COMMITTEE ON ENROLLMENT PLANNING
Meeting Notes
January 25, 2012

Present: Amy Agbayani, Krysyna Aune, Ron Cambra, Pat Cooper, Peter Crouch, Francisco Hernandez, Susan Hippensteele, Mike Kaptik, Jodie Kuba, Todd Sammons, Joel Weaver, Kahunawai Wright (for M. Benham), Myrtle Yamada, Alan Yang

Guest: Ruth Bingham, Ileana Rueles

CEP Action Item List: Please send updates for the CEP Action Item List for Myrtle before our next meeting.

Also, Workgroup Leaders are asked to send updated lists of their workgroup members to Myrtle for the OVCAA files.

Workgroup Update

Workgroup 1: Keeping more of Hawai‘i high school graduates here in-state, attending UH Mānoa (Alan Yang)
- Enrollment Update: 3,600 applications were received for Fall admission (up approximately 700). 200 of that increase can be attributed to the JABSOM Scholars Program and to the new Chancellor’s Scholarship.
- Full-page recruitment ads have been running in the local papers.
- The contract was awarded for the digital imaging system. Software installation is scheduled for 1/31/12. Full installation should be completed in February; in-service training will be held in March. July is the target date to start using the system with full implementation in Spring 2013.
- Recruiting calls by the deans will be conducted again on 2/15 and 2/16/12.
- The Mānoa Experience University Preview Day will be held on 2/25/12. Buses and lunches will be provided for groups from programs/schools serving minority, low-income populations.

Ka‘ie’ie Report
- Copies of the Ka‘ie’ie Report were circulated to CEP members prior to the meeting (copy attached). In addition, a one-page Summary of the report (also attached) was provided by Ruth Bingham.
- Should Ka‘ie’ie be expanded? Yes, but workload and staffing issues need to be worked out. The discussion regarding expansion of the program is occurring with the CC Chancellors. Reed and Francisco will meet with the committee to discuss their recommendations.
- Need to reexamine current MOU, including an examination of the purpose of the agreement.
- The name “Ka‘ie’ie” should be retained with the addition of “Pathway” to the name.
• Ron will ask Gary Rodwell to work on an automated “invitation” system for potential Ka’ie’ie students, similar to the system used to identify auto admit students.
• Alan will work on the development of an on-line application system for Ka’ie’ie students.
• The committee will talk to current Ka’ie’ie students to assess how the program is working.
• The language about Banner XTENDER needs to be reworked.
• Krystyna will look at the responsibilities of the transfer coordinator.

Workgroup 7: Retaining out-of-state students (Mike Kaptik)
• The workgroup has been constituted and has held their first meeting.
• Mike will send the names of the members of the workgroup to Myrtle.
• The workgroup needs a faculty representative and an advisor. Susan will give Mike a recommendation for the faculty member; Ron will provide the name of an advisor.

Attachments: Ka’ie’ie Report and Summary Report
Ka‘ie‘ie: the Degree Pathway Partnership Agreement  
between Kapi‘olani Community College and the 
University of Hawai‘i at Mānoa

Implementation Team Report  
Part I: Current Practice  
December 2011

Ka‘ie‘ie is a dual-admission, dual-enrollment program between Kapi‘olani Community College (KAP) and 
the University of Hawai‘i at Mānoa (UHM). The goals of the program are to help students transfer 
smoothly and graduate with a Bachelors degree within a total of four years, or the equivalent in part-time 
attendance. Ka‘ie‘ie students receive mandatory advising and mandatory academic planning, connect 
earlier to their major department, register with continuing students when transferring to UHM, and have 
the opportunity to take courses at one or both campuses while working closely with advisors to identify the 
most efficient path to graduation and the best time to transfer.

Background: On May 10th, 2007, Interim Chancellor Denise Konan of UHM and Chancellor Leon Richards 
of KAP signed the Memorandum of Understanding (MOU) that established the Ka‘ie‘ie program. The 
Ka‘ie‘ie implementation team (KIT) was formed in June, and the first cohort of Ka‘ie‘ie students was 
admitted in Fall 2008. Although plans were to expand the Ka‘ie‘ie program to include all UH CC campuses, 
UHM has not yet been able to do so. The program has remained small, available only to KAP students, but 
is achieving its goals. The data pulled for WASC in Spring 2011 revealed that, compared to other classified 
transfer students, the Ka‘ie‘ie population had a higher average GPA (3.08 vs. 2.81) and a lower attrition 
rate (5.7% vs. 10%). In 2009, UHM began an Automatic Admissions (“AutoAdmit”) program that was also 
designed to facilitate transferring and that is implemented almost entirely through technology; there are 
as yet no data available for comparison with the Ka‘ie‘ie population. In brief, Ka‘ie‘ie offers depth (high 
quality services but limited numbers) while AutoAdmit offers breadth (high numbers but few services).

In Summer of 2011, VCAA Reed Dassenbrock and Chancellor Leon Richards formed a new Ka‘ie‘ie 
Implementation Team (KITN) to lay the foundation for expanding the Ka‘ie‘ie program. KITN was charged 
with reviewing/revising current practice (Part I) and identifying how to extend the program to other UH 
community colleges (Part II). This report constitutes Part I and summarizes the outcomes of KITN’s 
monthly meetings, in which they reviewed the current program, compared current practice to the original 
MOU, resolved outstanding issues, and implemented or proposed solutions to long-standing problems. A 
KITN subcommittee will meet throughout Spring 2012 and will generate Part II: Expanding Ka‘ie‘ie by mid-
May 2012. The KITN subcommittee will also evaluate whether the original MOU needs to be revised or 
amended to reflect current and future practice so that it can serve as an accurate template for extending 
the program to more UH community colleges.

Documents:
• The original Ka‘ie‘ie MOU: [www.hawaii.edu/vpaa/cms/MOU_UHM_KCC.pdf](http://www.hawaii.edu/vpaa/cms/MOU_UHM_KCC.pdf)  
• Current program website: [http://uhcc.hawaii.edu/kaieie/overview.php](http://uhcc.hawaii.edu/kaieie/overview.php)  
• Minutes from the KITN Fall 2011 meetings: attached.
KITN Members:

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<tr>
<th>Mānoa</th>
<th>Kapi'olani</th>
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<tr>
<td>Andy Nichols, University Health Services</td>
<td>Chad Yasuda, Admissions</td>
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<td>Garett Inoue, Admissions</td>
<td>Gemma Williams, Counselor</td>
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<td>Jodie Kuba, Financial Aid</td>
<td>Jennifer Bradley, Financial Aid</td>
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<td>Joy Nishida, STAR</td>
<td>Jerilynn Lorenzo, Admissions</td>
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<td>Linda Duckworth, International Student Services</td>
<td>Karmi Minor-Flores, Counselor</td>
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<td>Megumi Makino-Kanehiro, Mānoa Advising Center</td>
<td>Keith Kashiwada, Student Services</td>
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<td>Ruth Bingham, Pre-Health/Pre-Law Advising Center</td>
<td>Mona Lee, Vice-Chancellor for Student Affairs</td>
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<td>Ryan Yamaguchi, Admissions</td>
<td>Shawn Yacavone, Honda Center (Transfer Out)</td>
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<td>Sarah Yap, Student Services</td>
<td>Sheldon Tawata, Academic Advising</td>
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<td>Stuart Lau, Records</td>
<td>Takashi Miyaki, Honda Center Admissions</td>
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MEETINGS and OUTCOMES

Overall, most kinks have been worked out and, with the exception of significant workload shortages at UHM, the program is running smoothly. Nonetheless, the committee identified quite a few areas that had never been implemented, had problems that had never been resolved, or simply needed attention; this report documents those issues and decisions.

The KITN formed inter-campus teams to address each topic; the teams presented their solutions to the full committee for discussion before submitting their report. The following are the main topics addressed, presented in roughly procedural order:

1. Name. The “Ka’ie’ie” name was carefully chosen in 2007 by personnel at KAP. The KITN recognizes that the name is difficult for some people to pronounce and that few people know what it means, which results in their missing its symbolic meaning as well. The KITN also recognizes the benefits of a recognizable, “brandable” name over the more generic “Degree Pathway” and its variations. The KITN did not resolve this issue; KAP will discuss it further and bring recommendations for Part II.

2. Structure & Resources.

The core of the Ka’ie’ie program, where most of the work falls, is the two campuses’ Offices of Admissions and the advising services responsible for Ka’ie’ie. Current contacts are Ryan Yamaguchi and Garett Inoue (UHM Admissions), Jerilynn Lorenzo (KAP Admissions), Gemma Williams (KAP Maida Kamber Center, or MKC), and Megumi Makino-Kanehiro (UHM Mānoa Advising Center, or MAC). Resources for the expansion of Ka’ie’ie will be handled in Part II of this report.

The KITN determined that there should be a designated “Ka’ie’ie point person” at each campus to coordinate services on their own campus, to serve as liaison to the other campus, and to coordinate collaborative activities. Current contact at KAP is Gemma; UHM does not have a Ka’ie’ie point person, although Megumi is filling in for now. The KITN recommends hiring a Transfer Coordinator at UHM to assume responsibility for the Ka’ie’ie program.

Resources at KAP are considered acceptable: KAP recently hired five new advising positions, and KAP currently provides an APT Pay Band A position that serves as a liaison between UHM & KAP; the
position is housed in KAP’s Office of Admissions but the employee works 2-4 days/week on-site at UHM’s Office of Admissions.

At the moment, UHM’s Office of Admissions is able to handle the additional workload of Ka’ie’ie because KAP provides an admissions officer who works part-time at UHM to process the Ka’ie’ie applications and to generate students’ Transfer Credit Evaluations, or TCEs. Without that assistance, or if Ka’ie’ie expands to more campuses, UHM’s Office of Admissions will not be able to process Ka’ie’ie applications in a timely manner. UHM’s Office of Admissions has been further burdened by the implementation of AutoAdmit, which added a third process for handling applications.

Because Ka’ie’ie students who come to UHM connect directly with their departmental advisors, UHM does not have advising services dedicated to Ka’ie’ie. There is, however, a need of a “home base” for the Ka’ie’ie transfer orientation, training advisors, collaborating with KAP, and helping Ka’ie’ie students navigate UHM. Those services are currently provided by MAC, but as Megumi points out, there is no overlap between the Ka’ie’ie and MAC populations: MAC assists undeclared and “pre-“ students, while all Ka’ie’ie students have declared majors. Providing services for Ka’ie’ie is straining resources in MAC, an already understaffed office. As mentioned above, the KITN recommends hiring a Transfer Coordinator at UHM to assume responsibility for the Ka’ie’ie program.

The second tier consists of related advising services: the KAP counselors who refer students to the Ka’ie’ie program and the UHM departmental faculty advisors who receive Ka’ie’ie students.

Ancillary services on both campuses include recruiting, technical support, STAR, student services, health services, financial aid, international student services, records, and institutional research offices.

Oversight for the program is assigned to a Ka’ie’ie Administrative Coordinator, who is charged with overseeing the program, its maintenance and assessment, negotiating its expansion to more campuses, and serving as liaison for administration and the UH System. Current contact for KAP is Mona Lee, Vice-Chancellor for Student Affairs; interim contact for UHM is Ruth O. Bingham, Director of UHM’s Pre-Health/Pre-Law Advising Center, or PAC. The KITN recommends that UHM’s position be assigned to someone at the level of an academic dean or higher, whose duties include, or are at least related to transfer issues.

3. Communication. Because Ka’ie’ie involves multiple offices on multiple campuses, clear and regular communication is crucial to the program’s success. The program maintains communication between the campuses through the following:

- Regular meetings of the KITN. When the program started, the committee met 2-3 times/semester, ca. 6-8 times/year; now that the program is established, 2(-3) times/year is sufficient, once mid-Fall and once mid-Spring, with an optional meeting mid-Summer.
- A shared admissions process. As mentioned above, KAP sends a liaison to process Ka’ie’ie applications at UHM; this has turned out to be an essential and highly successful feature of the program.
- Regular collaboration between the advising services at both campuses. Counselors at both campuses attempt to connect students to their major departments as early as possible.
- Joint transfer orientations for students, hosted at KAP and featuring presentations by both KAP and UHM personnel.
- Joint training workshops for counselors and staff, also hosted at KAP and featuring presentations by both KAP and UHM personnel.

KAP requested that UHM departmental advisors visit KAP to talk with students and to train faculty, counselors, and staff about their colleges/schools, departments, and programs.
In addition, for their own campuses, the Kaʻieʻie point people should maintain their websites, hold training workshops for the “second tier” personnel/programs and meet regularly with ancillary services. Both point people must inform each other about their own campus’s components.

Finally, the Administrative Coordinator meets regularly with all components of the Kaʻieʻie program, calls KITN meetings, collects agenda items, and communicates with administrators.

As Kaʻieʻie expands to more campuses, the KITN expects the communication demands on each additional campus to be roughly comparable to those currently at KAP, but because the individual campuses all work with UHM, the workload at UHM to meet those demands will increase significantly. As mentioned above, the KITN recommends hiring a Transfer Coordinator to manage communication demands and other Kaʻieʻie activities and needs.

**4. Training.** For Kaʻieʻie to run smoothly, the personnel involved need both initial training about the program and ongoing training for updates. All training should be coordinated by the Kaʻieʻie point people on each campus, who collaborate to ensure consistency between the campuses. The KITN reviewed the advising outcomes developed by the KIT back in 2007 and made no changes.

**Initial Training.** The initial training session at KAP in Fall 2007 lasted about 2 hours and included core personnel, second tier personnel, and representatives from ancillary services. Presenters included the Kaʻieʻie Administrative Coordinator, point people, and representatives from the core programs. In Fall 2008, UHM held multiple initial training sessions of about 1 hour each for UHM’s second tier personnel; by that time, UHM’s core personnel had already been working on Kaʻieʻie for a year, and UHM’s ancillary services did not become involved until the formation of the current KITN.

**Ongoing Training.** Currently at KAP, the ongoing training sessions for Kaʻieʻie-related personnel are integrated with the transfer orientations for students, at which counselors and faculty are welcome: the presentations cover all transfer issues, including Kaʻieʻie and AutoAdmit. Plans are for KAP’s point person to offer once/semester joint KAP-UHM training sessions for all Kaʻieʻie-related personnel.

Currently, there are no ongoing training sessions offered at UHM. Once a Transfer Coordinator/Kaʻieʻie point person is hired at UHM, plans are to offer once/year training sessions for all UHM departmental advisors and once/year training updates for college/school advisors.

**5. Recruiting.** There are three distinct points for recruiting: high school students applying to the UH System; 1<sup>st</sup>-semester students planning to complete a Bachelor degree; and 2<sup>nd</sup> semester students looking toward transferring to UHM.

For high school students, recruiting focuses on the lower costs of starting at a CC and the easier transition from high school to higher education; for 1<sup>st</sup>-semester students, recruiting focuses on the benefits of the program (mandatory advising, mandatory planning, program sheets, ease of transfer, graduating in 4 years, etc.); for 2<sup>nd</sup> semester students, recruiting focuses on receiving an early TCE, registering with continuing students, and connecting early to their major.

Most students who join Kaʻieʻie come from the 2<sup>nd</sup> semester population, yet the KITN believes that students receive the most benefit when they join the program earlier. The point most in need of attention is the recruiting of 1<sup>st</sup>-semester students: the main barrier is the lack of mandatory advising at KAP, which is when students are most likely to learn about Kaʻieʻie. KAP has just hired 5 new advisors and will look into implementing mandatory advising.

Finally, both campuses have decided that, although possible under the original MOU, the Kaʻieʻie program should not admit high school students into the program with UHM as their home campus (i.e., “DPMA”), only with KAP as their home campus (i.e., “DPKA”); owing to the complications involved and the
fact that UHM students can take courses at KAP without being part of Kaʻieʻie, the KITN supports that change.

6. Kaʻieʻie Website & Application Information. A KITN subcommittee met with IT support, Susan Lee and Paul Sakamoto (OVPCC), to revise the current Kaʻieʻie website so that all CCs can use it as their general Kaʻieʻie information site. The site is being simplified to a single page of general information about Kaʻieʻie that requires few clicks to navigate and is now a hub that links students to sites where the information is regularly updated (Offices of Admissions, Advising Offices, etc.). The new site will be maintained by the OVPCC; campuses participating in Kaʻieʻie will need to develop and maintain their own Kaʻieʻie sites or pages.

7. Applications & Admissions. The attached reports detail the admissions process that has been agreed upon by both campuses. The current working relationship between KAP and UHM has created the ideal environment for processing applications for transfer students. The process provides greatly improved communication via an APT Pay Band A transfer specialist working part-time in UHM’s Office of Admissions to process KAP’s Kaʻieʻie transfer credit evaluations (TCEs); as a result, learning and collaboration flows smoothly between the two campuses and problems are resolved quickly. The KITN recommends that the arrangement be replicated with each campus that joins Kaʻieʻie.

8. Competition with AutoAdmit. Because AutoAdmit and Kaʻieʻie target almost the same populations, they operate in competition with each other. The two programs require their own admissions processes, adding to the workload in the Offices of Admissions. UHM’s Office of Admissions now maintains three separate admissions processes. Also, having two similar-but-different transfer programs is confusing for students, faculty, and staff, who regularly mix up the requirements and procedures.

The major differences are the waiver of the application fee and easier application process for AutoAdmit. Students applying through Kaʻieʻie must submit a paper application and pay the $70 application fee, but with this, receive services that are not readily available to other transfer students.

Data compiled by UHM’s Office of Admissions show that 782 AutoAdmit applications were processed for Fall 2010, Spring 2011 and Fall 2011; of those, 530 (67%) deposited, and of those 530 deposits, 496 (94%) students enrolled at UHM. For Kaʻieʻie during the same period, 201 applications were processed, of which 178 (88%) deposited, and of those 178 deposits, 176 (99%) students enrolled at UHM. The data imply that students who pay an application fee are more likely to enroll. It is important to note that the Kaʻieʻie numbers include only Kapiʻolani CC students whereas the AutoAdmit numbers include all 7 community colleges within the UH System.

The KITN recommends more technological support for Kaʻieʻie, specifically, a wide-spread email invitation and an online application process, which will have to be developed. The KITN does not recommend an automated application; Kaʻieʻie students should continue to meet with an advisor before applying. The KITN discussed at some length whether it makes sense to require an application fee for one UH System transfer program but not for the other, and whether to recommend waiving the fee for Kaʻieʻie or reinstating the fee for AutoAdmit; the KITN reached neither conclusion nor decision.

9. Deadlines. The Kaʻieʻie deadlines align with UHM’s priority deadlines, and the Offices of Admissions at KAP and UHM both agree that the current Kaʻieʻie deadlines work well.

10. International Students (IS). The original Kaʻieʻie MOU excluded international students because Kaʻieʻie students are dual-admitted and IS visa status can only be linked to one institution at a time. The Kaʻieʻie program now requires students to declare a “home campus,” which will be the institution listed on the students’ visa documents. IS receive all IS services through their home campus, which will use campus
registration holds to ensure compliance. Therefore, as of Fall 2011, international students are eligible to participate in the Kaʻieʻie program.

Regulations allow F-1 students to request up to 12 months of Optional Practical Training (OPT), and although OPT will add one year to the Kaʻieʻie model of graduation in four years, the committee believed that OPT is a valuable educational experience and supports allowing students to participate in OPT before continuing their education at Manoa. For students who participate in OPT, the model for graduation will be 2+1+2.

11. Placement Exams. Kaʻieʻie enrollment does not impact the campuses’ requirements for placement exams in English, Math, Chemistry, or languages.

12. Financial Aid. The problems that arose over financial aid with the initial Kaʻieʻie cohorts have been largely resolved. The main lesson learned was to ensure that students understand that financial aid is regulated by federal laws and that they can only receive financial aid from their designated “home” campus. The KITN drafted language about financial aid to include in Kaʻieʻie materials.

13. Health Clearances. Health clearances are complicated for dual-enrolled students because different UH campuses are governed by different federal regulations: KAP does not offer Health Services and is thus not a health care provider, which means that its handling of student records is governed by FERPA laws; UHM is considered a health care provider and thus its handling of student records is governed by HIPAA laws. To comply with HIPAA laws, UHM Health Services must have students’ documents on hand, but did agree to accept copies from KAP if the copies were securely transmitted.

The committee reviewed both FERPA and HIPAA laws and determined that there are three options:

a) The current situation: students must submit two sets of health records, one to KAP before registering for classes there, and one to UHM before registering there. The KITN agreed that this option is far from ideal.

b) An interim solution, based on the fact that KAP now collects “Consent to Release” forms from students planning to transfer: KAP’s KISC would forward to UHM’s Office of Admissions not only students’ Kaʻieʻie application forms and the application fee, but also copies of the students’ non-UH institutional transcripts and of the students’ tuberculosis (TB) clearance and measles, mumps, rubella (MMR) immunization certification. UHM’s Office of Admissions forwards the health documents to UHM’s Health Services. Kaʻieʻie documents would need to be revised to make the new process clear for students.

c) A technological solution: all campuses scan students’ health documents directly into Banner (XTENDER), an option not currently available. Upon transfer, the documents could be downloaded from Banner into electronic health records (EHRs). When students transfer to UHM, their health records will fall under HIPAA regulations, even if they are coming from a campus in which their records were under FERPA regulations.

The KITN initially agreed to implement (b) immediately and to recommend that (c) be implemented as soon as possible, but in the months this committee met, KAP determined that it does not have enough staffing to make copies of students’ health records. A possible solution is being explored by KAP, but meanwhile, option (a) is in force.

14. Kaʻieʻie Identification Cards (IDs). The UH System has already implemented a unified look for all IDs from UH campuses and is moving away from the proliferation of special IDs toward a one-card, System-wide identification that students have validated at whichever campuses they take courses. The UH System ID Committee is not currently considering a special Kaʻieʻie ID card. The KITN decided that having a special ID card is not integral to the Kaʻieʻie program and recommends not pursuing this idea further. The KITN
recommends the item be eliminated from the Ka’ie’ie MOU; the topic can be revisited once the UH System ID Committee decides the parameters of the new IDs.

15. **Student Fees.** Even though all UH IDs have a unified look, the services and benefits associated with the IDs vary by campus and are determined not by admission or even by “home campus” designation but by registration: i.e., Ka’ie’ie students are dual-enrolled and thus admitted to UHM but pay UHM fees only if they are registered for credits at UHM. Student fees are currently electronically linked to registration, which precludes allowing students to “opt in” – or out – of paying student fees. Student fees must be paid by all students, regardless whether they are able to receive the services and benefits (e.g., students taking distance education courses). Also, student fees are non-refundable, not even when students withdraw completely on the first day of classes and receive a 100% refund of tuition.

Student fees include both per function and per contract charges, both System-wide and campus-specific charges, and the many entities that receive funding from student fees are understandably reluctant even to consider a la carte fees, all of which make the system intractable to change. The KITN decided that the opportunities to “opt in” or out of student fees, or to pick and choose student fees a la carte are not integral to the Ka’ie’ie program and recommends not pursuing this idea further. The KITN recommends the item be eliminated from the Ka’ie’ie MOU; the topic can be revisited if/when the system of levying student fees is re-evaluated.

16. **Orientation/Transfer Workshops.** Students need information, or “orientations,” at three points: A) when applying (to learn the pros and cons of the program so they can decide whether to join); B) when joining (to learn the requirements of the program and to create an academic plan); and C) when transferring to UHM (to apply to transfer, meet with their major advisor at UHM, update their plan, and register for their first semester at UHM). The efficacy of these “orientations” depends largely on training (see #4, above) and collaboration.

Information at Point A is provided by KAP through recruiting and advertising (high school visits, posting flyers around campus, sending bulk emails, posting articles in student-read media, informational materials, and websites). The challenge is ensuring that both recruiters and all KAP advisors are trained to explain Ka’ie’ie.

Information at Point B is provided by KAP academic counselors, who meet one-on-one with Ka’ie’ie students, provide mandatory advising and mandatory academic planning, and help the students decide when to transfer. The challenges are ensuring that students enroll in Ka’ie’ie early enough to receive the program’s benefits, create appropriate plans, and transfer in a timely manner (i.e., at ~60 credits).

Information at Point C is provided by both KAP and UHM and is delivered three ways: students attend transfer workshops offered collaboratively by KAP and UHM twice each semester, mid-Fall and mid-Spring; students complete an online Ka’ie’ie Orientation offered by UHM; and students meet one-on-one with their major advisor at UHM, update their plan, and register for classes. The challenge is ensuring that UHM’s 100+ major advisors are trained on Ka’ie’ie.

17. **Mandatory Advising & Mandatory Academic Planning.** KAP does not currently offer mandatory advising or mandatory academic planning, but plans to instigate both. KAP is implementing mandatory advising and mandatory academic planning in Spring 2012, and starting in Fall 2012, Ka’ie’ie students will meet with an academic counselor at least once each semester for one-on-one advising. Furthermore, all Ka’ie’ie students will have on file an academic plan through graduation with their Bachelor degree from UHM. In consultation with their counselors and using the UHM program sheets, students will update their plans each semester, and when they transfer to UHM, they will update their plan once again, this time in consultation with their UHM departmental advisor.
At UHM, Kaʻieʻie students follow the mandatory advising and/or academic planning requirements of their declared major department. The Transfer Coordinator/Kaʻieʻie point person should facilitate communication between incoming Kaʻieʻie students and UHM departmental advisors by providing the advisors lists of their incoming students.

KAP and UHM departmental advisors will enforce this policy by placing campus registration holds on students who have not yet fulfilled their Kaʻieʻie mandatory advising and/or mandatory academic planning requirements; this means students with holds are unable to register for courses at that campus but are still able to register for courses at other campuses. The KITN discussed using UH System holds but decided that the problems created would outweigh the benefits of closing the loophole.

18. Monitoring Registration. Since Kaʻieʻie was established, there has been some concern on both the KIT and KITN that many students enroll in Kaʻieʻie shortly before transferring to UHM, thereby missing out on the many advising benefits offered through Kaʻieʻie at KAP. There was also concern that some students take fewer credits at their designated “home” campus than at the other campus. After discussing options, the KITN decided that closely regulating students was not worth the requisite time/energy. KAP will address the first issue through earlier, more assertive recruiting; both UHM and KAP will address the second through advising services. For those approaches to be effective, both campuses will need effective training programs. Furthermore, Kaʻieʻie materials will emphasize that services are primarily offered by students’ home campus.

19. Statistics/Tracking & Assessment. Currently, the Offices of Admissions of KAP and UHM collect data in order to track their Kaʻieʻie students, and they will continue to do so, but there is as yet no assessment of Kaʻieʻie. Although STAR has made it possible to pull numerous statistics on the Kaʻieʻie students and cohorts, no one currently has the time to do so and those connected to Kaʻieʻie do not have the expertise to analyze the data. Looking to possible solutions in the near future, KAP now has an assessment team and UHM hopes to have a Transfer Coordinator to assume these duties or their oversight.

The KITN recommends that the two campuses – their Institutional Research Offices (IROs), Offices of Admissions, and Advising Offices (MKC at KAP and the Transfer Coordinator at UHM) – collaborate to establish assessment criteria, develop an assessment program, and conduct ongoing assessment. When Kaʻieʻie is extended to more UH community colleges, the KITN proposes that UHM’s Assessment Office take the lead in designing and implementing a program-level assessment process.

20. The KITN Subcommittee for Part II was formed and will begin meeting in spring; The goal is to submit Part II by mid-May 2012.

Administration: Mona
Admissions: Jeri, Sheldon
Student Services & Advising: Keith & Gemma, Karmi
Ruth
Ryan, Garett
Megumi

Finally, it is important to note that UHM does not currently have a Transfer Coordinator/Kaʻieʻie point person. The MAC is only a temporary home for Kaʻieʻie, and consequently, the only parts of Kaʻieʻie currently in place are the online Kaʻieʻie Orientation for students and the mandatory advising by UHM departmental advisors. A full-time new position for a Transfer Coordinator/Kaʻieʻie point person will need to be created before UHM can commit to providing the following duties outlined in this document:

• Serve as contact person for inquiries by students and advisors/counselors
• Coordinate Kaʻieʻie services with ancillary services
• Coordinate Kaʻieʻie with the Offices of Admissions and Records
• Attend KITN meetings
• Collaborate advising services between KAP and UHM
• Coordinate training with KAP to ensure consistency between campuses
• Participate in joint transfer orientation presentations for students at KAP
• Participate in joint training workshops for counselors and staff at KAP
• Coordinate departmental advisor visits to KAP
• Create/maintain a UHM Ka’ie’ie website
• Provide training sessions for UHM departmental advisors
• Provide training sessions for college/school advisors
• Maintain the online Ka’ie’ie Orientation for students
• Provide lists of incoming Ka’ie’ie students for UHM departmental advisors
• Connect incoming Ka’ie’ie students with their UHM departmental advisors
• Oversee mandatory advising by UHM departmental advisors
• Oversee the mandatory academic planning requirement
• Implement ongoing assessment for Ka’ie’ie at UHM

Also, a permanent, partial-time Ka’ie’ie Administrative Coordinator will need to be identified before UHM can commit to providing the following duties outlined in this document:
• Oversee the program, its maintenance and expansion
• Oversee assessment of the program
• Coordinate and run KITN meetings
• Serve as liaison between Ka’ie’ie and UHM and KAP administration
• Serve as liaison between Ka’ie’ie and the UH System offices
• Assist with initial Ka’ie’ie training at each of the campuses
• Assist the UHM Ka’ie’ie point person in coordinating training for UHM’s departmental advisors
• Coordinate the UH System Ka’ie’ie website, UHM’s Ka’ie’ie website, and the community colleges’ Ka’ie’ie websites
• Meet regularly with ancillary services to address problems as they arise
Ka’ie’ie Implementation Team
Summary of Report, Part I

1. Name
   - The “Ka’ie’ie” name is being re-evaluated and will be addressed again in Part II (#1).

2. Structure & Resources
   - There should be a “Ka’ie’ie point person” at each campus to coordinate services and to implement Ka’ie’ie services on their own campus.
   - UHM should hire a Transfer Coordinator to serve as the point person and to assume responsibility for the Ka’ie’ie program.
   - UHM should identify/appoint a Ka’ie’ie Administrative Coordinator to oversee the program and its joint meetings; the Administrative Coordinator should be at the level of an academic dean or higher, whose duties include or are related to transfer issues.

3. Communication
   - The KITN will meet at least once/semester, with an optional additional meeting in Summer.
   - Advising services at both KAP and UHM need to communicate regularly and jointly offer transfer orientations for students, as well as training workshops for counselors/advisors and staff.
   - UHM departmental advisors should visit KAP regularly to talk with students and train faculty, counselors, and staff.

4. Training
   - To ensure consistency, the Ka’ie’ie point people need to provide both initial and ongoing regular training for involved personnel.

5. Recruiting
   - The KITN identified three recruiting points and the information that needs to be transmitted at each point.
   - Ka’ie’ie will no longer admit high schools students with UHM as their home campus.

6. Ka’ie’ie Website & Application Information
   - The Ka’ie’ie website will be maintained by the OVPCC and is being revised and simplified; in addition, each campus participating in Ka’ie’ie will maintain its own Ka’ie’ie website with campus-specific information.

7. Applications & Admissions
   - KAP and UHM agreed on an admissions process that works for both campuses.
   - Each participating campus should have a liaison who works part-time in UHM’s Admissions Office processing Ka’ie’ie applications.

8. Competition with AutoAdmit
   - Like AutoAdmit, Ka’ie’ie should offer an email invitation.
   - Ka’ie’ie should have an online application, but not a “click-to-accept” function; Ka’ie’ie students should continue to meet with an academic advisor before applying.

9. Deadlines
   - Ka’ie’ie deadlines now align with UHM’s priority deadlines.

10. International Students
    - International students will receive all IS services through their home campus, which will use campus registration holds to ensure compliance.
• International students will be able to participate in 12 months of Optional Practical Training (OPT) before continuing their education at UHM, so their model for graduation will be 2+1+2.

11. Placement Exams
• Kaʻieʻie enrollment does not impact campus requirements for placement exams.

12. Financial Aid
• The Kaʻieʻie materials will be revised to make it clear that students receive financial aid from their designated “home” campus.

13. Health Clearances
• UHM will accept copies of students’ health documents from KAP if the copies were securely transmitted; KAP does not currently have the staffing to make copies but is working on a solution.
• KITN recommends the UH System make available Banner’s XTENDER so that campuses can transmit health records electronically.
• Meanwhile, students will continue to have to submit two sets of health records.

14. Kaʻieʻie Identification Cards (IDs)
• The UH System ID Committee is not considering a special Kaʻieʻie ID card; the KITN recommends eliminating this item from the Kaʻieʻie MOU.

15. Student Fees
• The current system of fees and student services is intractable to change; the KITN recommends eliminating this item from the Kaʻieʻie MOU.

16. Orientation/Transfer Workshops
• The KITN identified three points at which students need orientations, and for each point identified purpose, challenge(s), and the personnel responsible.
• The efficacy of orientations depends largely on training (see #4, above) and collaboration.
• KAP will recruit and advertise Kaʻieʻie.
• KAP will meet one-on-one with Kaʻieʻie students to provide advising and planning and to help students decide when to transfer.
• KAP and UHM will jointly offer Transfer Workshops twice each semester.
• UHM will provide and maintain an online Kaʻieʻie Orientation to UHM.
• Before registering at UHM, Kaʻieʻie students will meet one-on-one with their major advisors at UHM to update their plans.

17. Mandatory Advising & Mandatory Academic Planning
• In Spring 2012, KAP will instigate mandatory advising for Kaʻieʻie students.
• All Kaʻieʻie students will have on file an academic plan through graduation with their Bachelor degree from UHM, and will update that plan each semester.
• These mandatory policies will be enforced with campus-level registration holds.

18. Monitoring Registration
• The KITN decided that closely regulating students was not worthwhile.
• Through recruiting and advising, KAP will try to enroll students into Kaʻieʻie earlier.
• Through advising, KAP and UHM will emphasize that students’ “home” campus should be where they are taking the most credits.
• Kaʻieʻie materials will emphasize that services are primarily offered by the “home” campus.

19. Statistics/Tracking & Assessment
• KAP and UHM Admissions Offices will continue to collect data on Kaʻieʻie students.
• The KITN recommends that KAP, UHM, and the UH System collaborate to assess the Kaʻieʻie program.

20. The KITN Subcommittee for Part II
...was formed.
Summary of Ka'ie'ie Report

A) Three proposed changes to MOU:
   1) Drop the original language allowing for admission of freshmen with Manoa as home campus
   2) Drop the original idea that students have a special Ka'ie'ie ID card
   3) Drop the original language about ala carte student fees

   (Note: I would assume that changing the MOU would logically wait on the resolution of unresolved issues listed next, so it makes sense to wait on tis so we would only revise the MOU once.)

B) Unresolved issues for further discussion:
   1) Ka'ie'ie as a name
   2) The issue of application fees

C) Recommendations for Action Steps:
   1) UHM should name a Ka'ie'ie Administrator
   2) UHM should hire a transfer coordinator
   3) UHM should hire a Ka'ia'ie administrative coordinator
   4) These hires should organize regular training sessions for all UHM departmental advisors
   5) An email invitation be developed to send to potential Ka'ie'ie students
   6) An on-line application be developed for potential Ka'ie'ie students
   7) KCC should copy non-UH student transcripts and student health documents to UHM
   8) KCC and UHM develop assessment program for Ka'ie'ie

D) Initial Recommendations for Actions Steps when Expanded:
   1) Each CC should create position that works with (and potentially at) Manoa
   2) Each CC should follow recommendation #6 above
   3) If Banner XTENDER is implemented, then scanning at local campus can replace C7 and D2
   4) C8 be expanded for all participant campuses, with UHM as lead

   (Note: Since this is the focus of Part II of the report, there will certainly be additions to these preliminary recommendations.)