

SLO report: 2014-2018

2018/02/08

1.Division	2.Service	3.Semester (Fall and Spring only)	4.Year	5.F:Face-to-face; O:Online; H:Hybrid	6.SAO assessed	7.ILO linkage	8.How was SAO assessed	9.# and % of students meeting SAO	10.What you tried new and worked well to meet SAO	11.What you need to change next time to meet SAO
Student Services	Counseling	Fall	2014	F	SAO 1: Create and follow an academic plan that reflects their program requirements and leads to registration into appropriate classes.	1, 2, 3	Post-Survey for New Student Registration (NSR), Question 7: "STAR is an academic advising tool that allows you to track your progress toward earning your degree."	502/508* = 99% *out of students who took the Post-Survey and answered this question which indicates they met the SAO.	Added question 7 to Post-Survey along with questions on MySuccess and feedback.	Modify sign up process for the New Student Registration Session by having students call Admissions rather than going online so that staff can ask them prompt questions to make sure they are ready to register, such as health clearance and completion of online orientation.
Student Services	Counseling	Fall	2014	F	SAO 2: Identify and effectively use MyUH Portal to achieve academic goals by registering and accessing STAR for academic planning.	1, 2, 3	Post-Survey for New Student Registration (NSR), Question 2: "I know the prerequisites and requirements for my program."	500/507* = 99% *out of students who took the Post-Survey and answered this question which indicates they met the SAO.	Nothing because this question was effective.	Plan to launch the new STAR Graduation Pathways in place of paper based advising sheet.
Student Services	Counseling	Spring	2015	F	SAO 1	1, 2, 3	Post-Survey for New Student Registration (NSR), Question 7: "STAR is an academic advising tool that allows you to track your progress toward earning your degree."	82/91* = 90% *out of students who took the Post-Survey and answered this question.	Implemented new sign up process by having students call Admissions rather than going online so that staff can ask them prompt questions to make sure they are ready to register, such as health clearance and completion of online orientation.	Align questions across pre and post surveys so they match.
Student Services	Counseling	Spring	2015	F	SAO 2	1, 2, 3	Student signed up to meet with an academic counselor to develop an academic plan with the STAR Graduation Pathways Tab.	24/24* = 100% *out of students who made an appointment	Launched the new STAR Graduation Pathways in place of paper based advising sheet.	This semester pilot worked well so counselors start using the STAR Graduation Pathway as the primary tool for advising.
Student Services	Counseling	Fall	2015	F	SAO 1	1, 2, 3	Post-Survey for New Student Registration (NSR), Question 7: "STAR is an academic advising tool that allows you to track your progress toward earning your degree."	48/49* = 97% *out of students who took the Post-Survey and answered this question.	Decided to keep questions for New Student Registration (NSR) Post-Survey the same. Orientation and registration components of New Student Orientation & Registration remained the same from previous semester because it was effective at addressing SAO.	In the upcoming year, registration will be changed from MyUH Portal to STAR. New Student Orientation & Registration curriculum needs to be updated and refined to reflect these changes and support students with registration.
Student Services	Counseling	Fall	2015	F	SAO 2	1, 2, 3	Post-Survey for STAR Graduation Pathway Workshop, Question #2: "I understand how to use my STAR Graduation Pathway to select the courses I need for graduation."	225/229* = 98% *out of students who took the Post-Survey and answered this question.	Launched the new MySuccess (Starfish) website as an appointment-making and case-management tool; this tool will assist with achieving academic goals by expanding appointment-making capabilities to meet with a Counselor. Used STAR as primary tool to facilitate advising.	Department plans to investigate reducing wait-times for students waiting for appointment, develop a method and identify measures for assessing wait-times.

Student Services	Counseling	Spring	2016	F	SAO 1	1, 2, 3	Post-Survey for New Student Registration (NSR), Question 7: "STAR is an academic advising tool that allows you to track your progress toward earning your degree."	105/106* = 99% *out of students who took the Post-Survey and answered this question which indicates they met the SAO.	Prepped new students' STAR Graduation Pathways to reflect English & Math placement to ensure student takes the right courses for major prior to New Student Registration session.	Recommended to meet with Outreach to jointly plan and implement changes to the New Student Orientation & Registration curriculum based on changes to registration from MyUH Portal to STAR.
Student Services	Counseling	Spring	2016	F	SAO 2	1, 2, 3	Post-Survey for STAR Graduation Pathway Workshop, Question 2: "I understand how to use my STAR Graduation Pathway to select the courses I need for graduation."	206/211* = 97% *out of students who took the Post-Survey and answered this question which indicates they met the SAO.	Counselors were still learning and familiarizing with recording outcomes and start and end times in MySuccess. Testing user functionality and processes to help develop baseline data.	Department still learning how to use MySuccess to its full capabilities with appointment-making and recording.
Student Services	Counseling	Fall	2016	F	SAO 1	1, 2, 3	Post-Survey for STAR Graduation Pathway Workshop, Question 2: "I understand how to use my STAR Graduation Pathway to select the courses I need for graduation."	148/158* = 93% *out of students who took the Post-Survey and answered this question which indicates they met the SAO.	Changed communication and outreach strategy to attract more students to learn about STAR; sent emails to faculty and staff, social media announcements, and posted information to website.	Recommend to rewrite questions to be more specific about skills needed for registering through STAR.
Student Services	Counseling	Fall	2016	F	SAO 2	1, 2, 3	Post-Survey for New Student Registration (NSR), Question 1: "I know the pre-requisites and requirements for my major," and Question 4."	498/511* = 97% *out of students who took the Post-Survey and answered this question.	Due to the changes in registration through STAR, updated information included in New Student Orientation & Registration session to teach students current information.	Recommended to add resources, tutorials, and FAQ to website so continuing students can learn about changes made to STAR and MyUH.
Student Services	Counseling	Spring	2017	F	SAO 1	1, 2, 3	Post-Survey for New Student Registration (NSR), Question 4: "I know how to find my major requirements in STAR Academic Essentials," and Question 5: "I know where to go to update my academic plan in the STAR Graduation Pathway."	Question 4: 90/91* = 99% Question 5: 90/91* = 99% *out of students who took the Post-Survey and answered this question.	Rewrote questions in STAR Graduation Pathway Workshop to identify specific features: GPA, What If Journey, adding notes, changing number of credits per semester.	Recommended to make New Student Registration sessions more interactive and include Major Confirmation and Taking Responsibility.
Student Services	Counseling	Spring	2017	F	SAO 2	1, 2, 3	Post-Survey for STAR Graduation Pathways Workshop, Question 8: "I know how to select my courses in STAR Registration."	34/36* = 94% *out of students who took the Post-Survey and answered this question.	Added resources to website so students could learn and understand changes made for registering through STAR.	Due to rapid updates to STAR during this semester and staffing shortage, it made it hard to plan and set curriculum for workshops for continuing students. Next semester, will need to increase STAR Workshops.

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Student Services	Admissions & Records	AY	2014-2015	O	SAO 1: Identify and interpret applicable policies and procedures, including anticipating consequences of non-compliance and adhering to deadlines.	1,2,3,4,5,6	Application completed/received	Fall 2014 3112/3112 = 100% Spring 2015 1385/1386 = 99.93%	Hired new Registrar and reviewed policies/procedures in regards to online application process	Plan the launching of new STAR registration process
Student Services	Admissions & Records	AY	2014-2015	H	SAO 2: Identify and/or utilize appropriate resources, forms, referrals, and online tools as provided by the Admissions & Records Office to complete transactions that support their academic journey.	1,2,3,4,5,6	STAR registration: students who dropped/students who registration	Fall 2014 1513/3112 = 48.62% Spring 2015 814/1385 = 58.77%	Assessed staff training needs to improve service for student academic success	Revamp math/English developmental courses
Student Services	Admissions & Records	AY	2015-2016	O	SAO 1	1,2,3,4,5,6	Application completed/received	Fall 2015 3069/3093 = 99.22% Spring 2016 1089/1095 = 99.45%	New STAR registration process launched	Review and revise online application process
Student Services	Admissions & Records	AY	2015-2016	H	SAO 2	1,2,3,4,5,6	STAR registration: students who dropped/students who registration	Fall 2015 1502/3093 = 48.94% Spring 2016 606/1089 = 55.65%	Revamped math/English developmental courses	Review and revise registration process
Student Services	Admissions & Records	AY	2016-2017	O	SAO 1	1,2,3,4,5,6	Application completed/received	Fall 2016 2514/2626 = 95.73% Spring 2017 1410/1469 = 95.98%	Reviewed and revised online application process	Implement KSCM curriculum management software
Student Services	Admissions & Records	AY	2016-2017	H	SAO 2	1,2,3,4,5,6	STAR registration: students who dropped/students who registered	Fall 2016 1263/2514 = 50.24% Spring 2017 823/1410 = 58.37%	Reviewed and revised registration process	Develop approval process for curriculum changes.

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Student Services	Financial Aid	Fall	2014	H	SAO 1: Identify needs and concerns in order to ask appropriate questions in verbal and written form related to their Financial Aid in order to resolve problems	1,2,3	Tally sheet to track student questions and understand key concerns. Dec. 2014 sample. Number of students who asked "what is the status of my financial aid?"/Number of students who called.	182/743= 25%	Produced informational handouts for specific concerns regarding financial aid. Used tally sheet results to form "common question" section of website	Use the data to schedule staff appropriately
Student Services	Financial Aid	Spring	2015	H	SAO 1	1,2,3	same as above. May 2015 sample	156/354=44%	Used the data to schedule staff appropriately	Improve informational handouts
Student Services	Financial Aid	Fall	2015	H	SAO 1	1,2,3	same as above. Dec. 2015 sample	125/669=19%	Produced informational handouts for specific concerns regarding financial aid	
Student Services	Financial Aid	Spring	2016	H	SAO 1	1,2,3	same as above. April 2016 sample	90/426=21%		Improve tally categories
Student Services	Financial Aid	Fall	2016	H	SAO 1	1,2,3	same as above. Nov. 2016 sample	84/506=17%	Modified the tally categories to be more clear.	
Student Services	Financial Aid	Spring	2017	H	SAO 1	1,2,3	same as above. May 2017 sample	64/362=18%		
Student Services	Financial Aid	Fall	2014	H	SAO 2: Utilize financial aid budgetary tools and resources to create and maintain a budget appropriate to their financial status.	1,2,3, 4	Website improvement.	complete	Created "common question" section.	Add videos
Student Services	Financial Aid	Spring	2015	H	SAO 2	1,2,3, 4	same as above	complete	Launched videos on "How to Apply" and "Did you know?" about financial aid requirements	Add key deadlines/announcements.
Student Services	Financial Aid	Fall	2015	H	SAO 2	1,2,3, 4	same as above	complete	Highlighted key deadlines/announcements.	Add helpful documents online.
	Financial Aid	Spring	2016	H	SAO 2	1,2,3, 4	same as above	complete	Added PDF of "What You Should Know About Financial Aid".	Improve forms
	Financial Aid	Fall	2016	H	SAO 2	1,2,3, 4	same as above	complete	Revised "forms" section to make it more accessible.	Add digital handouts
	Financial Aid	Spring	2017	H	SAO 2	1,2,3, 4	same as above	complete	Posted digital form of brochure "Financial Aid Information".	Work with Research Office to update "Net Price Calculator"

	Financial Aid	Fall	2014	H	SAO 3: Utilize organizational skills in a timely manner to accurately complete forms and produce necessary documents in the home, work place, and greater community.	1,2,3	Tally sheet to track student questions and understand key concerns. Nov. 2014 sample. Number of students who asked "General Information/Questions, How do I...Where is...Who do I talk to about?"/Number of students who	240/455 = 53%	Started to improve website.	Continue to improve website on a regular basis from now on.
Student Services	Financial Aid	Spring	2015	H	SAO 3	1,2,5, 6	same as above. March 2015 sample	191/399 = 48%	Organized website into more defined topics	Utilize email blasts
Student Services	Financial Aid	Fall	2015	H	SAO 3	1,2,5, 6	same as above. Nov. 2015 sample.	240/526 = 46%	Utilized email blasts to student with reminders about financial aid deadlines	Revamp hard copy informational handouts
Student Services	Financial Aid	Spring	2016	H	SAO 3	1,2,5, 6	same as above. April 2016 sample.	113/466 = 24%	Launched informational handout online	
Student Services	Financial Aid	Fall	2016	H	SAO 3	1,2,5, 6	same as above. Nov. 2016 sample.	270/506 = 53%	Updated online information to reflect transition from UH Portal to MyUH services as required by UH System.	Developed Student Satisfaction Survey
Student Services	Financial Aid	Spring	2017	H	SAO 3	1,2,5, 6	same as above. April 2017 sample.	170/362 = 47%	Launched "student satisfaction" survey on hard copy	Revisit "student satisfaction" survey questions, Launch online, and adjust office setting to allow students to complete paper survey more comfortably.

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Student Services	Health Office	AY	2014-2015	F	SAO 1: As a result of participating in the Health Office's educational efforts, students, faculty, and staff will be able to: Identify appropriate healthy and safe actions/behaviors that contribute to supporting their educational experience and goals in life.	1,2,3,4,5,6	Great Aloha Run: student, faculty, staff, and family/friends who participated with HCC in the Great Aloha Run.	128	*More explicit expectations communicated to students requesting sponsorship to better prepare students for GAR. *Favorable interest in using online Survey Monkey to get feedback however too difficult to use live (most arrived around same time).	*Advertise earlier as soon as GAR marketing materials become available to improve numbers. *Be more strategic with advertising to minimize no-shows (sponsored students) *Develop HCC webpage for GAR to improve communication & recruiting efforts. *Use paper survey & later input into computer
Student Services	Health Office	AY	2015-2016	F	SAO 1	1,2,3,4,5,6	Great Aloha Run: student, faculty, staff, and family/friends who participated with HCC in the Great Aloha Run (GAR).	122	*Prepped HCC specific material early. *More emphasis promoting friends/family to join & less on student sponsorship (encourage them to pay their own) to improve show rate. *New HCC GAR Presidents' 100 Club webpage developed. *Options to do paper or online Google survey	*Utilize online Google Forms to improve application process in finding appropriate number and match sponsors & students quickly. *Continue to look at ways to make experience meaningful to sponsored students. *Continue unmanned tables to advertise.
Student Services	Health Office	AY	2016-2017	F	SAO 1	1,2,3,4,5,6	Great Aloha Run: student, faculty, staff, and family/friends who participated with HCC in the Great Aloha Run.	202	*Developed & promoted online Google Forms to improve application process. *Instituted options for sponsored students to "give back" to assist with various aspects in recruiting & helping to sustain GA.	*Make improvements with online application for student sponsorship & RSVP of friends/family. *Provide more opportunities for interested persons to learn more about HCC GAR Presidents' 100 Club.

Student Services	Health Office	Fall	2014	F	SAO 2: As a result of participating in the Health Office's educational efforts, students, faculty, and staff will be able to: Participate (directly and in-directly) in activities that support and build stronger healthier communities.	1,2,3,4,5,6	1. Pints collected/goal set by Blood Bank (BB) of Hawaii for each campus/drive (11/6/14) 2. Blood Bank donors' survey: Survey participants/blood donors. 3. Blood Bank donors' survey: "Based on your experience today, would you return to donate blood (HCC Drives, Blood Bank, or Bloodmobile)?" (survey participants who answered yes/survey participants) (11/6/14)	1. 26/28=93% 2. 15/31=48% 3. 13/15= 87%	Staff was present during entire Blood Drive.	*Improve survey distribution to get a higher response rate. *Increase number of blood donors.
Student Services	Health Office	Spring	2015	F	SAO 2	1,2,3,4,5,6	1. Pints collected/goal set by Blood Bank (BB) of Hawaii for each campus/drive (3/18/15) 2. Blood Bank donors' survey: Survey participants/blood donors. 3. Blood Bank donors' survey: "Based on your experience today, would you return to donate blood (HCC Drives, Blood Bank, or Bloodmobile)?" (survey participants who answered yes/survey participants) (3/18/15)	1. 27/30 goal=90% 2. 24/38=63% 3. 19/24=79%	*Relocated staff's location to improve survey distribution/collection. *Relocated Mobile by Cafeteria and info tables by library/Health Office to increase recruiting.	*Have summer mtg with BB staff & planning (e.g., ask BB to help with reminder calls). *Begin basic education on importance to donate blood. *Promote cancellations to free up spots so can accommodate walk-ins.
Student Services	Health Office	Fall	2015	F	SAO 2	1,2,3,4,5,6	1. Pints collected/goal set by Blood Bank (BB) of Hawaii for each campus/drive. (11/17/15) 2. Blood Bank donors' survey: Survey participants/blood donors. 3. Blood Bank donors' survey: "How well the event meet your expectations?" (% of survey participants who answered positively/survey participants) (11/17/15)	1. 28/31=90% 2. 19 /38 = 50% 3. 100%	*Met with BB staff and adjusted procedures as planned, including BB Reg System. *Increased education and recruiting with assistance from BB. *Informed participants via email that they can cancel appointment if needed. *Promoted walk-ins to help off-set deferrals to make up for no-shows. *Relocated new mobile by Bldg 2.	*Modify survey to help track responses should donor return (first, last, initial and last 4 of phone). *Address long waits & turnaways. *Start keeping track of deferrals.

Student Services	Health Office	Spring	2016	F	SAO 2	1,2,3,4,5,6	<p>1. Pints collected/goal set by Blood Bank (BB) of Hawaii for each campus/drive (4/7/16)</p> <p>2. Blood Bank donors' survey: Survey participants/blood donors.</p> <p>3. Blood Bank donors' survey: "How well the event meet your expectations?" (% of survey participants who answered positively/survey participants) (4/7/16)</p>	<p>1. 36/31=116%</p> <p>2. 27/39=69%</p> <p>3. 100%</p>	<p>*Started to use Survey Monkey.</p> <p>*Relocated from mobile to building room 2-201, which had positive impact on less waits and overall organization.</p>	<p>*Need to keep addressing waits, no-shows, and iron-rich foods.</p> <p>*Keep improving survey.</p> <p>*Debriefing and training in summer for new student assistants.</p>
Student Services	Health Office	Fall	2016	F	SAO 2	1,2,3,4,5,6	<p>1. Pints collected/goal set by Blood Bank (BB) of Hawaii for each campus/drive (11/10/16)</p> <p>2. Blood Bank donors' survey: Survey participants/blood donors.</p> <p>3. Blood Bank donors' survey: "How well the event meet your expectations?" (% of survey participants who answered positively/survey participants) (11/10/16)</p>	<p>1. 44/40=110%</p> <p>2. 29/47=61%</p> <p>3. 92%</p>	<p>*Great BB team who came helped with less waits and better overall donors' experience.</p> <p>*Planted recruiter downstairs to get donors upstairs and helped decreasing no shows and increasing walk-in.</p> <p>*Prepared & sent out notices 2 weeks before reminding to eat iron-rich foods.</p> <p>*Changed to google forms due to the limitations of a free survey monkey account.</p> <p>*Set new criteria for under 18.</p>	<p>*Increase education efforts in marketing flyers to get more commitment from those who sign up to decrease deferrals & to address new criteria.</p> <p>*Play donor video to educate re: why important.</p> <p>*Continue use of room but need recruiters.</p>
Student Services	Health Office	Spring	2017	F	SAO 2	1,2,3,4,5,6	<p>1. Pints collected/goal set by Blood Bank (BB) of Hawaii for each campus/drive (2/9/17)</p> <p>2. Blood Bank donors' survey: Survey participants/blood donors.</p> <p>3. Blood Bank donors' survey: "How well the event meet your expectations?" (% of survey participants who answered positively/survey participants) (2/9/17)</p>	<p>1. 33/40=83% (39 deferrals, 29 no shows)</p> <p>2. 24/33=73%</p> <p>3. 100%</p>	<p>*Distribute flyers via email and on campus about donors' heights/weight requirements to be able to donate blood without side effects.</p> <p>*Played educational video to donors.</p> <p>*Increased number of volunteers to be recruiter downstairs.</p>	<p>*Goal increased too high by BBoH.</p> <p>*Focus on personalizing reasons why to donate blood.</p> <p>*Work on increasing publicity with school newspaper.</p> <p>*Cultivate first time donors.</p>

Student Services	Health Office	AY	2014-2015	F	SAO 3: As a result of participating in the Health Office's educational efforts, students, faculty, and staff will be able to: Articulate the appropriate steps to take before, during and after a medical emergency at Honolulu CC and synthesize and apply these concepts of prevention and preparedness to better plan and protect themselves and their families for future emergencies.	1,2,3,4,5,6	Flu shot: Participants who received flu shot/participants who sought flu shot.	107/107=100%	*Advertised & hosted 2 day clinic (11am to 2pm) *Successful due to volunteers who went out to recruit participants.	*Work on increasing publicity by circulating flyers to businesses across the street to get 25/hour (competing with pharmacies giving discounts for groceries, etc.) *Post reminder flyers to prepare students in finding and bringing their insurance cards to take shot
Student Services	Health Office	AY	2015-2016	F	SAO 3	1,2,3,4,5,6	Flu shot: Participants who received flu shot/participants who sought flu shot.	89/89=100%	*Advertised & hosted 2 day clinic.(1130am to 230pm) *Distributed flyers to neighborhood businesses. *Sent more frequent faculty/staff emails to encourage participation. *Posted reminders in bathrooms with handwashing signage	*Increase publicity with school newspaper & seek more student participation. *Go back to 1 day clinic for efficiency purposes. Select "best" high traffic (highly enrolled day of the week to increase participation).
Student Services	Health Office	AY	2016-2017	F	SAO 3	1,2,3,4,5,6	Flu shot: Participants who received flu shot/participants who sought flu shot.	81/81=100%	*Relocated Flu Shot to 2-201 because of construction with very positive feedback. *Strategically emphasis placed on recruiting students to minimize chance of illness.	*Increase signage to visually get interested participants to the right location. *Work closer with Pharmacare to coordinate to better promote HCC as a flu shot site.

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Student Services	Outreach	AY	2014- 2015	F	SAO 1: Develop and promote recruitment activities to increase student enrollment.	1,2,3,5,6	Campus Tour Survey, "I plan to do the following after high school:" Survey participants who picked 2 year college (local), 4 year college (local), 4 year (mainland)/survey participants.	290 = 56%	Discussed different pathways/options with pursing an AA degree at HonCC including transfer to 4 year.	Hire Outreach & Orientation Coordinator
Student Services	Outreach	AY	2015- 2016	F	SAO 1	1,2,3,5,6	Campus Tour Survey, "I plan to do the following after high school:" Survey participants who picked 2 year college (local), 4 year college (local), 4 year (mainland)/survey participants.	45/51=88%	*Hired Outreach & orientation Coordinator. *Continued to discuss different pathways/options with pursuing an AA degree at HonCC including transfer to 4 year.	
Student Services	Outreach	AY	2015- 2016	F	SAO 3: Implement a consistent message and branding while promoting and marketing Honolulu Community College's academic programs.	1,2,3,4,5,6	Outreach Training Survey, "How prepared to you feel after this workshop to do Outreach activities?" (Survey participants who feel prepared/survey participants)	49/50 = 98%	* Launched Outreach & Communications Trainings for HonCC Faculty & Staff * Improved Outreach materials including website, updating marketing campaign to make most relevant to prospective student population.	Improve online registration for workshop, included more hands-on activities on navigating website.

Student Services	Outreach	AY	2016-2017	F	SAO 1	1,2,3,5,6	Campus Tour Survey, "I plan to do the following after high school:" Survey participants who picked 2 year college (local), 4 year college (local), 4 year (mainland)/survey participants.	45/71=63%	Discussed different pathways/options with pursuing an AA degree at HonCC including transfer to 4 year.	Adjust survey question, pilot new survey
Student Services	Outreach	AY	2016-2017	F	SAO 2: Maintain effective and consistent communication with high school administrators and counselors.	1,2,3,4,5,6	Counselors Survey, "I am more likely to refer students to Honolulu Community College" (survey participants who answered positively/survey participants). This event happens every other year.	43/45= 96%	Develop Student Panel and Program Fair for High School Counselors to meet faculty from each program	Add Student Support Services information, consider making an annual event.
Student Services	Outreach	AY	2016-2017	F	SAO 3	1,2,3,4,5,6	Outreach Training Survey, "How prepared to you feel after this workshop to do Outreach activities?" (survey participants who feel prepared/survey participants)	6/6=100%	Improved online registration for workshop, included more hands-on activities on navigating website.	Developing Outreach 2.0 training.

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Student Services	Student Life & Development	FY	2015	F	SLO 1: Ethical Leadership: Student will be able to contribute to a positive organizational environment through active participation and cooperation with others.	1,2,3	Review of organization meetings attendance, discussion and voting patterns.	8 SAB members; 100%	Meetings are encouraged to be a place of open dialogue and consensus seeking. It can be seen through the minutes that members attended and often reached consensus.	Continue promoting collective leadership and open dialogue. We need to continue to lobby for an additional staff member for Student Life & Development who can be dedicated to the fiscal and clerical duties to allow the director to do more in-depth advising, training, assessment and oversight.
Student Services	Student Life & Development	FY	2015	F	SLO 2: Critical Thinking: Students will be able to gather relevant situational information.	1,2,3,4,5,6	Observation of student government students using SLLO Project Rubric	5 SG Students; 3.6 avg score; 100% at intermediate or above	The group had several training days and a training retreat.	We need to continue to have trainings.
Student Services	Student Life & Development	FY	2016	H	SLO 3: Teams and Groups: Students will be able to reach the performing stage of group development.	1,3,5,6	Review of organization event planning forms.	6 SAB members; 23/26 events executed with full completion of all reports; 88.4%	In addition to regular meetings, the processes and forms in place helped student know expectations, visualize completion, reflect on results	Continue to use Activity Manager student position to oversee the board details. We need to continue to lobby for an additional staff member for Student Life & Development as stated last year.
Student Services	Student Life & Development	FY	2016	H	SLO 4: Interpersonal Communication: Students will be able to exhibit effective interpersonal communication in a variety of settings.	1,2,3,4,5,6	Review of printed materials used for promotion of campus events	6 SAB members; 26/26 events had quality, full color flyers which were used bulletin boards, mall boards, web promotion and more; 100%	This year there were 2 graphic designer and promotion requests were organized by a clearer process for requests.	It is essential to have enough qualified student staff to implement the design process for written communication pieces.

Student Services	Student Life & Development	FY	2017	H	SLO 5: Mission, Vision, and Goals: Students will be able to articulate the mission and goals of their organization	1,2,3,4,5,6	Student organizations' reviews of their mission. Staff's observation of the process.	1/3 organizations = 33%	Student Government went through a series of meetings to reorganize and re-state thier Mission and re-write thier constitution.	The process could be repeated with other organizations in crisis. We need to continue to lobby for an additional staff member for Student Life & Development as stated in the past two years.
Student Services	Student Life & Development	FY	2017	O	SAO 6: To effectively communicate Student Life & Development information.	1,2,3,4,5,6	Review of postings	208 Instagram posts.	Use of a variety communication channels including a HonCC_SAB Instagram as a method of communication. First time using instagram posts; satified with the number pf posts and will use it as a possible baseline.	We need to expand our capacity to cover multiple communication channels so that it is not all voluntary.

1. Division	2. Service	3. Semester (Fall and Spring only)	4. Year	5. F:Face-to-face; O:Online; H:Hybrid	6. SAO assessed	7. ILO linkage	8. How was SAO assessed	9. # and % of students meeting SAO	10. What you tried new and worked well to meet SAO	11. What you need to change next time to meet SAO
Student Services	Wellness Center	AY	2014-2015	F	SAO 1: Identify and access mental health services and resources online and in person.	1,2,3,5,6	Post Evaluation Survey for Students: "The Wellness Center is a resource I will use" (survey participants who agree/survey participants)	44/53=83%	Wellness Center Website Completed and live, onducted tours of wc	Wellness Center Presentation
Student Services	Wellness Center	AY	2015-2016	F	SAO 1	1,2,3,5,6	Post Evaluation Survey for Students: "The Wellness Center is a resource I will use" (survey participants who agree/survey participants)	78/94= 84%	Wellness Center Presentation	Tabling events
Student Services	Wellness Center	AY	2016-2017	F	SAO 1	1,2,3,5,6	Post Evaluation Survey for Students: "The Wellness Center is a resource I will use" (survey participants who agree/survey participants)	147/246= 60%	WC Tabling Events	Track # hits to the site, update website
Student Services	Wellness Center	AY	2014-2015	F	SAO 2: Students will identify proactive behaviors to increase knowledge of wellness related behaviors, positive symptom mamngement and well-being as a result of participating in mental health related programing.	1,2,3,5,6	Post Evaluation Survey for Students: "My Skills and knowledge have increased as a result of this presentation" (survey participants who agree/survey participants)	45/54=83%	College SOS Depression and Suicide Training for Students, Online Mental Health Screenings	Out of the Darkness Campus Walk
Student Services	Wellness Center	AY	2015-2016	F	SAO 2	1,2,3,5,6	Post Evaluation Survey for Students: "My knowledge of mental health resources on campus and in the community has increased" (survey participants who agree/survey participants)	87/94=93%	Out of the Darkness Campus Walk	Conference, Relaxation Stations
Student Services	Wellness Center	AY	2016-2017	F	SAO 2	1,2,3,5,6	Post Evaluation Survey for Students: "My knowledge of mental health resources on campus and in the community has increased" (survey participants who agree/survey participants)	231/246=94%	Conference, Relaxation Stations	College mental health faculty/staff initiative
Student Services	Wellness Center	AY	2014-2015	F	SAO 3: Students will develop a greater understanding of mental health conditions and be able to recognize situations that will impact emotional well-being and academic perofomance as a result of participating in counseling services	1,2,3,5,6	Post Evaluation Survey for Students: "The presenter created a safe safe for me/peers to talk about college mental health" (survey participants who agree/survey participants)	47/53=89%	Personal Counseling Intake Data, Short- Term Counseling, initiated female trade focus group.	
Student Services	Wellness Center	AY	2015-2016	F	SAO 3	1,2,3,5,6	Post Evaluation Survey for Students: "The Wellness Center and its resources are essential to the mental health and emotional well-being of students at HonCC" (survey participants who agree/survey participants)	86/94= 93%	This year I did not have graduate student internship so I wasn't able to provide many services (e.g. sexual violence programming, wellness fair)	Re-establish graduate student internship
Student Services	Wellness Center	AY	2016-2017	F	SAO 3	1,2,3,5,6	Post Evaluation Survey for Students: "The Wellness Center and its resources are essential to the mental health and emotional well-being of students at HonCC" (survey participants who agree/survey participants)	231/246=94%	Re-established graduate student internship	Add a second graduate student internship; launch department-specific presentation which connects wellness center services to specific needs within student programs of study --e.g., identify (a) tool box about mental health for judicial students and (b) needed professional trainings.

Student Services	Wellness Center	AY	2014-2015	F	SAO 4: Develop and implement a wellness plan to support individual needs and goals. Wellness plans include identifying behaviors to improve academic progress, physical and emotional well-being, social interactions and personal safety.	1,2,3,5,6	Post Evaluation Survey for Students: "I feel more prepared to support and respond to a friend and loved one who may be in crisis" (survey participants who agree/survey participants)	46/53=87%	Continue one-on-one short-term counseling and crisis sessions.	Start new forms for students to fill out before and after sessions about their needs and if those needs were met.
Student Services	Wellness Center	AY	2015-2016	F	SAO 4	1,2,3,5,6	Post Evaluation Survey for Students: "I feel more prepared to respond to a student who may be experiencing a mental health emergency /crisis (survey participants who agree/survey participants)	88/94= 95%	Started new forms for students to fill out before and after sessions about their needs and if those needs were met.	Create a plan to get more survey responses from students about their overall experience at the Wellness Center. ("Counseling Services Evaluation Form")
Student Services	Wellness Center	AY	2016-2017	F	SAO 4	1,2,3,5,6	Post Evaluation Survey for Students: "I feel more prepared to respond to a classmate/friend who may be experiencing a mental health emergency /crisis (survey participants who agree/survey participants)	230/246= 94%	Tried emails to get more survey responses from students about their overall experience at the Wellness Center. ("Counseling Services Evaluation Form"). But return rate is still a bit low.	Think about new ways to get more survey responses from students about their overall experience at the Wellness Center. ("Counseling Services Evaluation Form").
Student Services	Wellness Center	AY	2014-2015	F	SAO 5:Identify signs and symptoms of college mental health conditions and its impact on academic performance, personal and emotional well-being.	1,2,3,5,6	Post Evaluation Survey for Students: "I learned valuable information and skills from this presentation to help others" (survey participants who agree/survey participants)	46/53=87%		
Student Services	Wellness Center	AY	2015-2016	F	SAO 5	1,2,3,5,6	Post Evaluation Survey for Students: "I have gained valuable informationto help identify and refer another person to services" (survey participants who agree/survey participants)	89/94= 96%		Launch Safe Talk Training
Student Services	Wellness Center	AY	2016-2017	F	SAO 5	ILO 1,2,3,5,6	Post Evaluation Survey for Students: "I have gained valuable informationto help identify and refer another person to appropriate service" (survey participants who agree/survey participants)	240/246=98%	Launched Safe Talk Training	In addition to one-on-one counseling sessions, add group process/support groups/peer groups around key needs (e.g., stress,depression and anxiety.)