Who are we?

Targeted Populations

- Deaf Center
- Disability Support Services
- Kuilei
- Mental Health
- Native Hawaiian CTP
- Single Parents and Displaced Homemakers
- TRIO
- Veterans Program
Individual Program and Collaborative Plans

Student services counselors - Assessment in place for the action plan including the Kahikoluamea Department

Targeted Populations and Kahikoluamea - Individual program outcomes and assessment plans
Collaborative Plans

Student Development Outcomes

- Students will continue to grow through self-awareness
- Students will be responsible and make informed decisions

Student Services Learning Goals

- Removal of Barriers
- Connection to Resources

SS Action Plan

- CSI
- Financial Literacy
- "being your best you" Workshop series

SS Program Outcomes

- Career Center
- DEED
- Kahikiwae
- Kulie
- Malama/NHCTEP
- Mental Health
- SPON
- TRIO
- Veterans
Collaborative Plans

- CSI
  - Fall 2011
- Financial Literacy
  - Spring 2012
- Being your Best You Workshops
  - Fall 2012
Program Learning Outcomes

- Deaf Center
- Disability Support Services
- Kuilei
- Mental Health
- Native Hawaiian CTP
- Single Parents and Displaced Homemakers
- TRIO
- Veterans Program
Cycle of Assessment

1. Data Collection
2. Data Analysis
3. Implement New Strategies
4. Learning Outcome
5. Re-assess
## Learning Outcomes – Deaf Center

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Timeline</th>
<th>Expected Level of Achievement</th>
<th>Assessment Strategy/Instrument</th>
<th>Results of Program Assessment(^1)</th>
<th>Next Steps(^2)</th>
</tr>
</thead>
</table>
| 1. SWiBAT recognize and name their Disability Notice | Baseline: Fall 2012  
Assessment 1: Fall 2013  
Assessment 2: Fall 2014 | Yes - Recognize and name Disability Notice  
No – Unable to recognize and name Disability Notice | Evaluation at the end of intake session |
| 2. SWiBAT identify the accommodations they will receive as listed on their Disability Notice | Baseline: Fall 2012  
Assessment 1: Fall 2013  
Assessment 2: Fall 2014 | Yes - Identify their accommodations  
No – Unable to identify their accommodations | Evaluation at the end of intake session |
| 3. SWiBAT understand their responsibilities and duties related to their accommodations | Baseline: Fall 2012  
Assessment 1: Fall 2013  
Assessment 2: Fall 2014 | 4 - Request made for sign language interpreter and/or Computer Assisted Note taker (CAN) prior to 2-week deadline.  
*see rubric for all levels | Record date of requests for sign language interpreter and/or Computer Assisted Note taker (CAN) and the deadline date. |
Learning Outcomes - Single Parents and Displaced Homemakers Program

Student will be able to:

1. Identify their next step(s) as a result of attending SPDH information session.
Learning Outcomes - TRIO-Student Support Services

Student will be able to:

- Complete FAFSA prior to KCC’s priority deadline of April 1.
- Use online Financial Literacy during the academic year
Learning Outcomes - Veterans

**Competency Statement**

The MVP will assist military service men, women, and their dependents so that they will be able to complete the U.S. Department of Veterans Affairs (VA) Application, 1990 paper version, or online version (VONAPP).

<table>
<thead>
<tr>
<th></th>
<th>Able</th>
<th>Unable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Advanced</td>
<td>Student successfully completes the application and submits all required documents.</td>
<td></td>
</tr>
<tr>
<td>3 – Competent</td>
<td>Student submits an application but documents are missing.</td>
<td>Application is missing documents.</td>
</tr>
<tr>
<td>2 – Basic</td>
<td>Student picks up an application or goes to VONAPP website and asks questions about it.</td>
<td>Student starts application but does not complete it.</td>
</tr>
<tr>
<td>1 - Poor</td>
<td></td>
<td>Student does not go to website.</td>
</tr>
</tbody>
</table>

**Benchmark:** The MVP will ensure that the military service men, women, and their dependents will have access to the information they need to make informed decisions concerning the use of their well-earned educational benefits. This will be aligned with the President signed Executive Order 13607 – Establishing Principles of Excellence for Education Institutions Serving Service Members, Veterans, Spouses, and Other Family Members.

**Next Steps:** Data collection.
Data Collection and Analysis - Kuilei

<table>
<thead>
<tr>
<th>Competency Statement #1:</th>
<th>Can do</th>
<th>Can’t do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to successfully complete an University of Hawaii System Application.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Advanced</td>
<td>Student submits a completed application that includes all required documents.</td>
<td></td>
</tr>
<tr>
<td>3 – Competent</td>
<td>Student submits a completed application.</td>
<td>Application is missing documents and is prevented from registering for classes.</td>
</tr>
<tr>
<td>2 – Basic</td>
<td>Student picks up an application and asks questions about it.</td>
<td>Student picks up an application but doesn’t complete it.</td>
</tr>
<tr>
<td>1 – Poor</td>
<td></td>
<td>Student doesn’t pick up an application.</td>
</tr>
</tbody>
</table>

**Benchmark:**
Increase the yield rate of recent high school graduates applying and enrolling at Kapiolani Community College by 2% each year starting with the Fall of 2013. This will be aligned with the College’s Strategic Outcome B, Performance Measure 1 of increasing the Fall enrollment by 2% per year (2008-2015 Strategic Plan).

**Next Steps:**
Revisit outreach strategies
- Year 1: Create a comprehensive pre-admissions/applying workflow
  - Application workshops
  - College exploration workshops – identifying which college is the best fit
- Year 1 and 2: Develop assessment workflow
  - Create a pre/post assessment using sign in sheets at the workshops and tracking enrollment status via Banner
- Year 3: Make adjustments as the assessment results

**Results:** (Applied #, Accepted #, Enrolled # - Yield % is Enrolled/Accepted = data pulled from www.hawaii.edu/lfo/)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Farrington</th>
<th>Kaimuki</th>
<th>Kaiser</th>
<th>Kalani</th>
<th>McKinley</th>
<th>Roosevelt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>63, 59, 34</td>
<td>77, 71, 50</td>
<td>82, 78, 52</td>
<td>122, 121, 100</td>
<td>129, 125, 101</td>
<td>125, 124, 96</td>
</tr>
<tr>
<td></td>
<td>Yield = 57.6%</td>
<td>Yield = 70.4%</td>
<td>Yield = 66.7%</td>
<td>Yield = 82.6%</td>
<td>Yield = 80.8%</td>
<td>Yield = 77.4%</td>
</tr>
<tr>
<td>2010</td>
<td>94, 89, 51</td>
<td>100, 97, 54</td>
<td>76, 75, 61</td>
<td>112, 111, 84</td>
<td>144, 138, 96</td>
<td>121, 118, 80</td>
</tr>
<tr>
<td></td>
<td>Yield = 57.3%</td>
<td>Yield = 55.7%</td>
<td>Yield = 81.3%</td>
<td>Yield = 75.7%</td>
<td>Yield = 69.6%</td>
<td>Yield = 67.8%</td>
</tr>
<tr>
<td>2011</td>
<td>107, 97, 54</td>
<td>69, 63, 42</td>
<td>77, 74, 60</td>
<td>107, 107, 86</td>
<td>168, 158, 92</td>
<td>113, 109, 75</td>
</tr>
<tr>
<td></td>
<td>Yield = 55.7%</td>
<td>Yield = 66.7%</td>
<td>Yield = 81.1%</td>
<td>Yield = 80.4%</td>
<td>Yield = 58.2%</td>
<td>Yield = 68.8%</td>
</tr>
</tbody>
</table>
Closing the Loop - DSSO

Notetakers will comprehend the duties and responsibilities of notetaking.

Re-assess Spring 2013

1. Require notetakers to retake if score below 70%
2. Re-do notetaker training

2010-2011 94% at competency
2011-2012 59% at competency
### Disability Support Services Office

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Timeline</th>
<th>Expected Level of Achievement</th>
<th>Assessment Strategy/instrument</th>
<th>Results of Program Assessment</th>
<th>Next Steps²</th>
</tr>
</thead>
</table>
| 1. **SNTWiBAT + complete all requirements for employment as a DSSO notetaker.** | Baseline: Fall 2010- Spring 2011 | 4- Complete all Documents, training, without assistance and/or reminders within one week *see rubric for all levels | Blue Form – Outlines students progress through completing employment process | Fall 2010- Spring 2011 Total - 3.11 At competency levels 4 and 3 – 61% Fall 2011-Spring 2012 Total – 2.99 At competency levels 4 and 3 – 36% | - Re-staff  
- Train front staff to better emphasize importance of employment docs  
- Phone Reminders |
|                                                                            | Assessment 1: Spring 2012 |                                                                     |                                                                  |                              |              |
|                                                                            | Assessment 2: Spring 2013 |                                                                     |                                                                  |                              |              |
| 2. **SNTWiBAT + comprehend the duties and responsibilities of notetaking.** | Baseline: Fall 2010- Spring 2011 | 4- Earn of score of 100% on note taking training quiz *see rubric for all levels | Note taking quiz – given at Training or individual training (powerpoint) | Fall 2010-Spring 2011 Total - 3.67 At competency levels 4 and 3 – 94% Fall 2011- Spring 2012 Total - 3.5 At competency levels 4 and 3 – 59% | - Require note takers to retake if below 70%  
- Re-do note taking training to emphasize missed items on quiz |
3 year plan - Disability Support Services Office

2010-2013
SNTWiBAT + **complete**+ all requirements for employment as a DSSO notetaker.
SNTWiBAT + **comprehend**+ the duties and responsibilities of notetaking.

2012-2014
SWiBAT + **identify**+ their Disability Notice (DN)
SWiBAT + **identify**+ the accommodations they will receive through their Disability Notice (DN)
SWiBAT + **comprehend**+ their responsibilities and duties related to their accommodations

2012-2015
FWiBAT + **identify**+ disability notice
FWiBAT + **comprehend**+ disability notice
FWiBAT + **comprehend**+ their responsibilities and duties related to their DSSO students’ accommodations
Challenges

- Re-organization of counselors and addition of new positions
- There is a wide range of services offered in our department
- All programs needed to create competencies that were meaningful to them and useful for improvements in the future
- Concern about competencies addressing student outcomes only; what about other services such as faculty and staff education?
Next Steps

- Continue with Individual Program assessment
- Work with new positions
- Continue to collaborate as a larger group for action plan goals.

Thank you for everyone’s hard work!