Program Description

Mission of Windward Community College
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu’s Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

Mission of Student Affairs at WCC
The mission of the Windward Community College’s Student Services Department is to assist students to matriculate, enabling them to attain their educational and life goals. The department fosters a supportive learning environment and provides services to support students’ achievement of their educational goals.

Goals of Student Affairs
- To provide students with pre-admission services and advising
- To empower students to navigate through and be successful in their academic program.
- To provide services to enable students to move into further educational career endeavors.

Windward Community College’s Student Affairs is comprised of eight sub departments. These departments are: Admissions and Records, Counseling, Financial Aid, Outreach, Student Life, Talent Search, Student Support Services, and Upward Bound. Under the area of Counseling, Mental Health, Career Services, Disabilities, and Supplemental Instruction data is included. Under Student Life, Student Publications is also included.
### Part I. Quantitative Indicators

#### Demand Indicators

<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>Program Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09-10</td>
</tr>
<tr>
<td>1 Annual Headcount ALL Students</td>
<td>3,091</td>
</tr>
<tr>
<td>2 Annual Headcount NH Students</td>
<td>1,084</td>
</tr>
<tr>
<td>3 Actual Percent Change from Prior Year ALL</td>
<td>23%</td>
</tr>
<tr>
<td>4 Actual Percent Change from Prior Year NH</td>
<td>28%</td>
</tr>
<tr>
<td>5 Annual Headcount of Recent Hawaii High School Graduates</td>
<td>311</td>
</tr>
<tr>
<td>6 Percent of Service Area's Recent High School Graduates</td>
<td>3%</td>
</tr>
<tr>
<td>7 Annual Headcount of Students 25-49 Years Old</td>
<td>954</td>
</tr>
<tr>
<td>8 Annual Headcount from Underserved Regions</td>
<td>226</td>
</tr>
<tr>
<td>9 Annual Headcount in STEM programs</td>
<td>78</td>
</tr>
</tbody>
</table>

#### Efficiency Indicators

<table>
<thead>
<tr>
<th>Efficiency Indicators</th>
<th>Program Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09-10</td>
</tr>
<tr>
<td>12 Pell Participation Rate ALL Students</td>
<td>56%</td>
</tr>
<tr>
<td>13 Pell Participation Rate NH Students</td>
<td>70%</td>
</tr>
<tr>
<td>14 Number ALL Students Receiving Pell</td>
<td>983</td>
</tr>
<tr>
<td>15 Number NH Students Receiving Pell</td>
<td>475</td>
</tr>
<tr>
<td>16 Total Pell Disbursed ALL</td>
<td>$2,941,369</td>
</tr>
<tr>
<td>17 Total Pell Disbursed NH</td>
<td>$1,413,758</td>
</tr>
<tr>
<td>18 Overall Program Budget Allocation</td>
<td>Not Reported</td>
</tr>
<tr>
<td>19 General Funded Budget Allocation</td>
<td>Not Reported</td>
</tr>
<tr>
<td>20 Special/Federal Budget Allocation</td>
<td>Not Reported</td>
</tr>
<tr>
<td>21 Cost Per Student</td>
<td>Not Reported</td>
</tr>
</tbody>
</table>

#### Achieving the Dream

<table>
<thead>
<tr>
<th>Achieving the Dream</th>
<th>AtD Fall Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>22 FT AtD Cohort (ALL) complete 20 credits first year</td>
<td>103</td>
</tr>
<tr>
<td>23 FT AtD Cohort (NH) complete 20 credits first year</td>
<td>31</td>
</tr>
<tr>
<td>24 PT AtD Cohort (ALL) complete 12 credits first year</td>
<td>59</td>
</tr>
<tr>
<td>25 PT AtD Cohort (NH) complete 12 credits first year</td>
<td>19</td>
</tr>
</tbody>
</table>
### Effectiveness Indicators

<table>
<thead>
<tr>
<th>Effectiveness Indicators</th>
<th>Program Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09-10</td>
</tr>
<tr>
<td>26 Persistence Fall to Spring ALL Students</td>
<td>70%</td>
</tr>
<tr>
<td>27 Persistence Fall to Spring NH</td>
<td>74%</td>
</tr>
<tr>
<td>28 Degrees &amp; Certificates Awarded ALL</td>
<td>153</td>
</tr>
<tr>
<td>29 Degrees &amp; Certificates Awarded NH</td>
<td>57</td>
</tr>
<tr>
<td>30 Degrees &amp; Certificates in STEM ALL</td>
<td>4</td>
</tr>
<tr>
<td>31 Degrees &amp; Certificates in STEM NH</td>
<td>2</td>
</tr>
<tr>
<td>32 Transfers to UH 4-yr ALL</td>
<td>96</td>
</tr>
<tr>
<td>33 Transfers to UH 4-yr NH</td>
<td>35</td>
</tr>
</tbody>
</table>

### Community College Survey of Student Engagement (CCSSE)

<table>
<thead>
<tr>
<th>Community College Survey of Student Engagement (CCSSE)</th>
<th>Survey Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>34 Support for Learners Benchmark (Percentile)</td>
<td>70</td>
</tr>
</tbody>
</table>

### Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)

<table>
<thead>
<tr>
<th>Means Summary All Students</th>
<th>Frequency</th>
<th>Satisfaction</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 Academic Advising</td>
<td>Not Reported</td>
<td>1.80</td>
<td>1.80</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.40</td>
<td>2.40</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.60</td>
<td>2.63</td>
</tr>
<tr>
<td>36 Career Counseling</td>
<td>Not Reported</td>
<td>1.50</td>
<td>1.51</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.20</td>
<td>2.27</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.50</td>
<td>2.44</td>
</tr>
<tr>
<td>37 Job Placement Assistance</td>
<td>Not Reported</td>
<td>1.20</td>
<td>1.16</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>1.90</td>
<td>1.85</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.10</td>
<td>2.08</td>
</tr>
<tr>
<td>38 Financial Aid Advising</td>
<td>Not Reported</td>
<td>2.00</td>
<td>2.07</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.60</td>
<td>2.54</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.60</td>
<td>2.57</td>
</tr>
<tr>
<td>39 Student Organizations</td>
<td>Not Reported</td>
<td>1.30</td>
<td>1.34</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.10</td>
<td>2.07</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.00</td>
<td>1.97</td>
</tr>
<tr>
<td>40 Transfer Credit Assistance</td>
<td>Not Reported</td>
<td>1.40</td>
<td>1.47</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.20</td>
<td>2.10</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.40</td>
<td>2.34</td>
</tr>
<tr>
<td>41 Services for People With Disabilities</td>
<td>Not Reported</td>
<td>1.20</td>
<td>1.33</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.10</td>
<td>2.21</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
<td>2.10</td>
<td>2.13</td>
</tr>
</tbody>
</table>
Part II. Analysis of the Program

I. Admissions & Records

A. Mission and Goals

**Mission:** to support students achieve their educational goals by providing informed information and services in the areas of admissions and student records such as, admissions, record management, registration, enrollment verification, transcript production, graduation certification, VA certification

**Goals:**
1. process admissions application within 2 weeks, first acceptance letter mail-out in March for Fall to support Financial Aid awarding
2. process transcript within 7 working days for regular request and within 24 business hours for rush request
3. comply with State of Hawaii Department of Health TB/MMR requirements
4. mail out diplomas within 2 months after the end of the semester
5. process Enrollment Verification within 7 working days
6. obtain at least 75% satisfaction rate
7. process VA Certification within 7 working days

B. Quantitative Indicators:

1. Data is based on Fall, Spring, and Summer admissions application. For 2011-12 academic year, there was a slight decrease (5%) of applications processed compared to previous academic year.

<table>
<thead>
<tr>
<th>Semester</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Admissions App</td>
<td>1806</td>
<td>2127</td>
<td>2599</td>
<td>3084</td>
<td>2920</td>
</tr>
<tr>
<td>% Increase</td>
<td>13%</td>
<td>18%</td>
<td>22%</td>
<td>19%</td>
<td>-5%</td>
</tr>
</tbody>
</table>

2. Data is based on calendar year. For 2011 calendar year, there was a 12% decrease of transcript request processed compared to 2010.

<table>
<thead>
<tr>
<th>Calendar</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Transcript Request</td>
<td>1680</td>
<td>1592</td>
<td>1662</td>
<td>2077</td>
<td>1833</td>
</tr>
<tr>
<td>% Increase</td>
<td>-5%</td>
<td>4%</td>
<td>25%</td>
<td>-12%</td>
<td></td>
</tr>
</tbody>
</table>

3. There was no audit conducted by DOH for 2010 school year.

4. Data is based on Fall, Spring, Summer graduation application. For 2011-12 academic year, there was 8% increase of graduation applications processed compared to 2010-11.

<table>
<thead>
<tr>
<th>Semester</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Diploma App</td>
<td>168</td>
<td>210</td>
<td>227</td>
<td>219</td>
<td>236</td>
</tr>
</tbody>
</table>
5. Data is based on calendar year. For 2011 calendar year, there was a 13% decrease of Enrollment Verification processed compared to 2010.

<table>
<thead>
<tr>
<th>% Increase</th>
<th>25%</th>
<th>8%</th>
<th>-4%</th>
<th>8%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Calendar</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Verification Letter</td>
<td>166</td>
<td>207</td>
<td>380</td>
<td>453</td>
<td>392</td>
</tr>
<tr>
<td>% Increase</td>
<td>25%</td>
<td>84%</td>
<td>21%</td>
<td>-13%</td>
<td></td>
</tr>
</tbody>
</table>

6. Data is based on Fall 2011 FROSH Camp survey

7. Data is based on Fall, Spring, Summer VA application. For 2011-12 academic year, there was a 8% increase of VA applications processed compared to 2010-11.

<table>
<thead>
<tr>
<th>Semester</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total VA Application</td>
<td>89</td>
<td>57</td>
<td>173</td>
<td>234</td>
<td>253</td>
</tr>
<tr>
<td>% Increase</td>
<td>-35%</td>
<td>204%</td>
<td>35%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

C. Assessment Results

A&R has met all seven goals.

- Random samplings of processed admissions applications, transcript requests, enrollment verification requests, and VA certifications all indicate that A&R has complied within the stated processing timeframe.
- The Fall 2011 initial acceptance letters were mailed on March 15, 2011.
- Random sampling of Fall 2011 new students fulfilled the State of Hawaii DOH health clearances regulation.
- Diplomas were mailed to graduates within two months after the end of the semester.
- A&R obtained 89% satisfactory rate.

D. Analysis

Enrollment at WinCC has steadily increased during the past 5 years. A&R data reflects this growth. Data 5 years ago (2007-08), admissions applications increased by 61%, transcript requests increased by 9%, graduation applications increased by 40%, enrollment verification requests increased by 136%, and VA certifications increased by 184%. While the demand has increased, A&R continues to be staffed at the same level since 2005.

In addition, there are several initiatives that are being implemented by the Community College system (automatic noting of credential, automatic transfer credits, reverse transfer credits, document imaging, ICan program, prior learning credit, re-admit policy). These initiatives will only increase the workload at the Admissions and Records Office.

II. Financial Aid

A. Mission & Goals

Mission
The Financial Aid Office at WCC develops, reviews and disseminates financial resources to students and families to assist them in achieving their educational goals from pre-enrollment through graduation from college. The office provides financial aid services to students and families to help them meet costs associated with college.

**Goals**

1. Process financial aid applications within 2 weeks of receipt.
2. There will be no audit findings.
3. The student loan FFELP cohort default rate will be below 25%.
4. 40% of all eligible WCC students will have a financial aid award.
5. Provide financial aid outreach for 200 students in the community.
6. 75% student satisfaction rating.

**B. Assessment Results**

1. **Process financial aid applications within 2 weeks of receipt.**
   In a sampling of records, the processing time for 2011-012 financial aid applications took anywhere from 3 days – to 20 days.
2. **There will be no audit findings.**
   For the audit completed for the year ending June 30, 2011 (audit of the 2010-11 school year), there was one audit finding.
3. **The student loan FFELP cohort default rate will be below 25%.**
   The Student Loan default rate for the current FFELP cohort year (2010) is 10.0%.
4. **40% of all eligible WCC students will have a financial aid award.**
   During 2011-12, 55.1% of eligible students enrolled at WCC were awarded financial aid.
5. **Provide financial aid outreach for 200 students in the community.**
   In 2011-12, the Financial Aid Office participated in outreach to over 500 students through high school visits to feeder schools and financial aid community events.
6. **75% student satisfaction rating.**
   Based on the 2011-12 WCC Financial Aid Office Survey, 97.0% of 467 students surveyed indicated overall satisfaction with the service they received from the WCC Financial Aid Office.

**D. Analysis**

The Financial Aid Office met 4 of its 6 goals in 2011-12. A total of 3,109 FAFSA applications were processed in 2011-12 (9.0% increase from 2010-11). 1,497 eligible WCC students were awarded aid in 2011-12 (4.0% increase from 2010-11). A total of $8.8 million in federal, state and private aid was awarded in 2011-12.

**III. Outreach**

**A. Mission & Goals**

**Mission**

The mission of WCC Recruitment & Outreach (WCC R&O) is to engage, enlighten, and entertain students to think outside themselves, considering where they want to be in four years. Focused on student enrollment to college, WCC R&O implements a process-orientated approach to support students in financial aid and college admissions assistance that manifests greater student access to higher education. WCC R&O further supports efforts to recruit Native Hawaiian students, representing values of the host culture in all events and activities.

**Goals**
1. Hold 1 College & Career Fair. Engage at least 200 students
2. Engage at least 100 in 1 Hawaiian Language Event.
3. Participate in at least 1 Community Event
4. Provide at least 10 opportunities for local high schools to engage with WCC.
5. Provide Financial Aid Outreach to the community off-campus (at least 10 events).

B. Assessment Results
1. 800 students that participated in a college and career fair co-sponsored by WCC Outreach.
2. 600 students were engaged over two events celebrating the Hawaiian Language in October ’11 and May ’12, targeting potential Native Hawaiian students.
3. Participation in the 5th annual Gabby Pahinui Kanikapila at Waimanalo beach park, an event WCC has supported from its’ inception. This year, an emphasis was placed on the entire family as high school students were engaged along with family members through financial aid outreach to college planning events such as the “College is a Family Affair,” which stressed the importance of family support of college students and opportunities for Adult Learners returning to college.
4. 1 high school mock interview day, 72 campus tours
5. Six Scholarship ‘Aha events (state-wide) and an outreach center at the Windward Community Mall maintained November through May.

C. Analysis
In 2011-2012, WCC Recruitment & Outreach found new innovative ways to engage, enlighten, and entertain students in their schools on the WCC campus or in the community, bringing accessibility and support into higher education.

Literally thousands of students on the Windward side were engaged in outreach activities by WCC, including 800 students that participated in a college and career fair co-sponsored by WCC Outreach and 600 students over two events celebrating the Hawaiian Language and targeting potential Native Hawaiian students.

WCC Outreach provided services to all members of the Windward side by facilitating or participating in events throughout our various communities. For example, WCC is established as the place for Hawaiian music, language, and culture through participation in the 5th annual Gabby Pahinui Kanikapila at Waimanalo beach park, an event WCC has supported from its’ inception. This year, an emphasis was placed on the entire family as high school students were engaged along with family members through financial aid outreach to college planning events such as the “College is a Family Affair,” which stressed the importance of family support of college students and opportunities for Adult Learners returning to college. Whether it is supporting the correlation between a career and college through a mock interview day, campus tours (72 tours), or financial aid outreach (Six Scholarship ‘Aha events State-wide), and an outreach center at the Windward Community Mall; WCC Recruitment & Outreach increases accessibility to college and solidifies the WCC brand into our communities as the premiere resource for higher education on the windward side.

IV. Academic Advising & Counseling
A. Mission & Goals

Mission Statement
The mission of WCC Student Affairs Counseling Department is to assist students to define and accomplish personal, academic and career goals.

In 2011-12 the Counseling Department, undertook a visioning process to develop a new mission statement & student learner outcomes. Over a series of three meeting, the following new mission statement was developed:

Revised Mission Statement (12/14/2011)

WCC Counselors will educate, challenge, and empower our diverse student population through respect, understanding, and advocacy.

Goals:
1. Provide Academic advising for every student at Windward Community College.
2. Provide a New Student Orientation for all new students.
3. Provide Peer Mentoring services for 200 students.
4. Provide 15 transfer workshops.
5. Provide Classroom based student success instruction for 50 students
6. 75% satisfaction rate

B. Assessment results
1. In the 2011 school year, counselors saw 3,911 appointments, which is about 90% of the campus population. This is an increase from 700 students in 2005, 2000 students in 2009 and 3,214 students last year.
2. 19 New Student Orientations were held in 2011-12. These provided every entering student (up to 1425) with the opportunity to attend an orientation. Over 80% of entering freshman attended orientation (693). In addition, 325 students attended Frosh Camp. Data indicates that attending both Frosh Camp and NSO increases persistence to semester 3 significantly for students.
3. In 2011-12, Peer Mentoring was focused mainly through our Supplemental Instruction (SI) program, reported below.
4. In 2011, 31 transfer workshops were offered.
5. 7 sections of IS103 Intro to College were offered in 2011-12. This provided over 135 students with this material.
6. The satisfaction rate for counseling exceeded 90%.

C. Analysis
The counseling department met all goals but that of meeting every student. However, all new students did meet with counselors. Counseling led college initiatives for Student Success, including NSO, Frosh Camp, Learning Communities, Supplemental Instruction. We also incorporated a Mental Health Position, which is reported below.

Mental Health
This position was created in Fall 2012 and will report initial results in 2013 annual report.

Disabilities

• verified 140 students with disabilities.
• 56 received testing accommodations.
• authorized notetaking for 23
• produced 37 books for 12 individuals.
• recommended tutoring for approximately 60 students and referred them to Trio and other appropriate resources on campus

Career Services

Mission: WCC offers various career services to assist students in exploring, defining, and pursuing such goals.

Developments:
The Career On-line Service (CSO), called KapikoCareer Explorations was implemented in the academic year 2011-2012. The Career Center transformed into the new Career and Transfer Center with the addition of Huliland Transfer services

CSO Statistics:
• CSO Employers – 136 Active, 137 Total
• CSO Students – 415 Active, 433 Total
• CSO Jobs – 61 posted online
• CSO Students reporting employment – 50
• CSO Students submitting Resumes – 18
• CSO Career Counseling Activity - 182

SARS and Outreach Statistics
• SARS Career Counseling – 94 Students
Analysis

Overall, an estimated 1460 WCC students were given opportunity to be influenced by career information via Discover workshops, small group, participating in the WCC College and Career Fair, participating in WCC Mini Job and College Fair and individual counseling. The 2010-11 numbers were estimated at 700.

Supplemental Instruction

Supplemental Instruction (SI) is peer facilitated, group study sessions. SI addresses high-risk, gatekeeper courses (high enrollment, low pass rate). Gatekeeper courses are usually introductory level courses that are required for a particular major.

Goal of SI

The goal of SI is to increase student success at Windward Community College (WCC) through peer facilitated group study. Success is defined as completing the course with a grade of C or better (including CR). All other grades including D, F, W, N, ID, IF, NC are considered unsuccessful.

Fall 2011

In the fall 2011 semester, SI serviced 46 sections of 18 different courses, in 6 subjects. There were about 1,142 students enrolled in these courses, of which 591 (52%) attended at least two (2) SI sessions or more. SI leaders recorded at least 10,063 attendances at SI sessions. The SI program consisted of 28 SI leaders and 17 instructors.

Overall (SI attendees & non-attendees), only 62.96% of the students enrolled were successful. However, when success rates between SI attendees and non-attendees are compared, it is clear that SI is beneficial to student success. Seventy-two percent of the students who attended at least two (2) SI sessions were successful. Only 52.45% of non-attendees were successful. (See table below)

Overall GPA for SI courses in Fall 2011 was 2.0. For SI attendees, the average was a 2.29; for non-attendees, 1.68.

Spring 2012

In the spring 2012 semester, SI served 24 sections of 20 different courses, in 5 subjects. There were a total of 553 students enrolled in the 24 sections. SI leaders recorded 5,333 attendances to SI sessions. There were 331 students (60%) who attended at least 2 SI sessions. This semester consisted of 15 SI leaders and 12 instructors.

Overall, only 58.95% of the students enrolled in courses with SI were successful. Students who attended at least two SI sessions succeeded at a rate of 67.27%, compared to 45.95% success rate for non-attendees.

Overall GPA for SI courses in Spring 2012 was a 1.89. For SI attendees, the average was 2.21; for non-attendees, 1.41.

<table>
<thead>
<tr>
<th>SI AY 2012</th>
<th>Percent Successful*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GPA</td>
</tr>
<tr>
<td>Overall</td>
<td>SI Attendees</td>
</tr>
</tbody>
</table>

*The table is not included in the text, but it is likely to compare the percent of successful students between SI attendees and non-attendees for the fall 2011 and spring 2012 semesters.
<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th></th>
<th>Spring 2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful</td>
<td>62.96%</td>
<td>72.16%</td>
<td>58.95%</td>
<td>67.27%</td>
</tr>
<tr>
<td>Grade</td>
<td>2.0</td>
<td>2.29</td>
<td>1.89</td>
<td>2.21</td>
</tr>
<tr>
<td>Attendance</td>
<td>52.45%</td>
<td></td>
<td>45.95%</td>
<td></td>
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<tr>
<td></td>
<td>1.68</td>
<td></td>
<td>1.41</td>
<td></td>
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</tbody>
</table>

* Successful is defined as grade of C or better (A, B, C, CR).

**Analysis**

There is overwhelming evidence that these SI sessions are beneficial. On average, students who attend SI sessions regularly earn a letter grade higher than those that do not attend.

The most successful SI sections seem to have a few things in common. These include instructor buy-in, instructor recommended SI leaders, accommodating SI leaders, SI leaders with strong facilitation skills, and most important, motivated students to attend.

Supplemental Instruction was created in the medical school at the University of Missouri at Kansas City. SI works best for students that are motivated and prepared (students that go to class regularly, takes notes, does the homework, reads). Best practices tell us to keep SI voluntary, not to re-teach/lecture in the SI session, not to do homework, and always use active and collaborative learning techniques.

One of our biggest challenges is getting students to attend the SI sessions. Lower attendance confirms the expected generalization about community college students and the barriers they often face. These barriers include, but not limited to, motivation, preparedness, financial issues, and family and work obligations. Many are first-generation college students, have young children, have demanding jobs, are indigent, and/or are underprepared for college rigor. Some just do not have the motivation it takes to get the most out of a great service like SI.

Another thing that is worthy of at least a mention is the redesigned math courses (Math 19, 28, and 29). The nature of these classes, make it extremely difficult to follow the UMKC model, which focuses on active and collaborative learning techniques.

These redesigned math courses are computer-based, self-paced math classes. Getting students to stop and listen to someone talk about something that is irrelevant to them at that particular time, because either they have passed that point or have not gotten there just yet, could result in less than favorable feedback from students and a similar outlook on the SI program as a whole. It would take some serious facilitation skills to execute an effective SI session in these types of classes, skills that may require more experience than our student leaders currently possess.

Although SI’s full potential may never be realized at the community college level, I still believe that it provides an invaluable academic support service and also wonderful opportunities for student engagement. SI is as beneficial to the student patrons as it is for the student SI leaders who plan and facilitate the sessions.

**Student and Faculty Feedback**

The overwhelming majority of student feedback is positive. Many have even included comments that SI should be a part of every class, or at least every math and science class offered at WCC.

Although I do not have any instructor feedback to share in this report, their constant request for SI confirms that they also value the service.

**V. Student Life**

1. **150 students to participate in one or more clubs on campus.**

   • Number of clubs is stable, cannot determine participation rate
Thirteen (13) Clubs and Organizations:

- Alapi’i / The Living Well Leadership Academy – Jamie Boyd
- Botany Club – Inge White
- Ceramics Club – Paul Nash
- Chemistry Club at WCC – Letty Colmenares
- Film Club at WCC – Robert Barclay
- Hui Hoapili – Kalani Kuloloia, Roy Fujimoto, Judy Oliveira
- Hui Mea Pa’ani – Ryan Perreira, Kalawaia Moore
- Kupono Hawaiian Club – Winston Kong
- PSI Beta Psychology Club – Frank Palacat, Falisha Herbic
- Phi Theta Kappa – Brian Richardson, Lance Uyeda
- Safe Spaces – Sarah Hodell
- The Sustainability Club at WCC – Floyd McCoy
- TORCH – Campus Crusade for Christ – Lance Uyeda

Clubs not active during the 2011-12 AY:

- Martial Arts Club at WCC – active status lapse
- Music Club – active status lapse
- Students for a Sensible Drug Policy – active status lapse

2. 500 students (unduplicated count) will participate in one or more activities sponsored by student government.

- 4000 students participated actively or passively

Based on the events that occurred within the 2011-12 AY – there were approximately 4,000 students who participated actively and passively in events coordinated by or sponsored by the ASUH-WCC. The 2010-11 Senate did not hold an election in the Spring of 2010, however based on the ASUH-WCC constitution wording regarding vacancies, and past precedence established by previous senates, ASUH-WCC members interested in being involved, were recognized by the ASUH-WCC President with 2/3 support from the seated senate. Therefore, at beginning of the 2011-12 AY there were thirteen (13) active senators planning and participating in ongoing events. This senate also recognized a change in leadership at the mid-point of the academic year with Daniel Kamalu-Grupen – president (fall 2011) and Asa Yamashita – president (spring 2012); Nina Pathammavong – treasurer (fall 2011) and Kayleen Sur – treasurer (spring 2012).

3. The Student Activities Center will be used 500 times each month.

- 2363 duplicated entry count

Based on the events that occurred within the 2011-12 AY – there were approximately 4,000 students who participated actively and passively in events coordinated by or sponsored by the ASUH-WCC. The 2010-11 Senate did not hold an election in the Spring of 2010, however based on the ASUH-WCC constitution wording regarding vacancies, and past precedence established by previous senates, ASUH-WCC members interested in being involved, were recognized by the ASUH-WCC President with 2/3 support from the seated senate. Therefore, at beginning of the 2011-12 AY there were thirteen (13) active senators planning and participating in ongoing events. This senate also recognized a change in leadership at the mid-point of the academic year with Daniel Kamalu-Grupen – president (fall 2011) and Asa Yamashita – president (spring 2012); Nina Pathammavong – treasurer (fall 2011) and Kayleen Sur – treasurer (spring 2012).

Some of the key points of improvement:
a. **Planned Activities for 2011-12** - ASUH-WCC actively met over the summer months (primarily Daniel Kamalu-Grupen – president, Kehau Iwashita – vice president, Justin Sugai, Peter Han and Hoaka Thomas - senators). In mid-July a majority of the senators did meet to finalize a listing of activities. Having the activities agreed upon early on in the planning semester is beneficial so that the ASUH members can plan with a specific date (goal) in mind. The dates were added to the fourth year of the WCC Student Planner.

b. **WCC Student Planner for 2011-12** – once the planned/projected events for the Fall and Spring semesters had been decided upon, the ASUH-WCC worked closely with VC Hokoana and Peer Mentor Kuulei Daniluck to highlight these events in the WCC Student Planner. The ASUH-WCC worked with the Board of Student Publications to add the WCC Student Planner to the BOSP FY 2012 budget which provided the funding for the printing of 2,000 planners. WCC student Kehau Iwashita assisted in identifying the focus of the planner cover. Photograph and statement by Academic Advisor and Student Life Coordinator – Leslie Opulaucho, which captures the vision and purpose of WCC, “Visualize YOUR Pathway to Success – Begin with the end in mind. Meet with a counselor and develop your educational goals, and achieve them step by step.”

Therefore, when the semester began, All WCC students were given a “free” planner. The planner was also given to all Faculty and Staff, who were encouraged to support student learning and involvement. The planner was available in the Student Activity Center, at ASUH-WCC Events and in the TRIO-Student Support Services room.

c. **Budget and Expenditures for 2010-11** – The ASUH-WCC started the term with Treasurer Nina Pathammavong and then Kayleen Sur assumed the responsibilities and completed the AY providing active support and accountability. The Board of Student Publications continued to publish the WCC Student Planner and incorporate the printing cost into their budget ($5,000). They also worked with VC Hokoana for the continued fiscal support for the Student Activity Center Customer Service Associates ($10,000). While previous ASUH-WCC senates had worked with Joe Ciotti and the WCC campus to design and implement the ASUH-WCC Haunted Hospital during the October Haunted Village, due to the construction of the new Library Learning Commons the Haunted Village was cancelled for the fall 2011. This senate did plan for an extended 9/11 Memorial Event acknowledging the 10-year anniversary of the world changing event.

<table>
<thead>
<tr>
<th>FY 2012</th>
<th>$38,000 (Revenue)</th>
<th>$38,000 (Budget)</th>
<th>$20,000 (Expenditures)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*approximate projection</td>
</tr>
</tbody>
</table>

At the conclusion of the 2012 fiscal year the university system implemented a new fiscal expenditure and management system. Therefore I was only able to identify a projection of expenditures based on the April 2012 FMIS system.

**Fall 2011**

- 8/17 & 8/18  Frosh Camp (mandatory for all incoming first-time students) (Papa John’s Pizza, Zippy’s Chili and Band: “TTYM Talk to You Music” (300+)
- 8/25 Welcome Back Bash – partnered with Peer Mentors, interactive games, giveaways, and (1) one Tuition Giveaways at Akoakoa 11:30-1:30 pm (performance by “TTYM – Talk to You Music” w/ Zia’s Baked Spaghetti, Nalo Greens & Garlic Bread (245+)
- 9/6  Mid-Month Munchies at Palanakila 11-2 pm (Hot dog / Boca burgers – 346+)
- 9/6  Ho’olaulea 2011 – campus and community event (assist with Survey) (200+)
- 10/20 Mid-Month Munchies at Akoakoa 11-2 pm (Kin Wah Chinese) (271+)
- 11/13 UH Student Caucus hosted at WCC 8-4 pm
- 11/16 Mid-Month Munchies (Day) partnered with TRIO – SSS at Naauao 11-2 pm (Pizza Hut – pizzas, salad) (288+)
- 11/23 Holiday Decorations (Atrium Area) – trees & decorations
12/1 Holiday Bash at Akoakoa 5-8 pm w/ Bouncy Houses, Karaoke Music (Kim Chee 1) (99 +)

Spring 2011

1/12 Welcome Back Remix – partnered with Peer Mentors, interactive games, giveaways, and (1) one Tuition Giveaway at Akoakoa 11-2pm (Zippy’s Chili) (147 +)
1/20 UH Board of Regents Presentation at Kauai CC (2)
2/3 – 2/4 Hawaii Association of Student Life Advisors – Hoopili Hou at Kauai CC (6)
2/14 Domestic Violence – “An Empty Place at the Table”
2/14 Service Learning – “Free Hugs”
2/14 Valentine’s Day “Condoms & Candied Ribbons” at Palanakila 9-1 pm (113 +)
2/23 Mid-Month Munchies (Day) at Palanakila 11-2 pm – (Chicken Salad) (303 +)
3/7 RIO – Safe Spaces “Hooking Up Safely”
4/10 Career and College Fair (Papa John’s Pizza) – (202 +)
4/18 RIO – PSI Beta “Violence Free WCC” at Naauao 11-3 pm (dunking booth, promotional tables) (Zippy’s Chili, Hot Dog) (275 +)
4/19 Mid-Month Munchies (Day) at Palanakila partner “Love Kailua” 11-2 pm (Serg’s Mexican Food – Enchilada Plate (300 +)
4/27 “Love Kahuku” w/ Pressure Drop 11-2 pm (Akoakoa) (100 +)
4/28 Pau Hana Event with TRIO – Student Support Services at Naauao 11:30-1:30 pm w/ Bouncy Houses and interactive games (Kalbi, Meat, Chicken) (275 +)
5/1 Pau Hana w/ TRIO – Student Support Services w/ “TTYM Talk to you Music” at Naauao 11-2 pm (McDonald’s – McChicken, McDouble, French Fries, Apple Pie) (222 +)
5/12 Commencement Celebration – food (Kin Wah Chinese Food) and entertainment for graduates & families (300)

3. How many students utilized the Student Activities Center in AY 2011 – 12.

Fall 2011 – 1,808 – duplicated entry count / 335 new Identifications / 90 validations
Spring 2012 – 555 – duplicated entry count / 169 new Identifications / 86 validations

Total for AY 2011-12
2,363 – duplicated entry count / 504 new identifications / 176 validations

Total for AY 2010-11
5,060 – duplicated entry count / 565 new Identifications / 211 validations

Total for AY 2009-10
10,432 – duplicated entry count / 780 new Identifications / 419 validations

Total for AY 2008-09
6,430 – duplicated entry count / 520 new Identifications / 329 validations
The TSU (Total Student Usage) decreased by 2,500 between 2010-11 and 2011-12. This variance could be attributed to the minimal usage of the Student Activity Center during the Frosh Camp event in Fall 2011.

WCC Student Affairs also introduced the usage of Ka Piko Student Success Center through the receipt of a Title III grant. The grant was received in the Spring of 2011 and provided for the introduction of the Supplemental Instruction program and Study Skills center to include a writing lab, speech lab, math lab and academic class support. While the center services would be housed in the new Library Learning Commons when it opened in the Fall of 2012, the program services needed an identified space for approximately 18 months. Therefore the lounge area of the Student Activity Center (Akoakoa 230) was re-designed to house the Supplemental Instruction Coordinator, Peer Mentors and First Year Experience. This structural change could have also impacted the number of students entering what had previously been a two-room and two-focused (activities and study lounge) areas. Now that the doors to Akoakoa 230 were opened, the students who would have previously entered the space via Akoakoa 232 were not being counted in the TSU for the SAC, thus accounting for the drop in entry counts.

New Identification cards decreased by 61 and validations of cards decreased by 35. The drop in new identifications could also be attributed to a change with the ID system and the inoperable camera. While we were able to create a stop gap measure and still provide students with identification cards, this may have adversely affected the overall number of identification cards created.

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 and quantitative indicators:
1. Publish 8 editions of the Student Newspaper.
The WCC student newspaper Ka ‘Ohana produced 8 publications.
2. Publish 1 edition of the Student Journal
The BOSP published 1 student journal issue #32, which focused on humor.

Analysis: Student publications has met its goals. They have also partnered with the ASUH-WCC over the past three years to produce the WCC Student Planner (2,000 copies), which is printed and provided to all WCC students, faculty and staff. The BOSP has also been committed to expanding the reach of the newspaper and journal by posting the publications on-line.
They are also continuing a discussion of incorporating other forms of media publications.

Budget implications: Maintain current funding.

VI. TRiO-Upward Bound Overall

A. Mission and Objectives:

Mission and Purpose: TRiO-Upward Bound (UB) serves students in grades nine through twelve at four Windward High Schools: Castle, Kahuku, Kailua, and Kalaheo. The primary purpose of UB is to instill in students the skills and motivation necessary to complete high school and college. The program provides academic, career, and financial aid counseling to its participants. Students participate in grade-specific college planning activities held at their high school and at the WCC campus.

Goals and Objectives:
1. 67% of total served must meet low-income, first generation college status.
2. 40% of each senior class will have scored at the proficient level on the reading/language arts and math exams for the 10th grade Hawaii State Assessment.
3. 75% of total served will continue to participate in Upward Bound during the next school year.
4. 70% of each senior class will enroll in college by the fall term immediately following high school graduation.
5. 60% of students who enrolled in college by the fall term immediately following high school graduation will continue to be enrolled in the fall term of the second college year.

B. Program overview

Program Services:

To meet the UB-WCC goals and objectives the program is designed to provide the following services and activities to all UB participants: career and college awareness, academic tutoring and selection of high school college-prep coursework; college site visits; study skills and goal setting; cultural & academic enrichment; financial aid counseling; SAT/ACT & college application fee waivers; SAT/ACT Prep courses; college applications and financial aid application assistance.

Delivery of services is conducted on an individual basis and/or group setting. Guidance Advisors report to assigned target schools once a week and the program hosts monthly Saturday Academies on the WCC campus. One guidance advisor focuses primarily on the needs of 12th grade students while the other focuses on students in grades 9-11.
In addition to services offered during the school year UB-WCC provides students with a six-week college experience complete with credit and non-credit courses on the WCC campus and residence hall life on the UH-Manoa campus (weeks 3-6 are residential). Weekly field trips expose students to college and career opportunities as well as cultural and academic enrichment.

Program Funding & Continuance: In May 2012 the WCC Upward Bound program was awarded a five-year grant by the U.S. Department of Education to provide services to students in program years 2012-2017. The grant is for $262,500 annually or a total of over $1.3M.

Program Staffing: Current staffing for UB-WCC includes the 1.0 FTE Program Director, one 1.0 FTE Guidance Advisor, and one .50 FTE Guidance Advisor.

C. Assessment Results

The annual performance report will be submitted to the U.S. Department of Education by December 12, 2012 for the 2011-2012 program year (September 1, 2011 – August 31, 2012). The UB-WCC program met its goals and objectives as follows:

Objective #1: Provide service to fifty high school students in our target area. 67% of these students must be low-income and first-generation

Outcome: This goal was met. We served 55 students in 2011-2012, 83% of whom were low-income and first-generation.

Objective #2: 40% of all UB participants, who at the time of entrance into the project had an expected graduation date of 2012, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.

Outcome: This goal was not met. 30% of the 2012 cohort (4 of 13) achieved proficiency in reading/language arts and math on the 10th grade HSA.

Objective #3: 75% of 9th, 10th, and 11th grade project participants served each school year will continue to participate in the Upward Bound program during the next school year.

Outcome: This goal was met. 93% (44 of 47) of our 9th, 10th, and 11th grade participants served in 2011-2012 have continued to participate in Upward Bound in 2012-2013.

Objective #4: 70% of all UB participants, who at the time of entrance into the program had an expected graduation date of 2012, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.

Outcome: This goal was met. 70% (10 of 13) of the class of 2012 cohort enrolled in college by fall 2012. Of the 3 who did not: 1 enrolled in the military and 2 withdrew from the program in 11th grade.

Objective #5: 60% of all participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled in the fall term of the second academic year.

Outcome: This goal was met. Of the class of 2011 who enrolled in college by the fall of 2011, 80% (16 of 20) continued to be enrolled in college in the fall 2012 semester.

D. Analysis

UB has met all goals but #2. However, data collection for this is problematic. It has received new funding for the next grant cycle.

VII. TRiO Educational Talent Search

A. Mission and goals

Overall Mission and Purpose:

TRiO-Educational Talent Search (ETS) serves young people in grades six through twelve. This early intervention program helps students to better understand their educational opportunities and options. The program provides academic, career, and financial aid counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. Students participate in grade-specific career exploration and college planning activities held at their school, in the community and at college campuses. The U.S. Department of Education, Windward Community College, HIDOE, and other community partners provide funds, facilities, and resources to support ETS in the community.

WCC ETS Vision Statement:
The Educational Talent Search Program at Windward Community College provides meaningful and life-long learning experiences to prepare students for college and career success. Our interactions and work with our participants are guided by the values of Laulima—teamwork, Aloha—respect, Malama—caring for each other, ‘Olu’olu—being flexible, Holomua—move forward, Ho’omakamaka—create friendships.

Goals and Objectives:
1. Both projects serve 1,000 participants (500 students per grant.)
2. 67% of total served must meet low-income, first generation college status.
3. 90% of students from sixth grade to eleventh grade will continue to the next grade level at the end of the academic year.
4. 90% of seniors will graduate with a regular secondary school diploma within the standard number of years.
5. 30% of graduation seniors will complete a rigorous secondary school program (i.e., Board of Education diploma.)
6. 60% of graduating seniors will enroll in an institution of higher education by the fall term immediately following high school graduation.
7. 20% of participants who enrolled in an institution of higher education by the fall term immediately following high school graduation will complete a program of postsecondary education within six years.

B. Program Overview

Program Services:
To meet the ETS-WCC goals and objectives, the program is designed to provide the following services and activities to all ETS participants: career and college awareness, exploration, and planning; college site visits; self awareness skills; life skills and study skills; cultural & academic enrichment; financial aid planning; SAT/ACT & college application fee waivers; college applications and financial aid applications assistance.

Delivery of services is conducted on an individual basis and/or group setting. College planning advisors (CPA) report to assigned target schools once a week. Each CPA is responsible to manage a caseload of approximately 250 participants between three schools. ETS-Honolulu serves Farrington, McKinley, Kaimuki High Schools, Dole and Washington Middle Schools, and Ke Kula Kāapiʻu ʻO Anuenue. ETS-Windward serves Kailua, Kahuku, Castle High Schools and Waimanalo, Laie Middle Schools and Hakipuʻu Learning Center.

Program Staffing:
Current staffing for both grants include the Program Director, four College Planning Advisors and one Administrative Associate.

C. Assessment Results

The annual performance report was submitted on November 27, 2011 for the 2011 – 2012 program year (September 1, 2011 – August 31, 2012.) Both goals (serving 500 students per grant and serving at least 67% of low-income, first-generation college students) were met. Three of the five performance objectives were met for both grants. One of the five was not met. One of the five will not be reported on until the 2017-2018 APR. See attached data titled, 2011-2012 ETS Goals and Performance Objectives by Target School.

VIII. TRiO Student Support Services

A. Mission and goals

Overall Mission and Purpose: TRiO-Student Support Services (SSS) serves college students. The purpose of the TRiO Student Support Services (SSS) project is to provide services to eligible participants (first-generation, low-income, or disabled) to increase their retention rates, graduation rates, and transfer rates from two-year to four-year colleges, and to foster an institutional climate supportive of the success of low-income, first generation, and disabled college students.

Goals and Objectives:
1. Project will serve 230 participants.
2. 67% of total served must meet low-income, first generation college status.
3. 34% of disabled participants will also meet low-income status.
4. 45% of participants will maintain good academic standing (2.0 GPA on 4.0 scale) each year.
5. 60% of each entering cohort will persist from one academic year to the next.
6. 25% of each SSS cohort will successfully graduate or graduate and transfer to a four-year college/university within four years.
7. 100% of program’s key personnel shall participate in the college’s governance structure to influence institutional policies that affect participants.

C. Assessment Results
For 2010-11 APR, all U.S. Department of Education objectives were met for the SSS project. The SSS project served 100% or 250 students, 99.2% of the eligible participants were in good academic standing, 92% persisted from one academic year to the next, and 64.29% of the 2007-08 cohort either graduated and/or transferred to a four-year college or university within the fouryear period. The 2011-12 APR was not yet prepared or due during the time of this report. Thus, the data has not been analyzed to determine if the objectives have been met for 2011-12.

Budget Implications:
Additional funds for tutoring are necessary. For the 2011-12 school year, there were 196 students who were tutored in 316 courses. 66.77% received an A, B, C, D, or CR for the course (49.69% received an A or B), 6.96% received an F, 13.92% received an N, and 7.86% withdrew from the course. Participants were tutored an average of 12.74 hours which is a cost of $114.63 per course. Participants receiving an “A” were tutored an average of 15.79 hours for a cost of $142.11 per “A.” A counselor position was kept vacant and the funds were used for tutoring as our demand for tutoring has almost tripled. The original budget was $41,985 and we spent $114,820 on tutor salaries.
Part III. Action Plan

Action Plans

I. Admissions & Records

A&R is committed to assess and review its procedures to improve services and efficiency

1. Require only online application to minimize manual data entry
2. Work on scanning incoming transcripts into K-Drive for Student Services transcript evaluation to save cost of photocopies, to save time, and to have transcripts available to all counselors at all times
3. Work with counselor coordinator to improve student referrals to counselor since First Stop is unavailable due to office closure
4. Work with counselors to improve efficiency of placement based on transcript/diploma via articulation and entering into SOATEST to save student and counseling time
5. Continue to encourage UH system to offer Enrollment Verification letter via the National Student Clearinghouse to minimize A&R workload and service is available 24/7 to students without charge
6. Continue to encourage UH system to offer transcript request via the web (similar to online application) to minimize A&R workload, to eliminate manual collection of fee, and service is available 24/7 to students
7. Continue to encourage UH system to allow students to drop their last class via online to minimize A&R workload, to minimize exceptions, and service is available 24/7 to students
8. Continue to encourage UH system to implement WorkFlow function to improve the efficiency of Banner (e.g. an alert when VA, FA, or International student drops, an early alert with GPA < 2.0, an alert to FA or VA students dropping credits)
9. Continue to encourage UH system to start the system-wide scanning project (e.g. health clearances, transcripts)
10. Look into the possibility of a UH system operation for Community Colleges online application process to minimize Admissions workload and to have consistency of residency determination

II. Financial Aid

Recruit and hire allocated Band A Financial Aid Assistant position. Work to prevent audit findings. With System counterparts work to fully implement Financial Aid Centralization project to decrease processing time.

III. Outreach

Continue to provide excellence in recruitment and outreach.

IV. Academic Affairs/Counseling

A. Counseling – implement and assess new mission and student learning outcomes.

B. Mental Health – hire and implement Mental Health Counselor

C. Disabilities

- continue to partner with the Center on Disability Studies in their disability STEM communities of practice.
- Promote an understanding of and use of these technologies in our new Assistive Technologies Lab.
- Work to effectively network with our major campus initiatives that promote retention, skills enhancement, and graduation to help ensure that students with disabilities are fully having the opportunity to benefit from our efforts.

D. Career Services

- Develop Student Learning Outcomes
- Implement SARS Track
- Continue college & career as well as mini-job and transfer fairs
- Increase all participation numbers in CSO

E. Supplemental Instruction
Below is a table of actions that I think will help the SI program be more effective and increase student success.

<table>
<thead>
<tr>
<th>Action Plan for AY 2013</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Increase support staff</td>
<td>To help train and manage the large amount of SI leaders, including data collection, weekly meetings, in-service trainings, research, and session observations.</td>
</tr>
<tr>
<td>WCC SI leader manual</td>
<td>Create an SI leader manual specific to WCC will include information, examples, and techniques that are more relevant to our students</td>
</tr>
<tr>
<td>Reclassify services</td>
<td>Some of the services currently being provided under SI would be better assessed if it was reclassified as a more fitting description, especially in the case of the redesigned math courses</td>
</tr>
<tr>
<td>Advertise services</td>
<td>Create a website, social media accounts, brochures, and workshops about SI at WCC</td>
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<tr>
<td>Professional development</td>
<td>Attend an SI conference</td>
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V. Student Life – continued activities and events.

**Student Publications** – continue current schedule of publications

VI. Upward Bound

In May 2012 the WCC Upward Bound program was awarded a five-year grant by the U.S. Department of Education to provide services to students in program years 2012-2017.

The grant is for $262,500 annually or a total of over $1.3M.

The program will serve 63 students per year.

VII. Education Talent Search

Implement new grant project

VIII. TRiO Student Support Services

Continued implementation and excellence. Seek institutional tutoring funding to meet demand.
Part IV. Resource Implications

As can be seen through the quantitative data provided in Part I, our headcount and financial aid awarding has continued to rise. Demand indicators from CCSSEE are strong. However, our staffing has been largely level over the past 7 years. Thus, many departments continue to request positions to meet the overwhelming increase in demand. Additional funding will also be requested for commencement and Frosh Camp due to the large increase in participation in these events in the past 5 yrs.

I. Admissions & Records Requested Additional Resources

1. It is critical that WinCC has an Assistant Registrar to support:
   - the continuous increase of A&R services as stated above
   - the initiatives that are being implemented such as Automatic Transferring Credits, Automatic Reverse Transfer Credits, Automatic Credential Noting on Transcript, scanning of documents, prior learning credits, re-admit policy
   - WinCC Strategic Plan to increase enrollment, graduation, persistence, remedial English and Math offering, and transfers
   - Continuity and reliability during Registrar’s absence

2. The First Stop office in Hale Alakai, room 113 (next to A&R) needs to be repaired and in operation for A&R to refer students for counseling, admissions and registration assistance instead of loosing them when referring students to Student Service at Hale Akoakoa

II. Financial Aid – Allocated resource new for 2013

1 Band A APT Financial Aid Assistant Position is now being recruited to help meet objectives and better account for the great increase in financial aid applications and award workload over the past seven years.

III. Outreach Requested Additional Resources

1. $10,000 Scholarship ‘Aha support for food, supplies and promotion at the Kahuku, Waimanalo, and WCC sites, as OHA no longer provides monies for food and is reducing promotion funds.

2. 1 Band A APT Recruitment Assistant Position is sought to support the demanding workload of outreach and to provide additional coverage in distant outreach communities (Kahuku, Hau‘ula, Waimanalo).

IV. Counseling Requested Additional Resources

1. Continued Mental Health Counselor funding
2. (Disabilities) Assistive Technology Specialist
3. (Supplemental Instruction) Funding to institutionalize Title III SI
4. Ka Piko Coordinator to oversee student success services
5. Frosh Camp funding
6. Commencement funding

VI-VIII. TRiO Programming

All TRiO programs have been funded for the next budget year.