



1

**Strategic Direction > Hawai'i Graduation Initiative: Focus on Student Success
 Performance Funding Measures**

		Target	Actual	Difference
1A	<p>Increase annual CA and Degree completion from 1,347 to 1,805.</p> <p>Highlight-LLR: On January 12, 2019, the Learning Center Coordinator collaborated with other KCC tutoring coordinators (STEM, TRiO, NHAA) to design and hold the first campus-wide tutor training event as a way to standardize tutoring across all programs.</p> <p>Highlight-PTA: Fall 2018-100% and Spring 2019-93% of the students successfully completed their courses toward degree completion.</p> <p>Highlight-DENT: The DENT program participated in TOPP to deliver DENT 105, 205, & 210 online. Considering this was the first time DENT 205 was offered online in Fall 2018, results of completion has been very satisfactory (with only one student falling below passing scores.)</p> <p>Highlight-LAW: Paralegal program faculty worked with Faculty Senate to create a process to have non-major paralegal courses count as general education courses which passed in Senate in Spring 2019 to be effective in Fall 2019.</p> <p>Highlight-MKT: Marketing program faculty focused on strategies to identify and advise students early on to create an academic plan to ensure that all courses were taken and completed by Spring 2020.</p> <p>Highlight-TRIO: The TRIO program submitted its annual performance review to the US Department of Education. The performance report stated the following: 53% of TRIO students received an Associates degree or certificate.</p> <p>Highlight-DSSO: DSSO program faculty and staff continued to provide assistive technology to students, and continued to facilitate the process to ensure documents and materials were accessible to students so that they could remain in their courses, complete their courses, and fulfill degree/certificate program requirements.</p>	1637	1212	-425

Highlight-Arts & Sciences: The Arts & Sciences unit reported 709 degree completions in AY 18-19.

Highlight-Faculty Senate: Faculty Senate approved an Action Request (AR) supporting of CTE courses as electives towards degree completion; as well as an AR supporting 300 level course work to be counted towards degree requirements.

Highlight-RAD Tech: Although the RAD program’s ARPD results for 2017 show a 100% completion rate, program faculty anticipated a drop in this percentage for AY18-19 due to academic deficiencies. To prepare for this, faculty implemented a weekly academic monitoring and remediation protocol in skill-based lab courses for current students to promote degree/program completion. Results in Spring 2019 indicated that students were performing near expected industry standard levels.

Highlight-PRCN: PRCN students were given assistance when their exam scores fell below 74%, and were referred to the resource lab for any skills they needed to improve (i.e., math skills, test-taking skills). To date, the program has not lost any students due to failing grades.

Highlight-A&H: The A&H Concentration faculty collaborated with MKC counselors to ensure pathways and concentrations were coherent and clearly communicated to students to increase the numbers in these concentrations and degree completion.

1B Increase annual Native Hawaiian CA and Degree completion by 5% growth per year from 191 to 257.

Highlight-Financial Aid & Graduation: The FA & Graduation team’s goal was to identify NH students who completed 75% of their degree or certificate program and provide FA support. The team has continued to meet with OFIE to identify this population.

Highlight-Arts & Sciences: The Arts & Sciences Unit reports 102 degree completions for NH students in AY 18-19.

1C Increase annual CA and Degree completion by Pell grant recipients by 5% growth per year from 556 to 746.

Highlight-Student Parents Program: Support First-to-Work welfare student recipients (who are Pell eligible) to certificate and degree completion by providing them with on-campus employment and support through the Bridge-to-Hope system-wide program. SPP staff placed First-to-Work students in campus jobs and monitored their academic progress with monthly check-ins.

Highlight-Arts & Sciences: The Arts & Sciences Unit reports 299 degree completions for Pell grant recipients in AY 18-19.

Target	Actual	Difference
233	172	-61
676	488	-188

		Target	Actual	Difference
1D	<p>Increase annual UH and non-UH 4-year transfer from 1327 to 1721 (UH System Measure).</p> <p>Highlight-ADN: Fall 2018-RN to BSN (25 graduated, which includes LPN-RN transition) and approximately 75% of the class transferred UHM/UHH to continue their education to obtain their BSN degree.</p> <p>Highlight-HOST: The three-year APC in HOST has an articulation agreement with UHWO, which is an initiative is a way to boost transfer numbers. HOST's ARPD indicates a 5.9% increase from the previous year.</p> <p>Highlight-IT: In Fall 2019, the IT program finalized their articulation with UHMC for the ABIT program. IT students worked with counselors to articulate to UHMC.</p> <p>Highlight-Social Sciences: The Social Sciences (Soc Sci) department continued to have ongoing and excellent communications with UHM-CSS faculty, staff and the Dean of UHM-CSS regarding student transfer. This builds upon student transfer statistics provided by UHM-CSS (total percent of students transferred to Manoa from Soc Sci was 39%, 4% increase from last year).</p> <p>Highlight-Arts & Sciences: The Arts & Sciences Unit reports 619 UH 4-year transfers in AY 18-19.</p> <p>Highlight-OTA: OTA program faculty gathered data regarding interests/barriers for transferring to UH 4-yr from past, current, and future OTA graduates. Results indicated that 90% of the graduates would like a path to transfer. The OTA faculty followed up with UHWO in Spring 2019 regarding an A.S. OTA to UHWO Health Science BAS pathway. Once the degree is approved at UHWO (effective Fall 2019), OTA faculty will pursue a transfer articulation agreement with UHWO.</p> <p>Highlight: NMA: To increase the number of NMA graduates continuing to a 4-year UH institution, NMA created a new pathway - Motion Graphics Design (MGD) to align with the Creative Media program at UHWO.</p>	1502	1234	-268
	1E	<p>Increase annual STEM CA and Degree completers (including 4-year degrees) at KCC and UH 4 year by 5% growth per year from 196 to 262.</p>	238	464

Gap Closing Measures: Selected Groups | Compared with their Percent of Enrollment

1F	<p>Close Native Hawaiian success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer.</p> <p>Highlight-‘Aha Kalāualani: ‘Aha Kalāualani completed a list of programs, supports and services that are available to Native Hawaiian students and all students to share with faculty, staff, and students (https://docs.google.com/spreadsheets/d/1DT-GZGRyY_PME4g9j3pJfY2yQG4lfmg6GkjnsG0hI_Y/edit?usp=sharing).</p> <p>Highlight-SSC ACHIEVE Team: Student success monies was given to the ACHIEVE team in Fall 2018-Spring 2019 to support students toward degree/certificate completion, transfer, and Fall-to-Spring re-enrollment. The team collaborated with Financial Aid to identify students that were near graduation and who would be losing financial aid or not eligible for it. 35% (out of 35 financial awards) of NH students in this period were offered funding graduated, transferred, or re-enrolled.</p>	Enrollment	17.0%
		Degree/Certificate Completion	14.0%
		STEM Degree Completion	13.0%
		Transfer	17.0%
1G	<p>Close Filipino success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer.</p> <p>Highlight-SSC ACHIEVE Team: Student success monies was given to the ACHIEVE team in Fall 2018-Spring 2019 to support students toward degree/certificate completion, transfer, and Fall-to-Spring re-enrollment. The team collaborated with Financial Aid to identify students that were near graduation and who would be losing financial aid or not eligible for it. 28% (out of 35 financial awards) of Filipino students in this period were offered funding graduated, transferred, or re-enrolled.</p>	Enrollment	15.0%
		Degree/Certificate Completion	15.0%
		STEM Degree Completion	12.0%
		Transfer	13.0%

1H

Close Pacific Islander success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer.

Highlight-RESP: In AY 18-19, at least 10% Pacific Island students enrolled in the ASRC program in both 1st and 2nd year cohorts.

Highlight: Employment Prep Center: Pacific Island student (from the Pasefika Passion Project) data from career workshops demonstrate student understanding and next steps in career action planning.

Highlight-SSC CONNECT Team: The CONNECT team supported the “Pell for Pasefika,” project to assist non-Native Hawaiian Pacific Islander (non-NHPI) students in completing the FAFSA. In addition, the Hawai’i P-20 Partnerships for Education Increasing FAFSA Outreach by UH Community Colleges “Cash for College” Mini Grant Proposal was approved in Fall 2018 to fund 3 non-NHPI peer mentors to support students in applying for FAFSA. In Spring and Summer 2019, phone calls and appointments were made with 400 non-NHPI students for Fall 2019 enrollment.

Enrollment	2.0%
Degree/Certificate Completion	2.0%
STEM Degree Completion	2.0%
Transfer	1.0%

1I

Close Pell Recipient success gaps in percent of all degrees and certificates, STEM degrees and certificates, and 4-year transfer.

Highlight-OCET: The HiNet Program had 160 applicants and 40 of those qualified for HiNET.

Enrollment	36.0%
Degree/Certificate Completion	40.0%
STEM Degree Completion	46.0%
Transfer	41.0%

		Target	Actual	Difference
1J	Increase percent fall first-time, full-time, degree-seeking students completing a Degree or CA and/or transferring to an external institution within three years, from 38.5% to 50%.*			
	Highlight-FYE: FYE participated in Early Alert in Spring 2019. About half of the 709 students that were flagged were supported by FYE in two waves - “Engage” (week 1-3) and “Achieve” (week 7-9). Appointments were made with those students and followed up with an email. Also, FYE met with CTE & LA counselors in February and early March to redesign advising and course registration for first-year students. Draft of report: https://docs.google.com/document/d/11dwJTQ8aAcEkBNcgHUSiyzQv03ZGTY1Yy_fNj2VaBzo	46.8%	38.6%	-8.2%
1K	For students placing one level below college ready, 75% will complete a college level English and/or math course within one semester.	75.0%		Fall 2019 VPCC visit shows English college level completion is 56% and math completion is 31%. Goal is 75% by 2021.
1L	For students placing 2 or more levels below college ready, 70% will complete a college level English and/or math course within one year.	70.0%		

Associate in Science/Natural Sciences Measures

		Target	Actual	Difference
1M	Increase the annual number of students participating in the ASNS degree by 6% from 356 to 535.*			
	Highlight-Math/Sciences: To increase the number of students participating in the ASNS degree, the M/S department offered 9 co-requisite sections in Fall 2018 and 7 in Spring 2019. Math faculty provided an analysis of success rates in co-requisite vs. non co-requisite sections of MATH 103, which is the mathematics course needed for the STEM pathway. The success rate for MATH 103 was 54.45%, while success rates in 103+88 were 62%. Overall, the co-requisite model appears to have helped students move through the early math courses in one semester instead of two (Math 82 vs. Math 24 and 25) and with more success once they reach MATH 103 (62% vs. 54% success rate.) Since completion of math courses is a major barrier to ASNS degree completion, the co-requisite model appears to help achieve STEM degree completion.	476	589	113

			Target	Actual	Difference
1N	Increase the annual number of ASNS students transferring to UH 4-year campuses by 6% from 42 to 64.*		56	112	56
1O	Increase the annual number of students completing ASNS undergraduate research experiences and research internships by 10% from 70 to 136.* <u>Highlight-Math/Sciences:</u> The number of students engaged in undergraduate research experiences (URE) increased from 83 in Spring 2018 to 94 in Fall 2018. The number of RI students (Research Intensive labs) increased from 40 to 59. By engaging a total of 154 students in URE this academic year, we have provided a best-practice that encourages graduation with the ASNS degree.		113	321	208
1P	Increase the annual number of students completing ASNS degree by 10% from 30 to 60.*		48	64	16

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Strategic Direction > Hawai'i Innovation Initiative: Productive Futures for Students, Faculty, and Staff

			Target	Actual	Difference
2A	Increase annual CTE (non-CA) certificate completion by 3% annually from 551 to 667.* <u>Highlight-LLL/SLT Program:</u> Due to SLT program strategies and efforts for this reporting period, the number of CO-SLT majors has increased from 4 to 6 in Spring 2019. <u>Highlight-Surgical Tech:</u> To increase completion in the Surgical Tech program, faculty improved preceptor/student clinical experience by clarifying and sharing written expectations with clinical sites and students, as well as worked with the hospitals to educate preceptors. To date, clinical managers have expressed that having the written expectations were helpful; and students were very pleased with their clinical experience. Also, hospitals have been very welcoming to students and continue to hire Surgical Tech graduates. <u>Highlight-Nurse Aide:</u> The NA Program have increased exposure of the Certificate of Competence (CO) in Long Term Care Home Health Nurse Aide through program counselors;		639	523	-116

	2A cont.	<p>and have held job fairs with multiple community agencies, who are ready to hire NA students right after graduation. Also, due to the demand for this certificate program, an additional cohort will be offered in Summer 2019.</p> <p>Highlight-MEDA: The MEDA program implemented the Certificate of Competence (CO) in Healthcare Practice Management in Spring 2019. The first cohort of students will complete the CO in August 2019.</p>
2B	<p>Improve workforce development tracking and employer satisfaction, graduate earnings, and improve integration of continuing education and credit programs.*</p>	
2C	<p>Establish hallmarks and assessment method for ‘āina–based learning. Continue to implement and increase ‘āina-based learning through teacher preparation and curriculum across the disciplines.*</p> <p>Highlight-Title III-Part F: To date, four Kalāhū Professional Development Seminars have been offered to 36 faculty across 16 disciplines. The Kalāhū team has plans to offer the ‘āina-based symposium to UHCC system faculty and staff. Discussions are on-going with planning to commence in June 2019 to provide: (1) a Spring 2020 Kalāhū Symposium; and (2) a revised Kalāhū Professional Development Program.</p>	
2D	<p>Develop local, national, and global community partnerships that advance the college’s strategic outcomes.*</p> <p>Highlight-OCCR: OCCR faculty participated in and provided updates at nine Neighborhood Board meetings, and two DLNR advisory committee meetings; and also met with Diamond State Monument Foundation and Kaimuki Small Business and Professional Association and Retail Merchants of Hawaii, U.S. Housing and Urban Development (HUD) to share information, identify education and training needs, interests, and possible areas of partnerships.</p> <p>Highlight-HENC: HENC continued their partnership with the Hawaii Department of Labor as a subcontractor to the U.S. DOL State Expansion Apprenticeship Grant. Five new apprenticeships were approved in Fall 2018, and 30 new apprentices were registered. A new apprenticeship was approved in Spring 2019 by the HI State Apprenticeship Council, bringing the total number of new apprenticeships brought forward to the State by KapCC at 20.</p> <p>Highlight-MICT: The MICT Program partnered with Kapi’olani Medical Center for Women and Children to enhance learning around pediatric pre-hospital care, and to increase the number of physicians taking an active role in teaching students during their clinical experiences. Consequently, a pediatrician from Kapi’olani MCWC was added to the MICT program.</p>	

		Target	Actual	Difference
2E	<p>Increase annual number of students completing service learning assignments from 700 to 900.*</p> <p><u>Highlights-EMT:</u> In Fall 2018 & Spring 2019, the EMT program completed a total of 61 service learning projects. This has resulted in an increase in service learning student participation, and has single-handedly accounted for 30.5% of the service learning increase goal (of 200).</p> <p><u>Highlights-Civic & Community Engagement Service and Sustainability Learning Program:</u> Collected over 200 pints of blood for Blood Bank and recruited 67 new KCC blood donors. Trained 350 low-income senior citizens in disaster preparedness to build Waikiki resilience. May 2019, 20 SSL students, faculty and staff participated in the annual Grand Challenges of Water Summer Institute at UH-West Oahu. Selected to host 21st Annual Western Region Campus Compact Continuums of Service Conference, March 17-19, 2021 Led locally and nationally on climate action, sustainability and resilience. Integrated United Nations Sustainable Development Goals.</p>	843	410	-433
	2F	<p>Increase the number of sustainability designated course sections from 27 to 60 and develop "Pathways to UH 4-year Campuses."*</p>	49	47
2G	<p>Reduce the costs of textbooks and learning resources (OER).</p> <p><u>Highlight- LLR:</u> For Spring 2019, textbook cost savings for the College was \$253,800. 178 sections were taught TXTO and 16% of offered classes were TXTO.</p> <p><u>Highlight-CULN:</u> The CULN program's goal for this period was to increase zero textbook cost in 2.25% of their courses. This goal was achieved as 10 out of the 24 courses (42%) implemented TXTO.</p>			
2H	<p>Develop Native Hawaiian(s) for leadership roles at the College and in the community.</p>			
2I	<p>Advance the use and understanding of Hawaiian language, history and culture.</p>			

Strategic Direction > Grow Enrollment: Improve Re-enrollment and Outreach

		Target	Actual	Difference
3A	<p>Increase fall-to-spring re-enrollment to 75% by spring 2021.*</p> <p>Highlight-MLT: To increase the re-enrollment rate in the MLT Program, a strategy was implemented to have faculty notify the Program Director immediately if a student scored less than 74% on two consecutive exams, so that the student could be supported academically and to see if there were other factors impeding the student’s learning. The student was then referred to a counselor for support. MLT faculty reported that this strategy proved to be effective.</p> <p>Highlight-Veterans & Military Resource Center: To support students to persist from Fall 2018 to Spring 2019, a VA psychologist provided therapeutic counseling to student veterans and assisted them in signing up for VA health care. Addressing such needs facilitated student persistence from one semester to the next. Due to the increased demand of the VA psychologist in Fall 2018, the VA psychologist served students 2 days a week (instead of one) in Spring 2019.</p> <p>Highlight-TRIO: The TRIO program submitted its annual performance review to the US Department of Education. The performance report stated the following: (1) a persistence rate of 95% for its students; and 88% are in good academic standing to continue in Fall 2019.</p> <p>Highlight-Title IX, Mental Health & Wellness, and PAU Violence: In Fall 2018 & Spring 2019, the Title IX, MH&W, & Pau Violence team implemented Talk Story Tuesdays in various visible locations across camps, where they “talked story” with students to inform them about their programs, and offered support in these areas.</p> <p>Highlight-SSC ACHIEVE Team: Student success monies was given to the ACHIEVE team in Fall 2018-Spring 2019 to support students toward Fall-to-Spring re-enrollment. The team collaborated with Financial Aid to identify students that were near graduation and who would be losing financial aid or were not eligible for it. 17 students in this period were offered funding and re-enrolled.</p> <p>Highlight-SSC-PREPARE Team: The PREPARE team gathered information and feedback, as well as provided input, on the UHCC System Intake Survey. This survey is being developed to determine the supports and resources that first-time students need in order to persist from one semester to the next. The UHCC System Intake survey was completed in Spring 2019 and uploaded into MySuccess, effective Summer and Fall 2019.</p> <p>Highlight-Student Congress: Student Congress planned a retention campaign that will be launched at the end of Spring 2019 to increase re-enrollment in Fall 2019.</p>	75%	71%	-4%
	<p>3B Increase fall-to-fall re-enrollment to 65% by fall 2021.</p>	65%	56%	-9%

3C	<p>Increase annual Native Hawaiian enrollment by 5% growth per year from 1318 to 1854*</p> <p><u>Highlight-Kuilei Program:</u> Kuilei program faculty continued to develop partnerships with Hawaiian immersion and Hawaiian culturally-based schools by offering outreach services such as increasing dual credit enrollment with Native Hawaiian students.</p> <p><u>Highlight-Kapo`oloku Program:</u> The Kapo`oloku program set two goals for this reporting period: (1) increase in attendance for NSO III-F18-114; (F17-96); and (2) increase students' motivation rated on a scale of 1-10 – F18-7.13; Sp19-7.4.</p>	1682	1687	5
3D	<p>Increase annual dual enrollment (high school & KCC) by 5% growth per year from 141 to 200.*</p> <p><u>Highlight-Kuilei Program:</u> Kuilei program faculty conducted weekly visits to feeder high schools and provided weekly on-site support regarding admissions, advising, and financial aid through various modes of support such as workshops; and engaged in a high-touch case management approach to guide prospective high school seniors through the enrollment process.</p>	180	385	205
3E	<p>Increase annual enrollment from feeder high schools from 601 to 633.</p> <p><u>Highlight-ACC:</u> To increase enrollment from feeder high schools, the ACC program hosted 20 students from Waipahu Intermediate and 60 students from Kaimuki Intermediate in Spring 2019 to inform them about the ACC program and engaged in hands-on applications.</p> <p><u>Highlight-OCET:</u> OCET continued to collaborate with DOE and Hawaii Tourism Authority to develop a certificate for Customer Service training for students from feeder high schools.</p> <p><u>Highlight-Marketing Team:</u> The College's Marketing team collaborated with the outreach counselors and updated and printed materials (i.e., rack cards for application, financial aid, degrees/certificates) for school visits to recruit students from high schools. Issued approximately 2,000 per semester.</p> <p><u>Highlight-HWST:</u> HWST faculty collaborated with Kuilei faculty and held a presentation about the A.A. in HWST degree program at Kalani High School in Spring 2019.</p>	623	455	-168
3F	<p>Increase annual enrollment of working age adults by 5% growth per year from 2293 to 3740.</p> <p><u>Highlight-Pāhihi Program:</u> To increase the enrollment of working-age adults, Pāhihi program faculty reached out to businesses who offered employees tuition reimbursement to develop a partnership to offer educational opportunities for their employees to attend college. In Spring 2019, an MOU was</p>	3372	1942	-1430

	<p>created for American Savings Bank, and is currently being reviewed by their Executive Vice President. Additionally, McDonald’s Hawaii surveyed their employees to gauge an interest in either a CO in Hospitality Operations, or a CO in Database Administration. Results pending.</p> <p>Highlight-Kuilei Program: The Kuilei program faculty conducted weekly visits to the American Job Center to make connections with agencies that work with working-age adults.</p>			
3G	<p>Increase annual enrollment of GED completers by 2% growth per year from 309 to 355.*</p> <p>Highlight-Kuilei Program: Kuilei program faculty conducted weekly visits to community schools for adults to connect students and instructors in GED courses and provided on-site support regarding admissions, advising, and financial aid through various modes of support such as workshops.</p>	341	186	-155
3H	<p>Increase annual enrollment of Pacific Islander students from 123 to 156.</p>	144	147	3
3I	<p>Increase annual enrollment of international students (citizenship Non-US) by 3% growth per year from 751 to 897.</p> <p>Highlight-Marketing Team: The College’s Marketing team collaborated with HIC to send approximately 1,000 updated and printed materials (i.e., rack cards for application, financial aid, degrees/certificates) to various schools to recruit international students.</p>	845	641	-204

4 Strategic Direction > Modern Teaching and Learning Environments

Updates Needed on Most Measures

- 4A Adopt aggressive energy conservation and co-generation goals to have UH carbon neutral by 2050.
- 4B Establish a Hawaiian place of learning through the use and understanding of Hawaiian language, history, and culture.
- 4C Reach 30 percent reduction in energy usage per square foot compared to 2008 base and better incorporate sustainability practices into operations.
- 4D Assess campus sustainability plans, which include operations, curriculum, teaching and learning, Hawaiian culture, and community engagement by 2019.
- 4E Develop the American College and University Presidents' Climate Action Plan in 2016. Assess progress on this plan in 2019.*
- 4F **Invest in staff and faculty development to improve impact practices and currency in their field.***
[Highlight-SSC LEARN Team](#): The LEARN team has collaborated with the New Employee Orientation (NEO) team to offer an additional orientation specific for new faculty to provide support and mentorship in their first year. Implementation is set for Fall 2019.
[Highlight-HIC Student Support](#): HIC counselors received funding from the College to attend the Association of International Educators Annual Conference in 2018.
- 4G Complete the full construction of the Culinary Institute of the Pacific and develop credit, continuing education, and contract training opportunities, locally and globally, to maximize fiscal stability.*
- 4H Design and develop a model classroom and assess its effectiveness.*
- 4I Reduce deferred repairs and maintenance.*
- 4J Upgrade outdated building systems and infrastructure.*

4K	<p>Support the development of (non-academic) spaces that are designed to holistically sustain students and employees.*</p> <p>Highlight-SSC ENGAGE Team: The ENGAGE team provided Culinary with recommendations for improved food options and coffee kiosk options to improve student, faculty and staff engagement. The Coffee Corner was opened in January 2019.</p> <p>Highlight-Kupuna Education: The Kupuna Education program faculty held and taught Tai Chi for Arthritis for Fall Prevention (TCAFP) and MELT sessions in AY18-19. All students reported satisfaction in the workshops and demonstrated decrease in perceived chronic pain. Students have also repeated classes to keep healthy and to explore new experiences.</p>
4L	<p>Implement a long-range landscaping plan that will connect campus gardens through principles of our indigenous culture and consistent botanical signage.*</p>
4M	<p>Create a culture of productivity and resourcefulness for operations staff by encouraging the best ideas and procedures to rise to the top.*</p> <p>Highlight-HR: HR continued to refine and update flow charts for the processes of hiring, position changes, and personal changes-(e.g., address, marital status) to employee records. With the creation of flow charts, the campus has gained a better understanding of HR processes.</p> <p>Highlight-Business Office: The Business Office conducted five trainings for faculty and staff in Fall 2018 to help them understand and improve fiscal operations (i.e., purchasing, requisitions).</p>
4N	<p>Engage with all stakeholders and visitors and empower them with authoritative and relevant information and services.*</p> <p>Highlight-Camps Security: Campus security met with the Kekaulike Center in Spring 2019, and offered suggestions to improve employee safety within their work spaces. Staff requested Campus Security Officers to periodically stop into the office physically. Campus security also met with Student Congress in Spring 2019 in order to obtain feedback on student’s feelings about their safety. Responses were positive. Students feel safe and appreciate Campus Security Officers’ presence around campus. The College’s Threat Assessment Report was also shared at CAC in Spring 2019.</p> <p>Highlight-Budget & Finance: The Budget & Finance Office conducted 8 sessions with all campus units to review the budget process, including completion of FY19 5-year plan budget requests; and to train faculty on how to access financial information in the Kualii Financial System (KFS). Office staff continued to meet with individuals and groups for follow-up sessions (a total of 79 meetings in this reporting period).</p> <p>Highlight-Auxiliary Services: Building Maintenance staff has met its goal for this year of putting up directional signs around campus (Title III funding). Coupled with this, AUX management purchased signage from Honolulu Sign Company for the College’s buildings and parking lots. The design phase of all signs was completed in Fall 2018; and all signs have been put up in Spring 2019.</p> <p>Highlight-Staff Council: To increase engagement with campus stakeholders, in F18 & S19, Staff Council has participated in Makahiki, Food Drive, NSO with a food booth, STEM poster sessions, Waikiki Paneled Event, and Pi Day.</p>

Highlight-THRIVE Team: The THRIVE team established a “Thrive” label on the College’s website and posted success stories about faculty, staff and students. Instead of generating 1 story a month, the site generated 6 stories in 4 months with over 400 unique page views.

Invest in distance education and information technology to improve learning outcomes, student success, and support services.*

Highlight-CELT: In this reporting period, 25 faculty completed the TOPP program and have taught an online or hybrid section of their course.

Highlight-Online Learner Success: (Fall 2018 Implementation of SÖL Module 1): 31 volunteer online instructors; 40 online courses across 22 disciplines; 53 online class sections; 746 online students. To assess Counseling Student Learning Outcomes (SLOs) 5a and 4a, open-ended, narrative student responses to Learning Reflection questions were analyzed. As 1,527 narrative responses were received for these questions (Spring, Summer, Fall 2018), a random sampling of responses was examined (every 10th response in time order received was analyzed; N=150). Narrative responses were analyzed using SLO rubrics developed and adopted by counselors/advisors in the campus’ counseling discipline.

Highlight-Arts & Sciences: Distance Education courses in the Arts & Sciences Unit have increased from 220 course in 2017 to 240 in 2018. Enrollment in these courses have also increased by more than 300+. In 2017, 5379 students enrolled in DE courses and in 2018 there were 5714 students.

40

4P

Demonstrate improvement to programs and services through continuous, robust outcomes assessment.*