

ARPD Report for 2014-2015 Academic Year Fall 2014 - Summer 2015

First-Year Experience (FYE)

December 4, 2015 submitted by LaVache Scanlan

Overview of Program

You may want to review last years report for:

- [Student Affairs](#)
- [Kahikoluamea](#) (select developmental subject)

Official Name and description of your program.

This information will be used in all of our official documents including the KCC catalog.

In keeping with Kapi'olani Community College's philosophy, which encourages students to *kālia i ka nu'u* — reach for the highest, the college's First-Year Experience (FYE) Program sets out to welcome new students from all levels of preparedness and experience and serves as a bridge for their transition into college. The program exposes students to the broad range of educational opportunities, introduces students to essential campus support programs, and collaborates with the campus community to help students achieve academic and personal success. Upon completing the first year, students will have the direction and the skills necessary to move forward on their learning and personal paths and will have integrated into the college community. Having this solid foundation, students will be able to *Mai nea mua aku, kālia i ka nu'u* — "from this point on, reach the highest." FYE activities include, but are not limited to, new student orientation, registration and financial aid workshops, summer bridge and college success classes. For more information, call (808) 734-9245 or email kapstart@hawaii.edu.

How did your program mission support the college mission in 2014-2015? Please address alignment to strategic plan.

The FYE Program supports the college mission by assisting first time to college students from their acceptance to the college through the first year. This begins with three just-in time mandatory New Student Orientations (NSO) prior to the start of the first semester. At NSO, students identify an educational or career goal or academic pathway and register for appropriate courses. FYE supports students in identifying potential programs or campus services available to them. FYE also assists students with completing financial aid application requirements. In the first semester, students are required to continue the academic planning

process prior to registration for the spring semester. In the second semester, specific populations within FYE are targeted for specialized services. This is all accomplished in collaboration with other campus units, within both academic and student affairs. These support services are aligned with the strategic plan's goal of increasing Hawaii's educational capital.

Please fill in the chart.

	2010-11	2011-12	2012-13	2013-14	2014-15	Fall 2015
No. of Students Served	2,913	2,705	2,713	2,624	2,379	1,919
Describe how the students were served (i.e. workshops, one on one appointments, etc.)	Daily Walk-In hours, 2-part Mandatory Orientations, Online Orientation	Daily Walk-In hours, 2-part Mandatory Orientations, Online Orientation	Daily Walk-In hours, 2-part Mandatory Orientations, Online Orientation	Daily Walk-In hours, 3-part Mandatory Orientations, Online Orientation	Daily Walk-In hours, 3-part Mandatory Orientations (in-person & webinar), Mandatory STAR Workshops, FA Workshops & FAFSA Completion Assistance, One-on-one appointments, SAP Mandatory Appointments for Probation students, NSO at feeder high schools	Daily Walk-In hours, 3-part Mandatory Orientation (in-person & webinars, Mandatory STAR Workshops, One-on-one appointments, FAFSA Completion Assistance

Program Staffing

- Describe the role and responsibility of each staff in your area.
- Describe current staffing levels and how they have or not have changed over the past 3 years.
- Indicate if staffing structure meets your program needs- note why or why not.
- Also note if you have submitted a critical needs to fill form, allocation request form and when.

Current Staffing:

- FYE Coordinator (0.5 FTE 11-month), 0.5 FTE 9-month beginning in February 2009, 1.0 FTE 9-month from 1/2010 - 5/2012, 0.5 FTE 11-month 7/13 - present

- FYE Orientation Specialist (1.0 casual hire), October 2011 - present
- FYE Assistant Coordinator (1.0 FTE APT B unfunded), 0.5 FTE FYE 8/2013 and 1.0 FTE FYE 8/2014 - present
- FYE Counselor (1.0 FTE 9-month), 8/2015 - present (on maternity leave from October 9, 2015 - January 31, 2016)
- Peer Mentors - student hires beginning in Spring 2010 (4-8 students at any given time at 20 hours/week during the semester and up to 40 hours/week during the summer dependent on funding)

The FYE Coordinator (0.5 FTE) is responsible for developing, implementing, and assessing FYE initiatives—including transition from high school to college; orientation activities; and first-year courses and programs designed to enhance the first-year experience. The overarching purpose of the FYE Coordinator is to foster student learning by increasing the visibility and accessibility of existing academic enrichment programs and by identifying and developing additional programs. A closely related purpose will be to improve student retention, enhance student satisfaction, and support faculty members in their ongoing interaction with FY students. The duties of the FYE Coordinator include, but are not limited to:

- Work with the Pathways Coordinator and other key Student Services faculty/staff to align FYE activities with college pathway initiatives to improve seamless and efficient movement of first year students through degree pathways offered at the college;
- Work with the Pathway Coordinator to provide resources and services to students within the Pathway model that focuses on successful student transition from the first year to second year;
- Develop and implement a meaningful, manageable, and sustainable assessment plan to collect, analyze, and utilize FY student data;
- Fully design, deliver and coordinate the King William Charles Lunalilo Scholars Program (0.5 FTE).

The FYE Assistant Coordinator (1.0 FTE APT Band B) duties and responsibilities include, but are not limited to:

- Designing programs and services that align with the college's pathways and FYE initiatives;
- Directing the day to day FYE Program operations requiring considerable breadth of knowledge to optimally admit first year students to the college, have them apply for financial aid, and register them in their appropriate classes according to their placement level and major;
- Provide day-to-day decision making in resolving situations relating to admission, new student orientation, and first year registration that cannot be dealt with by the FY Orientation Specialist, counselors, and peer mentors;
- Facilitate pre-entry activities and workshops for FY students;
- Design, implement, and make presentations at new student and parent orientation efforts;
- Oversee the development and implementation of courses that support FY students;

- Work with departments and programs to improve seamless and efficient movement of students from the first year to the second year;
- Provide assistance and advising to FY students seeking information and guidance on enrollment services to support their transition to college;
- Develop and assist with the design and production of a variety of publications (web, broadcast and video) containing FY student information such as the catalog, class availability web page, special brochures, and worksheets;
- Offer a wide range of programs as well as in-person, online, and multimedia services to ease the transition to college for FY students;
- Work with the Kuilei coordinator on a regular basis to provide continuous program improvements to feeder high schools;
- Provide input to the FYE Coordinator, Kuilei Coordinator, Department Chairs, and enrollment managers in admission, registration, and financial aid when instituting new policies and procedures affecting services delivered to FY students;
- Recruits, hires, trains and supervises peer mentors assigned to the FYE Program;
- Researches other FYE programs for the purpose of improving activities and services.

The FYE Orientation Specialist (casual hire) duties and responsibilities include, but are not limited to:

- The coordination of NSO including communications, facilities, resources and services for first year students and their families;
- Managing and monitoring the attendance of all FY students at the three-day mandatory NSO including follow-up calls to ensure 100% participation;
- Scheduling rooms, presenters, and equipment for NSO;
- Creating print and online publications, materials, and resources for FY students and their families;
- Assessing and improving the effectiveness and student satisfaction with NSO based on collected feedback;
- Creating and maintaining the online NSO;
- Collaborating with the college's admission staff to ensure seamless transition of FY students into the college;
- Trains and supervises FYE peer mentors in areas related to NSO and maintaining the FYE office;
- Participating in all college functions, outreach and recruitment efforts (such as College Fairs) to develop relationships that further the FYE program mission;
- Attending all FYE meetings and trainings;
- Assisting with the FYE tactical, strategic, and budget planning efforts at the college;
- Handling all phone and email inquiries about the program and services from individual students, the campus community and general public;
- Maintaining the FYE office as a welcoming environment for FY students.

The FYE Counselor's duties and responsibilities include, but are not limited to:

- Fostering self-awareness and personal growth through accessible and student-focused advising services;

- Promoting accountability for choices by encouraging conscious awareness of thoughts/actions and the application of this awareness to the problem-solving and decision-making process;
- Empowering students to realize their potential by facilitating transition and integration to college and bridging to future learning and life/career goals;
- Serving the program needs of the first year student;
- Working in tandem with all counseling units and program faculty and assume significant responsibility for the development and fostering of community and high school partnerships involved in guiding first year and other students toward degree completion;
- Serving as liaison between faculty, staff and the student;
- Playing a key role in utilizing and facilitating the First-Year Experience, degree pathways, STAR, Starfish, Ka'ie'ie, Mananawai, auto admit, etc. to support college completion for this student population;
- Participating in the initiation, implementation, assessment, and improvement of counseling programs/strategies to support student engagement, learning and achievement;
- Assisting the FYE Coordinator in managing student engagement activities

As a result of the additional APT staffing in FYE, the program has been able to broaden its services (as shown in the previous chart) to all first-year students, as well as provide additional services such as webinars and evening orientations and workshops. With the addition of a counselor, FYE will be able to further expand the offerings to first-year students in the future.

The current structure (number of positions) does meet the program needs, however the state of these positions does not meet the program needs. Casual hire positions are not meant to be long-term and the employee must go through the hiring process every 89 days and is subject to termination based on budget cuts. This position receives no benefits and the unpredictability of continued funding makes it difficult to retain the employee. A 1.0 FTE APT A (unfunded) position was created and recruited in fall 2013, however the position was not filled. The position has since been used elsewhere at the College and is no longer available. The FYE Assistant Coordinator (APT Band B) position is currently unfunded, which also makes this position vulnerable to budget cuts. Allocation request forms were submitted in both 2014 and 2015 and a critical needs form was submitted in 2014 for both positions.

Budgeting Levels

	2013-14	2014-15	Fall 2015
No. of Students Served	2,624	2,379	1,919

Budget Allocation	N/A	\$89,864 (2/14 - 6/15)*	\$70,655 (7/15 - 12/15)
-------------------	-----	----------------------------	----------------------------

***Does not include all unbudgeted personnel costs**

Resource Analysis- Anticipate budget allocation for next year, please indicate rational to keep same allocation the same or increase/decrease it.

It is recommended that the campus budget allocation remain at least the same at \$141,310 for next year. This amount does not include \$40,000 in Title III Part F funds appropriated for peer mentors to support the program, which makes the operating budget for FYE actually \$181,310. The majority of this budget is spent on personnel. With the increase in personnel for the FYE Program, there has been a consistent increase in performance rates for first-year students. With the developmental education restructuring, more front line FYE services will be necessary to place students in their appropriate academic pathway; therefore a decrease in personnel would hinder the program's effectiveness.

Results and Analysis of ARPD Data

Which goals and recommendations from your last program review did your program achieve? How was that done?

The goal of the FYE Program to become a stand alone, targeted population within Student Affairs to allow the program to expand beyond the Kahikoluamea Department was accomplished effective August 2015.

Alternative placement solutions were integrated into the NSO process for first-year students. This included evaluating high school transcripts to place students more accurately within developmental math classes and collection and evaluation of ACT and SAT documents at NSO. In collaboration with the Kahikoluamea math faculty, students were given incentives to participate in "Math Boot Camps" through NSO.

Through financial aid workshops, outreach in the high schools, and curriculum changes to NSO, the FYE program assisted in increasing financial aid awards from 38.64% to 51.10% and before the first day of school from 45.06% to 56.55%. Through a UHCC Innovation Grant, a Satisfactory Academic Progress (SAP) intervention was required for first-year students on academic probation after the fall semester. As a result, there was a slight decrease of those on academic probation from 11.04% to 10.46% and the number of students successfully completing the spring semester (passing 67% or more of their courses) increased from 60.10% to 62.56%. The mean GPA also increased after the spring semester

from 2.243 to 2.343, as well as the ratio of credits earned to credits enrolled from 72.6 to 74.5.

More emphasis was placed on academic planning and academic progress through the continuation of mandated STAR Workshops in the fall semester. 749 out of 1,015 students (74%) attended a STAR workshop or met with an academic counselor in Fall 2014. The goal was to introduce students to STAR and the important role advising/counseling plays in a student's education plan. Initially, the SLO of developing an accurate STAR plan was chosen as the assessment, however this proved too difficult to assess. Therefore, a more efficient tool was developed for the Fall 2015 STAR Workshops. Since students have an option to see an academic counselor or attend a classroom presentation to meet the STAR requirement, there is no effective way to measure the SLO outside of the STAR Workshops conducted by FYE. This intervention had no effect on retention or persistence rates. Retention rates from fall to spring had no significant change from the previous year (78.33% to 78.44%) and persistence rates (fall to fall) had only a slight increase from 57.7% to 58%.

In line with the Student Success Council efforts on campus, the FYE Program worked toward broader inclusion in planning and participation from the campus. Nine separate meetings were held with various campus groups (special population and academic counselors, KISC, and Office of Student Activities and Student Congress). The participants brainstormed new ways to collaborate to improve first-year student success and share their ideas for FYE. While the agenda for all groups was the same, the meetings remained flexible to allow for open sharing of thoughts and critiques. An Action Plan for the 2015 - 2016 AY was created as a result of the feedback shared with FYE at these meetings, including feedback from those not present via a representative. One immediate result was an enhanced partnership with Kuilei and as a result NSO Part I was conducted at feeder high schools during spring 2015 and the number offered will be increased in spring 2016. Another action taken was to include webinars as an alternative way for students to complete the NSO requirement. This was implemented in summer 2015.

For this section you will need to review the ARPD program qualitative indicators, link is available at:

<https://www.hawaii.edu/offices/cc/arpd/studentservices.php?action=quantitativeindicators&college=KAP&year=2015&program=149>

Indicate which ARPD data element(s) (i.e. efficiency indicators or CCSSE) best addresses your program mission and objectives during 2014-2015. Give an analysis of how you have met that ARPD element.

- **If none apply, indicate why and what ARPD data element is missing that would indicate success in your program. Add how you met that element during 2014-2015.**

Number 10a and 11a (Fall Semester Registration Status and Spring Semester Registration Status) are the data elements that best address the program mission and objectives. There was a 1.90% decrease in fall registration for new students in fall 2014. There was a 27.68% increase in spring registration for new students in spring 2015. While fall enrollment declined slightly, overall registration status for new students increased 4.566% from the 2013 AY to the 2014 AY. Therefore, the FYE Program met the yearly efficiency indicator.

Number 22 (FT AtD Cohort (ALL) complete 20 credits first year) and number 24 (PT AtD Cohort (ALL) complete 12 credits first year) address the program mission and objectives, but there is no data on the 2014 AtD cohort (first-time students) given. However, first-year performance measures collected by the Office of Institutional Effectiveness (OFIE) on an annual basis since Fall 2010 is aligned with the AtD data. This data has been more informative and has been used to measure program effectiveness. The fall cohort includes the number of new, first-time students (student type is Freshmen 'F' or First Time 'M') home-based and registered at Kapiolani at the fall census date. Special-Early Admit students (SPEA majors) are excluded from this data. Similar to AtD data collection, data is not collected on spring cohorts. Success is based on increase or decrease of performance measures from year to year.

The following performance measures were used to assess the program:

- Increase the percentage of students who complete their Foundation Writing and Symbolic Reasoning courses in the first year. This measure declined in Foundation Writing from 45.03% to 43.99% and in Symbolic Reasoning from 26.75% to 23.23%.
- Increase the number of students who receive their financial aid awards before the first day of instruction. This measure increased from 45.06% to 56.55%.
- Increase time to degree by enrolling on a full time basis. This measure increased from 67.78% to 69.86% for recent high school graduates. There was a slight decrease in the mean number of credits enrolled in the fall semester (10.73 credits to 10.53 credits) and a slight increase in the spring semester (11.20 credits to 11.43 credits) for all students. Overall, the mean number of credits earned for a full-time first-year student was 19.25 credits, just slightly less than the IEM indicator of 20 credits by the end of the first year. For part-time first-year students, the mean number of credits earned after the first year was 10.72.
- Improve persistence rates of first-year students. There was no significant change in persistence rates (57.7% to 58.0%).
- Increase the ratio of credits earned to credits enrolled. There was a decrease from the previous year with a ratio of 76.2 to 74.8 in the fall semester, but there was an increase from 72.6 to 74.5 in the spring semester.

Briefly describe which of the Student Learning Outcomes (SLO) or Service Area Learning Outcomes (SAO) are related to your program that you addressed during 2014-2015. Provide a summary of the results of your assessment and your program's next steps in meeting your desired outcomes for the upcoming academic year.

Currently, the FYE Program does not address the SLO or SAO of Student Affairs. These will be identified in the next ARPD now that FYE has become a stand alone program within Student Affairs.

A Student Satisfaction Survey was conducted at the Fall 2015 NSO Part III (campus engagement activity). 763 first-year student participated in the survey, which had the following results:

- 84% agreed or strongly agreed that the NSO Part III was well organized;
- 78% agreed or strongly agreed that they met new people as a result of the NSO Part III;
- 87% felt more prepared after attending NSO Part III;
- 94% felt more comfortable on the KCC campus after NSO Part III;
- 85% rated the peer mentors as excellent or good;
- 74% rated the resource fair as excellent or good.

The workshops that the students found most useful were career exploration, the library tour and college readiness. Based on other student feedback, the NSO Part III event will have more flexibility and other topics of interest beginning in spring 2016.

What are your next steps - acting on the results.

What changes or improvements do you plan to make within your program over the next year based on your analysis of the data? What changes if any will you make in your program to improve your achievement data?

In the next year, FYE will evaluate the program's mission, goals, and objectives as a stand alone program, taking into consideration the Action Plan created in spring 2015. Additionally, greater alignment with the Kapooloku Native Hawaiian Student Success Program to track and improve services to first-year Native Hawaiian students should be included to align with the direction of the new strategic plan.

Based on the achievement data more intrusive programming is necessary to improve re-enrollment, which has stalled at around 78% from fall to spring and at about 58% from fall to fall. A high rated first-year intervention at community colleges is integration of advising with first-year transition programs. The mandated STAR requirement was the first step

toward this integration and should be expanded. Another high rated first-year intervention is advising interventions with selected student populations. Although a small pilot, the SAP intervention in the last year showed promise and other at-risk first-year student populations should be identified and addressed in this way. Similarly, NSO could be adapted for selected student populations.

Another intervention making the greatest contribution to retention of first-year community college students is an extended first-year orientation (credit) or a first-year seminar. A student success course has been piloted with a special population for the last four years and should be expanded as an intervention available to more first-year students.

*Brown, King & Stanley, 2011