

# **HAWAI‘I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT**

## **COUNSELING UNIT**

**November 18, 2011**

**Assessment Period: July 1, 2008 to June 30, 2011**

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*Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college- wide process, the Unit Reviews are available to the college and community at large to enhance communication and public accountability.*

**HAWAI‘I COMMUNITY COLLEGE  
 COMPREHENSIVE UNIT REVIEW REPORT  
 COUNSELING UNIT  
 Assessment Period: July 1, 2008 to June 30, 2011**

**Part I: ANNUAL UNIT REVIEW**

N/A – Student Services submits an annual unit review

**Part II: A.1. UNIT EFFECTIVENESS**

**MISSION**

The Hawai‘i Community College Counseling Unit, which includes subunits, has an overall mission statement as well as parallel mission statements for each of the subunits. These statements align with the College’s mission statement.

Hawai‘i Community College Counseling Unit Mission Statement

Through encouragement and with respect and integrity, counselors inform and empower a diverse group of students to reach their educational goals and to enrich their community.

Hawai‘i Community College Career and Job Placement Center Mission Statement

The mission of the HawCC Career and Job Placement Center is to assist and support students and prospective students in clarifying and planning purposeful career and educational goals through the use of informational resources and career counseling and to enhance employability via assistance with job preparation-- resumes, job search and interviewing skill development.

Hawai‘i Community College Hā‘awi Kōkua Program Mission Statement

To promote an equal opportunity for individuals with disabilities, to gain the maximum benefit from their educational/ learning experience by participating fully in their regular courses and activities offered at Hawai‘i Community College.

**SERVICES/FUNCTIONS**

The HawCC Counseling Unit consists of three subunits: Counseling, Advising & Support Services Center (CASSC), Career & Job Placement Center (CJPC) and Hā‘awi Kōkua Disability Services (HKDS). Services provided by the subunits are classified into 5 main areas: admissions, retention, transition, outreach and other services. The following table illustrates the services provided by each subunit during the review period. As the Counseling Unit moves to separate the sub-units’ services and functions, we expect to see a decrease in duplication of services provided by all three units.

SERVICES PROVIDED	COUNSELING UNIT		
	CASSC	CJPC	HKDS
	Sub-unit 1	Sub-unit 2	Sub-unit 3
ADMISSIONS			
Assistance with application and admissions process	X	X	X
Provide general financial aid information and referrals to the Financial Aid Office	X	X	X
Orientation for new, returning, and transfer students	X	X	X
Coordination of individual and/or group registration and advising sessions	X	X	X

<b>ADMISSIONS</b>	<b>CASSC</b>	<b>CJPC</b>	<b>HKDS</b>
Assistance with on-line registration and issuing course pre-requisite overrides when appropriate	X	X	X
Unofficial Transfer Transcript Evaluation and referral to the Records & Data Management Office	X	X	X
Register each F-1 International Student in the Student & Exchange Visitor Information System (SEVIS)	X		
General career planning before and during admission	X	X	X
Career exploration to identify and/or define career path		X	
Assistance with applying for disability services and accommodations			X
Help students successfully transition from correctional facility and/or substance abuse treatment program to college	X	X	X
Help high school students including "Running Start students" successfully transition from high school to college	X	X	X
<b>RETENTION</b>	<b>CASSC</b>	<b>CJPC</b>	<b>HKDS</b>
Help students identify barriers and mitigation strategies for college success	X	X	X
Help students identify and plan for educational, career, and personal goals	X	X	X
Career exploration planning while student is in college		X	
Enable student to gain employment through job search/prep/placement services		X	
Provide educational/personal counseling and advising for all academically at-risk students	X	X	X
Provide crisis intervention and mediation services	X	X	X
Offer group and individual academic advising for continuing students	X	X	X
Provide general scholarship information and application assistance	X	X	X
Provide general financial aid information and assist with financial aid appeals	X	X	X
Teach student success and career development courses as time permits	X	X	X
Provide student success workshops	X	X	X
Referrals to appropriate human service providers and agencies	X	X	X
Mid-term monitoring for all students with disabilities			X
Provide academic accommodations for students with disabilities and academic challenges			X
Provide individualized and specialized service guided by self-disclosed needs and barriers assessment (Case Management of SWDs)			X
<b>TRANSITION</b>	<b>CASSC</b>	<b>CJPC</b>	<b>HKDS</b>
Help students match opportunities with educational, career, and life goals	X	X	X
Organize, oversee and provide college transfer services	X	X	X
Partner with other institutions or organizations to provide transfer services	X	X	X
Help students match major and class choices with those of future institutions	X	X	X
Check that students meet all requirements necessary for graduation	X	X	X
Assist students with graduation application process	X	X	X
Assist students secure post-graduate employment		X	
Help students with complete withdrawal process including re-entry guidelines	X	X	X
Career planning during transition period		X	
Provide job search and resume workshops to assist students with employment preparation		X	
<b>OUTREACH</b>	<b>CASSC</b>	<b>CJPC</b>	<b>HKDS</b>
Information booths at a variety of Career and College Fairs	X	X	
Information sessions at high schools, rehab centers, Hilo Community School for Adults classes and DOE events	X	X	X
Coordinate Building Better Bridges, a high school counselor outreach event	X		
Partner with the University of Hawai'i at Hilo Student Affairs units	X	X	X
Provide community outreach and liaison services with public and private social service agencies and educational institutions (i.e., Salvation Army, 'Alu Like, Goodwill, Kamehameha, Department of Vocational Rehabilitation)	X	X	X

OTHER	CASSC	CJPC	HKDS
Answering general information questions concerning all aspects of HawCC	X	X	X
Supervise and train student employees in the Unit	X	X	X
Supervise and train peer mentors to assist with admissions, retention and outreach activities	X		
Support to the College through grant writing	X	X	
Members and/or leaders of College, UH system and community committees and/or organizations	X	X	X
Serve as Counseling faculty resource to campus academic departments	X	X	X
Provide academic advisor refresher workshops for instructional faculty advisors	X	X	
Provide workshops on adaptive technology for instructional faculty			X
Support the Student Life program as faculty advisors of Registered Independent Organizations (RIOs)	X	X	X

### ALIGNMENT WITH HAWCC INSTITUTIONAL LEARNING OUTCOMES

Hawai'i Community College's Counseling Unit is directly aligned with the College's mission and Institutional Learning Outcomes (ILOs). All services provided by the Counseling Unit are directed at facilitating the educational, career, transfer and personal growth of all students. The following list illustrates a few examples of this alignment.

*ILO1: Graduates will be able to connect with their communities and contribute to the creation of healthy communities.*

Service/Function: a) New Student Orientation, b) Counseling, crisis intervention and mediation, c) Students are assisted in job preparation, which is often the initial connection with the community and d) Disability accommodations.

*ILO2: Graduates will be able to contribute to the workforce of their communities and the creation of healthy economic and social environments.*

Service/Function: a) Career & Job Placement Center services assist students prepare for on and off-campus employment, b) International Student Counselor assists F-1 Visa students with on-campus student Employment Curricular Practical Training, and Optional Practical Training.

*ILO3: Graduates will be able to connect with their communities in a culturally competent manner that respects diversity and Hawaiian culture and values.*

Service/Function: a) New Student Orientation, b) Hā'awi Kōkua provides workshops to educate faculty, staff and students about disabilities, c) International Student Counselor serves on International Education Week Committee, d) Training of Counseling Unit student employees.

*ILO4: Graduates will be able to connect with their natural environments and create sustainability.*

Service/Function: a) Counseling Unit role models for its students and participates in sustainability and recycling efforts (paper, plastic bottles and aluminum cans). Monies raised are donated to the HawCC Alumni and Friends scholarship, b) Two counseling faculty advises the Phi Theta Kappa Honor Society. The organization participates in Adopt-a-Highway, beach clean-ups and recycling efforts.

*ILO5: Graduates will be able to use technology to connect, contribute and create value in their communities.*

Service/Function: a) Counseling Unit teaches students how to check their email, and how to use My UH and STAR, b) Career & Job Placement Center teaches students to use technology to prepare resumes and conduct job searches, c) Hā‘awi Kōkua provides adaptive equipment to Students with Disabilities.

**Part II: A.2. FACILITIES, EQUIPMENT AND STAFFING**

See Table 3 and Attachment A for these items.

**Part II: A.2a. PAST ACTION PLAN AND STATUS**

UNIT GOALS	PAST ACTION ITEM	STATUS
<b>Goal 1: SEM</b>	Participate in: Strategic Enrollment Management (SEM) task force, biennium budget process, College Council and Academic Senate to obtain general funds needed to secure counseling and other positions.	-Counseling faculty served on the various college governance committees. -In 2007, an Admissions Counselor position was created to assist <u>both</u> the Admissions and Counseling offices. No other G-funded position was added to the Unit.
	Identify at risk students and align them with an identified counselor for case management type services.	-Students were assigned by major, international student status and/or disability status to a counselor. Case management implemented for international students and students with disabilities.
	Provide academic advising services to all students	-Although this service is <i>available</i> to all students, data indicates we assisted on average 36% of the enrolled students with advising and registration. The Counseling Unit does not have the staffing to provide this service to all students.
	Teach more LSK 102, University 101, and IS classes	-Over the three-year reporting period, counselors taught 6 sections of LSK 102, 3 sections of IS 101, 4 sections of IS 55 and 1 section of IS 105D.
<b>Goal 2: SLOs</b>	Develop and pilot test instruments and delivery methods for two Student Learning Outcomes (SLO)	-Each sub-unit piloted at least one SLO: <ul style="list-style-type: none"> <li>▪ Orientation pre/post-test (CASSC)</li> <li>▪ Resume writing rubric (CJPC)</li> <li>▪ Student intake form (HKDS)</li> </ul>
	Score, evaluate and respond to SLO results	-Used results to modify Orientation -Used results to better market CJPC services
	Prepare report based on SLO statistics	-Submitted data for OSS Annual Reviews

UNIT GOALS	PAST ACTION ITEM	STATUS
<b>Goal 3: On-line Services</b>	Rework college web page and on-line orientation site	-On-line orientation edited yearly -College Web Master hired Spring '11 -All sub-units have web pages and/or Facebook
	Develop SLO evaluation (test) based on on-line orientation	-Did not create an online evaluation
	Promote STAR to students	-Taught students about STAR during academic advising and registration individual and group sessions and New Student Orientation. -Signed STAR reports required of all students who applied for graduation.
	Training across unit in web design and software use	-SARS-Grid implemented in Fall 2008. -One counselor took digital media courses. -All Counseling faculty participated in Banner and STAR refresher trainings

**Part II: A.2b. ADDITIONAL UNIT CHANGES NOT LISTED ELSEWHERE**

In Fall 2006, the Unit submitted our last comprehensive unit review. Dr. Barbara Arthurs, a HawCC Counselor, became the permanent Dean of Student Services during that semester and provided leadership, vision and guidance for the Counseling Unit and all other Student Services units throughout the next 5 years.

In Summer 2008, per Dean Arthurs’ recommendation, the department voted to add the word “advising” into our office name. The name change reflected the fact that Counseling faculty spent more than half of their time providing advising services to students. We have yet to purchase a new sign for the office door and update our letterhead to reflect the name change. We hope to set aside a part of our budget to make these purchases in the future.

**Part II: A.2c. & A.2.d. CURRENT UNIT OUTCOMES AND ASSESSMENT METHOD**

Unit Outcomes and Student Learning Outcomes have evolved over time. The following are the current unit and student learning outcomes.

*UO1: The Counseling, Advising & Support Services Center will provide on-going support and academic advising training for instructional faculty advisors.*

Assessment Method:

- Track number of faculty advisors who attend training sessions.
- Pre-Post Test to measure faculty advisors’ knowledge of the academic advising and registration process

*UO2: The Career and Job Placement Center will collaborate with faculty to develop and implement job preparation curriculum.*

Assessment Method:

- Survey faculty
- Focus groups composed of CTE faculty

*UO3: The Career and Job Placement Center will conduct outreach and collaborate with employers to develop employment opportunities for students, graduates, and alumni.*

Assessment Method:

- CJPC will contact at least 2 employers per week and keep a log of contacts and other information about the company, such as: what service they provide, amount of employees, the various types of positions that they employ, and whether they have any current open positions

*UO4: The Career and Job Placement Center will partner with community employment agencies to develop employment opportunities and to sponsor community activities and events.*

Assessment Method:

- The CJPC will partner with BIWC to sponsor at least 4 events per year. A log will be kept of events, with summaries of the activities and the number of attendees.

*UO5: The Hā'awi Kōkua Counselor for Students with Disabilities will educate faculty about the issues and characteristics of students with disabilities to incorporate teaching strategies that will improve the success rate of this population.*

Assessment Method:

- Survey faculty via online assessment tool

*UO6: The Hā'awi Kōkua Counselor for Students with Disabilities will provide accommodation letters for students with disabilities who have provided adequate documentation, to comply to the ADA and higher education access to information for their disability. These qualifying students will provide this accommodation letter to their instructors.*

Assessment Method:

- Track number of students receiving accommodations
- Student evaluation of the accommodation(s) provided

*SLO1: Demonstrate an understanding of information needed to navigate through the college system.*

Assessment Method:

- Pre and Post Tests taken at New Student Orientation
- Comparison between pre and post test scores with a target score of 90% or more on post-test scores.

*SLO2: Develop and implement an academic plan based on major requirements, interests and skills.*

Assessment Method:

- Utilize rubric to score student's level of academic planning.
- Review student's Academic Plan in STAR.

*SLO3: Identify strengths and community resources to develop a plan to address academic and personal challenges.*

Assessment Method:

- Utilize Reality Checklist to begin discussion with student.
- Utilize rubric to score student’s level of understanding and commitment to seek community resources and support systems.
- Students with disabilities report their strengths and challenges using intake form

*SLO4: Develop, create, refine, adjust, and manage a Career Plan based on strengths, attitudes, values, interests, skills, and goals.*

Assessment Method:

- Rubric: Develop, create, and refine a Career Plan
- Point of Service Survey

*SLO5: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance in employment.*

Assessment Method:

- Rubric: Conduct an Effective Job Search
- Rubric: Prepare a “Winning Resume” Using Resume Writing Software
- Point of Service Survey

**Part II: A.2e. SUMMARIZE ASSESSMENT DATA COLLECTED**

Counseling, Advising & Support Services Center (Sub-Unit 1)

To measure SLO1, the CASSC administered a pre- and post-test at the on-campus, New Student Orientation to query if the students’ level of understanding and retention of information had changed after attending the orientation. One hundred forty-five (145) pre- & post-tests were collected.

<b>Knowledge Acquisition</b>	<b>Number of students</b>	<b>Percent of Students</b>
All correct	68	47%
1 incorrect answer out of 12 questions	40	28%
2 incorrect answers out of 12 questions	18	12%
3 incorrect answers out of 12 questions	5	3%
4 or more incorrect answers out of 12 questions	14	10%

The three questions most students answered correctly were:

- 97% of the respondents indicated they knew that the STAR degree check program was used to track their progress towards graduation.
- 96% of the respondents could identify the location of the Manono campus.
- 96% of the respondents identified three resources they could access once they had logged into their My UH account.

The three questions most students answered incorrectly were:

- 21% of the respondents could not name one Counseling faculty member.
- 19% of the respondents could not identify at least three sources to obtain information on their program requirements.
- 15% of the respondents did not know where the HawCC Career & Job Placement Center was located.

#### Career & Job Placement Center (Sub-Unit 2)

Over the review period, the Career and Job Placement Center refined and further developed its student learning and unit outcomes. During the 2010-2011 academic year, the center assessed SLO5, the resume writing rubric and collected data on student skill acquisition. The following table represents a summary of the data collected:

<b>Service/Skill Acquisition</b>	<b>Number of students</b>	<b>Percent of Students</b>
Received Job Preparation Assistance	275	100%
Level 1: Identify the various resume formats and their uses. Select the appropriate format based on skills and experience.	210	76%
Level 2: Demonstrate the ability to complete a draft resume.	190	69%
Level 3: Assess, edit, polish, and produce a resume to submit to an employer.	59	21%

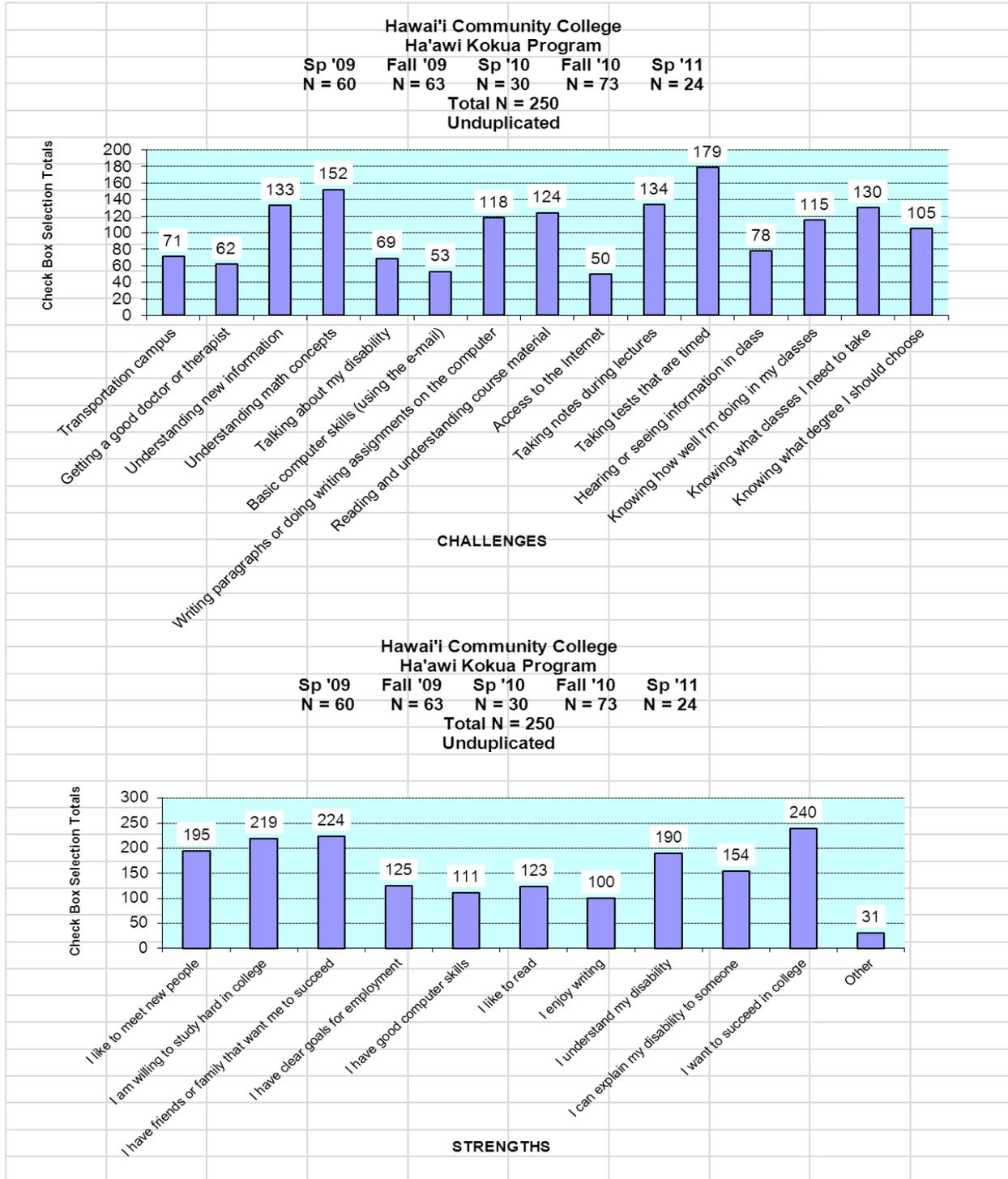
#### Hā‘awi Kōkua Disability Services (Sub-Unit 3)

To address UO6, the Hā‘awi Kōkua program tracked the number of students receiving disability accommodations. Data is collected regarding the types of disabilities. A large percent of students identify with more than one type of disability. Below is a chart of the two fastest growing disability populations at HawCC that most impact the SWDs academic success, as well as the total SWDs registered with the program.

<b>Semester / Year</b>	<b>Psychological</b>	<b>Learning Disabled</b>	<b>Total SWD</b>
Fall 2008	53	64	196
Spring 2009	58	61	196
Fall 2009	64	82	235
Spring 2010	59	78	224
Fall 2010	94	109	307
Spring 2011	99	99	297

For SLO3, Hā‘awi Kōkua collected data from the program services Intake Form. Students were asked to provide a handwriting sample, the number of minutes it took to write the sample, and complete a checklist of their strengths and challenges. The data gave the Counselor for Students with a Disability (SWD) a sense of each student the program was serving and what individualized services needed to be provided.

The following tables report the results gathered from the Intake Forms SWDs completed from Spring 2009 to Spring 2011.



**Part II: A.2f. CHANGES MADE AND FUTURE ISSUES IDENTIFIED BASED ON UNIT ASSESSMENT**

**Counseling, Advising and Support Services Center (Sub-Unit 1)**

Based on the post-test results received, the Unit revised its pre- and post-test questions. Additionally, in Summer 2011, the New Student Orientation committee added a scavenger hunt activity where students had to locate and retrieve items from various offices on the Manono campus. We expect to see an increase in the number of students who can correctly identify support offices located on the Manono Campus (i.e., the Career & Job Placement Center).

Three Counseling faculty members co-facilitate segments of the orientation. We hope students are now able to identify at least one counselor who could provide them assistance in the future.

Orientation is one of the best opportunities to educate new students about the essential information they need to succeed at HawCC, yet only about one in five HawCC students participates in an orientation (see CCSSE results on page 24-25 and SENSE results on page 26). These results shows participation decreased since the last program review.

In Summer 2010, in response to the declining orientation attendance rates, the Unit piloted mandatory, in-person, new student orientations for incoming Hawai'i Island high school students who applied via the Kama'āina Application. Led by the Admissions Counselor, various HawCC faculty and staff from different parts of the campus designed and delivered multiple orientation sessions. Approximately ten sessions were held in the Summers of 2010 and 2011. The following table reports the number of incoming Hawai'i Island high school students who attended mandatory orientation.

<b>Orientation Sessions</b>	<b>Semester Start Date</b>	<b>Number of Students</b>
Summer 2010	Fall 2010	366 Students
Summer 2011	Fall 2011	437 Students

Additionally, Early Admissions students (high school students interested in taking college courses) are also required to attend a mandatory, in-person orientation designed specifically for them. When the UH-Mānoa ITS department discontinued technical support for HawCC's online orientation in Summer 2006 due to funding cuts, the Unit lost the ability to track the number of students who completed an online orientation. The Unit hopes to expand the mandatory, in-person orientation requirement for all new, returning and transfer students entering HawCC for Spring 2012 and pilot an alternative online orientation via Skype for students who are off-island.

**Career & Job Placement Center (Sub-Unit 2)**

The resume writing rubric results were tabulated to determine the percentage of students that reached the highest level of skill acquisition—Level 3. This percentage—21%-- will be the baseline and efforts over the next academic year will be focused on raising the percentage of students that complete Level 3 by at least 10%. Greater efforts will be made to encourage

students who receive job preparation services to return to fine tune, edit, and polish their resumes to present for employment opportunities.

Based on the results of the data collected, it is obvious that first of all, the Career and Job Placement Center has provided job preparation services for a mere fraction of HawCC students, i.e. only 275 out of as many as 3815 students sought services from the center over the past academic year. Though many more students received a variety of other services from the center, the small number of students receiving resume writing assistance indicates a greater need for enhanced and diverse marketing strategies. Efforts have been made to outreach to instructors and programs to assist entire classes of students. Some instructors have even made resume writing one of their course assignments, but far more time needs to be put into outreach to more instructors to market these services.

Individual appointments as well as several resume writing workshops are offered each month. The workshops are publicized through e-mail blasts to students and instructors, flyers throughout the campus, and publication on the HawCC Activities and Events Calendar which appears on the homepage. The center recently built and published a Facebook webpage and posts all workshops there: Resume Writing, Job Search, and Career Exploration.

The Career and Job Placement Center Evaluation form, which is, in general, a satisfaction assessment, will be modified in Spring 2012 to collect point of service survey data in addition to the current satisfaction data. While student satisfaction with services is important, it is also important to determine if students feel that they have accomplished relevant learning outcomes.

Because of the growing numbers of students, the Career and Job Placement Center Coordinator has, for several years, assisted other counselors in providing advising and registration assistance. It was recognized that this assistance greatly limited the growth of career and job development at HawCC. Because of this, the Counseling unit agreed to allow the coordinator the opportunity to focus on career and job development and to assist more minimally with advising and registration.

The Career and Placement Center is currently identified by a sign outside of the center. The sign reads: "Career Center." It is recognized that the current name is not reflective of the types of services offered. The coordinator has been referring to it as the "Career and Job Placement Center." A name change will be made in Spring 2012 and a new sign will be designed and hung.

### **Hā'awi Kōkua Disability Services (Sub-Unit 3)**

To assist with the growing numbers of accommodations being requested, an APT Education Specialist position was created through a federal Perkins grant. The APT's responsibilities include ensuring the timely scheduling of student workers to serve as note-takers and sending out the accommodation letters each semester for all SWDs who qualify for in-class support or extra testing time for each of their classes.

The efficiency of the Hā'awi Kōkua program to provide accommodations in a timely manner has increased due to the hiring of the APT position. Prior to the APT being hired, the Counselor for SWDs served in multiple roles: Counselor, Disability Service Provider, Student Employee

Supervisor, and Kōkua Technology Lab Coordinator. The Counselor for SWDs is now better able to provide direct counseling and academic support to the growing numbers of students in the program.

The Counselor for SWDs utilized the information gathered from the Intake Form to assist students with discussing their strengths and challenges, to refer the students to other support services and to tailor the Hā‘awi Kōkua program’s services and accommodations provided to the students.

Additionally, mid-term monitoring services were provided to 100% of the SWDs registered with the program. The mid-term monitoring process is an important prevention approach to helping students maintain academic success, as it provides the students with important information about their academic progress from their instructors.

## **Part II: A.3a. A.3.b. UNIT STRENGTHS AND WEAKNESSES**

**S1 (Strength 1):** The Counseling Unit provides services which require interaction with all aspects and personnel of the College. The Unit employs Counseling faculty who possess current knowledge concerning rules and regulations and who have broad and holistic perspectives of HawCC and of our students’ experiences.

**S2 (Strength 2):** The Counseling Department as a unit is extremely adaptable. For example, we attempted to respond to an increased enrollment of 62% by implementing the following strategies: group advising and registration sessions, outreach to classrooms, and group career and job development workshops.

In Fall 2006, the Counseling Unit submitted its last comprehensive unit review. Enrollment that semester was 2,358 students. In Fall 2010, HawCC’s enrollment was 3,815 students, a 62% increase. In Fall 2006, there were 143 identified students with disabilities and in Fall 2010, 307 identified students with disabilities, a 115% increase.

**S3 (Strength 3):** Students who do receive services provided by Counseling faculty were satisfied with those services. This fact is indicated through individual counselors’ surveys, the Office of Student Services Graduate Survey, the Office of Student Services Continuing Student Survey, CCSSE and SENSE.

**W1 (Weakness 1):** The Counseling Unit is overextended. The Unit lacks an adequate number of Counseling faculty, and adequate office space. The rapid increase in general enrollment (62% since Fall 2006), combined with an increase in students with mental health and/or special needs (115% since Fall 2006) resulted in a lack of quality services for most students. This is further complicated by long periods of Counseling faculty absenteeism due to prolonged illnesses. Additionally, unlike instructional faculty, the Counseling Unit Chair does not receive release time and replacements are not in place for absent Counseling faculty.

**W2 (Weakness 2):** The Counseling Unit relies too heavily on grant funding to sustain the Unit's basic functions and human resources. Without GEAR UP and Perkins funds, the Unit would be unable to effectively deliver, implement and provide mandatory New Student Orientation, outreach to Hawai'i Island high schools, Running Start, retention services for Career & Technical Education students and disability accommodations.

**W3 (Weakness 3):** Assessing the Counseling Unit has been a challenge because the Unit is actually three (3) units with different tasks, responsibilities, services, and needs. This makes assessment of the entire Counseling Unit quite challenging. Additionally, HawCC initially focused most on program and instructional assessment and campus units have only recently gained a deeper understanding of assessment.

To track student contacts, the Counseling Unit converted from a manual reporting system to an electronic reporting system (SARS Grid). The Unit has not established a uniform recording method to report student contacts. This information is needed to improve assessment methods and to collect unit and student learning outcomes in order to make data-informed decisions.

## **Part II: A.4. UNIT'S TOP THREE GOALS FOR NEXT COMPREHENSIVE REVIEW PERIOD**

See Table 1.

**GOAL 1:** Provide training and resources to instructional faculty that will aid and inform them about academic advising, career and job development and disability awareness.

**GOAL 2:** Separate the Counseling Unit into three separate units: Counseling, Advising and Support Services Center, Career & Job Placement Center and Hā'awi Kōkua Disability Services. Each unit would be responsible for their own budget, assessment and unit review.

**GOAL 3:** Improve assessment methods and procedures for recording data including uniform recording standards for SARS-Grid.

## **Part II: B. OTHER RELEVANT DATA ANALYSIS**

### Counselor to Student Ratio

As enrollment increased over the review period, the counselor to student ratio also increased. Numbers show the HawCC counselor to student ratio continues to be more than twice that of the Council for Advancement of Standards in Higher Education's (CAS) recommendations of 1:300. The Admissions and Career & Job Placement Counselors technically provide services to all HawCC students, which is an insurmountable task. The Counselor for Students with Disabilities has experienced a 115% increase in student case load since the last review period. The International, Running Start and Early Admissions populations continue to grow, and much time is spent assisting these students with the admissions application process and closely monitoring their academic progress throughout each semester. CAS recommends counselors/advisors who work primarily with students who have extensive advising needs (i.e., undecided, underprepared, adult, disabled, minority, international and/or first generation) should have less than 300 students.

Counseling & Advising Services Ratio

CAS Recommendation	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
1 to 300	1 to 646	1 to 633	1 to 727	1 to 712	1 to 847	1 to 777

Admissions/Advising: Running Start/Early Admissions/International Student Services Ratio

Services/Student	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
All Admissions	1 to 1,385	1 to 1,366	1 to 1,587	1 to 1,551	1 to 1,848	1 to 1,697
International	1 to 46	1 to 55	1 to 41	1 to 43	1 to 46	1 to 43
Running Start & Early Admissions	1 to 94	1 to 65	1 to 60	1 to 60	1 to 74 (161 applied)	1 to 60 (147 applied)

Career & Job Placement Services Ratio

Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
1 to 2,909	1 to 2,852	1 to 3,275	1 to 3,204	1 to 3,815	1 to 3,497

Disability Accommodations Ratio

Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
1 to 196	1 to 187	1 to 235	1 to 224	1 to 307	1 to 297

Even with the additional Perkins and GEAR UP funding support the Unit received over the past 5 years, the counselor to student ratio does not meet the CAS standard of 1:300. Based on an enrollment of 3,815 students, 13 counselors would need to be on staff to meet CAS standards.

Counseling, Advising and Support Services Evaluation: Student Services Satisfaction Survey

The Student Services Satisfaction Survey has ten primary areas that focus on admissions, retention and transition services: questions 1, 3, 5, 7, 8, 9, 11, 14, 19, 21. Over the period from 2008 to 2011, student satisfaction on all areas averaged a score of 4.1 to 4.5 (based on a 5 point scale, with 5 being the highest). The transfer credits process received the lowest satisfaction rate of 4.1 and assistance with applying for graduation received the highest satisfaction rate of 4.5.

Transfer credit assistance occurs when students transfer from another college to enroll in HawCC. Often Counseling faculty perform an unofficial evaluation first to help transfer-in students enroll in appropriate classes and an official evaluation is conducted by the Records and Data Management Office some time during the students' first semester at HawCC. Some student dissatisfaction may be due to the fact that transferring students do not have their transcripts evaluated prior to enrollment.

### Counseling, Advising and Support Services Evaluation: CCSSE and SENSE

Academic advising provided by the Counseling faculty supports student retention. CCSSE satisfaction data indicates that 76% of students in 2008 and 75% in 2010 who received academic advising were either very or somewhat satisfied. The 2009 SENSE data indicates that 54% of students were either very or somewhat satisfied. This service was rated an average 4.4 on the Student Services Satisfaction Survey.

CCSSE results also indicate that the service is very important to HawCC students (65% in 2008 and 66% in 2010), yet only about one-third of HawCC students met with a counselor over the review period. The SENSE 2009 results (see page 26) indicate that 58.1% of student respondents cited that their main source of academic advising was from family, friends or other students. This indicates a weakness in the Unit's ability to provide sufficient services or to market our services, which raises retention risks.

### Career and Job Placement Center Evaluation: Student Services Satisfaction Survey

The Student Services Satisfaction Survey has four primary areas that focus on career and job preparation services: questions 6, 16, 17, 18. Over the period from 2008 to 2011, student satisfaction with Assistance with Choosing a Career/Major ranged from 4.2 to 4.5 (based on a 5 point scale, with 5 being the highest).

Though Financial Aid assists students with on campus student employment, the CAJPC also assists students with referrals and preparation, including completing applications and resume writing. Student satisfaction of this service from 2008 to 2011 ranged from 4.0 to 4.6 (on a 5 point scale, with 5 being the highest). Students reported on their satisfaction with off campus employment assistance as well. While satisfaction from 2008 until the recent year ranged from 4.2 to 4.6, in the 2010-2011 academic year, satisfaction dropped to 3.87 (on a 5 point scale, with 5 being the highest).

Students were also asked to evaluate their level of satisfaction with resume writing or job interview preparation assistance. During the period from 2008 to 2011, satisfaction ranged from 4.2 to 4.7 (on a 5 point scale, with 5 being the highest).

### Career and Job Placement Center Evaluation: CCSSE and SENSE

The Career and Job Placement Center had 2 areas—Career Counseling and Job Placement-- that were addressed by CCSSE in 2008 and 2010. In 2008, 7% of surveyed students reported that they frequently used the services, 31% reported they sometimes used the services and 45% reported that they rarely or never used the services. The numbers were identical in 2010, except 48% reported that they rarely or never used the services. In 2008, only 3% of the surveyed students reported that they used Job Placement services often, 16% sometimes, and 50% reported that they rarely or never used the services. The use of services slightly improved in 2010, with 4% of students reporting that they often used Job Placement services, 14% sometimes, and 45% reporting that they rarely or never used the services.

CCSSE satisfaction data indicates that 60% of students who received career counseling were either very or somewhat satisfied. The data for Job Placement is disappointing as in 2008, 42% of students were either very or somewhat satisfied with services and in 2010, only 31% of students reported that were very to somewhat satisfied with services (though only 14% reported that they were not satisfied with the services).

The CCSSE data itself is very confusing as a large number of students reported that they did not use the services, yet the majority still evaluated the services. In addition, many students receive job placement assistance from their program instructors and this is particularly true in the career and technical programs. Thus, it is possible that students also evaluated others who provided these types of services and it is likely that the CCSSE satisfaction data is not reliable.

Though CCSSE data suggests minimal satisfaction with job placement services, the Career and Job Placement Center Evaluations indicate contradictory levels of satisfaction. Evaluations were collected from 118 students between 2008 and 2010. On a scale of 1 to 5, with 5 being the highest level of satisfaction, the mean satisfaction level of services provided by the counselor were rated at 4.95.

The current economy seems to have a large affect on survey satisfaction results. When there is a high level of unemployment and jobs are scarce, it is very challenging to satisfy someone who “just wants a job” when there are few. In response, the CAJPC can assist students in developing strong job preparation skills.

The overriding theme across several of the assessments (especially CCSSE) is that many of our students are not aware of the Career and Job Placement Center and its services. In response, as discussed in A2f, the CAJPC will boost efforts to market the center and its services. In addition, because the CAJPC has grown in services over the past several years, it will separate from the Counseling and Support Services Center and operate and report as a separate unit in future unit reviews.

#### Hā‘awi Kōkua Disability Services Evaluation: Student Services Satisfaction Survey

The Student Services Satisfaction Survey has one primary area that focuses on disability support or accommodation services - question 15. Over the period from 2008 to 2011, student satisfaction with disability services ranged from 3.7 to 4.6 (based on a 5 point scale, with 5 being the highest).

#### Hā‘awi Kōkua Disability Services Evaluation: CCSSE and SENSE

CCSSE satisfaction data indicates that 31% of students in 2008 and 48% in 2010 who received disability services were either very or somewhat satisfied. The 2009 SENSE data indicates that 14.1% of students were either very or somewhat satisfied. Once again, the CCSSE and SENSE data seems unreliable as a large number of students reported that they did not use the disability services, yet the majority still evaluated the services.

As mentioned earlier, the Students with Disabilities population has grown over 115% since the last review period.

**Part II: C. ACTION PLAN FOR UNIT IMPROVEMENT**

See Tables 1-4.

**Table 1—Prioritized Top 3 Non-Cost Items**

\*Strengths/Weaknesses are numbered (S1, S2, S3; W1, W2, W3) and taken from A.4.b

Task:	Academic yr.	Who is responsible	Justifications	
			How does it improve unit effectiveness?	Addresses which strength or weakness*
1. Provide training and resources for instructional faculty that will aid and inform them about academic advising, career/job and disability awareness	Spring 2012- Spring 2017	CASSC Dept. C & JP Counselor HK Coordinator	Counseling faculty will be equipped to more effectively service our students. We will develop collaborative relationships with instructional faculty to reduce the academic advising load placed on counseling faculty.	S1, S2, W1, W2
2. Separate the Counseling Unit into three separate units: Counseling, Advising and Support Services Center, Career & Job Placement Center and Hā‘awi Kōkua Disability Services. Each unit would be responsible for their own budget, assessment and unit review.	Fall 2012- Spring 2013	CASSC Chair C & JP Counselor HK Coordinator	Units will be better able to focus on their primary duties, budget for their own needs, and collect and report on data relevant to that unit.	S1, W3
3. Improve assessment methods and procedures for recording data including uniform recording standards for SARS-Grid.	Spring 2012	CASSC Dept.	Data will be more standardized and reliable.	S3, W3

**Table 2—Prioritized Top 3 Cost Items (“G” funded requests only)**

\*Budget Categories: P=Personnel; S1x=Program Review Special Fund; SE=Supplies Enhanced; Eq=Equipment (>= \$5K)

\*\*Strategic Outcomes Goals and Performance Measures are: A1.1, B4., C1., D3., E2., etc.

Priority	\$ amount & budget category* Except R/M	Justifications		If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any
		Best fits which Action Strategies in the Strategic Plan and how? If it doesn't match to any of the existing Action Strategies, you may write a new one for recommendation.	Addresses which strength or weakness?	
1. Hire 1 FTE Mental Health Counselor	\$60k, P	<ul style="list-style-type: none"> <li>• A1.1 &amp; A2.1 (Seek funding to provide accommodations and services to Native Hawaiian and non-Hawaiian students with disabilities)</li> <li>• B.1b (Provide the necessary academic and student support services focused on high risk students)</li> <li>• B.3c (Provide the necessary academic and student support services focused on high risk students)</li> </ul>	S1, W1, W2	
2. Hire 1 FTE Career & Technical Education Retention Counselor	\$51k, P	<ul style="list-style-type: none"> <li>• A1.3 &amp; A2.3 (Increase the number and percent of Native Hawaiian students and non-Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.)</li> <li>• A1.3a &amp; A2.3a (Provide advising after results of COMPASS placement testing and provide general career counseling for students who have not decided on a major.)</li> <li>• A1.4 &amp; A2.4 (Increase by 6-9% per year the number of Native Hawaiian and non-Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution).</li> <li>• B.1a (Use enrollment data to focus on strategic recruitment, retention, graduation and transfer)</li> <li>• B.1b (Provide the necessary academic and student support services focused on high risk students)</li> <li>• B.2a (Provide support services for re-entering adults).</li> <li>• B.3c (Provide the necessary academic and student support services focused on high risk students in STEM programs)</li> </ul>	S1, W1, W2	<b>Perkins funded position will end 6-30-12</b>
3. Hire 1 APT Advisor	\$45k, P	Addresses the Same Action Strategies as Priority #2	S1, W1, W2	

**Table 3—Repair and Maintenance**

<b>Nature of Problem</b>	<b>Describe Location: e.g. building(s) &amp; Rooms(s)</b>
<p>The main entrance door of the office can only be locked from the outside. In case of an emergency, a staff member will be at risk of harm when locking the door from the outside.</p>	<p>Manono, Bldg. 379, Rm. 5A</p>
<p>Air conditioning unit drips water on to the walkway outside of the office.</p>	<p>Manono, Bldg. 379, Rm. 8A</p>
<p>Career &amp; Job Placement Center carpeting is irreparably stained and damaged.</p>	<p>Manono, Bldg. 379, Rm. 1A</p>
<p>Career &amp; Job Placement Center ceiling has had termite droppings falling on to computers for the past three years. Currently, there is a piece of plastic hanging from the ceiling to catch the droppings.</p>	<p>Manono, Bldg. 379, Rm. 1A</p>

**Table 4—Unit Data Elements**

**CASSC Student Contacts  
July 1, 2008 – May 15, 2011**

<b>Year</b>	<b>Admission</b>	<b>Retention</b>	<b>Transition</b>	<b>Other</b>	<b>Total Contacts</b>
*2008-09 July - May	14,709	20,964	3,101	27,154	<b>65,928</b>
2009-10 May - May	7,813	9,478	1,736	17,888	<b>36,915</b>
2010-11 May - May	5,751	9,802	1,816	14,376	<b>31,745</b>

\*Contacts were a combination of a manual tally and SARS-Grid

**Unduplicated Head Count  
All Unit Services**

<b>Semester</b>	<b>Enrollment</b>	<b>Count</b>	<b>Percentage</b>
<b>Summer 2008</b>	N/A	N/A	N/A
<b>Fall 2008</b>	2,909	1,505	51.7%
<b>Spring 2009</b>	2,852	1,646	57.7%
<b>Summer 2009</b>	N/A	1,488	N/A
<b>Fall 2009</b>	3,275	1,908	58.3%
<b>Spring 2010</b>	3,204	1,948	60.8%
<b>Summer 2010</b>	N/A	1,991	N/A
<b>Fall 2010</b>	3,815	2,338	61.2%
<b>Spring 2011</b>	3,497	1,819	52%

Summer (mid May – mid Aug), Fall 10 (mid Aug – end Dec), and Spring 11 (start Jan – mid May)

**Unduplicated Head Count  
Advising & Registration Services**

<b>Semester</b>	<b>Enrollment</b>	<b>Count</b>	<b>Percentage</b>
<b>Summer 2008</b>	N/A	N/A	N/A
<b>Fall 2008</b>	2,909	1,081	37.2%
<b>Spring 2009</b>	2,852	1,024	35.9%
<b>Summer 2009</b>	N/A	1,278	N/A
<b>Fall 2009</b>	3,275	1,486	45.4%
<b>Spring 2010</b>	3,204	1,074	33.5%
<b>Summer 2010</b>	N/A	1,481	N/A
<b>Fall 2010</b>	3,815	1,495	39.2%
<b>Spring 2011</b>	3,497	1,013	29%

Summer (mid May – mid Aug), Fall 10 (mid Aug – end Dec), and Spring 11 (start Jan – mid May)

## Student Services Satisfaction Survey Results, 2008-2011

Student Services Satisfaction Survey Results Related to Counseling Unit 2008-2011												
Item #	Student Services	Graduating Students						Continuing Students				
		08-09	F 09	NNR	S 10	NNR	10-11	NNR	S 08	S 09	S 10	S 11
	# of Respondents	153	77	N/A	184	N/A	179	N/A	228	239	N/A	N/A
1	Getting Information about College Programs & Services	4.3	4.2	4	4.5	2	4.3	1	4.3	4.0	N/A	N/A
3	Completing the College Application	4.5	4.5	4	4.5	2	4.5	2	4.3	4.1	N/A	N/A
5	Getting an Orientation to College (online or in person)	4.3	4.3	5	4.3	2	4.4	2	4.2	4.3	N/A	N/A
6a	Choosing a Major or Career	4.4	4.4	4	4.5	2	4.3	2	4.5	4.2	N/A	N/A
6b	Choosing a Career	N/A	N/A	N/A	N/A	N/A	4.3	4	N/A	N/A	N/A	N/A
7	Understanding COMPASS Placement Test Scores	4.5	4.4	4	4.4	2	4.5	1	4.1	4.4	N/A	N/A
8	Making an Educational Plan/Selecting Courses	4.4	4.2	4	4.3	3	4.3	1	4.5	4.4	N/A	N/A
9	How to Register Online	4.5	4.3	3	4.2	3	4.4	2	4.5	4.3	N/A	N/A
11	Transferring Credits into HawCC	4.4	4.0	10	4.1	5	4.3	4	4.0	4.0	N/A	N/A
14	Personal Counseling	4.7	4.1	5	4.4	2	4.3	1	4.5	4.4	N/A	N/A
15	Disability Support or Accommodations	4.4	3.7	12	4.0	7	3.9	7	4.6	3.9	N/A	N/A
16	Employment Assistance (on-campus jobs)	4.2	3.6	9	3.9	10	4.0	11	4.4	3.7	N/A	N/A
17	Employment Assistance (off-campus jobs)	4.2	3.7	10	3.9	10	3.9	11	4.3	4.2	N/A	N/A
18	Resume Writing/Interview Assistance	4.3	4.0	8	4.2	7	4.2	8	4.7	4.3	N/A	N/A
19	Learning College Success Strategies	4.6	4.2	6	4.2	4	4.2	4	4.4	4.2	N/A	N/A
21	Applying for Graduation	4.7	4.7	0	4.7	1	4.6	1	4.6	3.9	N/A	N/A

Rating Scale: 1 lowest, 5 highest

NNR: needed service, but did not receive

## 2008 and 2010 CCSSE Results

2008 CCSSE														
Services	Frequency of Use					Satisfaction					Importance			
	#	Often	Sometimes	Rarely/ Never	Don't know N.A.	#	Very	Some- what	Not at all	N.A.	#	Very	Some- what	Not at all
Academic Advising	448	12%	41%	33%	14%	441	29%	47%	7%	17%	440	65%	25%	10%
Career Counseling	442	7%	31%	45%	18%	442	21%	38%	11%	30%	433	57%	26%	16%
Job Placement	442	3%	16%	50%	31%	440	10%	28%	14%	48%	440	45%	32%	23%
Transfer Credit	444	4%	19%	38%	39%	431	15%	22%	12%	51%	427	50%	26%	24%
Disability Services	441	5%	7%	39%	50%	427	11%	20%	7%	62%	428	53%	19%	28%

2010 CCSSE														
Services	Frequency of Use					Satisfaction					Importance			
	#	Often	Sometimes	Rarely/ Never	Don't know N.A.	#	Very	Some- what	Not at all	N.A.	#	Very	Some- what	Not at all
Academic Advising	510	16%	42%	33%	9%	499	30%	45%	6%	19%	497	66%	25%	9%
Career Counseling	509	7%	31%	48%	14.0%	497	21%	39%	11%	29%	495	62%	25%	13%
Job Placement	508	4%	14%	45%	37%	483	8%	23%	14%	55%	481	45%	30%	25%
Transfer Credit	501	6%	15%	37%	42%	475	12%	24%	11%	53%	472	48%	25%	27%
Disability Services	503	7%	8%	36%	49%	480	13%	15%	9%	63%	477	56%	14%	30%

CCSSE 2008			
	#	% not done nor plan to do	% have done
Study Skills Course	420	51%	17%
College Orientation or Course	418	63%	20%
Organized Learning Communities	420	61%	8%

CCSSE 2010			
	#	% not done nor plan to do	% have done
Study Skills Course	511	57.7%	17.2%
College Orientation or Course	507	62.8%	20.3%
Organized Learning Communities	510	69.3%	10.4%

## 2008 and 2010 CCSSE Results - Continued

<b>CCSSE 2008</b>		<b>Hawai'i Community College</b>			
<b>RETENTION FACTOR</b>	<b>#</b>	<b>Very Much</b>	<b>Quite a Bit</b>	<b>Some</b>	<b>Very Little</b>
Encourage you to spend significant time studying	439	32%	43%	21%	4%
Provide the support you need to help you succeed	442	32%	43%	23%	2%
Helping you cope with non-academic responsibilities (work, family, etc.)	439	12%	24%	35%	29%
Provide the support you need to thrive socially	439	15%	30%	37%	18%
Acquiring job or work-related knowledge and skills	442	28%	31%	29%	12%
Understanding yourself	440	39%	32%	24%	5%
Developing clearer career goals	439	32%	31%	24%	12%
Gaining information about career opportunities	439	30%	28%	28%	13%
	<b>#</b>	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Talked about career plans with an instructor or advisor	458	11%	18%	42%	29%
<b>CCSSE 2010</b>		<b>Hawai'i Community College</b>			
<b>RETENTION FACTOR</b>	<b>#</b>	<b>Very Much</b>	<b>Quite a Bit</b>	<b>Some</b>	<b>Very Little</b>
Encourage you to spend significant time studying	519	32.5%	41.4%	23%	3.1%
Provide the support you need to help you succeed	521	39.2%	35.0%	22.4%	3.4%
Helping you cope with non-academic responsibilities	512	17.5%	21.2%	32.9%	28.4%
Provide the support you need to thrive socially	512	20.5%	30.5%	34.9%	14.1%
Acquiring job or work-related knowledge and skills	514	27.8%	33.1%	24.9%	14.3%
Understanding yourself	514	35.9%	37.9%	19.7%	6.6%
Developing clearer career goals	517	33.4%	36.5%	22.8%	7.3%
Gaining information about career opportunities	517	29.2%	30.4%	27.4%	13%
	<b>#</b>	<b>Very Often</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Talked about career plans with an instructor or advisor	524	6.8%	19.8%	43.5%	29.9%

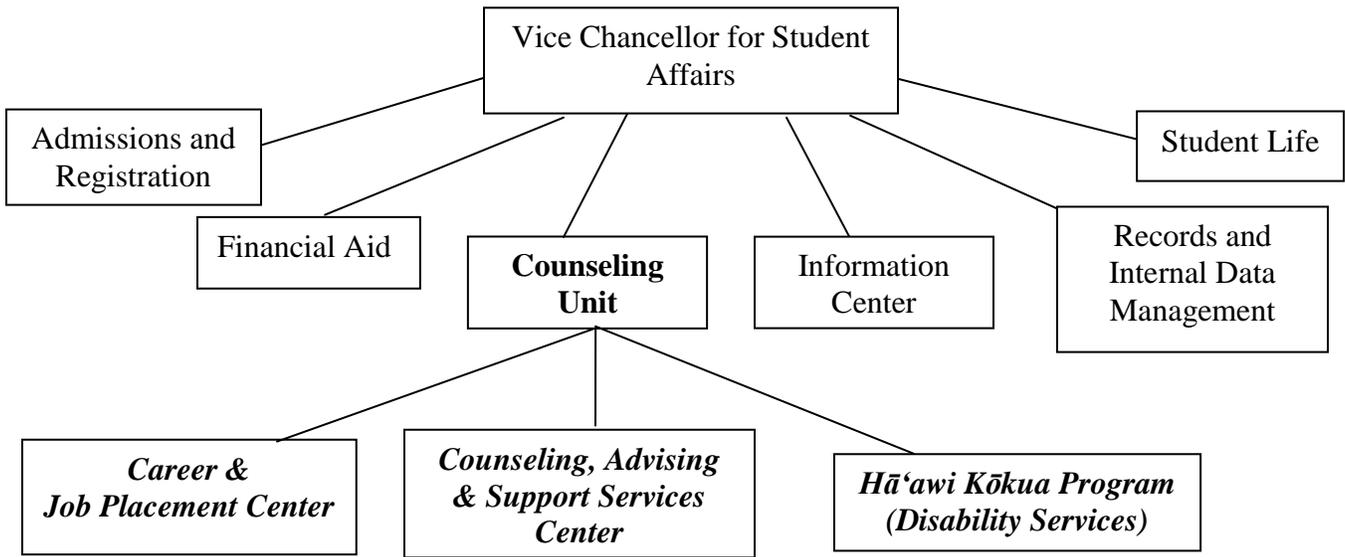
## 2009 SENSE Results

SENSE 2009													
Services	Did you know about it?			Frequency of Use					Satisfaction				
	#	Yes	No	#	Never	Once	2 or 3 times	4 or more times	#	Very	Some-what	Not at all	N.A
<b>Academic Advising</b>	245	68.4%	31.6%	231	46.1%	35.2%	15.5%	3.1%	231	19.0%	34.9%	6.2%	39.8%
<b>Career Counseling</b>	245	58.4%	41.6%	234	65.8%	23.5%	9.1%	1.6%	227	17.0%	19.7%	3.9%	59.4%
<b>Job Placement</b>	245	35.0%	65.0%	228	89.3%	6.8%	3.0%	0.9%	222	4.3%	10.5%	6.6%	78.6%
<b>Transfer Credit</b>	244	34.8%	65.2%	223	93.6%	4.8%	1.2%	0.3%	217	4.8%	7.1%	7.4%	80.8%
<b>Disability Services</b>	242	55.4%	44.6%	223	92.5%	4.1%	2.4%	1.0%	216	8.8%	5.3%	4.1%	81.8%

SENSE 2009 – ACADEMIC ADVISING						
	#	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Able to meet with an academic advisor at times convenient for me	250	22.6%	37.8%	29.0%	7.7%	2.9%
An advisor helped me to select a course of study, program, or major	248	32.8%	34.4%	16.3%	12.3%	4.2%
An advisor helped me to set academic goals and to create a plan for achieving them	248	21.0%	24.6%	28.2%	20.2%	6.1%
An advisor helped me to identify the courses I needed to take during my first semester/quarter	248	36.2%	37.2%	13.4%	8.9%	4.3%
A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take	248	13.5%	19.7%	23.6%	29.4%	13.8%

SENSE 2009 - ORIENTATION			
	#	Yes	No
Orientation Program: Took part in an online orientation prior to the beginning of classes	253	21.4%	78.6%
Orientation Program: Attended an on-campus orientation prior to the beginning of classes	253	45.3%	54.7%
Orientation Program: Enrolled in an orientation course as part of my course schedule during my first semester/quarter at this college	253	4.1%	95.9%
Orientation Program: Unaware of a college orientation	253	9.9%	90.1%
Orientation Program: Unable to participate in orientation due to scheduling or other issues	253	17.8%	82.2%
Was a specific person assigned to you so you could see him/her each time you needed information or assistance	237	29.9%	70.1%

**Attachment A: Unit Organizational Chart**



**Faculty and Staff Listing**

Personnel	Position	Full-time or Part-time	9-month or 11-month	Funding	Other
<b>CASSC</b>					
Holly Chang	APT Academic Advisor (Casual Hire)	FTE	N/A	General	01/11-08/11
Karen Crowell	Perkins Transition Counselor	FTE	11-month	Federal	
Kenoalani Dela Cruz	Generalist Counselor	FTE	11-month	General	
Robert Duley	Generalist Counselor	FTE	9-month	General	On sabbatical leave 1/1/10 – 12/31/10
Darnette Gali	Clerk-Typist	FTE		General	
Christine Quintana	Admissions & International Counselor	FTE	11-month	General	
Kaleopono Quintana	Generalist Counselor	FTE	11-month	General	
<b>CJPC</b>					
Karen Leialoha	Career Counselor/ Generalist Counselor	FTE	9-month	General	Retired 12/2010
Helen Nishimoto	Job Placement Counselor/ Generalist Counselor	FTE	11-month	General	
<b>HKDS</b>					
Karen Kāne	Disabilities Counselor	FTE	11-month	General	
Varied staff	Perkins APT Educational Specialist for Disabilities	0.5 FTE 1.0 FTE	11-month	Federal	07/09 – 06/10 07/10 - present
<b>GEAR UP</b>					
Varied staff	APT Educational Specialist	FTE	11-month	Federal	
Varied staff	APT Educational Specialist	FTE	11-month	Federal	
Varied staff	APT Educational Specialist	0.5 FTE	11-month	Federal	