity to research local and national trends, create processes that improve the student admission, registration, or graduation experience, resolve problem situations, as well as create administrative support for the unit, etc.

COUNSELING
1) The construction of the Learning Commons in the immediate future will provide the opportunity to increase counseling availability to students. Shared presence in the LC will also promote and encourage collaboration with other constituencies on campus.
2) Major recommendations made by the Vice Chancellors Task Force on Remedial and Developmental Education further support the expansion of NSO and the Early Alert System. Funds are likely to be allocated to these DevEd initiatives which are being developed and implemented by counseling faculty.
3) The Student Success Committee continues to provide the opportunity for counselors to work more closely with instructional
colleagues to implement initiatives that will increase the retention and graduation rates of Leeward CC students. The composition of this committee reflects the philosophy that retention is a campus wide concern and not a student services issue.
4) Instructional divisions have strengthened their support of learning communities and recognize the value of pairing instructional and non-instructional faculty to work together in the classroom.
5) The construction of the new One-Stop Center will serve students more efficiently and provide the opportunity for Student Services units to work more collaboratively, especially A&R, FA and Counseling.
6) Due to staffing changes, the unit now has the opportunity to rethink the types of interventions to use with students on UAP.
7) More intrusive actions may be introduced to target students on academic warning. If time permits. No intrusive interventions are currently being employed with this group.
8) In collaboration with the new dean, counselors have identified four major initiatives that drive decisions pertaining to how we spend our time. (STAR, Alternative Delivery Methods, Mandatory NSO, Warning Student Intervention)

FINANCIAL AID

- Establish partnership with high schools, lenders, guarantors, and external scholarship agencies to provide resources to do more outreach.
- To reach all students enrolled who did not apply for financial aid.
- To reach all potential students who could enroll for classes but have not or will not due to lack of financial resources.
- The development of Ewa and Kapolei is causing a shift in population with potentially more families with high school age students in their household. This trend may result in an increase in enrollment and a greater number of students applying for financial aid. The Honolulu City and County’s Ewa Development Plan predicted that there would be a population growth from 43,000 in 1990 to 125,000 by the year 2020.
- As the unemployment rate continues to be very high, more potential students are entering the work force instead of college. We need to have good marketing strategies to reach this audience.
- We need to inform our target population that the ability to earn more money is through education. We also need to inform them that financial aid can assist them in paying for that education.
- Through good marketing efforts, we can reach and encourage more people to consider the education offered at Leeward as a way to change their life.

2010-2011
- The opportunity to apply for and receive the Perkins Grant was successful.
- The opportunity to introduce financial literacy to CTE students had a good but slow start.
- The opportunity for the Perkins Team to do internal out-reach to CTE students had a good but slow start.
- The opportunity to partner with Job Prep and the Hoo’ulu Project allowed us to broaden our target base and provide more information to the students.
- Continue to pursue the partnership with Chaminade to provide Interns to do financial aid outreach
HEALTH CENTER
Continue to promote use of Health Clearance Form at NSO and in Welcome Packet.
Increase staffing to include full-time receptionist/medical assistant.
Increase hours for physician services.
Explore participation with Tricare insurance.
Work with Student Life to promote healthy lifestyle for students.
Work with Mental Health provider

JOB PREP SERVICES
- The operations of Job Prep Services could be managed and services have the possibility to expand by collaborating with faculty and departments to get placement data and to embed JPS into their curriculum.
- Connections with new employers in the community to create job opportunities for students and alumni could be established, especially in growing industries such as in the “Green Industry”. Also, expand in community partnerships (ex. Rotary, Gear-up, P-20, CTE, high schools) and job development (ex. Participate in WOEDA).
- Participate in NSO and other student success initiatives on/off campus.
- Offer more online content, available 24/7
- Use of SARS for better tracking data
- Use of CSO UHCC system-wide
- CHANGES
  - With the State focusing in on new areas such as green jobs, travel industry and the rail project more training and employment opportunities will become available.
  - With more staff, internal and external partnerships can be developed and enhanced
  - Deploying CSO UHCC System-wide will create partnerships with other campuses and businesses.

RECRUITMENT
Partnerships:
1. Building partnerships with military, businesses, and high schools within our community.
2. There is a huge growth opportunity for being involved in our community if we have the financial support to service our community needs.
3. Our campus is building partnerships with employers w/in our community to meet the needs of employment by creating new programs for our students. Our office will be involved with recruiting aspect of this new development.
4. West Oahu proximity and familiarity with recruiters.
Technology:
1. Recruitment info on the website would make it more convenient for potential students.
2. Technology usage by many prospective students increases our access and contact with them.
New Programs:
1. KCC’s Nursing Program on the Leeward CC campus is attractive to many.
2. New Plant Science Program offering
3. New STEM degree program offering

Economic situation:
1. Lower tuition is especially attractive
2. Timing issues have resulted in a heavy trend to enroll in college (much to do with economic situation)
3. Financial Aid assistance is readily available
4. College Goal Sunday and Financial aid events are offered in the community

STUDENT LIFE

Trends:
- Social media: utilizing facebook and the familiarity the students have with using facebook.
- Intramurals and the importance on health in the schools: In Spring 2011, Student Life started to explore the possibility of implementing intramurals on campus and with UH Manoa
- Digital marketing with our digital signage

Take Advantage:
- With the new Ka Mana’o Advisor position, the Student Life Office has more flexibility with posting on the digital signage because it is managed by the office
- Commencement: Commencement RSVP is only online. It has helped streamline the process, create a sustainable process, and it allowed us to ask student success related questions to help the research for the Student Success Committee regarding graduation rates
- NSO: All sign ups for NSO are online. The student is able to fill out a pre-test, background information, sign up for a NSO session, and sign up for a counseling session
- Surveys: Online student surveys has improved the collection data for various SL surveys and NSO surveys
- Non-IT involvement: Increased visibility awareness for SAB and SG on Facebook and twitter.

Niches: Offering more positions as on-campus jobs and college scholarships for volunteer work
Local events: Community services related such as community walks and campus events.

Possibilities: Representation of Student Life in new Learning Commons area, annual campus events, and partnering with instructional faculty and external organizations in presenting workshops, activities, and events. Student Life would like to partner with the Farmer’s Markets and inaugurate a monthly market.
Threats:
What obstacles do you face?
What is your competition doing?
Describe any particularly difficult obstacles that influence the effectiveness of the Area.
What are, if any, negative political, economic, or social trends affecting your Area?
Who is the competition?

Consider discussing why you consider these things as “threats” and what could be done to counteract “threats.” Talk about specific threats with emphasis on solutions.

<table>
<thead>
<tr>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Summary:</strong> Sustaining the energy necessary to plan for and to implement improvements to a system that is struggling to meet demands presented by increased numbers of applicants and registrants is difficult. Several key players will be eligible and likely to retire within two to three years. Sustaining the momentum of improvements underway in the face of leadership change can be difficult. The demands of relocating all offices in the near future into probably less-than-ideal temporary locations while construction of the new One-Stop Center occurs will likely increase stress and decrease productivity. Lack of sufficient resources to support the technology already in place (Banner) and that anticipated as desirable as we move toward digital records and increasingly online services threatens our ability to make improvements that students find useful. We continue to make do and take a patchwork approach to what should be systemic improvements that underlie our ability to work together well in a 21st century learning environment. Promised systemic relief in the form of additional personnel has not yet been forthcoming in all areas. Student Services has for years included in its program review a request to address needs for technology support specific to improving Banner, STAR, SARS and now online NSO and student intervention communications and record-keeping. We continue to rely far too heavily on the “volunteer” efforts of individuals not directly associated with Student Services for the improvements we contemplate that involve technology support. This leaves our improvement efforts highly vulnerable to the willingness and availability of volunteers whose primary job duties fall elsewhere.</td>
</tr>
</tbody>
</table>

A&R
The office is undergoing a turnover where current individuals are on the cusp of retirement or resigning to accept promotions to higher paying positions affecting unit efficiency. The increase in the number of unique programs which require special application, registration and grade reporting processing such as Memorandum of Agreements, Running Start, or Air Force Society Spouse Tuition Assistance Program (STAP) without additional resources reduce unit efficiency. Implementation of new campus policy and procedure such as Administrative Disenrollment for failed prerequisites without additional resources reduce unit efficiency. Reliance on student employees, increased workload issues, a perceived lack of appreciation negatively affects morale and effectiveness.

As a support unit Admissions and Records have the knowledge and ability to provide insight into best practices for proposed or implemented programs but is often not consulted or offered input is ignored. Implementation is often problematic as processing steps are missing e.g. missing Banner program codes-CC Administrative Support with concentrations in Hospitality, Legal, Medical; Reverse Transfer-institution initiated conferring of graduation without student knowledge or consent; Automatic Transfer-institution initiated transcript evaluation of any course taken within the UH system by the home campus without student knowledge or consent; Matriculation fee-
charging applicants a one-time fee to replace the diploma fee and providing free, unlimited lifetime transcript services.

The College has one Transcript Evaluator. This position is responsible for evaluating all requests for course evaluations, verifying degree requirements and conferring of graduation, maintaining the Unsatisfactory Academic Progress program, assist with the continuing development of STAR. Additionally, this individual has assumed leadership for managing daily activities of the office. While the primary job responsibilities are overwhelming, overtime compensation has made all tasks manageable. An Assistant Registrar would assume management responsibility and eliminate the need for overtime.

Leeward CC’s Senior Citizen Visitor Program permits Hawaii residents who are 60 years of age or older to attend classes on a space available, instructor approved basis. Because participant application data is not entered into the Banner student information system, “enrollment” into classes is unofficial but recognized by the campus. In this manner, the senior citizen participant does not pay any tuition or fees however, they demand the same level of service as all other students e.g. access to UH’s Laulima, student ID card, library privileges, MyUH account, etc. Many of the services and access being requested require special arrangements made with other campus and system offices. As the number of Senior Citizen Visitor participants increase from 26 in 2009-2010 to 55 in 2010-2011 the number of requests increase, the burden of making special arrangements is problematic due to lack of staffing.

COUNSELING
With the decentralization of counseling there is some concern that the integrity of the counseling profession may be compromised if mq's and dq's do not remain consistent in the hiring process and if duties assigned to deployed counselors are not counseling in nature.

FINANCIAL AID

○ Increase in workload due to changes in regulations for federal and state programs with no additional staff. Based on National Association of Student Financial Aid Administrators, we are falling further and further back in providing adequate staffing to meet the needs of our students. In 2007-2008, based on our numbers we were supposed to have 5.5 staff. As of today, January 2010, the Staffing Model shows that we need 8 staff to be adequate in fulfilling our goals.
○ Lack of administrative support for staffing.
○ Burn out of financial aid staff due to staff shortage.
○ Lack of space to operate efficiently.
○ Lack of adequate storage of archived data which may result in an audit finding as a non-compliance issue for federal privacy regulations.
○ UH West Oahu to Kapolei offering classes for a full four-year program may be a serious threat to our enrollment. If more outreach on financial aid at LCC can be done at the high schools and community groups, perhaps our threat would be lessened and our enrollment increased.
○ Slower processing due to heavy increase in applications.
○ New regulations impacting processing.
○ Work being more manual
Staff burn out still a problem.
Slow processing due to increase in applications.
New regulations impact processing.
Much of work still manual.
Student/families experiencing financial hardships since many from backgrounds with no cost of education (public schools)
The reality of paying for school is new challenge which students/families are not equipped to handle (since no cost for school before and no experience in planning a budget).
Financial literacy is not taught in high school or college so there is no way for students to learn how to manage money

HEALTH CENTER
Students choosing not to register due to frustration in meeting health clearance requirements.
Loss of potential patients due to inefficiency of current clinic space.
Lack of Federal funding for Family Planning Program.
Operation of HC dependent on MOU with UHSM.

JOB PREP SERVICES
Some faculty members are unaware of the function of JPS to support their student in workforce readiness issues and supplement their classroom instructions. (Also, CTE faculty assumes we collect employment data, JPS collect employment data only on students they served.)
Space Issues—3 computer stations and staff desk space are not adequate to accommodate walk-ins, individual appointments, and class assignments.
Funding sources are not secured (i.e. Perkins) to be able to service the increase in demand/usage by students/faculty
Economy and job outlook unpredictable (not enough job postings)
Unable to quickly respond to new industries, LCC students not yet skilled or have the needed experiences to qualify
Employers looking only for 4 year degreed candidates—not understanding the quality of LCC trained students.
Competitiveness of the job market—employer have a choice of qualified candidates

CHANGES
With additional staff, marketing and delivering JPS services to students and the classroom can be addressed. Also additional activities can be created to market JPS to more students and faculty.
The State’s economy is slowing turning more positive, therefore more employers are planning to hire.
Involvement in the new “green industries” will allow more opportunities for our students.
Partnerships with other campus communities—Counseling, Ho‘oulu, OCEWD, Sulong Aral, and Financial Aid
RECRUITMENT
1. Staffing Issues – We only have 1 FT staff doing recruitment. We have no clerical support, and limited Student employee positions.
2. Budget Limitations – We do not have a huge budget to do everything we would like to do.
3. Economic situation will have an effect on our budget.
4. Competition – UHWO, private institutions in our area.
5. Our community we service (Central/Leeward Oahu) consists of 12 public high schools, 4 military bases, and a wide array of businesses. For an office staffed currently with 1 full-time staff makes it difficult to meet all of our communities’ needs

STUDENT LIFE
Obstacles:
- With the constant turnover for SR10 clerical positions, the Student Life Office clerk (SR8) is offered the positions. The Student Life Coordinator has not had time to advocate for the position to be bumped to a SR10, however will be working on it in the future. The Student Life clerk is no longer a SR8 position with the addition of learning SARS grid, utilizing websites for NSO, Commencement, and other programs. The Student Life Office needs the clerk and cannot risk losing the clerk without backfilling or temporary filling the position.
- Students are interested in joining Student Government, Student Activities Board, and the Budget and Finance Committee; however it is difficult to retain them since all the student leadership roles require a lot of time. Students tend to burn out.
- NSO: Grant funding supported NSO to allow it to be at the quality level that it is at now. Reduction of funds weakens the quality of the program.
- Commencement: Funding for Commencement has not increased; however the number of participants has steadily increased and weather changes has affected the allocation of the budget to be invested more in logistics such as tents

Competition:
- The greatest competitor is the students personal lives (family obligations, working several jobs, etc)
- On campus jobs that pays hourly rather than the stipends

Difficult Obstacles and social trends: Economic conditions require budget cuts Statewide. It becomes a necessity for students to obtain/maintain a job while attending school. Students don’t have enough time to become involved with student activities. It is more difficult retaining student leaders on a 2 year commuter campus rather than on a four year institution.

Who is competition: Other jobs on campus
2. Review of Previous College and Area Plans

Review of Last Year’s College Plan. This is the plan that integrates the planning lists from all the divisions/areas of the college, including YOUR division/area planning list. This plan is now being called an Institutional Plan. A copy of the Plan can be found at

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-92

1. From last year’s College Plan, describe what initiatives were implemented in your area.
2. What were the results of the implementation(s)? Please discuss the results in terms of supporting data.
3. From last year’s College Plan, what initiatives that affect your area, were not implemented?
4. What were the results of NOT implementing those items?

Review your Support Area Planning List. (Support Area Deans will insert their Support Area Planning List here.)

1. From your last Support Area Planning List, describe what initiatives were implemented.
2. What were the results of the implementation(s)? Please discuss the results in terms of supporting data.
3. From your last Support Area Planning List, what initiatives were NOT implemented?
4. What were the results of NOT implementing those items?

2. Review of Previous College and Area Plans

Here are the college priorities for 2011-2013 as determined at the end of the review process in 2011.

<table>
<thead>
<tr>
<th>New Priority</th>
<th>Item/Action/Improvement Sought</th>
<th>Cost ($)</th>
<th>Notes</th>
<th>Funding Category</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One Stop Center Renovation Phase II</td>
<td>$600,000</td>
<td>Currently in the CIP budget, priority #5.</td>
<td>CIP</td>
<td>STUD SERV</td>
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<td>2</td>
<td>Native Hawaiian Center for Excellence Building &amp; Outdoor Learning Facilities &amp; Mural Project</td>
<td>25,500,000</td>
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<td>CIP</td>
<td>INSTRUC</td>
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<td></td>
<td>Warehouse Storage Facility</td>
<td>$5,263,500.00</td>
<td>On the CIP plan.</td>
<td>CIP</td>
<td>ADMIN SERV</td>
</tr>
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</tr>
<tr>
<td>3</td>
<td>Strategic Plan Goal E.3.a</td>
<td>FTE=0.000</td>
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<td></td>
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<tr>
<td></td>
<td>ACCJC Standard 3.B</td>
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<td></td>
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<tr>
<td></td>
<td>Repaint Automotive facilities and repair water drains.</td>
<td>R&amp;M budget request</td>
<td>R&amp;M</td>
<td>INSTRUC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repair Student Lounge Doors</td>
<td>???</td>
<td>Currently in the R&amp;M budget.</td>
<td>R&amp;M</td>
<td>STUD SERV</td>
</tr>
<tr>
<td>1</td>
<td>Furniture for the Learning Commons:</td>
<td>$250,000</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>A variety of types of furniture to accommodate the needs of students using diverse LRC and Library spaces in the Learning Commons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Business Office G-Fund FTE</td>
<td>FTE=1.000</td>
<td>This is Joy's temporary position. Recommend that all temporary positions have top priority.</td>
<td>Personnel</td>
<td>ADMIN SERV</td>
</tr>
<tr>
<td></td>
<td>Strategic Plan Goal D.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACCJC Standard 3.A, 3.D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>DMED instructor (1.0) FTE</td>
<td>55,000</td>
<td>Need only FTE, no additional funding required</td>
<td>Personnel</td>
<td>INSTRUC</td>
</tr>
<tr>
<td>4</td>
<td>Operating Budget Support</td>
<td>$488,525.00</td>
<td></td>
<td>ADMIN SERV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic Plan Goal E.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4a. IT-Related Equipment</td>
<td>$13,450.00</td>
<td>These computers are being purchased with Admin Serv funds.</td>
<td>IT Equipment</td>
<td>ADMIN SERV</td>
</tr>
<tr>
<td>4</td>
<td>4b. Non-IT Related Equipment</td>
<td>$309,975.00</td>
<td></td>
<td>Supplies &amp; Non-IT Equipment</td>
<td>ADMIN SERV</td>
</tr>
<tr>
<td>4</td>
<td>4c. Student Help</td>
<td>$48,000.00</td>
<td></td>
<td>Supplies &amp; Non-IT Equipment</td>
<td>ADMIN SERV</td>
</tr>
<tr>
<td>4</td>
<td>4d. Other Expenses</td>
<td>$117,100.00</td>
<td></td>
<td>Supplies &amp; Non-IT Equipment</td>
<td>ADMIN SERV</td>
</tr>
<tr>
<td>5</td>
<td>Increase in travel funds for attendance at conferences and workshops and provide tuition &amp; fees funds to support the Conference Dollar's Program.</td>
<td>$25,000</td>
<td>Recommend increase in professional development for all areas of the college, see Instructional planning lists items.</td>
<td>Training and/or Travel</td>
<td>ACAD SERV</td>
</tr>
<tr>
<td>5</td>
<td>Training/Professional Development</td>
<td>$10,000</td>
<td></td>
<td>Travel/Training</td>
<td>STUD SERV</td>
</tr>
<tr>
<td>6</td>
<td>Financial Aid Officer, 1.0 FTE</td>
<td>$60,000</td>
<td></td>
<td>Personnel</td>
<td>STUD SERV</td>
</tr>
<tr>
<td>#</td>
<td>Description</td>
<td>Amount</td>
<td>Notes</td>
<td>Category</td>
<td>Department</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>7</td>
<td>P/T Webmaster position to update and maintain the external website and create an internal website (or contract)</td>
<td>$28,000</td>
<td>This is similar to Instructional #19</td>
<td>Other</td>
<td>ACAD SERV</td>
</tr>
<tr>
<td>7</td>
<td>Web page support to keep the Leeward Web page up to date. Request Web designer.</td>
<td>25,000</td>
<td>Other</td>
<td>INSTRUC</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>UPW to APT position - Culinary Students and Ulu Wehi Café.</td>
<td>10,000</td>
<td>UPW ($30,000) to APT ($40,000)</td>
<td>Personnel</td>
<td>INSTRUC</td>
</tr>
<tr>
<td>9</td>
<td>Bulb replacement for Smartclassrooms (31 rooms replaced every other year)</td>
<td>$8,000</td>
<td>Increase current Smart Classroom budget to meet the need.</td>
<td>Supplies</td>
<td>ACAD SERV</td>
</tr>
<tr>
<td>9</td>
<td>Equipment replacement for SmartClassroom (31 rooms replaced on rotation every 4 years)</td>
<td>$45,000</td>
<td>Increase current Smart Classroom budget to meet the need.</td>
<td>IT Equipment</td>
<td>ACAD SERV</td>
</tr>
<tr>
<td>10</td>
<td>Campus grant writing office (3 people)</td>
<td>100,000</td>
<td>Further discussion required</td>
<td>Personnel</td>
<td>INSTRUC</td>
</tr>
<tr>
<td>11</td>
<td>HRO – Conversion of Position to APT Strategic Plan Goal D.1.a ACCJC Standard 3.A.1, 3.A.2</td>
<td>$10,000.00</td>
<td>No APT positions available.</td>
<td>Personnel</td>
<td>ADMIN SERV</td>
</tr>
<tr>
<td>12</td>
<td>Hiring of a APT Specialist for the Innovation Center for Teaching and Learning (ICTL)</td>
<td>1 FTE/$40,000</td>
<td></td>
<td>Personnel</td>
<td>ACAD SERV</td>
</tr>
<tr>
<td>13</td>
<td>APT Electronics Technician Assistant FT Position to assist Electronics Technician primarily for SmartClassroom maintenance and trouble calls, TV Pro equipment checkout, events PA setup, polycom setup.</td>
<td>$45,000</td>
<td></td>
<td>Personnel</td>
<td>ACAD SERV</td>
</tr>
<tr>
<td>14</td>
<td>Education Specialist: Outreach &amp; College Transition Programs (APT)</td>
<td>40,000</td>
<td></td>
<td>Personnel</td>
<td>INSTRUC</td>
</tr>
<tr>
<td>15</td>
<td>Security position (1.0 FTE)</td>
<td>30,000</td>
<td></td>
<td>Personnel</td>
<td>INSTRUC</td>
</tr>
</tbody>
</table>
1. From last year’s College Plan, describe what initiatives were implemented in your area.

Significant improvements in Student Services resulted from last year’s Program Review process. Additional funding in capital improvements to support the complete restructuring of AD 200 level floor space was secured allowing planning for the One-Stop Student Services Center to continue with an anticipated construction during AY 2012-13 and implementation in AY 2013-14. Two position numbers were promised from the UHCC system office in response to requests made: one for a Financial Aid Officer, and one for an Assistant Registrar. Funding was allocated from campus resources for both positions. The Financial Aid Officer position number was reallocated by UHCC system office from another campus, and the position was advertised and filled by November. To date the second promised position number, that which would allow us to advertise for and fill an Assistant Registrar’s position, has not been provided by the system office as expected. Funding for Peer Mentors to institutionalize our peer support for recruitment and for the Student2Student program developed under an office not affiliated with Student Services was secured and these programs were allowed to continue without GEARUP or Perkins funding (the resources previously used in recent years). Funding to institutionalize the Mandatory New Student Orientation was secured, weaning the campus from its two year reliance on ARRA/AtD funding used to develop the Leeward NSO process. Funding was allocated to assist in the replacement of furnishings in the Student Lounge, and repairs were made to the doors. Additionally, though not funded as a direct result of the Program Review Process, funding was secured to initiate part-time provision of Mental Health Services ten hours per week from a student fees account. The same account allowed an increase in Health Center hours. In a similar fashion funding from a student fees account supported the hiring of an APT advisor for student communications via the Board of Student Communications.

2. What were the results of the implementation(s)? Please discuss the results in terms of supporting data.

As a result of increased CIP funding, the One-Stop Center planning has been concluded and implementation plans are being made in consultation with work anticipated on the 100-level of the AD building. One additional Financial Aid Officer has been hired, bringing resources in the FAO to five full-time APTs (plus a current-year Perkins funded APT for Financial Literacy). The number of financial aid recipients and the amount of financial aid awarded continues to climb. The lack of a position reallocation to A&R to support the Assistant Registrar as planned, coupled with the combined increase in demand and the constrained human resources available, continues to hamper the ability of that office to provide efficient, sometimes even acceptable, levels of service. Resources for the replacement of furniture in the student lounge have proved insufficient for the need. Funding for peer mentors has enabled us to provide some level of support for Recruitment beyond that of the single APT performing those functions. The Student2Student peers have not yet been fully implemented in the transfer of funds and ownership of that program. Funding for mandatory NSO has been less than optimal in that we did
not replace all of the grant funds used to support flash drives and promotional supplies. Initial forays into using accumulated student fees to support Ka Manaö, the literary publication, and the provision of Mental Health services part-time are deemed to be successful to date, though the availability of funds from this source is not sustainable in either area. Increased availability of travel and professional development funds has allowed several Student Services personnel to attend national and mainland conferences in areas related to Student Success and in some cases in areas specific to the functioning of the office requesting representation.

3. From last year’s College Plan, what initiatives that affect your area, were not implemented?
   None from the college plan.

4. What were the results of NOT implementing those items? N/A

Review your Support Area Planning List. (Support Area Deans will insert their Support Area Planning List here.)

Here are the SUPPORT AREA priorities for 2011-2013 as determined at the end of the review process in 2011.

<table>
<thead>
<tr>
<th>ALL</th>
<th>Support Area Planning List</th>
<th>Funding ($) (If personnel, list FTE and $ amount)</th>
<th>Funding Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITS Priority</td>
<td>Item/Action/Improvement Sought (Cite section # &amp; line #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Financial Aid Officer, 1.0 FTE</td>
<td>Based on the NASFAA (National Standards) staffing Model there should be 8 FTE for the work involved in Financial Aid. Currently there are only 4.0 FTE. We are not fulfilling our administrative capabilities required as indicated in our Student Financial Aid Handbook, Volume 2, School Eligibility and Operations 2008-2009, pp 2-123. The lack of sufficient personnel is a possible audit citation.</td>
<td>$60,000</td>
</tr>
<tr>
<td>2</td>
<td>Repair Handicapped Accessible Door to Counseling AD 208</td>
<td>Security and Safety Concern</td>
<td>$2,000</td>
</tr>
<tr>
<td>3</td>
<td>Admissions Clerk, SR 10</td>
<td>This vacant position is the first point of contact between the public and the College and is critical in assessing and determining admission eligibility and enrollment.</td>
<td>$40,000</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Details</td>
<td>Budget</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>4</td>
<td>College Source Database</td>
<td>Transcript Evaluator requires this resource to evaluate coursework on official transcripts received from other universities or colleges for UH and LCC equivalencies.</td>
<td>$1,300</td>
</tr>
</tbody>
</table>
| 5 | Educational Specialist                           | Former Job Developer (Faculty) and Educational Specialist (APT) position lost by Fall 2008 and combined workload converged to a Job Preparation Specialist (APT) position in June 2009.  
  - In absence of 2 original positions, a 65% decrease in the number of employers registered with JPS occurred.  
  - There has been a decrease in the number of job placements by 88%. | $40,000 | Personnel |
| 6 | Training/Professional Development                 | With Changes and new initiatives that are driven by the Strategic Plan and regulatory compliances, staff needs training in these areas (e.g. Financial Aid, VA, retention and recruitment efforts). | $10,000 | Travel/Training |
| 7 | Clerical Staff SR 08 GEAR UP                      | All Sections – As the GEAR UP grant ends comes to an end in 2011, we have already lost this position. Support staff is imperative for this office to function and manage the day to day operations as the APT staff is normally out of the office doing outreach. | $20,000 | Personnel |
| 8 | One Stop Funding                                 | $600,000 had been previously allocated for renovation to the student reception area for counseling in support of a move toward a One-Stop Center. In exploring the issues and optimal arrangements involved in moving to a One-Stop Student Services Center, additional funds are needed. Initial planning involves major reorganization of floor space to accommodate a common reception area for multiple Student Services offices, and a total reorganization of 6,200+ square feet of office space to include optimal redesign from a student work-flow perspective for Counseling, Financial Aid, and Admissions and Records at a minimum, with other SS Units also impacted (Recruitment, Health Center, Student Life, and Dean’s Office). Handicapped accessibility and compliance in the administrative building is also addressed in this | $600,000 | Capital Improvement Projects |
planning to include an elevator.

<table>
<thead>
<tr>
<th></th>
<th>Repair Student Lounge Doors</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1.1 Support Area SWOT Analysis (Weakness)</td>
</tr>
<tr>
<td></td>
<td>It is a safety and security issue because two of the doors constantly come off of the hinges and does not fully close. Security usually puts the door back on the hinges when Student Life reports it. A third door also does not fully close often and poses a security issue in the evening with all the property the Lounge houses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>JPS Subscription renewal-CSO Interface</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Efficient operation of Job Prep Services depends on CSO Interface - a customized on-line job posting, career event registration/payment, and data tracking system accessible to students and employers 24/7.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Specific to One-Stop Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Creating a One-Stop Student Services Center involves far more than rearranging offices and furniture. Fundamental workflow and personnel issues need to be planned in advance. Technology support to digitize and optimize cross-office work needs to be developed and implemented concurrent with construction of actual office and student interface spaces. This Training needs to have broad scale and impact with multiple parties who interact with students in multiple offices. Emphasis would be on customized, LCC specific on-site training of up to 50 employees versus travel for a select few.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 FTE Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Based on the analysis of current counselor duties, we have 6 FTE counselors who are able to assist students who are Liberal Arts majors or those students who are undecided about a major. This is .5 fewer counselors than last year. The counseling unit at the Pearl City campus has 15 counseling positions occupied by individuals actually working at the Pearl City campus. The remaining 9 FTEs are devoted to tasks that are directly related to initiatives outlined in the Strategic Plan, administration of the unit/division, and implementation of the Gear-Up grant. Action Outcomes AA. 4.a.b. and d (LCC Strategic Plan) are being supported by the newly hired Native Hawaiian counselor. Action Outcomes AB.2.a,</td>
</tr>
</tbody>
</table>
AB.3.d and AB.5.a are being supported by the myriad of retention initiatives undertaken by the counselors, often in conjunction with instructional colleagues. These efforts include teaching IS 100/IS 104 and SSCI 101 courses, working with specific target populations or programs, transcript evaluations, and degree audits. SP Action Outcome AB.5.c is supported by the work of the UAP counselor and the newly piloted Hoku project (for warning students). SP Action Outcomes AB.3.a and AB.5.a 1.B3 are being supported by the counselors who are participating in implementation of the Early Alert Program (intervention to retain new students). In addition, part of the 9 FTE is allocated to administrative duties as well as the implementation of the Gear-Up grant. Administrative duties include but are not limited to Division Chair, Unit Head, SLO Assessment Coordinator, and coordination of new student orientation.

<table>
<thead>
<tr>
<th></th>
<th>Mental Health Professional</th>
<th>1.2 Support Area SWOT Analysis (Weakness)</th>
<th>$55,000 Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td>The statistics on the number of students in Hawai’i who are either on anti-depressants, bi-polar, or other forms of medication is astounding. The Student Life Coordinator within one year had 9 out of the 23 students under her supervision prescribed anti-depressants and/or bi-polar medication. Students are struggling and Leeward does not provide any resources to assist the students. They are referred to a UH Manoa mental health professional only if they go through an assessment with a Student Services academic counselor. It is an institutions responsibility to provide adequate support, not only academically, but mentally as well.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>APT Student Services Specialist Transcript Evaluation &amp; Records</th>
<th>Increased pressure on the Transcript Evaluator to evaluate official transcripts for prerequisite equivalence prior to registration and program completion, system-wide initiatives such as Reverse Transfer, campus creation of new Academic Subject Certificates.</th>
<th>$60,000 Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>APT Student Services Specialist Transcript Evaluation &amp; Records</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>APT Student Services Specialist PBA</th>
<th>All Sections – As the GEAR UP grant comes to an end in August 2011, we will lose this position</th>
<th>$50,000 Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>APT Student Services Specialist PBA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
if not sooner. This position is necessary to continue the outreach that we currently do. Our service area is the Leeward and Central districts, the largest area of all the Community Colleges. It is important to continue to build relationships and this position will help to continue our relationship building in our community.

| 16 | Recruitment/Outreach materials (replace GEAR UP) | All sections – As the GEAR UP grant ends in August 2011, funding annually decreases. Funding is needed by the campus to continue our outreach efforts. Currently, 85% of our monies come from GEAR UP. 25% of GEAR UP monies are used for materials and supplies for outreach. Without this funding, we will not be able to do any outreach. | $12,000 | Supplies & Non-IT Equipment |
| 17 | Imaging Systems for Digital Records Management | Digitize paper documents such as application forms, medical records, external transcripts, etc. received by Admissions and Records reclaims floor and storage space, permits virtual sharing of information between units, and allows for document retention according to national standards. | ??? | IT Equipment |
| 18 | New Student Help Student Life Graphic Artist | 2.2 Support Area
The Student Life graphic artist serves several purposes.
1. To brand Student Life, especially in these beginning stages of starting to have it be a sustainable program. Due to accreditation it is important that the student body is aware and participates in Student Life.
2. If Student Life did not have a graphic artist then all requests would go through the Marketing Department. Kathleen and Tomi do not have the time to accommodate the quantity of requests Student Life would have with programs and Student Government
3. The current student graphic artist for Student Life is being funded through student fees. Student fees should not have to pay for student help
The student graphic artist assists the Marketing Department because some Student Services | $9,800 | Personnel |
marketing requests are fulfilled through the Student Life graphic artist. This also includes digital signage

<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>New Student Help GEAR UP</td>
<td>$20,000 Personnel</td>
</tr>
<tr>
<td></td>
<td>All sections – 100% of our student employees are paid thru GEAR UP funds. Our student employees play an important role in our outreach efforts, especially to the high schools. Without this funding we will not have any student employees.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Install Campus-wide Multi-media System</td>
<td>$50,000 Repair &amp; Maintenance</td>
</tr>
<tr>
<td></td>
<td>1.1 Support Area The Lounge could be utilized as a premier event space to student organizations, campus divisions, and outside community if a multimedia system was added. When the Campus Center building was constructed in the late 60’s, it had a sound system built in for both the Student Lounge and the Cafeteria downstairs. After the renovation of filling in the hole from the Café to the Student Lounge, the sound system was uninstalled. With its own multimedia system, the Student Lounge could generate revenue for the campus because it would be a more appealing and self sustaining facility to rent to community. During a time of staffing shortage and staffing issues, it would benefit the Educational Media Center with workload placed on their office when the campus needs media needs in the Student Lounge. Since the Educational Media Center’s mission is to support the academic programs first, student activities cannot depend on their office providing the events with media needs. During a time when student activities needs to build its reputation and student following, it is important to continue to foster consistent and multiple student events hosted by Student Government and Student Activities Board. If the Student Lounge had its own multimedia system, the Student Life Office could operate on its own and possibly help the Educational Media Center by facilitating AV needs in the Student Lounge.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>New Student Help Student Life (G fund)</td>
<td>$6,630 Personnel</td>
</tr>
<tr>
<td></td>
<td>Student Assistant 1. Student fees should not pay for student help 2. The Student Life Office is very active and</td>
<td></td>
</tr>
</tbody>
</table>
1. From your last Support Area Planning List, describe what initiatives were implemented.

From the Student Services planning list, several initiatives were implemented. A Financial Aid Officer position was added using a job number reassigned by UHCC system and funded with campus allocations. An Assistant Registrar position was approved for funding from campus resources, but to date the position number has not yet been reassigned by UHCC system. The clerical hiring freeze recently lifted has allowed us to seek a replacement for the Admissions Clerk as requested. The APT JPS position was allowed to be filled by January last year, in addition to the faculty reassignment to JPS of the former coordinator of that program, effectively returning the JPS Office to the number of positions allocated when it was first formed with grant dollars. Additional CIP funding was secured to assist in the full renovation for the planned One Stop Center. Counseling staff was hired to provide an additional Program Counselor for DMED, ICS, Plant Bio-science and OCEWD, as requested by the CTE Dean. Student fee funding was approved for ten hours per week of Mental Health counseling (psychological) services by contact with UHM in a similar fashion to our Health Center services. Monies were allocated for increased student help, for the provision of software and licensing fees, and for recruitment supplies. Student Health fees also allowed the Health Center to increase operating hours.

**Job Prep Services:**

#5 (Educational Specialist—personnel) APT position was filled in January 2011. Also, additional staff was acquired by Perkins funds for CTE programs.

#6 (Training/Professional Development) JPS Coordinator and Educational Specialist—CSO User Training Conference in Austin, TX, August 2011.

#10 (JPS Subscription renewal CSO Interface—supplies) subscriptions were renewed.

2. What were the results of the implementation(s)? Please discuss the results in terms of supporting data.

The Financial Aid position was only implemented in November of 2011, so no direct impact has yet been documented, however, the hours of overtime paid in recent years should subside now that this additional resource is available. We anticipate increased productivity and timeliness of student processing as a result. In part because of the clerical hiring freeze only recently lifted and in part due to the slow response from system offices in reallocating a position number to allow us to move forward in hiring an Assistant Registrar, the efficiency of operations in the Admissions and Records Office remains far below a desired state. The JPS office, by contrast, has been able to see significant increases in use by students in part due to the increased...
staffing allowed through the return to previous staffing levels through campus resources, coupled with an actual increase in staffing through the effective use of Perkins funding for an additional APT. Additional counseling staff has allowed the Unit to address specific CTE and other program needs, and to continue to address the four major initiatives identified in Unit-level planning. Increased use of student health fees has allowed expanded hours of Health Center operations and reduced the backlog of health clearances, as well as opening the door for expansion of services to include Mental Health Counseling.

Job Prep Services

Items # 5 (Educational Specialist—personnel):

At the start of the fall 2010 semester, the current JPS Education Specialist moved to a counseling position leaving only a clerk and a student assistant in the office. Around the same time, the Interim Dean (a faculty member) was leaving her position to move back to a faculty position since the permanent Dean of Student was hired. The new Dean assigned the faculty member to JPS as the coordinator and allowed recruitment for the vacant APT position with changes to the position. Meanwhile, a Perkins grant proposal was being developed to address current CTE programmatic needs. In this grant another APT position was requested and was approved at the start of the fall 2010 semester. As a result, the JPS office now has a faculty coordinator, two APT’s, a clerk and a student assistant.

With the increase in staffing in JPS the issues brought up in the SWOT analysis can now be addressed.

#6 (Training/Professional Development)

Funds were allotted for the Coordinator and Ed. Specialist to attend training at the CSO User Conference in Austin, TX. New knowledge was acquired to better utilize the JPS On-line Services by efficiencies in data gathering, data extracting for reports, creation/delivery of surveys to student/employers and knowledge of new additions to the system.

#10 (JPS Subscription renewal CSO Interface—supplies)

The annual subscription for CSO Interface was funded through the DOSS’s account. As a result of this subscription, JPS is able to handle databases for students, employers, job postings and can also administer registration functions for events using this system. Since fall of 2006, JPS has been using this system which has regular upgrades implemented and each year the “super quote” process is used to renew the subscription. The Coop add on feature is currently being researched for the CTE programs and pilot will be implemented in Spring 2012.
### 3. Student Learning Outcomes and Outcomes Measures

Summarize assessments of Student Learning Outcome(s) and/or Outcome Measure(s) that you have completed since the last Annual Program Review (APR). For example, if you have only completed questions 1-4, please fill in that information. Refer to numbered questions on the NEW “Leeward Community College SLO Assessment Form” and/or “Outcome Measure/Tactical Assessment Form.”

<table>
<thead>
<tr>
<th>SLO or Outcome Measure</th>
<th>What was done to achieve the desired outcome?</th>
<th>Is the outcome being attained?</th>
<th>What are you going to do next either to achieve or to continue to achieve the desired outcome?</th>
<th>Resources required (provide $ estimate for each item)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A&amp;R 1</strong></td>
<td>The Admissions and Records Office provides application options so that students can apply to Leeward Community College.</td>
<td>Used a tally method - number of students applying using form fill-able, hardcopy, electronic online and kama’aina applications. The Student pool were students submitting applications to Leeward Community College during the Fall 2010 and Spring 2011 semesters.</td>
<td></td>
<td>Two new efforts were: 1. Displayed the electronic application option more prominently on the college’s website 2. For seniors enrolled in a Hawaii high schools in the Leeward area which we send the Leeward CC recruiter and encourage greater use of the kama’aina application.</td>
</tr>
<tr>
<td><strong>A&amp;R 2</strong> The Admissions and Records Office provides deadlines so that students can be successful</td>
<td>Tally - Students who submitted their application on-time with college success (UAP, dropped courses, etc). Repeat for students who submitted the application by published deadline, extended deadline, late deadline, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form fillable</td>
<td>90</td>
<td>846</td>
<td>1567</td>
<td>300</td>
</tr>
<tr>
<td>Hardcopy</td>
<td>4296</td>
<td>1247</td>
<td>2561</td>
<td>906</td>
</tr>
<tr>
<td>Online</td>
<td>-</td>
<td>49</td>
<td>217</td>
<td>798</td>
</tr>
<tr>
<td>Kamaaina</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4386</td>
<td>2142</td>
<td>4345</td>
<td>2005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submitted by published deadline</th>
<th>Submitted by extended deadline</th>
<th>Submitted by late deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>Spring 2011</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Successful 2.0</td>
<td>1500</td>
<td>574</td>
</tr>
</tbody>
</table>
Students who are applying to Leeward CC for the Fall 2010 and Spring 2011 semester submitted their applications during the extended deadline period and the late application period.

<table>
<thead>
<tr>
<th>UAP below 2.0</th>
<th>Complete withdrawal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>689</td>
<td>86</td>
<td>2245</td>
</tr>
<tr>
<td>210</td>
<td>43</td>
<td>827</td>
</tr>
<tr>
<td>86</td>
<td>11</td>
<td>230</td>
</tr>
<tr>
<td>75</td>
<td>13</td>
<td>315</td>
</tr>
<tr>
<td>33</td>
<td>8</td>
<td>105</td>
</tr>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The Admissions and Records Office provides transcript evaluations so that students can identify their academic options.

Count the turnaround time for transcript evaluations (drop off of pink forms to evaluation completion).

Students requesting transcript evaluations (could be first semester transferring or already a Leeward CC student)

<table>
<thead>
<tr>
<th>Turnaround time from the time the first document if received to when evaluation is sent to evaluator</th>
<th>Turnaround time from the when the file is sent to the evaluator to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 2010</strong> 10 weeks 13 weeks</td>
<td><strong>August 2010</strong> 10 weeks 13 weeks</td>
</tr>
<tr>
<td><strong>September 2010</strong> 6 weeks 13 weeks</td>
<td><strong>September 2010</strong> 6 weeks 13 weeks</td>
</tr>
<tr>
<td><strong>October 2010</strong> 8 weeks 13 weeks</td>
<td><strong>October 2010</strong> 8 weeks 13 weeks</td>
</tr>
<tr>
<td><strong>November 2010</strong> 20 weeks ** 7 weeks</td>
<td><strong>November 2010</strong> 20 weeks ** 7 weeks</td>
</tr>
<tr>
<td><strong>December 2010</strong> 14 weeks 10 weeks</td>
<td><strong>December 2010</strong> 14 weeks 10 weeks</td>
</tr>
<tr>
<td><strong>January 2011</strong> 6 weeks 8 weeks</td>
<td><strong>January 2011</strong> 6 weeks 8 weeks</td>
</tr>
<tr>
<td><strong>February 2011</strong> 15 weeks 15 weeks</td>
<td><strong>February 2011</strong> 15 weeks 15 weeks</td>
</tr>
<tr>
<td><strong>March 2011</strong> 11 weeks 12 weeks</td>
<td><strong>March 2011</strong> 11 weeks 12 weeks</td>
</tr>
<tr>
<td><strong>April 2011</strong> 9 weeks 8 weeks</td>
<td><strong>April 2011</strong> 9 weeks 8 weeks</td>
</tr>
<tr>
<td><strong>May 2011</strong> 23 weeks ** 9 weeks</td>
<td><strong>May 2011</strong> 23 weeks ** 9 weeks</td>
</tr>
<tr>
<td><strong>June 2011</strong> 10 weeks 6 weeks</td>
<td><strong>June 2011</strong> 10 weeks 6 weeks</td>
</tr>
<tr>
<td><strong>July 2011</strong> 16 weeks 11 weeks</td>
<td><strong>July 2011</strong> 16 weeks 11 weeks</td>
</tr>
</tbody>
</table>

** Admissions & Records goes back to check incomplete requests that are over one year old.

The Counseling for Fall 2010 data (out of 928 students) on post test

<table>
<thead>
<tr>
<th><strong>Fall 2010 data (out of 928 students) on post test</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected 3 correct</td>
</tr>
</tbody>
</table>

The NSO is an ongoing committee.
<table>
<thead>
<tr>
<th>Unit provides a New Student Orientation (NSO) so that students can identify and/or locate resources and college information so they will be able to facilitate his/her success</th>
<th>assessment data period was between Apr-Aug 2010 (this was when the Fall 2010 NSO occurred). Data for Spring 2011 was collected between Nov 2010-Jan 2011. Students attending the NSO sessions were administered a pre and post test. The idea was that a tally of the results would provide information re: which student support services incoming students could identify versus those that needed to be interwoven into NSO more.</th>
<th>answers</th>
<th>answers</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td>84%</td>
<td>4%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

*Percentages do not equal 100% as there are other categories we used to analyze the data

Spring 2011 data(out of 213 students) on post test

<table>
<thead>
<tr>
<th>Selected 3 correct answers</th>
<th>Selected 2 correct answers</th>
<th>Selected 1 correct answer</th>
<th>Selected no correct answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>73%</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Percentages do not equal 100% as there are other categories we used to analyze the data

The data is showing us that students are identifying 2 of the resources on campus, but it is difficult for them to identify all 3. We will continue to analyze this question further, as it might be a faulty question or we need revisit how we are presenting the material.

<table>
<thead>
<tr>
<th>Coun2</th>
<th>The Counseling Unit provides an Early Alert program so that students</th>
<th>During the Fall 2010-Spring 2011 semesters the Early Alert system was reviewed and</th>
<th>Early Alert under revamping for Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Early Alert under revamping for Fall 2011</td>
</tr>
</tbody>
</table>

that meets throughout the year. The committee will discuss the data, and review how to best measure this SLO. Since the data has included only 2 semesters, the decision to assess this same measure for another semester is a possibility.
can identify obstacles which impact his/her success
planned for revamping for Fall 2011.

During the Fall 2010-Spring 2011 semesters, students attending counseling appointments were given an evaluation after their counseling appointment.

A tally of student responses regarding—students can identify degree and career options were collected.

<table>
<thead>
<tr>
<th>I can identify degree/career options</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>DA</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>64.96%</td>
<td>23.4%</td>
<td>4.27%</td>
<td>0.24%</td>
<td>1.1%</td>
<td>4.50%</td>
</tr>
<tr>
<td></td>
<td>65.44%</td>
<td>22.7%</td>
<td>3.68%</td>
<td>1.10%</td>
<td>0.7%</td>
<td>4.41%</td>
</tr>
</tbody>
</table>

Using data we know that less than 2% of students cannot fulfill the SLO we have created for our counseling sessions. However, evidence shows that a great majority of students are able to accomplish our counseling SLO at a strongly agree or agree level.

What has also been made obvious is that looking at the data for neutral and N/A, we need to question whether students did not understand the question, cannot complete the SLO or it wasn’t pertinent to their counseling appointment. We are using the assessment to better our services and be proactive in our approaches.

During the Fall 2010 – Spring 2011 semesters, students attending counseling appointments were asked to identify their reason/need to see a counselor.

A tally of student appointment reason codes

<table>
<thead>
<tr>
<th>AAT</th>
<th>RT</th>
<th>Counsel</th>
<th>DevEng</th>
<th>DevMath</th>
<th>Nat</th>
<th>PAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ACADV</td>
<td>ACADV</td>
<td>ACADV</td>
<td>ACADV</td>
<td>ACADV</td>
<td>ACADV</td>
</tr>
<tr>
<td>2</td>
<td>ED-AAT</td>
<td>LBART</td>
<td>TRANSF</td>
<td>CAREER</td>
<td>NSOtie</td>
<td>TRANSF</td>
</tr>
<tr>
<td>3</td>
<td>ED</td>
<td>ACC</td>
<td>LBART</td>
<td>OTHER</td>
<td>PRE-NURS (tie)</td>
<td>LBART</td>
</tr>
<tr>
<td>4</td>
<td>EMAIL</td>
<td>BUSN</td>
<td>CLASS</td>
<td>PERS</td>
<td>DMED</td>
<td>PERS</td>
</tr>
<tr>
<td>5</td>
<td>TRANSF</td>
<td>TRANSF</td>
<td>CAREER</td>
<td>VA</td>
<td>VA</td>
<td>FIN AID</td>
</tr>
</tbody>
</table>

This assessment provided us with a clear view of what students see the various counselors for. The common denominator for all counselors is that students seek their assistance for academic advising; however, the next 4 top reasons vary for each counselor. This provides us with valuable data about our student population and their needs.

We will continue to collect data about what students can do after meeting with a counselor and have ongoing discussion regarding how best to make our counseling sessions effective and provide students with essential skills.

We feel it is valuable to continue to measure reasons for student appointments and review trends for each counseling area. We will continue to encourage students to identify why they came to see a counselor.
| FA1 | The FAO office provides on-campus financial aid outreach to present Leeward CC students so that students are aware of financial aid resources | The FA office worked with the CTE faculty to present Financial Aid information to CTE students using the USA Funds Life Lessons. Students were administered both a Pre test and Post test *(first time collaborating with CTE program)*  

*The difference between the pre/post test reflected what students learned about financial aid resources* | During Spring 2011, 146 students completed one or more of the USA Funds Life Lessons 203, 204, 205 and 401.  

**Additional data:**  
Students who participated in Life Skills:  
- 26.4% Filipino ancestry  
- 28.6% Native Hawaiian  

As USA Funds eliminated the pre-test from the Life Skills lesson this year, pre-test data from prior versions of those lessons were used to benchmark student learning. Post-test data collected during the Spring 2011 semester revealed that, on average, students' financial literacy increased by 25.75%. In our study, for a student to be “financially literate”, they would have to demonstrate that they could correctly answer at least 80% of the post-test questions of any and all Life Skills lessons they attempted. With this in mind, participating Leeward CC students are definitely learning the knowledge and skills they need to manage their time and money while attending school. | We will continue to promote the Life Skills curriculum. Hopefully by sharing this year's data with CTE instructors, along with a few testimonials by those instructors who adopted Life Skills in Spring 2011, will convince instructors to integrate the lessons into their curriculum (or at the very least offer extra credit for student’s completion of one or more lessons). It is our goal to increase student participation by 75% over the course of the next academic year.  

We will continue our partnerships with the Job Prep Office and the Hoo’ulu Programs to reach more
The FAO office provides general financial aid outreach so that students are aware of financial resources. People attending financial aid nights, workshops, campus events, etc were administered post test after the event. The assessment covers what is discussed in the workshops/events and will provide evidence whether students are learning the material. Between 4/6/2011 and 6/23/2011, eight groups received presentations where SLO questionnaires were utilized. The groups included one group of college students who attended the Spring 2011 SC Workshop - “Paying for College”, one group of Fall 2011 “LCCW-Compass Brush-Up” incoming college students, four groups of “Upward Bound” Students, and two groups of “Waipahu High School Gear-Up” students. SLO questionnaires were scored on an eleven point maximum score then converted into percentages. SLO questionnaire scores are presented in the following table:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>TOTAL STUDENTS</th>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC WORKSHOP</td>
<td>5</td>
<td>95%</td>
</tr>
<tr>
<td>LCCW COMPASS BRUSH-UP</td>
<td>6</td>
<td>94%</td>
</tr>
<tr>
<td>UPWARD BOUND</td>
<td>93</td>
<td>94%</td>
</tr>
<tr>
<td>1ST GROUP</td>
<td>23</td>
<td>96%</td>
</tr>
<tr>
<td>2ND GROUP</td>
<td>25</td>
<td>93%</td>
</tr>
<tr>
<td>3RD GROUP</td>
<td>24</td>
<td>94%</td>
</tr>
<tr>
<td>4TH GROUP</td>
<td>21</td>
<td>94%</td>
</tr>
<tr>
<td>WAIPAHU HS GEAR-UP</td>
<td>35</td>
<td>97%</td>
</tr>
<tr>
<td>1ST GROUP</td>
<td>17</td>
<td>96%</td>
</tr>
<tr>
<td>2ND GROUP</td>
<td>18</td>
<td>98%</td>
</tr>
<tr>
<td>TOTAL OF ALL GROUPS</td>
<td>139</td>
<td>95%</td>
</tr>
</tbody>
</table>

What was learned from the data collected is that the SLO Questionnaire can be a good tool to use to enhance Financial Aid Presentations. The questionnaire points out essential information so that students get an idea about financial aid. Students can then review the information in more detail in handouts they are given to take home. There is an overload of financial aid information to give students that it would be impossible for them to remember everything, the SLO Questionnaire provides key information on financial aid and

The SLO Questionnaire should be utilized when possible for future use as it is a sufficient way to measure financial aid SLO’s and is a way to get student contact. Any changes to be made might be in the formatting of questions but the overall learning outcomes should probably stay the same.
The FAO office provides information and assistance about FAFSA resources so that students can receive Federal Pell Grants and Federal Loans.

Students completed and submitted FAFSA forms. Financial aid recipients were collected in the Banner Information System (there is a 1/year data collection). The total awarded dollar amount of Pell grant money and loan money Leeward CC students receive from the federal government was reported.

<table>
<thead>
<tr>
<th>FA3</th>
<th>Pell Grant</th>
<th>Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total # of Pell grant recipients</td>
<td>Total Pell grant $ awarded</td>
</tr>
<tr>
<td>2007-2008</td>
<td>978</td>
<td>$1,945,933</td>
</tr>
<tr>
<td>2008-2009</td>
<td>1120</td>
<td>$2,732,284</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1640</td>
<td>$4,887,107</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2044</td>
<td>$6,269,856</td>
</tr>
</tbody>
</table>

|     | Total # of loan recipients | Total loan $ awarded | Change from previous year |
| 2007-2008 | 244 | $762,063 | |
| 2008-2009 | 353 | $1,231,696 | |
| 2009-2010 | 416 | $1,520,059 | |
| 2010-2011 | 466 | $1,887,882 | |

There has been a steady increase in the number of Pell Grant and student loan recipients. This is an indication of more needy students applying for financial aid.

The process helps us see the trends in the Pell Grant and student loans area.

For the 2011-2012, we are using external resources (Chaminade interns seeking their Master’s Degree) to provide outreach to the Military Bases, at the LCCW campus and at the Halau from mid fall to the end of spring semester. The goal is to reach more students who qualify for the Pell Grant to apply for financial aid.

We are also requiring all student loan borrowers to complete a financial literacy, Life Skills, session before their loan request is
The Health Center provides health clearances so that students can enroll at Leeward Community College.

A tally of TB and MMR shots administered for entry to Leeward CC was obtained using an internal database.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009 (06/01-09-10/31/09)</th>
<th>Spring 2010 (11/01/09-02/28/10)</th>
<th>Fall 2010 (06/01/10-10/31/10)</th>
<th>Spring 2011 (11/01/10-02/28/11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB shots administered (PPD)</td>
<td>252</td>
<td>109</td>
<td>192</td>
<td>141</td>
</tr>
<tr>
<td>% of new, transfer and returning students who used the Health Center for TB clearances*</td>
<td>9%*</td>
<td>6%**</td>
<td>5.6%***</td>
<td>8.6%****</td>
</tr>
<tr>
<td>MMR shots administered</td>
<td>271</td>
<td>332</td>
<td>352</td>
<td>202</td>
</tr>
<tr>
<td>% of new, transfer and returning students who used the Health Center for MMR*</td>
<td>9.7%*</td>
<td>19%**</td>
<td>10.3%**</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

*Fall 2009-Based on 2,808 new, transfer and returning students who registered for Fall 2009
** Spring 2010-Based on 1751 new, transfer and returning students who registered for Spring 2010
***Fall 2010-Based on 3,424 new, transfer and returning students who registered for Fall 2010
****Spring 2011-Based on 1631 new, transfer and returning students who registered for Spring 2011

Continued effort to increase use of the Health Clearance Form by including it with welcome packet to make the health clearance process more efficient.
The Health Center provides low cost immunization so that students can prevent acquiring communicable diseases.

A tally of seasonal influenza shots and H1N1 shots was obtained using an internal database.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009 (09/01/09 - 01/31/10) for flu shot</th>
<th>Spring 2010 (02/01/10 - 06/30/10) for flu shot</th>
<th>Fall 2010 (09/01/10 - 01/31/11) for flu shot</th>
<th>Spring 2011 (02/01/11 - 06/30/11) for flu shot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flu shots (students, faculty and staff)</td>
<td>115</td>
<td>5</td>
<td>136</td>
<td>8</td>
</tr>
<tr>
<td>H1N1 shot (students, faculty and staff)</td>
<td>203</td>
<td>33</td>
<td>NA**</td>
<td>NA**</td>
</tr>
</tbody>
</table>

*The time periods used were based on the availability of the vaccine.
**The H1N1 shot was combined with the regular flu shot.

Continue education for annual influenza vaccine.

The Health Center provides awareness of healthy lifestyles so that students can succeed in school.

Tally of students that visit the Leeward CC Health Center for STD screening visits, Comprehensive exams and Family Planning (FP) visits (internal database) and Nat'l College Health Assessment data information.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010 08/01/10 – 12/31/10</th>
<th>Spring 2011 01/01/11 – 06/30/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>STD screenings</td>
<td>55</td>
<td>41</td>
</tr>
<tr>
<td>Comprehensive exams</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Total FP visits</td>
<td>129</td>
<td>107</td>
</tr>
</tbody>
</table>

Continue to measure data in the same way for comparison purposes.

Students are taking advantage of Family Planning services and we will continue to promote the program and encourage STD screenings.

Continue efforts to fund this program and continue to promote responsible and healthy lifestyles.
The Health Center provides information about health insurance so that students can attend school without health related stressors.

A tally of students with the HMSA Student Plan was obtained using an internal database. Results of SS survey.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Student Plan*</td>
<td>44</td>
</tr>
<tr>
<td>% with Health Insurance**</td>
<td>72.5</td>
</tr>
<tr>
<td>% without Health Insurance**</td>
<td>12.4</td>
</tr>
</tbody>
</table>

*Internal database

**NCHA Survey data

Primary Source of Health Insurance**

<table>
<thead>
<tr>
<th>Source of Health Insurance</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University sponsored plan</td>
<td>3%</td>
</tr>
<tr>
<td>Parents’ plan</td>
<td>36.7%</td>
</tr>
<tr>
<td>Another plan</td>
<td>46.1%</td>
</tr>
</tbody>
</table>

**NCHA Survey data

Reasons for not having Health Insurance**

<table>
<thead>
<tr>
<th>Reason for not having Health Insurance</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s too expensive and/or I can’t afford it</td>
<td>13.4%</td>
</tr>
<tr>
<td>I never thought about it</td>
<td>2.1%</td>
</tr>
<tr>
<td>I just haven’t gotten around to it</td>
<td>1.1%</td>
</tr>
<tr>
<td>I don’t need medical care</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

**NCHA Survey data

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Student Plan</td>
<td>44</td>
<td>33</td>
</tr>
</tbody>
</table>

Job Prep Services provides job readiness assistance so that students will be able to apply for jobs.

1:1 student appointments were given the pre/post survey

Resume/Cover Letter Preparation

"Before visiting the Job Prep Services office, I felt prepared in creating a resume and cover letter."

Pretest agree= 25         Posttest agree=43
Pretest disagree=27       Posttest disagree=6

(Data from Spring 2011, no data for Fall 2010 due to staffing issues)

Continue to measure data in the same way for comparison purposes.

Encourage and provide information for health insurance so that students can attend school without health related stressors.

We will continue to encourage students to obtain health insurance and to promote the Student Plan. We will explore reasons why students don’t take advantage of the Student Plan.

Investigate reasons for low utilization of this plan. Determine the number of students without health insurance and the reasons why not.

The JPS staff created pre/post test to measure student learning. Additionally, a systematic approach was created to align JPS activities/events, and assessment. The JPS office will continue this

Annual subscription cost to CSO, on-line job posting system ($2,626) No funds
The pre/post data shows a 72% change in student learning after meeting with the JPS staff member when discussing their resume and cover letter needed for employment.

<table>
<thead>
<tr>
<th>J2</th>
<th>JPS provides career resources so that students can access career information</th>
<th>1:1 appointments and workshops attendees were given the pre/post survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“I am knowledgeable about the career resources available to me at JPS.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pretest agree= 21 Posttest agree=45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pretest disagree=21 Posttest disagree=4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Data from Spring 2011, no data for Fall 2010 due to staffing issues)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The pre/post data shows a 72% change in student learning after meeting with the JPS staff member when using career resources in JPS.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J3</th>
<th>Job Prep Services provides opportunities to meet employers so that students can research companies that match their career needs.</th>
<th>Students who attended on-campus employer recruitment activities and fairs were given MJF Attendee evaluations and CCJ Attendee evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“The fair gave me opportunities to apply for jobs.”</td>
<td>“I know the skills, knowledge and abilities I possess for a job(s) I am applying for.”</td>
</tr>
<tr>
<td></td>
<td>F10, Yes= 70% SP11, Yes=95% No= 12% No=5% N/A=18% N/A=6% Blank=7% Blank=1.5%</td>
<td>F10, Yes= 85% SP11, Yes=85% No= 4% No=4% N/A= 9% N/A=9% Blank=9% Blank=9%</td>
</tr>
<tr>
<td></td>
<td>From both the Mini Fair and CCL Evaluations, it can be construed that the recruitment events was worthwhile in exposing the students to a variety of employers and learning about job opportunities available to them.</td>
<td>From this, we hope to have more recruitment events which will give the students further opportunities in finding career jobs. In addition, the evaluations will be better monitored as we are more conscience of its purpose.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J4</th>
<th>Job Prep Services provides All students who visit JPS were given JPS appointment</th>
<th>Here are the topic assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resume Preparation: “After visiting the JPS office, I felt better prepared in creating a</td>
<td>With the increase in staff, there will be more opportunities for contact</td>
</tr>
<tr>
<td></td>
<td>assessment tool for 1:1 appointments</td>
<td>opportunities for contact</td>
</tr>
<tr>
<td></td>
<td>required for staffing at this time but maybe affected if Perkins</td>
<td>Staff development opportunities</td>
</tr>
<tr>
<td></td>
<td>grants is not available to fund extra staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The JPS staff created pre/post test to measure student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additionally, a systematic approach was created to align JPS activities/events, and assessment. The JPS office will continue this assessment tool for career resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three laptops are needed for workshops &amp; off campus presentations ($4,500)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A career resource—Career Kokua annual subscription ($450)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual subscription cost to CSO, on-line job posting system and Career Kokua, career resources ($3,056)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Addition funds collected through MJF &amp; CCJ registration fees to organize these events.</td>
<td></td>
</tr>
</tbody>
</table>
opportunities to apply for jobs so that students can secure employment.

resume.”
Agree= 100%  Disagree=0%  N/A=0%

Cover Letter Writing: “After visiting the JPS office, I felt better prepared in creating a cover letter.”
Agree= 83%  Disagree=4%  N/A=13%

Career Options Exploration: “After visiting the JPS office, I felt confident about exploring my career options.”
Agree= 96%  Disagree=2%  N/A=2%

CSO Website: “I plan to use the JPS CSO website to upload my resume and cover letter”
Agree= 94%  Disagree=4%  N/A=0%

Referrals: “I would recommend JPS to a friend.”
Agree= 100%  Disagree=0%  N/A=0%

The data indicates that services were agreed upon by the majority of the respondents. This is significant in preparing the students to find employment. The additional comments (See SLO form, Appendix B, pgs. 8-11) also indicate that the students were satisfied with the individualized appointment they had with the JPS staff member and that they learned from their interaction with them.

The Recruitment Office provides information about college so that prospective students can identify the benefits of college.

Prospective students who attend Leeward CC workshops were given an evaluation of the workshop with an open ended questions regarding benefits of college

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>#of students participating in MOW workshop</td>
<td>823 students</td>
<td>621 students</td>
</tr>
</tbody>
</table>

We plan to use the same approach in the Fall 2011 semester as we did for 2010-2011 SY because MOW workshops are a series of workshops. Some students participate in more than one workshop during each semester. We wanted to keep the data consistent for future comparison. Depending on

are needed to receive training and remain up-to-date in current resources in hiring practices, employment, labor market information, emerging careers and industries, and networking with employers and other career services professionals. ($7,000)

Institutional memberships to business organizations for job development. ($1,000)

$15,000 for Peer Mentors

$10,000 for supplies, promotional items, etc.
Students are learning that college provides them the opportunity to prepare for their future employment (ie. higher pay, better job, more opportunities, get the job they want, etc.). They are also recognizing that a college opportunity affects other aspects of their life (ie. better future/life, help my family, gain knowledge, etc.). The intention of the workshops has always been about showing students the benefits as it applies to them. It is apparent that they are recognizing there are numerous benefits, and additionally students are realizing that college is an option for them.

**Feedback from our evaluations and from teachers and high school counselors we may revise our workshops to attempt to produce different responses to identifying the benefits of college.**

You could also speak about continuing to do what you are currently doing, or anything additional you plan to add.

Students are unaware of the College Application Process (ie. What to do? How to Apply? Every college has its own application, etc). Students need the 1:1 assistance to apply to college mainly because they just don’t understand the questions on the application, they don’t know what college to go to, they misunderstand the application language, some have unusual situations that don’t “fit” the standard application, the length of the application (students sometimes feel overwhelmed), etc. So by removing the barrier of completing the application, we have found that students are more likely to complete it. We’ve consistently helped students at Leilehua and Campbell HS this academic year and have build a strong relationship with both campuses, hopefully we’ll see an increase in LCC enrollment from these high schools.

1:1 application helps the high school reach all their Seniors with regard to their post high schools endeavors. HS College Counselors normally don’t have the time to meet with all their graduating students. Having one of our

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td># of students that attended 1:1 application assistance sessions</td>
<td>76</td>
<td>148</td>
</tr>
</tbody>
</table>

*For Spring 2011, we increase the 1:1 visits to Campbell HS to 1 day/week per the HS Counselor’s request.*
staff there to help students with their application, it also helps to answer students questions that may have not gotten answered if we weren’t there.

The Recruitment Office provides opportunities to be familiar with Leeward CC so that prospective students can identify programs and resources

Prospective students were given an evaluation (intention was to see if they could identify places on campus that were visited and discussed)

Sample group (Campus Tours): as part of the evaluation we asked students to “Identify one place on the tour that you enjoyed the most”—Students identified:
- 7 out of 15 students enjoyed the Halau
- 6 out of 15 students enjoyed the Music Class (M. Kim)
- 3 out of 15 students enjoyed the Automotive Program
- 2 out of 15 students enjoyed the Theater
- 1 out of 15 students enjoyed the LRC
* (some students listed more than one location)

No Fall 2011 data available

The plan for the Fall 2011 semester is to familiarize prospective students through tours, on-campus events, high school presentations, etc). The goal is they are able to identify programs and resources at Leeward CC.

We started having the students identify one place on our campus during Spring semester. It will be good data for us to use for future tours. The data, however, will probably not be consistent as each tour we provide is different based on the groups area of interest. But it will still be useful for our office as we normally have “repeat” customers and will help us improve our tours in the future.

The Recruitment Office provides information about enrolling at Leeward CC so that

Prospective students attending “I Got Accepted, Now What?” Workshop were given a 5 question quiz

139 students participated in this workshop
A 5 question quiz was given to these students at the end of the workshop regarding the steps they need to take before registering for classes. A sample of 37 students reflect the results below:
- 10% got the quiz all correct
- 45% got 1 wrong
- 37% got 2 wrong

The workshop is designed to explain the registration and enrollment process to incoming students. The plan is to meet with students interested in attending

$15,000 for Peer Mentors
$10,000 for supplies, promotional items, etc.
prospective students can enroll and register for college.

5% got 3 wrong

Question 1: 21% correct
Question 2: 97% correct
Question 3: 64% correct
Question 4: 75% correct
Question 5: 91% correct

*data from Spring 2011 (no data for Fall 2010 No stats taken. Workshop not offered in the Fall because high school students are not admitted until the following Fall semester)

Majority of the students understand the process and what needs to be done in order for them to register to classes at LCC. Most students got Question #1 and #3 wrong due to not reading the question carefully. I explained to them that this question is a good example of a college exam question and that reading the question carefully will be important when taking college level tests.

Leeward CC and walk them through the process.

Overall, the students get a better understanding of the steps involved with becoming a registered student at LCC when attending this workshop. Majority of the students that attended this workshop didn’t read any of the hard copy material sent to them (i.e. Acceptance Letter and the "Congratulations...Your First Steps" Booklet) mainly because they were lazy to read it. To have someone present this information to them helps to get to read the material and follow thru on what they need to do.

In the future we will continue to use this quiz and will suggest that students take the time to read each question.

The Student Life Office provides leadership training and

Question #3 and #4 Pre-test and post test and surveys. Data was

Question #9

Student Leadership Development Assessment

<table>
<thead>
<tr>
<th>SOFT SKILL</th>
<th>PRE-TEST</th>
<th>POST-TEST (partially</th>
</tr>
</thead>
</table>

Question #10

I plan to use a more informal and verbal format. I will create

Conferences for student leaders: $10,000.
opportunities so that the students can demonstrate their soft skills.

<table>
<thead>
<tr>
<th>Question #8: collected from each Student Government and Student Activities Board members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to set goals</td>
</tr>
<tr>
<td>Understanding of self</td>
</tr>
<tr>
<td>Sense of personal ethic</td>
</tr>
<tr>
<td>Clarity of personal values</td>
</tr>
<tr>
<td>Conflict resolution skills</td>
</tr>
<tr>
<td>Decision making abilities</td>
</tr>
<tr>
<td>Multicultural awareness</td>
</tr>
<tr>
<td>Ability to work in a team</td>
</tr>
<tr>
<td>Ability to meet deadlines</td>
</tr>
<tr>
<td>Career goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>or exceeded)</th>
</tr>
</thead>
</table>

- Retention:
  - Student Government
    - 2009: .1% retention from 2009-2010
    - 2010: 50% retention from 2010 – 2011
    - 2011: 75% retention
  - Student Activities Board
    - 2009: 0% retention
    - 2010: 100% retention

The students surveyed after they completed or resigned from their leadership positions clearly exemplified that the leadership position helped them develop their soft skills, especially the skills they wanted to improve on. Student leaders are being retained because they understand the benefits of being a student leader:

<table>
<thead>
<tr>
<th>The Student</th>
<th>Question #3 and Question #9</th>
<th>For the Student</th>
<th>$10,000/se</th>
</tr>
</thead>
</table>

Conferences provide students with leadership skills that...
Life Office provides educational and social events so that the general student body can actively engage in the campus community.

Surveys were collected from events during the Fall and spring semesters: Poetry Slam, College bash, Open Mic, and De-Stress.

**Develop familiarity with the college campus - Survey data**

Survey data:
- Fall Semester 09: 73% of students surveyed knew there was a Student Government
- Fall Semester 10: 84% of students surveyed knew there was a Student Government
- Fall Semester 09: 68% of students surveyed knew there were free events for students
- Fall Semester 10: 77% of students surveyed knew there were free events for students

Additional data:
- Student Government Elections:
  - 2009: 2% voted
  - 2010: 2.52% voted
  - 2011: 2.63% voted
- Student Government Candidates:
  - 2009: 8 students ran for a position
  - 2010: 11 students ran for a position
  - 2011: 9 students ran for a position
- Student Organizations:
  - 2009: 32% increase in Registered Student Organizations from previous year
  - 2010: 23% increase from previous year

Students are aware of Student Government and events now. Student Life has been branding the unit and students are recognizing it. More students are engaged on campus and are getting involved.

<table>
<thead>
<tr>
<th>The Student Life</th>
<th>Pre-test and post test and surveys. Data was</th>
<th>SOFT SKILL</th>
<th>PRE-TEST</th>
<th>POST-TEST (partially or exceeded)</th>
<th>The next SLO’s may include different soft skills that can be</th>
<th>$6,000 for the student</th>
</tr>
</thead>
</table>

Activities Board events we will structure the questions to include what they learned from the program.
Office provides leadership training so that students can demonstrate personal growth

The Student Life Office provides a college transition program so that students can develop familiarity with the college

Survey was sent out to all the students who attended NSO Live halfway through Fall Semester via email.

The following was rated on a liker scale from 1-5 with 5 being very helpful.

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for Classes</td>
<td>58.1%</td>
</tr>
<tr>
<td>Learn about Resources</td>
<td>54.8%</td>
</tr>
<tr>
<td>Participate in Activities</td>
<td>32.3%</td>
</tr>
<tr>
<td>Can Succeed in College</td>
<td>38.7%</td>
</tr>
<tr>
<td>NSO didn't help me</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

Changes will include implementing some of the suggestions regarding other information that students would have wanted. The next survey results will include results from both NSO Live and NSO Online.

The NSO program total costs approximately $40,000 2009-2011: ARRA Funding
Leeward CC

NSO helped me understand important information & deadlines  4.1612903
NSO made me comfortable to talk with the counselors, faculty and staff  4.0645161

The below are results from asking what students would have wanted more information from:

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>67.7%</td>
</tr>
<tr>
<td>Programs/Majors</td>
<td>25.8%</td>
</tr>
<tr>
<td>MyUH/STAR</td>
<td>0.0%</td>
</tr>
<tr>
<td>Registration</td>
<td>48.4%</td>
</tr>
<tr>
<td>College Voc/Terms</td>
<td>16.1%</td>
</tr>
<tr>
<td>Time Management</td>
<td>29.0%</td>
</tr>
<tr>
<td>Compass</td>
<td>38.7%</td>
</tr>
<tr>
<td>Student Life</td>
<td>35.5%</td>
</tr>
<tr>
<td>Grades/Expectations</td>
<td>67.7%</td>
</tr>
<tr>
<td>Resources</td>
<td>22.6%</td>
</tr>
<tr>
<td>Deadlines/Requirements</td>
<td>41.9%</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>29.0%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>35.5%</td>
</tr>
<tr>
<td>Grad Requirements</td>
<td>61.3%</td>
</tr>
</tbody>
</table>

An example of some of the comments received through the survey:
After attending NSO I was not only able to get the just of how life was in college but found out that college experience isn't only a one man job. There are people to help you like your counselors and such for going through college. You can also use campus resources anytime you want for helping you succeed in college.
4. Tactical Implementation of Strategic Plan

Summarize assessments of your tactical plan that you have completed since the last Annual Program Review (APR). For example, if you have only completed questions 1-4, please fill in that information. Refer to numbered questions on “Outcome Measure/Tactical Assessment Form.” College Strategic Plan link: [http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-92](http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-92)

<table>
<thead>
<tr>
<th>Action Outcome, College Strategy (Connect to SP)</th>
<th>What tactic will be or has been implemented to achieve the Action Outcome? (Question #2) (Question #8)</th>
<th>How will we know if the tactic is working? (Question #3 &amp; #4)</th>
<th>Was the tactic implemented as planned? (Question #5 &amp; #6) (Question #9)</th>
<th>Is the tactic working? (Question #7) (Question #10)</th>
<th>What are you going to do next to achieve or continue to achieve the desired Action Outcome?</th>
<th>Resources required (provide $ estimate for each item)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 D.2.c</td>
<td>E-mail Advising Students can seek assistance from counseling</td>
<td># of students who use this service</td>
<td>Yes</td>
<td>Yes 2303 students used e-mail advising from fall 2010 through summer 2011. This compares to 1821 students who used the service the previous year. This is a 26% increase.</td>
<td>It may be necessary to add people to the rotating schedule of counselors who respond to e-mail inquiries if the number of students using this service continues to rise at this rate.</td>
<td></td>
</tr>
<tr>
<td>2 AB.5.a &amp; BB.1.c.</td>
<td>S-Time Counselor Appointments S-times are scheduled 30 or 45 minute appointments with a counselor. Students meet with counselors for career planning and exploration, development of an academic plan, transfer planning,</td>
<td>Data from Counselor Evaluation form and SARS.</td>
<td>Yes</td>
<td>Yes Results show that students seek help most frequently with academic advising, NSO, Liberal Arts degree questions, transfer and veterans’ affairs. Students consistently indicated marked SA or A in response to the SLO and Counseling Skills items on the evaluation form. Comparison of appointment data</td>
<td>The unit may want to discuss the increase in drop-in contacts. Several questions could be raised. Are students receiving a quick answer to a question or are counselors actually conducting S-time sessions during Express? On the other hand, does the increase in drop-in indicate the students’ perception that counseling is now more available to them than it was in the past</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>AB.5.a &amp; BB.1.c.</td>
<td>Focus Groups</td>
<td>Unit will receive feedback pertaining to services offered to students</td>
<td>Yes</td>
<td>Yes</td>
<td>Participants provided honest feedback to the questions raised by the focus group facilitators. Students state that they are aware of and value the services provided by counselors. Having said that, they offered some good suggestions for improvement.</td>
</tr>
<tr>
<td>4 AB.5.a</td>
<td>Express Advising</td>
<td>Students will seek assistance with questions that can be answered in a short period of time (15 minutes or less)</td>
<td>Yes</td>
<td>AY 09-10 7353 Express contacts; AY 10-11 9179 contacts. This represents a 25% increase in the number of drop-in students seen.</td>
<td>“Express Advising Only” is scheduled for 3 weeks in the fall and 2 weeks in the spring during the busy registration period. The unit will be instituting a new process whereby students identify major and Hawaiian ancestry. In this way, they can be referred to the appropriate program or NH counselor. This process will enable students to be referred to the appropriate program/NH counselor, thus minimizing the number of non-major/nonNH students seen by these counselors. This addresses the concern voiced by program DCs that program counselors provide the same information in terms of what classes to take, which are WI or not, and which courses can be used to fulfill two requirements for an AA degree; offering new students the opportunity to meet with a Peer Mentor to answer simple questions and share experiences.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>AB.5.a</td>
<td>NSO</td>
<td>This activity is designed to familiarize new, returning or transfer students with campus resources and important deadlines. Students also interact with faculty and complete a campus tour so that they know where to find important offices and resources.</td>
<td>A pre/post test that directly assesses what students learned as a result of attending NSO was administered to students who attended NSO.</td>
<td>Yes. In addition, several changes were made during this reporting period. An on-line orientation was created and implemented for Fall 2011 (began in May 2011). Pre/post test questions were changed to increase clarity. PowerPoint presentation was modified to emphasize specific SLOs established for NSO. All incoming students were required to meet with a counselor before they could register.</td>
<td>Fall 2010, 973 students showed up for orientation (May – Aug, 2011)928 students completed the pretest; 896 students completed the post test. In 4 out of the 5 questions there was an increase in the number of correct responses ranging from 49% to 4%. There was a 7% decrease in correct responses to Question 4, “Which booklet will tell you when you need to pay for classes?” A total of 1027 students attended live NSO and 1426 students completed NSO online.</td>
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</tr>
<tr>
<td>6</td>
<td>AB.3.a &amp; AB.5.a</td>
<td>Early Alert</td>
<td>EA is a Student Services initiative that involves the partnership between instructors and counselors in order to support and increase retention. Target populations for this year included</td>
<td>SARS is used to record student referrals made by instructors. SARS can also generate a report that identifies specific concerns and requests for services to assist students. The BT counselor also kept a record of</td>
<td>Yes. The campus-wide Student Success Committee supports the continuation of an early alert program. This support reinforces the contention that retention of students is a campus concern, not the sole responsibility of</td>
<td>The SARS report showed that over 200 students were issued EA notices from instructors. Students were most often asked to contact their instructor (208) or contact counseling (211). Identified student concerns by instructors were most often academic</td>
</tr>
</tbody>
</table>
selected courses in Dev Ed English and Math, gatekeeper courses in Business programs and all courses in the AAT degree program.

the results of her efforts to contact and work with BT students identified as EA.

Student Services.

Peer facilitators were employed in Spring 2011 to support this initiative.

performance (122), attendance (62), excessive absences (48) and missed tests/quizzes (96).

Joy Lane, BT counselor, was given a list of 41 students by BT faculty. She reached out by phone and e-mail to these students. Only 6 students came in for appointments. She learned through some phone conversations that academic challenges, personal issues and/or poor study habits were major issues. She also learned that students were reluctant to contact their instructors for support.

SARS reporting for Spring 2011 showed that over 150 students were issued EA notices from instruction. Results were similar to those noted for Fall 2010.

Peer facilitators were employed in the Spring 2011 semester to support EA. Peers made the initial contact with EA
AB.3.a & AB.5.a

<table>
<thead>
<tr>
<th>IS 100, College Experience and Success. This is a 3 credit class that is often paired with Dev Ed reading and writing as a structured learning community. Faculty that participate in a LC meet regularly and have formed a LC coalition to improve upon this curriculum initiative.</th>
<th>Students will complete a course evaluation form at the end of the semester. IS 100 instructors will receive the results of these evaluations and can use the information to modify the class for greater effectiveness. Course grades can also be used as one measure of student success in the class.</th>
<th>Yes. Beginning in the Fall 2010 semester, peer facilitators have been active participants in the classroom. They are also expected to meet students outside of class to monitor progress and assist students in being able to identify areas of challenge in making the transition to a college environment. Peer facilitators also explain to students how they can access support services on campus.</th>
</tr>
</thead>
</table>

AB.3.a & AB.5.a

| IS 197f, College Success Seminar, is currently offered as a zero credit option. It is currently 4 weeks. College Success Seminar evaluations will be given to students at the end of each session. Scoring rubrics have been created. | Yes. CCSs are led by two faculty and/or staff and a peer facilitator. The peer facilitators reinforce the college success lessons presented. | Yes. CCSs are led by two faculty and/or staff and a peer facilitator. The peer facilitators reinforce the college success lessons presented. |
in length and covers the following topics: personal responsibility, self-motivation, self management and interdependence. Students are encouraged to enroll in this seminar when they are determined to be "at risk".

<table>
<thead>
<tr>
<th>Outcome measure1: 1.2, 2.1 &amp; 2.2: Increase number of students who applied for financial aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>We used aggressive promotion to encourage students to apply for financial aid throughout the academic year. The result is an increase in the number of applicants and amount of aid awarded. The office has also succeeded in reducing the number of incomplete applications by initiating a campaign of requesting missing documents by</td>
</tr>
<tr>
<td>We will continue to use the data in Banner to compare the number of applicants from one year to another.</td>
</tr>
<tr>
<td>To promote financial aid: •we posted signs at the Pearl City and Wai‘anae campuses to provide information on how to apply for aid. •we are conducting a student satisfaction survey to find out how students learn about our services and how well do they like what we do for them.</td>
</tr>
<tr>
<td>The tactics are working because there has been a 19.1% increase in the number of applications received between 00910 and 1011. There has been a 24.6% increase in number of applications received between 1011 to 1112 at the end of Fall 2011.</td>
</tr>
</tbody>
</table>
| Outcome measure 2 1.2, 2.1 & 2.2: Increase number of students awarded | In the Spring 2010, students were reminded to apply early for the 2010-2011 academic year.
Students “learned” to apply earlier than they did the year before because there were fewer problems with the tuition payment deadline and more students were awarded earlier in the year 2010-2011 shows a greater increase in numbers for applications and awarded than the previous two years.

We continue to streamline our processing to speed up the awarding process. | We will continue to use the data in Banner to compare the number of students awarded from one year to another.

We continue to try different methods of communication to encourage students to submit necessary documents to complete their applications so that they can receive an award. Changes have been implemented continuously based on our own evaluation of our services and improvements to our processes. | There was a 10% increase in the numbers awarded between 0809 (1465) and 0910 (1619).

For the amounts awarded, there was a 48.8% increase between 0809 ($5,086,748) and 0910 ($7,568,378).

There was a 15% increase in the numbers awarded between 0910 (1619) and 1011 (1909).

For the amounts awarded, there was a 25.8% increase between 0910 ($7,568,378) and 1011 ($9,521,189). | Continue to review our forms and information to make them less intimidating to the student.
Continue to refer students on probation to the counselors to prevent financial aid suspensions.

Enlist the aid of our campus administrators to encourage faculty and staff to gain more knowledge of the financial aid process so that they can encourage students to apply for funds.

We will continue to use the methods we implemented because there has been a significant increase in the amount of awards from one year to another.
<table>
<thead>
<tr>
<th>Health Center will provide clear information and guidance to understand the required documentation for health clearance.</th>
<th>Increase utilization of the Health Clearance Form.</th>
<th>No. of complete Health Clearance Forms submitted.</th>
<th>The Health Clearance Form was implemented in Summer 2009. Information regarding health clearance is given at NSOs and in the welcome packet from A/R. The Health Clearance Form is available on our website and at various Student Services offices.</th>
<th>Minimal use of Health Clearance Form but more students in compliance with Health Clearance documentation.</th>
<th>Continue to promote use of the Health Clearance Form. Continue to participate in NSO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Center will communicate effectively to help students understand the services provided.</td>
<td>Increase awareness of the health center and its services by participating in NSO and campus events. Keep website updated with current information.</td>
<td>We will survey students to see who is using the HC and what services are being sought. Collect data on non-health clearance related visits.</td>
<td>The Health Center participates in NSOs, campus events and responds to urgent campus medical calls. The website is kept up to date by UHSM.</td>
<td>Student Services survey and client evaluation will be used to determine who comes to the HC and what services are being sought. Total number of visits to HC: 2082 Total non-immunization visits: 837 Total family planning related visits: 223 in 2010 to 236 in 2011.</td>
<td>Continue to promote the Health Center through our website, participating in NSO and at campus events.</td>
</tr>
<tr>
<td>Health Center will improve current services and develop future services per the needs of the campus.</td>
<td>Increase operating hours for the Health Center. Improve current services and develop future services per the needs of the campus.</td>
<td>Determine number of visits for particular types of service and satisfaction f those services measured.</td>
<td>Revision to MOU in Spring 2011 enabled full-time staffing of the Health Center. Operating hours increased to 8 hrs/day, M-F since April 2011.</td>
<td>On-going collection of data through annual or biannual sampling.</td>
<td></td>
</tr>
<tr>
<td>Health Center will assist Security with urgent campus medical needs.</td>
<td>Assist Security with urgent campus medical needs.</td>
<td>Determine the number of requests for medical assistance on campus.</td>
<td>Internal record of the number of response calls and time away from clinic.</td>
<td>Implemented Fall 2011</td>
<td>Continue collaborative efforts with Security.</td>
</tr>
<tr>
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<td>---</td>
</tr>
</tbody>
</table>

### JPS Outcomes (obtained by JPS Online System stats and JPS records):

1. **Number of students who have created an account on Job Prep Services Online System during sample period (June 1, 2010 – May 31, 2011)**
   - Yes, the tactics were implemented when the additional staff members were hired in October 2010 and January 2011.
   - Collection period from (6/01/10 to 5/31/11) compared to (6/1/09 to 5/31/10):
     - **Outcomes:**
       - No. of students who created accounts = 901 vs. 695 (30% increase from 09-10)
       - No. of student appointments = 332
       - No. of students who found jobs = 72 vs. 11 (655% increase from 09-10)
       - No. of new employers = 90 vs. 86 (5% increase from 09-10)
     - **Tactic:**
       - No. of new job postings = 238 vs. 248 (4% decrease from 09-10)

2. **Number of student appointments during the sample period.**
   - Appendix A—JPS Appointment Evaluation
   - Appendix B—Spring 2011 Open House Evaluation
   - Appendix C—Spring 2011 Career, College and Job Fair Attendee Evaluation
   - Appendix D—Fall 2010 Mini Job Fair Evaluation

3. **Number of students who found jobs after using JPS.**

4. **Number of Employers who created accounts on JPS Online System during sample period (new employers)**
   - Annual on-line subscription to CSO and Career Kokua $3,056
   - Staff development opportunities are needed to receive training and remain up-to-date in current resources in hiring practices, employment, labor market information, emerging careers and industries, and networking with employers and other career services professionals.
     - $7,000
   - Laptops (3) to conduct off site workshops and presentations.
     - $4,500
   - Institutional memberships to business organizations for job development.
<table>
<thead>
<tr>
<th>Tactic (obtained by JPS Online System stats and JPS records):</th>
<th>2011 only)</th>
<th>Tactic (obtained by JPS Online System stats and JPS records):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Number of jobs posted during sample period.</strong></td>
<td><strong>No. of “hit” from Career Kokua = 2,167</strong> (XX% increase/decrease from 09-10)</td>
<td><strong>1. Number of jobs posted during sample period—same as outcome #4 (continue to job development to reach more employers)</strong></td>
</tr>
<tr>
<td><strong>2. No. of Job Readiness workshops</strong></td>
<td><strong>No. of JPS events =23</strong></td>
<td><strong>2. Events sponsored by JPS—Mini Fair, CCJ, Open House, Recruiting tables—same as outcome #4 (continue to job development to reach more employers)</strong></td>
</tr>
<tr>
<td><strong>3. No. of “hits” on Career Kokua (Career Resources)</strong></td>
<td><strong>SATISFACTION RESULTS ON:</strong></td>
<td><strong>3. Satisfaction scores on appointments and JPS events (Open House, CCJ, Mini Job Fair)—develop other strategies to better serve the students in their job hunt)</strong></td>
</tr>
<tr>
<td><strong>4. Events sponsored by JPS—Mini Fair, CCJ, Open House, Recruiting tables</strong>*</td>
<td>JPS Resume Appointment Evaluations (Appendix A) Referrals...</td>
<td>($1,000)</td>
</tr>
<tr>
<td><strong>5. Satisfaction scores on appointments and JPS events (Open House, CCJ, Mini Job Fair)</strong>*</td>
<td>“I would recommend Job Prep Services to a friend.” Agree= 53 (100%) Disagree= 0</td>
<td></td>
</tr>
<tr>
<td>(*Items in “bold/italic” are new items added to this evaluation period)</td>
<td>Spring 2011 Open House Evaluations (Appendix B) Approachable....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“I felt the JPS staff members at the Open House were approachable.” Agree=78 (95.2%) Disagree= 0 N/A=4 (4.8%) Knowledgeable... “I felt the JPS staff members at the Open House were approachable.” Agree=78 (95.2%) Disagree=0 N/A=1 (1.2%) Useful... “I plan to use the resources offered by JPS.” Agree=76 (92.8%) Disagree=1 (1.2%) N/A=5 (6%)</td>
<td></td>
</tr>
</tbody>
</table>

**2011 only)**
"The Fair gave me opportunities to apply for jobs."
Yes = 122
No = 6
Uncertain = 8
Blank = 2

2010 Mini Job Fair Attendee Evaluation (Appendix D)
“There was a good variety of employers.”
Strongly Agree...Disagree (5-1)
5 = 37 (48.7%)
4 = 26 (34.2%)
3 = 12 (15.8%)
2 = 1 (1.3%)
1-0

“Overall, this was a worthwhile event.”
Strongly Agree...Disagree (5-1)
5 = 38 (50%)
4 = 22 (29%)
3 = 14 (18.4%)
2 = 1 (2.6%)
1-0

SATISFACTION RESULTS FROM JOB READINESS WORKSHOPS:

DMED—”I know how to professionally present my image to employers.”
Yes = 11 (100%)
“”I understand what employers want in their employees.”
Yes = 11 (100%)

LCCW, LSK 100—”After
visiting the Job Prep Services office, I felt confident about exploring my career options.”
Yes = 7 (100%)
“After visiting the Job Prep Services office, I felt better prepared in creating a resume and cover letter.”
Yes = 7 (100%)

LCCW, IS 100—“After visiting the Job Prep Services office, I felt confident about exploring my career options.”
Yes = 11 (100%)
“After visiting the Job Prep Services office, I felt prepared in creating a resume and cover letter.”
Yes = 11 (100%)

IS 100—“The topic was appropriate in helping me grow professionally.”
Yes = 10 (100%)
“The instructor made it interesting and relevant.”
Yes = 10 (100%)
“I would recommend Job Prep Services to a friend.”
Yes = 10 (100%)

Summary of data:
Although there has been an increase in the number of students who created accounts, the number of new job postings decreased. The decrease in job postings is most likely due to the current state of our economy. Even if the State’s
Economy is somewhat stagnant, we did get 90 new employers added to our database of 393. In addition, the increase in the number of students who created accounts is more likely related to the increase the total enrollment of the campus and having the addition of two staff members who placed their energies on outreach.

By adding the three new outcome measures (student appointments, student employment, and JPS events) we are able to better assess the true nature of the activities carried out by the JPS office. In mid-year we hired two new staff members (one G-funded, one Perkins funds) to deal with direct services to the students and assist classes that incorporated our services into their curriculum.

In addition, the overall satisfaction responses to our activities were very positive, which indicates the services are welcomed by the students. 100% of the respondents coming in for 1:1 appointments agreed that they would recommend JPS to a friend. From our Spring 2011 Open House event,
95.2% felt that the staff was approachable, 98.8% felt that we were knowledgeable, and 92.8% plan to use the resources offered by JPS. Our Job Fair events, also brought in good results, 88.4% agreed that the CCJ provided the attendees opportunities to apply for jobs and at the 2010 Mini Job Fair, 4.3 out of 5 (86%) was the average scores for having a “good variety of employers” and “overall, this was a worthwhile event.”

In the last year, the JPS office focused on reaching out to more students and increase student contacts by scheduling 1:1 appointments. As indicated in the low scores from the CCSSE survey (students did not know about our services), we wanted more students to know about JPS and to use our services. The new team implemented several strategies to increasing visibility for students by attending NSO sessions, offering open house sessions in the Spring, doing classroom presentations in the developmental education courses, and working with faculty to incorporate JPS activities into their curriculum.
ANALYSIS:

Statement from last (09-10) evaluation period.
Although the students feel JPS is important they are not using the services, therefore continued marketing of Job Prep Services to students and faculty on campus is important for building awareness and utilization of this services and resource. Also, other service items should be assessed. Such as career services, recruitment efforts, pre-employment assistance, etc….

Statement from this (10-11) evaluation period.
The data reflected in this period shows that with the increase in staff and their focus in on marketing the JPS office we were able to reach more students. Since new students are constantly coming into our campus, marketing JPS is an activity we constantly have to do so that students are aware of our services. In addition with the increase in staff we were able to service 332 individual appointments which indicate that after knowing about our services, students used our services.

The most glaring data point in our assessment
this year is the indicator on the number of students who found jobs. Although we have an online system that is able to collect this data, students and employers have not reported their placement into jobs using this system. New strategies must be developed to increase this number in the next review period.

| R1          | Increase awareness of higher education to high school students. | Participants complete evaluations and sign-in sheets for every workshop/event we do throughout the year. | Yes. | Yes. 90% of all high school students we see know and understand the importance of higher education and plan to attend college. | Without funding from GEARUP, we continue to do outreach and provide services to the public. However, our campus tours have been decreased due to the lack of Peer Mentors and staffing. | $15,000 for Peer Mentors. $10,000 for promotional items, transportation, outreach supplies to do workshops. |
| R2          | Increase enrollment of our college.                             | Participants complete evaluations and sign-in sheets for every workshop/event we do throughout the year. | Yes. | Yes. We have seen an increase in enrollment every year since 2008. Enrollment has since hit a plateau for Fall 2011. | Same as #1. Also, campus events like Discover Leeward Day, High School Counselor Workshop, Campus Tours, etc. have been or will be limited as our budget is decreased with the loss of GEARUP funding. | $10,000 for promotional items, refreshments, transportation, supplies, etc. $15,000 For Peer Mentors for campus tours and assist with other events. |
| Students will be able to increase their involvement in activities that interest them and identify personal and professional | Count of student attendance and distribute student surveys at campus events and activities | Students who | Yes. | High attendance, satisfaction ratings between good and excellent, and student comments indicate student involvement and | More in depth surveys for Student Government and less surveys during events. The surveys instead should focus more on benefits of events and what it | $10,000/semester |
| benefits gained from their co-curricular learning experiences and involvement in these activities. | attend the events and surveys from Student Government at tabling events regarding general campus concerns | participation in campus activities. Surveys and written responses also identify personal and professional benefits gained by students. | offers to students. The Student Life Office will continue to survey students in the following ways: 1. Beginning of the semesters: Asking about general questions regarding knowledge about Student Government and Student Activities. Also included will be concerns they have and suggestions for events 2. Mid semester – end of semester: Follow up questions about changes students |
| New Student Orientation (NSO) | NSO evaluations after the NSO session and surveys one semester after they attended NSO. | Yes and currently in the process | From the students surveyed 81% of the students in attendance rated NSO a 4 or 5 (helpful and very helpful) in 2010. In 2011 86% of the students surveyed rated NSO a 4 or 5. Still collecting surveys one semester after NSO completion for 2011. The | Analyze the data from the surveys after one semester and implement any changes that students felt relevant. | 40,000 |
2010 results are below:
Prep for class 58.1%
Learn Resources 54.8%
Participate in Activities 32.3%
Can succeed in college 38.7%
NSO didn't help me 6.5%

*add additional rows if necessary*
5. Communication between Areas/Divisions/Programs

What do other Academic Programs, Divisions, or campus areas need from your area/division/program to accomplish their objectives? How do you plan to respond and collaborate? (See Support Issue section of Division Annual Program Review)

Executive Summary: The Student Success initiative provides a framework through which Student Services may interact in a planned and productive manner with the instructional and other support service areas of the college. Significant conversations at both the large-group and subcommittee levels allow partnering conversations to occur that coordinate efforts and that allow frequent and focused input and feedback on program improvement planning and implementation. A revised timeline for the submission of initial Program Review documents also allows for the first time this year the mutual exchange of Program Review documents before finalization, a change which should allow for two-way communication around planning lacking in recent years. Specific input (color-coded) from respective Units with Student Services is provided in the chart below.

<table>
<thead>
<tr>
<th>Category</th>
<th>What needs or initiatives have been identified and by which area/division/program?</th>
<th>How did you respond to or collaborate with that area/division/program?</th>
<th>What outcomes were achieved? (Include data)</th>
<th>What continued interaction will there be?</th>
<th>Resources required (provide $ estimate for each item)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Concerning Student Learning and Achievement</td>
<td>Key Train Program—ACC 124/125</td>
<td>JPS has a Perkins APT hired to assist the accounting faculty with implementing Key Train</td>
<td>Majority of CTE participants were in the entry-level accounting classes with a low SRate. (see Perkins Completion Report 2010-2011)</td>
<td>Yes, continuing on Perkins funds</td>
<td>Perkins funds for staffing and purchase of program</td>
</tr>
<tr>
<td></td>
<td>Counseling—Career exploration assistance</td>
<td>We assist all counselors in career exploration</td>
<td>Career Kokua reports 2,167 “hits” in the usage of their website</td>
<td>Regular semester services for the counselors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job Readiness workshops and 1:1 appointments for instructional classes requested by faculty in</td>
<td>Visitation to classes to introduce JPS. Conducted workshops and assisted with class assignments using JPS</td>
<td>Satisfaction Results From Job Readiness Workshops:</td>
<td>Yes, with current Perkins funds.</td>
<td>Approximately $450 for Career Kokua licensure fees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Laptops (3) for workshops and</td>
</tr>
</tbody>
</table>
| CTE programs, Development Ed. classes, LCCW, and OCEWD. | resources. | DMED—"I know how to professionally present my image to employers."  
Yes = 11 (100%)  
"I understand what employers want in their employees."  
Yes = 11 (100%) | presentations.  
($4,500) |
|---|---|---|---|
| With the re-vamping of the New Student Orientations, the NSO |  | LCCW, LSK 100—"After visiting the Job Prep Services office, I felt confident about exploring my career options."  
Yes = 7 (100%)  
"After visiting the Job Prep Services office, I felt better prepared in creating a resume and cover letter."  
Yes = 7 (100%) |  |
| |  | LCCW, IS 100—"After visiting the Job Prep Services office, I felt confident about exploring my career options."  
Yes = 11 (100%)  
"After visiting the Job Prep Services office, I felt prepared in creating a resume and cover letter."  
Yes = 11 (100%) |  |
| |  | IS 100—"The topic was appropriate in helping me grow professionally."  
Yes = 10 (100%)  
"The instructor made it interesting and relevant."  
Yes = 10 (100%)  
"I would recommend Job Prep Services to a friend."  
Yes = 10 (100%) |  |
<p>| 1. Mandatory New Student Orientation sessions from |  | In 2010: 59% of the attendees rated the meet and greet session will |  |
| |  | NSO in general is requesting $40,000. |  |
| 2) Concerning Curriculum | 2010-2011 helped students be better informed about what classes to take and the importance of the COMPASS test (LA division) and the use of Laulima. Mandatory NSO was also offered online. “Meet the Faculty” session at NSO Live allowed students to meet faculty members and learn about the different curriculum and programs offered. Also included Sulong Aral, Library, LRC, and the Halau team decided to incorporate various sessions to NSO. The Faculty Meet and Greet was a collaboration with the opening Day Experience team in providing students with an opportunity to meet faculty. Blanca Polo and Student Life Coordinator contacted division chairs, created a youtube clip, and coordinated the session. session a 4 or 5 (5 being the highest). Student comments included: great meeting faculty, I feel less nervous, everyone is nice, informative, I found classes I want to take, etc. The 2011 data is still being analyzed continue. The goal is to have one representative from every division/program at each NSO session. |</p>
<table>
<thead>
<tr>
<th>3) Concerning Faculty &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our office includes program participation in our campus tours on a regular basis. We do get requests to visit specific programs and coordinate with programs to make necessary arrangements. We've met with most programs to get a better understanding of what our office can do to assist with promoting their programs. For 2011-2012, recruitment efforts will consist of campus tours and outreach to the high schools and partnering with current community organizations we've already established partnerships with. Due to current staffing situation with only 1 full-time staff, we are focusing on current efforts at this time. We continue to work closely with our Marketing department to improve the promotion of individual programs and Leeward CC as a whole.</td>
</tr>
<tr>
<td>We have a variety of programs/services that assist us with our campus tours and are grateful for their participation. We have been able to provide guest speakers from these programs to speak at high schools that request them.</td>
</tr>
<tr>
<td>We will continue to work with any program that would like to jointly work together in recruiting students to our campus. Our office is open to brainstorming new ideas with programs and more than willing to work together in coordinating recruitment ventures with departments on our campus.</td>
</tr>
<tr>
<td>$15,000 for Peer Mentor (student asst.) $10,000 for recruitment supplies.</td>
</tr>
<tr>
<td>4) Concerning Support Issues</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>5) Concerning External Factors</td>
</tr>
</tbody>
</table>
6. UHCC Annual Report of Program Data

Include annual data. Looking at program data over a three year period, discuss significant trends (marked improvements or continuing weaknesses). If program status is Cautionary or Unhealthy explain what the support area plans to do to address weaknesses? If this has already been discussed in another area of this document, please note that in this section.

Executive Summary: Data from UHCC Annual Report are included for individual Units below. Student Services by and large are presented as Healthy, although the increase in demand for services presented by a significantly larger student population in recent years has been difficult for all offices to address. This has been particularly true when the ballooning student population has not been matched by a corresponding increase in professional personnel available to meet the increased demand. Noted is a decline in new student and recent high school graduates.

The Counseling Unit continues to focus on four major initiatives: NSO, proactive counseling with at-risk students, expanded use of STAR and expanded use of alternative delivery methods. Introduction of the on-line orientation now gives students an alternative way to learn about campus policies, procedures, deadlines, etc. rather than attending a live NSO session. The proactive counseling piece is still in flux. There is a need for more counselors to become involved. Also, tech support is needed to help streamline communication between counselors and teaching faculty. Learning Communities will continue in upcoming semesters. Workshops and other activities will be developed in order to offer additional ways to support at risk students. These activities will hopefully be staffed by instructional faculty, APT professionals and others who express an interest. This trend underscores the philosophy that retention is a campus-wide concern and not solely under the purview of Student Services. UAP policies may also be modified.

SARS data provides data pertaining to the use of our services. There were 4,234 appointments attended by students during AY 2010-11 including Summer 2011. The number for the same time frame the previous year was 7,935. This is a significant drop with no readily available explanation. There were 9,179 drop-ins during AY 2010-11 including Summer 2011. The number for the same time frame the previous year was 7,353. This is a significant increase, again with no readily available explanation. The aggregate numbers are: 13,413 appointments and drop-ins for AY 2010-11 vs 15,288 appointments and drop-ins for AY 2009-10. This is a 12.26% reduction in student appointments and drop-ins.

Financial Aid Office Results are from 0809 through 1011

<table>
<thead>
<tr>
<th></th>
<th>809</th>
<th>910</th>
<th>%</th>
<th>1011</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>total enrollment</td>
<td>9609</td>
<td>10376</td>
<td>0.08</td>
<td>10697</td>
<td>0.03</td>
</tr>
<tr>
<td># applicants</td>
<td>3353</td>
<td>4468</td>
<td>0.33</td>
<td>5321</td>
<td>0.19</td>
</tr>
</tbody>
</table>
Visits to the Health Center have continued to increase. Better access for students, faculty and staff has been achieved with the increase in operating hours since April 2011. Processing of Health Clearances has improved with the increase in operating hours and the use of the Health Clearance Form.

Review of JPS data shows an increase in the number of students utilizing services over the past 4 years. However, there have been significant decreases in the number of employers and job placements reported due to the absence of staff members mentioned in previous pages. It is also reflective of the difficulties in the current State’s economy.

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>% in change</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) No. of students registered:</td>
<td>611</td>
<td>636</td>
<td>695</td>
<td>901</td>
<td>30% increase</td>
</tr>
<tr>
<td>b) No. of employers registered:</td>
<td>281</td>
<td>98</td>
<td>86</td>
<td>90</td>
<td>5% increase</td>
</tr>
<tr>
<td>c) No. of new job postings:</td>
<td>472</td>
<td>385</td>
<td>248</td>
<td>238</td>
<td>4% decrease</td>
</tr>
<tr>
<td>d) No. of student placed in jobs:</td>
<td>9</td>
<td>1</td>
<td>11</td>
<td>72</td>
<td>655% increase</td>
</tr>
<tr>
<td>e) No. of student appointments:</td>
<td></td>
<td></td>
<td></td>
<td>332</td>
<td></td>
</tr>
<tr>
<td>f) No. of JPS Events:</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>g) No. of Job Readiness Workshops:</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

*NOTE—student job placements are self reported*

**2011-2012 Plans to address weaknesses**

- Tracking mechanisms need to be developed on job placement of students using JPS services. Data should be collected on placements from job postings, jobs from JPS services (no postings), and alumni.
- Reestablish and initiate new networks in the business community to increase employer registration, participation in job fairs and job placements opportunities for students.
- Partnership with other campus groups such as OCWED, Gear-Up, Ho‘oulu, and Sulong Aral. Also, external partners such as P20, Rotary—Mililani Sunrise.
- Other initiatives and action outcomes related to increased student, alumni, and faculty utilization of JPS.
- Find grant resources to partner with internal and external groups and to expand services to both LCC and LCCW students.
RECRUITMENT
The Leeward CC Recruitment/GEAR UP Office merged during the Spring 2008 semester. For this reason retrieving data summarizing the past 3 years is difficult. The main reason is because recruitment efforts were scattered throughout the Leeward CC campus by different programs and divisions. Therefore the information presented in this document mainly consist of data using the GEAR UP grant (which is currently in its 4th year at Leeward CC) program assessment. In addition, the staffing issues commented throughout this document have made it difficult to provide data.

2007-2008
Goal 1 - Increase students’ access to Leeward CC and Leeward CC’s access to the students via outreach activities.

Goal 2 - Provide quality of access and entry activities

General Results:
Participation data:
- 10,337 students in the 9th - 12th grade
- 1,138 community members
- 715 parents
- 469 teacher/counselors

Number and type of activities data:
- The program has executed more than 174 outreach activities
  (Presentations, 1:1 assistance, college, community, & career fairs, campus tours, financial aid outreach & assistance, system application assistance, peer mentor and student2student programs, Discover Leeward Day event and Freshman Summer Camp)

Enrollment/Entry Data:
- 35% of the Fall 2008 accepted Leeward CC students came from our 6 GEAR UP schools
- 33% of the Fall 2008 registered Leeward CC students came from our 6 GEAR UP schools
- 71% of the Fall 2008 accepted LCC students from GEAR UP schools also registered for Fall 2008
- 59 to 68%* of the 2007 Discover Leeward Day participants enrolled in the system for Fall 2008 (range is due to matching of first initial vs. first full names w/ Banner)
  *range is due to matching of first initial vs. first full names w/ Banner
- 39 to 45%* of identified Seniors who received outreach efforts in the Spring of 2008 enrolled in the system for the Fall 2008
  *range is due to matching of first initial vs. first full names w/ Banner
- 98% of 2008 Summer Camp attendees registered for classes and completed
their FAFSA applications

2007 growth rates to Leeward CC, based on data from activities documented in the state’s GU reporting system, sign in sheets from the activities, Banner enrollment data and MAPS High School Background Data.
Campbell H.S. 13/1%
Leilehua H.S. .4 % (has a transient military population)
Nanakuli H.S. 10%
Waialua H.S. 19.6 %
Waianae H.S. 13.9%
Waiapahu H.S. 17%

2008-2009:
General Results:
Participation data -
- Approx. 167 outreach activities
- Approx. 11,593 students
- Approx. 650 parents
- Approx. 300 teachers/counselors
- 95% of our Summer Camp students registered for Fall 2009
- 40-45% of Discover LCC Day participants enrolled in Fall 2009
- 25-30% of 12th graders reached thru outreach activities enrolled in Fall 2009
- Approx. 25-30% of students enrolled in Fall 2009 came from our 6 GU schools
  Of the students we’ve seen in our GU Schools the following enrolled for Fall 2009:
  Campbell 26%
  Leilehua 75%
  Nanakuli 83%
  Waialua 57%
  Waianae 70%
  Waipahu 36%

2009-2010:
General Results: Participation data -
- Approx. 168 outreach activities
- Approx. 12,154 students
- Approx. 450 parents
- Approx. 275 teachers/counselors
- 25-30% of 12th graders reached thru outreach activities enrolled in Fall 2010
- Approx. 33% of students enrolled in Fall 2010 came from our 6 GU schools in our district (Central/Leeward Oahu)
- Approx. 47% of students enrolled in Fall 2010 came from the other 6 schools in our district (Central/Leeward Oahu)
- Approx. 30-35% of incoming freshmen for Fall 2010 participated in one of our outreach activities.
2010-2011:
General Results:
Participation data:
- Approx. 137 outreach activities
- Approx. 10,374 students
- Approx. 350 parents
- Approx. 230 teachers/counselors
- 25-30% of 12th graders reached thru outreach activities enrolled in Fall 2011
- Approx. 30% of students enrolled in Fall 2011 came from our 6 GU schools in our district (Central/Leeward Oahu)
- Approx. 40% of students enrolled in Fall 2011 came from the other 6 schools in our district (Central/Leeward Oahu)
- Approx. 30-35% of incoming freshmen for Fall 2011 participated in one of our outreach activities.

Analysis/Summary
The steady participation numbers almost across the board consistently tells us that we are successful in meeting our goals of increasing student access to outreach activities each year. Our consistency in the number of activities and workshops in the high schools and throughout the community tells us we've been successful in increasing our own access to the students in communities, specifically low-income communities. It is important to note that a main pillar supporting our expansion of services are the requests and suggestions of our partners (DOE, community organizations, etc). This also reinforces the importance of our community partners. Their voices and suggestions provide an understanding of their needs and give us access to populations which we have difficulty accessing and/or are even aware of. It is without saying that our presence in the schools and the community have and continue to result in positive outcomes because of our positive relationships in the community.
Planning List Instructions:

1. Review plans generated for Student Learning Outcomes and Outcome Measures (part #3), Tactical Implementation of Strategic Plan (part #4), Communication between Areas/Division/Programs (part #5), and UHCC Annual Report of Program Data (part #6).

2. Prioritize and list all items requiring new funding in the Overall Support Area Priorities table. Indicate appropriate funding category as described below. Each item must be driven by accreditation standards or assessment data. Only data-driven initiatives will be included in reallocation or new budget requests.

Planning List Funding Categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Faculty, APT, Civil Service, and UPW positions; to include casual/temporary appointments</td>
</tr>
<tr>
<td>Supplies &amp; Non-IT related Equipment</td>
<td>Supplies, materials, student help, and non-IT related equipment</td>
</tr>
<tr>
<td>Information Technology (IT) Equipment</td>
<td>Computers, peripherals, audio visual, smart rooms, networking, servers, and software</td>
</tr>
<tr>
<td>Training and/or Travel</td>
<td>Professional development activities, travel, lodging, and per diem</td>
</tr>
<tr>
<td>Capital Improvement Projects (CIP)</td>
<td>Major renovations (costing more than $500,000); new buildings</td>
</tr>
<tr>
<td>Repair &amp; Maintenance (R&amp;M)</td>
<td>Renovations under $500K; equipment repair or maintenance; facility repair or improvements</td>
</tr>
<tr>
<td>Space</td>
<td>Allocation of existing space and identification of future space needs</td>
</tr>
<tr>
<td>Other</td>
<td>Items that do not fit within any of the above categories</td>
</tr>
</tbody>
</table>

NOTE:

a. If a project requires multiple items in different planning list categories, please list each category item separately. Example: request for a new laboratory, which also requires an additional staff position and supplies, would be listed under three different planning list categories: “Capital Improvement Program (CIP)” for the new lab, “Personnel” for the additional staff position, and “Supplies and Non-IT Related Equipment” for additional supplies.

b. If an item is placed in the incorrect budget category, the Requestor will be informed of the change. Example: If a request for computer replacements is placed under “Personnel,” the request will be moved to the appropriate planning list category of “Information Technology (IT) Equipment.”
Overall Support Area Priorities

Please review Biennium Requests on the following page. If an item is still required and does not appear on the Governor Approved Budget request, please include in this list.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Supplies &amp; Non-IT Equipment</th>
<th>IT Equipment</th>
<th>Training and/or Travel</th>
<th>Capital Improvement Projects</th>
<th>Repair &amp; Maintenance</th>
<th>Space</th>
<th>Other</th>
</tr>
</thead>
</table>

The Following Chart reflects priorities agreed upon through weighted-voting and subsequent conversations among the Unit Heads from Student Services.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Data Supporting Request</th>
<th>Action Outcome/SP Objective</th>
<th>Item/Action/Improvement Sought</th>
<th>Funding ($)</th>
<th>Funding Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectiveness of Student and GEAR UP Peers in providing Recruitment</td>
<td>1.1, 2.1, 4.1</td>
<td>Maintain/expanded use of Student Peers in the Recruitment/Outreach effort</td>
<td>15,000</td>
<td>Student Help</td>
</tr>
<tr>
<td></td>
<td>Actual application and enrollment numbers in past three years (38% increase)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Time lag in application processing (850 pending apps 7/15/11)</td>
<td>1.1, 2.1, 4.1</td>
<td>Assistant Registrar position reallocation from system</td>
<td>65,000</td>
<td>Personnel</td>
</tr>
<tr>
<td></td>
<td>Time lag in Transcript Evaluations (6 months +)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>IS 197 results from fall 2011 implementation (qualitative/anecdotal and quantitative anticipated)</td>
<td>1.3, 1.4, 2.3, 2.4</td>
<td>Institutionalize Student Success Committee mini-grant allocation for Peer Mentors for Student Success Seminars for at-risk students</td>
<td>11,500</td>
<td>Student Help</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>References</td>
<td>Domain</td>
<td>Cost</td>
<td>Department</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
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<td>------------------</td>
</tr>
<tr>
<td>4</td>
<td>Hours spent in FYE/Student Success coordination by multiple parties part-time</td>
<td>1.3, 1.4, 2.3, 2.4</td>
<td>FYE Coordinator</td>
<td>55,000</td>
<td>Personnel</td>
</tr>
<tr>
<td>5</td>
<td>Hours of volunteer time devoted to online NSO, SARS, and Maka’ala development/refinement</td>
<td>1.3, 1.4, 2.3, 2.4</td>
<td>IT Specialist</td>
<td>55,000</td>
<td>Personnel</td>
</tr>
<tr>
<td></td>
<td>Hours lost to inefficient and uncoordinated efforts to support make-shift technological improvements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ineffective use of Banner and other software</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Perkins hours in 2010-11 Feedback from participants in Financial Literacy components</td>
<td>1.2, 2.2</td>
<td>Financial Literacy Specialist</td>
<td>55,000</td>
<td>Personnel</td>
</tr>
<tr>
<td></td>
<td>Student Loan default rate (climbing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Hours worked from BOSC student fee-funded position</td>
<td></td>
<td>Publications Advisor</td>
<td>55,000</td>
<td>Personnel</td>
</tr>
<tr>
<td>8</td>
<td>SARS data on student use of existing contract psychologist</td>
<td>1.3, 1.4, 2.3, 2.4</td>
<td>Mental Health Counselor</td>
<td>75,000</td>
<td>Personnel</td>
</tr>
<tr>
<td></td>
<td>SARS data on unmet need from counselor codes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team CARE notes/referrals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Unmet demand</td>
<td>5.1</td>
<td>Professional Development</td>
<td>17,000</td>
<td>Training/Travel</td>
</tr>
<tr>
<td>10</td>
<td>Cost estimates</td>
<td></td>
<td>Student Lounge Furniture</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Job demands</td>
<td></td>
<td>Student Life Clerk Upgrade</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>ARRA budget v. campus</td>
<td>1.3, 1.4, 2.3</td>
<td>NSO Supplies</td>
<td>8,000</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Leeward Waianae demand</td>
<td>1.3, 2.1, 2.5</td>
<td>Van</td>
<td>35,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delayed maintenance/replacement</td>
<td>Bulletin Boards</td>
<td>5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Demand from special student populations/subgroups and faculty</td>
<td>2.2, 2.4, 2.5</td>
<td>Space for special interest programming: Veterans Office, LGBTIQ Student Office, etc.</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Hours involved in coordinating SARS and Early Alert</td>
<td>1.4, 2.4</td>
<td>Starfish student retention software</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Anticipated need</td>
<td>1.1, 2.1</td>
<td>One-Stop Coordinator (APT)</td>
<td>55,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personnel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following are priority planning list submitted by individual Unit Heads within Student Services that contributed to the development of the planning list above. These may provide additional details in support of requests not noted in the priority list itself.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Data Supporting Request (Cite section # &amp; line #)</th>
<th>Action Outcome/SP Objective</th>
<th>Item/Action/Improvement Sought</th>
<th>Funding ($) (If personnel, list FTE and $ amount)</th>
<th>Funding Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early Alert, IS 100 and IS 197f tactics</td>
<td>AB.3.a &amp; AB.5.a</td>
<td>Peer Facilitators</td>
<td>$11,500</td>
<td>Personnel</td>
</tr>
<tr>
<td>2</td>
<td>Strengths</td>
<td></td>
<td>Professional Development</td>
<td>$10,000</td>
<td>Training and/or Travel</td>
</tr>
<tr>
<td>3</td>
<td>Weaknesses</td>
<td></td>
<td>Space</td>
<td>We need more</td>
<td>Space</td>
</tr>
<tr>
<td>1</td>
<td>License fees for CSO &amp; Career Kokua</td>
<td>Section #3, SLO #1-4, column 6, Section #5, item #1 (Instructional faculty and Counseling) , Section #6 (a, b, c, d)</td>
<td></td>
<td>$3,056</td>
<td>Other</td>
</tr>
<tr>
<td>2</td>
<td>Supplies/Promotion/Marketing</td>
<td>Section #4,</td>
<td></td>
<td>$1,500</td>
<td>Supplies</td>
</tr>
<tr>
<td></td>
<td><strong>materials</strong></td>
<td><strong>column 6 and Section #5 (items #1 &amp; 4)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| 3 | **Institutional memberships to business organizations for job development.** | Section 3, column 6  
Section 4, column 7 | $1,000 | Other |
| 4 | **Professional Development—Career Development Conference and workshops** | Section 3, column 6  
Section 4, column 7  
Section #6 (a, b, c, d) | $7,000 | Training and/or Travel |
| 5 | **Laptop computers (3)** | Section 3, column 6  
Section 4, column 7  
Section #5, item #1 (Instructio nal faculty and Counseling)  
Section #6 (a, b, c, d) | $4,500 | IT Equipment |
| 1 | **Peer Mentor (Student Assistants)** | (.50 FTE)  
$15,000 | Personnel |
| 2 | **Recruitment Supplies/Materials** | | $10,000 | Supplies/Non-IT Equipment |
| 1 | **Student Publications Advisor** | See text box on next pages for detailed description ... | | Personnel |

$34,848 + benefits
1.1: SWOT Strength
The temporary hire for a student publications advisor has re-vamped student publications on campus. The advisor merged Ka Mana’o (the newspaper) and Harvest (the literary magazine) into one magazine that contains news articles, journalism, and student showcase sections. The previous Ka Mana’o and Harvest were coordinated by LA faculty professors who received release time to advise the newspaper and magazine. The LA division expressed their want to assist with the magazine by marketing it to their classes; however they did not want to advise either of the publications. This confirmation was presented to BOSC in 2009 and in 2010, BOSC decided to hire a temporary hire due to large student fee budget since the money was not being used for several semesters.

This position also facilitates the playlists for the Leeward Digital Signage. Previously the IT Specialist and the Marketing Director coordinated the content for the signage, but since the hiring of this position the duties have transferred over. The Student Publications advisor produces content and manages the contents for all 5 digital screens.

Since the Temporary Advisor started Ka Mana’o has:
Produced a magazine twice a semester (fall, winter, spring, summer)

Since the Temporary Advisor started Ka Mana’o has:
- Quantity of those issues
  - Spring 11: 800. Summer 11: 1,000. Fall 11: 1,500. There are only about five issues remaining of Spring and Summer in the Ka Mana’o office. Over $1,000 in advertising revenue
- A team of approximately 20-25 students per issue who attend journalism workshops and conferences. The Advisor coordinates retreats with the staff, bi monthly meetings, weekly meetings, and training sessions for the students.
- About 50% of Ka Mana’o staff members are from the Digital Media program. The remainder are in Liberal Arts, AA Teaching, Theatre.
  - About 75% joined Ka Mana’o after reading about open positions in the weekly Student Life e-mails. The remainder joined after the advisor made classroom visits explaining what Ka Mana’o was, referred from a professor, learned about it from a friend who was currently on staff, referred by counselors or Job Prep Services. Professors include Meredith Lee, Ann Berner, Jeremiah Boydstun (English), Christian Ganne (Digital Media) and Dwayne Muromoto (Art/photography).
- The Ka Mana’o website is very active with an average of 200 views per each article
- The website has been viewed 2,830 times
- Oversees/updates Ka Mana’o’s online site and Facebook and Twitter sites. Social media has been very helpful in notifying students of stories done between issues and also networking with students and public.
  - The Advisor has to keep abreast of issues in student media and student media law.
With the addition of the advisor Student Life has been able to produce quality student work in the print form of a 50 page magazine as well as a strong online presence. It is feared that if the Advisor cannot be funded then the quality of student publications will deteriorate and possibly even be nonexistent. The Student Life Coordinator cannot delegate any of her primary responsibilities to advise Ka Mana’o and the supervision of a publication that involves media law would be too difficult of a workload. (The Student Life Coordinator is not knowledgeable in media law and journalism).

Student comments included: “Ka Mana’o has helped me begin my career in photography. The magazine is a great way to keep students socially connected with numerous on campus events and news around the nation.” Another student said “Ka Mana’o has given me a chance to improve my writing and interviewing skills. Seeing my writing in print pushes me to be a better writer and a better student.”

<table>
<thead>
<tr>
<th>Replace Student Lounge Furniture</th>
<th>$40,000 ($15,000 was given after the 2010 Program Review. Lounge furniture is currently being researched with other vendors and the estimated cost to include anti-</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Student Lounge is a popular space for students to relax, study, and socialize. The Lounge is constantly at capacity from 8am – 4:30pm every day. Student Government extended Spring 2010 and Fall 2011 lounge hours due to high demand and student requests. Students are waiting outside of the Lounge as early as 7am which indicates its high usage. Losing twenty chairs in 1.5 years affects the capacity in the Lounge since students can not find seats, especially during peak hours from 10am – 3pm. The furniture is made poorly and is breaking in the same location (where two pieces of metal are welded together). The Lounge needs furniture that will not have that issue and can withstand a lot of movement and weight. Several students have fallen in the chairs and one student reported it as an incident with Security. This is a high liability issue for the campus. The Lounge also hosts several VIP events involving the BOR and the President.</td>
<td>Capital Improvement Projects</td>
</tr>
</tbody>
</table>
Student Life Clerk SR10 request

1.4 Threats:
With the constant turnover for SR10 clerical positions, the Student Life Office clerk (SR8) is offered the positions. The Student Life Coordinator has not had time to advocate for the position to be bumped to a SR10, however will be working on it in the future. The Student Life clerk is no longer a SR8 position with the addition of learning SARS grid, utilizing websites for NSO, Commencement, and other programs. The Student Life Office needs the clerk and can not risk losing the clerk without backfilling or temporary filling the position. The clerk is essential to the day to day functions of the Student Life Office.

Mental Health Professional

1.2 Support Area SWOT Analysis (Weakness)
The statistics on the number of students in Hawai‘i who are either on anti-depressants, bi-polar, or other forms of medication is astounding. The Student Life Coordinator within 2.5 years had approximately 20 out of the 45 students under her supervision prescribed anti-depressants and/or bi-polar medication. Students are struggling and Leeward does not provide any resources to assist the students. They are referred to a UH Manoa mental health professional only if they go through an assessment with a Student Services academic counselor. It is an institution's responsibility to provide adequate support, not only academically, but mentally as well.
IT Specialist (even half time)

5

a. Weakness:

Student Life utilizes IT for various projects such as the Student Government Elections, Commencement RSVP site, and NSO Online. If support was not provided by a single individual, Therese Nakadomari, then these projects may not have been completed. The request is for overload for our current IT specialist or for a Student Services dedicated IT specialist.

Funding for New Student Orientation (NSO)

1.2, 1.3, and 1.4:

The NSO ARRA grant was terminated in June 2011, and with the $40,000 the NSO Team has been able to facilitate a comprehensive NSO for the incoming students. The $40,000 included a personnel budget for one student hire, 12 student NSO leaders (stipend), and faculty overload for the nine month counselors. It also included supplies and materials including printing of handouts, customized folders, USB drives, shirts for the NSO leaders, and directional signage. The funding for NSO also allowed us to work with SARS to create a one of kind online system that allows students to sign up for a counseling appointment after their NSO appointment. With the addition of now mandating that all new applicants attend NSO and a counseling appointment this online system is invaluable. The funding also supported several faculty/staff to attend FYE conferences to gain knowledge and best practices from other campuses.

The NSO Team also suggests that the NSO budget create a line item for overload for Therese Nakadomari or any other IT support for the NSO projects. Up to Fall 2011 Therese has dedicated approximately 1500 hours to monitoring the SARS project, programming the RSVP website, and programming the NSO Online that launched in May.

After the 2010 Program Review the NSO program received $18,000 from the Dean’s budget. While the funding is helpful because it funds the student hire and the NSO leaders, it does not cover the operational costs for NSO. The operational costs include paper, envelopes, and ink to mail out the thousands of NSO letters/welcome booklets to the new applications. It also will not cover the quality that NSO has been able to establish in providing students with a folder and pen so that they are prepared during NSO presentations.
<table>
<thead>
<tr>
<th>7</th>
<th>Bulletin Boards</th>
<th></th>
<th></th>
<th>Capital Projects Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. SWOT Weakness</td>
<td>$5,000</td>
<td>$150 x 22 boards + shipping/tax</td>
<td>Does not include installation if it does not get installed internally</td>
</tr>
<tr>
<td></td>
<td>The bulletin boards on campus are managed by Student Life. In 2010, Student Life standardized all the boards to create a consistent look on campus through BOSC fees. The boards have not been replaced in decades and are decaying. The bulletin boards are an effective way to communicate to students and they need to be updated with new boards. The boards are also in areas that are affected by asbestos and need safe removal.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>15 passenger van for LCCW</th>
<th></th>
<th></th>
<th>Supplies and non IT equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.5: Response to other divisions</td>
<td></td>
<td></td>
<td>State Van? $35,000</td>
</tr>
<tr>
<td></td>
<td>LCCW students pay student fees however they do not receive the same resources and opportunities as Pearl City students. Student Government allocated approximately $1000 in their current budget to fund buses for certain events so that it’s more easily accessible to attend Pearl City events such as the Job Fair, Ka Mole Festival, Discover Leeward Day, football games, College Bash, DV workshops, and more. The cost for each bus rental is approximately $300.</td>
<td></td>
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</tbody>
</table>
MISSION OF THE COLLEGE

As one of the seven community colleges of the University of Hawai‘i, the overall mission of Leeward Community College is contained in the following principles.

- **Access**: To broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.

- **Learning and Teaching**: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs, with the goal of seamless system articulation and transfer, where appropriate. To structure our programs in such a way that they reflect not only academic rigor but also student development, learning outcomes and student goals. The College is committed to the achievement of student learning.

- **Work Force Development**: To provide the trained workforce needed in the State, the Asia-Pacific region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate and future employment and career advancement.

- **Personal Development**: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

- **Community Development**: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and an appreciation for the creative endeavors of others.

- **Diversity**: To prepare students for the global workplace, with particular emphasis on Asia and the Pacific Rim, by building upon Hawai‘i’s unique multi-cultural environment and geographic location, through efforts in curriculum development and productive relationships with international counterparts.

Within this context, the special mission of Leeward Community College is to provide teacher training and serve the residents of our diverse communities, with particular attention to the Hawaiian population; communities actively transitioning from an agricultural base to a more diversified economic base; and communities making up the fastest growing middle-income suburban population on
Provide a brief summary of your Area activities. How are the improvements and tactics proposed supporting the College mission and System goals? How are they affecting outcomes, like successful completion, graduation and transfer rates? What recommendations do you have at this point for improving outcomes?

Student Services areas have been actively involved in program improvement planning on multiple fronts, all with a vision toward improving the overall student experience at Leeward, and all tied to the mission of making access to and success in collegiate study a reality for students in the Central and Leeward Oahu region. Admissions and Records has maintained a student service orientation despite demands of increased student applications, admissions and records requests coupled with a persistent and demoralizing inability to expand personnel available to meet those demands commensurately. Counseling has been able to increase staffing significantly in recent years, as well as to deploy staff to specific program areas, increasing the partnership potential with instructional faculty as well as the sense of ownership with individual students. Additionally, Counseling Unit members have committed to a four-part improvement plan to increase efficiency and effectiveness of efforts tied to intrusive counseling and student success. Financial Aid has expanded its APT staffing by 25% in the past two months as a result of last year’s program review, in an effort to address both increased applications and awards, as well as a significantly increased workload in processing awards based on changing federal regulations. Effective use of interns from Chaminade coupled with Perkins and ARRA funding to support both financial literacy and outreach as well as overtime for processing increased application and award volume, respectively. Health Center staff, contracted from UH Manoa, have increased hours of operation, streamlined the Health Clearance process, and led proactive efforts to impact student behavioral health. Job Prep Services has significantly increased student contact hours, led the system in adoption of employment tracking software, and effectively utilized Perkins funding to impact CTE students in career exploration and pre-employment preparation. Recruitment has continued to provide impactful outreach services to area high schools and to the community at large despite a significant loss in manpower as a result of shifting funding cycles tied to federal funding through the statewide GEAR UP grant. Incorporating campus funding for Student2Student, the single-professional office has maintained a high level of service provision through the effective use of student peers. Student Life has played a significant role in the expansion and coordination of mandatory NSO, increased opportunities for student participation and leadership, and accomplished major rejuvenation of student publications. TRiO/Upward Bound is funded entirely by federal grant dollars and is housed at Leeward, but is not in essence part or beneficiary of the Leeward CC Program Review Process. In addition to the individual efforts of respective Student Services Units, the Office of the Dean of Student Services has assisted in improvement efforts related to student success and customer satisfaction through committee work and behind the scenes support.
JPS has been involved in the following activities:

- Assist students in finding part-time and full-time employment both on and off campus
- Assist students in pre-employment preparation (e.g. resume and cover letter writing, preparing for an interview, etc…)
- Assist students in researching careers through on-line tools
- Create employment opportunities for students by sponsoring events such as recruitment tables and job fairs
- Develop partnerships with employers through on-campus recruitment activities, job fairs and on-line job posting services
- Conduct various workshops on job readiness
- Assist faculty and counselors in developing curriculum in career exploration and job readiness preparation

Improvement and tactics supporting the College’s mission and Systems goals:
JPS helps support workforce development by providing students and faculty with employment information that links the curriculum to the student’s employment aspirations. JPS also brings to the campus, information about the critical workforce issues along with new emerging industries and their needs for training.

Affects on Outcomes:
JPS indirectly supports transfer and graduation rates by helping the students to stay focus in school and prepare for them work world.

Recommendations to improve:
- Expand on business contact for more employment opportunities
- While working with the employers, JPS will brings back information on critical workforce needs
- Develop a plan to reach more students
- Develop strategies to track job placement information and to store that information using the JPS on-line system.