

HAWAI‘I COMMUNITY COLLEGE UNIT ANNUAL REVIEW REPORT

Counseling, Advising and Support Services Unit

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**Review Period
July 1, 2014 to June 30, 2015**

Initiator: VCSA Jason Cifra

Writer(s): Karen Crowell, Kenoa Dela Cruz, Robert Duley, Grace Funai, Larissa Leslie, Karaline Naegele, Christine Quintana and 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 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/program-unit-review/>

Unit Description

CASSC Mission Statement: (New)

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.

The HawCC Counseling, Advising and Support Services 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-the-college information to students, 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 to ensure correct enrollment
- Register each F-1 International Student in Student & Exchange Visitor Information System (SEVIS)
- General career planning before and during admission
- Help non-traditional students successfully transition into 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
- 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:

- CASSC acts as an information switchboard—by answering in person, phone, and e-mail questions and by facilitating links to other resources
- 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 a resource to campus academic departments and faculty/staff

Part I. Review of Unit Data

ARPD Data:

The following is taken from the 2014 *Student Services Annual Report of Program Data (ARPD)* submitted by Vice Chancellor of Student Affairs, Jason Cifra. Selected information from that annual report pertains to the counseling unit.

Personnel: While grants have provided much needed personnel and resources, many grants are year to year and long term grants such as Halaulani Title III grants are ending. An extension will be pursued for 2015-16 and annual requests will continue to be submitted but the following positions should be highly considered for adoption to expand the services and impact of Student Affairs on outreach, enrollment, persistence, and completion.

- *Transcript Evaluator*
- *Two Transfer Counselors and Coordinator – Transfer Initiative*
- *High School Transition Specialist – GEAR UP*
- *Director of Student Support Services – New*
- *Director of Enrollment Services – New*

Also included in the ARPD Data is Community College Survey of Student Engagement (CCSSE) Data. The two areas surveyed that pertain to the Counseling Unit are Academic Advising and Financial Aid Advising. It should be noted that these services are also assigned to instructional faculty (academic advising) and to the Financial Aid Office personnel (financial aid advising) and are a reflection of the college rather than just the Counseling Department. The scale is 1 to 3 with 3 being the highest level of frequency, satisfaction, and importance. Scores in 2014 show almost no variance from the scores recorded in 2006, 2008, 2010, and 2012. The numbers in the following chart suggest that even though HawCC students consider academic and financial aid

advising important (2.58, 2.54) and they are somewhat satisfied with the services they receive (2.26, 2.18), participation in services is limited (1.79, 1.86).

Community College Survey of Student Engagement (CCSSE)						Survey Year 2014		
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)								
35	Academic Advising							
					Frequency		1.79	
					Satisfaction		2.26	
					Importance		2.58	
38	Financial Aid Advising							
					Frequency		1.86	
					Satisfaction		2.18	
					Importance		2.54	

Part II. Analysis of the Unit

11.A Significant Unit Actions or Changes—Responding to Major Transitions

11.A.1 Separation of Unit:

The previous annual review submitted in November, 2013, included a mission statement, unit outcomes, student learning outcomes, and an action plan based on a Counseling Unit that included: the Career and Job Development Center, the Hā’awi Kōkua Program (disability services) and the Counseling, Advising and Support Services Center (CASSC). In 2013 a new Vice Chancellor of Student Affairs was hired and one of his first actions was to separate the previous counseling unit in to the three separate units mentioned above. Since the basic structure of assessment (mission statement, unit outcomes, student learning outcomes, action plan) in the 2013 Comprehensive Report, no longer applied, the new CASSC unit had to reestablish its assessment identity. We did this during this year’s (2014-2015) review period.

11.A.2 Student Service Grants

In addition to the transition demands of separating the previous Counseling Unit into separate units, the college secured several federal grants that provided temporary student service and other personnel to the college. Office space needs which are always in short supply at our college became even more demanding. Efforts were made by the new CASSC unit to accommodate the new hires including making a storage space into an office and sharing other office space. Positioning and reposition of personnel was a constant.

Equally challenging was a lack of clarity on new hire roles of responsibility and who they should be supervised by. Supervision based on organizational structure had many of new hires reporting to the primary investigator of the grant, yet every day direction was often determined by office proximity. In an attempt to help sort this out and to facilitate the hiring process for new grant personnel, a full time counselor was pulled from the CASSC unit and assigned special project duties. After negotiations, a temporary counselor was assigned to the unit to replace the counselor assigned special projects. Later, after further negotiations, the counselor assigned to special projects returned to the CASSC unit.

Often the advantage of having the new personnel on board was readily apparent. Orientation, which had been a CASSC unit responsibility, was transferred to the First Year Experience grants team. Additionally an APT advising position for CTE majors was assigned directly to the CASSC unit. This enabled the CTE Counselor to expand service to students in CTE programs. This position ended after one year.

11.A.3 Government Mandates

Government mandates added to the CASSC unit need to reestablish assessment organization. In fact, one of the major challenges of developing an accurate long term action plan is the constant need by the unit to respond to external mandates, both from the federal government and the UHCC system.

11.A.3a Federal Financial Aid Eligibility Rule Changes

Beginning fall 2012, the lifetime limit for Pell Grants and other financial aid was reduced from 18 to 12 semesters. Additionally, the ability to benefit option for students who did not have a high school diploma or a GED diploma was removed. Most significant in terms of CASSC resource distribution, the college's financial aid office only counted courses in a student's major as an enrolled course for financial aid purposes. Many students ended up with a part-time student status, a reduced financial aid grant award, a responsibility to pay for the non-major class(es) they were enrolled in, and a financial obligation hold placed on their MyUH account. Even the ability to withdraw from a class during the semester was blocked.

CASSC responded by using the UH System STAR software to generate reports that identified students enrolled incorrectly and then contacted them to warn them of the aid consequence to their enrollment. This is a time intensive task required every semester that is a direct result of an external mandate. Other resource demands included multiple advising/counseling sessions needed to explain to students why they had lost their financial aid and why they owe the college money.

11.A.3b Title IX

A guideline announced by Vice President Joe Biden on April 4, 2011, on sexual harassment or violence required that institutions conduct investigations and discipline on the preponderance of the evidence standard rather than that of beyond reasonable doubt. The Department of Education Office on Civil Rights issued a letter to all colleges. The letter, known colloquially as the "Dear Colleague" letter, states that it is the responsibility of institutions of higher education "to take immediate and effective steps to end sexual harassment and sexual violence. The letter illustrates multiple examples of Title IX requirements as they relate to sexual violence, and makes clear that, should an institution fail to fulfill its responsibilities under Title IX, the Department of Education can impose a fine and potentially deny further institutional access to federal funds.

The CASSC unit responded by developing two different brochures, *Sexual Misconduct: What you need to know about Title IX* and *Sexual Misconduct: What you need to know about Title IX, Employee Information*. One of the brochures is given to all students at mandatory new student orientation. Additionally, some counselors attended Title IX training sessions. Other related activities included organizing and participation in: Domestic Violence Vigil, One Billion Rising, [Respect] Campaign, Hawaii Says No More Campaign, Table Events to educate students on Stalking Awareness and Sexual Assault Prevention. We also hosted a panel of experts on the topic of Stalking.

If counselors should be and/or will be assigned the duties of a Title IX investigator is currently being debated.

11.A.4 UH System Directives

11.A.4a STAR

STAR is a multi-level online information and advising tool that enables students to view: courses needed for graduation in their chosen major, grades, transfer to other degree options, academic holds, and other

information related to advising. One feature, Graduation Pathway (a semester by semester STAR generated guide to class choice from entry to graduation) is being adopted by the UH system. CASSC will help students become aware of Graduation Pathway when advising students on class choice. More significant from a resource perspective, they will also need to manually adjust the pathway to meet individual circumstances (particular classes matching transfer degree goals, financial aid eligibility considerations, personal choice, online availability, etc).

11.A.4b UH System My Success Early Warning System (Starfish)

In fall 2012, administration informed counseling that a new software appointment and communication system, Starfish, would replace SARS, CASSC's current office software system at the time. In addition to appointment scheduling, Starfish offered an early warning system that enabled instructional faculty an opportunity to "flag" students for a variety of reasons including: No show, attendance concern, in danger of failing, and struggles with course work to name a few. Starfish was purchased and in place by the summer of 2014.

CASSC initially responded to this anticipated change by creating their own trial early-warning system utilizing Google and incorporating some of the narrative utilized in Starfish. Entitled, "On Track," this makeshift system was operated during fall 2013 and spring 2014. Probably, the most significant result of this prelude is that it identified the large number of students who never attended classes ever. This resulted in Academic Senate discussions concerning the college's No Show policy.

Resource demands for the CASSC unit that were directly associated with Starfish were and are significant. Initially, this demand was the actual implementation of the software into our college's system. Much of this full time responsibility was assigned to one counselor. Training for and learning of the new system by everyone in the unit was an additional resource demand, as was partial responsibility for training the campus. Most significant is the work load associated with responding to the early warning flags. Like many mandates and directives, it came with no additional resources.

Other transition challenges associated with Starfish was the inability to continuously record assessment data into SARS, the old system. Many of the instruments designed to measuring CASSC assessment outcomes were tied closely to be able to input data into SARS. This was no longer possible after summer 2014.

11.A.4c UHCC Strategic Plan 2015-2020: Developmental Education Initiative

Currently, all the colleges in the UHCC system are in the process of responding to the new strategic plan. Most relevant from a CASSC unit perspective are the development of a new methods to replace COMPASS testing and placement and the demand for mandatory accelerated courses with wrap around services in Math and English.

One area of placement design being considered is non-cognitive assessment which in many cases is an interview process. If this process is assigned to CASSC, then there will be a need for increased resources or another area of responsibility will need to be reduced. Wrap around services often consist of variations of case management which is a resource intensive model. One response, which is being put forth in the CASSC Comprehensive Unit Review, is for Counselors to teach classes such as University 101, LSK 102 and IS 105 and to develop additional relevant curriculum. This response is based on the hiring of academic advisors to advise, students allowing counselors to teach.

11.B Prior Years Action Plan Results

11.B.1 Instructional Faculty Academic Advising Training

In 2012 Instructional Faculty were reassigned the responsibility of advising continuing students in their programs. CASSC set a unit outcome of providing training for instructional faculty. Initially, the workshops were more focused on questions about the scope of instructional faculty's new placed responsibility than academic advising. Many did not consider this their responsibility. Strong concerns about not knowing federal financial aid rules were also evident.

The Counseling Unit offered 15 Academic Advising Workshops over the 2012-2013 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). Academic advising by instructional faculty was fairly successful in the Career and Technical Education majors (CTE faculty have the advantage of set schedules, daily contact with students, ability for everyone in the program in class advising sessions), but progress in the LBART major was not as successful. The Strategic Enrollment Management Committee and the Dean of Liberal Arts and Public Service are in discussions and exploring a different college model for academic advising.

11.B.1.a Academic Advising Sheets

One essential tool for supporting correct academic advising by faculty and others was/is the development of academic advising sheets. These advising tools list course requirements for every major in our college. The CASSC Unit has developed, updated, distributed to faculty, ensured web publication, and trained others in advising sheet use for several years. This described practice continues.

11.B.1.b Website Development

In addition to making advising sheets available on the College's website, other advising resources were published as well. They include: progression charts, COMPASS score cutoffs, FERPA guidelines and Advisor Guidelines including direct links to a variety of resources. There are also instructions on how to register for classes, guidelines for financial aid eligibility, links to the UH System Transfer Course Database and to the Distance Education site. There are also video tutorials pertaining to Health Clearance Requirements, COMPASS Test Taking and Compass Test Preparation.

11.B.1.c Information Pertaining to Classroom Emergencies and/or Disruption

Initially requested by the VCSA to help ensure non-discriminatory practices when dealing with students, the guideline/flow chart entitled: *Information Pertaining to Classroom Emergencies and/or Disruption* became a compact advising resource for instructional faculty and others. In the process of creating this document, CASSC secured input from the Crisis Management Team, Disability Services, and Department Chairs. Currently, it has been distributed to all faculty, and it is utilized in new faculty training sessions.

11.B.2 Continuing Student Academic Advising Training

After spring 2013, when it became clear that model for faculty advising of continuing students was not working well in some majors, CASSC responded with a new strategy—attempt to train continuing students directly. With support for many instructional faculty, outreach to continuing students through presentations in English and Math developmental education classes, Hawaiian Studies classes, HSER 110, IS 101, and many other classes occurred. Class visits were scheduled just before and during early registration ever semester with the purpose of encouraging early enrollment and providing information and instruction in: how to

register, financial aid eligibility, and the use of STAR as an advising tool. This academic advising outreach strategy began in fall 2013, continued, and the strategy still is in place currently.

11.B.3 Financial Aid Eligibility Maintenance: Student Success Callouts

In spring 2012, the college's Financial Aid Office only counted courses required in a student's major as an enrolled course for financial aid purposes. Many students ended up with a part time student status, a reduced financial aid grant award, a responsibility to pay for the non-major class they were enrolled in, and a financial obligation hold placed on their MyUH account. Even the ability to withdraw from a class during the semester was blocked. This significantly increased student appeal requests which usually begin with an appointment with a counselor. In spring 2012, 432 appointments concerning appeals were made.

In response, CASSC utilized STAR technology (Student Success Report) to identify individual student enrollment compliance and then developed an outreach process to change mistakes in enrollment early. Several hundred students were contacted and instructed to enroll in appropriate classes. The number of appointments for financial aid eligibility dropped to 247 appointments in Fall 2012 and then dropped further to 144 appointments in Spring 2013. Now, identifying incorrectly enrolled students, contacting them via e-mail and/or phone calls, and then supporting correct enrollment when direct contact is made is carried out before the start of classes every semester.

11.B.4 Satisfactory Academic Progress: Students on Academic Probation

For many years, the CASSC Unit has placed mandatory academic advising holds on students who are placed on academic probation. Additionally, students returning after a period of absence whose overall gpa was below 2.0 were given an advising hold by the Admission Office. Ideally, this resulted in an hour session with a counselor to discuss what went wrong, how to get back on track, and the necessary steps to become eligible for financial aid. If circumstances warrant, the student is assisted with the financial aid and other appeal processes.

In an attempt to identify which advising strategies might best work for this population, a correlation study of 123 students on academic probation at the start of Fall 2012 semester identified several factors which might correlate to persistence. Of the 123 students, 55 persisted to the end of spring 2013 semester (44.7%). Many possible correlating factors were investigated: male/female, major, the strategy of repeating classes, individual success plans to name a few. The only related factor that strongly correlated to end of spring 2013 persistence 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%). Considering part-time enrollment as a success strategy was incorporated into the advising process for some students along with a longer duration of the advising hold. The hold now stays in place until the student returns to good standing. This design increases counselor contact time with the student.

11.B.4 Responding to Professional Training Needs

The need for on-going professional training for counseling faculty was listed as a weakness in the previous annual review. Counselors have a wide scope of responsibilities, and we work with individuals who are often challenged. Knowing what to do in a crisis or post crisis situations is essential. Training in first aid for suicide prevention, sexual assault, domestic violence, post-traumatic stress, and other conditions is essential

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 also essential. 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 and to be more culturally aware.

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). Sometimes 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. 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.

The CASSC Unit does not have a budget. Request for funds for training are rejected with the statement that no funds are available. Some training opportunities are provided by government grants and UH system initiatives, but they have not address the areas of crisis response, mediation, and special needs populations.

11.B.4a Japanese Chamber of Commerce Grant

The CASSC unit was able to secure a \$2,000 dollar grant for 2014-2015 that enabled 10 individuals to enroll in the Fred Pryor Training Rewards Program. This enabled access to: (1) all one or two day on site trainings and seminars (2) over 2,500 online trainings (3) a multitude of webinars and audio conferences.

Counselors and others participated in a wide range of onsite trainings including: Leadership, Team Building, Emotional Intelligence, Customer Service, Creative Leadership, Managing Multiple Priorities, Effective Techniques for Dealing with Difficult Customers to name a few. Online trainings included: Excel Secrets, Photoshop, Improved Memory, Improve Your Productivity, and Stress Management for Women.

11.C Trends/Other Factors

11.C.1 Fluctuations in Enrollment

Enrollment in the UHCC System saw a 1.9% drop in enrollment from 30,960 in fall 2014 to 30,370 in fall 2015. HawCC enrollment followed a similar, but slightly stronger pattern. Enrollment dropped 3.1% from fall 2014 (3,186 headcount) to fall 2015 (3,087 headcount). Part of this drop may be due to two natural disasters, Hurricane Iselle and the Pahoia Lava Flow.

11.C.2 Hurricane Iselle (August 7, 2014)

Hurricane Iselle was the strongest tropical cyclone to make landfall on the Big Island of Hawai`i in recorded history. Upon making landfall, Iselle brought torrential rainfall and caused strong winds which resulted in widespread power outages and downed trees. The storm caused heavy crop damage, estimated at \$66 million (2014 USD), including 60% of the state's papaya that was lost. The USD estimated damage cost of \$79.2 million. Students and faculty that lived in the lower Puna area were the most directly affected.

Initial response included the closure of Hawai`i Community College and the West Hawai`i Education Center on August 6th and 7th. Post incident responses included: an open request for resources to aid those affected, a guest speaker to address faculty and staff on ongoing conditions and their possible effects on students, and an assurance of greater fluctuation in the enrollment and financial obligation appeal process. College communication encouraged those affected by Iselle to contact the Counseling Unit for support.

11.C.3 June 27th Lava Flow (June-November 2014)

In June 2014, a lava flow dubbed the June 27th flow started flowing from a vent the Pu`u O`o cone, in a northwest direction towards the villages of Kohe Homesteads and Pahoā. By October, officials feared that the lava would cover Hawaii Route 130, the only route in and out of Pahoā and of the entire lower Puna section of the island. On October 22, The National Park Service announced that it would help state and county officials create an emergency route along 8 miles of the buried Chain of Craters Road in order to help Puna residents who would potentially lose access to the rest of Hawai`i.

Kaui Peralto, a *kumu hula* and Hawaiian cultural educator from Puna expressed residents feeling when he stated: “What people should really realize is that this is unlike Iselle, the tropical storm that just came in, or tornados or hurricane, which come in one time and you’re able to start getting back to your daily life in a week’s time, or two weeks’ time, or a month. With the lava, it’s permanent.”

Several schools in the Puna area were closed including: Pahoā Intermediate and High School, Pahoā Elementary School, Keonepoko Elementary School, Hawai`i Academy of Arts and Sciences Public Charter School, Kamehameha Schools sponsored Pahoā Preschool, and Montessori Country School on Pahoā. Many of the parents of the children in these schools were/are HawCC students, faculty, and staff.

In addition, many Pahoā town businesses closed down including the supermarket, the hardware store, and the two gas stations. Residents and others faced a lot of fear, anxiety, and uncertainty about what could happen and how they needed to respond.

The two colleges, Hawai`i Community College and the University of Hawai`i at Hilo, responded by setting up a *UH for Puna website*. The website identify contacts for specific concerns, provided link to housing resources, provided direction to students and faculty, and offered mental health education links such as: *Appropriate Expectations You Can Have for Yourself in Grief, Common Reactions After Trauma, Helping Children Cope with a Traumatic Event, Tips for Survivors of a Traumatic Event* to name a few. As was the case with Hurricane Isselle, many students were directed to the Counseling Unit to receive further information and services.

In November 2015, the lava flow expected to enter Pahoā and cross over Highway 130 unexpectedly stopped. Currently, it has not started again.

Part III. Action Plan

Describe in detail the Unit's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission. Include specific action plans to address any barriers or challenges that affect the Unit's efficiency, effectiveness, and operational performance

As we move into the 2015-2016 academic school year, it is important to establish the effectiveness of the various activities CASSC provides to support students success. This year, we will focus on the following:

Admissions:

- CASSC will collaborate with the Strategic Enrollment Management Team to encourage and support seamless transition from admissions to enrollment.
- CASSC will support the development of a comprehensive orientation program for new, returning and transfer students and streamline procedures from the point of admissions to registration.
- CASSC will work collaboratively with the First Year Experience coordinator to allow for transition of activities back to CASSC as the Hālaulani grant ends in 2016.
- CASSC will continue work with System international recruitment efforts and work collaboratively with Study Hawaii.

Retention:

- CASSC will outreach to probation and warning students to help identify the challenges students face and establish strategies to support student success.
- CASSC will require mandatory advising for students who have been identified as on probation and have returned after dismissal.
- CASSC will offer student success workshops.
- CASSC will identify classes that do not count towards students' academic pathway.

Transition:

- CASSC will offer a college readiness course during summer 2016 in preparation for the developmental education restructuring.
- CASSC will prepare for STAR academic pathway.

Outreach:

- CASSC will respond to flags raised by instructors in MySuccess by contacting students via phone, email, and/or appointments.
- CASSC will visit classes to raise awareness of the registration period and process to encourage early enrollment of continuing students.

Mandates:

- CASSC will support Title IX initiatives.
- CASSC will collaborate with the College on the designing wrap-around services for developmental education restructuring.

Part IV. Resource Implications

See the Counseling Unit's July 1, 2012 to June 30, 2015 Comprehensive Unit Review for implications of current operating resources requests for the program. In addition, we are requesting a unit budget for daily office supplies, programming, and professional development. We do not have a dedicated budget, making it difficult to plan and implement services for our student population.

Part V. Comprehensive Review Information: CERC Comments and Feedback

<https://intranet.hawaii.hawaii.edu/filedepot?cid=272&fid=627>

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.

Concerning minor improvement references:

-
- (1) Counseling Unit support for college mission is provided in this report
 - (2) Action plan items outlined in previous comprehensive report pertained to the newly created units of Career and Job Development Center and Disability Services. Only one action plan item (training faculty for academic advising) pertained to the Counseling Unit. Information about this is in this document.
 - (3) Minor expense items were eliminated
 - (4) The analysis of hidden cost of separating the unit can be found throughout this report.

Part VI. Unit Outcomes

VI.1 Restructuring of Guiding Principles

One AY 2014-15 Unit Outcome focused on creating assessment guidelines for the CASSC Unit including a new mission statement, unit outcomes, student learning outcomes, and action plan. These new assessment guiding principles matched current CASSC unit responsibilities better than those that were in place when the Counseling Unit was a combination of three units. By June 2015, the unit had established a new mission statement, four new unit outcomes, three new student learning out comes, and methods for measuring these different outcomes. This laid the framework for a more meaningful comprehensive report.

VI.2 Assessment of Counseling/Advising Services

VI.2a Student Evaluation of CASSC Services

Individual student evaluations of counselors and advisors indicated strong satisfaction with counseling/advising services (87% or higher strongly agree to all five questions within the survey instrument). Areas where services were most concentrated included: course selection (437), registration (334), financial aid

counseling (256), career counseling (255), college success strategies (169), general information (164) and personal counseling (116). Services indicated in other categories included: academic probation/warning, holds on accounts, dismissal appeals, and withdraw from classes to name a few. A summary of all evaluations for the 2014-2015 assessment year can be seen below.

Counselor Evaluation for (Fall 2014, Spring 2015, Summer 2015) 939 Returns

Please rate the services you received from the counselor listed above by checking the appropriate boxes and writing comments. This information will help counselors improve student services.

Counselor Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Left Blank
1. The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.	868 / 92%	68 / 7%			3 / 1%	
2. The counselor provided me with helpful information.	872 / 93%	67 / 7%				
3. I felt comfortable discussing my questions and concerns with the counselor.	868 / 92%	68 / 7%		2 / 1%	1 / 0%	
4. When needed, the counselor assisted me in getting information from another office or agency.	821 / 87%	85 / 9%	1 / 0%		30 / 3%	2 / 1%
5. If I need to see a counselor in the future, I would choose to see this counselor, again.	867 / 92%	70 / 8%	1 / 0%		1 / 0%	

Reason for Visit (Check below ALL categories that apply)

- | | | |
|---------------------------------------|--------------------------------|-------------------------|
| <u>255</u> Career Counseling | <u>7</u> Disability Counseling | <u>116</u> Personal |
| <u>437</u> Course Selection | <u>164</u> General Information | <u>334</u> Registration |
| <u>155</u> Change or Pick Major | <u>256</u> Financial Aid | <u>36</u> Scholarships |
| <u>169</u> College Success Strategies | <u>14</u> Job Preparation | <u>61</u> Other _____ |

VI.2b Student Evaluations: Graduation Survey

The Graduation Survey Instrument is distributed to students who are ready to graduate during late spring semester. It is designed to provide data concerning service delivery and as a means for students to self-evaluated student learning outcomes. Students were asked to only evaluate the services that they experienced directly on a 1 to 5 scale with 5 being the most satisfied.

It is a rather large survey with many different questions that pertain to the college at large rather than individual programs and units; therefore there are limitations to utilizing it as an evaluation of just CASSC Unit efforts. Nevertheless, by selecting service satisfaction questions that match the services that counseling frequently engage in, some insight is gained. Based on the data in the chart that follows, it would be fair to say that: Graduates who participated in the Graduate Survey were very satisfied (4.02 or higher) with a variety of services related to navigating the college system. Personal counseling scored the highest satisfaction rating with an average score of 4.425.

GRADUATION SURVEY 2014-2015:			
How would you rate your overall satisfaction with the following services:	# of students responding	Frequency of Distribution	Average Score on 1-5 scale
Getting information about college programs and services	52	1(0), 2(3), 3(6), 4(22), 5(21)	4.17
Understanding COMPASS Test scores	50	1(0), 2(0), 3(11), 4(12), 5 (27)	4.32
Making an education plan/selecting courses	49	1(0), 2 (3), 3(11), 4(13), 5(22)	4.1
Navigating MyUH	51	1(1), 2(1), 3(4), 4(17), 5(28)	4.3
Registration	52	1(1), 2(2), 3(8), 4(14), 5(27)	4.23
Navigating STAR	49	1(1), 2(1), 3(6), 4(19), 5(24)	4.4
Communicating deadlines and important information	61	1(0), 2(2), 3(19), 4(14), 5(26)	4.04
Learning college success strategies and life skills	45	1(1), 2(0), 3(6), 4(17), 5(21)	4.2
Transfer	32	1(1), 2(0), 3(5), 4(10), 5(16)	4.25
Apply for graduation	51	1(2), 2(1), 3(3), 4(16), 5(29)	4.35
Personal Counseling	40	1(0), 2(0), 3(4), 4(15), 5(21)	4.425

VI.2c Student Evaluations: CCSSE Survey

As is the case with the Graduation Survey, the Community College Survey of Student Engagement (CCSSE) instrument is designed to measure college satisfaction rather than satisfaction within an individual unit. Still, academic advising and financial aid advising are two services that are frequently provided to students through the CASSC unit. The CCSSE instrument uses a scale of 1 to 3 with 3 being the highest level of satisfaction or frequency of use.

Scores in 2014 show almost no variance from the scores recorded in 2006, 2008, 2010, and 2012. The numbers in the following chart suggest that even though HawCC students consider academic and financial aid advising important (2.58, 2.54) and they are somewhat satisfied with the services they receive (2.26, 2.18), yet participation in services is limited (1.79, 1.86). Limited participation in services offered is one of the major challenges with the CASSC units. Often we spend as much time in efforts to reach students as we do actually providing services. We speculate that this is in part due to the fact that most of our students work part or full time in jobs that are off campus.

Community College Survey of Student Engagement (CCSSE)						Survey Year 2014	
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)							
35	Academic Advising						
					Frequency	1.79	
					Satisfaction	2.26	
					Importance	2.58	
38	Financial Aid Advising						
					Frequency	1.86	
					Satisfaction	2.18	
					Importance	2.54	

VI.3 Outreach: Academic Advising Training in the Classroom

The CASSC Unit with support from counselors from the Hālaulani Transfer Success Center continued their outreach to continuing students during fall 2014 and spring 2015 early registration periods. Targeting remedial and other classes, the purpose of the advising trainings was several fold: to encourage continuing students to enroll early, to demonstrate how to register and the use of STAR as an advising tool, to reduce the number of students ineligible for financial aid because of incorrect enrollment, and to train the classroom instructor in advising strategies. The number of different classes that advising presentations were given in and the number of students presented to in these classes is seen in the chart below.

Semester	Number of different classes visited	Number of students presented to
Fall 2014	73	1091*
Spring 2015	68	1042*

*There may be some duplication in instances where the same student was in more than one class.

VI.4 Outreach: Financial Aid Eligibility Maintenance

The college's Financial Aid Office only counts courses in a student's major as an enrolled course for financial aid award purposes. Many students end up with a part-time student status, a reduced financial aid grant award, a responsibility to pay for the non-major class(es) they are enrolled in, and often a financial obligation hold is placed on their MyUH account. Even the ability to withdraw from a class during the semester are blocked.

Utilizing STAR, the CASSC Unit is able to print out a list of students whose financial aid eligibility is in jeopardy (student success report) and then to contact them and inform them of this. Actually, it is a more individualized and comprehensive contact than just informing the student about their financial aid issue. Counselor and/or academic advisors review each student's STAR report and then make a comprehensive evaluation of what advising information might be needed. Individual e-mails are sent to each student and this is followed up with phone calls. Often, it is the case that students return calls and/or e-mail messages to get direction on how to sort out their enrollment and other questions. This means the number of total contacts is quite a bit more than unduplicated numbers.

In response to this need, the designers of STAR plan to incorporate an early warning system which would notify students of non-major compliant enrollment as soon as the student attempts to enroll in the class. Until this early warning system is in place, CASSC will continue to engage in this outreach effort.

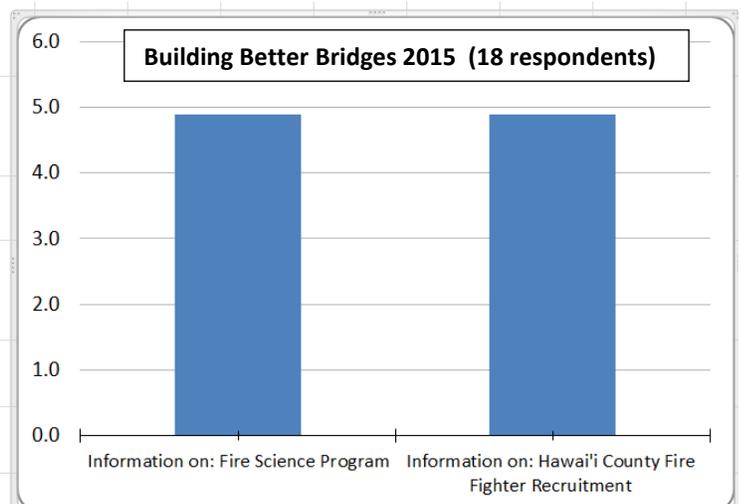
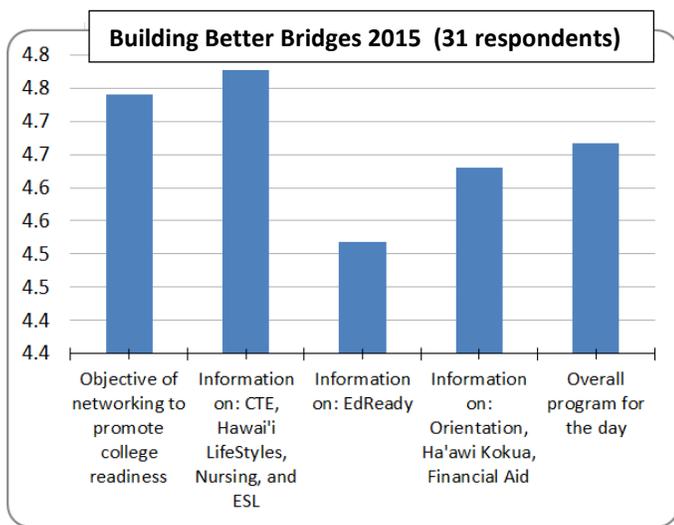
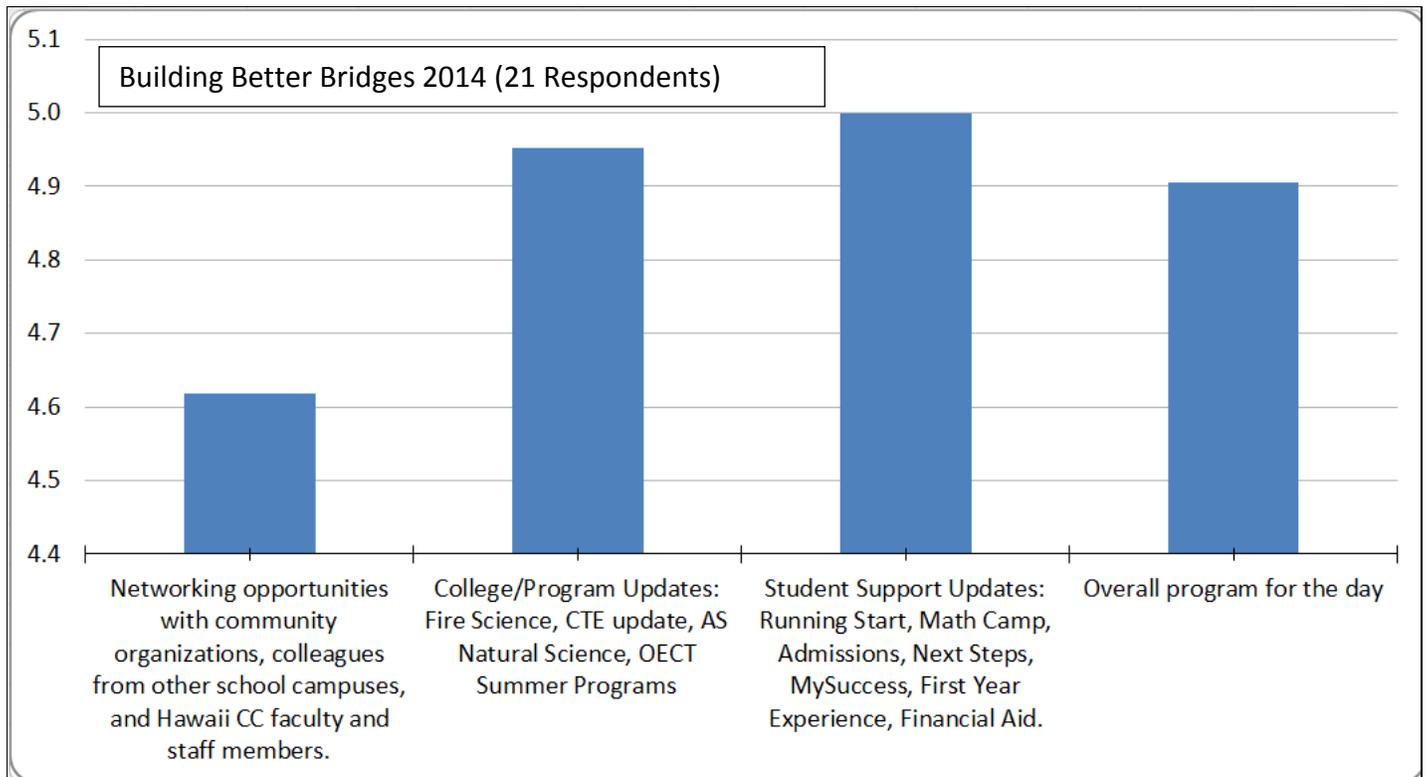
Outreach: Financial Aid Eligibility Maintenance	
Semester	Unduplicated Student Contacts
Fall 2014	472
Spring 2015	452

VI.5 Outreach: Building Better Bridges—Generating Community Support for the Transition Process

Building Better Bridges is an annual, one-day, outreach event for high school counselors and other who are involved in the support of young people's transitioning into college. The first Building Better Bridges event was offered over 10 years ago and has continued every spring semester since. Its purpose is two fold: to recognize the hard work and importance of high school counselors and advisors and to provide relevant information about transition into HawCC.

Relevant information includes: networking opportunities, college instructional program updates, student support updates (Running Start, Math Camp, Admissions, Financial Aid, MySuccess, etc.) and summer opportunities. Tours of the campus and current year's highlighted instructional program are also offered.

Event evaluation surveys are distributed to all participants. Evaluations are based on a 1 to 5 scale with 5 being the highest evaluations. Results for spring 2014 and spring 2015 can be seen below. Evaluations were favorable in all areas with scores of 4.5 or higher.



VI.6 Early Intervention: My Success Early Warning System (Starfish)

MySuccess is a UH system student success initiative designed to improve the college's retention rate by more closely tracking student performance and providing timely intervention to at-risk students. Offered through Starfish Inc., the early alert system provides instructional faculty the ability to raise "flags" when a concerning pattern of behavior occurred (early alert type flags: attendance concern, general concern, in danger of failing, missing/late assignments, low/quiz test scores, struggles with course work as well as no show and consider to withdraw). Favorable patterns of behavior were also flagged (kudos).

MySuccess gives us an efficient way to communicate (e-mail) concerns or praise directly to the student and to counselors and advisors in CASSC. This increases communication between students and instructors, instructors and counselors, and counselors and students while respecting FERPA and the college's policies on privacy of student information.

VI.6a CASSC Unit Response to Early Warning and Other Flags

The CASSC Unit responded to all concerning patterns of behavior (no show, early alerts, and consider to withdraw) with an e-mail follow up message offering advising/counseling services, a direct phone call, and (if preferred) a text message. If no one answered the phone, a phone message was left offering services and a call back number. Statistics for fall 2014 and spring 2015 are listed in the following charts.

Fall 2014	# of Instructors who submitted a Referral	Tracking Items Created		Number of unduplicated Students
		Referrals	Kudos	
NO SHOW	67	224	--	170
EARLY ALERT	56	775	452	734
CONSIDER TO WITHDRAW	26	151	--	132

Spring 2015	# of Instructors who submitted a Referral	Tracking Items Created		Number of unduplicated Students
		Referrals	Kudos	
NO SHOW	65	228	--	175
EARLY ALERT	49	628	474	672
CONSIDER TO WITHDRAW	39	233	--	187

VI.6b What Happened to the Students Issued a No Show Flag?

Because the Colleges No Show policy is in review in the Academic Senate, CASSC did an analysis of no show students outcomes at the end of the semester. The largest percent of outcome was to fail the class (fall 35%, spring 36%). When combined with withdrew with a “W” (fall 14%, spring 20%), we see that about half of all students who receive the no show flag end the semester unfavorably. This offers evidence that administrative issued withdrawals might actually benefit students. CASSC speculates that the number of students who dropped their course(s) during the drop period (fall 24%, spring 19%) may have done so because of the no show flag and follow up contact that they received. These and other results can be seen in the chart below.

Fall 2014 No Show Flag Outcomes		
Total No Show Flags	217	%
Dropped Course during drop period	53	24%
Received Grade of A	11	5%
Received Grade of B	15	7%
Received Grade of C	19	9%
Received Grade of D	9	4%
Received Grade of F	75	35%
Received Grade of N	4	2%
Withdrew with a W	31	14%
Unduplicated Students	170	

Spring 2015 No Show Flag Outcomes		
Total No Show Flags	215	%
Dropped Course during drop period	41	19%
Received Grade of A	8	4%
Received Grade of B	23	11%
Received Grade of C	16	7%
Received Grade of D	3	1%
Received Grade of F	78	36%
Received Incomplete I/D	1	0%
Received Incomplete I/f	1	0%
Received Grade of N	1	0%
Withdrew with a W	43	20%
Unduplicated Students	175	

VI.7 Intervention: Tracking and Supporting Student Who Are on Academic Probation

For many years, the CASSC Unit has sent e-mails and letters to students placed on academic probation letting them know that they are on academic probation and that an academic advising hold has been placed on their MyUH account. The letter includes an academic plan form and requests that students fill it out and bring it to their mandatory academic advising meeting. Additionally, students returning after a period of absence whose overall GPA is below 2.0 are given an academic advising hold by the Admission Office. This process resulted in an hour session with a counselor to discuss challenges, how to get back on track, and the necessary steps to become eligible for financial aid. If circumstances warrant, the student is assisted with the financial aid and other appeal processes.

An analysis of post probation status of students on probation starting spring 2015 can be seen below

Students on Probation: Spring 2015					
All Students On Probation	Last term Spring 15 GPA 2.0 or above	Last term Spring 15 GPA below 2.0	Last term Summer 15 GPA below 2.0	Currently enrolled Fall 2015: GPA 2.0 or higher	Currently enrolled Fall 2015: GPA less than 2.0
242	15	130	2	47	41

A) Assessment Strategy/Instruments

Provide a description of the Unit's assessment strategy, including the type of work or activities assessed; type of assessment rubrics developed/adopted and used; how and when the assessment was conducted; and how the assessment was analyzed.

During the 2014-2015 academic year, the Department focused on redeveloping our unit's mission statement and outcomes:

CASSC Mission Statement:

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.

Unit Outcomes (UO):

- 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.

Student Learning Outcomes (SLO):

- 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.

B) Expected Level of Achievement

For each assessment conducted during the review year, describe the rubric(s) standards and the benchmark goal(s) for successful achievement of the Unit's Outcomes (e.g., "85% of work orders will have been filled within the original estimated completion time" or "90% of students will report satisfaction with Unit services"). Discuss why this achievement level is expected and how it compares to appropriate service industry standards.

See attached – Action Plan

C) Results of Unit Assessment

Provide a detailed description of the assessment(s) results. Discuss how these results collectively demonstrate achievement of the Unit's Outcomes and support of the College's Mission. Describe how the Unit's assessment results have guided the implementation of changes to improve the Unit's function(s), service(s), delivery, and/or organizational structure during the review period. If no change has been implemented for improvement based on assessment results, discuss any barriers or challenges that have hindered implementing improvements.

The Unit did not conduct a formal assessment. Data supporting the Unit can be found in the earlier section of this document.

D) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Unit standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, graduate-leaver survey, special studies, or other assessment instruments used.

The Unit did not conduct a formal assessment. Data supporting the Unit can be found in the earlier section of this document.

E) Next Steps

Based on the Unit's overall AY 2014-15 assessment results, describe the Unit's intended next steps to improve services in support of the College's Mission of promoting student learning. Discuss plans the Unit has developed for continuous improvement based on assessment results.

See attached – Action Plan