

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

COUNSELING UNIT

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

On April 23, 2012, CERC responded to the Counseling Unit's November 18, 2011 Comprehensive Unit Review Report with this statement: The report clearly describes the unit's effectiveness, strengths and weaknesses, goals for the next comprehensive review period, action plan for program improvement, and support for budget request.

The CERC also suggested minor improvements in future documents. They included references to: (1) identify support for college mission statement (2) provide reasons for not completing action plan items (3) eliminate minor expense items (4) analyze hidden cost of separating the counseling unit into three separate units.

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The HawCC Counseling, Advising and Support Center (CASSC) Unit provides services to students in the following areas: Admissions, Retention, Transition, and Outreach. Additionally, the unit provides a wide variety of resource networking and navigating-college information to faculty and others. The following list outlines what the unit does.

Admissions:

- Assistance with application and admissions process
- Provide general financial aid information and referrals to the Financial Aid Office
- Support orientation for new, returning, and transfer students
- Coordination of individual and/or group registration and advising sessions
- Assistance with on-line registration and issuing course pre-requisite overrides when appropriate
- Unofficial Transfer Transcript Evaluation and referral to the Records & Data Management Office
- Register each F-1 International Student in Student & Exchange Visitor Information System (SEVIS)
- General career planning before and during admission
- Help students successfully transition from correctional facility and/or substance abuse treatment program to college

Retention:

- Help students identify barriers and mitigation strategies for college success
- Help students identify and plan for educational, career, and personal goals
- Provide educational/personal counseling and advising for academically at-risk students
- Identify and contact students enrolled in classes not funded by financial aid

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- Provide crisis management and mediation services
- Offer group and individual academic advising for continuing students
- Provide general scholarship information and application assistance
- Provide general financial aid information and assist with financial aid appeals
- Provide student success workshops
- Referrals to appropriate human service providers and agencies

Transition:

- Help students match opportunities with educational, career, and life goals
- Organize, oversee and provide college transfer services
- Partner with other institutions or organizations to provide transfer services
- Help students match major and class choices with those of future institutions
- Check that students meet all requirements necessary for graduation
- Assist students with graduation application process
- Help students with complete withdrawal process including re-entry guidelines

Outreach:

- Information booths at a variety of Career and College Fairs
- Coordinate Building Better Bridges, a high school counselor outreach event
- Partner with the University of Hawai'i at Hilo Student Affairs units
- 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)

Other:

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

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

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Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

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.

Describe how this unit supports the College's mission.

The Counseling Unit is a student centered entity that directly works with all segments of the college and the community. We promote student learning by providing information, guidance, and encouragement. We are the "go to" place for anyone who has questions about navigating the college system or who is in need of support to help mitigate challenges. We attempt to help shift the locus of control from others to self. This is an essential step in the student's path to excellence.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

Members of the Counseling Unit meet with individual students for a wide variety of reasons including admission, academic progress, financial aid eligibility, appeals, and behavior to name a few. We model effective communications through detailed questioning, explanation of why we are asking these questions, empathy, and respect.

Often our questioning is exploratory in nature, and one of the things that we are trying to determine is the student's current ability to communicate both verbally and in writing. We recommend class choices for a multitude of reasons, but which class will best support communication skill development for this student at this level is a major factor.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

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Setting up a semester class schedule requires the skills outlined in ILO2. Information sources that need to be analyzed include the College Catalog, Advising Sheets, STAR Reports, COMPASS Placement Scores, and the Reality Check List. Problems can include time conflict with work, transportation issues, financial aid eligibility and a number of other factors. Counseling unit members support students in this process, but they expect students to make their own decisions.

The College's appeal processes requires that the student identify and articulate life situation challenges and develop a plan to mitigate them. Often they are required to provide supporting evidence. We help with that communication process by discussing circumstances and then the focus and purpose of their appeal. We also explain the rules and protocols of the appeal process.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

The Counseling Unit embraces the concept of *Kauhale*. As counselors, we work closely with faculty and staff from all departments and units in our academic village. Additionally, we do not just work with students; we work with students and their families because we are a community college. When we hear of any student with a problem, we offer support. This respect helps students develop their values, and it strengthens the *`ohana*. People who are treated well tend to treat others well.

Counselors are utilized to help handle conflict. Often this conflict is in part due to the “lost in translation” communication between different cultures. Our mediation approach always respects diversity, and it tries to instill this value in others.

Counseling unit members support a wide variety of Hawaiian culture events including *Kipaepae* Ceremonies. The Counseling unit is an integral part of planning and coordinating the graduation ceremony. *Hula* and the wearing of the *kīhei* are marks of respect and embracement of Hawaiian culture.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit’s ARPD, analyze the Unit’s strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

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Demand -- Healthy

We do not have ARPD data.

Efficiency -- Healthy

Effectiveness -- Healthy

Other Data

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate “Delete” if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
<p>UO1: The Counseling, Advising & Support Service Center will provide on-going support and academic advising training for instructional faculty advisors.</p>	<p>The Counseling Unit offered 15 Academic Advising Workshops over the one year period. Attendance was limited. Of the 16 individuals who responded to the post workshop survey, all evaluations were favorable (4 or 5 on Likert Scale of 1-5).</p> <p>Sometimes the workshops were more focused on questions about the scope of instructional faculty's new placed responsibility then academic advising. Strong concerns about federal financial aid rules in general and new rules in particular (PACE, lifetime limits, etc.) were also evident. Instructional faculty were often worried that they would misadvise.</p> <p>The percent of continuing students who were early registered by the end of their current semester dropped slightly (F.11 50.2%, F.12 48.1% and S. 12 61.4%, S.13 59.9%) after faculty started advising. It was thought that early registration of continuing students would increase with instructional faculty’s academic advising support.</p>

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	Progress in UO1 has been limited.
Other Unit Outcomes from Comprehensive Report	Other unit actions outlined in the Counseling Units Comprehensive Unit review pertained to the Career and Job Placement Center and the Ha`awi Kokua Center. These entities are now their own units and report accordingly.
SLO3: Develop and implement an academic plan based on major requirements, interests, and skills.	<p>The action plan for SLO3 was for counselors to meet with Fall 2012 students who were on academic probation and to help them develop an academic plan that would guide them towards a return to good academic status.</p> <p>Two Liker scale rubrics were utilized to evaluate student's understanding. One measured the counselor's assessment of: how well the student understood academic probation and their plan (resources, enrollment strategies, ownership) to return to good standing. The other rubric measured the counselor's assessment of the student's ability to understand and utilize STAR (advising software program).</p> <p>Of the 123 students on academic probation at the start of the fall 2012 semester, 54 met with a counselor for a one hour session or more to discuss strategies to return to good academic status (43.9%), and 69 did not (56.1%).</p> <p>Of the 123 students, 55 persisted to the end of spring 2013 semester (44.7%). There was only a slight variance in persistence rates for those who worked for an hour or more with a counselor (46.3%) vs. those who did not (43.5%).</p> <p>Many other factors were investigate as well (male/female, major, strategy of repeating classes, rubric scores pertaining to success plan and STAR), but the only factor that strongly correlated to success was part-time enrollment (less than 12 credits). Thirty-seven of the 55 students who persisted to the end of spring semester were part-time students for one or more of the semesters reviewed (67%).</p> <p>Progress in SLO3 and influencing persistence with this strategy was limited.</p>
SLO4: Identify strengths and community resources to develop a plan to address academic and	The action plan for SLO4 was for counselors to meet with Fall 2012 students who were on academic probation and to help them identify strengths, challenges, and community

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personal challenges.	resources. Counselors utilize the Reality Checklist (a series of non-academic variables that can influence success) and referred students to on campus and outside resources including referrals to HawCC disability services. Results were identical to those reported in SLO3.

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. Retention efforts during 2012-2013 centered on supporting students on academic probation (SLO 3 & 4), training instructional faculty in academic advising (UO1) and the establishment and expansion of Student Success Workshops. Summer workshops associated with First Year Experience's Passport Program were those most attended by students.

Another retention effort was to: Identify and utilize STAR Student Success Reports as a means to identify Financial Aid (PACE) Compliance. The new financial aid laws went in to effect in Fall 2011 and affected students starting Spring 2012. CASSC's retention effort using the success report and call outs began in Fall 2012.

In Spring 2012, 432 students made individual appointments with counselors concerning financial aid eligibility. In Fall 2012, that number had reduced to 247 appointments, and by Spring 2013, that number had reduced further to 144 appointments. Though other factors probably contributed to the reduction of financial aid eligibility appointment, these statistics support this retention effort strategy, and the PACE compliance callout is on going.

2. Major restructuring of student services occurred in this report period. The Counseling Unit became three separate units: CASSC, Career and Job Placement, and Disability Services. The Admission unit and the Records unit combined to become one unit. Student Services at the West Hawai'i Center changed reporting hierarchy and shifted from the center's director to the new VCSA. Additionally, new student service units (First Year Experience and Transfer Center) came into existence because of C3T, Perkins, and other grants.

In many cases unit and/or individual responsibilities changed. For instance, the new Disability Counselor now concentrates solely on accommodations. Individual advising and other types of counseling services for students with disabilities are now done through counselors in the CASSC Unit. One counselor was reassigned to special projects: One project being the overseeing of the hiring process for the many new positions in the C3T grant.

There were other changes that had to be worked out as well. Office space was a major challenge. Plans to relocate one counselor to an office within the Nursing Department on the UH Hilo campus were made, and the CASSC Unit was able to create one office out of a utility room; never the less, office space remains a pressing need.

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Restructuring and shifts in individual and unit responsibility created many challenges including the need for and cost of training CASSC members to work with students with disabilities. Transition, even if the end result is a better situation, can generate apprehension and concern. Counseling unit member spent quite a bit of time trying to find balance in their new world. They are still doing this.

3. Many changes to CASSC personnel occurred as well. A half-time position for a mental health counselor was secured through the UH Hilo Counseling Center. HawCC students now have access to mental health counseling. A general funded counseling position to work with the Career and Technical majors was also secured (previously Perkins funded). The Perkins grant brought in a new APT Advisor position to support Career and Technical majors.

CASSC Unit leadership changed. Initially, two Co-Chairs were in place starting in Fall 2012, but one of the co-chairs was reassigned to special projects later in the same semester. The other co-chair took on chair responsibilities, but he was new to the position.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Broad Perspective of College	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. Counseling members take on leadership roles in a multitude of College Committees.
S2. Extremely Adaptable	The Counseling Department is very adaptive. For instance, Federal Financial Aid eligibility laws changed considerably starting in Fall 2011. Only courses that are listed in the student's major or prerequisites for courses listed in the major are funded by financial aid (PACE). This significantly impacted students. Many lost part of their financial aid award and ended up owing the college money and having a financial obligation hold

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	<p>placed on their MyUH account. This dilemma increased the number of counseling appointments concerning financial aid eligibility. In Spring 2012, 432 appointments were recorded.</p> <p>Counseling utilized STAR technology (Student Success Report) to identify individual student enrollment/compliance and then developed an outreach processe to change mistakes in enrollment early. Several hundred students were contacted and then enrolled in appropriate classes. The number of appointments for financial aid eligibility dropped to 247 appointments in Fall 2012 and dropped further to 144 appointments in Spring 2013.</p>
S3. Student Satisfaction	<p>Students who utilize services provided by Counseling faculty were satisfied with those services. This fact is indicated through individual counselor surveys, the Office of Student Services Graduate Survey, the Office of Student Services Continuing Student Survey, and CCSSE data.</p>

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Ability to train faculty in academic advising	<p>Future Goal 1 in the Counseling Unit's Comprehensive Report of 2011 was to: Provide training and resources to instructional faculty that will aid and inform them about academic advising.</p> <p>The Counseling Unit offered 15 Academic Advising Workshops over the one year period. Attendance was limited. Of the 16 individuals who responded to the post workshop survey, all evaluations were favorable (4 or 5 on Likert Scale of 1-5).</p> <p>The percent of continuing students who were early registered by the end of their current semester dropped slightly (F.11 50.2%, F.12 48.1% and S. 12, 61.4%, S.13, 59.9%). It was thought that early registration of continuing students would increase with instructional faculty's advising support.</p> <p>The number of instructional faculty trained and the number of continuing students who registered early was</p>

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	limited.
W2. Student Participation in Services	<p>The Counseling Unit is unable to get the students who probably most need their advising, retention and other services to utilize them. Actually, in situations where a student needs to attend a CASSC work or event or session, often more time is spent setting up and recording services, than is spent in their actual delivery.</p> <p>For example, the 123 students who were on academic probation during Fall 2012 semester, were contacted by phone, e-mail, and letters. Students were told: they were on academic probation, an academic advising hold had been placed on their MyUH account, and they needed to meet with a counselor before the hold could be lifted. Only 54 students of the 123 (43.9%) participated.</p> <p>Other Counseling services follow a similar pattern that is reflected in CCSSE (Frequency of Use) data and the number of students who attend Student Success Workshops.</p> <p>Another indicator is that the majority of student referrals from instructional faculty to counseling concerns attendance or other aspects of student participation. Often we have difficulty in even reaching many of these students.</p> <p>Student participation in CASSC services is weak.</p>
W3. Need for Professional Development	<p>The CASSC Counseling Unit consists of six general funded counselors and one academic advisor (temporary hire). Additionally, there is one academic advisor funded through Perkins funding.</p> <p>Three of these counselors are at the instruction level (C2), one is an Assistant Professor (C3) and two are more senior faculty (C4). Both academic advisors are new and have been in their position for less than six months.</p> <p>Counselors have a wide scope of responsibilities, and we work with individuals who are often challenged. Knowing what to do in a crisis situations is essential, and each of the counselors need to know what to do.</p>

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	<p>Therefore, training in first aid for suicide prevention, sexual assault, domestic violence, post-traumatic stress, and other conditions that can lead to crisis is necessary.</p> <p>Counseling and advising students with special needs requires specialized training as well. Knowledge of how to best work with someone who is bi-polar, depressed, autistic, schizophrenic, or who is deaf and/or hard-of-hearing, physically challenged, or has a learning disability is crucial if we are to take on this new responsibility.</p> <p>When there is conflict in the classroom or when threats are made, counselors are often called in to help mediate the situation. This requires skill and knowledge, both of mediation and of the different cultures in our `ohana. Counselors require training to improve conflict resolution knowledge and abilities.</p> <p>Academic advising is another important aspect of CASSC's role. This requires expertise in a wide variety of student system (STAR, Banner, SARS, MyUH, and Starfish) and office software (Microsoft Office, Google Documents, etc). Some times knowledge of how to use software is not enough, sometimes challenges requires inventive use of programs to solve real world problems. Training in a multitude of softwares is crucial and constant.</p> <p>Distance teaching skills and knowing how to use on line classroom delivery systems such as Laulima are mostly absent in counseling. This is a weakness; especially, when one considers the difficulty the unit has with student and faculty participation in specific time and location training. The potential to reach both audiences through distance learning seems reasonable. Counselor training and expertise in Laulima is needed.</p> <p>Finally, there is a need for professional training that is similar in design to other professionals. Leadership, management, grant writing, and customer service development is also needed.</p> <p>The CASSC Unit does not have a mid or long term plan</p>
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	for professional development. This is true for the unit as a whole and for individuals within the unit. Funding for professional development is limited. We see both the absence of a plan and the lack of funding for training as a major weakness in the unit.
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Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

New government regulations concerning financial aid eligibility rules meant that only classes that pertained to the student's major would be funded (PACE). Many students lost or partially lost their financial aid and holds were placed on their MyUH accounts for financial obligations (tuition for classes not paid for by financial aid, demands to return financial aid overpayment because the student was no longer eligible for full time funding with their incorrect enrollment). Angry, confused students were directed to CASSC. The number of student appeals to the financial aid, business, and other student services offices increased significantly.

Community College Survey of Student Engagement (CCSSE) data from 2012 concerning Academic Advising (frequency, satisfaction, importance) suggest that students considered Academic Advising very important (2.56 /3.0) and that they are more than somewhat satisfied with services (2.22/3.0), but they rarely or only sometimes frequent services (1.79/3.0). Scores from survey years 2008 and 2010 were very similar. Data pertaining to Financial Aid Advising (frequency, sometimes, 1.90/3.0; satisfaction, somewhat, 2.22/3.0; importance, very, 2.54/3.0). This suggest the academic advising delivery methods need to be modified so that more students are reached.

Future Goal 2 in the Counseling Unit's Comprehensive Report of 2011 was to: Separate the Counseling Unit into three separate Student Service Units: Counseling, Advising, and Support Services Center, Career & Job Placement Center, Ha`awi Kokua Disability Services. In addition to the restructuring of existing general funded units, new units and personnel were established through Federal Grants. These included the First Year Experience Unit and the Halaulani Transfer Success Program. Additionally, there were major changes in other student service units. CASSC's expected role and responsibilities to itself and to its sister units in this new paradigm were not entirely clear. Establishing this identity was/is challenging.

CASSC is required by the UH System to implement starfish, an early warning system in Spring 2014. A campus designed early warning system similar to starfish was piloted in Fall 2013.

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Starfish will probably define what counsleors do in the future more than any other single factor. No additional resources were provided to the unit for this implementation.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Provide training and resources to instructional faculty that will aid and inform them about academic advising.	Graduation	ILO 1	A2.3	New Strategy	STAR Software and IT support. Laulima Training support.
	Transfer	ILO 2	A2.5	b.	
	Program Develop	ILO 3	A2.4	e.	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Increase CCSSE Active and Collaborative Learning Benchmarks concerning academic advising through instructional faculty training.
2. Develop online Laulima site for in service training of academic advising.
3. Highlight academic advising strategies that also emphasize diversity and the Hawaiian Culture.

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Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Academic advising is an essential part of both graduation and retention. Correct class enrollment not only assures continued financial aid funding, it shortens the period of time needed to graduate and/or facilitates the transfer process. Creating a schedule of classes requires students to perform activities that are directly related to the skill sets in ILO1, ILO2, and ILO3. The UH System's STAR software is an intricate part of academic advising and it is constantly evolving. Good advising and the use of this tool go hand in hand. Advising of continuing students is an essential part of enrollment management.

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Explore assignment models and build instructional faculty buy in through group meetings between instructional faculty, counseling and administrative representatives.	Fall semester 2013 and ongoing.
Develop long term college academic advising plan that clearly outlines administrative, instructional faculty, and counseling responsibilities. Also, establish a time line for competing associated tasks and a calendar for reoccurring tasks.	Fall 2013 with a pilot plan in place by spring 2014. Ongoing.
Continue to demonstrate to students the use of STAR as a tool for enrollment in orientation and at relevant student success workshops.	Ongoing.
Seek instructional faculty support with developing a Laulima academic advising training site. Develop the site.	Fall 2013 and on going.
Laulima On Line Training Site	In place by Fall 2014 and then ongoing development and revision.

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Separate the Counseling Unit into three separate units. Counseling,	Program Development	None	E.4	c.	none
	Program Development	None	None	New Strategy	
	None	None	None	None	

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Advising and Support Services Center, Career & Job Placement Center and Ha`awi Kokua Disability Services. Each unit would be responsible for their own budget, assesment and unit review.					
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Narrative of New Action Strategy for Strategic Plan:

1. Train CASSC members concerning new responsibilities with Students with Disabilities counseling and advising.
2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Unit Action 2 ties to program development and the Strategic Plan in that: reporting from each of the three units will better develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Assessment writing workshops	E`Imi Pono, Spring 2013
Yearly Unit Review due	November, 2013
Review and access unit reviews and then search for ways that CASSC can support other units within Student Services.	ongoing
Secure training for CASSC members concerning students with disabilities	Fall 13 and ongoing

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Improve assessment methods and procedures	Program Development	None	E.3	New Strategy	Future use of starfish early
	Remediation	None	E.4	New Strategy	

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for recording data including uniform recording standards for SARS-Grid	Graduation	None	None	New Strategy	warning software.
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Narrative of New Strategy for Strategic Plan:

<p>1. What CASSC members do in the future will be determined to a large extent by the UH System's mandatory early warning system, starfish. Since almost all referrals will be centralized and automatically recorded when made, the hope is that assessment methods, procedures, and uniform recording will improve. Starfish can contribute to the Strategic Plan's desire to link assessment evidence to resource planning and allocation.</p>
<p>2. During the summer of 2013, CASSC developed an early warning system pilot (On Track). This pilot's design was based on starfish and its purpose was to give CASSC and the college a practice head start on what would follow. It was launched in Fall 2013 and data will be analyzed at the end of the semester and presented in early Spring 2014.</p>
<p>3. Other assessment methods besides starfish will be utilized. Data and services through utilizing the Data Facilitator to process data will be employed. Other softwares such as Google Documents and STAR software will be used. Assessment data gathering from Perkin Grant compliance, student success workshops, and faculty academic advising sessions will also be recorded.</p>
<p>In service training for and the buy in of the assessment process will improve assessment. One strategy is to have the CASSC Department Chair be a member of the assessment committee.</p>

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

<p>Unit Action 3 aligns to AMP Priorities of program development by linking assessment to planning, resource acquisition, and resource allocation. The action aligns to remediation because starfish is an early warning system that is (in part) designed to improve persistence. Action 3 is aligned to graduation because STAR is an advising tool that determines progress towards graduation for each student. Both STAR and starfish are examples of UH System technology collaboration</p>

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
Create, launch pilot, and review and publish results of "On Track." This is an early warning system that is based in design to starfish, but smaller in scope and launched through Goggle Doc.	Create in Summer 2013. Launch in Fall 2013. Review data and present in early spring 2014.
Attend UH system STAR workshops and on campus semester meetings with Gary Rodwell,	Fall 2013 and ongoing.

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STAR designer.	
HawCC Counselor and IT representative will meet with others in the UH System to facilitate introduction of starfish to the HawCC Campus. Counseling representatives will form support teams to aid in this process until starfish is implemented.	Fall 2013 and ongoing. Partially in place Spring 2014. Fully operational by Fall 2014.
In Service Training in Goggle Document Use	Fall 2013 and ongoing
In Service Training in different assessment software	Fall 2013 and ongoing

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Distance Learning Counselor/Starfish Coordinator	Personnel	One F.T. Faculty	A2.4	f.	Graduation, Remediation, & Workforce	S1	W1
			A2.5	b.	Underserved Populations	S2	W2
			D.1	c.	Unit Development	S3	W3

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

The current ratio between counselors and students is 1:458 (3,208 students/7 counselors including the W. Hawaii counselor). CAS recommends a ratio of 1:300.

The number of distance learning and hybrid classes grows each year, but online counseling services to distance learners is not provided. Many part-time students are distance learners. There is a UH system mandate to support part-time students and to expand distance learning support.

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W2: Student participation in services is a weakness. Distance learning modules related to academic advising, retention, transfer, and other counseling related services would increase student participation. Developing and maintaining a laulima based module and supporting website materials requires many hours of work.

UO1 & W1: The ability to train faculty in academic advising is a weakness. This is partially due to the difficulty of attending time and location specific trainings, Distance learning modules related to academic advising training for instructional faculty would increase faculty participation. Developing and maintaining a laulima based module and supporting website materials is time demanding.

SLO 3: Starfish on line early warning system is designed to support persistence, but it requires coordination. A full time coordinator position exists at Leeward Community College.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Academic Advisor: 2 APT Positions:	Personnel	2 APT Band A positions	A1.3	a.	Graduation, Remediation, & Workforce	S3	W1
			A2.1	g.	Underserved Populations	None	W2
			D.1	b.	STEM	None	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

One of the APT advisor positions is currently a Perkins funded position working with Career and Technical Majors. The other is a temporary position that works with LBART and other majors. Both need to be converted to permanent, general funded positions.

One of the most utilized services in CASSC is to help with new student academic advising and enrollment. Many of the Strategic Plan Action Strategies in Goal A (Promote Learning and Teaching) tie directly to appropriate enrollment. This includes A1.2c strategy of identifying barriers to financial aid. One of the greatest barriers to receiving financial aid and enrollment persisting is incorrect enrollment. Advisors help with identifying and helping revise enrollment that is off PACE. This probably raises student satisfaction (S3).

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Academic Advisors are necessary to help meet UO1 and address W1 and W2. They support faculty through direct communication (answering questions about advising) and classroom visits that demonstrate STAR and other advising tools and strategies. They channel students to counselors and to other resources on campus, and they are utilized in a number of ways in student reach out efforts. They gather and help maintain data for assessment.

Academic advisors free counselors to perform other duties such as working with special populations and responding to early warning systems (starfish). Duties such as conflict resolution, appeals, student conduct intervention, and first aid for suicide and other crisis situations are time consuming tasks. They are easier to perform if some of academic advising needs are lifted.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"		
Department Training Budget	Personnel	\$4000 per year	A2.2	c.	Underserved population,	S1	W1
			D.1	b.	Graduation, Remediation & Workforce	S2	W2
			D.1	New Strategy	Unit Development	S3	W3

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Strategic Plan Alignment/New Strategy: Recognize the unique training needs of CASSC faculty and staff that are needed to retain leadership and ensure qualified and effective personnel.

Training costs are directly related to maintaining S1,2 &3 (broad perspective, adaptability and student satisfaction). They are most strongly tied to W3 whose narrative outlines the broad scope of needs. Training needs in Lualaba development are necessary to address W2, W3, UA1, UA3, as are other outlined training needs.

A.25b: Expand Distance Learning support as indicated by program/unit review analyses with consideration for technical support staff and online course development assistance for faculty.

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Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input checked="" type="checkbox"/>	UO1 The Counseling Advising & Support Services Center will provide ongoing support and training for instructional faculty advisors.
2	<input checked="" type="checkbox"/>	SLO 2: Develop and implement an academic plan based on major requirements, interests, and skills.
3	<input checked="" type="checkbox"/>	SLO 3: Identify strengths and community resources to develop a plan to address academic and personal challenges.
4	<input type="checkbox"/>	Other UOs and SLOs in Comprehensive Report pertained to the Career and Job Placement or Students with Disabilities areas of Student Services. They report as an individual unit.
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity
The CASSC Comprehensive Unit Review did not define outcome success in the manner and detail described above.

UO1: Based on a wholistic overview (advising materials were developed and placed on line; faculty who attended training evaluated it favorably; the percent of continuing student who enrolled early was slightly less, not more; the complicated process of assigning advisors to advisees ran into technical and other difficulties. Evaluation fair.

SLO 2&3: Success was defined as students on academic probation in Fall 2013 persisting to Fall 2014 (successfully completing Spring 2014 classes). A comparison between students who participated in a highly structure one hour counseling session (standard questions and rubric evaluations) and students who did not participate show only a slight variation in success. Evaluation poor because it was a strategy that demanded high effort but showed only slight improvement in persistence.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

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Statistics for the number and percent of continuing students who were enrolled for the following semester by the end of their current semester came from HawCC Data Facilitator, David Loding.

Statistics for the comparative analysis between probation students who engaged in the one hour, structure counseling session and those who did not came from three different sources. One source came from the Data Facilitator's master student list for Fall 2012. One source was Counselor's recording and scoring of individual counseling sessions recorded in SARS. One source was STAR (looking up each of the 123 students on probation STAR reports and then recording additional information). The combined records were placed on one Excel chart and the software was used to explore correlations and compare groups.

CSSCE data was taken from the Hawai'i Community College website publication of CSSCE results.

C) Results of Unit Assessment

The most important result of this assessment is a more clear definition of the CASSC unit and of which strategies are working and which are not. What is needed to improve weaknesses and to maintain strengths is now better understood. Just how much external factors can directly and sometimes immediately affect our unit are now more apparent.

D) Other Comments – Include any information that will clarify the assessment process report. Assessment as a means to clarify a long term plan of action for the CASSC unit can be limited by the external factors of changing government regulation, technology and UHCC System mandates.

For instance, where we focused our energy as a unit (during this report period) had more to do with new federal financial aid rules than anything else. Future focus will be determine in a large degree by the to be introduced UHCC System Early Warning System (starfish).

E) Next Steps – Describe what the unit will do to improve the results.

The next step is to create a more detailed action plan for the CASSC unit based on this document and other student services unit reviews.