

CPR FYE 2016 - 2019

FYE Program Mission Statement

The mission of the First-Year Experience Program (FYE) is to welcome and support first-year students of all levels of preparedness and experience in their transition to Kapi'olani Community College by exposing them to the broad range of educational opportunities and essential campus support programs. FYE collaborates with the campus community to help students achieve academic and personal success and to increase retention and persistence through the first year.

Part I: Executive Summary of CPR and Response to Previous Program Review Recommendations

This is the first CPR for the FYE Program, since it became a stand-alone program within student services in August 2015. FYE was originally part of the Kahikoluamea Department, in which FYE was responsible for registration and advising initiatives to support proposed policies identified by the Fall 2012 Committee on Self-Study for Foundational English and Math Programs. These policies were:

1. Kapi'olani Community College requires first-year students who have declared a major or intend to seek a degree or certificate that requires foundational English/math courses, take the placement test to determine the most appropriate academic entry point.
2. First-year students who place into developmental English and/or math courses are required to enroll in at least one of these courses per semester with continued enrollment until qualifying for foundational courses.
3. Students (qualifying for English or math foundational courses) are highly recommended and encouraged to enroll in (their foundational English or math courses.) the level of English and mathematics indicated by their placement as early as possible.

Tactical strategies indicated in the last CPR were for FYE to partner with the Kahikoluamea Counseling Unit to restructure New Student Orientation (NSO); create and implement a student success guide and learning plan for first-year students and; identify at-risk student populations and associated possible interventions. Although eight months was spent on planning, completion of the strategies within FYE was not fully realized because the partnership was not continued after Summer 2014. A pilot restructured NSO was carried out and a student success guide was created for first-year students, however the Student Learning Outcomes (SLO) were not analyzed by FYE, but by the Kahikoluamea Counseling Unit based on another intervention. As a result, FYE does not have SLO for this CLR. SLO will be identified for the tactical action plan moving forward that will pertain specifically to FYE.

Part II: Description

History

An official FYE Program was established in 2007 with the allocation of a full-time coordinator, although the campus had initiated a mandatory New Student Orientation (NSO) for recent high school graduates the prior year. The Program continued to expand the population of students required to attend NSO to all first-time to college students beginning in Fall 2010 and beginning in Spring 2017 the FYE Program will add support for any student entering the College for the first time with less than 20 credits. The Program consists of three just-in-time mandated orientations prior to the start of the semester, a mandated STAR Degree Check Workshop, academic advising with a Program Counselor, or a classroom presentation on STAR during the first semester, and a mandated appointment with FYE (Financial Aid Staff or trained peer mentor) if on academic probation after the first semester. The FYE Office and Financial Aid Mini-Lab is also open daily for walk-in support with registration, adding/dropping classes, MyUH, Laulima, Google Drive (docs, worksheets, etc.), STAR, financial aid, and general questions about campus academic and student services. A series of college success course has been piloted for the last four years and is currently in an expansion phase. These courses included IS 109 and IS 197H, which focused on affective and 'aina-based curriculum, IS 107, which focused on the application of college success skills, and IS 197F a financial literacy course. All 197 courses are experimental. Beginning in 2009, peer mentors became a vital part of FYE, and although there was a decline in funding, a new model was developed to sustain the program and it is seeing growth. A first-year counselor was added to the program in August 2015.

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Program Goals

- Students will feel connected to the college community;
- Students will identify and overcome obstacles;
- Students will achieve academic and personal success.

Student Learning Outcomes

FYE did not participate in the coordinated assessment of Student Affairs Units and Programs, in which individual programs and services are assessed through a common set of SLO. Programs assess the selected SLOs within a three-year cycle, keeping consistent with the Comprehensive Program Review (CPR) timeline; therefore FYE will assess the following SLO in the next CPR (2016 – 2019).

- Counseling SLO 1a: SWiBAT identify her educational goal(s)
- Counseling SLO 1b: SWiBAT identify the steps to transition to her next educational goal
- Counseling SLO 4a: SWiBAT identify resources that may fulfill her needs/interests
- Counseling SLO 4b: SWiBAT recognize college policies to facilitate her compliance with these rules
- Counseling SLO 4c: SWiBAT develop a plan to utilize resources that may fulfill her needs/interests
- Counseling SLO 4d: SWiBAT implement a plan to utilize resources that may fulfill her needs and interests

Service Area Outcomes

Service Area Outcomes (SAO) will be identified and also assessed in the next CPR (2016 – 2019). FYE has been tracking performance measures since Fall 2010 and these can be found in Part III.

Faculty and Staff

0.5 FTE FYE Coordinator, 1.0 FTE FYE Assistant Coordinator (Unbudgeted APT B), 1.0 FTE FYE Counselor, 1.0 FTE FYE Orientation Specialist (Temporary Casual Hire)

Resources

FYE currently has one office located in 'Iliahi 124, which includes eight computers and a printer for student use, one office located in 'Iliahi 125, and a Financial Aid Mini-Lab located in the open area of 'Iliahi 123 that includes eight computers for student use.

Part III: Quantitative Indicators (from ARPD)

Demand Indicators	Program Year		
	2012 - 2013	2013 - 2014	2014 - 2015
10a: Fall Semester Registration Status (New Students)	1,470	1,372	1,346
11a: Spring Semester Registration Status (New Students)	391	383	489

Efficiency Indicators (Achieving the Dream)	AtD Fall Cohort		
	2011	2012	2013
22: FT AtD Cohort (ALL) complete 20 credits first year	395	452	402

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23: FT AtD Cohort (NH) complete 20 credits first year	72	61	57
24: PT AtD Cohort (ALL) complete 12 credits first year	249	229	213
25: PT AtD Cohort (NH) complete 12 credits first year	51	33	24

First-Time Enrollment Measures, campus data also used for program evaluation, can be found in the Appendix.

Part IV: Analysis of the Program

Alignment with mission

The goals for the FYE Program support the following portions of the College's Mission Statement (2008-2015):

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- Strives to provide the highest quality education and training for Hawai'i's people.
- Provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

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 is all accomplished in collaboration with other campus units, within both academic and student affairs.

Current Situation

	Internal Factors	External Factors
Strengths	<ul style="list-style-type: none"> • First-year AtD cohort completion of 20 credits in first year was stable • Fall-to-fall first-year reenrollment increased from 54% to 58% • Fall-to-spring first-year reenrollment was stable • 260% increase in the number of students supported by the Financial Aid Mini-Lab • Mandated STAR Workshops that included Academic Progress • Increase in participation in mandated STAR requirement from 71.7% (Fall 2013) to 73.8% (Fall 2014) • Peer mentor development and their role on campus • Just-in-time mandated new student orientations • Academic Progress Intervention resulted in 7.7% less students being suspended • 29.3% increase in first-year students meeting SAP after Fall 2014 • 32.1% increase in first-year students meeting SAP after Spring 2015 • Increase in mean GPA in first academic year • 12.5% increase in the number of graduates awarded federal financial aid 	<ul style="list-style-type: none"> • UHCC Funding for Part-Time and Financial Aid Initiatives • Improvement of STAR as a tool • Title III Peer Mentor Funding • Campus collaboration • Reserved seating for first-year and international students

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	<ul style="list-style-type: none"> before first day of instruction 106% increase in the number of recent high school graduates awarded federal financial aid before August 1st 	
Weaknesses	<ul style="list-style-type: none"> 8.4% decline in first-year enrollment 20.8% decrease in the number of full-time Native Hawaiians completing 20 credits in the first year 52.9% decrease in the number of part-time Native Hawaiians completing 12 credits in the first year Not enough peer mentors to support increased engagement 	<ul style="list-style-type: none"> Campus enrollment also declined System data unavailable after 2013 on AtD cohorts Lack of reserved seating or enough math and English classes for all first-year students
Opportunities Looking forward	<ul style="list-style-type: none"> Defined space for first-year students Increased collaboration through new first-year center First-Year Counselor position 	<ul style="list-style-type: none"> Gear-Up funding to increase enrollment from Title I schools
Threats	<ul style="list-style-type: none"> All staff is unbudgeted, temporary or casual hire Lack of funding and administrative support for professional development for student success courses Access to computer labs for NSO now that FYE is not a part of Kahikoluamea Lack of buy-in for referral/hand-off process for first-year students Lack of counseling faculty availability for spring to fall intervention in the summer months 	<ul style="list-style-type: none"> Decline in enrollment Lack of Title III Peer Mentor Funding when grant is over

Assessment Results

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

In Fall 2013, first-year Native Hawaiian students were targeted at NSO to expose them to the Native Hawaiian Programs and services at the campus. This practice has been continued since, however the data needed to determine any change in credit completion is not yet available. Increased collaboration with the Kapo'oloku Program for Native Hawaiian Student Success will address these gaps.

For this CPR, FYE concentrated on increasing financial aid participation for first-year students. At NSO, students were given instructions on specific parts of the financial aid process that they needed to complete and were supported in completing and/or submitting documents so that they could complete the financial aid application. As a result, there was a significant increase in the number of high school students that received financial aid. Data should also be collected on the entire first-year population in the future.

In AY 2014 – 2015, FYE received Part-Time Student Initiative funds for “Accelerating Completion Through Financial Literacy,” a project to encourage part-time students to become full-time students by exposing them to a financial literacy course and financial aid advising. As a result of low participation in the course, more attention was diverted to staffing the Financial Aid Mini-Lab to assist first-year students with the FAFSA and financial aid appeals. This along with mandatory student appointments for first-year students on academic probation seems to have had more of an effective on decreasing part-time enrollment, an increase in the number of credits taken in the spring semester and the

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total credits earned. While the peer mentor support was meant to specifically address part-time students, we found that instead it increased the number of students that utilized the Financial Aid Mini-Lab for help with completing the FAFSA and with beginning the Satisfactory Academic Progress (SAP) appeal process. The Financial Aid Mini-Lab supported 522 students in the spring semester, which represented a 260% increase.

FYE also obtained UHCC Innovations funds for Financial Aid as a result of collaboration with the Financial Aid Office on their SAO. The project titled "Satisfactory Academic Progress for First-Year Students," aimed to reduce the number of first-year students on academic probation through a focus on academic progress at mandatory NSO prior to the fall semester and again during the fall semester. If students were on academic probation (less than a 2.0 grade point average) after the fall semester, they were required to meet with the First-Year Financial Aid Specialist or counselor prior to registration for the following fall semester. 62.2% of the students completed the mandatory appointment. Only 11.9% of those that did not meet with a FYE FA Specialist were meeting satisfactory academic progress after the spring semester compared to 25.0% of those that did. 31.0% of those that met with a FYE FA Specialist while not meeting satisfactory academic progress were able to avoid suspension, compared to only 16.7% that did not.

These projects were successful in that more FY students were eligible to receive financial aid as a result of not being on academic probation and there was an increase in fall-to-fall reenrollment. For Native Hawaiian students, this intervention shows promise, but further investigation should be done to determine how this intervention could be improved for this population. 36 out of the 126 students or 28.6% on academic probation after the first semester were of Native Hawaiian ancestry. Of those nine chose not to return after the first semester, which left 27 students in which the intervention could be applied. 17 out of the 27 or 63.0% met with the FYE Financial Aid Specialist (16) or saw a counselor (1). 17.6% (3 students) of those that received the intervention were no longer on academic probation after the spring semester.

In Fall 2012, FYE partnered with the Maida Kamber Center and 'Imiloa to offer STAR Planning Workshops to first-year students. Ten workshops were conducted, but only about 5% of the first-year students attended despite offering an early registration incentive; therefore in Fall 2013 a STAR Workshop (students also had the option of meeting with a counselor, attending walk-ins or a classroom presentation to meet the requirement) was required for all first-year students. Students completed a short-term and long-term goal in "MyPlan" and a 3-semester (Fall 13, Spring 14, Fall 14) academic plan in STAR. 880 students out of 1227, or 71.7%, completed the STAR requirement. 14 International students also completed the requirement even though it was not mandatory.

749 out of 1,015 first-year students (73.8%) attended a STAR workshop or met with a 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. A pre- and post-test was given, showing positive change, and the results can be found in the Appendix. After consultation with an Institutional Researcher, a handout was developed to measure SLO for the Fall 2015 STAR Workshops, which will be shared in the next CPR. Here is an overview of how students completed the requirement: 1) Classroom Presentation 3.9%, 2) Counselor appointment 44.2%, 3) FYE STAR Workshop 50.6%, and 4) FYE Walk-In 1.3%.

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Part V. Tactical Action Plan

	Strategy 1	Strategy 2	Strategy 3	Strategy 4
	Coordinated Orientations for all Students	First-Year Retention Model	First-Year Student Success Course Series	First-Year Mentor
Tactical Action/Strategy	Create a tailored orientation program for all first-time to college, transfer, and returning students (students with less than 20 earned credits) that acclimates them to the College's culture, environment, and infrastructure	Create a model to identify at-risk first-year students based on demographics, cognitive and non-cognitive factors, support systems, receptivity to support, socio-economic status, educational goal, and credit load and implement retention interventions to address these challenges that lead to attrition	Expand current first-year student success course offerings based on first-year retention model, to include mandated courses and supplemental success courses	Create and implem staff and peer men development prog support understand diverse needs of fir students and to pr opportunities for e
Strategic Goal and Performance Measure	<i>Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success</i> <ul style="list-style-type: none"> 1G – 1N <i>Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures</i> <ul style="list-style-type: none"> 3A, 3C, 3D-I 	<i>Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success Outcomes and Performance Measure</i> <ul style="list-style-type: none"> 1G – 1N <i>Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures</i> <ul style="list-style-type: none"> 3A, 3C, 3D-I 	<i>Commitments – Outcome 1: Hawaii Graduation Initiative: Focus on Student Success Outcomes and Performance Measure</i> <ul style="list-style-type: none"> 1G – 1N <i>Commitments - Outcome 3: Enrollment Growth Outcomes and Performance Measures</i> <ul style="list-style-type: none"> 3A, 3C, 3D-I 	<i>Commitments – Ou Hawaii Graduation Focus on Student S Outcomes and Perf Measure</i> <ul style="list-style-type: none"> 1G – 1N <i>Commitments - Ou Enrollment Growt Outcomes and Perf Measures</i> <ul style="list-style-type: none"> 3A, 3C, 3D-I
Data to be Gathered	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient	Reenrollment data for first-time to college, transfer, and returning students, credit completion rates for first year part-time and full-time students, STEM degree completion and transfer rates for Native Hawaiian, Pacific Islander, Filipino, and Pell Recipient	Reenrollment data to college, transfer, returning students completion rates for part-time and full-time students, STEM de completion and tra for Native Hawaiian Islander, Filipino, a Recipient
Position(s) Responsible	First-Year and Transfer Year Experience Programs	First-Year Experience Program	First-Year Experience Program	First-Year Experie
Synergies with Other Programs, Units, Emphases, and Initiatives	Transfer Year Experience, Kuilei High School to College Connections, and Kapo'oloku Program for Native Hawaiian Student Success, OSA, BOSA, Student Publications, Academic and Counseling Units, CELTT, Student Clubs, Library, Instructional Faculty, Retention Coordinator, Learning Centers	Transfer Year Experience, Kuilei High School to College Connections, and Kapo'oloku Program for Native Hawaiian Student Success, CELTT, Retention Coordinator, Learning Centers	Transfer Year Experience, Kuilei High School to College Connections, and Kapo'oloku Program for Native Hawaiian Student Success, Service Learning, Instructional Faculty, Library	Transfer Year Exp Kuilei High School Connections, Kapo'oloku Program for Native Student Success, A Counseling Units, I Coordinator, Reter Coordinator, Instru Faculty
Key Community Partners	N/A	N/A	N/A	N/A

Part VI. Resources and Budget Implications

Since 2012, FYE has requested that the unbudgeted positions within the program be converted into permanent positions. These are critical to maintaining current services and to implement plans to increase retention and persistence of first-year students, and will be crucial with the increase of students that will be considered first year beginning in Spring 2017.

Through Title III funds, the College will be renovating the second floor of 'Iliahi (current Kahikoluamea Center) to create a student engagement center housing the First-Year Experience, Transfer Year Experience, Kapo'oloku Program for Native Hawaiian Student Success, Kuilei High School to College Connections, and the Service-Learning programs. One of the functions of the student engagement center will be to serve as a one-stop location for first-time to college, transfer, and returning students who are in need of assistance through the enrollment process, to include orientation and services through the first-year. Technological and furniture needs in the space will need to be assessed in Fall 2016 and the necessary budgetary implications should be accounted for. Additional human resources may be needed with the expectation of extended hours offered to expand services to evening students.

In order to implement Strategies #2, 3 and 4, FYE will request funds for faculty to participate in mentoring program, to increase the number of first-year student success courses offered, and for sustaining the peer mentor program. For Strategy #2, funds will be needed to implement a needs assessment for approximately 200 first-year students.

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Part VII. Appendix

First-Time Enrollment Measures	Fall 2012	Fall 2013	Fall 2014
Number of Students in Cohort (see note 1)	1,374	1,297	1,257
Students with 67% or More of Their Courses with a C or Better in the Fall Term (see note 2)	875/1,374 (63.68%)	823/1,297 (63.45%)	818/1,257 (65.08%)
Students with 67% or More of Their Courses with a C or Better in the Spring Term (see note 2)	615 / 1,044 (58.91%)	604 / 1,005 (60.10%)	610 / 975 (62.56%)
Students on Probation at the End of the Fall Term (see note 3)	1 / 1,374 (0.07%)	1 / 1,297 (0.08%)	1 / 1,257 (0.08%)
Students on Probation at the End of the Spring Term (see note 3)	102 / 1,044 (9.77%)	111 / 1,005 (11.04%)	102 / 975 (10.46%)
Mean and Median Credits Taken During Fall Term (see note 4) all students full-time students part-time students	10.29/12.00 12.98 / 12.00 6.11 / 6.00	10.73/12.00 13.00/12.00 6.71 / 7.00	10.53/12.00 12.98 /13.00 6.11 / 6.00
Mean and Median Credits Earned During Fall Term (see note 5) all students full-time students part-time students	7.73 / 9.00 10.08 / 12.00 4.04 / 3.00	8.18 / 9.00 10.22/12.00 4.53 / 4.50	7.88 / 9.00 9.97 / 12.00 4.05 / 3.00
Mean and Median Credits Taken During Spring Term (see note 4) all students full-time students part-time students	11.14 / 12.00 12.09 / 12.00 9.21 / 9.00	11.20/12.00 12.30/12.00 8.87 / 9.00	11.43 /12.00 12.28 /12.00 9.37 / 9.00
Mean and Median Credits Earned During Spring Term (see note 5) all students full-time students part-time students	8.14 / 9.00 9.20 / 10.00 5.98 / 6.00	8.13 / 9.00 9.16 / 10.00 5.96 / 6.00	8.51 / 9.00 9.28 / 10.00 6.67 / 6.00
Mean and Median GPA During Fall Term (see note 6)	2.295 / 2.600	2.273/2.500	2.321 /2.600
Mean and Median GPA During Spring Term (see note 6)	2.260 / 2.500	2.243/2.500	2.343 /2.615

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Mean and Median GPA During First Academic Year at KapCC (see note 6)	2.187 / 2.426	2.207/2.429	2.255 /2.500
Students Completing FW (Foundation Written Communication) Requirement by the End of the First Academic Year AtD Goal 2 (see note 7)	586 / 1,374 (42.65%)	584 / 1,297 (45.03%)	553 / 1,257 (43.99%)
Students Completing FS (Foundation Symbolic Reasoning) Requirement by the End of the First Academic Year AtD Goal 2 (see note 8)	286 / 1,374 (20.82%)	347 / 1,297 (26.75%)	292 / 1,257 (23.23%)
Fall to Spring Reenrollment AtD Goal 4 (see note 9)	1,044 / 1,351 (77.28%)	1,005/1,283 (78.33%)	975 / 1243 (78.44%)
Spring to Fall Reenrollment (see note 9)	735 / 972 (75.62%)	740 / 971 (76.21%)	721 / 945 (76.30%)
Recent HS Graduates Enrolling in 12 or more Credits in the Fall (see note 10)	558 / 869 (64.21%)	528 / 779 (67.78%)	510 / 730 (69.86%)
Recent HS Graduates Awarded Federal Financial Aid Before First Day of Instruction (see note 11)	367 / 869 (42.23%)	351 / 779 (45.06%)	413 / 730 (56.58%)
Recent HS Graduates Awarded Federal Financial Aid Before August 1 st (see note 11)	181 / 869 (20.83%)	301 / 779 (38.64%)	373 / 730 (51.10%)

Note 1: The fall cohort was the number of new, first-time students (student type is Freshmen 'F' or First Time 'M') home-based and registered at KapCC at the fall census date. Special-Early Admit students (SPEA majors) were excluded.

Note 2: Final grades as of the End Of Semester 'EOS' freeze event were used. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded from calculations. All A, B, C, CR, and CR+ grades were considered C or better. All other grades (including I and W) were counted as less than a C. The denominator was the number of students in the cohort for the fall term, and the number of reenrolled students for the spring term.

Note 3: Academic status as of the End OF Semester 'EOS' freeze event was used. All probation statuses were considered Probation (Accepted on Probation 'AP', Probation 'P', Probation Continued 'PC' or 'P2', Probation after Dismissal 'PD', and Probation after Suspension 'PS'.) The denominator was the number of students in the cohort for the fall term, and the number of reenrolled students for the spring term.

Note 4: Mean and median credits taken were calculated at the census freeze event using the current attempted student credit hour field.

Note 5: Mean and median credits earned were calculated at the End Of Semester 'EOS' freeze event using the current earned student credit hour field.

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Note 6: GPAs were calculated at the End Of Semester 'EOS' freeze event using all grades with a gpa indicator of 'Y'. Only grades earned at KapCC were included. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded from calculations.

Note 7: Completion of the FW requirement required a C or better grade (A, B, C, CR, or CR+) in either ENG 100 or ESL 100 during either the fall, spring, or summer term. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded. Grades were extracted as of the End Of Semester 'EOS' freeze event.

Note 8: Completion of the FS requirement required a C or better grade (A, B, C, CR, or CR+) in one of the listed courses (BUS 100, BUS 250, ICS 141, ICS 241, MATH 100, MATH 100H, MATH 103, MATH 112, MATH 115, MATH 135, MATH 140, MATH 203, MATH 205, MATH 206, or PHIL 110) during either the fall, spring, or summer term. All Audit 'L', Record Delayed 'RD', Credit by Exam 'CE', and No Credit by Exam 'NCE' grades were excluded. Grades were extracted as of the End Of Semester 'EOS' freeze event.

Note 9: Reenrollment required a student from the cohort to be registered and home-based at KapCC during the following spring or fall. The reenrollment cohorts were modified to exclude students who transfer to another UH system college or were awarded a certificate or degree at KapCC and did not continue at KapCC. For example, fall to spring reenrollment was the number of students from the original fall cohort who were registered and home-based at KapCC in the following spring. The denominator (or spring reenrollment cohort) was the original fall cohort minus the students who changed their home base away from KapCC or received an award from KapCC and did not reenroll in the spring. Similarly, spring to fall reenrollment was the number of students who were registered and home-based at KapCC in the spring and then were registered and home-based at KapCC in the following fall. The denominator (or fall reenrollment cohort) was the number of students who were registered and home-based at KapCC in the spring minus the students who changed their home base away from KapCC or received an award from KapCC and did not reenroll in the following fall.

Note 10: Recent high school graduates were students who graduated from high school between April 1st and June 30th of the spring preceding the fall semester and were then enrolled and home based at KapCC at the fall census date. The credit hours were determined from the number of attempted credits at KapCC at the fall census date.

Note 11: Recent high school graduates were students who graduated from high school between April 1st and June 30th of the spring preceding the fall semester and were then enrolled and home based at KapCC at the fall census date. Federal financial aid was determined by a federal source code (rfrbase_fsrc_code equal to 'FDRL') with a funding date (rorstat_pckg_comp_date) before the UH first day of instruction or before August 1st of that year.

Fall 2014 FYE STAR Workshop Pre- & Post-Test Results

Question	Pre-Test Correct Responses*	Post-Test Correct Responses**	Difference
In STAR, the following tab lets me choose classes to create a schedule for future semesters:	63.8%	76.5%	+12.7%
In STAR, the following tab can show me how my classes would apply towards a different degree:	35.2%	57.9%	+22.7%
In STAR, the following tab shows me ALL requirements for my degree:	31.8%	43.8%	+12.0%
In order to maintain Satisfactory Academic Progress (SAP), I must meet the following requirements:	44.9%	60.1%	+15.2%
If I have attempted 12 or more credits and earned less than a cumulative 2.0 grade point ratio I will be placed on academic probation.	72.6%	93.0%	+20.4%
If I am placed on academic probation and fail to achieve at least a 2.0 grade point ratio for courses taken during a probationary semester, I will be suspended from KCC for one semester.	59.5%	90.1%	+30.6%
I will receive a grade of "F" if I do not officially withdraw from a class that I have stopped attending.	83.0%	90.0%	+7.0%
What is the deadline to officially withdraw from a class and receive a "W" grade?	70.1%	82.3%	+12.2%

*Out of 412 responses

**Out of 356 responses

	Find a list of classes I have completed	Find my grades	Know how to make a plan toward my graduation	Understand where to find the degree requirement for my major	Other	I did not find this workshop useful
What I hope to find out from this workshop is:	0.73%	1.46%	11.2%	86.4%	N/A	N/A
This STAR workshop helped me to:	0.56%	1.69%	6.46%	90.0%	0.56%	0.56%

