College: Windward Community College

**College Mission Statement**
Windward Community College is committed to excellence in the liberal arts and career development, we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

**Program Mission Statement**
Windward Community College Student Services is committed to assist students to matriculate, enabling them to attain their education and life goals; to foster a supportive learning environment and provide services to support students’ achievement of their educational goals.

**Sub Programs Mission, Purpose and Goals Statement**
See Narrative

### OVERALL PROGRAM HEALTH (Check one)

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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</table>

**Part III Assessment Results established benchmarks.**
See Narrative

**Part IV. Analysis of Program**
See Narrative

**Part V. Plans for Improvement**
See Narrative

**Part VI. Budget Implications**
See Narrative

**Posted to College website at:** WCC.Hawaii.edu
Executive Summary

Windward Community College’s Student Services is currently comprised of eight sub departments. These departments are: Admissions and Records, Counseling, Financial Aid, Student Life, Student Publications, Talent Search, Student Support Services, and Upward Bound. An additional sub department, Recruitment, has been requested in the Student Services reorganization request. The recruitment position was created by the reallocation of a financial aid position that was given to us by the legislature. The recruitment office will coordinate recruitment activities and the WCC GEAR UP grant. In addition, the Student Services department has developed a management team. The team will consist of the Dean; a representative from one of the TRiO programs; one person from Admissions and Records, Financial Aid, and Recruitment; one member from Counseling; one member from the clerical staff; and one student member. The responsibility of the management team will be to share communications amongst the units, make policy decisions, and implement new initiatives.

In 2006 the college was visited by WASC. The team made five recommendations. Recommendation number 3 – Student Success: the college should define the at-risk population, develop and implement specific strategies for addressing the needs of the at-risk population, and create mechanisms for the continuous assessment and improvement of services to this population directly related to student services. The department identified its at-risk population and provided strategies the college uses to address these populations. A follow up visit was conducted in November 2007. The preliminary report from the interim visit was positive.

In the fall of 2007 the Community College system joined the Achieving the Dream initiative. Achieving the Dream focuses on student success and uses data to make decisions to affect change towards increasing student achievement at Windward Community College. This initiative will recreate the process on how the Student Services Annual Assessment and Program review is compiled. Over the next year WCC staff will identify student success issues, strategies to address these issues, and benchmarks and evaluation tools to measure the outcomes of the strategies. Likewise, the Student Services Annual Assessment and Program Review will be aligned to these student outcomes.
This program review is a good reflection of the state of Student Services at Windward Community College. All units have made significant progress in meeting their respective goals. The college’s two new initiatives, mandatory student orientation and peer mentoring are progressing well. The unit has prepared for the interim accreditation visit and is working to implement the goals of the Achieving the Dream Initiative.

Part I. Mission, Purpose, Goals, Analysis, and Budget implications of Student Services Programs.

**Admissions and Records mission/purpose:** to process applications for admission, maintain student records, and process student transcripts and information requests.

**Goals:**

1. **All WCC applications will be processed within 2 weeks.**
   Based on a random sample of applications it took 4.5 days to process an application for admission. This sample also included applications that were incomplete and needed to be returned to the student before it could be processed. If we were to eliminate incomplete applications from the sample, the processing time would drop to less than 2 days.

2. **All normal transcript requests will be completed within 7 days and all rush requests will be completed in 1 day.**
   Based on a random sample of transcript requests it took less than a day to process transcripts requests.

3. **There will be no audit findings**
   There were no audit findings.

4. **75% Satisfaction Rate**
   The tool to measure Admissions and Records satisfaction was not implemented. In spring of 2008, the Community College Survey of Student Engagement (CCSSE) will be administered at WCC. A new question has been added to CCSSE that will ask about student satisfaction with the Admissions and Records Office.

**Analysis:** The Admissions and Records office has met all their measurable goals. In 2007, satisfaction data will be available for the Admissions and Records office.

**Budget Implications:** Maintain current staffing and funding. A request for $5,000 is made to replace an old file cabinet which had asbestos. The cabinet needs to be fire and water proof. In addition a request is made for a laptop to be used at the counter. Beginning 2006, students are not able to pay with a credit card in person. Currently, if they go to Admissions and Records to register and want to pay with a credit card, they are sent across campus to a computer lab or asked to do the payment on their computer at home.

**Counseling/Academic Advising mission/purpose:** to assist students in defining and accomplishing personal, academic, and career goals.

**Goals:**

1. **Provide academic advising for every student at Windward Community College.**
   In fall 2006, counselors met with 860 students or 48% of the total student population. In spring 2007, counselors met with 977 students or 62% of the total student population.

2. **Provide an Orientation for all new students.** In fall of 2007, 344 students attended a New Student Orientation. The orientation was mandatory for all recent high school
graduates. Three hundred and forty-four represents about 40% of all new students. All attendees agreed that the event helped them prepare for college, 78% reported they are now more aware of the role they play in their own success, and 99% would recommend orientation to their friends. In the spring semester, counselors will evaluate whether or not students who attended orientation persisted at a higher rate than those who did not attend.

3. **Provide Peer mentoring services for 200 students.**
Six peer mentors were recruited in the 2006 school year. The students were instrumental with the implementation of student orientation and participate in every one. The students also met one on one with students to help with tutoring, registration, and to answer general questions. In addition, the mentors help to coordinate campus student activities. We estimate that the peer mentors have exceeded this goal but cannot document this. In the 2007 school year, a system will be developed to document peer mentor contacts.

4. **Provide Career Counseling for 200 students.**
Two hundred and forty-four (244) students have received career counseling. Seventy percent or 187 of these students used the Discover computer program in the Career Center to research about different careers. Sarah Hodell, the Career Counselor, continues to develop new and innovative ways to encourage students to conduct career searches. The retention literature says that student’s who align their coursework to their career choices are more likely to persist and graduate.

5. **Provide Campus tours for 175 students.**
During the 2006 school year 248 students attended a campus tour. Winston Kong is the primary facilitator of campus tours. The tour requests have come from a wide variety of audiences, like grade schools, middle schools, high schools, transition centers, and Job Corps. In the summer of 2007, a recruiter was hired for WCC. The campus tour responsibilities will be assumed by this new person.

6. **Provide 15 student transfer workshops.**
The counseling department sponsored 19 transfer workshops during the 2006 school year. Title III counselor Carla Rogers is responsible for coordinating transfer workshops on campus. One hundred thirty-eight students attended one of the workshops. More then 95% of the attendees agree that the information provided at the Transfer workshops were valuable and informative.

7. **Provide student success classes for 50 students.**
Three courses were taught from the counseling department, IS 103 – Introduction to College, IS 105-C Career exploration, and IS 105- Ahupuuaa. Enrollment for the classes totaled 67 students.

8. **75% Satisfaction Rate**
Based on the latest Community College Survey of Student Engagement for Windward Community College, 91% of students who utilized counseling were satisfied with the services they received. CCSSE is conducted every other year and will be conducted in spring of 2008 at WCC.
**Analysis:** Last year, the counseling department met one goal out of eight, this year the unit met six out of eight. As reported in the executive summary, in the next few years the goals for all the units will change significantly as we align our strategies to increase student success. Student outcomes will be used to evaluate the effectiveness of each unit instead of process goals. The counseling unit will perhaps have the most significant impact on student outcomes. A reallocation of program staff as well as budgetary resources may be necessary.

**Budget Implications:** There continues to be a need for clerical assistance in the counseling unit. The workload has grown tremendously as has the amount of counselors. Currently the clerk in the counseling department supports 9 faculty members. While that may seem sufficient, the counseling staff has greater support needs than teaching faculty. For example, the clerk must schedule appointments for each counselor, answer front line questions, and create travel documents. Two of the faculty has access to external funds and more opportunity to purchase and travel. At this time we would like to request a .5 clerical assistance to support the current clerical staff.

**Financial Aid mission/purpose:** to develop, review, and disseminate financial resources to students to assist them in achieving their educational goals from pre-enrollment through graduation.

**Goals:**

1. **Process Completed Financial Aid applications within 2 weeks.**
   In a sampling of records, the processing time for financial aid applications was 2 days and in most cases took shorter then a day.

2. **There will be no audit findings.**
   There were no audit findings.

3. **The Student Loan default rate will be bellow 25%.**
   The average Student Loan default rate is 12%. This is below the national average of 25%.

4. **40% of WCC students will have financial aid.**
   During fall 2006 the campus made 551 financial aid awards, that means 30% of all students at Windward received some form of financial aid.

5. **Provide financial aid/admissions outreach for 200 students.**
   In 2006 the Financial Aid Director provided outreach to 230 students. Ninety percent of the students who attended one of the sessions were satisfied with the material that was presented.

6. **75% Satisfaction Rate.**
   Based on a survey conducted by the Financial Aid Office, 93% of the students had overall satisfaction with the service they received from the WCC Financial Aid Office.

**Analysis:** The Financial Aid Office met all but one goal. The Financial Aid Director will work with the recruitment officer to increase access to financial aid. These efforts
may need to be supported by marketing material and computer portability. The computer portability will allow for workshops to be conducted at remote locations throughout the Windward area.

**Budget Implications:** Maintain current staffing. Provide $3,000 for marketing and $25,000 for computer purchases to create a portable computer lab.

**Student Life mission/purpose:** to promote student learning, success, and satisfaction as students involve themselves in student life and service.

**Goals:**
1. **150 students will participate in one or more clubs on campus.**
   There were 11 active student clubs last year. At the writing of this report a roster of students enrolled in each club was not available.
2. **500 students (unduplicated count) will participate in one or more activities sponsored by student government.**
   Based on the events that occurred within the 2006-07 AY – there were approximately 1,300 students who participated actively and passively in events coordinated by or sponsored by the ASUH-WCC. Through elections held in the Spring 2006 and Fall 2006 semesters fourteen (14) students were elected to represent the WCC students as senators and executive members of the ASUH-WCC. Throughout the year, due to other commitments (school, work and family) some members needed to resign or leave the ASUH-WCC. At the conclusion of the 2006-07 AY there were five (5) active senators planning and participating in ongoing events.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>9/11</td>
<td>Five Years – Ribbons given to students, faculty &amp; staff in memory of 9/11</td>
<td>200</td>
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<tr>
<td>9/14</td>
<td>Welcome to Windward – 75 students participated</td>
<td>75</td>
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<td>9/16</td>
<td>Hoʻolaulea 2006 – campus and community event</td>
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<tr>
<td>9/18</td>
<td>Constitution Day – information available in SAC</td>
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<td>9/25</td>
<td>ASUH-WCC Elections</td>
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<tr>
<td>10/11</td>
<td>Coming Out Day – Ke Kulana He Mahu</td>
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<tr>
<td>10/12</td>
<td>SafeZone Training – campus training with movies in SAC</td>
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<tr>
<td>10/21</td>
<td>ASUH-WCC Teambuilding and Training Day – 10 students</td>
<td>10</td>
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<tr>
<td>10/27</td>
<td>Haunted Village – Costume Contest – 200 packages of candy</td>
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<tr>
<td>10/31</td>
<td>Halloween – Movies in SAC and more candy packages</td>
<td>100</td>
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<tr>
<td>11/22</td>
<td>Pumpkin Crunch</td>
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<td>1/19</td>
<td>National Conference on Student Leadership Certified Student Leader Program</td>
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<tr>
<td>2/1</td>
<td>Scholarship Aha – assist with funding</td>
<td>100</td>
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<tr>
<td>2/8</td>
<td>Kanikapila – music and singing</td>
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<tr>
<td>2/9</td>
<td>Tech Talk – assist with campus tours</td>
<td>4</td>
</tr>
<tr>
<td>3/2</td>
<td>Kanikapila – music and singing</td>
<td>20</td>
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<tr>
<td>3/13</td>
<td>Brown Bag (Palanakila)</td>
<td>30</td>
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<tr>
<td>3/19</td>
<td>Phil Hagstrom Day</td>
<td>70</td>
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<td>4/4</td>
<td>Movie Days in SAC – Horror</td>
<td>50</td>
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<tr>
<td>4/5</td>
<td>Kanikapila – music and singing</td>
<td>25</td>
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<tr>
<td>4/10</td>
<td>Movie Days in SAC – Comedy</td>
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<td>4/16</td>
<td>SAC Pool Tournament</td>
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<td>5/3</td>
<td>Kanikapila – music and singing</td>
<td>50</td>
</tr>
<tr>
<td>5/12</td>
<td>Commencement Celebration</td>
<td>150</td>
</tr>
</tbody>
</table>
3. The Student Activities Center will be used 500 times each month.
Spring 2007 - 2,374 - duplicated entry count / 161 new Identifications / 231 validations.
**Analysis:** Student life meets 2 of its 3 goals. To address the shortfall in student club participation, the student life coordinator will meet with current club advisors and survey students to increase participation.

**Budget implications:** Maintain current budget.

**Student Publications mission/purpose:** To offer an educational experience for students in production of student publications and provide an effective medium for student communication on campus.

**Goals:**

1. **Publish 8 editions of the Student Newspaper.**
   In 2006, the board of student publications published eight editions of the campus newspaper, four in fall and four in spring.

2. **Publish 1 edition of the Student Journal.**
   In 2006, the board of student publications published 1 campus student journal and a special centennial edition.

**Analysis:** Student Publications have met their goals.

**Budget implications:** Maintain current funding.

**Educational Talent Search mission / purpose:** The Educational Talent Search Program encourages youth, in grades six through twelve, to identify and explore post-secondary educational opportunities and options by providing academic, career, financial aid and college planning support.

**Goals and Objectives:**

1. Serve 1,200 participants
2. 67% will be low-income, first generation college status
3. 80% will be promoted to the next grade level
4. 80% of the seniors will graduate from high school
5. 85% will receive college admissions assistance
6. 70% will receive financial aid application assistance
7. 45% will enroll into college

**Analysis:**

The Educational Talent Search Program consists of two grants, which serves target schools in the Windward and Honolulu Districts. Both programs met all of its goals in the 2006-2007 academic year. Final reporting data is being compiled and will be available after December 14, 2007. The programs were funded for an additional five years, as of September 1, 2007.

Continued services will be provided at the same schools served through the Honolulu grant—Farrington, Kaimuki, McKinley High Schools and Washington, Dole, Jarrett...
Middle Schools. With the exception of Castle High School, the same schools will be
served through the Windward grant—Kahuku and Waialua Intermediate and High
Schools, Kailua High School, Waimanalo Elementary and Intermediate School. Laie
Elementary was selected a new target school.

Current staffing for both grants include the Program Director, four College Planning
Advisors (two will be hired by December 2007), and one Administrative Associate.
**Budget Implications:** None

**Upward Bound Mission/Purpose:** to provide the skills and motivation necessary to
successfully complete high school and to enroll in college.

**Goals and Objectives:**
1. Serve fifty students, 2/3 of whom must be low-income and first generation to
   attend college.
2. (2a) 70% of students will demonstrate improvement in math and reading as
   measured by standardized tests. (2b) 60% of students with less than 2.0 GPA will
   increase their GPA.
3. 70% of students will be retained in the program for the next year or graduate high
   school.
4. (4a) 75% of senior participants will enroll in postsecondary education. (4b) 65%
   of seniors who participated in the program at some point during high school will
   enroll in postsecondary education.
5. 50% of students who completed the project will graduate from postsecondary
   education.

**Analysis:** In 2006-2007 the Upward Bound program met all goals but Goal 2. Fifty-
three students were served during the academic year and twenty-nine of these
participated in the summer college program. Seventy-nine percent of students were
retained in the program for 2007-2008. One hundred percent of our active seniors began
college in fall 2007.

The program began its final year of a four-year grant cycle in 2006. In May 2007, WCC
was notified that the program is funded for an additional four years. With this new grant
(years 2007-2011) comes the end of service to Waialua High School and the cessation of
the clerical position of Program Associate. The program is presently recruiting a
Guidance Advisor to replace a vacating staff member.

**Budget Implications:** None

**Student Support Services mission/purpose:** to offer an array of services for eligible
students that result in success in college.
1. Serve 230 students
2. 80% will maintain a 2.0 gpa
3. 60% persist from year to year
4. 20% either graduate or transfer to a four year college within 3 years.

**Analysis:** Student Support Services met all its program goals in 2006. The program is in its first year of a new five-year grant.

For the last 20 years, Student Support Services has been the one stop tutoring center for the campus. During the 2006 school year, the ETS Director and Dean of Students have been investigating possibilities to expand the services to the entire campus. Currently the program can only serve low income, first generation, and students with disabilities. While only able to serve this group it is our theory that ETS is meeting the tutorial services for the majority of students at WCC. Currently ETS is serving more than 250 students.

In an attempt to expand the services to allow all students to utilize the services at ETS, Peer Mentors from the counseling center have been doing tutoring at ETS. As the campus begins to focus in on student success, a strong tutorial center will be important. Rather than developing a new center, it would be more practical to enhance the ETS tutoring center by institutionalizing some of the staff.

**Budget implications:** Institutionalization of SSS positions: 1 APT B, 1 APT A, and $30,000 in student help money for tutoring.
Part II. Quantitative Indicators for Program Review

Goal: Matriculation Services/Student Access

Measures:

Percentage of gender/ethnicity distribution compared to the population of the County

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<tr>
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<th>Windward CC</th>
<th>Honolulu County - 2000</th>
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<tbody>
<tr>
<td>Male</td>
<td>39%</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>61%</td>
<td>50%</td>
</tr>
<tr>
<td>Asian</td>
<td>24%</td>
<td>46%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>31%</td>
<td>22%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3%</td>
<td>4%</td>
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<tr>
<td>Hispanic</td>
<td>3%</td>
<td>7%</td>
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<tr>
<td>Caucasian</td>
<td>22%</td>
<td>35%</td>
</tr>
<tr>
<td>African American</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>&gt;1%</td>
<td>2%</td>
</tr>
<tr>
<td>Mixed Ethnic</td>
<td>14%</td>
<td>4%</td>
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</table>

(fall 2006 MAPS)

Honolulu County Data comes from the Census website at this URL:
http://factfinder.census.gov/servlet/QTTable?_bm=n&_lang=en&qr_name=DEC_2000_SF1_U_DP1&ds_name=DEC_2000_SF1_U&geo_id=05000US15003

Number and percent of degree certificate seekers based on intent

In fall of 2006, seventy nine percent or 1410 students reported an Associate of Arts degree as their educational goal at WCC in the 2005 school year. Twenty students or 1% of the students were pursuing a Certificate of Completion; 4% or 68 students were unclassified, and 292 students or 16% of the WCC student population were home based at another campus. (MAPS)

Number and percent of resident/non-resident breakdown

The non-resident student count for fall 2006 was 163 or 9% of the total student enrollment. In fall 2006 there were 1598 resident students or 91% of the campus total. (MAPS)

Number and percent of students receiving financial aid

Thirty five percent (30%) or 554 students received financial aid at Windward Community College.

Headcount trends and student semester hours trends for summer, fall and spring.

The fall 2006 SSH Taken count for summer was 1309, 16,048 for fall, and 13,479 for spring. (MAPS)

Percent of applicants who enroll within one year
There were a total of 958 applications submitted for the 2006 school year. Seven hundred and fifteen (715) or 75% enrolled within one year and 243 or 25% did not enroll. (MAPS)

Goal: Retention Services/Student Progress

Number and percent who report that Counselors helped them achieve or make progress toward their goal (CCSSE)
Based on the CCSSE data, 32% of the respondents reported they get information about their program requirements from a counselor. Interestingly, 35% of the respondents say they get this information from the College’s website. Sixty percent of the respondents say they are satisfied with the counseling service, 6% are not satisfied, and 24% reported that this question was not applicable.

Goal: Transition Services/Student Success

Number of G-funded counselors per student headcount.
There are 7 General funded counselors at WCC; the counselor to student ratio is 254 to 1.

Number of G-funded enrollment services staff per student headcount.
In enrollment services there are 3 professional staff, the Director of Admissions and Records, Director of Financial Aid and Assistant Financial Aid Officer. The enrollment staff to student ratio is 593 to 1.