

**HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT**

Counseling, Advising & Support Services Center

March 16, 2017

**Review Period
July 1, 2015 to June 30, 2016**

Initiator: Dorinna Manuel-Cortez
Writer(s): Karen Crowell, Kenoa Dela Cruz, Robert Duley, Grace Funai, Larissa Leslie,
Karaline Naegele, Christine Quintana, Kaleo Quintana

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
<p>Provide the short description as listed in the current catalog.</p>	<p>Counseling and support services are designed to help all students develop the academic and personal skills needed to succeed in college. Support services are available for students who are low income, academically under prepared, displaced homemakers, and/or returning older nontraditional students. Individual and/or group counseling is provided by appointment or walk-in in the following areas:</p> <ol style="list-style-type: none"> 1. Admissions: Assist prospective students with admissions procedures. Oversee the international admissions process. Provide general financial aid information. Provide unofficial transfer transcript evaluation. Provide general career planning. 2. Academic/Retention: Help students be successful in their coursework through awareness of learning and study strategies, academic rules and regulations, educational options, and transfer procedures. Identify barriers and provide/refer students to resources to support success. Offer individual and group advising sessions. Provide student success workshops. 3. Financial Aid: Assist students in the application process for financial aid and scholarships and to counsel students on financial aid probation, suspension, or termination. 4. Personal: Help students achieve positive relationships with self and others to facilitate the advancement of educational and career goals. Provide crisis management and mediation services. 5. Other: Train and supervise student employees within the unit. Provide workshops to faculty/staff. Serve as a resource to academic departments, faculty, and staff. <p>In addition to responding to student requests for assistance, the Counseling and Support Services staff reaches out to students with special needs through a cooperative arrangement with faculty. For example, students who are observed early in the semester to be having difficulty in a course may be referred to Counseling and Support Services for counseling.</p> <p>Students on academic warning, probation, or readmission after academic dismissal receive letters encouraging them to seek counseling assistance in order to identify and correct problem areas to promote college success.</p>
<p>Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).</p>	<p>Unit Mission: Our mission is to provide counseling and advising services to empower students to achieve their educational, career and personal goals. To best serve our diverse learners, we collaborate with other campus units and our community to develop student centered resources and facilitate activities that foster student success.</p> <p>Unit Outcomes:</p>

	<ol style="list-style-type: none"> 1. CASSC will provide students the information, tools and resources needed to navigate through the college system. 2. CASSC will collaborate with colleagues and community partners to promote student success. 3. CASSC will promote a healthy, safe and respectful campus environment. 4. CASSC will engage in continuous professional development in support of student success. <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Student will identify career and/or academic goals and develop a plan to achieve those goals. 2. Student will identify and utilize campus and community resources. 3. Student will identify the requirements to maintain or return to good academic standing.
--	--

Comprehensive Review information

Provide the year and URL for the location of this unit’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2016
URL	Counseling, Advising and Support Services Unit
Provide a short summary regarding the last Comprehensive Review for this unit. Discuss any significant changes to the unit since the last Comprehensive Review that are not discussed elsewhere in this review.	<p>The comprehensive report earned a score of 28.71 out of 40 possible points. CERC commended the unit for a well-written document that provided an excellent discussion of the data, activities, successes, and challenges.</p> <p>CERC provided positive feedback regarding the Action Plan and how it aligned with the unit and Student Learning Outcomes. The Action Plan provided the unit with a timeline on how to support students during specific times of the year. The plan helps streamline efforts and allows for evaluation to improve support services to students.</p>

QUANTITATIVE INDICATORS

ARPD Data

IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.

If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit’s records.

a) If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the Unit Review document in digital form, attach a

PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.

Unit ARPD data, if available, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE UNIT’S DATA

Describe, discuss, analyze, and provide context for the unit’s data.

Discuss, analyze, and provide context for the unit’s ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.

The Hawai’i Community College Annual Report of Program Data (ARPD) Executive Summary for 2016 is not available.

The data referenced is from the 2016 ARPD Report of Program Data for Student Services - Quantitative Indicators, Community College Survey of Student Engagement (CCSSE). The two areas surveyed that pertain to the Counseling Unit are Academic Advising and Financial Aid Advising. The data reflects the College, rather than the Counseling Unit itself. In addition to Counseling providing these services, instructional faculty provide academic advising and the Financial Aid Office also provides financial aid advising.

The scale of survey is based on a 1 to 3 point scale, 1 = Not at all/Rarely, 2=Sometimes/Somewhat, 3=Often/Very. Scores in 2016 show little variances from 2012 and 2014.

Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)			
	2012	2014	2016
Academic Advising			
Frequency	1.79	1.79	1.88
Satisfaction	2.22	2.26	2.38
Importance	2.56	2.58	2.56
Financial Aid Advising			
Frequency	1.90	1.86	1.83
Satisfaction	2.22	2.18	2.26
Importance	2.54	2.54	2.48

The data suggest that students consider academic advising important but they rarely seek out the support. Those who seek out the support are somewhat satisfied with the service.

Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to,

Our data supports the CCSSE findings. In Fall 2015, 3087 students were enrolled. Of the students enrolled, the unit collectively had 1863 individual appointments. Of the scheduled/walk-in appointments, 1262 different students were served. In Spring 2016, 2755 students were enrolled. Of the students enrolled, the unit collectively had 1380 individual

work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.

appointments. Of the scheduled/walk-in appointments, 945 different students were served. The data indicates that many students met with a counselor more than once during the course of the semester.

Here is a summary of the Counseling Unit's appointments and unduplicated headcounts:

Scheduled and Walk-In Appointment Summary			
Time of Service	Duplicated Head Count	Unduplicated Headcount	
Summer 2015	905	725	
Fall 2015	1863	1262	
Winter 2015	273	246	
Spring 2016	1380	945	
Summer 2016	568	471	
7/1/2015-6/30/2016	4989	2209	

In total, we saw 4989 appointments. Of those appointments, we collectively saw 2209 different students. While these are the numbers documented in MySuccess, there are many instances where a student may stop by, call, or email without being documented in MySuccess.

The unit saw students for a variety of reasons. Here is a snapshot of the type of appointments held:

Appointment Type	Student Appointments
Academic Advising	3954
Early Alert	11
Academic Probation / Dismissal	340
Express Appointments (15 minutes)	367
Financial Aid	137
Graduation	5
Orientation	2
Other	126
Personal Counseling	32
Student Organization/Activities	14
Quick Help	1
	4989

The majority of our appointments were related to academic advising, which included financial aid advising. Appointments also focused on meeting with students on academic probation. Probation students are identified as students who have a cumulative and current GPA below 2.0. Our appointment data indicates that 340 students saw a counselor due to being on academic probation and/or dismissed status. The following number of students were identified as on probation:

- Fall 2015 - 232 students
- Spring 2016 - 162 students

As a unit, we place holds on all students who have been identified on probation. These students are required to meet with a counselor, with the hope to prevent the student from being academically dismissed.

We are cognizant of the fact that an estimated 50% of the student population seeks our support. As a proactive measure, we have created 15-30 minute workshops that can be taken to the classroom to inform students about registration and the tools needed to support registration and college success. In partnership with the Halaulani Title III grant, we were able to outreach to 40-50 classes each semester. The unit presented to various classes, from general education courses such as English and Math to major specific courses such as Accounting, Early Childhood Education, Nursing, Human Service, Carpentry, Auto Body, etc.

In addition, also as a proactive measure, at the start of each semester, the unit identifies students who are taking classes outside of their major requirements. The Student Success Report identifies approximately 200 student records that needs follow up. Each student record is reviewed to determine if the student is off track or if the class is a prerequisite to a required course. Outreach is provided by phone and email to alert students and assist them with adjusting their schedule accordingly.

As another strategy, our unit holds Faculty Advisor training sessions. Continuing students are assigned Faculty Advisors. Therefore, the week prior to the start of each semester, our unit invites faculty members for a hands-on training. Two (2) sessions were held in Fall 2015 and one (1) session was held in Spring 2016.

Instructors are another support that students seek when questions arise. The knowledge shared better prepares the Faculty Advisor for advising and/or financial aid inquiries. However, if the faculty advisor is not confident in the questions being asked, we encourage a team approach and have the faculty advisor refer the student to a counselor/advisor.

As the CCSSE data suggests, students are often satisfied with the support received. Here is a summary of evaluation feedback received from the unit:

Summary of Evaluations (Fall 2015, Spring 2016, Summer 2016) Respondents: 666						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Left Blank
After this academic counseling session I... can identify my career and/or academic goals.	78.2%	15.9%	0.8%	0.8%	2.6%	1.7%
can develop a plan to achieve my career and/or academic goals.	80.0%	15.1%	0.4%	0.0%	2.8%	1.6%
can identify campus and/or community resources.	78.0%	15.6%	0.5%	0.0%	4.2%	1.7%
understand my degree requirements.	83.7%	12.9%	0.4%	0.0%	1.9%	1.0%
know how to maintain or return to good academic standing.	80.8%	13.2%	0.2%	0.0%	4.4%	1.5%

<u>364</u> Academic Advising	<u>53</u> College Success Strategies	<u>61</u> Personal Concerns
<u>65</u> Admissions	<u>1</u> Disability Counseling	<u>252</u> Registration
<u>23</u> Appeal	<u>92</u> Financial Aid	<u>16</u> Scholarships
<u>67</u> Career Advising	<u>115</u> General Information	<u>74</u> Transfer Advising
<u>66</u> Change or Pick Major	<u>1</u> International Advising	<u>37</u> Other

When applicable, all student respondents strongly agreed or agreed that counselors/advisors listened, were helpful, assisted, and would return to see us again.

Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.

The Counseling Unit consists of 6 general funded counselors, 1 tuition and fees funded APT Band A staff member, and 1 general funded clerical support member. In addition to the faculty/staff members, we also have student assistants. The student support is hired via Federal Work Study and/or Bridge to Hope.

Not all counselors are located in one central location. One Counselor is located at UH Hilo and another Counselor is located within the Nursing department. While each Counselor is aware of all program requirements, we see students primarily by their declared major. The APT Band A staff member is responsible for ensuring the front desk is covered and provides a triage approach for daily walk-ins. The clerical support also provides front desk coverage as well as fiscal and travel support.

During the course of the year, the Counseling Unit supports students in a variety of ways. The unit responds to referrals made via MySuccess, provides student success workshops, provides intrusive advising to probationary students, provides registration information sessions, orientation transition, organizes regular registration, and support to student engagement. Along with assisting students with direct support, the unit develops and implements campus and system initiatives.

MySuccess:

MySuccess is a tool used to communicate student progress in the classroom. All 7 UH community colleges are using MySuccess. While it is a strength to be using the same tool across the System, the coordination amongst MySuccess Functional and Technical leads require monthly meetings to ensure that the program is working collaboratively. The Leads

build for their own campus while keeping other campuses in mind.

The unit is not only responsible for developing and implementing the tool across campus and networking with UH System, we also use the tool to outreach to students identified by instructors as needing support. Here is a summary of referrals made during the survey:

MySUCCESS SURVEY SUMMARY

Fall 2015	Survey Sent	Survey Completed	# of Instructors who completed the Survey	Tracking Items Created		Number of unduplicated Students
				Referrals	Kudos	
NO SHOW	707	291 (41%)	83	159	--	134
EARLY ALERT	707	309 (43%)	88	493	343	519
CONSIDER TO WITHDRAW	711	303 (42%)	85	336	--	243

Spring 2016	Survey Sent	Survey Completed	# of Instructors who completed the Survey	Tracking Items Created		Number of unduplicated Students
				Referrals	Kudos	
NO SHOW	553	210 (37%)	70	145	--	119
EARLY ALERT	555	160 (28%)	58	290	289	465
CONSIDER TO WITHDRAW	544	203 (37%)	72	297	--	217

Resource demands for the Counseling Unit that were directly associated with MySuccess are significant. Much of the development and implementation was the responsibility of one counselor. Additionally, everyone in the unit learning the new system was an additional resource demand. Most significant was the workload associated with responding to the early warning flags. Like many mandates and initiatives, MySuccess came with no additional resources.

Student Success Workshops:

Student engagement outside of the classroom supports student success. Therefore, the Counseling Unit provides opportunity for students to attend workshops. The unit provides workshops year-round. During the summer months, we particularly promote these workshops to students identified on academic probation. The unit offers a variety of workshops that supports student success. Attendance has been limited. The unit created a [menu of workshops](#) where instructors may invite us to present in the classroom. During Summer of 2015 & 2016, the unit held 11 workshops, topics focused on time management, health and wellness, motivation, goal setting, study strategies, learning styles, and financial aid.

Registration Information Sessions:

Registration workshops are presented to targeted classes. The

goal of the workshops is to promote early registration and to share with students how to track their progress towards graduation. Due to the changes in developmental education, STAR, and placement qualifiers, the unit used this workshop opportunity to inform students of the changes. The changes impacted registration and advising due to the lowest level English and Math courses being eliminated and the sequencing of courses the students were accustomed to had changed. For example, MATH 1ABCD, MATH 22, ENG 18, and ENG 19 were scheduled to be eliminated effective Fall 2016. ENG stand-alone courses were offered in accelerated form, combining ENG 21 and ENG 102 as an example. Here is a summary of the number sessions and students that were outreached to:

- Fall 2015 - 41 classes (837 students)
- Spring 2016 - 62 classes (648 students)

The student count includes a duplicate headcount as students may enroll in multiple classes that were presented to.

Orientation:

Orientation is mandatory for all incoming students. Students are required to meet this requirement before registering for classes. The Coordinator did not have any clerical support and/or budget to support orientation. Therefore, the Counseling Unit provided the support needed.

In response to the end of the Title III grant, Counseling strategically worked with the FYE Coordinator to transition the orientation responsibility back to the unit. The counselor assigned to supporting transition co-presented with the FYE Coordinator and took the lead on the online orientation option. During this reporting period 56 online and in-person orientation sessions were held, supporting 827 students.

Regular Registration:

Regular Registration is a two-day strategy to support students registering for classes the week prior to the semester starting. The unit collaborates with instruction to provide faculty advisors to assist students with registration. While we encourage early registration, this event supports students who have not registered. In Fall 2015, 117 students were served and in Spring 2016, 149 students were served.

Kau Wa'a Student Center:

During the 2015-2016 the Counseling Unit began to oversee the Kau Wa'a Center. The Kau Wa'a Center is a student center, which provides refreshments, student programming, and lounge space for students. In addition to managing these functions, the Counseling Unit was also responsible for supervising the student employees and maintaining the space.

	<p>Changes to Liberal Art and new GE designation Requirements: Effective Fall 2015, the Liberal Arts degree changed dramatically. The elective requirements expanded from 11 credits to 23 credits. With this change students have more credits to explore career areas.</p> <p>Campus Initiatives: The unit provided support to students who were close to graduating. Students identified as 80% close to graduation and not registered for the Fall 2015 were outreached to. One hundred thirty seven (137) students were identified. A scholarship was offered to students who were less than 7 credits away from graduation. Ten (10) students accepted the scholarship, 6 registered and 4 students graduated at the end of Spring 2016.</p>
<p>Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.</p>	<p>The Counseling Unit is collaborative. We are able to adapt to new technology and implement initiatives from the UHCC System despite our limited staffing and funding. The unit meets weekly to update each other on changes and to share new learning to support students. In addition, we collaborate with sister offices and create transition plans when grant programs come to the end of their funding.</p> <p>MySuccess has strengthened communication between instructional faculty and counseling. The referrals made are centralized and communication is documented so the faculty/lecturer who created the referral may track the progress of intervention.</p> <p>MySuccess referrals have increased the workload of the unit. As more users become familiar with the tool and the referral program, the unit will need to establish a way to sustain the support to the students needing intervention.</p>

<p>Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:</p>	
<p>Changes to the unit's services, functions, and/or operations.</p>	<p>The preparation for the implementation of STAR GPS impacted registration for three programs. In Spring 2016, Accounting, Early Childhood Education, and Carpentry piloted STAR GPS registration for the Fall 2016 semester.</p> <p>In Spring 2016, alternate placement qualifiers were accepted. Students were able to use high school transcripts and alternate tests (ACT and SAT) to place into Math and English.</p>

<p>Changes to the clients it serves (students, faculty, staff, community, UH System etc.).</p>	<p>During the 2015-2016 SY there was a system initiative to redesign developmental education. To support the change, the unit developed a strategy to provide non-cognitive support. In Spring 2016, Hanai A Kumu (Adopt a Kumu) was established to support instructors and students enrolled in ALP.</p> <p>The new placement qualifiers changed the way we advised students. Students are able to complete the self-placement form to determine which Math or English the student is eligible to take. The self-placement also determines if the student meets the prerequisites for other classes.</p>
<p>Personnel and position additions and/or losses.</p>	<p>The Counseling Unit had significant personnel changes which resulted in the need to reassign duties based on the needs. Here is a brief summary of what the unit experienced during 2015-2016:</p> <ul style="list-style-type: none"> ● 1 counselor was assigned to the Unit to support orientation activities in preparation of Title III grant positions ending in Fall 2016. The counselor supported orientation activities and took on majors (ECED, HSER, AJ, NS, DMA, LBRT) assigned to the counselor re-assigned to Coordinate STAR GPS. ● 1 counselor was re-assigned to work on developing STAR GPS (February 2016). ● The college provided an APT A casual hire to backfill (April 2016). Due to the limited scope of services of an APT Band A, Counselors remaining in the unit shared the load of the Counselor responsibilities. ● Clerical support - during this reporting period our clerical support was not available to regularly support the needs of the unit. In her absence, the Vice Chancellor for Student Affairs Secretary supported the unit. <p>Despite the changes in personnel, the unit worked together to provide support students with minimal disruption to services.</p>
<p>Other major/meaningful activities, including responses to previous CERC feedback, if applicable.</p>	<p>CERC feedback was focused primarily on formatting of the written report. The template limits the way our information is presented. In addition, the templates have been inconsistent from year to year, requiring the writers to reformat the facts/data based on the template.</p>

<p>Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, <i>more students were served</i> OR <i>the unit successfully integrated new strategies/technologies.</i>)</p>	
<p>Discuss what the unit has</p>	<p>The Counseling Unit was able to successfully pilot STAR registration for Accounting, Carpentry, and Early Childhood</p>

<p>been doing well that needs to be maintained and strengthened.</p>	<p>Education in the Spring 2016 semester for the Fall 2016 semester's classes. All students identified in these majors were required to register via the new system.</p> <p>Group registration sessions were held to support the continuing student identified as part of the follow up. In addition, counselors checked STAR to ensure registration was successful.</p>
<p>Validate these successes by discussing positive improvements in the unit.</p> <p>Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).</p>	<p>STAR GPS was a UHCC system and administrative push. Counseling and students were responsible for adapting to change as there was no other option.</p>

<p>Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.</p>	
<p>Identify and discuss the unit's challenges/obstacles.</p>	<p>The unit is resilient and is able to adapt to changes to support the needs of the students. The lack of a budget and adequate professional development to support system changes has been a shortfall.</p> <p>Changing in staffing has been a challenge, especially when new employees are hired. The casual hire that was offered the position learned on the job. The unit worked together to minimize disruption to students.</p> <p>Grant programs support new initiatives. However at the end of the grant cycle, the college needs to commit to sustaining the activities and/or initiatives that are implemented as well as staffing to support these activities.</p> <p>During the 2015-2016 school year, changes were made to the majors that we offer to students. While these changes would be implemented in Fall 2016, understanding program modifications and/or curricular changes is important for advising. There are over 26 different programs and keeping up with these changes is overwhelming for a counselor who is assigned to multiple majors.</p>
<p>Discuss changes and actions taken to address those challenges.</p>	<p>Meeting weekly as a unit is critical to keeping abreast of the changes. We use multiple tools such as the catalog and STAR to ensure we are providing accurate advising.</p> <p>As mentioned previously, we provide training to colleagues to support the changes and present information to students via</p>

	workshops and advising sessions. The unit also downloads reports to identify students that are taking classes that are not part of their major.
Describe and explain the results of these actions.	The unit is able to use the new technology. The unit was able to also provide feedback to support better utilization of the tool.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	As the college and or UHCC system implements changes, adequate professional development opportunities are desired. Additional staffing to implement changes to minimize disruption of direct service to students is needed.

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	
Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	<p>During the 2014-2015 academic year, the unit focused on revising the unit's mission statement, unit outcomes, and student learning outcomes. The unit created evaluation tools to evaluate activities and outcomes. The evaluation tools helped collect data to address if we met our unit and student learning outcomes. As the result of our individual counselor/advisor evaluation forms we can measure:</p> <ol style="list-style-type: none"> 1. Student will identify career and/or academic goals and develop a plan to achieve those goals. 2. Student will identify and utilize campus and community resources. 3. Student will identify the requirements to maintain or return to good academic standing. <p>As a result of the Title III grant ending, the unit proactively created a transition plan to support the transition of orientation. Fortunately, the reassigned counselor was able to fill this gap area. The reassignment to the unit is not permanent. Therefore a more permanent solution to sustain orientation is needed.</p>
Discuss the results of the action plan and the unit's success in achieving its goals.	<p>Individual Counseling Session: The evaluation tool created measured satisfaction and learning. The chart below illustrates that we are meeting our student learning outcomes:</p>

Summary of Evaluations (Fall 2015, Spring 2016, Summer 2016)				Respondents: 666		
After this academic counseling session I...	Strongly			Not		Left Blank
	Agree	Agree	Disagree	Disagree	Applicable	
can identify my career and/or academic goals.	76.0%	15.5%	0.8%	0.8%	2.6%	1.7%
can develop a plan to achieve my career and/or academic goals.	80.3%	15.2%	0.5%	0.0%	2.9%	1.7%
can identify campus and/or community resources.	77.9%	15.6%	0.5%	0.0%	4.2%	1.7%
understand my degree requirements.	83.8%	12.9%	0.5%	0.0%	2.0%	1.1%
know how to maintain or return to good academic standing.	74.3%	12.2%	0.2%	0.0%	4.1%	1.4%

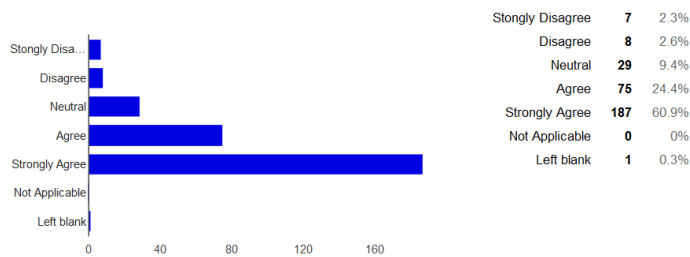
When applicable, almost all of the student respondents strongly agreed or agreed that they could identify their career and/or academic goals and develop a plan to achieve those goals. Additionally, they could identify resources, understood their degree requirements and knew how to maintain or return to good academic standing.

Registration Information Sessions:

During our Registration Information Sessions, we assess whether the students are aware of the tools to track their progress towards graduation. In Fall 2015, 85% of the student respondents strongly agreed or agreed to the statement “I know how to track my graduation requirements using STAR.” In Spring 2016, 93% responded strongly agreed or agreed to the statement “I know how to track my graduation requirements using STAR.”

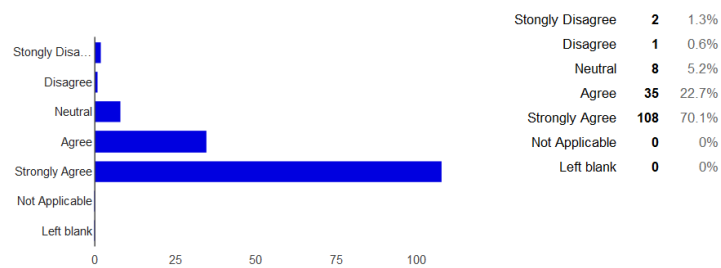
Fall 2015

I know how to track my graduation requirements using STAR. [null]



Spring 2016

I know how to track my graduation requirements using STAR. [null]



Discuss any challenges the unit had in implementing that

As the College and or UHCC System implements changes, adequate professional development opportunities are desired. Additional staff would also support the additional workload that we

action plan or achieving its goals.	often take on. This will minimize direct services to students.
-------------------------------------	--

Did the unit review its website during AY15-16? Please check the box below that applies.

- Reviewed website, no changes needed.
- Reviewed website and submitted change request to webmaster on (date)_____.
- Reviewed website and will submit change request to webmaster.
- Unit does not have a website.

Please note that requests for revisions to unit websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.	Benchmarks and Timelines for implementation and achievement of goals.
<p>Action Goal 1: CASSC will support the full implementation of STAR GPS for Spring 2017. While our data shows that students know how to track their progress towards graduation, they will need to become more familiar with the new GPS. In Fall 2016, the Unit will test the STAR GPS in preparation for full implementation in Spring 2017.</p> <p>Effective Spring 2017, all declared majors will register via STAR GPS. This means the unit needs to know how to successfully navigate the tool.</p>	Benchmarks/Timelines:
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>CASSC will provide students the information, tools and resources needed to navigate through the college system.</p> <p>As a unit we keep abreast of the changes that support student success. During Spring 2015, a counselor was reassigned to support the development of the tool. The primary duty of a counselor is to provide direct support. Due to the unit's holistic view, counselors are often called upon to develop new initiatives, such as STAR GPS.</p>	

<p>Action Goal 2:</p> <p>CASSC will collaborate with colleagues and community partners to promote student success.</p> <p>CASSC will partner with the English Department. A counselor will be assigned to support ALP developmental English classes (Hanai A Kumu). The unit will develop and implement a needs assessment survey for all students in English classes to complete. The survey will provide data to better support student success and non-cognitive needs.</p> <p>CASSC will support the data shared from Ad Astra by surveying all students regarding the best time (prime time) to take classes.</p>	<p>Benchmarks/Timelines:</p> <p>Fall 2016 - deliver during the first two weeks of the semester. Spring 2017 - review data and plan for Fall 2017.</p> <p>Fall 2016 - to support Fall 2017 and Spring 2018 scheduling</p>
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>Hanai A Kumu - The needs assessment survey will allow the unit to have a better understanding of the needs of our students. The data collected will help plan for the 2017-2018 school year.</p> <p>Ad Astra - The survey will be used to provide instruction with the most ideal times to offer courses. This will support the College when there are inquiries from instruction on the best time to offer a class.</p>	
<p>Action Goal 3:</p> <p>CASSC will support activities that promote a healthy, safe and respectful campus environment.</p>	<p>Benchmarks/Timelines:</p> <p>Year-round programming</p>
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>CASSC will promote a healthy, safe and respectful campus environment.</p> <p>CASSC will support activities such as, Stalking Awareness, Domestic Violence Awareness, One Billion Rising, Clothesline Project, Hawai'i Says No More Campaign, [respect] Campaign, etc.</p>	

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review.

Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

We do not have a dedicated budget, making it difficult to plan and implement services for our student population. We are requesting a unit budget for daily office supplies, programming and professional development. In addition the unit would like to request additional staffing to support early intervention by responding to referrals made via MySuccess.

For budget asks in the allowed categories (see above):

Describe the needed item(s) in detail.	<ul style="list-style-type: none"> • 1 Retention Specialist • 2 APT Band B - Academic Advisor • 2 G-Funded Peer Mentors
Include estimated cost(s) and timeline(s) for procurement.	<ul style="list-style-type: none"> • 1 Retention Specialist - \$87,000.00 • 2 APT Band B - \$110,000.00 • 2 Peer Mentors - \$20,000
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	<p>HSI AS2 - Implement structural improvements that promote persistence to attain a degree and timely completion.</p> <p>HPMS AS1 - Employ best practices in management, administration, and operations.</p> <p>HPMS AS2 - Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.</p>

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
UO 1	CASSC will provide students the information, tools and resources needed to navigate through the college system.
UO 3	CASSC will promote a healthy, safe and respectful campus environment.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:

<p>a description of the type of <u>unit work or activity assessed</u>, including unit service records, client satisfaction surveys, and other types of assessment instruments.</p>	<p>During the 2014-2015 academic year, the unit focused on revising the unit's mission statement, unit outcomes, and student learning outcomes. The unit created evaluation tools to evaluate activities and outcomes. The evaluation tools helped collect data to address if we met our unit and student learning outcomes.</p>																																																	
<p>a description of <u>who conducted the assessment</u>, (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).</p>	<p>Individual Appointments: At the end of each counseling appointment, students were provided an opportunity to provide feedback regarding the services received.</p> <p>Registration Information Sessions: Each class outreached to was provided an opportunity to evaluate the session.</p>																																																	
<p>a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards used in the assessment.</p>	<p>Here is a summary of the results of the evaluations students were asked to complete. The tool addressed:</p> <ul style="list-style-type: none"> ● Satisfaction of services ● Provided a safe and inviting environment <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Summary of Evaluations (Fall 2015, Spring 2016, Summer 2016)</th> <th colspan="6">Respondents: 666</th> </tr> <tr> <th style="text-align: left;"></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Not Applicable</th> <th>Left Blank</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.</td> <td>87.0%</td> <td>10.0%</td> <td>0.5%</td> <td>0.8%</td> <td>1.1%</td> <td>0.6%</td> </tr> <tr> <td style="text-align: left;">The counselor provided me with helpful information.</td> <td>94.3%</td> <td>5.7%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td style="text-align: left;">The counselor provided a safe and inviting environment.</td> <td>94.7%</td> <td>5.3%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td style="text-align: left;">When needed, the counselor assisted me in getting information from another office or agency.</td> <td>87.3%</td> <td>8.0%</td> <td>0.2%</td> <td>0.0%</td> <td>4.4%</td> <td>0.2%</td> </tr> <tr> <td style="text-align: left;">If I need to see a counselor in the future, I would choose to see this counselor, again.</td> <td>92.8%</td> <td>6.0%</td> <td>0.1%</td> <td>0.1%</td> <td>0.6%</td> <td>0.3%</td> </tr> </tbody> </table> <p>100% strongly agreed to the statement "The counselor provided me with helpful information" and 100% strong agreed to the statement "The counselor provided a safe and inviting environment. In fact, when applicable, all student respondents strongly agreed or agreed that counselors/advisors listened, were helpful, assisted, and would return to see us again.</p>	Summary of Evaluations (Fall 2015, Spring 2016, Summer 2016)	Respondents: 666							Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Left Blank	The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.	87.0%	10.0%	0.5%	0.8%	1.1%	0.6%	The counselor provided me with helpful information.	94.3%	5.7%	0.0%	0.0%	0.0%	0.0%	The counselor provided a safe and inviting environment.	94.7%	5.3%	0.0%	0.0%	0.0%	0.0%	When needed, the counselor assisted me in getting information from another office or agency.	87.3%	8.0%	0.2%	0.0%	4.4%	0.2%	If I need to see a counselor in the future, I would choose to see this counselor, again.	92.8%	6.0%	0.1%	0.1%	0.6%	0.3%
Summary of Evaluations (Fall 2015, Spring 2016, Summer 2016)	Respondents: 666																																																	
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Left Blank																																												
The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.	87.0%	10.0%	0.5%	0.8%	1.1%	0.6%																																												
The counselor provided me with helpful information.	94.3%	5.7%	0.0%	0.0%	0.0%	0.0%																																												
The counselor provided a safe and inviting environment.	94.7%	5.3%	0.0%	0.0%	0.0%	0.0%																																												
When needed, the counselor assisted me in getting information from another office or agency.	87.3%	8.0%	0.2%	0.0%	4.4%	0.2%																																												
If I need to see a counselor in the future, I would choose to see this counselor, again.	92.8%	6.0%	0.1%	0.1%	0.6%	0.3%																																												

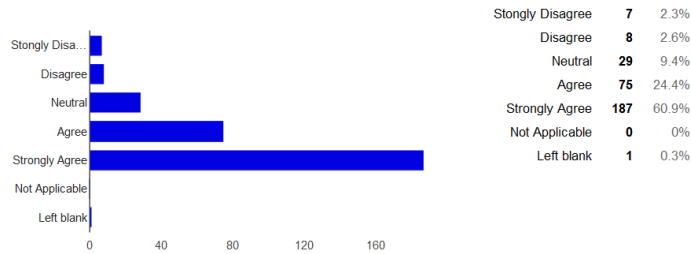
In addition, at the end of the individual appointments, students were also surveyed regarding their learning.

Summary of Evaluations (Fall 2015, Spring 2016, Summer 2016)					Respondents: 666	
	Strongly Agree	Agree	Disagree	Stongly Disagree	Not Applicable	Left Blank
After this academic counseling session I... can identify my career and/or academic goals.	78.2%	15.9%	0.8%	0.8%	2.6%	1.7%
can develop a plan to achieve my career and/or academic goals.	80.0%	15.1%	0.4%	0.0%	2.8%	1.6%
can identify campus and/or community resources.	78.0%	15.6%	0.5%	0.0%	4.2%	1.7%
understand my degree requirements.	83.7%	12.9%	0.4%	0.0%	1.9%	1.0%
know how to maintain or return to good academic standing.	80.8%	13.2%	0.2%	0.0%	4.4%	1.5%

96.6% strongly agreed to the statement “After this academic counseling session...I understand my degree requirements.” All the results are favorable. Less than 1% disagreed with the statements provided.

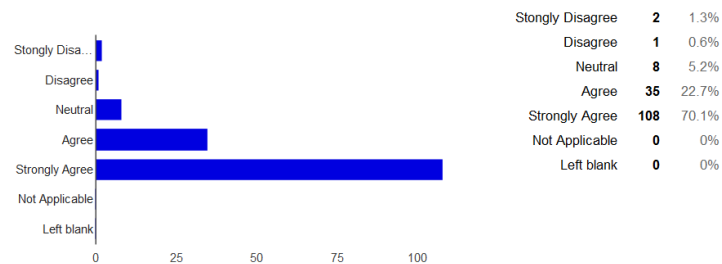
Fall 2015

I know how to track my graduation requirements using STAR. [null]



Spring 2016

I know how to track my graduation requirements using STAR. [null]



Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
- example 1: “85% of students surveyed will rate the unit’s services as meeting or exceeding their expectation”;
- example 2: “95% of service requests will be completed on time and to the satisfaction of the requester.”

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
UO 1	<p>CASSC will provide students the information, tools and resources needed to navigate through the college system.</p> <p>90% of the students surveyed will strongly agree or agree to the statements: After this academic counseling session:</p> <ol style="list-style-type: none"> 1. Can identify my career and/or academic goals 2. Can develop a plan to achieve my career and/or academic goals 3. Can identify campus and/or community resources 4. Understand my degree requirements 5. Know how to maintain or return to good academic standing
UO 3	<p>CASSC will promote a healthy, safe and respectful campus environment.</p> <p>90% of the students surveyed will strongly agree or agree that the counselor provided a safe and inviting environment.</p>

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment results</u> in terms of unit’s attainment of the UOs.	<p>UO 1 - CASSC will provide students the information, tools and resources needed to navigate through the college system.</p> <p>After this academic counseling session:</p> <ol style="list-style-type: none"> 1. Can identify my career and/or academic goals – 94.1% strongly agreed/agreed to the statement. 2. Can develop a plan to achieve my career and/or academic goals – 100% strongly agreed/agreed to the statement. 3. Can identify campus and/or community resources – 100% strongly agreed/agreed to the statement. 4. Understand my degree requirements – 95.3% strongly agreed/agreed to the statement. <p>UO3 - CASSC will promote a healthy, safe and respectful campus environment.</p> <p>100% of the students surveyed strongly agreed or agreed that “The counselor provided a safe and inviting environment.”</p>

Other Comments

<p>Include any additional information that will help clarify the unit's UO assessment results.</p>	
<p>Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.</p>	<p>Based on the NACADA 2011 national survey of academic advising the recommended ratio of students per full-time counselor is approximately 300 students to 1 counselor. With 5 full-time general counselors and enrollment at 3000, our ratio exceeds the standard.</p> <p>In addition, our unit counselors also serve a variety of programs, a few counselors having 6 or more different programs to support.</p> <p>Across the UHCC System, Hawai'i CC seems to have a smaller counseling unit to support the many students' needs and initiatives of the campus. There is an inconsistency of the number of counselors across the system.</p>

Next Steps – Assessment Action Plan

<p>Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:</p>

<p>Changes to assessment practices, activities, or projects.</p>	<ul style="list-style-type: none"> • The unit will make changes in MySuccess that will allow us to better collect data on activities planned and implemented. • The unit will create an evaluation tool for instructors to provide feedback on our Registration Information Sessions. This will help us collect data to support UO 2.
<p>Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.</p>	<ul style="list-style-type: none"> • Create a survey to gather information from students who were identified on probation and return to good academic standing within the semester/year. This will help us strategize on the support services needed for students who fall below a 2.0 GPA.
<p>Increases or changes in student support activities and services to support student learning and achievement.</p>	<ul style="list-style-type: none"> • During 2016-2017 the unit will implement Hanai A Kumu to better support the developmental education ALP model. • During 2016-2017 the unit will support STAR GPS by testing the system for glitches and errors. • During 2016-2017 the unit will support STAR registration by monitoring the error message email and resolving the errors. • During 2016-2017 the unit will implement all components of

	orientation, including providing support for scheduling and delivering the service to students.
--	---