

HAWAI'I COMMUNITY COLLEGE UNIT COMPREHENSIVE 3-YEAR REVIEW REPORT

Counseling

January 7, 2016

Review Period

July 1, 2012 to June 30, 2015

AY 2012-13, AY 2013-14, and AY2014-15

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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 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/>

PART I: ANALYSIS OF UNIT

1.1 ARPD Indicators

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

Hawaii Community College Executive Summary Highlights 2012

- Perkins funded CTE Counselor position was converted to G-funded Full-Time, Tenure Track Counseling position.
- 0.5 Mental Health Specialist hired and shared with UH-Hilo.
- Reorganized and developed Separate Units and Programs within Division of Student Affairs.
The (Student Services) Division is continuing to revisit and align goals and outcomes to Career and College Readiness as well as College Completion to support campus and system initiatives.

Hawaii Community College Executive Summary Highlights 2013

- Continued reorganized and developed Separate Units and Programs within Division of Student Affairs.
...changes in FA eligibility. On Track Referral, Faculty Advising Training, and At-Risk Student Outreach were spearheaded by Counseling

Hawaii Community College Executive Summary Highlights 2014

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*

1.2 College Mission

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

1.3 Institutional Learning Outcomes (ILOs)

1.3a ILO1: *Our graduates will be able to communicate effectively in a variety of situations*

Members of the Counseling Unit interact with individual students for a wide variety of reasons including: general information, admission, academic progress, financial aid eligibility and a variety of appeals, to name a few. We model effective communications through articulation, empathy and respect.

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

1.3b ILO2: *Our graduates will be able to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

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

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

1.3b ILO3: *Our graduates will develop the knowledge, skills, and values to make contributions to our community in a manner that respects diversity and Hawaiian Culture.*

The Counseling Unit embraces the concept of Kauhale. As counselors, we work closely with faculty and staff from all departments and units in our academic village. Additionally, we do not just work with students; we work with students and their families because we are a community college. When we hear of any student with a problem, we offer support. This

respect helps students develop their values, and it strengthens the `ohana. People who are treated well tend to treat others well.

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

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

1.4 2008-2015 Strategic Plan Alignment

Open Door Policy

*The strongest alignment with the Strategic Plan are in the “special” community colleges mission area of Access“...by providing **open door** opportunities for students to enter quality education programs within our communities.*

Most of the services outlined at the beginning of this document (admission, retention, transition, and outreach) support access and help provide open door opportunities.

GOAL A: Promote Learning & Teaching for Student Success

A1.2 Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year, the total amount of financial aid disbursed, and the number of aid recipients making satisfactory financial aid progress by 2015.

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A2.2 Promote low-income student success and graduation by increasing the Pell Grant participation rate of eligible students by 2015; increasing the total annual amount of Pell Grant disbursed; and the number of aid recipients making financial aid satisfactory progress.

Action Strategy 3: Identify barriers for Native Hawaiians that prevent access to financial aid (e.g. Pell grants) and use mitigation measures, such as working with parents to complete the FASFA.

Response: The CASSC unit supported and aligned with Goal A1.2 and A2.2 and Action Strategy 3. Much of the general information concerning application for federal financial aid and/or scholarships was/is provided through unit contact. Checks on eligibility status (student requirements), award payment amounts, and rules concerning eligibility were/are routinely answered in counseling/advising sessions. Verifying dual enrollment forms (classes taken at other UH System Colleges) and transfer of credit evaluations (change of major) were/are daily activities.

Every semester CASSC visited more than fifty classrooms and presented to several hundred students (800+) outlining financial aid eligibility requirements and demonstrating how to use MyUH to check financial aid status. Additionally, how to use STAR to ensure financial aid eligible class enrollment was taught.

CASSC uses the UH System STAR to generate reports that identified students enrolled incorrectly and then contacted them to warn them of the aid consequence to their enrollment. Appeals related to financial aid issues were/are initiated through the CASSC unit.

GOAL A: Promote Learning & Teaching for Student Success

A2.4 Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Action Strategy 1: Expand articulation agreements with four-year institutions and publicize to students and provide appropriate advising services for students to benefit from these transfer opportunities

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Action Strategy 6: Provide the necessary academic and student support services focused on high risk students

Response: The CASSC unit supported and aligned with Goal A2.4 and Action Strategy 1 and 6 by providing appropriate advising services both in individual advising sessions and through the generation of academic advising sheets with transfer emphasis class choices clearly outlined. For example, LBRT with a Business Emphasis, includes class choices that match freshman and sophomore Business Major requirements at UH Hilo. Most LBRT advising sessions include an illustration of the “What If Journey” in MyUH. This journey allows the student to see exactly how classes taken at HawCC would transfer to degrees and programs elsewhere in the UH System.

Concerning Strategy 6, CASSC has engaged in intervention to support students who are on academic probation. Mandatory advising sessions concentrate on what challenges the student encountered and how to get back on track. These sessions included a detailed analysis of what needs to happen before the student would be eligible for financial aid again.

GOAL B: Functions as a Seamless State System

B.2 Contribute to meeting the State’s incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

Action Strategy 1: Provide support services for re-entering adults: i.e. non-credit to credit conversions and credit for demonstrated skill/experiences, etc.

Response: The CASSC unit supported and aligned with Goal B.2 and Action Strategy 1 through advising sessions with re-entering adults. We provided current information concerning credit conversion possibilities at our college.

B.5 Increase international student enrollment by 3% per year.

Action Strategy 1: *Assign a counselor to provide services to international students taking non-credit and credit offerings*

Action Strategy 2: *Actively participate in the system wide International Education Committee (IEC) representing HawCC to implement initiatives*

Action Strategy 3: *Assign an Education Specialist to handle visa requirements for non-credit and credit international students*

Action Strategy 5: *Develop new international partnerships and linkages*

Response: The CASSC unit supported and aligned with Goal B.5 and Action Strategy 1, 2, 3, and 5. Within CASSC, the Admissions Counselor was specifically assigned to work with international students enrolled in both credit and non-credit courses. She oversees the admissions and acceptance, enrollment, progress, and transfer on an individual basis.

The Admissions Counselor participated in the campus International Education Committee and was actively engaged in activities that support internationalization, such as International Education Week. She is the Designated School Official (DSO), who is responsible for keeping up to date on federal guidelines for hosting F-1 visa students. As a DSO, she must ensure students are maintaining their status and must document each student's status via the Student Exchange and Visitor Information System (SEVIS). SEVIS is an online database that houses international student information.

The Admissions Counselor provides admissions support, personal counseling, and academic support to F-1 visa students, resident immigrants, and students from Micronesia, who do not require a visa. In addition, she works closely with the non-credit Intensive English Program, providing personal, immigration, and student visa requirements. She provides admissions workshops for this population, which helps transition students from non-credit to credit programs.

The Admissions Counselor helped develop new international partnerships and partners with Study Hawaii and the Department of Business, Economic Development & Tourism (DBEDT) Office to promote Hawaii as a study destination. She recruits abroad and has developed successful agent agreements with organizations in Japan and China.

GOAL D: Develop our Human Resources: Recruitment/Retention/ Renewal

D.3 *Increase CCSSE Support for Learners Benchmark. Research shows that services that target, support, and assist students with academic and career planning; academic skill development and other issues affect both learning and retention.*

Response: The CASSC unit supported and aligned with Goal D.3 through individual advising and counseling sessions that frequently assist students with academic and career planning. The unit also offered workshops including the topics of: study strategies, time management, motivation, utilizing community resources, stress management, grief management, and healthy relations to name a few.

GOAL E: Develop Sustainable Infrastructure for Student Learning

E.3. Promote sustainability by making more efficient use of existing resources.

Response: CASSC office space was shared and in some cases created from storage and other space to accommodate new hires in grant-related positions.

1.5 Assessment Results

1.5.1 Restructuring of the Unit's Assessment Guidelines

During this comprehensive unit review period, the Counseling Unit was broken into three separate units: Career and Job Placement, Disability Services, and CASSC. One imperative task was the need to establish new assessment guidelines including: mission statement, unit outcomes, student learning outcomes, and action plans. These new directives better matched decentralized reality. By June 2015, the unit had established a new mission statement, four new unit outcomes, three new student learning outcomes, and methods for measuring. This helped provide some clarity to the unit's purpose and direction. (See attachment A)

1.5.2 Student Assessment of Counseling/Advising Services

1.5.2a Student Evaluation of CASSC Services

Individual student evaluations of counselors and advisors indicated strong satisfaction with counseling/advising services (86% or higher strongly agree to all five questions within the survey instrument). Areas where services were most concentrated included: course selection (872), registration (712), financial aid counseling (560), career counseling (504), college success strategies (415), general information (383) and personal counseling (240). Services indicated in other categories included: academic probation, a hold on my accounts, dismissal appeals, and withdraw from classes, to name a few. A summary of all evaluations from fall 2012 through summer 2015 assessment can be seen in the chart on the next page.

Chart 1: Counselor Evaluation for (Fall 2012 through Summer 2015)

2,088 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.	1920 / 92%	165 / 8%			3 / >0%	
2. The counselor provided me with helpful information.	1914 / 92%	173 / 7%	1 / >0%			
3. I felt comfortable discussing my questions and concerns with the counselor.	1914 / 92%	167 / 7%	1 / >0%	2 / > 0%	1 / >0%	1 / >0%
4. When needed, the counselor assisted me in getting information from another office or agency.	1803 / 86%	206 / 10%	2 / > 0%		73 / 4%	4 / >0%
5. If I need to see a counselor in the future, I would choose to see this counselor, again.	1916 / 92%	165 / 8%	2 / > 0%		4 / > 0%	1 / >0%

Reason for Visit (Check below ALL categories that apply)

504 Career Counseling

872 Course Selection

327 Change or Pick Major

415 College Success Strategies

18 Disability Counseling

383 General Information

560 Financial Aid

29 Job Preparation

240 Personal

712 Registration

92 Scholarships

173 Other _____

1.5.2b 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-evaluate student learning outcomes. Students were asked to only evaluate the services that they experienced directly. Scoring is on a 1 to 5 scale with 5 being the most satisfied.

The Graduation Survey 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. We selected service satisfaction questions that match the services that counseling most frequently engage in order to gain some insight. 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 (4.04 or higher) with a variety of services related to navigating the college system. In 2013-14, Navigating MyUH scored the highest evaluation (4.49), and in 2014-15, personal counseling scored the highest satisfaction rating with an average score of 4.43.

Chart 2: GRADUATION SURVEY 2013-2014:			
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	50	1(0), 2(0), 3(14), 4(17), 5(19)	4.1
Understanding COMPASS Test scores	47	1(1), 2(2), 3(12), 4(7), 5 (25)	4.13
Making an education plan/selecting courses	46	1(1), 2 (2), 3(6), 4(11), 5(26)	4.28
Navigating MyUH	49	1(0), 2(0), 3(10), 4(5), 5(34)	4.49
Registration	51	1(0), 2(2), 3(10), 4(12), 5(27)	4.25
Navigating STAR	50	1(1), 2(2), 3(13), 4(6), 5(28)	4.12
Communicating deadlines and important information	49	1(0), 2(2), 3(10), 4(11), 5(26)	4.04
Learning college success strategies and life skills	43	1(1), 2(0), 3(14), 4(8), 5(20)	4.07
Transfer	47	1(1), 2(0), 3(8), 4(10), 5(22)	4.27
Apply for graduation	50	1(1), 2(0), 3(9), 4(17), 5(23)	4.22
Personal Counseling	39	1(0), 2(3), 3(8), 4(7), 5(21)	4.18
Chart 3: 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)	4.43

1.5.2.c 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 1-3 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 unit. 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 and many live a long distance from campus.

Chart 4:						Survey Year	
Community College Survey of Student Engagement (CCSSE)						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	

1.5.3 Outreach

1.5.3a Student Outreach: Academic Advising Training in the Classroom

The CASSC Unit with support from counselors from the Hālaulani Transfer Success Center reach out to continuing students during the fall and spring semester 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.

Chart 5: Outreach: Academic Advising Training in the Classroom		
Semester	# of Different Classrooms	# of Students*
Fall 2012	59	927
Spring 2013	50	765
Fall 2013	61	968
Spring 2014	70	984
Fall 2014	73	1091
Spring 2015	68	1042
Total	381	5777

**Note: There may be some duplication in student count. Some students may have been presented to more than once.*

1.5.3b Student 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 is 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.

Semester	Unduplicated Student Review/Contact
For Fall 2013 Enrollment	662
For Spring 2014 Enrollment	526
For Fall 2014 Enrollment	710
For Spring 2015 Enrollment	452
Total	2350

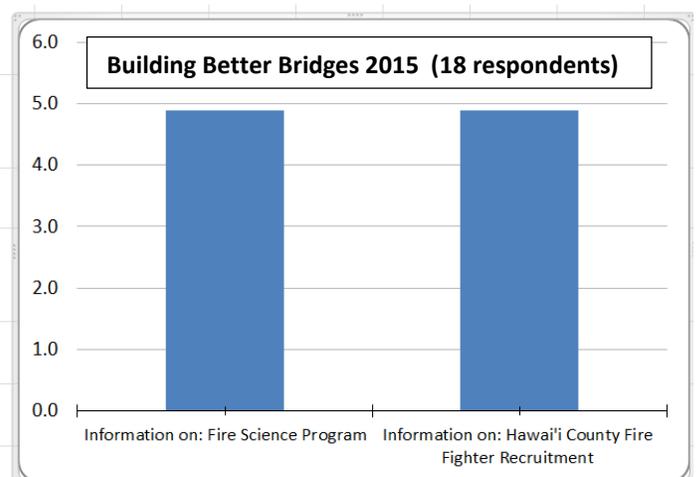
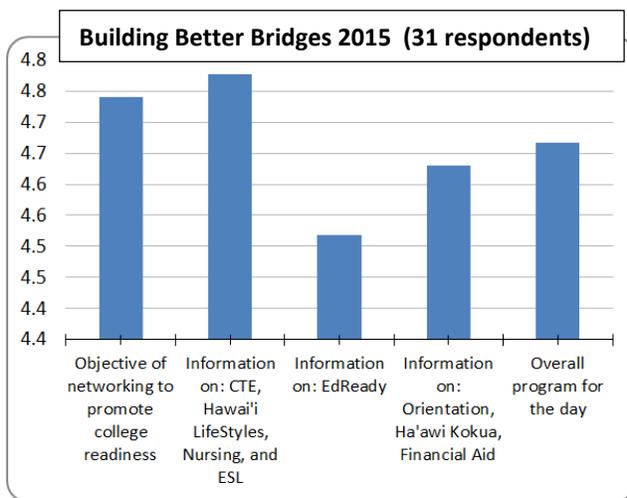
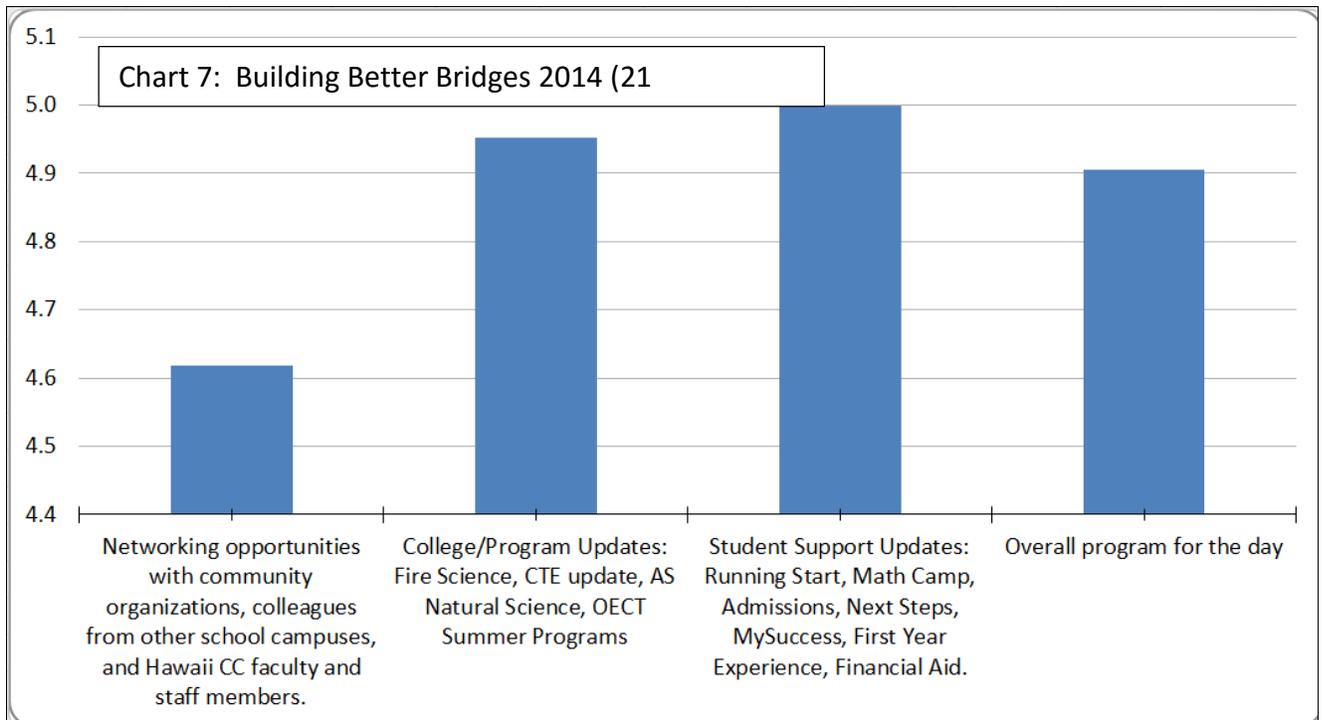
1.5.3c Community Outreach: Building Better Bridges—Support for the Transition Process

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 twofold: to recognize the hard work and importance of high school counselors and advisors and to provide relevant information about transitioning 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.



I.5 Retention

I.5.a Retention: Intervention through *MySuccess* Early Warning System (On Track/Starfish)

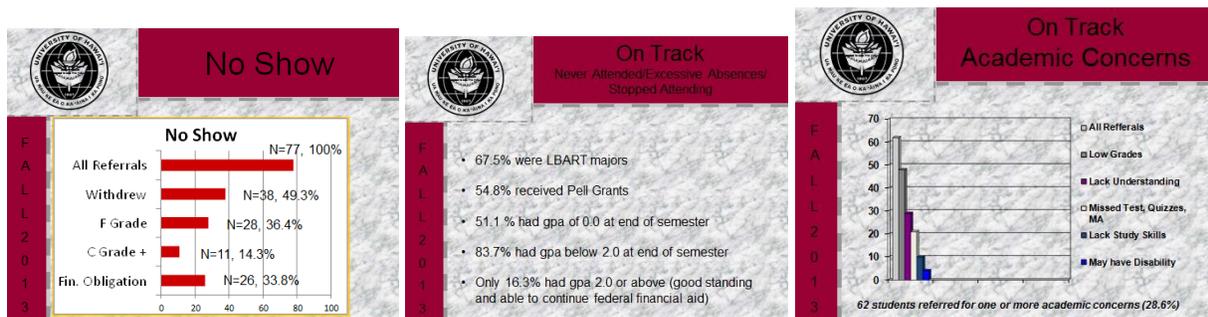
MySuccess is a UH system student success initiative designed to improve the college's retention rate by more closely tracking student performance and providing timely intervention to at-risk students. Offered through Starfish Inc., the early alert system provides instructional faculty the ability to 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).

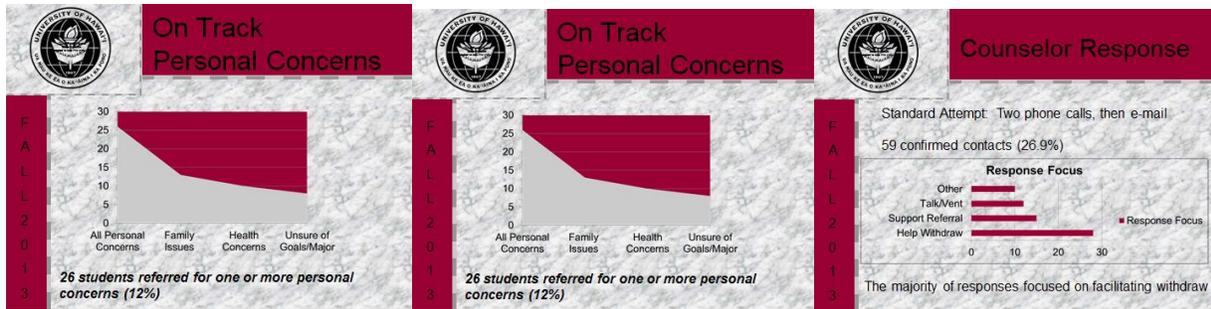
MySuccess provides us an efficient way to communicate (e-mail) concerns or praise directly to the student and to counselors and advisors in CASSC. This increases communication between student and instructors, instructors and counselors, and counselors and students while respecting FERPA and the college's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

On Track was a CASSC designed program based on Starfish and conducted through google documents. Created in fall 2013, its purpose was to help orient counselors and instructors to the use of an early warning system. This pilot project was successful and provided assessment information for both the CASSC unit and the college.

1.5.a.1 On Track

On Track early alert statistics from fall 2013 were presented at the All College meeting in January 2014. They can be seen below. The most significant factors were identifying the large number of students who did not show up for class (no shows), the difficulty counselors had making person to person contact (confirmed contacts (26.9%) and that the majority of response focus was supporting course withdrawals.





I.5.a.2 CASSC Unit Response to MySuccess (Starfish) 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.

Chart 8: MySuccess Early Warning

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

1.5.a.3 What Happened to the Students Issued a No Show Flag?

Because the College’s No Show policy is in review in the Academic Senate, CASSC did an analysis of these “no show” students outcomes at the end of the semester. The largest percentage of outcome that 1/3 of these students failed 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 received the no show flag ended 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.

Chart 9 and Chart 10: No Show Outcomes

Fall 2014 No Show Flag Outcomes			Spring 2015 No Show Flag Outcomes		
Total No Show Flags	217	%	Total No Show Flags	215	%
Dropped Course during drop period	53	24%	Dropped Course during drop period	41	19%
Received Grade of A	11	5%	Received Grade of A	8	4%
Received Grade of B	15	7%	Received Grade of B	23	11%
Received Grade of C	19	9%	Received Grade of C	16	7%
Received Grade of D	9	4%	Received Grade of D	3	1%
Received Grade of F	75	35%	Received Grade of F	78	36%
Received Grade of N	4	2%	Received Incomplete I/D	1	0%
Withdrew with a W	31	14%	Received Incomplete I/f	1	0%
			Received Grade of N	1	0%
			Withdrew with a W	43	20%
Unduplicated Students	170		Unduplicated Students	175	

1.5.b Retention: Intervention Support for 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 request 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 what difficulties the student experienced, how to get back on track, and the necessary steps to become eligible for financial aid. If circumstances warranted, the student was assisted with the financial aid and other appeal processes.

1.5.b.1 Retention: Interviews and SLO Evaluations of Students on Probation

Starting in the summer of 2012 at risk students were evaluated in two SLO areas of: (1) developing an academic plan that would guide them towards a return to good academic status (2) their understanding of and ability to use STAR.

Two Likert scale rubrics were utilized to evaluate the student's understanding (SLOs). One measured the counselor's assessment of how well the student understood academic probation and their plan (resources, enrollment strategies, ownership) to return to good standing. This first rubric had a scale of 0-4 with 4 being the greatest understanding. The other rubric measured the counselor's assessment of the student's ability to understand and utilize STAR (advising software program). Its scale was 1-3 with 3 representing the greatest understanding. Results can be seen in the following chart.

Chart 11: Students At Risk (probation, continued probation, probation after dismissal) SLO Evaluations: Academic Plan to Return to Good Standing/STAR Use Knowledge								
Semester	# Unduplicated At Risk Students	PO	P1	P2	P3	STAR 1	STAR 2	STAR 3
	Interviewed/Evaluated/Recorded							
Fall 2012	212	2	32	73	27	67	101	44
Spring 2013	90	3	30	33	4	45	23	6
Fall 2013	160	3	44	59	7	65	46	3
Total	400	8	106	165	38	177	170	53

1.5.b.2 Comparative Study

In spring 2014, a comparative study reviewing the correlation between higher SLO outcomes and student persistence was conducted. There was not a correlation. Many other factors were investigate as well (male/female, major, strategy of repeating classes, enrollment in college success classes, and part-time enrollment). The only factor that strongly correlated to success (persistence) was part-time enrollment (less than 12 credits). Thirty-seven of the 55 students who persisted to the end of spring semester 2014 were part-time students for one or more of the semesters reviewed (67%). Part-time enrollment for some at risk students appears to be a sound strategy.

1.5.b.3 Students on Probation: Spring 2015

Chart 12: 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

1.6 CERC Comments and Feedback

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.

1.7 Significant Unit Issues—Responding to Transition

1.7.1 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 into 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.

1.7.2 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 repositioning 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 everyday 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 to 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. New Student 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.

1.7.3 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.

1.7.3a 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 owed the College money.

1.7.3b 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 (Wikipedia).

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 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, Safe Zone 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.

1.7.4 UH System Directives

1.7.4a STAR

STAR is 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).

1.7.4b UH System My Success Early Warning System (Starfish)

In fall 2012, administration informed the Counseling Unit 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.

1.7.4c 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 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 UNIV 101, LSK 102, LSK 30, 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.

1.7.5 Prior Years Action Plan Results

1.7.5a 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 LBRT major was not as successful. The Strategic Enrollment Management Committee and the Dean of Liberal Art and Public Service are in discussions and exploring a different college model for academic advising.

1.7.5b 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, collaborated with and distributed to faculty, ensured web publication, and trained others in advising sheet use for several years. This described practice continues.

1.7.5c 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.

1.7.5.d 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.

1.7.5d Continuing Student Academic Advising Training

After spring 2013, when it became clear that models 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 from 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.

1.7.6 Retention Efforts

1.7.6a 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.

1.7.6b Satisfactory Academic Progress: Correlative Study

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 the difficulties students experienced, how to get back on track, and the necessary steps to become eligible for financial aid. If circumstances warranted, the student was assisted with 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 was conducted. Of the 123 students, 55 persisted to the end of spring 2013 semester (44.7%). The study identified several factors which might correlate to persistence (male/female, major, the strategy of repeating classes, comprehension of individual success plans).

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.

1.7.7 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 situation 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 require 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 addressed the areas of crisis response, mediation, and special needs populations.

1.7.7a 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.

1.7.8 Other Factors

1.7.8.a 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.

1.7.8b Hurricane Iselle (August 7, 2014)

Hurricane Iselle was the strongest tropical cyclone to make landfall on the Hawai'i Island 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 (Wikipedia). Students and faculty that lived in the lower Puna area were the most directly affected.

Initial response included the closure of Hawaii Community College and the West Hawaii 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.

1.7.8c June 27th Lava Flow (June-November 2014)

In June 2014, a lava flow dubbed the June 27th flow started flowing from a vent at the Pu'u O'o cone, in a northwest direction towards the villages of Kohe Homesteads and Pahoia. By October, officials feared that the lava would cover Hawaii Route 130, the only route in and out of Pahoia 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 (Wikipedia).

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

In addition, many Pahoia 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, Hawaii Community College and the University of Hawaii 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 Iselle, many students were directed to the Counseling Unit to receive further information and services.

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

PART II: ACTION PLAN

For this section, describe and discuss your Unit's Action Plan for the 3 year period from July 1, 2015 through June 30, 2018. For each action strategy or tactic, provide details about the goal, expected level of success, implementation timeline, and any challenges or barriers you anticipate may affect implementation or success.

Action Plans must align with the new Hawai'i Community College 2015-2021 Strategic Plan. Discuss how the Unit's Action Plan aligns with and supports the 2015-2021 Strategic Plan's Initiatives, Strategies, and Tactics.

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

See the document titled Comprehensive Report – Action Plan Mapping for a full summary of strategies, learning opportunities, tools and technical needs, goals, and resources recommended to implement strategies and how it is aligned to the 2015-2021 Strategic Plan.

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 III: Budget Items

For this section, describe and discuss your Unit's cost-item "budget asks" for the 3 year period from July 1, 2015 through June 30, 2018. For each budget item, describe the needed item in detail, including cost(s) and timeline(s).

Budget asks for all categories of cost items may be included in the 3-year Comprehensive Review. Explain how the item aligns with the Hawai'i Community College 2015-2021 Strategic Plan (see link above in Part II). Identify and discuss how each item aligns with the Strategic Plans Initiatives, Goals, Action Strategies, and Tactics.

Part III. Budget Items: Resource Implications

Item	Description	Cost
1 - FYE Coordinator	To institutionalize a position currently funded by the Title III Grant supporting initiatives for successful transition to college for first year students. Current activities include coordinating mandatory orientation, student success workshops, developing new initiatives to support student persistence, etc.	\$87,000.00
1 - Retention Specialist	The Retention Specialist will coordinator retention efforts such as maintaining and expanding MySuccess across campus. The Specialist will also be responsible for developing a comprehensive program for our at-risk population by streamlining referrals to a central location, training/hiring academic/peer advisors, working collaboratively with Counselors, FYE, Dev Ed to support student success and retention.	\$87,000.00
2 - Developmental Education Counselor/Coordinators	With the recent implementation of a policy requiring Dev Ed reform through acceleration of remedial Math and English classes, much emphasis is being placed on "wrap around" services being provided to support the students going through these modified courses. Dev Ed Counselors will coordinate efforts to support these students, develop resources and protocol to assist students who are struggling, work closely with Dev Ed instructors to monitor student progress and challenges, initiate activities to engage students in support services, connect students with program counselors for case management assistance, monitor student statistics and persistence data, collaborate with community resources to develop bridge services, and provide direct intervention services as needed.	\$174,000.00
4 - Academic Advisors	With Counselors moving more toward case management and teaching assignments, the responsibilities of advising incoming and fielding continuing student concerns will be shifted to Academic Advisors. Academic Advisors will also take over responsibilities including assisting with outreach	\$220,000.00

	activities, orientation, mandatory advising and registration, managing registration errors and STAR system accuracy, responding to MySuccess inquiries, working collaboratively with Counselors to identify students in need, manage student graduation pathways, provide graduation checks, and assisting with course waiver substitutions and other program modification elements to help students graduate on-time. Manage the Advising Office and provide services both in person and online.	
4 - Peer Advisors	Peer mentors will serve a myriad of services, not limited to recruitment/outreach assistance, orientation and registration assistance, serve as student "ambassadors", assist with student success initiatives including "call outs" to incoming students, provide training to their student assistants, conduct workshops, answer general student inquires and support various offices as needed. Six Students at 20 hours a week per fall and spring semester and up to 30 hours per week during the summer. TOTAL 6360 hours.	\$7,200.00
5 – Dual Monitors	This bundle includes everything you need for an adjustable, ergonomic dual monitor solution: two Dell P2213 monitor panels, a Dell dual monitor stand, and cables. The use of dual monitors allows Counseling Staff to multi-task more efficiently as we have multiple tasks going on simultaneously. Additionally, dual monitors will allow us to maximize having multiple advisors tools opened at once when working with students (ie STAR, Starfish, Banner, Schedule of Classes, etc.)	\$5,200.00
8 – Laptops	Surface Pro 4 or MacBook Airs with Microsoft Office software. Counseling Staff will be more mobile, providing high touch services to students outside of the office environment. This will allow for greater productivity and accessibility to student information while away from our desks.	\$9,000.00
Mobile Lab Laptop Upgrades	Cost quoted by Steve Schulte for 30 notebooks with 2GB updates for Windows 7	\$800.00

Professional Development	For Counseling Staff to stay current and expand on our knowledge and skill base, professional development is an important requirement. Of particular urgency will be training on issues like Title IX and more skills in working with students with disabilities. Additional technology training will also help us to be more efficient in the work we do. Opportunities to participate in conferences, workshops, and online webinars can also expose us to the latest trends, best practices and generate ideas to innovate for student success.	\$5,000.00
5 - Workstation Upgrades	Ergotron 24-316-026 is an ideal solution for workstations. This WorkFit-A clamps to rear of the desk, clearing space in the front. You can fold the keyboard up and swing the arm out of the way when you need your desk surface for non-computer work. This workstation comes with dual benefits - it lets you alternate between sitting and standing at work and it has two displays. Both these benefits together provide ergonomic relief as well as increased productivity.	\$5,200.00
Space	Additional offices spaces would be required for new personnel and student peer mentors. Also, a larger space to accommodate student gatherings, workshops, activities and studying (for dev ed counselors).	
Computer Lab	A computer lab to support student success initiatives include EdReady, Boot camps, Coaching, workshops, registration and similar activities	

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.