

University of Hawai'i Community Colleges

Student Support Services

Comprehensive Program Review for Counseling & Advising 2017

College Mission Statement

Kaua'i Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

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

Kaua'i Community College Student Services is committed to providing students and the community with open access to comprehensive programs in a nurturing environment, empowering students to take initiative and responsibility for their educational, professional, and personal development. The Student Services mission is aligned with the college's mission to support open access to higher education and training.

Student Services Statement of Commitment:

- Student Services is student centered and believes in the dignity, uniqueness and growth of the individual and the fundamental right of each person to realize his or her fullest potential.
- Student Services is an integral part of the total learning experience of Kaua'i Community College.
- Student Services professional environment promotes respect, responsibility, integrity, caring, and fairness while assisting students in achieving academic excellence.

On January 3, 2017, the new reorganization of the college became effective. The Student Services Division previously included the Vice Chancellor of Student Affairs, a secretary and seven sections including Admissions and Records, "Oihana 'Imi Loa Center" Career Center, Counseling and Advising, Disability Services and Mental Health Counseling, Financial Aid and Student Life. With the reorganization, Student Services increased with two departments as follows: Library Services and Student Success which includes the Learning Center (tutoring), First & Second Year Experience (Wai'ale'ale and Kīpaipai), a faculty member and an office assistant. The Veterans' Support Center is being overseen by the Retention counselor who is funded by a C3T4 grant.

Part II. Quantitative Indicators for Program Review

Demand Indicators		Program Year			
		13-14	14-15	15-16	
1	Annual Headcount ALL Students	1,828	1,749	1,683	
2	Annual Headcount NH Students	566	510	504	
3	Actual Percent Change from Prior Year ALL	1%	-4%	-4%	
4	Actual Percent Change from Prior Year NH	1%	-10%	-1%	
5	Annual Headcount of Recent Hawaii High School Graduates	218	202	201	
6	Percent of Service Area's Recent High School Graduates	32%	29%	30%	
7	Annual Headcount of Students 25-49 Years Old	653	413	519	
8	Annual Headcount from Underserved Regions	96	40	60	
9	Annual Headcount in STEM programs	215	78	111	
10a	Fall Semester Registration Status	New Students	471	391	475
10b		Transfers Students	99	54	69
10c		Continuing Students	761	770	661
10d		Returning Students	126	116	107
10e		Home Campus Other	73	93	89
11a	Spring Semester Registration Status	New Students	120	159	186
11b		Transfers Students	50	47	38
11c		Continuing Students	1,026	923	850
11d		Returning Students	66	70	60
11e		Home Campus Other	105	93	90

Efficiency Indicators		Program Year		
		13-14	14-15	15-16
12	Pell Participation Rate ALL Students	53%	52%	52%
13	Pell Participation Rate NH Students	63%	58%	64%
14	Number ALL Students Receiving Pell	656	623	565
15	Number NH Students Receiving Pell	262	218	211
16	Total Pell Disbursed ALL	\$2,138,609	\$2,084,232	\$1,763,959
17	Total Pell Disbursed NH	\$861,256	\$789,231	\$667,697
18	Overall Program Budget Allocation	\$1,333,718	\$1,345,244	Not Yet Reported
19	General Funded Budget Allocation	\$1,053,810	\$1,108,048	Not Yet

				Reported
20	Special/Federal Budget Allocation	\$279,908	\$237,196	Not Yet Reported
21	Cost Per Student	\$730	\$769	Not Yet Reported
Achieving the Dream		AtD Fall Cohort		
		2012	2013	2014
22	FT AtD Cohort (ALL) complete 20 credits first year	110	103	78
23	FT AtD Cohort (NH) complete 20 credits first year	33	34	15
24	PT AtD Cohort (ALL) complete 12 credits first year	53	53	21
25	PT AtD Cohort (NH) complete 12 credits first year	18	8	6

*Data element used in health call calculation

Last Updated: February 10, 2017

Effectiveness Indicators		Program Year		
		13-14	14-15	15-16
26	Persistence Fall to Spring ALL Students	72%	70%	69%
27	Persistence Fall to Spring NH	70%	70%	74%
28	Degrees & Certificates Awarded ALL	203	264	248
29	Degrees & Certificates Awarded NH	49	91	72
30	Degrees & Certificates in STEM ALL	60	5	9
31	Degrees & Certificates in STEM NH	10	2	1
32	Transfers to UH 4-yr ALL	50	49	75
33	Transfers to UH 4-yr NH	12	20	26

Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2012	2014	2016
34	Support for Learners Benchmark (Percentile)	90	70	0
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)				
35	Academic Advising			
	Frequency	1.95	1.90	Not Yet Reported
	Satisfaction	2.33	2.39	Not Yet Reported
	Importance	2.67	2.72	Not Yet Reported

36	Career Counseling			
	Frequency	1.64	1.57	Not Yet Reported
	Satisfaction	2.19	2.27	Not Yet Reported
	Importance	2.42	2.49	Not Yet Reported
37	Job Placement Assistance			
	Frequency	1.21	1.29	Not Yet Reported
	Satisfaction	1.89	1.92	Not Yet Reported
	Importance	2.09	2.24	Not Yet Reported
38	Financial Aid Advising			
	Frequency	1.88	1.87	Not Yet Reported
	Satisfaction	2.36	2.40	Not Yet Reported
	Importance	2.58	2.60	Not Yet Reported
39	Student Organizations			
	Frequency	1.40	1.45	Not Yet Reported
	Satisfaction	2.12	2.24	Not Yet Reported
	Importance	2.07	2.13	Not Yet Reported
40	Transfer Credit Assistance			
	Frequency	1.44	1.41	Not Yet Reported
	Satisfaction	2.10	1.96	Not Yet Reported
	Importance	2.30	2.37	Not Yet Reported
41	Services for People With Disabilities			
	Frequency	1.24	1.24	Not Yet Reported
	Satisfaction	2.12	2.21	Not Yet Reported

		Importance	2.14	2.33	Not Yet Reported	
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*Data element used in health call calculation

Last Updated: February 10, 2017

Part IV. Analysis of Program Overview

During this five year program review cycle, the Counseling and Advising office concentrated on the Campus Retention goal. Two Service Outcomes were established, directed at impacting the retention of probationary students and assessing the effectiveness of the use of Academic Planners as an advising tool. The first Service Outcome (SO1) tracks students who complete the Academic Planner in a formal Academic Advising situation (1 hour sessions for New Students and ½ hour for Continuing Students). The second Service Outcome (SO2) utilizes a Contract for Academic Success to increase the retention of students on academic probation. The two Service Outcome studies are described as follows:

- Service Outcome #1: “KCC Student Services academic advisors guides and supports students in developing an educational plan (Academic Planner) and pursuing that plan.”

This service outcome was assessed by collecting data on student persistence (see Charts A), completion rates (see Chart C), and student educational plan completion (see Chart B). This outcome impacts retention and persistence and is in alignment with University of Hawaii Goal 1 on Educational Effectiveness and Student Success and KCC Goals 1: Access and 2: Learning and Teaching.

In 2013 a web-based data collecting system was created. Counseling and Advising developed academic planners for new and continuing students (see table on Education Plans Completed by Semester). The academic planner data will provide a better understanding of student persistence and goal completion which are performance indicators for the college’s goals. To support this outcome in the 2013 Noel Levitz survey of students 89% agreed that the planner is important and 91% said the planner helped them with academic goals.

Chart A: Fall to Fall Persistence Data (Side by Side Comparison)

Term	% of Students with Planners	Persistence (Fall to Fall) Students with Planners	Persistence (Fall to Fall) Students without Planners
Fall 2011	32%	96%	54%
Fall 2012	54%	70%	52%
Fall2013	94%	50%	20%
Fall 2014	80%	64%	53%
Fall 2015	49%	47%	33%

The chart above reflects the Fall to Fall persistence rate of those students who have academic planners compared to those students without planners. The data shows that the persistence rate is consistently higher for those students who use planners.

Chart B: Education Plans Completed

Term	No. of Students*	Percentage Completed
Fall 2011	107	32%
Fall 2012	188	54%
Fall 2013	311	94%
Fall 2014	263	80%
Fall 2015	144	49%

Note: Planner chart was updated using the data from the dbase fro planners.

The chart above shows the amount of planners developed for first time freshman students. Total student numbers was retrieved from the IRO office (<https://www.hawaii.edu/institutionalresearch/>) and the planner information is stored in the student services web base data collection (<https://sites.google.com/site/kauaiccss/>).

Academic Planners have been utilized through numerous self study cycles with supportive evidence for its use in academic planning and goal development. It has served as an effective tool in tracking goals, recording short and long term planning notes, schedule planning for registration and/or transfer. In the past two years, the UH System has committed to utilize the STAR program to “automate” advising and registration, members of the counseling cadre have forwarded much needed insight to the STAR Administrators to assist with the program’s development. The STAR system has been developed with online planners, and counselors will no longer track the paper planners. New service outcomes for the next program review cycle will be developed and measured. A discussion of this can be found below in the future goals section.

Among suggestions of the STAR forwarded to the system, a need to incorporate student goals into the GPS system, especially for Liberal Arts majors. The system response was to use “Meta-Majors” to build in general concentrations into the system. A follow-up concern was issued that if the program would not accommodate students with specific target majors (i.e. UH West Oahu Business vs. UHM Business), that the student would potentially register for the wrong classes because the options in a Meta Business GPS would be too general.

Statements have been made from UH Administrators that the Counselor’s’ role will be changing because of STAR GPS registration. Counseling and advising has taken a cautionary posture as our data has clearly indicated that a “hands on” and comprehensive planner development process has proven to be effective. The data from chart A Fall 2013 number of planners developed went up to 94% completion but the persistence rate went down to 50% as compared to Fall 2012 54% of planners completed and persistence was 70%. Looking at the charts overall one can conclude that completing planners are great and the time spent with a student is important, which be a factor in a student’s persistence. Since hiring a retention counselor, under the current CT3-4 funding cycle, “Early Alert” students are scheduled to meet with the counselor to set goals and to provide support. This person helps students identify areas that need improvement and works with faculty as the My Success coordinator. There are too many variables to filter out which support and resources contribute to a student’s success and the model of case management is being discussed . Other suggestions have been made by faculty and students and for some students scheduling of times for courses is a factor.

This past Fall 2016 and Spring 2017, the college tested the Graduation Planner System (GPS) registration for a limited amount of programs. There was no report of student feedback offered by our students, but generally, Counselors worked

with frustrated students who could not navigate the interface. Counselor’s pointed out obvious scheduling issues which adds to the layers of “X factors” that need to be ironed out for the program to be initiated responsibly.

Service Outcome #2: *“KCC Student Services academic advisors collaborate with all students, with an emphasis on academic probation students, to develop an academic plan and/or contract for academic success.”*

Academic Year 2014-15 was the second year that the Counseling and Advising Office tracked the efficacy of the Contract for Academic Success. This intervention has been aimed to affect KCC Goal #2 by increasing retention rates of probationary students. This service outcome was assessed by the comparative retention rate of students on Academic Probation, who completed a Contract for Academic Success against those who registered without completing the contract. During the Fall 13-14 academic year, the benchmark for success was set at 10% higher retention rate for those on contract compared to those without a contract.

Study Description

The study accounted for the total number of students on probation during the Fall 2014 and Spring 2015 semesters. Students who completed a Contract for Academic Success with a counselor were measured against probationary students who did not complete a contract. The Success measurement was determined by the student either continuing the next semester on continued probation or off probation. Students who did not re-enroll or were suspended constituted Non-Success. In response to last year’s outcomes, the counseling corps agreed to keep the Advising Hold that limits self-registration through Banner on the probation student’s record, through the walk-in registration period. This forced all Probationary students to see a counselor in order to add or drop courses.

The results

Total Probationary Students Fall 14-Spring 15	N=61	Percentage (Success/Non-Success)	
CAS Success	5	CAS efficacy	17.24%
CAS Non-Success	29		
No CAS Success	5	Non-CAS efficacy	22.72%

No CAS Non-Success	22	
Total Probation that did not return in next semester (Spring 15 and Fall 15)	35	Did Not Return 57.37 %
Total Success of Probation Students	10	Cont. Probation or Off Probation 16.39%

Analysis

This study is limited to the Contract for Academic Success (CAS) as the intervention we hoped to impact our retention of Probationary students. In reviewing our data, we were surprised that during this past year, the students who did not complete a Contract for Academic Success, but were able to register either prior to the Probation Hold being applied after grading, or by meeting with a counselor to add or drop courses, in fact did better in achieving our measurement goals.

The other important outcome supports last year's finding that the AC Hold is probably discouraging Probationary students who either didn't understand that they could continue to attend while on Probation status, or believed that the registration block meant they were suspended. At any rate, this data supports our last year's APRU finding that we should discontinue the practice of applying registration hold on Probation students for Fall 2015 Registration. The result of not having a hold placed on a student's account has increased the rate of returning probation students. The chart below shows that Fall 2015 an increase of returning probation students which has helped in the overall student headcount.

A new hire called the retention counselor or My Success coordinator has been working on the front end to provide students support to prevent probation. For more information about the goals and outcome see that APRU.

In retrieving data for this report, our Institutional Researcher was asked to develop a comprehensive 5 year data set to begin the process of assessing the efficacy of the various elements that contribute to Retention goals for various college support service programs.

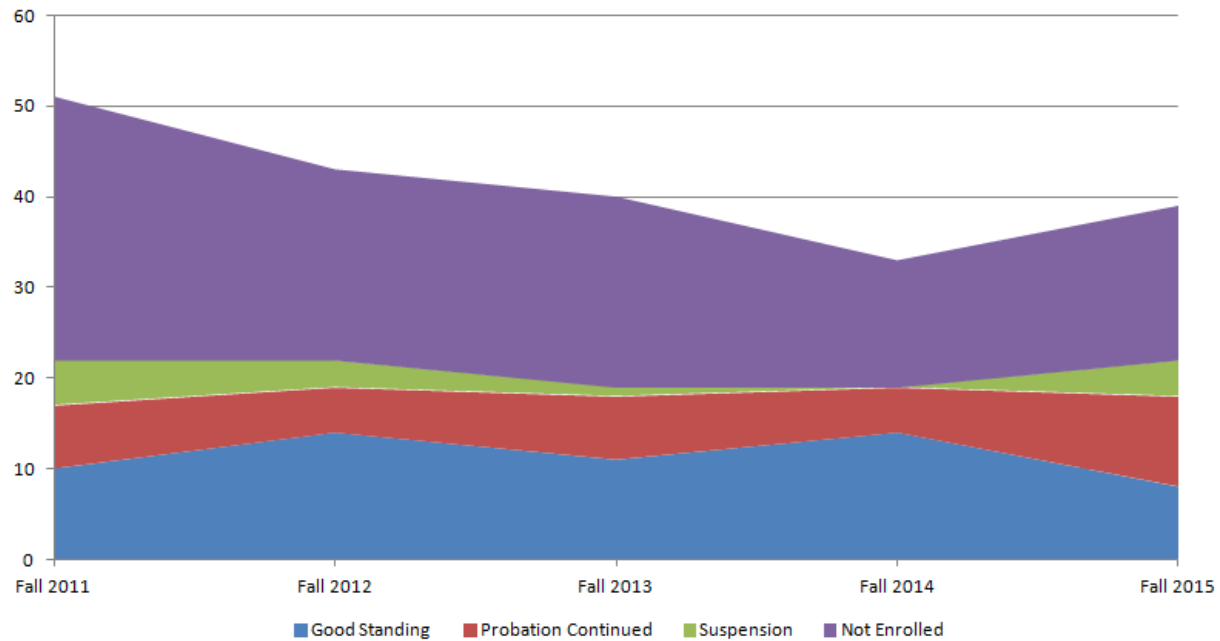
Longitudinal Data (Fall 11 - Fall 16)

Data from STAR Academic Logic

Academic Status	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Total Enrollment (N)	1433	1319	1495	1362	1530	1367	1424	1292	1401	1224	1401
Total KCC Students	1378	1287	1430	1326	1454	1335	1402	1224	1270	1110	1195
Total SPEA Students	55	32	65	36	76	32	22	68	131	114	206
Probation (P)	129	61	126	65	119	54	107	68	124	69	147
% of N on Probation	9%	4.62%	8.4%	4.77%	7.78%	3.95%	7.5%	5.26%	8.8%	5.64%	10%
Probat. Cont. (PC)	21	25	9	4	21	24	17	16	24	22	14
% of N Cont. Prob.	1.46%	1.89%	.60%	.29%	1.37%	1.75%	1.2%	1.23%	1.7%	1.78%	.99%
Prob. after Susp (PS)	6	8	1	9	6	4	6	0	6	7	12
% of N Prob after Sus	0.41%	0.60%	.06%	0.66%	0.29%	0.29%	.42%	0%	.43%	0.57%	.85%
Suspension (SO)	31	57	26	38	30	37	20	26	20	48	32
% of N Suspended	2.16%	4.32%	1.7%	2.8%	1.96%	2.71%	1.4%	2.01%	1.4%	3.92%	2.3%
KCC St. on Prob (P)	123	61	122	65	117	54	107	61	124	57	116

% of KCC St on Prob.	8.92%	4.74%	8.5%	4.9%	8.05%	4.04%	7.6%	4.98%	9.7%	5.13%	9.7%
SPEA on Prob (P)	6	0	4	0	2	0	0	7	10	12	31
% of all SPEA Prob.	11%	0%	6%	0%	3%	0%	0%	10%	8%	11%	15%

Followup Probation Headcount



Notes:

1. Students are on probation in Fall, tracking for subsequent enrollment (Good Standing, Probation Continued, suspension) or non-enrollment (Not Enrolled)

Part V. Planning for Next 5 Years

The next 5 years will be an exciting time for the Counseling and Advising Office, as the college has embarked on a new era of student support service with a new reorganization structure beginning January, 2017. Additionally, with the advent of the new Student Success Pathway Initiatives (Entry, Progress and Learning, Completion to Transfer or Career) and Exploratory Majors, counselors are faced with new and exciting challenges. Another major change taking place is the replacement of paper academic planners that will be replaced electronically (GPS) through Star. Because of these major changes, Counseling and Advising feels it's imperative for the campus to commit to a full-time Admissions Counselor and full-time Star Writer.

Admissions Counselor - Full-Time under VCSA

- 1.) Assist in outreach, recruitment, clarifying exploratory majors, majors, navigating the application/registration process, etc...
- 2.) Participating in outreach, this counselor will explain the various options available to High School students through Jumpstart, Early College, Running Start, Early Admit, etc. With tough economic times, and the rising costs of college education, a dedicated Admissions Counselor may be able to work with parents and students to understand the incredible opportunity in starting at Kauai Community College before transferring to baccalaureate programs ultimately impacting our enrollment numbers.
- 3.) Pre-application workshops to clarify exploratory majors/careers/majors/concentrations.
- 4.) Works in conjunction with all the available resources in outreach activities.

Counselors

- 1.) During initial mandatory registration/advising counselors will register, advise and assist in teaching students how to navigate in STAR and assist in troubleshooting STAR Graduation Pathway issues as they arise. No less than two counselors will offer STAR workshops targeting Academic Essentials, Graduation Pathway, What If Journey and Courses within the month prior to the first date of registration during each semester.

It is the counselor's understanding, the responsibilities for updating Star (audit and GPS) will be shared between the Assistant Registrar (not employed as yet) and a staff member in the VCAA's office. Though temporary, the campus will also be assisted by two external writers from LCC. However, the counselor's believe this function, because of its significance should be a full time position for continuity and timely efficiency. Updating Star will require this person to interface with all academic divisions and the curriculum committee in terms of programs, courses, pre-requisites, co-requisites, attributes, and any other changes impacting courses and programs.

Collectively as Advisors, our job is to understand programming, course sequencing, transfer options, and meeting graduation requirements so students can graduate in a timely fashion. This responsibility is contingent on how well maintained the Star is on the accuracy and currency. This responsibility, in our opinion, cannot be maintained appropriately, accurately and in a timely fashion by someone less than full time. It is the official student's record of academic progress. Hence, the campus would be liable for any student kept from graduation, if that student was misled because Star was not accurately updated.

Our ultimate obligation is to students. Star is their official academic reflection of their engagement in their academic journey, hence the Star writer should be a full time person. Star is an integral, critical and necessary part of every student's academic journey.

To summarize:

Star Writer - Full-Time

- 1.) Responsible for auditing, maintaining, testing Academic Essentials
- 2.) Responsible for GPS (Graduation Pathway Schedule)
- 3.) Works closely with Curriculum Committee and academic divisions and departments to understand and implement updates to Academic Essentials and GPS, Academic Planner Sequencing component in STAR.
- 4.) Troubleshoot glitches as they occur and anticipate problematic areas.
- 5.) Responsible for working with all divisions and academic committees to immediately reflect course, program, attributes, co-requisites, pre-requisites updates etc. in STAR.

Action Plan:

Since academic planners (graduation pathways) will be created, updated and available for every major/certificate in Star, a new SO (Student Outcome) will be developed that is aligned with the newly established Student Support Services Office. This SO will

address, Access, Retention and Completion goals, which are relevant, trackable, and measurable by January, 2018 with implementation Fall, 2018.

Part VI. Budget Implications

Resources Needed			Outcomes
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
~\$64,000	~\$64,000+	Permanent	STAR Writer - Star is the official academic reflection of a student's engagement and an integral, critical and necessary part of every student's academic journey.