

**UNIVERSITY OF HAWAII MAUI COLLEGE
STUDENT AFFAIRS – STUDENT SUPPORT SERVICES PROGRAM
2011-2012 PROGRAM REVIEW**

MISSION STATEMENT

Pai Ka Mana Student Support Services Program (SSSP) is a federally funded program by the U.S. Department of Education. The mission of SSSP is to assist low-income, first generation, and/or disabled college students in obtaining the knowledge and skills necessary to successfully complete an Associate's degree and transfer into a Baccalaureate degree program.

FUNCTIONAL STATEMENT

Student Support Services serves academically challenged, low-income college students and college students from families in which neither parent holds a Baccalaureate degree.

Student Support Services provides fundamental support to participants in their preparation for obtaining a post-secondary degree.

The program provides opportunities for participants to succeed in higher education pursuits.

The student affairs programs are committed to providing full student support services that embrace the spirit of Aloha, Collaboration, and Respect.

Specific functions include:

- **Identify** eligible UHMC students who are **academically challenged/high risk**, low-income and first-generation college students,
- **Recruit, and select 160 eligible students annually who are academically “higher risk” students,**
- Generate the skills and motivation in participants that are necessary for student success in postsecondary education,
- Encourage participants to remain and complete the program,
- Encourage participants to remain and complete post-secondary education, and
- Continually provide support services for participants who are attending post-secondary institutions.

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SUMMATIVE DATA

Table 1

Institutional Goals	OBJECTIVES	FY11	FY 12	FY 13	Assessment Tools & Analysis	Results & Analysis	Program Improvements
Recruitment	Identify, recruit, and select 160 academically challenged students to be served each year: At least 67% will be both low income and first generation or individuals with disabilities. Additionally, 1/3 of the individuals with disabilities will also be low-income. The remaining 33% will be either low income or first generation.	167 participants were served. 68% (113/167) were both low-income and first-generation, 5% (9/167) were individuals with disabilities and low-income, for a total of 73% (130/167) of students served who were low-income, first generation and/or disabled or low-income and disabled students. The remaining 10% (17/167) were low-income only, 16% (26/167) first generation only, and 1% (2/167) disabled	160 participants were served. 70% (112/160) were both low-income and first-generation, 4% (6/160) were individuals with disabilities and low-income, for a total of 74% (118/160) of students served who were low-income, first-generation, and/or disabled and low-income. The remaining 10% (16/160) were low-income only, 13% (21/160) first generation only, and 3% (5/160) disabled only.	Currently have 116 students. 67% are low-income and first generation, 11% (13/116) are low-income only, 12% (14/116) are first generation only, 9% (11/116) are disabled, and 5% (6/116) are disabled and low-income (55% of the disabled population is low-income).	Pai Ka Mana utilizes the Student Access system database to keep information and records of all participants. That information is then downloaded into Excel to manipulate data and create reports as needed.	Pai Ka Mana is mandated to serve 160 students with 2/3 being low-income and first-generation students, 1/3 of disabled students will also be low-income and the remaining participant will be either low-income or first-generation	Pai Ka Mana keeps accurate records to make sure we are meeting the benchmarks of our grant and federal requirements.

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Institutional Goals	OBJECTIVES	FY11	FY 12	FY 13	Assessment Tools & Analysis	Results & Analysis	Program Improvements
Persistence	37% of eligible SSSP participants will persist toward completion of the academic programs in which they were enrolled.	71% (118/167) of SSSP participants persisted toward completion of the academic programs in which they were enrolled.	73% (117/160) of SSSP participants persisted toward completion of the academic programs in which they were enrolled.	Information not available at this time.	Pai Ka Mana utilizes the Student Access system database to keep information and records of all participants. That information is then downloaded into Excel to manipulate data and create reports as needed.	Pai Ka Mana is mandated to meet the persistence level of 37% as stated in the grant. Any percentage above 37% is a bonus.	Counselors meet with students twice per semester to ensure progress in classes and also to help register for the next semester to keep students engaged and persisting toward their degrees. We have streamlined the progress reports process with other programs on campus to ensure coordinated services. When students are struggling we have them come for tutoring services.
Persistence	50% of eligible SSSP participants will meet academic performance levels required to stay in good academic standing at the grantee institution.	79% (132/167) of SSSP participants stayed in good academic standing at the grantee institution.	81% (129/160) of SSSP participants stayed in good academic standing at the grantee institution.	Information not available at this time.	Pai Ka Mana utilizes the Student Access system database to keep information and records of all participants. That	Pai Ka Mana is mandated to meet the persistence level of 50% as stated in the grant. Any percentage above 50% is a bonus.	Counselors meet with students twice per semester to ensure progress in classes and also to help register for the next semester to keep students engaged and

					information is then downloaded into Excel to manipulate data and create reports as needed.		persisting toward their degrees. We have streamlined the progress reports process with other programs on campus to ensure coordinated services. When students are struggling we have them come for tutoring services.
Retention	100% of SSSP participants will have an Individualized Educational Plan within one month of their acceptance into the SSSP.	100% (167/167) participants have an Individualized Educational Plan.	100% (160/160) participants have an Individualized Educational Plan.	Information not available at this time.	Pai Ka Mana utilizes the Student Access system database to keep information and records of all participants. That information is then downloaded into Excel to manipulate data and create reports as needed.	Pai Ka Mana is mandated to meet the retention level of 100% as stated in the grant. Any percentage above 100% is a bonus.	As soon as participants are entered into the program, Counselors meet with the participant and outline their academic journey with a personalized educational plan.
Retention	SSSP Staff will meet the administrative requirements 100% of the time	100%	100%	100%	Pai Ka Mana utilizes the Student Access system database	Pai Ka Mana is mandated to meet the retention level of 100% as	Pai Ka Mana staff updates student folders and records on a daily basis, as soon as

	including record keeping, reporting, and financial accountability.				to keep information and records of all participants. That information is then downloaded into Excel to manipulate data and create reports as needed.	stated in the grant.	contact with a student occurs or a service is provided. This ensures accurate record keeping.
Retention	100% of SSSP participants will be offered sufficient financial assistance to meet their full financial need.	100% of participants were offered sufficient financial assistance to meet their full financial need.	100% of participants were offered sufficient financial assistance to meet their full financial need.	Information not available at this time.	Pai Ka Mana uses ROARMA N from Financial Aid to assess which students are still in need of financial assistance . Counselors also meet with students to help with FAFSA and scholarship assistance .	Pai Ka Mana is mandated to meet the retention level of 100% as stated in the grant.	Pai Ka Mana consistently reaches this goal so there are no improvements at this time.
Retention	To ensure improved institutional climate supportive of the success of low-income and first-generation college	100% of SSSP staff participate on a college committee that impacts campus climate.	100% of SSSP staff participate on a college committee that impacts campus climate.	100% of SSSP staff participate on a college committee that impacts campus climate.	Pai Ka Mana director monitors all SSSP staff to ensure participation on college committee	Pai Ka Mana is mandated to meet the retention level of 100% as stated in the grant.	Pai Ka Mana director monitors the committees SSSP staff serve on fulfills mission of program, college, and

	students and students with disabilities, 100% of the SSSP staff will participate on a college committee that impacts campus climate				es that impacts overall campus climate.		institution.
Student Graduation/ Goal Completion	8% of eligible participants will graduate (including certificates) each year.	30% (49/167) participants graduated and/or received certificates. 8% (13/167) graduated with an Associate's degree.	23% (36/160) participants graduated and/or received certificates. 8% (12/160) graduated with an Associate's degree.	Information not available at this time.	Pai Ka Mana utilizes the Student Access system database to keep information and records of all participants. That information is then downloaded into Excel to manipulate data and create reports as needed.	Pai Ka Mana is mandated to meet the graduation level of 8% as stated in the grant. Any percentage above 8% is a bonus.	Under the new goals for the federal DOE, graduation is now considered a separate entity from transfer. However, certificates are also considered a type of "graduation" for the federal DOE, therefore there was a significant increase in the amount of students graduating for Pai Ka Mana. Pai Ka Mana staff are always striving to help students achieve their educational goals of graduation and adjust counseling and advising

							accordingly.
Student Graduation/ Goal Completion	15% of eligible participants will transfer each year.	4% (7/167) participants transferred to a four-year institution.	4% (7/160) participants transferred to a four-year institution.	Information not available at this time.	Pai Ka Mana utilizes the Student Access system database to keep information and records of all participants. That information is then downloaded into Excel to manipulate data and create reports as needed.	Pai Ka Mana is mandated to meet the retention level of 15% as stated in the grant. Any percentage above 15% is a bonus. We have not reached this goal of 15% for transfer.	The transfer rate of Pai Ka Mana students has been dismal as we are still exiting students who are part of the program under the old regulations. This year, 2012-2013 we were able to recruit more students who are focused on transferring into a four-year degree program. One of the ways we achieve this is through our recruitment process. In our recruitment presentations we specifically point out transfer as a main priority for our program. Another way we are hoping to increase the transfer rate is to expose our students to the many four-year

							options on campus, within our institution, and also across the country through workshops and degree exploration activities.
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**Table 2 - FORMATIVE
STUDENT SUPPORT SERVICES PROGRAM STUDENT LEARNING OUTCOMES**

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO/Program Goal to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
INTELLECTUAL GROWTH	<ul style="list-style-type: none"> ■ Employs critical thinking in problem solving ■ uses complex and varied information to make decisions/opinion ■ obtains a degree and/or transfers to a four year institution ■ applies prior information to a new situation ■ expresses appreciation for literature, fine arts, math, or science, etc 	Individualized Educational Plan	<p>Tools – Transcripts, progress reports, AFAP, Intake form, self-analysis, DVC Learning Styles Inventory, COMPASS</p> <p>Methods – Evaluate each student’s IEP, twice every semester at the first individual contact and at the second individual contact.</p>	Method – Make sure that every SSSP participant (100%) has an IEP by checking their student files.	Evaluate each IEP to determine whether students are staying on track to reach their academic goals. This is done at least two times each semester.
		Academic Advising	<p>Tools - Transcripts, progress reports, AFAP, Intake form, self-analysis, DVC Learning Styles Inventory, COMPASS, IEP</p> <p>Methods – All of the above tools are utilized to advise students of the proper course to efficiently achieve their educational goals. Academic Advising occurs for every student twice per semester and also on an as needed basis.</p>	Method - Analyze all data to determine student is making satisfactory progress toward academic goals.	Evaluation used for participant identification of learning challenges, special tutoring needs, major selection, and appropriate course selection.
		Tutoring	<p>Tools – Tutor Request Form, Tutor Confirmation Form, Tutor Contact Record, Tutor Evaluation Form, SMARTHINKING.COM, TLC Tutor Services</p> <p>Methods – SSSP Staff offers Tutoring services</p>	Method – Data is analyzed by evaluating the Tutor Contact Record and evaluations to determine if tutor services are sufficient and improving	Evaluation is used to determine if another tutor is needed, if tutor is sufficient, and/or if tutor and/or student are satisfied with services.

			every week for 2 hours. If more specialized tutoring is needed, a Tutor Request Form is filled out by student and processed by staff. Every 2 weeks, Tutor will submit the Tutor Contact Record. Upon completion of services, an evaluation form is filled out by both Tutor and student.	student performance. Also by successful completion of subject area.	
		Study Skills Workshop	<p>Tools – Textbook, videos, supplemental materials, and resource personnel</p> <p>Methods - Offered every semester as an option for students to request and attend. Workshop can include time management, goal setting, effective note- and test-taking, stress management, memory improvement, and campus resource identification.</p>	Method – Effectiveness of the workshop is analyzed by the evaluations filled out by participants at the end of the workshop.	Evaluation used to see what areas within the study skill workshop needs more/less emphasis on future workshops.
		Monitoring Academic Progress and Intervention	<p>Data Type – IEP, Progress Reports, Tutoring Assessments, Transcripts, Interviews</p> <p>Methods – SSSP staff conducts this on an ongoing basis throughout the Academic year.</p>	Effectiveness of monitoring and intervention will be determined by successful completion of courses.	Evaluation is used to see where we need to place efforts of monitoring and intervention for our students, at what point during each semester to be able to be proactive in helping them achieve their goals.
EFFECTIVE INTER/ INTRA-PERSONAL COMMUNICATION	<ul style="list-style-type: none"> ■ Writes and speaks coherently and effectively ■ writes and speaks after reflection ■ influences others through writing, speaking or artistic expression ■ makes presentations or gives performances ■ articulates abstract ideas ■ uses appropriate 	Student Led Colloquium	<p>Data Type – Student portfolio</p> <p>Methods – Held at the end of every semester. Evaluation of whether the student completed their portfolio and fully participated in leading their guests through their academic journey that semester.</p>	Method – If the student participated, fully in the Student Led Celebration, then objective has been met.	If student has not participated in the Student Led Celebration, intervention is required to encourage presenting in the future.

	<p>syntax ■ communicates in non-traditional forms (e.g., email, performance, body language) and speech</p>				
CAREER CHOICES	<p>■ articulates career choices based on assessment of interests, values, skills, and abilities</p> <p>■ documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences</p> <p>■ gains work experience</p> <p>■ engages in volunteer experience</p> <p>■ engages in goal setting</p> <p>■ comprehends the world of work</p> <p>■ takes steps to initiate a job search or seek advanced education.</p>	Career Planning	<p>Tools – Eureka, AFAP, Interviews, IEP</p> <p>Methods – Each student will complete the Eureka program upon entering SSSP. Students are able to use the program if needed.</p>	Method – Data will be analyzed through student files. Student files should have a copy of the Eureka evaluation and notes of discussion with Academic Support Specialist. IEP should reflect the course selection that leads to career goal.	This is a continuous evaluative process as students change their minds frequently regarding career choices. Evaluation will serve the SSSP staff to assess where we need to concentrate our emphasis on career planning and researching with students.
		Student Interest Groups (SIGs) and Career Day	<p>Data Type - Qualitative</p> <p>Methods - Once a semester, students will hear from a community professional of their SIG choice to gain a better understanding of the jobs/careers that are currently out there in the world of work. Did student participate in the SIG?</p>	If yes - objective met; If no - objective not met	If no - intervention required with student to reconfirm student participation in program.
ENHANCED SELF-ESTEEM	<p>■ Shows self-respect and</p>	Student Interest Groups	Data Type – Qualitative	If yes - objective met;	If no - intervention required with student

	respect for others ■ demonstrates assertive behaviors ■ takes reasonable risks ■ functions without need for constant reassurance from others	(SIGs) and Career Day	Methods - Did student participate fully in SIG meetings? SIGs meet once, sometimes twice every semester for workshops, mentoring, and career exploration.	If no - objective not met	to reconfirm student participation in program.
REALISTIC SELF APPRAISAL	■ Articulates personal skills and abilities ■ acknowledges personal strengths and weaknesses ■ acknowledges others' opinions of self ■ accepts differences ■ accepts feedback from others	SIGs, Career Day, Personal Counseling	Data Type – Student evaluation forms Methods - Assessment to be conducted at the conclusion of each activity and/or at the end of every semester.	Assessment and method of analysis to be determined by the feedback from the student evaluation forms.	Based on assessment criteria, intervention of additional leadership/personal skill building tasks could be indicated.
MEANINGFUL INTERPERSONAL RELATIONSHIPS	■ develops and maintains mutually rewarding interpersonal relationships ■ treats others with respect ■ listens to others' point of view ■ trusts others ■ is civil and kind ■ assists others in need ■ is able to work cooperatively with others	SIGs, Career Day, and Community Service Activity	Data Type – Student evaluation forms Methods - Assessment to be conducted at the conclusion of each activity and/or at the end of every semester.	Assessment and method of analysis to be determined by the feedback from the student evaluation forms.	Based on assessment criteria, intervention of additional leadership/personal building tasks could be indicated.
LEADERSHIP SKILLS	■ serves as a role model ■ serves in a leadership position in a student organization ■ take risks ■ commits to civic responsibility ■ Exhibits democratic principles as a leader ■ sets goals/vision ■	Community Service Activity	Data Type – Student evaluation of Community Service Activity signed off by Activity Coordinator. Methods - Assessment to be conducted every semester at the conclusion of the program.	Assessment is ongoing based on evaluations and self-reports.	Based on assessment criteria, intervention of additional leadership/personal building tasks could be indicated.

	mentors others				
GAINS INDEPENDENCE	<ul style="list-style-type: none"> ■ functions autonomously ■ exhibits ability to function interdependently ■ accepts supervision as needed ■ manages time effectively ■ functions without need for constant reassurance 	Individual Contacts	<p>Data Type – Qualitative</p> <p>Methods – Student is to meet at least 2/semester with their Academic Support Specialist. Student is responsible for making the appointments, attending, and following up with their contacts.</p>	Assessment is based upon student evaluation and Academic Support Specialist notes.	Based on assessment criteria, intervention of additional independence building activities could be indicated.
		Graduation and/or Transfer Objective	<p>Data Type – College/Individual/National Database. College and Financial aid enrollment records.</p> <p>Methods - Collected every semester.</p>	Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc.	Evaluation used to develop and explore new intervention strategies to ensure graduation and/or transfer readiness.
		Monitoring Academic Progress and Intervention	<p>Data Type – IEP, Progress Reports, Tutoring Assessments, Transcripts, Interviews</p> <p>Methods – SSSP staff conducts this on an ongoing basis throughout the Academic year.</p>	Effectiveness of monitoring and intervention will be determined by successful completion of courses.	Evaluation is used to see where we need to place efforts of monitoring and intervention for our students, at what point during each semester to be able to be proactive in helping them achieve their goals.
COLLABORATION	<ul style="list-style-type: none"> ■ works cooperatively with others ■ contributes to achievement of group goals ■ seeks feedback from others ■ seeks the involvement of others ■ treats others with respect ■ listens ■ challenges unfair and intolerant 	Student Interest Groups (SIGs) and Career Day	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in SIG meetings? SIGs meet once or twice every semester for workshops, mentoring, and career exploration.</p>	If yes - objective met; If no - objective not met	If no - intervention required with student to reconfirm student participation in program.

	behavior.				
SOCIAL RESPONSIBILITY	<ul style="list-style-type: none"> ■ articulates a meaning of citizenship ■ participates in community service ■ understands the importance of service to others ■ has civic or historical knowledge ■ demonstrates an ability to make decisions ■ cares for others ■ has sense of belonging to community ■ is aware of community needs ■ demonstrates tolerance ■ sees connection between self and others ■ understands principles of governance ■ uses classroom learning in real world settings. 	Community Service Activity	<p>Data Type – Student evaluation of Community Service Activity signed off by Activity Coordinator.</p> <p>Methods - Assessment to be conducted every semester at the conclusion of the program.</p>	Assessment is ongoing based on evaluations and self-reports.	Based on assessment criteria, intervention of additional collaboration skill building tasks could be indicated.
		SIGs and Career Day	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in SIG meetings? SIGs meet twice every semester for workshops, mentoring, and career exploration.</p>	If yes - objective met; If no - objective not met	If no - intervention required with student to reconfirm student participation in program.
SATISFYING AND PRODUCTIVE LIFESTYLE	<ul style="list-style-type: none"> ■ achieves balance between education, work, and leisure time ■ overcomes obstacles that hamper goal achievement ■ articulates long-term goals and objectives ■ is 	Personal Counseling, Cultural Activities, Student-Led Colloquium	<p>Data Type – Qualitative Student evaluation forms, self-report, interviews</p> <p>Methods – Assessment to be conducted at the conclusion of each activity and at the end of each semester.</p>	Evaluation will be determined by the feedback from the evaluations, self reporting, and interviews with students.	Based on the assessment of the data, additional topics/skills/workshop may need to be added to the overall program for participants.

	committed to hard work ■ manages interpersonal relationships ■ is competent ■ is concerned for others ■ gives to others ■ uses creativity and imagination ■ possesses confidence ■ deals with stress effectively ■ forgives ■ possesses Integrity.				
DIVERSITY APPRECIATION	■ Understands one's own identity and culture ■ Seeks involvement with people different from oneself ■ Seeks involvement in diverse interests; ■ Articulates the advantages and challenges of a diverse society; ■ Challenges appropriately abusive use of stereotypes by others; ■ Understands the impact of diversity on one's own society.	Cultural Activities; College Exploration Trips	Data Type - student evaluation forms, interviews Methods - Assessment to be at the conclusion of each activity.	Evaluation will be determined by the feedback from the evaluations and interviews.	Based on data collected, more and/or diverse activities may need to be deleted or added to.
CLEAR PERSONAL & EDUCATIONAL GOALS	■ identifies personal and educational goals and objectives ■ Sets, articulates, and pursues realistic individual goals ■ uses goals to make decisions ■ understands the effect of one's	Graduation and Transfer Objective	Data Type – College/Individual/National Database. College and Financial aid enrollment records. Methods - Collected every semester.	Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc.	Evaluation used to develop and explore new intervention strategies to ensure graduation and/or transfer readiness.

	goals on others ■ understands the effect of one's goals on self ■ identifies obstacles to achieving goals and ways to overcome them.				
		Individualized Educational Plan	<p>Tools – Transcripts, progress reports, AFAP, Intake form, self analysis, DVC Learning Styles Inventory, COMPASS</p> <p>Methods – Evaluate each student's IEP, twice every semester at the first individual contact and at the second individual contact.</p>	Method – Make sure that every SSSP participant (100%) has an IEP by checking their student files.	Evaluate each IEP to determine whether students are staying on track to reach their academic goals. This is done at least two times each semester.
		Manoa Experience; College Exploration Trips	<p>Data Type – Qualitative</p> <p>Methods – Students that are transfer ready will be taken to participate in the Rainbow Bridge Program at UH Manoa or UH Hilo. Assessment will be conducted at the end of the activity.</p>	Method – Students will report on their Rainbow Bridge experience through student evaluations.	Evaluation of data collected will determine whether students are benefiting from this experience or what we need to add/take out from this experience to make it more meaningful.
		Transfer Services	<p>Tools – IEP, interviews, AFAP</p> <p>Methods – When students receive 30 transferrable credits, they are notified by SSSP staff. Upon interview with student, transfer services can begin. Academic Support Specialist helps with finding colleges, applying for financial aid, application to the school, etc. This occurs on an as needed basis.</p>	Method – Students will evaluate this service by the student evaluation forms filled out at the end of their activity and at the end of their term in the SSS program.	Based on evaluation of the data, this will determine where students need the most support when transferring to a four-year institution. This in turn, will help SSSP staff tailor the transfer services to better fit student needs.

CONSIDERATIONS FOR PROGRAM REVIEW

ENGAGED COMMUNITY

Pai Ka Mana strives to involve the community within program activities and events as much as possible. One of the main events Pai Ka Mana holds every year is the Student Career Day. Pai Ka Mana works with other programs on campus, such as Ku'ina, Mu'o A'e, Career Link, and Student Life to host a Career Day activity. The main goal of Career Day is to expose students to various jobs and careers associated with the majors and pathways offered at UHMC and within our UH system. We invite professionals from our community to dialogue with the students in small group settings about their own educational and career path and answer any questions students may have. There are 10 broad areas of interests covered during the Career Day: Education, Culinary and Hospitality, Social Science, Cultural Studies, Business, Sustainability, Health Science, Law Enforcement, STEM and Arts and Communication.

At the conclusion of the Career Day, all participants, including the community professionals are asked to complete an evaluation of the event. This feedback gives us the necessary information to improve upon the event and address any concerns for the future. The evaluation also gives us the information to see if the activity has achieved the Student Learner Outcomes we hope to address. The SLO's for this particular event are Career Choices, Enhanced Self-esteem, Realistic Self-Appraisal, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, and Clear Personal and Educational Goals.

Two other ways we engage the community into our students' lives is through community service and cultural activities. Our students are strongly encouraged to volunteer within the community at least one hour per semester. Students are able to choose any type of business, non-profit, school, etc. to volunteer one hour of their time to help out. Most students go above and beyond the one hour and volunteer a lot of their time to help out. This can benefit everyone involved because it allows students to explore possible areas of career interest for them while also providing a service to the business and/or people involved. Every semester we also encourage our students to participate in the cultural activities. These activities are designed to enhance our students' post-secondary educational journey that disadvantaged students may not have had the opportunity to experience. As an example, Pai Ka Mana students went to Moku'ula in Lahaina to assist in the restoration of the sacred island. Another activity that engages the community is when Pai Ka Mana students helped to re-plant native species at the Kaheawa wind farm with the help of Kumu Lindsay. By reaching out to the community, our students gain a better awareness of how they can play a role in becoming valued, contributing citizens.

At the conclusion of these events, an evaluation is completed by the students. This allows for staff to see if the SLO's are being met and how we can better improve our services to the participants. If SLO's are not being met, Pai Ka Mana staff meets to adjust the activity or change the activity completely.

RECOGNIZE AND INCORPORATE BEST PRACTICES

The Director of Pai Ka Mana just completed her doctorate degree in Educational Leadership and one of the Academic Support Specialists just completed her master's degree in social work. Through the constant acquisition of higher education by the staff, we are exposed to current literature and research. Knowledge from the literature is applied to the Pai Ka Mana program to better meet the needs of the participants and continually improve services.

Another way staff of Pai Ka Mana incorporates best practices is through evaluation of activities and services. After the completion of every activity, event, workshop, and semester, students are asked to evaluate Pai Ka Mana. Through the careful review of these evaluations, staff meets to discuss improvements, amendments, and overall effectiveness of services. The use of these evaluations provides Pai Ka Mana with the qualitative and quantitative data to constantly strive to better meet participant needs and learner outcomes.

PLANNING AND POLICY CONSIDERATIONS

One of the biggest advantages in the Student Services department is that everything is aligned toward student needs. At Pai Ka Mana, Student Support Services Program, we are bound by the Federal Department of Education guidelines and goals. However, those goals are aligned with advancing disadvantaged students through their post-secondary educational goals. Persistence, Retention, Graduation, and Transfer are the main goals for the Student Support Services Program as well as for UHMC. The goals that we have set for the students in Pai Ka Mana exceed the current persistence, retention, and graduation rates of the college. Our transfer rate definitely needs to be improved. By exposing students to more four-year institutions and programs, we are hoping to improve those rates in the next year. Another tactic we are implementing to improve the transfer rate is to actively recruit students who want to transfer. Prior to 2010, the federal DOE guidelines were graduation and/or transfer. After 2010, the federal DOE implemented a graduation and transfer stipulation. Under the older guidelines, we were able to accept students who only wanted a two-year degree. Many of these students are still in our program trying to complete their degree. With the new guidelines and new recruitment strategy, more students in Pai Ka Mana have transfer to a four-year program as their end goal.

UHMC is still considered a "community college" based on the fact that we currently only offer three four year degree options on campus. With this in mind, Pai Ka Mana understands the needs of the community and takes those needs into consideration when planning activities, events, and opportunities for students. There are a wide variety of needs from the community. Some of these are students, just out of high school, who want to take their Liberal courses here and transfer into a four-year program, returning students who worked after high school and want to return to receive their degree, and non-traditional students who may have lost their job and need to return to school to learn a new trade, take courses to advance their knowledge, and/or work towards a degree to make themselves more attractive in the job market. As a federal grant program bound by federal guidelines, Pai Ka Mana has to stick to the transfer

stipulation and serves those students who want to transfer to receive their four-year degree. The population we serve focuses on that part of the community needs.

BUDGET CONSIDERATION AND IMPACT

Pai Ka Mana is funded wholly by the U.S. Department of Education. We are also continually supported by the University of Hawaii Maui College. Activities, supplies, and operational budget concerns are grounded in assessment and analysis of program needs. There are certain services that Pai Ka Mana has to comply with under federal guidelines and those services are automatically accounted for every year in budget considerations. The activities that Pai Ka Mana offers are reviewed twice a year to fit student needs then allocated into budget considerations.