

Student Support Personnel:  
Increasing  
Student  
Engagement,  
Learning, and  
Success at  
Kapi'olani CC  
through college  
degree pathways

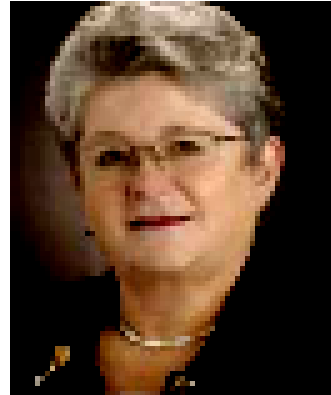
Leon Richards  
3:00 to 5:00 p.m.  
Tamarind  
1/18/11

# Presentation Topics

- Landscape:
  - Hawai'i Graduation Initiative & Performance-based Budgeting
- Kapi'olani CC Data re: Student Engagement, Learning, and Success
- Student Services Personnel and Their Role in Student Engagement, Learning, and Success
- Kamber Center/Cluster-based Counselors



# Hawai'i Graduation Initiatives



President Greenwood

*The Hawai'i Graduation Initiative will aim to increase the number of college graduates by 25% by the year 2015. It will focus on access, affordability, and student success, as well as strengthening the pipeline of education in Hawai'i from early childhood through college.*



# President Greenwood's Initiatives (cont)

## **Initiative on Workforce Development and Technology Advancement**

*Addresses critical workforce shortages (undergrad, grad & professional); identifies & develops technologies to advance and diversify the state's economy; identifies areas for potential growth*

## **Project Renovate to Innovate**

*Underscores the importance of infrastructure in sustaining the University's reputation for excellence in research and training*



# Outcome-Based Funding

- Increase in number of graduates
- Increase in transfers from 2- to 4-year campuses
- Over Weights for:
  - ★ Native Hawaiian graduates
  - ★ STEM graduates
  - ★ PELL recipients
- Baseline data for transfer and graduation will be AY 2009-10 compared to AY 2010-11



# Enrollment Funding

- Baseline data for enrollment will be census data Fall 2009
- Funding for enrollment growth as a momentum indicator



# Enrollment Funding

## Classified, Resident Undergraduate FTE

Campus	Baseline	Operating Cost per FTE	% General Funds	State Share per additional FTE
Manoa	8,359	\$13,889	50.0%	\$6,945
Hilo	1,966	\$15,606	62.5%	\$9,754
West Oahu	631	\$12,473	62.5%	\$7,796
Community Colleges	14,142	\$9,939	75.0%	\$7,454

FY 2012

FY 2013

## Enrollment Funding

Pool	\$5,000,000	\$10,000,000
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Baseline: Fall 2009 enrollment

Operating Cost per undergraduate FTE: from FY 2008-09

% General Funds: guideline, subject to revision as appropriate

If the total state share of new enrollment costs exceeds the enrollment funding pool, the pool will be proportionately distributed to campuses



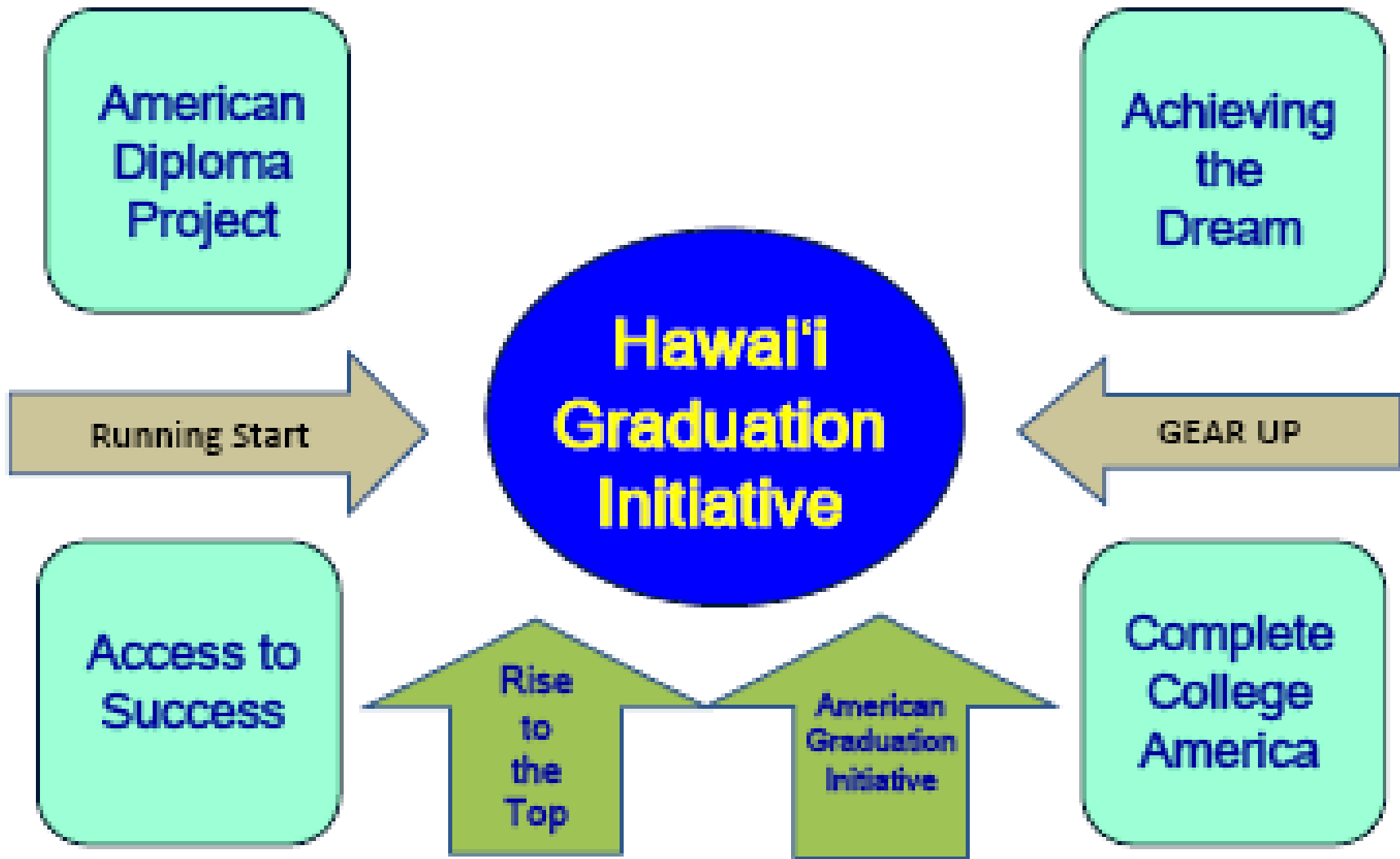
# Kapi'olani CC Baseline & Targets

KCC <u>Strategic Outcomes</u>	*Baseline		**Targets				WT
	FY 2010 <u>UHCCs</u>	KCC	FY 2012 <u>UHCCs</u>	KCC	FY 2013 <u>UCCs</u>	KCC	
Degrees/Certificates (B4)	2,878	714	2,993	767	3,113	795	35
Native Hawaiian (A4)	482	76	516	84	552	89	10
STEM (D4)	663	272	683	312	703	334	5
Pell Recipients (B2)	4,559	1,668	4,787	2,113	5,026	2,377	10
CC Transfers (B4)	1,423	639	1,493	696	1,568	727	40
Available Amount			\$2,970,858		\$5,941,717		

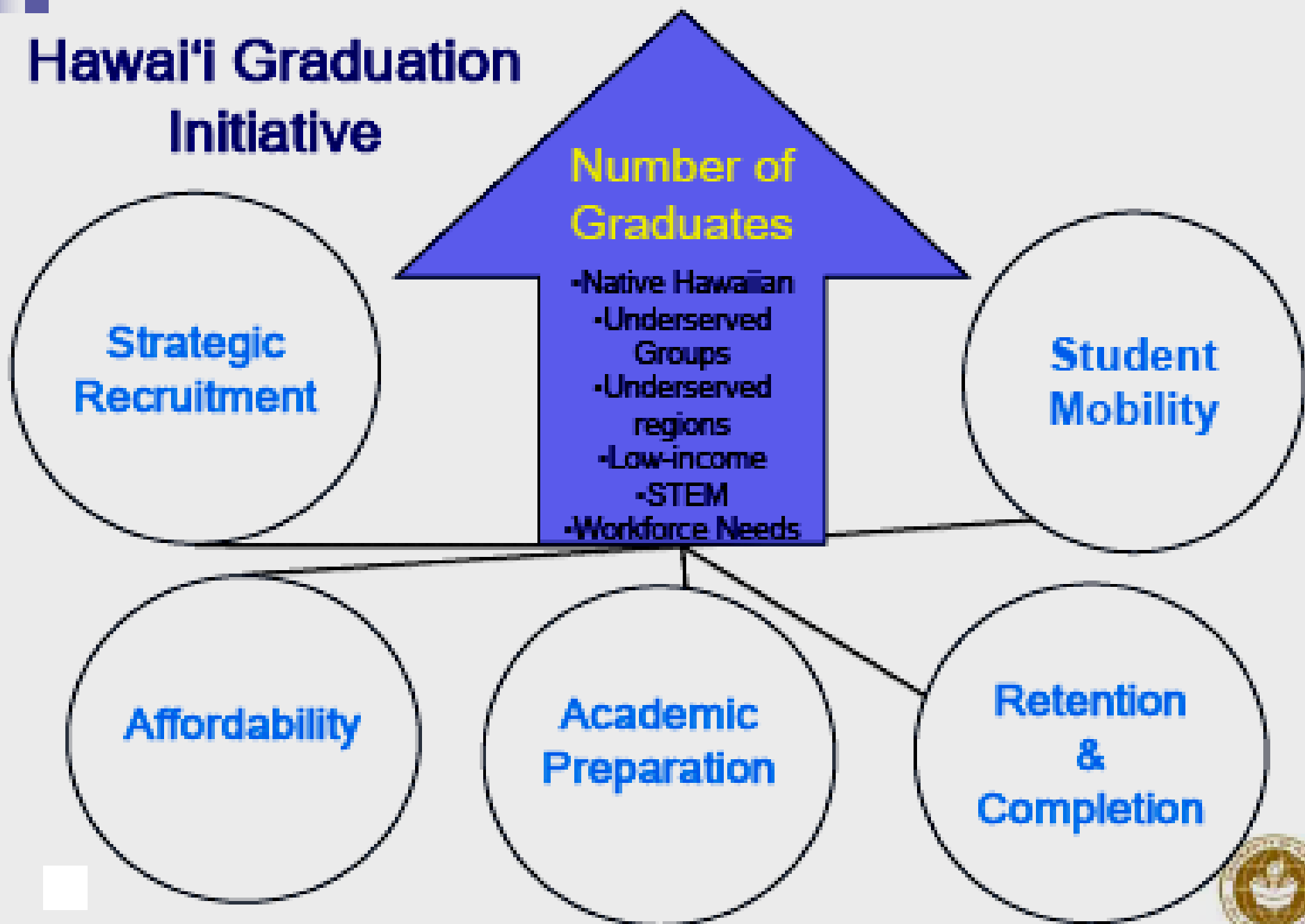
\*Baseline: Strategic Plan Target for 2010

\*\*Targets: Strategic Plan Targets for prior fiscal year

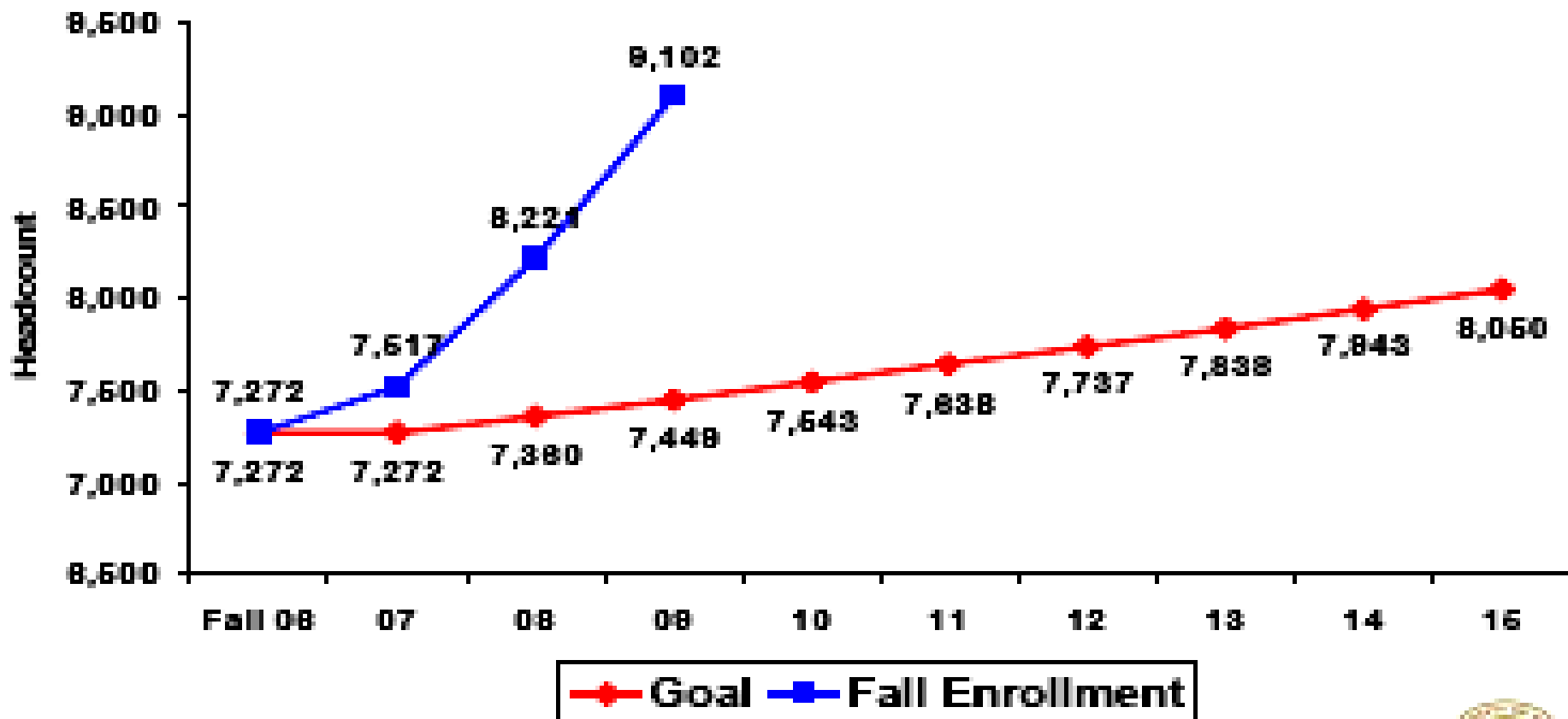




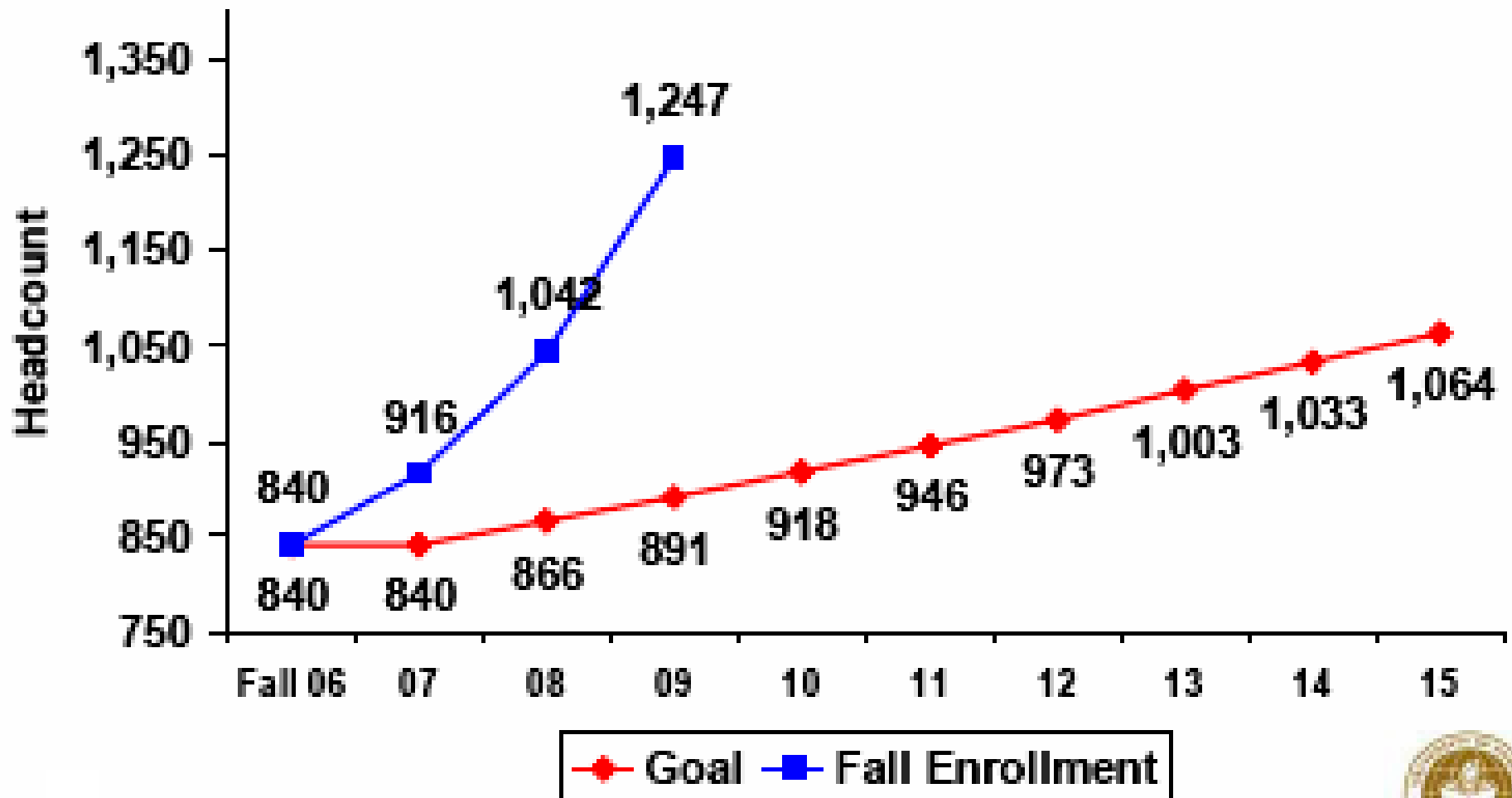
# Hawai'i Graduation Initiative



## Kapi'olani CC Fall Enrollment

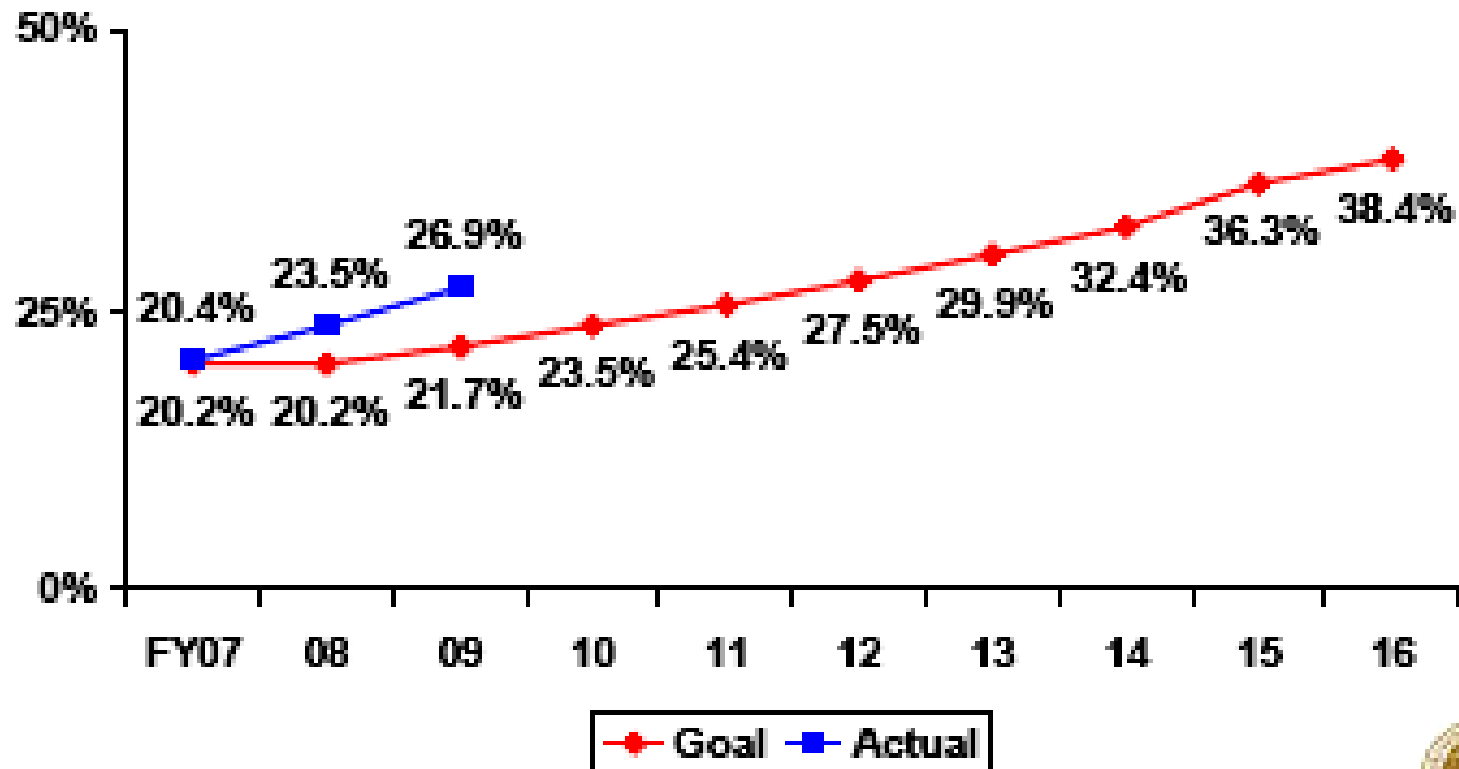


## Kapi'olani CC Native Hawaiian Enrollment

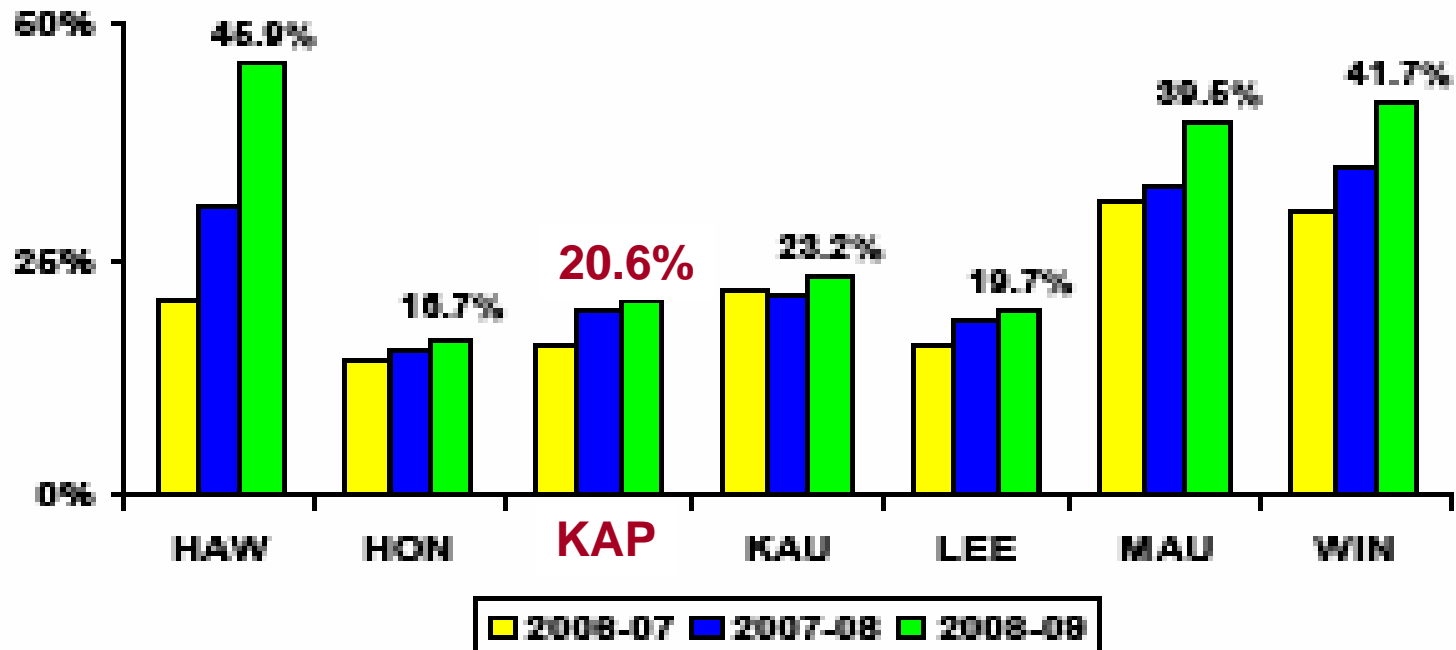


# Affordability

## UHCC Pell Participation Rate All Students

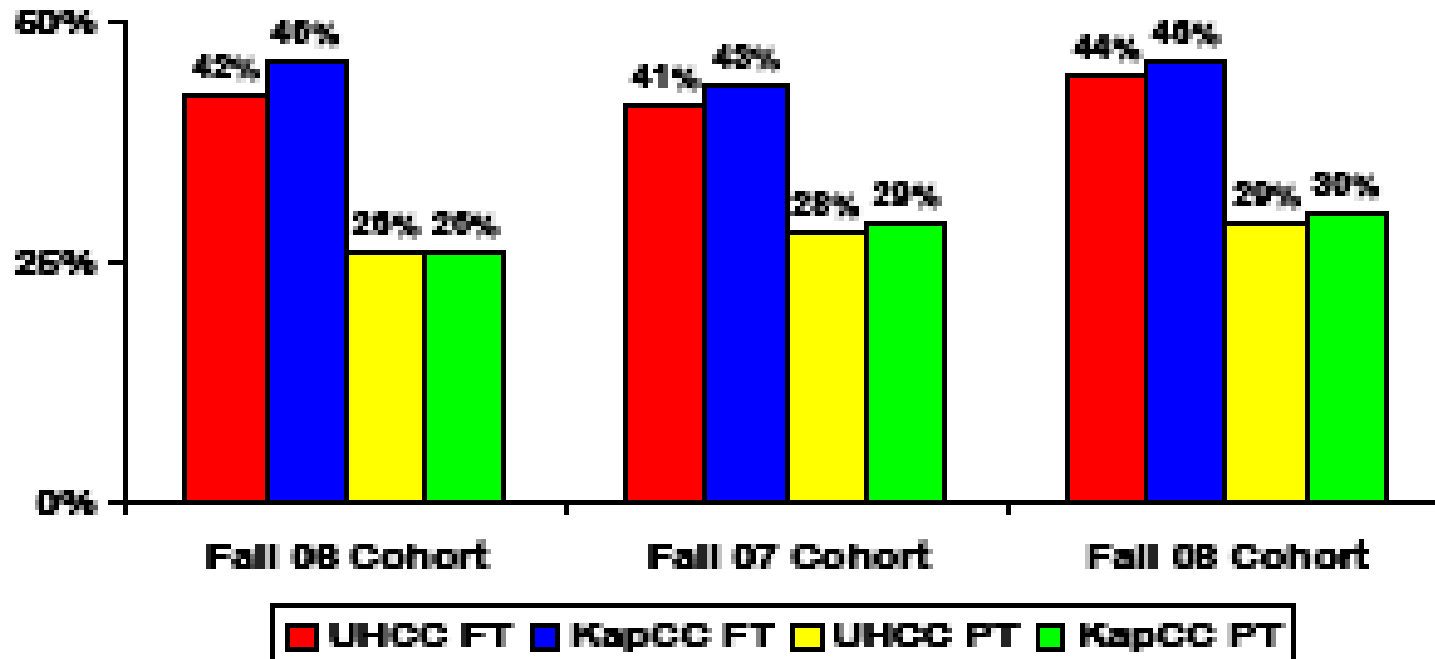


## UHCC Pell Participation Rate All Students: All Campuses



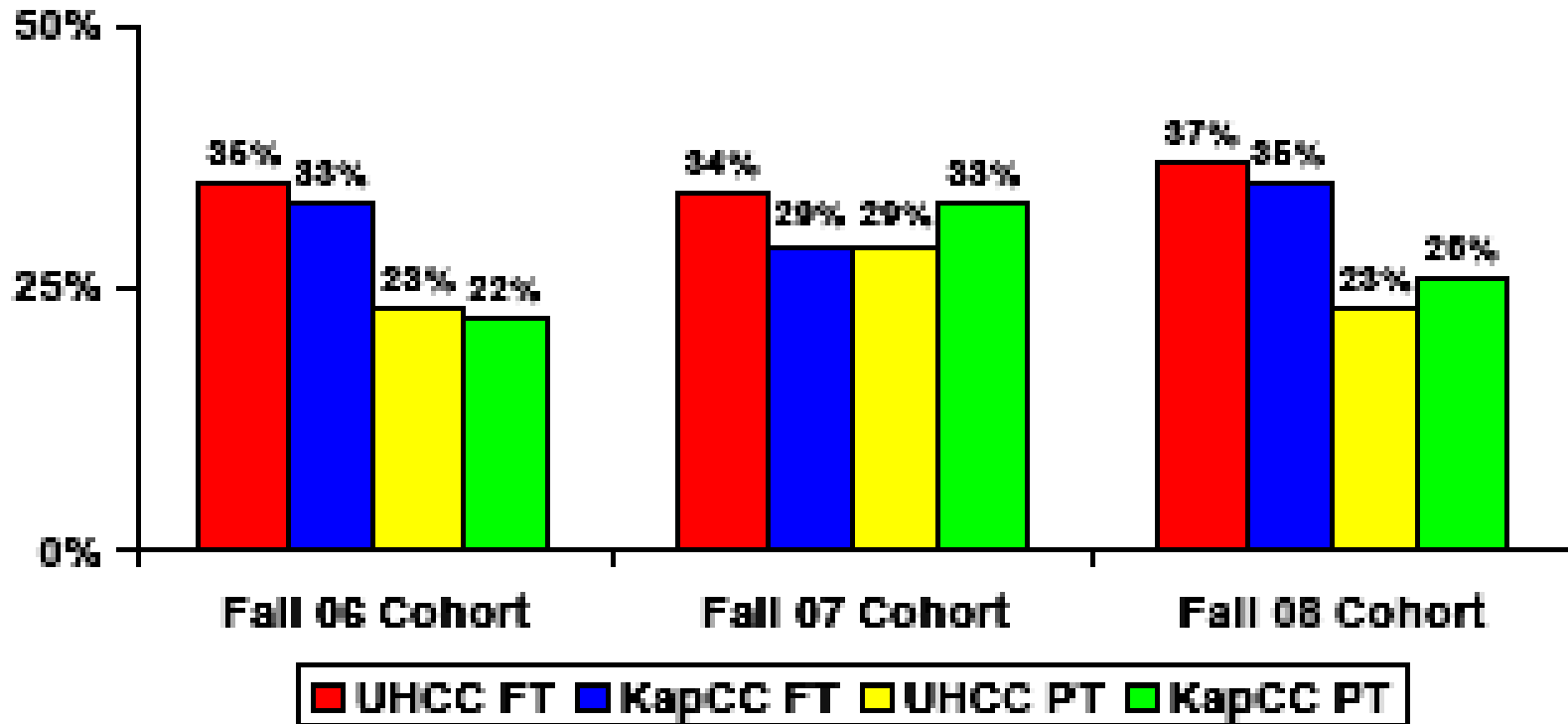
# Retention and Completion

## First Year AtD Cohort % Successful All Students



By end of year Full Time (complete 20 credits) Part Time (complete 12 credits) with gpa  $\geq$  2.0

## First Year AtD Cohort % Successful Native Hawaiian

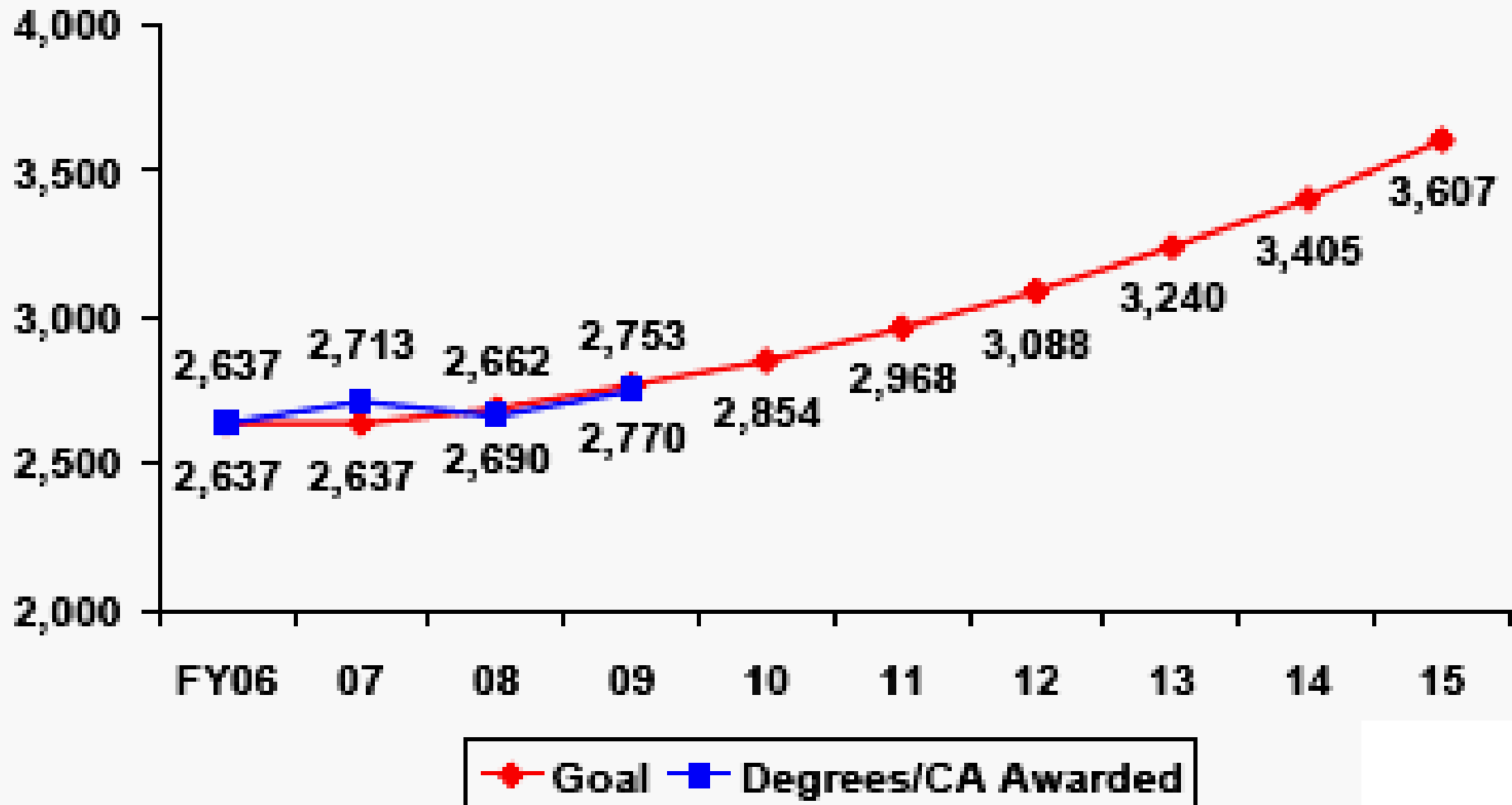


By end of year Full Time (complete 20 credits) Part Time (complete 12 credits) with gpa  $\geq$  2.0

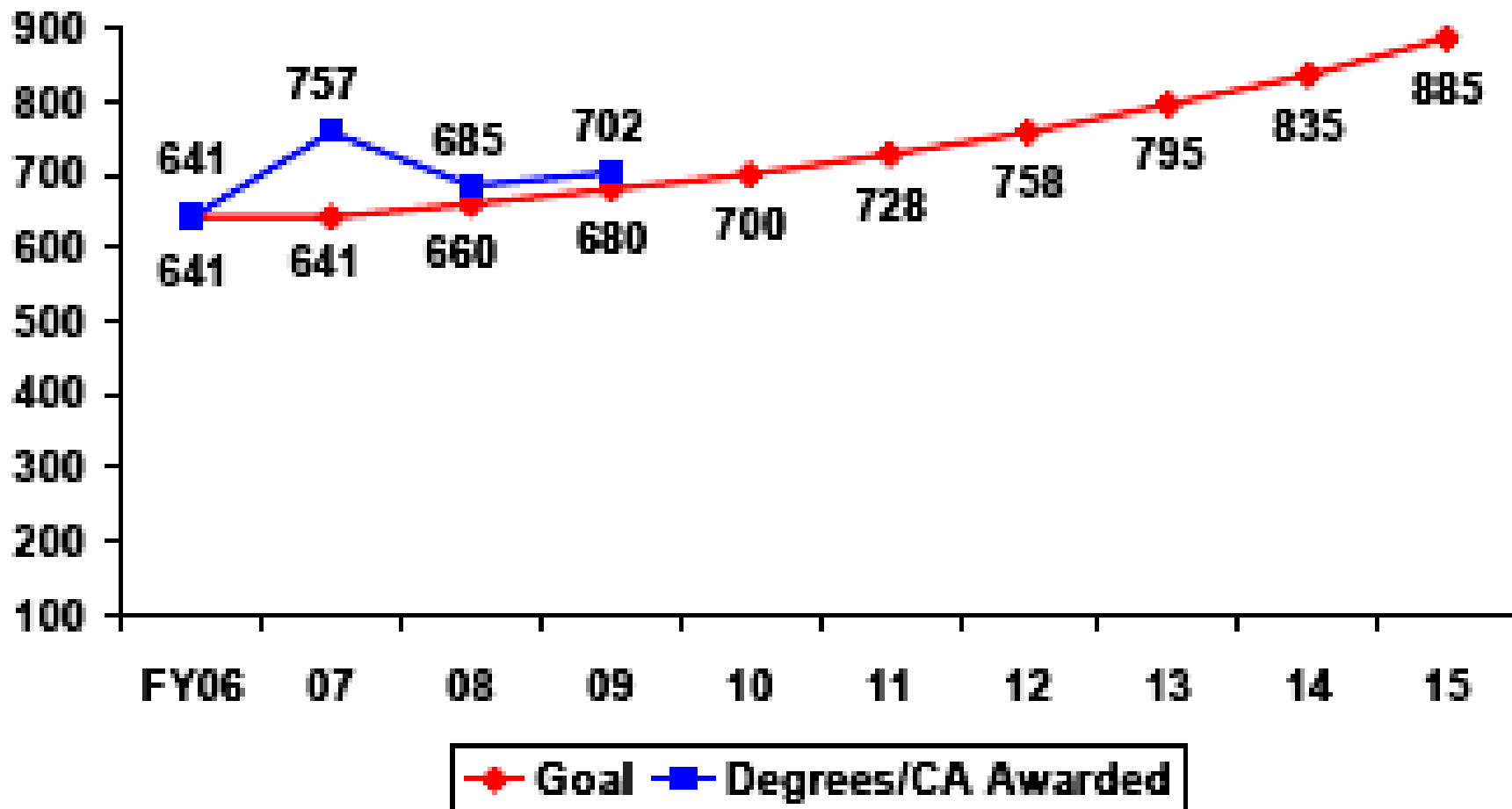




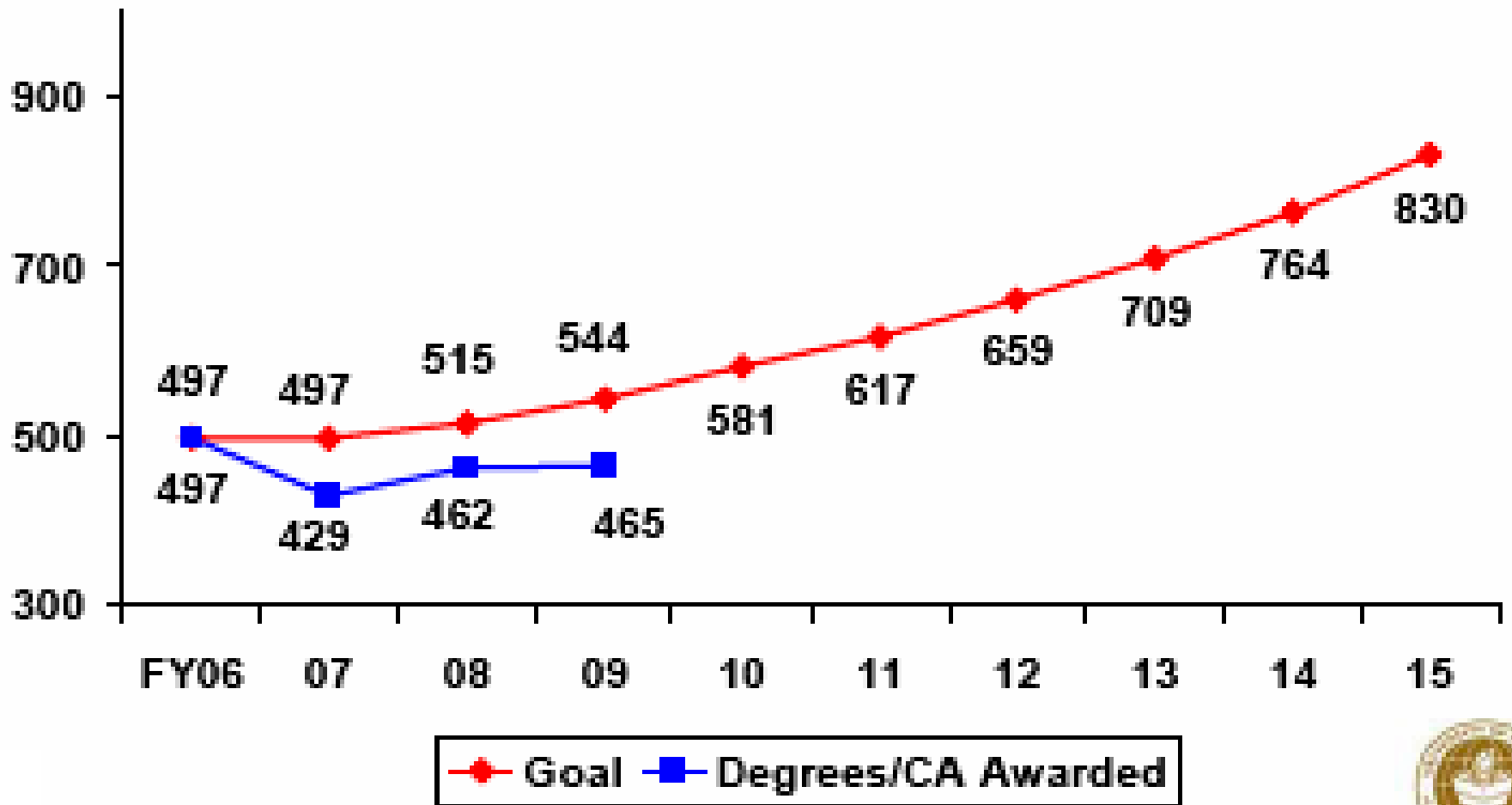
## UHCC Degrees & Certificates of Achievement Awarded



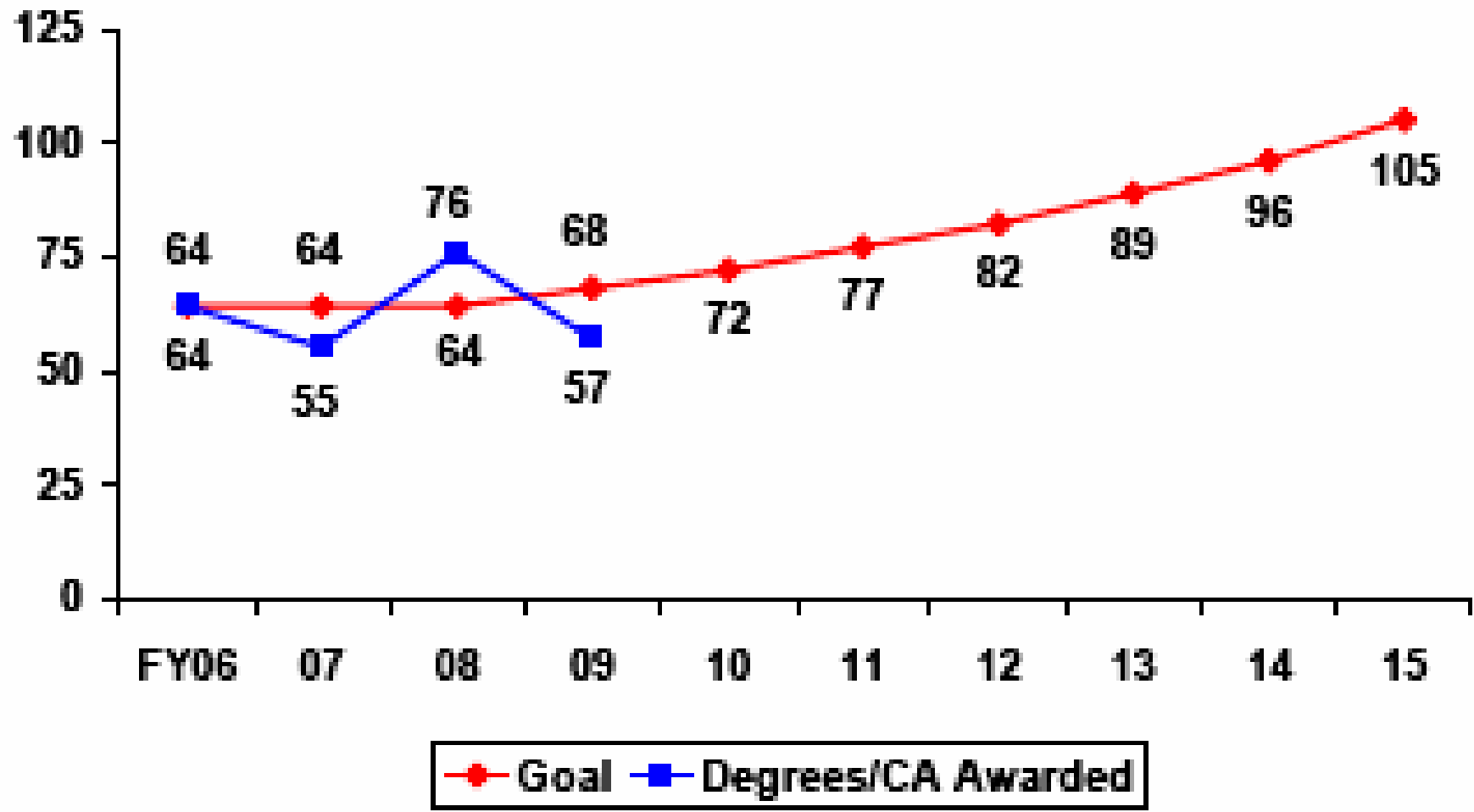
## Kapi'olani CC Degrees & Certificates of Achievement Awarded



## UHCC Degrees & Certificates of Achievement Awarded – Native Hawaiian

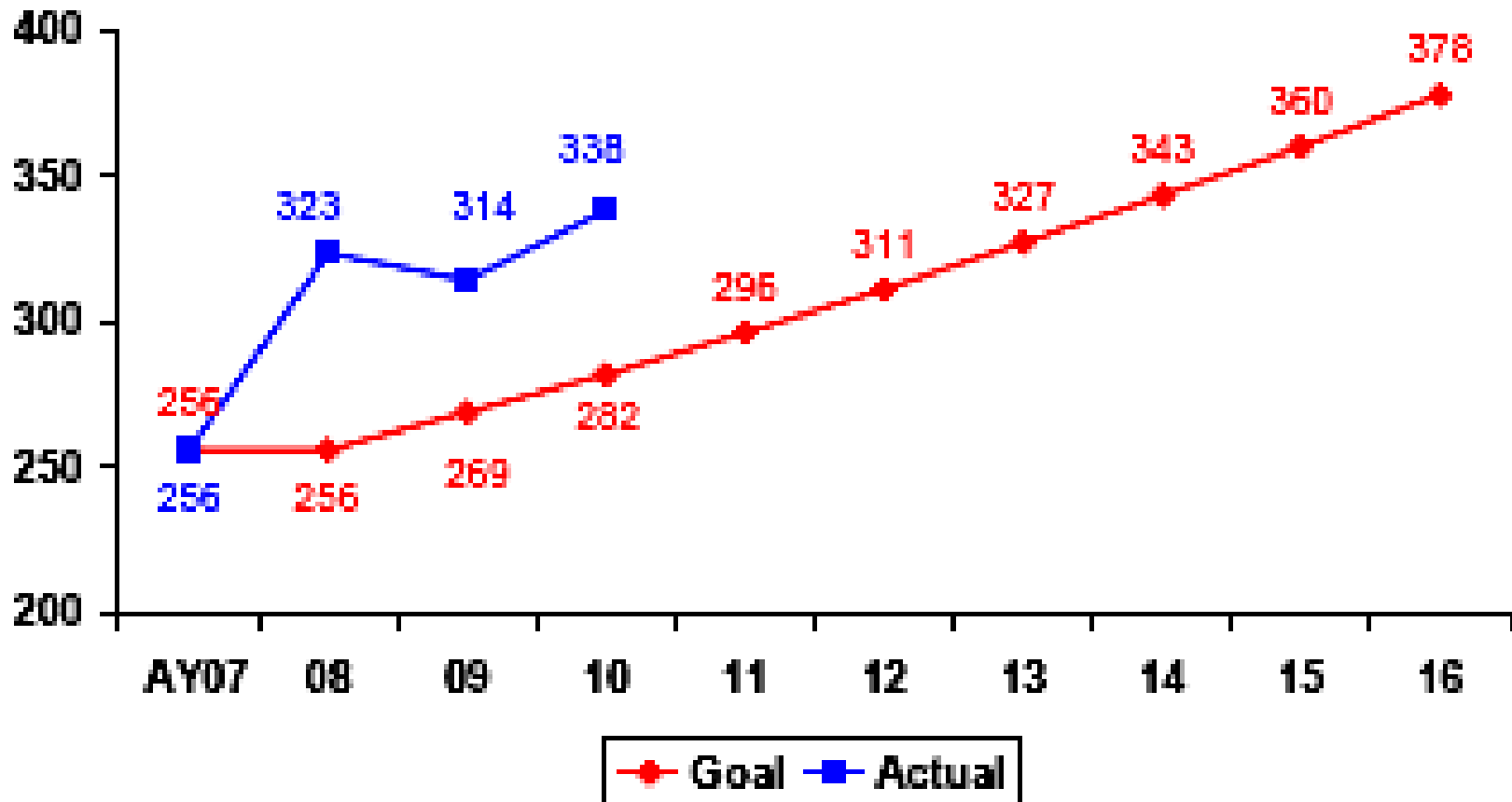


# Kapi'olani CC Degrees & Certificates of Achievement Awarded – Native Hawaiian

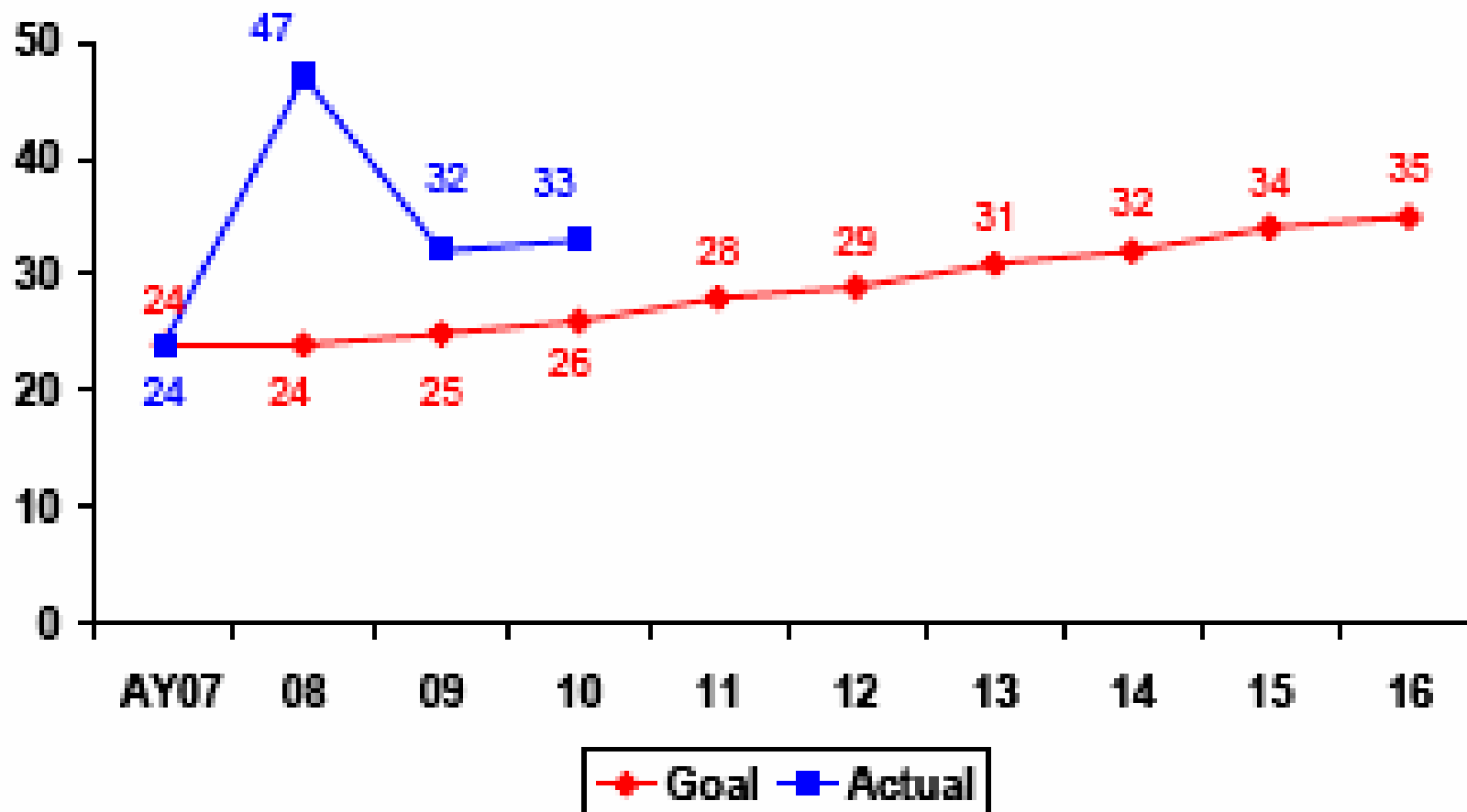


# Student Mobility: Transfer & Articulation

## Kapi'olani CC Transfers to UH 4-Year Institution ALL Students



## Kapi'olani CC Transfers to UH 4-Year Institution – Native Hawaiian



# Student Support Personnel

## **I. Student Support Personnel Duties & Responsibilities**

Provide full range of counseling and other student-support services including:

Financial aid advising, admissions counseling, academic advisement, career and personal counseling to improve <program> student retention and success;

Participate in recruitment activities, assist in program orientation and registration activities, assist in transcript review for graduation qualification, assist in resolving registration problems

Plan, design, implement and evaluate such student support services as program orientation, course advising and registration, transfer advising, and career services that transition students to the workplace

Text in black comes from existing generic counselor ad.



## **Student Support Personnel Duties & Responsibilities (cont)**

Identify needs of program majors and pre-majors and collaborate with faculty and staff from other units to create partnerships for seamless delivery of specialized counseling activities

Coordinate needs assessment and retention studies for continuous improvement of student learning outcomes

Use internet/web and other distributive learning techniques and strategies to plan and deliver program student services

Conduct individual and group academic and advising sessions

Monitor academic progress and assist in development of student-support programs for college success



## **Student Support Personnel Duties & Responsibilities (cont)**

Provide consultation to academic departments on curricular actions, articulation and student needs

Participate in program assessment and evaluation and other related duties as assigned. Evening, weekend and off-campus duties may be assigned as part of workload. Ability to travel independently in a timely manner to various locations, including the neighbor islands.

Monitor academic progress and assist in development of student-support programs for college success

Provide consultation to academic departments on curricular actions, articulation and student needs.

## **Student Support Personnel Duties & Responsibilities (cont)**

Non-counseling duties include:

- 1) working collegially to provide service to the department and college,
- 2) engaging in public service related to one's professional status and/or expertise,
- 3) engaging in professional development
- 4) engaging in professional or scholarly activities

## **\*Student Support Personnel Duties & Responsibilities (cont)**

**Facilitate the acceptance of applicants to the <program>\***

**Provide and facilitate recruitment and job placement activities**

**Develop and conduct visitations, orientation sessions, and workshops for potential students and program graduates**

**Teach/coordinate courses such as cooperative education and/or internship, professional development, career guidance, etc.**

**Additional instruction-related responsibilities: maintain one office hour for each course taught, counsel students**

**Identify student learning needs and implement constructive responses to them;**

**Prepare and revise course objectives and syllabi;**

\*Text in **red** is from existing ad for a program counselor.  
(Text in black comes from existing generic counselor ad)

## \* Student Support Personnel Duties & Responsibilities (cont)

**Develop teaching strategies, instructional materials and methods that:**

**(1) promote the use of computers in instruction**

**(2) employ major writing assignments as part of students' classroom learning activities;**

**(3) develop decision-making, problem-solving and thinking skills in students**

**(4) promote the use of competency-based instruction**

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## II. \* Student Support Personnel MQs

Master's degree in counseling and guidance, counseling psychology, college student personnel services, human resources (to include both CTAHR and Personnel), communications or related field or Bachelor's degree in counseling and guidance, counseling psychology, college student personnel services, human resources (to include both CTAHR and Personnel), communications or related field and three years related work experience. Related fields include Education (to include all degrees in this field), family resources, human development, psychology (to include all degrees in this field) Public Health, Rehabilitation Counseling, Social Work, Sociology, and Student services Personnel. Minimum qualifications must be met by the effective date of appointment.

**Master's degree in counseling and guidance with academic course work and/or experience in the <program> area or Bachelor's degree in the <program> area plus three years related work experience**

Text in black comes from existing generic counselor ad.

\*Text in red is from existing ad for a program counselor.

### III. Student Support Personnel DQs

Knowledge of college student services (academic, career, admissions, orientation) programs

Ability to handle wide range of counseling functions independently and as part of a team

Sensitive to needs of and demonstrated ability to work effectively with a diverse student population, including immigrant, disadvantaged, adult, disabled and multicultural populations, and influences that impact their access to and success in higher education

Knowledge of career development programs

Knowledge of academic advising and distance education advising

Knowledge of recruitment programs

Ability to assess students' educational needs

## Student Support Personnel DQs (cont)

Knowledge of retention strategies (e.g. learning communities, First Year Experience)

Skill in communicating effectively with students, faculty, and staff and maintain effective working relationships

Demonstrated ability to develop and deliver programs and activities for transfer students;

Demonstrated ability to develop and deliver programs to improve student retention and success; demonstrated commitment to working in a team environment, continuous improvement, and the community college philosophy.

Knowledge of academic advising programs; interest in serving on collaborative cross-functional team in assessment and evaluation of <program> student success programs/interventions;

Experience in using technology to provide student support services and conduct related professional activities;

## Student Support Personnel DQs (cont)

Experience in developing and providing retention-oriented services including orientation and teaching college success/leadership courses; ability to handle a wide range of counseling functions independently and as part of a team;

Leadership, managerial, or coordination experience in a post-secondary setting.

Commitment to currency in <program> standards at the national level.

Commitment to the mission and values of the community college with its open-door and multicultural populations;

Ability to initiate, execute, and complete projects, including setting specific objectives and measuring results



\* Student Support Personnel DQs (cont)

**Knowledge of computer-based career information guidance systems**

**Experience in facilitating support groups**

**Demonstrated ability in establishing and maintaining liaisons with feeder high schools industry and community groups**

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(Text in black comes from existing generic counselor ad)

# Realignment Proposal for Delivery of Student Services

- To directly support student engagement, learning, and success, we are aligning Student Services with UH system enrollment, transfer, and graduation goals (e.g., Hawai'i Graduation Initiative) .
- The purpose of the new organization is to improve student outcomes.
- This realignment recentralizes some of the services that had been decentralized in 1998.



## Proposal: Three counseling support units:

### I. Academic Program Support

- Based in Health and CTE academic clusters personnel focus on:
  - academic advising, using STAR, SARS, 'Imiloa, etc
  - Career exploration for admission into selective health and nursing programs
  - outcomes related to degree & certificate completion
  - where appropriate, transfer upon degree completion
  - job placement service
  - Students in & transitioning from the Kahikoluamea Academies.
- Personnel will work in tandem with program faculty & the program coordinators, and will assume significant responsibility for the development & fostering of **industry partnerships** based on the college's degree pathways.



*Proposal: Three counseling support units:*

• II. Kamber Center

- Provide services to students focusing on career exploration, transfer, and graduation.
- Focus on pre-transfer advising and counseling, including:
  - academic advising,
  - career exploration,
  - pre-major counseling for transfer-intended students, and students transitioning out of First Year Academies into their second year,
  - graduation advising, and/or other appropriate services.



*Proposal: Three counseling support units:*

• III. Targeted Populations

- Serve the needs of targeted populations:
  - mental health, single parents/displaced homemakers, TRIO/SSS, NHCTEP, Veterans, Disabilities, Kahikoluamea/Malama, and Deaf and Hard of Hearing.
- Develop and foster community and high school partnerships to guide targeted populations toward degree pathways and completion.
- Collaborate with academic program and Kamber Center student support personnel.



# I. Academic Program Support Proposed Staffing Plan

Program-based:  
AS/CA Degrees

- CTE for degree intended majors in Hospitality, Culinary, and BLT (5.0 FTE)
- Health for degree intended majors in EMS, Nursing, and Health Sciences (4.0 FTE)

## II. Kamber Center Proposed Staffing Plan

AA/ASNS  
degrees,  
Transfers and  
Undecided  
students

- Counselors in this group report to a Unit Head under the supervision of the VCAA and are housed in a single location providing services such as transfer advising, career counseling, and AA graduation advising, etc. They assist students who are undecided about their major or want to change to a different major at the college. Includes ASNS, STEM, and NMA (6.0-8.0 FTE)

### III. Targeted Populations Proposed Staffing Plan

#### Special Populations (All Majors)

- Honda International Center (2.0 FTE)
  - Mental Health (1.0 FTE)
- Single Parents/Displaced Homemakers/Crisis programs (1.0 FTE)
  - Federal TRIO/SSS (3.0 FTE)
  - Federal NHCTEP (1.0 FTE)
  - Veterans/other (1.0 FTE)
    - Disabilities (2.0 FTE)
    - Kahikoluamea (3.0 FTE)
  - Deaf and Hard of Hearing (.5FTE)
- Malama (1.0 FTE) (in Kahikoluamea)



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