1. Program or Unit Description

Program or Unit Mission or Purpose Statement
Student Life provides leadership and co-curricular learning opportunities that build community within the college. Some of these include shared governance positions, intramural sports, student employment, student organizations, and a variety of enriching events.

What is the target student or service population?
All of our students (Waiʻanae Moku, Puʻuloa, Distance)

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

The last three years do not reflect Student Life’s typical engagement levels. There is no data for 2019 due to my maternity leave and the interim did not track data. With Covid-19 shutting down our programs for 2020 the virtual aspect of our programming provides different kinds of data.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>DEMAND</th>
<th>EFFICIENCY</th>
<th>EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement</td>
<td># of participating grads:</td>
<td>Commencement runs smoothly with a consistent team and every year we add something extra such as the Kokua Fund.</td>
<td>Commencement is the culminating event for our students that provides a visual of their academic success. It has been effective to host an annual ceremony.</td>
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<tr>
<td>Ceremony</td>
<td>2017: 387</td>
<td></td>
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<tr>
<td></td>
<td>2018: 390</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019: 342</td>
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<td></td>
<td>2020: N/A</td>
<td></td>
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<tr>
<td></td>
<td><strong>2021</strong>: Drive-Through: 206</td>
<td></td>
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<tr>
<td>IM LeeSports</td>
<td># of participants:</td>
<td>Survey question: “How would you rate your experience?”</td>
<td>Survey question: the GPA requirement encouraged me to stay above a 2.0:</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 2018/Fall 2018</strong>: 199 students in 3 sports</td>
<td></td>
<td><strong>Spring 2018/Fall 2018</strong>: 79% above an 8</td>
</tr>
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<td></td>
<td><strong>Spring 2019/Fall 2019</strong>: N/A, I don’t have this data</td>
<td></td>
<td><strong>Spring 2018/Fall 2018</strong>: 90.1%</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 2020</strong>: 69 students in 1 sport</td>
<td></td>
<td><strong>Spring 2020</strong>: 98.5%</td>
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</tbody>
</table>
| **Hānai iā Leeward** | # of sign-ups for both campuses:  
2019: 130  
2020: 198 | As the newest program, we have made drastic improvements to our efficiency with template emails, handbooks, and accessible forms. | Survey about the program:  
**Makes being a student more welcoming**  
2019: 72%  
2020 and 2021: 88%  
**Makes being a student easier having access to basic needs**  
2019: 70%  
2020 and 2021: 72%  
**Makes my college experience better**  
2019: 42%  
2020 and 2021: 54% |
| New Student Orientation | **NSO Live participants:**  
2018: 1261  
2019: No data  
**NSO Online (since revamped for Fall 2020):**  
1797 | Due to Covid-19 we switched to completely Online and changed our criteria to first-time college students rather than all students. | Students completed the NSO online and rated all the videos at 80% or above for being helpful/very helpful |
| Student Activities Board | # of participants who completed surveys:  
2018: 259  
2019: No data  
2020: Covid and focused on recruitment | Through templates, team drives, and handbooks SAB was working efficiently until I left for maternity. When I returned I had to recruit for a full board all of 2020 | Survey question: “I feel more involved when I attend events like this”  
2018: 98.4% |
| Student Government | # of SG members  
2018: 10  
2019: 6  
2020: 7  
2021: 6 | SG holds seats on 10 campus committees and is integral in the shared governance process. |
Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

General Snapshot of Gain/Loss/Changes are under each linked section. The linked sections will provide details about each program/activity as related to this question.

Commencement Ceremony
- Due to Covid-19 we did not host a traditional in-person Ceremony and instead only had it virtual.

Hānai iā Leeward
- Newest Student Life program established in 2018
- Additions since the inauguration include donations for pet food, Culinary collaborations, Agriculture collaborations, and Leeward Hui ‘Ohana.

IM LeeSports
- Due to Covid-19 we do not have survey data for 2020. With our virtual programs, we sent survey forms after tournaments, etc however only a handful would complete even with our repeated emails. So the surveys are not reflected in the report.
- Created IM LeeSportsCast

Ka Mana’o
- Due to Covid-19 all temporary positions were not renewed by the UH System. The Ka Mana’o Advisor position was temporary so he is now hired as a consultant with limited hours.

New Student Orientation
- Due to Covid-19 our $35,000 budget was swept so we no longer host NSO Lives (F2F) and invested $13K for an online software

Student Activities Board
- While I was on maternity leave in 2019 events and surveys were not archived. There is no data for 2019. When I returned January 2020 there were no SAB members remaining so the focus was on recruiting and training. There is no data for 2020 as well due to not hosting events.

Student Government
- We have been successful even during Covid and have actually created a lot more educational videos that are helpful for our student body.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

The Student Life Office provides leadership training and opportunities for students’ development on a consistent basis.
The Student Life Office provides educational and social events for active student engagement frequently throughout the semester.

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

At the end of each year the students complete a posttest where they self-evaluate how they have grown in certain leadership areas. I ask different questions from those who are new and were only in their positions for one year from the students who have been in their positions for more than one year. Their post-test indicates that they felt they grew in several areas such as understanding their ethics, understanding multicultural awareness, the ability to meet deadlines, and the ability to work in a team. The question below summarizes the success the student leaders felt in their positions and how it affected them as new leaders.

The students surveyed after they completed or resigned from their leadership positions all demonstrated that the leadership position they held helped them develop their soft skills. Student leaders are being retained because they understand the benefits of being a student leader. Data: 10 students

The same question is asked of the student leaders who have been in their positions for more than one year that aligns with the same sentiment as the new leaders. Data: 12 students
The forms are sent to their email so some students do them and some do not.

The second SLO is in regards to student engagement which the data in Section 2 indicate that events on campus make the student’s college experience better and they feel more involved on campus.

c) Changes that have been made as a result of the assessment results.
   Based on the assessment results we have increased our online presence to involve a broader community and to connect with Wai’anae Moku more consistently. We have incorporated different events based on their suggestions and engaged other types of students that we have not before like distance ed students.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.
   * CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.
Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

- Develop partnerships with the community for the Hānai ʻi ʻa Leeward food pantry program: **Mission Statement: Nurture and inspire all students.** By providing our students with a free food pantry we are nurturing our students by providing them with access to basic needs so that they may focus on their academics. We have already partnered with Culinary, Agriculture classes, I Support the Girls (feminine hygiene products), and Pet Kokua but we are always searching for ways to build more partnerships.

- IM LeeSports will continue to re-invent ourselves through virtual programming even after COVID: **Mission Statement: Nurture and inspire all students.** The Leeward CC IM LeeSports mission is to provide students opportunities by engaging in organized sports to grow, learn, and develop respect for others through a positive experience. The activity itself is friendly competitive sports; however, our underlying goal is to foster an inclusive community of students who find commonality through their love for sports. We will build on our IM LeeGaming, IM LeeSportsCast, and IM LeeFit to include a broader range of students.

5. **Resource Implications**

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ I am NOT requesting additional resources for my program/unit.

[Here is my resource list](#)
6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am requesting changes to the SOC codes/occupations listed for my program/unit.