

# HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Counseling, Advising & Support Services Center

December 29, 2017

**Review Period**  
**July 1, 2016 to June 30, 2017**

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*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 evaluation and 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.*

## PART 1: UNIT DATA AND ACTIVITIES

### Unit Description (required by UH System)

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</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"> <li>1. Admissions: to assist prospective students with admissions procedures.</li> <li>2. Academic: to help students be successful in their coursework through awareness of learning and study strategies, academic rules and regulations, educational options, and transfer procedures.</li> <li>3. Financial Aid: to assist students in the application process for financial aid and scholarships and to counsel students on financial aid probation, suspension, or termination.</li> <li>4. Personal: to help students achieve positive relationships with self and others to facilitate the advancement of educational and career goals.</li> </ol> <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>Also, 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>
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### Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a></p>	
<p>Year</p>	<p>2016</p>
<p>URL</p>	<p><a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_counseling_comprehensive_unit_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_counseling_comprehensive_unit_review.pdf</a></p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.</p>	<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>

Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.	CERC's only major recommendation was "that the unit continue to provide the depth and breadth of data and analyses offered in this review, but also provide summary narratives in each large section to help organize such a long review." The recommendation to provide more summaries will be incorporated into the unit's next comprehensive unit review due in Fall 2018.
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**ARPD Data: Analysis of Quantitative Indicators** (required by UH System)

Unit data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the Unit's data tables and submit with this Annual Unit Review (APR).**

- a) **If you will be submitting the AUR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
  
- b) **If you will be submitting the AUR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

**Analyze the Unit's ARPD data for the review period.**

Describe, discuss, and provide context for all 2016-17 ARPD data categories and indicators that are relative to the Unit's provision of services.

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 the Counseling Unit providing these services, instructional faculty also provides academic advising and the Financial Aid Office also provides financial aid advising.

The CCSSE 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.

CCSSE Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)			
	2012	2014	2016
<b>Academic Advising</b>			
Frequency	1.79	1.79	1.88
Satisfaction	2.22	2.26	2.38
Importance	2.56	2.58	2.56
<b>Financial Aid Advising</b>			
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 and financial aid advising important but they rarely seek out the support. Those who seek out the support are somewhat satisfied with the service.

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

The Counseling Unit consists of 6 general funded counselors, 1 temporary, tuition and fees funded APT Band A staff member, 1 casual-hire APT Band A staff member (hired while a general funded counselor was reassigned as the STAR Coordinator), 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 near the I Ola Hāloa Center for Hawai'i Life Styles and another counselor is located within the Hale Aloha Building. While each Counselor is aware of all program requirements, we see students primarily by their declared major. The two, APT Band A staff members were responsible for ensuring the front desk was covered and provided a triage approach for daily walk-ins. The clerical support also provided front desk coverage as well as fiscal and travel support.

**UNIT ACTIVITIES**

**Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.**

**Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success, and explain what the unit did to address those challenges.**

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

**Scheduled and Walk-In Appointments:**

A majority of our time is utilized to provide direct services to students. Three thousand six hundred thirty-six (3,636) unduplicated students were enrolled in 2016-17. In Fall 2016, 2,956 students were enrolled and in Spring 2017, 2,607 students were enrolled.

The Counseling Unit collectively had 4,362 individual appointments during the review period. Of these scheduled/walk-in appointments, the unit assisted 3,120 unduplicated students, some whom might have been prospective and not currently enrolled. The data indicates that many students met with a counselor more than once during the course of the semester. Additionally, we provided services to at least 86% of our students.

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

<b>Schedule and Walk-In Appointment Summary</b>		
Semester	Duplicated	Unduplicated
Summer 2016	932	710
Fall 2016	1286	862
Winter 2016	392	321
Spring 2017	1242	805
Summer 2017	510	422
<b>7/1/2016-6/30/2017 Total</b>	<b>4362</b>	<b>3120</b>

The Unit assisted students for a variety of reasons. The following table provides a summary of the type of appointments held:

Appointment Type	Student Appointments
HAW: Academic Probation/Dismissal	136
HAW: Admissions, Advising, Financial, Other	3674
HAW: Advising	472
HAW: Express Appointments	15
HAW: Financial Aid	14
HAW: Financial Aid SAP	3
HAW: Other	10
HAW: Personal Counseling (CASSC)	4
HAW: Student Organization/Activities	34
<b>Total</b>	<b>4362</b>

The majority of the appointments were related to academic advising, which included admissions and financial aid advising. Appointments also targeted meeting 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 136 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 2016 - 328 students
- Spring 2017 - 201 students

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

**MySuccess:**

MySuccess is a tool used to communicate student progress in the classroom. All 7 UH community colleges are using MySuccess. While it is an asset to use the same tool across the UH 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 the UH System, we also use the tool to outreach to students identified by instructors as needing support. A summary of referrals made during the review period are reported below:

MySUCCESS SURVEY SUMMARY

Fall 2016	Survey Sent	Survey Completed	# of Instructors who completed the Survey	Tracking Items Created		Number of unduplicated Students (Referrals)
				Referrals	Kudos	
NO SHOW	569	184 (32%)	71/188 (37%)	134	--	115
EARLY ALERT	580	201 (34%)	73/195 (37%)	489 for 373 different students	560 for 471 different Students	--
CONSIDER TO WITHDRAW	573	247 (43%)	82/193 (45%)	349	--	257

Spring 2017	Survey Sent	Survey Completed	# of Instructors who completed the Survey	Tracking Items Created		Number of unduplicated Students
				Referrals	Kudos	
NO SHOW	513	187 (36%)	70/170 (41%)	112	--	100
EARLY ALERT	515	164 (31%)	62/173 (35%)	347 for 282 different students	542 for 442 different students	--
CONSIDER TO WITHDRAW	514	193 (37%)	69/174 (39%)	331	--	242

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 continued to learn how to use the new system, especially one of the 9-month counselors who was also out on medical leave for a couple of months in Fall 2016. The Unit continued to experience a significant 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 also supports student success. Therefore, the Counseling Unit provides opportunities for students to attend 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 this reporting period, the unit offered 43 workshops attended by 370 students. Topics focused on time management, health and wellness, stress management, motivation, goal setting, study strategies, learning styles, financial aid and nursing program admissions.

### **Registration Information Sessions**

Historically, we are cognizant that an estimated 50% of the student population seeks our support. As a proactive measure, we 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. The unit presented to various classes, from general education courses such as English and Math to major specific courses such as Accounting, Auto Body, Carpentry, Early Childhood Education, Fire Science, Human Services, etc.

A summary of the number of sessions and students that were outreached to is below:

- Fall 2016 - 35 classes (466 students)
- Spring 2017 - 29 classes (396 students)

The student count includes a duplicate headcount as students may enroll in multiple classes that were presented to. Additionally, because the Hālaulani and Kulukulua Title III grants ended in September 2016, the Counseling Unit's collaboration with colleagues from these programs also ended, resulting in our outreaching to fewer classes and students than in prior years.

### **VIP Early Registration Sessions:**

While the counselors promoted early registration in the classrooms, the Unit's academic advisors coordinated group advising and registration sessions for students. We rebranded the sessions and called them "VIP Advising." The purpose of the VIP group sessions was to offer registration assistance to students who were unable to secure an individual appointment with a counselor during the first and second week of early registration due to the counselors' limited schedules. The Unit's advisors provided 10 sessions in Fall 2016 and 4 sessions in Spring 2017 assisting 45 students.

### **Orientation:**

New Student Orientation (NSO) is mandatory for all incoming, new and transfer students. Students are required to meet this requirement before registering for classes.

After the Title III First Year Experience (FYE) grant ended in September 2016, the counselor assigned to support transition of orientation from FYE to Counseling took on sole coordination duties for orientation. The NSO Coordinator did not have any clerical support and/or budget to support orientation. Therefore, the Counseling Unit provided the support needed. During this reporting period 58 online and in-person orientation sessions were held, supporting 908 students.

**Regular Registration:**

Regular Registration is a two-day strategy to support students registering for classes the week prior to the start of the fall and spring semesters. The Unit collaborates with instruction to provide faculty advisors to assist students with registration. While we encourage early registration through our Registration Information Sessions and VIP Early Registration Sessions, this event supports students who have not registered and/or would like to revise their class schedules. In Fall 2016, 123 students were served, and in Spring 2017, 119 students were served.

**Kau Wa'a Student Center:**

During the 2016-2017 year the Counseling Unit continued overseeing the Kau Wa'a Student Center. The Kau Wa'a Center is a student center, which provides refreshments, student programming, copy machine use and lounge space for students on the Manono Campus. In addition to managing these functions, the Counseling Unit was also responsible for supervising the student employees and maintaining the space. In Fall 2016, 6,254 students utilized Kau Wa'a and in Spring 2017, 4,941 students utilized Kau Wa'a. Students are asked to sign-in each time they enter the facility, so these numbers include duplicated students.

**Student Success Report:**

As a proactive measure prior to the start of each semester, and in the first week of the semester, the Unit generates the Student Success Report to identify students who are taking classes outside of their major requirements. Each semester, the Student Success Report identifies approximately 200+ student records that needs follow up. The counselors review each identified, student's record 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 schedules accordingly. Hawai'i CC had the lowest percentage of students taking classes not within their declared majors of all the UH System colleges. This can be attributed to our outreach efforts.

**Faculty Advisor Training:**

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. One (1) session was held in Fall 2016 and one (1) session was held in Spring 2017.

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 recommend the faculty advisor refer the student to a counselor/advisor.

**Campus Initiatives:**

A general funded counselor was reassigned from the Unit during this review period to serve as the campus, temporary STAR Coordinator. She provided over 16 college-wide training sessions to faculty, staff and students on how to utilize the STAR GPS Pathway for course registration.

## **UNIT WEBSITE**

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on \_\_\_\_\_ (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

*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>

## PART 2: UNIT ACTION PLAN

### AY17-18 ACTION PLAN

**Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY16-17 review period (reported below). This Action Plan should identify the unit's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.**

The Counseling Unit will partner with the campus' newly formed, Integrated Student Support (ISS) Committee to address improvements/changes in the areas of onboarding, retention, and transfer/career. Two of the six, ISS Core Team members are from the Counseling Unit. One counselor co-chairs the Onboarding Committee and one counselor co-chairs the Completion to Transfer and/or Career Committee. All counseling faculty contribute to the work of each committee in their day-to-day service to students.

In regards to **onboarding** efforts, the unit will collaborate with the Career and Job Development Center (CAJDC) to promote students' selecting a major and career they are certain of pursuing. Once the Focus II software is purchased by the CAJDC in late Fall 2017, and the Career Counselor is prepared to orient the CASSC counselors in Spring 2018, we will promote this tool to students.

In regards to **retention** efforts, the unit will continue to utilize the student evaluation tool given at the end of each counseling session. Our new benchmark is that at least 91% of the respondents will strongly agree or agree to each statement.

Additionally, we will partner with administration to promote an increased utilization of MySuccess, so that at least 50% of the instructors will utilize the tool. The unit will continue to outreach to students who have been flagged by instructors in the 1<sup>st</sup>, 5<sup>th</sup> and 8<sup>th</sup> weeks of the Fall 2017 and Spring 2018 semesters.

In regards to **transfer** efforts, the unit will partner with UH-Hilo, UH-Mānoa and UH-West O'ahu colleagues to strengthen our ties between institutions and provide students a more seamless pathway to a four-year institution.

## **ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.**

**For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.**

**For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).**

### **Action Item 1:**

The Unit will assess SLOs 1, 2, and 3. After each counseling session, students will complete an evaluation.

### **Action Item 2:**

The Unit will assess UO2: CASSC will collaborate with colleagues and community partners to promote student success.

**Onboarding:** We will collaborate with the Career and Job Development Center to promote use of Focus II to encourage students to select strong majors of interest.

**Retention:** We will work with administration to partner with the instructional faculty and academic support personnel to increase their utilization and understanding of MySuccess and to clarify the process/procedures/timelines of when Counseling unit staff will intervene/respond to flags. During the Fall Break, the MySuccess Functional/Technical Lead will provide a MySuccess training and individual training in the Spring 2018, when requested.

**Transfer:** We will work with the UH Hilo Admissions Counselor and other UH system colleagues to promote transfer to one of the UH four-year institutions. We will host “Transfer Tuesdays” as well as serve on the Transfer Day Fair Committee in Fall 2017 and the UH Hilo Transfer Workshop Committee in Spring 2018.

### **Action Item 3:**

The Unit will assess UO4: CASSC will engage in continuous professional development in support of student success. This is the only UO/SLO we have not assessed over the past two years. CASSC’s UO4 is aligned with the college’s Wildly Important Goal #3, “Strengthening Kauhale through Human Capital.”

In order for counselors to provide students with accurate and timely information about campus policies and procedures, we must participate in professional development opportunities.

Additionally, professional development provides the counselors opportunities to learn new, advising strategies. Each counselor is expected to participate in at least two professional development activities per semester.

By mid-Spring 2018, an assessment tool will be developed. In Summer 2018, the CASSC Department Chair will disseminate the survey instrument to the staff members and gather the results.

**RESOURCE IMPLICATIONS**

*NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.*

**Provide a brief statement about any implications of or challenges due to the unit’s current operating resources.**

The Unit is requesting additional staffing to support early intervention by responding to referrals made via MySuccess.

**BUDGET ASKS**

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	<ul style="list-style-type: none"> <li>● 1 Retention Specialist</li> <li>● 2 APT Band B - Academic Advisors</li> <li>● 2 G-Funded Peer Mentors</li> </ul>
Include estimated cost(s) and timeline(s) for procurement.	<ul style="list-style-type: none"> <li>● 1 Retention Specialist - \$87,000.00</li> <li>● 2 APT Band B - \$110,000.00</li> <li>● 2 Peer Mentors - \$20,000</li> </ul>
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> :  <a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a>	<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>

## PART 3: UNIT OUTCOMES ASSESSMENTS

**For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17**

### Unit Outcomes

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the Assessment website:

<http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo>

<b>UO #</b>	<b>UNIT OUTCOMES (text)</b>	<b>Aligned to ILO #</b>
1	CASSC will provide students the information, tools and resources needed to navigate through the college system.	1, 2, 4, 5
2	CASSC will collaborate with colleagues and community partners to promote student success.	1, 4, 5
3	CASSC will promote a healthy, safe and respectful campus environment.	1, 3, 5, 6
4	CASSC will engage in continuous professional development in support of student success	3, 5, 6
<b>SLO#</b>	<b>STUDENT LEARNING OUTCOMES (text)</b>	<b>Aligned to ILO #</b>
1	Student will identify career and/or academic goals and develop a plan to achieve those goals.	1, 2, 4
2	Student will identify and utilize campus and community resources.	1, 2, 3, 4, 5, 6
3	Student will identify the requirements to maintain or return to good academic standing.	1, 2, 4

### Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

<b>UO #</b>	<b>Assessment Strategies</b>
UO1, UO3, SLO1, SLO2, SLO3	At the end of each counseling appointment, students were provided an opportunity to complete an evaluation regarding the services received and the information/learning they gained.

UO2	The Counseling Unit partnered with the English Department to provide support to the Accelerated Learning Program (ALP) developmental English courses. We named the effort, “Hānai A Kumu.” The Unit developed and implemented a needs assessment survey for all English classes. With the assistance of the English instructors, the assessment was administered in the first two weeks of the Fall 2016 semester. The Counseling Unit compiled the results.
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### Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

**UO/SLO#: UO1 and UO3**

Here is a summary of the results of the evaluations students were asked to complete during the review period to assess UO1 and UO3. The tool addressed:

- Satisfaction of the Counseling Unit’s services
- CASSC provided a safe and inviting environment

Summary of Evaluations (Summer 2016, Fall 2016, Spring 2017) Respondents: 686						
Counselor Evaluation	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.	93.8%	5.6%	0.0%	0.2%	0.2%	0.2%
The counselor provided me with helpful information.	95.1%	4.5%	0.2%	0.2%	0.0%	0.0%
The counselor provided a safe and inviting environment.	94.4%	5.3%	0.0%	0.0%	0.0%	0.3%
When needed, the counselor assisted me in getting information from another office or agency.	89.5%	6.9%	0.2%	0.2%	2.6%	0.6%
If I need to see a counselor in the future, I would choose to see this counselor, again.	94.2%	4.5%	0.2%	0.2%	0.2%	0.7%

When applicable, at least 96% of the student respondents strongly agreed or agreed that counselors/advisors listened, were helpful, provided a safe environment, assisted, and would return to see us again. We met our benchmark of at least 90% of the respondents would strongly agree or agree to each statement that was set during the previous review period.

**UO/SLO#: SLO1, SLO2 and SLO3**

Additionally, at the end of the individual, counseling appointments, students were also surveyed regarding their learning. The evaluation results for SLO1, SLO2 and SLO3 are reported in the next table:

<b>Summary of Evaluations (Summer 2016, Fall 2016, Spring 2017) Respondents: 686</b>						
<b>After this academic counseling session I...</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>	<b>Left Blank</b>
can identify my career and/or academic goals.	80.2%	16.8%	0.0%	0.1%	1.8%	1.1%
can develop a plan to achieve my career and/or academic goals.	84.3%	13.4%	0.1%	0.1%	1.2%	0.9%
can identify campus and/or community resources.	82.6%	14.5%	0.1%	0.1%	1.9%	0.8%
understand my degree requirements	85.4%	12.2%	0.3%	0.1%	1.1%	0.9%
know how to maintain or return to good academic standing	84.5%	12.4%	0.0%	0.0%	2.4%	0.7%

When applicable, at least 96% of the student respondents strongly agreed or agreed to the statement “After this academic counseling session I understand my degree requirements.” We met our benchmark of at least 90% of the respondents would strongly agree or agree to each statement.

**UO/SLO#: UO3**

Four hundred seventy-three (473) students completed the 42 question Needs Assessment. The results provided the Counseling Unit with general demographic information of the surveyed students, as well as information on areas we could better inform and/or outreach to students.

<b>Needs Assessment (Fall 2016) Respondents: 473</b>	
<b>SURE OF MAJOR</b>	
Yes	303
No	168
No Response	2
<b>SURE OF CAREER PATH</b>	
Yes	300
No	171
No Response	2
<b>USED STAR TO SCHEDULE MY DEGREE PATHWAY</b>	
Yes	308
No	150
No Response	15
<b>KNOW ASSIGNED COUNSELOR OR FACULTY ADVISOR</b>	
Yes	272
No	188
No Response	13

Of the 42 questions, we’ve highlighted above the four most, significant data elements in which over a third of the students replied “No.” These topics included: being sure of one’s major, being sure of one’s career path, using STAR to schedule Degree Pathway and knowing who the student’s assigned counselor or faculty/advisor was.

## Other Comments

**Include any additional information that will help clarify the unit's assessment results, successes and challenges.**

One of the unit's successes was that in Fall 2016 and through Spring 2017, we successfully supported the full implementation of STAR GPS Pathway registration for all programs. Whether through New Student Orientation, classroom outreach and/or individual/group advising sessions, the unit assisted students with utilizing and familiarizing themselves with the technological innovation.

A challenge that persists is the inconsistency amongst staff in collecting student evaluations after each counseling session. In the main Counseling Office, clerical staff and student employees provide the students the evaluations when they arrive to the office for their appointments. Sometimes they forget to give the evaluations to the students. For the two counselors who are not located at the main Counseling Office, they are to provide the student appointments with the evaluations, and they may forget to pass out the evaluation. Additionally, we have only been surveying students who attend in-person appointments. Although we created an online version of the evaluation tool, we have not been consistent in collecting evaluations from students whom we serve by phone and/or online.

**Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.**

As the CCSSE data reported earlier in this review suggests, students who utilize academic and financial aid advising services are often satisfied with the support received. Additionally, the Counseling Unit's evaluations received from student advising and/or walk-in appointments provide additional evidence of the outstanding service provided by the Unit. When applicable, at least 96% of the student respondents strongly agreed or agreed that counselors/advisors listened, were helpful, provided a safe environment, assisted, and would return to see us again.

## Next Steps – ASSESSMENT ACTION PLAN for AY17-18

**Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY16-17 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

The Counseling Unit will partner with the campus' Integrated Student Support (ISS) Committee to address the areas of **onboarding, retention, and transfer/career.**

The unit will continue to utilize the Counseling Session Evaluation tool disseminated at counseling appointments. Our new benchmark is that at least 91% of the respondents will strongly agree or agree to each statement.

# Hawaii Community College

## 2017 Student Services Annual Report of Program Data

### Student Services

#### Part I: Program Quantitative Indicators

Demand Indicators			Program Year		
			14-15	15-16	16-17
1	Annual Headcount ALL Students		3,847	3,838	3,636
2	Annual Headcount NH Students		1,629	1,594	1,564
3	Actual Percent Change from Prior Year ALL		-4%	-0%	-5%
4	Actual Percent Change from Prior Year NH		0%	-2%	-2%
5	Annual Headcount of Recent Hawaii High School Graduates		416	362	362
6	Percent of Service Area's Recent High School Graduates		21%	19%	18%
7	Annual Headcount of Students 25-49 Years Old		999	1,331	818
8	Annual Headcount from Underserved Regions		2,600	3,922	2,415
9	Annual Headcount in STEM programs		120	223	152
10a	Fall Semester Registration Status	New Students	883	957	911
10b		Transfers Students	260	216	259
10c		Continuing Students	1,508	1,366	1,189
10d		Returning Students	247	219	259
10e		Home Campus Other	288	329	338
11a	Spring Semester Registration Status	New Students	357	453	443
11b		Transfers Students	129	96	125
11c		Continuing Students	1,935	1,712	1,631
11d		Returning Students	101	136	121
11e		Home Campus Other	290	358	287

Efficiency Indicators			Program Year		
			14-15	15-16	16-17
12	Pell Participation Rate ALL Students		59%	53%	55%
13	Pell Participation Rate NH Students		66%	60%	60%
14	Number ALL Students Receiving Pell		1,527	1,236	1,204
15	Number NH Students Receiving Pell		759	616	600
16	Total Pell Disbursed ALL		\$5,586,517	\$4,487,650	\$4,176,086
17	Total Pell Disbursed NH		\$2,784,170	\$2,228,004	\$2,101,344
18	Overall Program Budget Allocation		\$1,985,022	Not Yet Reported	Not Yet Reported
19	General Funded Budget Allocation		\$1,240,453	Not Yet Reported	Not Yet Reported
20	Special/Federal Budget Allocation		\$195,900	Not Yet Reported	Not Yet Reported
21	Cost Per Student		\$516	Not Yet Reported	Not Yet Reported

Achieving the Dream		AtD Fall Cohort		
		2013	2014	2015
22	FT AtD Cohort (ALL) complete 20 credits first year	277	252	191
23	FT AtD Cohort (NH) complete 20 credits first year	116	109	100
24	PT AtD Cohort (ALL) complete 12 credits first year	115	80	78
25	PT AtD Cohort (NH) complete 12 credits first year	38	33	60

\*Data element used in health call calculation

Last Updated: December 27, 2017

Effectiveness Indicators		Program Year		
		14-15	15-16	16-17
26	Persistence Fall to Spring ALL Students	71%	69%	69%
27	Persistence Fall to Spring NH	71%	70%	69%
28	Degrees & Certificates Awarded ALL	569	693	576
29	Degrees & Certificates Awarded NH	248	270	233
30	Degrees & Certificates in STEM ALL	15	36	40
31	Degrees & Certificates in STEM NH	4	5	4
32	Transfers to UH 4-yr ALL	121	273	289
33	Transfers to UH 4-yr NH	72	111	130

Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2012	2014	2016
34	Support for Learners Benchmark (Percentile)	70	70	0
Means Summary All Students ( 1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very )				
35	Academic Advising			
	Frequency	1.79	1.79	1.88
	Satisfaction	2.22	2.26	2.38
	Importance	2.56	2.58	2.56
36	Career Counseling			
	Frequency	1.51	1.59	1.55
	Satisfaction	2.16	2.11	2.18
	Importance	2.48	2.43	2.42
37	Job Placement Assistance			
	Frequency	1.29	1.31	1.36
	Satisfaction	1.82	1.84	2.01
	Importance	2.25	2.20	2.21
38	Financial Aid Advising			
	Frequency	1.90	1.86	1.83
	Satisfaction	2.22	2.18	2.26
	Importance	2.54	2.54	2.48
39	Student Organizations			
	Frequency	1.42	1.41	1.49
	Satisfaction	2.05	1.99	2.17
	Importance	2.13	2.01	2.16
40	Transfer Credit Assistance			
	Frequency	1.38	1.41	1.56
	Satisfaction	2.00	1.97	2.15
	Importance	2.28	2.28	2.25
41	Services for People With Disabilities			
	Frequency	1.35	1.31	1.39

	<b>Satisfaction</b>	1.94	2.12	2.14
	<b>Importance</b>	2.25	2.20	2.24

\*Data element used in health call calculation

Last Updated: December 27, 2017