

# HAWAI‘I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW (CUR)

## Counseling, Advising and Support Services Center

January 28, 2019

3-Year Review Period:  
July 1, 2015 to June 30, 2018  
AY15-16, AY16-17 and AY17-18

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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/files/program-unit-review/>*

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

## PART I: UNIT DATA AND ACTIVITIES

### Unit Description

Provide the short unit description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.

Counseling and support services are designed to help all students develop the academic and personal skills needed to succeed in college. Support services are available for students who are low income, academically under prepared, displaced homemakers, and/or returning older nontraditional students. Individual and/or group counseling is provided by appointment or walk-in in the following areas:

1. Admissions: to assist prospective students with admissions procedures.
2. Academic: to help students be successful in their coursework through awareness of learning and study strategies, academic rules and regulations, educational options, and transfer procedures.
3. Financial Aid: to assist students in the application process for financial aid and scholarships and to counsel students on financial aid probation, suspension, or termination.
4. Personal: to help students achieve positive relationships with self and others to facilitate the advancement of educational and career goals.

In addition to responding to student requests for assistance, the Counseling and Support Services staff reaches out to students with special needs through a cooperative arrangement with faculty. For example, students who are observed early in the semester to be having difficulty in a course may be referred to Counseling and Support Services for counseling.

Also, students on academic warning, probation, or readmission after academic dismissal receive letters encouraging them to seek counseling assistance in order to identify and correct problem areas to promote college success.

### Previous Comprehensive Unit Review Information

Provide the year and URL for the location of this unit's last Comprehensive Unit Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2015
URL	<a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_counseling_comprehensive_unit_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_counseling_comprehensive_unit_review.pdf</a>
Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.	CERC commended the unit for a well-written document that provided an excellent discussion of the data, activities, successes, and challenges. CERC provided positive feedback regarding the Action Plan and how it aligned with the Unit and Student Learning Outcomes. The Action Plan provided the Counseling Unit with a timeline on how to support students during specific times of the year. The plan helped streamline efforts and allowed for evaluation to improve support services to students.

Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.

CERC's only major recommendation was "that the unit continue to provide the depth and breadth of data and analyses offered in this review, but also provide summary narratives in each large section to help organize such a long review." The Unit has attempted to structure the review by including more sub-headings, and summaries for easier readability.

### **ARPD and OTHER DATA: Analysis of Quantitative Indicators**

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

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

**Please attach a copy of the unit's ARPD data tables, if available, with this Comprehensive Unit Review (CUR).**

### **Analyze the unit's ARPD and other data for the 3-year review period.**

Describe, discuss, and provide context for the unit's AY16 through AY18 data, including the unit's contribution to its Division's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

The UH System does not collect data directly related to the Counseling Unit. However, the unit, driven by our mission statement, collects data to assess, evaluate and improve our services to students.

#### **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.

**The unit considers its Overall rating in serving the college and our students to be HEALTHY.**

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**DEMAND:** The Counseling Unit's services are essential to the college, and are available and accessible to all Hawai'i CC students via phone, email, and in person.

#### **Scheduled and Walk-In Appointments:**

A majority of the unit's time is utilized to provide direct services to students. The Counseling Unit collectively had 13,950 individual appointments during this three-year, review period. These numbers include prospective and enrolled students. The data indicates that numerous students met with a counselor more than once during the course of any given semester.

The number of unduplicated students the unit worked with increased over the three-year period. The unit worked with 2,209 unduplicated students in 2015-16, 3,120 unduplicated students in 2016-17, and 3,135 unduplicated students in 2017-18. This increase may be due in part to the unit's outreach efforts to be described later in this document.

A summary of the Counseling Unit's appointments and unduplicated headcounts per academic year and by semester is below:

Scheduled and Walk-In Appointment Summary		
Academic Year	Duplicated	Unduplicated
07/01/2015 - 06/30/2016	4,989	2,209
07/01/2016 - 06/30/2017	4,362	3,120
07/01/2017 - 06/30/2018	4,599	3,135

Scheduled and Walk-In Appointment Summary		
Semester	Duplicated	Unduplicated
Summer 2015	905	725
Fall 2015	1,863	1,262
Winter 2015	273	246
Spring 2016	1,380	945
Summer 2016	568	471
<b>7/1/2015-6/30/2016 Total</b>	<b>4,989</b>	<b>2,209</b>

Scheduled and Walk-In Appointment Summary		
Semester	Duplicated	Unduplicated
Summer 2016	932	710
Fall 2016	1,286	862
Winter 2016	392	321
Spring 2017	1,242	805
Summer 2017	510	422
<b>7/1/2016-6/30/2017 Total</b>	<b>4,362</b>	<b>3,120</b>

Scheduled and Walk-In Appointment Summary		
Semester	Duplicated	Unduplicated
Summer 2017	746	597
Fall 2017	1,520	988
Winter 2017	279	228
Spring 2018	1,519	913
Summer 2018	535	409
<b>7/1/2017-6/30/2018 Total</b>	<b>4,599</b>	<b>3,135</b>

The unit considers the Demand for the unit's services to be **HEALTHY**.

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

Appointment Reason Code	2015-16	2016-17	2017-18
HAW: Academic Probation/Dismissal	340	136	107
HAW: Admissions, Advising, Financial, Other	4,603	4,188	4,412
HAW: Disability Testing	0	0	2
HAW: Personal Counseling (CASSC)	32	4	2
HAW: Prospective Student	N/A	N/A	47
HAW: Student Organization/Activities	14	34	28
HAW: Study Hall	N/A	N/A	1
<b>Totals</b>	<b>4,989</b>	<b>4,362</b>	<b>4,599</b>

The majority of the appointments were related to academic advising, which included admissions counseling, academic planning, financial aid advising, and course registration assistance. The second highest appointment reason was to assist students on academic probation and/or probation after dismissal status. Very few students made personal counseling appointments. The low numbers of students receiving personal counseling from the unit is most likely due to the campus having other resources now available, such as the Mental Health Therapist, and the Confidential Sexual Assault and Domestic Violence Advocate.

Despite our limited number of personnel members, and numerous services we provide, the unit does our best to respond to and anticipate student needs in a timely manner. For example, it is a best practice that we return an email or phone call within 24 hours received if it's during the weekday, and within 48 hours if received on the weekend. Additionally, with the exception of peak registration times prior to and at the start of each semester, our average wait time, for student walk-in appointments, is about 10-15 minutes.

**The unit considers its Efficiency to be HEALTHY.**

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**EFFECTIVENESS:** The unit measured its effectiveness in several areas: 1) the students' increased knowledge of college policies/procedures, how to set academic and/or career goals, and how to purposefully achieve their goals, 2) the nature of the advising/counseling relationship, 3) the different reasons students meet with a counselor/advisor, and 4) the students' satisfaction with academic advising/counseling provided.

The unit consistently received exceptionally strong and positive, service ratings from students. The students also demonstrated an increased knowledge and awareness of the steps to create and implement an academic plan. Those results will be reported and discussed in the Unit Activities and Unit Outcomes Assessment sections of this document.

**The unit considers its Effectiveness to be HEALTHY.**

Describe, discuss, and provide context for the unit's contributions to its Division's data in all CCSSE categories, as applicable.

The Community College Survey of Student Engagement (CCSSE) surveyed four areas pertaining to the Counseling Unit: **Academic Advising, Financial Aid Advising, Student Organizations, and Transfer Advising/Planning.** The data reflects the College, rather than the Counseling Unit exclusively. In addition to the Counseling Unit providing these services, instructional faculty also provided academic advising, the Financial Aid Office also provided financial aid advising, instructional faculty served as club or Chartered Student Organization advisors, and the Admissions and Records Office provided transfer credit evaluation services.

The CCSSE queried students about how frequently they used one of the aforementioned, four services, if they felt the services were important, and if they used the services, how satisfied they were with the services. The rating scales for frequency of use, satisfaction, and importance are described on the next page.

The 2016 and 2018 CCSSE **frequency** of use of the services, rating scale differs as shown below:

- 2016 CCSSE frequency of use measured on 1 to 3 point scale:
  - 1 = Rarely/Never, 2 = Sometimes, 3 = Often
- 2018 CCSSE frequency of use measured on 0 to 3 point scale:
  - 0 = Never, 1 = 1 time, 2 = 2-4 times, and 3 = 5 or more times

The 2016 and 2018 CCSSE **satisfaction** of the services, rating scale also differs as shown below:

- 2016 CCSSE satisfaction measured on 1 to 3 point scale:
  - 1 = Not at all, 2 = Somewhat, 3 = Very
- 2018 CCSSE satisfaction measured on 0 to 2 point scale:
  - 0 = Not at all, 1 = Somewhat, 2 = Very

The 2016 and 2018 CCSSE **importance** of the services items are rated similarly on a 1 to 3 point scale:

- 1 = Not at all, 2 = Somewhat, and 3 = Very

When reviewing the CCSSE Means Summary table below, only the importance of the services question utilized the same rating scale in 2016 and 2018, and are truly comparable. For the purpose of this review, the unit will primarily focus on interpreting the most recent, 2018 CCSSE results.

The overall CCSSE Means Summary data suggests that students consider academic advising, financial aid advising, student organizations, and transfer advising/planning as somewhat important, but they rarely utilized the service. The students who utilized the services are somewhat satisfied. The CCSSE data differed from the satisfaction results the Counseling unit received directly in the office. (The students who answered “Don’t know/N.A.” are not included in the means calculation.)

CCSSE Means Summary		
	2016	2018
<b>Academic Advising</b>		
Frequency	1.88	1.45
Satisfaction	2.38	1.46
Importance	2.56	2.62
<b>Financial Aid Advising</b>		
Frequency	1.83	0.99
Satisfaction	2.26	1.37
Importance	2.48	2.50
<b>Student Organizations</b>		
Frequency	1.49	0.63
Satisfaction	2.17	1.33
Importance	2.16	2.05
<b>Transfer Advising/Planning</b>		
Frequency	1.56	1.45
Satisfaction	2.15	1.35
Importance	2.25	2.23

The following three tables provide in greater detail, the results received for **frequency of use**, **satisfaction**, and **importance** of the four areas of service. The number of student respondents varies for each area.

How often have you <b>used</b> the following services during the current academic year?						
2016			2018			
Academic Advising/Planning	Frequency	#	%	Frequency	#	%
	Don't know/N.A.	35	9.3%	Never	75	18.2%
	Rarely/Never	112	29.6%	1 time	125	30.3%
	Sometimes	158	41.9%	2-4 times	162	39.4%
	Often	72	19.2%	5 or more times	50	12.1%
	<b>Total</b>	<b>377</b>		<b>Total</b>	<b>412</b>	
Financial Aid Advising	Frequency	#	%	Frequency	#	%
	Don't know/N.A.	65	17.3%	Never	186	45.4%
	Rarely/Never	126	33.6%	1 time	86	21.0%
	Sometimes	112	29.9%	2-4 times	92	22.4%
	Often	72	19.2%	5 or more times	46	11.1%
	<b>Total</b>	<b>374</b>		<b>Total</b>	<b>409</b>	
Student Organizations	Frequency	#	%	Frequency	#	%
	Don't know/N.A.	108	29.4%	Never	273	67.3%
	Rarely/Never	159	43.3%	1 time	40	9.9%
	Sometimes	73	20.0%	2-4 times	60	14.9%
	Often	27	7.3%	5 or more times	32	7.9%
	<b>Total</b>	<b>367</b>		<b>Total</b>	<b>406</b>	
Transfer Advising/Planning (2018) Transfer Credit Assistance (2016)	Frequency	#	%	Frequency	#	%
	Don't know/N.A.	164	43.8%	Never	268	66.6%
	Rarely/Never	116	30.9%	1 time	75	18.6%
	Sometimes	71	18.9%	2-4 times	36	9.0%
	Often	24	6.4%	5 or more times	23	5.7%
	<b>Total</b>	<b>375</b>		<b>Total</b>	<b>402</b>	

Approximately 402 to 412 students responded to the CCSSE question item about how frequently they had used one of the four services during the 2018 year.

Fifty-one percent (51%) of the 412 respondents utilized academic advising services at least twice within the academic year, and almost one-fifth of them had never utilized academic advising.

Over 66% of the 409 respondents rarely or never used financial aid advising services, but one-third of the students did utilize the service.

At least 75% of the 402 student respondents rarely or never participated in student organizations or transfer advising.

How <b>satisfied</b> are you with the services?						
2016			2018			
Academic Advising/Planning	Satisfaction	#	%	Satisfaction	#	%
	Not at all	16	4.4%	Not at all	22	5.5%
	Somewhat	153	41.6%	Somewhat	139	34.5%
	Very	131	35.7%	Very	177	44.0%
	N.A.	67	18.2%	N.A.	64	16.0%
	<b>Total</b>	<b>367</b>		<b>Total</b>	<b>402</b>	
Financial Aid Advising	Satisfaction	#	%	Satisfaction	#	%
	Not at all	37	10.4%	Not at all	29	7.3%
	Somewhat	115	32.3%	Somewhat	93	22.3%
	Very	103	29.0%	Very	117	29.3%
	N.A.	101	28.3%	N.A.	161	40.2%
	<b>Total</b>	<b>356</b>		<b>Total</b>	<b>399</b>	
Student Organizations	Satisfaction	#	%	Satisfaction	#	%
	Not at all	28	7.9%	Not at all	14	3.5%
	Somewhat	110	31.6%	Somewhat	77	19.6%
	Very	60	17.3%	Very	65	16.7%
	N.A.	151	43.3%	N.A.	236	60.2%
	<b>Total</b>	<b>350</b>		<b>Total</b>	<b>392</b>	
Transfer Advising/Planning (2018) Transfer Credit Assistance (2016)	Satisfaction	#	%	Satisfaction	#	%
	Not at all	32	8.9%	Not at all	17	4.4%
	Somewhat	86	23.9%	Somewhat	74	19.1%
	Very	58	16.1%	Very	75	19.5%
	N.A.	184	51.1%	N.A.	220	57.0%
	<b>Total</b>	<b>360</b>		<b>Total</b>	<b>385</b>	

Approximately 385 to 402 students responded to the CCSSE question item about how satisfied they were with one of the four services during the 2018 year. However, many indicated "N.A." because they had not actually used the service.

Fifty-two percent (52%) or 177 of the 338 respondents who used academic advising indicated that they were very satisfied with the service.

Forty-nine percent (49%) or 117 of the 238 respondents who received financial aid advising, indicated that they were very satisfied with the service.

Over 42% of the 156 respondents who had participated in student organizations, and 45% of the 165 students who had used transfer advising services, were also very satisfied.

How important are these services to you at the college?						
	2016			2018		
	Importance	#	%	Importance	#	%
Academic Advising/Planning	Not at all	28	7.8%	Not at all	22	5.5%
	Somewhat	102	28.6%	Somewhat	109	27.1%
	Very	228	63.6%	Very	272	67.4%
	<b>Total</b>	<b>358</b>		<b>Total</b>	<b>404</b>	
Financial Aid Advising	Not at all	57	16.4%	Not at all	57	14.5%
	Somewhat	67	19.2%	Somewhat	84	21.2%
	Very	224	64.4%	Very	254	64.3%
	<b>Total</b>	<b>348</b>		<b>Total</b>	<b>395</b>	
Student Organizations	Not at all	79	23.4%	Not at all	107	28.1%
	Somewhat	127	37.4%	Somewhat	148	38.9%
	Very	133	39.2%	Very	126	33.0%
	<b>Total</b>	<b>339</b>		<b>Total</b>	<b>381</b>	
Transfer Advising/Planning (2018) Transfer Credit Assistance (2016)	Not at all	90	25.8%	Not at all	99	26.2%
	Somewhat	81	23.3%	Somewhat	92	24.3%
	Very	176	50.9%	Very	186	49.5%
	<b>Total</b>	<b>347</b>		<b>Total</b>	<b>377</b>	

Approximately 377 to 404 students responded to the CCSSE question item about how important they felt the four services were in 2018.

Sixty-seven percent (67%) of 404 students felt academic advising was very important.

Sixty-four percent (64%) of 395 students felt financial aid advising was very important.

Thirty-three percent (33%) of 381 students felt student organizations were very important.

Nearly 50% of 377 respondents felt transfer advising was very important.

The Counseling Unit will utilize the CCSSE results, along with the results from other assessments and evaluations, to inform our 2018-2021 Action Plan. The results were quite informative and provided the unit with much to reflect on.

What else is relevant to understanding the unit's data? Describe any trends, internal/external factors, strengths and/or challenges that can help the reader understand the unit's data for the three years under review that are not discussed above.

**Strengths:**

- In the spirit of Kauhale, the Counseling Unit enthusiastically collaborates with all areas of the college, in order to collectively contribute to our students' success.
- The unit employs highly professional faculty and staff who possess current knowledge of the college's 28 instructional programs, and the UH's and Hawai'i CC's policies and procedures.
- Students who utilized the unit's services are very satisfied with the services they received.

**Challenges:**

- Unit members continue to be overextended. The Council for the Advancement of Standards in Higher Education recommends a 1:300 counselor/advisor to student ratio. Based on the college's Fall 2017 enrollment of 2,819, nine (9) full-time counselors are needed to meet CAS standards. Currently, the East Hawai'i Counseling Unit's caseloads have been between 520-550 students per generalist counselor.
- The unit experienced a turnover in personnel and administrative leadership, and has yet to stabilize.

**Counseling Unit Composition:**

When fully staffed, the Counseling Unit, located in East Hawai‘i, consisted of 8 general-funded, non-instructional faculty (5 generalist counselors, 1 Student Engagement counselor, 1 Outreach and Recruitment Coordinator, and 1 counselor for 0.50 FTE generalist duties and 0.50 FTE Student Life duties), 1 temporary, tuition and fees funded, APT-Academic Advisor, and 1 general-funded, clerical Office Assistant. In addition to the faculty and staff members, the unit also employed 4 or 5 student assistants to work in the Counseling, Advising and Support Services Center, and the Kau Wa‘a Student Center. The College funded the unit’s student employees via Federal Work Study, tuition and fees funds, and/or Bridge to Hope.

The Counseling Unit also received support from three other positions. The Outreach and Recruitment Coordinator supervised a federally grant-funded APT who collaborated with her to serve the Early College/Running Start population. The Counseling Department Chair supervised the 0.50 FTE casual-hire Student Life Fiscal Specialist (entire year), and a 0.50 FTE casual-hire Academic Advisor (89 day appointment).

**Changes in Personnel:**

The Counseling Unit experienced substantial personnel changes impacting the unit throughout this review period. The unit was most significantly impacted in 2017. In January 2017, the Vice Chancellor for Student Affairs accepted a position at another institution, and an Interim Vice Chancellor for Student Affairs was appointed in February 2017.

For most of Summer 2017 and Fall 2017, the Counseling Unit was short-staffed. In Summer 2017, three positions were vacant: one counselor retired; another counselor who had also been serving as the Department Chair was reassigned to the International Education Coordinator position; and one APT Academic Advisor left to pursue her doctoral degree. Another counselor went on a year-long sabbatical leave, beginning on September 1, 2017. Employment positions were posted, screening committees were convened, and individuals were eventually hired. The Counseling Unit was not fully staffed until after the start of the Spring 2018 semester.

The 2017-18 academic year was a challenging, yet exciting time. Despite our staffing challenges, the Counseling Unit was a resilient and dedicated team of professionals! While four, seasoned members of our Counseling team pursued other opportunities, the remaining, seasoned counselors welcomed and mentored four, new team members. The counselor who became the Counseling Department Chair in June 2017 also needed to re-acclimate herself to the numerous responsibilities the position was tasked with leading, facilitating and/or completing.

**Counseling Unit Assignments and Office Locations:**

Although each counselor was familiar with all programs’ requirements, we were each assigned specific majors to assist. The Academic Advisor was responsible for ensuring the front desk was covered, provided a triage approach for daily walk-ins, and supported all majors. The clerical support also provided front desk coverage as well as fiscal and travel support.

Due to limited, physical space in the main, Counseling Center, not all of the counselors were located in one, central location. One counselor was located near the I Ola Hāloa Center for Hawai‘i Life Styles, and another counselor and the Outreach and Recruitment Coordinator was located within the Hale Aloha Building.

**Leadership Roles:**

Besides fulfilling our primary, academic counseling and advising duties, many of the counselors served in campus, leadership roles. We devoted at least 20-25 hours per week of direct contact time with students, and utilized the other hours (most often always over the traditional, 40 hour work week), for committee service and/or professional development. Unit members led time-intensive, campus initiatives or committees, such as Integrated Student Success (ISS), MySuccess, Accreditation Standard teams, Student Conduct, Chancellor Search Committee, PAU (Prevention, Awareness & Understanding) Violence, Safe Zone, Hawai'i CC Day, International Education Week, and Commencement. We also served as club advisors for Phi Theta Kappa Honor Society, the Bayanihan Club, and Kaho'okāne Men's Educational Support Group.

**Pāalamanui Student Services:**

There is an overlap between the Counseling Unit's and Pāalamanui Student Services' activities and services that are provided for both East and West Hawai'i students. The data reported in the unit's review may include outreach contacts and services conducted with students island-wide. We did not separate the students by locations.

The Pāalamanui Student Services personnel reports to the Director of the Hawai'i CC at Pāalamanui campus and UH Center at West Hawai'i. Once the plans for the college's organizational restructuring is complete, the Pāalamanui Student Services Unit will become part of the Division for Student Affairs, and will report to the Vice Chancellor for Student Affairs. They will submit an annual and comprehensive review. In this way, they can highlight their unique strengths and challenges, action plan, and budgetary needs, that will best support the West Hawai'i student population.

**Curriculum Changes:**

When instructional programs modify their curriculum, the Counseling Unit must stay abreast of these changes in order to accurately advise students. For example, during this review period, the Liberal Arts degree changed dramatically. In Fall 2015, general elective area requirements expanded from 11 credits to 23 credits, while core courses aligned more closely with other UHCC institutions. In Fall 2016, with the exception of the General Elective area, only courses approved via the General Education designation process counted towards Liberal Arts Core and Area graduation requirements.

**Developmental Education Redesign:**

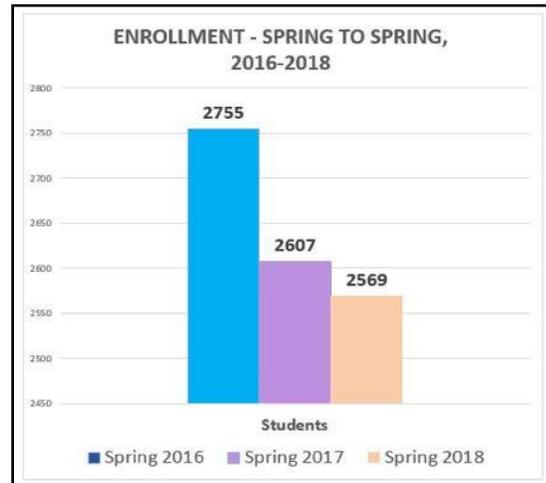
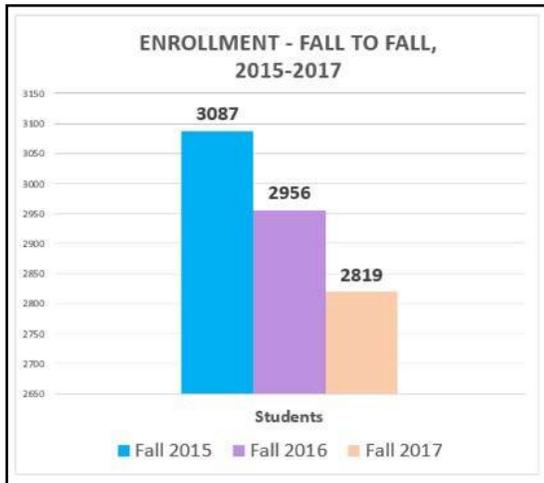
During the 2015-16 academic year, the campus implemented a UHCC system initiative to redesign developmental education. The Counseling Unit partnered with the English department to provide non-cognitive support to developmental English students. Via Hānai A Kumu (Adopt an Instructor), for the past three years, the counselors visited the classrooms a couple of times a semester. Counselors facilitated student success workshops in the classrooms, as well as provided information on registering for the next semester's classes.

**Self-Placement Qualifiers:**

In 2015-16, the UHCC system mandated all campuses institute a self-placement option for all students. Rather than having to take the Compass or Accuplacer exam to determine a student's Reading, Writing and Math placement levels, students were now able to utilize high school GPAs, SAT and ACT Scores, etc. The Counseling unit worked with the Hale Kea Testing Center to develop a self-placement form. Currently, the unit is to advise all students to submit a self-placement form as the first option. Throughout this three year review period, it took time for the unit members to first learn about the self-placement initiative, how to convert self-placement indicators into English and Math placement levels, and the strategy to promote this option to students.

### Declining Enrollment:

Hawai'i CC enrollment continued to decline over the three-year review period. Three thousand eighty-seven (3,087) students were enrolled in Fall 2015 compared to 2,819 students in Fall 2017. Spring to Spring enrollment numbers were also lower with 2,755 students in Spring 2016 to 2,569 students in Spring 2018. Perhaps some of the drop in enrollment is due to a strong, local economy, and more individuals are working. Additionally, fewer students are graduating from high schools, due to families having fewer children.



### UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the 3-year review period, including the unit's meaningful accomplishments and successes.

Also discuss the challenges or obstacles the unit faced in supporting student success. Explain what the unit has done to address those challenges.

For example, discuss:

- Changes to the unit's services, operations and/or functions;
- Personnel and/or position additions and/or losses;
- Changes to the unit's operating facilities or other major resources;
- Changes or expansions/contractions in client groups served.

The Counseling, Advising & Support Services Center (CASSC) Unit supports students at each step of their academic journey, from entry to completion. The Counseling Unit consists of two overlapping subunits: **Counseling & Advising**, and **Student Engagement** (Early College/Running Start, New Student Orientation, and Student Life). Along with assisting students with direct support, the Counseling Unit develops and implements campus and system initiatives. In this review, services provided by the unit are classified into 3 main areas: **onboarding, retention, and completion/transfer**.

## ONBOARDING ACTIVITIES

### **Early College/Running Start:**

The Early College and Running Start initiatives allow high school students to take college classes either on their high school campus or at Hawai'i Community College, and earn credit applicable to both their high school and college degrees. The Hawai'i CC Outreach and Recruitment Coordinator, while supervising two full-time APT staff (one APT in Hilo and one APT in Kona), managed three, Early College focused grants totaling \$250,000. As part of the grant efforts, she worked with Hawai'i Island Department of Education (DOE) high schools and community organizations to provide application and "Next Steps" workshops for interested students. She also coordinated the offering of college courses at various high schools island-wide, and she co-facilitated mandatory, Early College Orientations.

Eight of nine, DOE high schools are now Early College partners. One thousand nine hundred eighty-five (1,985) high school students participated in Early College. The Outreach and Recruitment Coordinator, along with one of the counselors, worked closely with the college's first Early College student who in Spring 2018, earned an Associate of Arts Degree *before* his high school degree! A breakdown of students per semester is listed in the table below:

<b>Early College/Running Start Students</b>	
<b>Semester</b>	<b>Total</b>
Fall 2015	353
Spring 2016	311
Fall 2016	332
Spring 2017	315
Fall 2017	317
Spring 2018	357
<b>08/2015-05/2018</b>	<b>1,985</b>

### **Building Better Bridges:**

Building Better Bridges (BBB) is an annual, one-day outreach event for high school counselors and community organizations who support young adults transitioning into college. The unit has coordinated BBB in the month of April for over 13 years. The purpose of the event is two-fold: to provide relevant information on admissions, placement testing, financial aid, and program updates, and to maintain our partnership with our Department of Education and community colleagues. Sixty (60) participants attended BBB during this reporting period.

Survey results indicated that the participants strongly agreed that the networking opportunity, Hawai'i CC updates, and overall program was most informative.

<b>Building Better Bridges Evaluation Results - April 2016, April 2017, April 2018</b>				
<b>Evaluation Item</b>	<b>Most Informative / Helpful</b>	<b>Somewhat Informative / Helpful</b>	<b>Least Informative / Helpful</b>	<b>Total</b>
Networking with Colleagues to Promote College Readiness	55 / 92%	5 / 8%	0 / 0%	60 / 100%
Hawai'i Community College News and Updates	59 / 98%	1 / 2%	0 / 0%	60 / 100%
Overall Program of the Day	58 / 97%	2 / 3%	0 / 0%	60 / 100%

**New Student Orientation:**

The Counseling Unit considers New Student Orientation (NSO) as the first and very important “class” our students will enroll in. NSO is mandatory for all incoming, new and transfer students. Students are required to meet this requirement before registering for classes. At NSO, students are provided comprehensive information about the academic and student support resources available to them. They learn about the MySuccess and STAR systems, Title IX information, how to register for classes, and about the importance of creating an academic and career plan. Additionally, NSO helps ease some of the initial anxiety students may feel about entering college for the first time, or about learning about a new campus environment.

In Fall 2015, anticipating the Title III, First Year Experience grant ending in Fall 2016, the Counseling Unit collaborated with the FYE Coordinator, to ensure the continuity of NSO services once the grant ended. During this review period, the Student Engagement Counselor co-facilitated one hundred sixty-six (166) online and in-person orientation sessions, supporting 2,730 students. Additionally, in Spring 2018, she facilitated two (2) NSOs for incoming, college freshmen and their parents, at Hilo High School and Kea‘au High School, totaling 96 attendees.

<b>New Student Orientation</b>		
<b>Academic Year</b>	<b># Scheduled</b>	<b># Students</b>
07/01/2015 - 06/30/2016	56	827
07/01/2016 - 06/30/2017	58	908
07/01/2017 - 06/30/2018	52	995
<b>07/2015-06/2018</b>	<b>166</b>	<b>2,730</b>

**Regular Registration:**

Regular Registration is a two-day event to support students registering for classes the week prior to the start of the fall and spring semesters. The unit collaborated with instruction to provide faculty advisors to assist students with registration. Although the unit partnered with other campus partners (i.e., Welcome Center, External Relations, instructors etc.) to encourage early registration, this event supports students who have not registered early and/or would like to revise their previously created class schedules.

Six hundred eighty-three (683) students received advising and registration assistance at Regular Registration. The number of participants has somewhat declined over the years due in part to declining college enrollment, and the unit’s outreach efforts to have students registered earlier than the week before the start of each semester.

<b>Regular Registration</b>	
<b>Semester</b>	<b>Total</b>
Fall 2015	117
Spring 2016	149
Fall 2016	123
Spring 2017	119
Fall 2017	102
Spring 2018	73
<b>08/2015-05/2018</b>	<b>683</b>

## Faculty Advisor Training:

Along with the Counseling Unit, instructors are vital resources students seek when academic questions arise. Faculty advisors were assigned to assist continuing students. The Counseling Unit partnered with faculty advisors; if a faculty advisor was unable to answer a student's questions, or felt unequipped or comfortable to do so, we encouraged and recommended the faculty advisor refer the student to the Counseling Unit.

To prepare for the Regular Registration event, and for advising duties during the academic year, the unit facilitated Faculty Advisor Refresher sessions the week prior to the start of each semester. Seven (7) training sessions were conducted over the review period. Evaluation results for the 2017-18 training sessions are as follows: Ten (10) faculty members attended a training to prepare for Fall 2017, and thirteen (13) faculty members participated in the Spring 2018 training. Fifteen (15) of the twenty-three (23) participants completed an evaluation. Overall results indicated that 100% of the participants strongly agreed that the information and/or skills presented were relevant and useful, and that the presenter was knowledgeable and prepared. Additionally, 100% of the participants either strongly agreed or agreed that they felt more prepared to provide academic advising support to students.

## STAR GPS Pathway Initiative:

In 2016-17, a general funded and senior member of the Counseling team was reassigned from the Counseling Unit to serve in the temporary, grant funded, STAR Coordinator role. She facilitated over 16 college-wide training sessions to students, faculty, staff, and students on how to utilize the STAR GPS Pathway for course registration.

## Academic Advising Sheets:

Once the final academic catalog is published in the summer, the unit collaborates with instructional programs to update advising sheets for all of the college's majors. The advising sheets are essential tools to ensure accurate advising, and are used to complement the online STAR system. The unit also collaborated with the Hawai'i CC External Affairs unit to create program marketing sheets that could be distributed to prospective students at recruitment events. A sample advising sheet and program, promotional sheet is below.

NAME	SEMESTER/YEAR BEGAN LBRT		
<b>HAWAII COMMUNITY COLLEGE, 2018-2019</b> <b>Liberal Arts (LBRT)</b> <b>Associate in Arts Degree</b> Program Requirements (Overall 60 credits, cumulative GPA 2.0 required from all courses)			
Course	Course Name	Semester, Year & Grade	AA Credit
<b>First Semester</b>			
ENGL 100 (FW)	Composition I		3
PSYC 101	College Survival Skills		3
Hum (HA), Humanities (DH), Literature (LA)	See list on next page		3
Social Science (SS)	See list on next page		3
General Elective	See course number(s) 100 or above		3
<b>Second Semester</b>			
SPCO 111	Introduction to Speech and Communication		3
MATH 100 (FD)	Survey of Mathematics		3
OR	Statistics	(2)	
MATH 111 (FD)	OR	(2)	
OR	Pre-Calculus, Elementary Functions	(4)	
MATH 121 (FD)	World History to 1500		3
OR	History of Gender, Sex, and Sexuality to 1500 CE	(2)	
WY 112 (FD)	See list on next page		3
Biological (DB) or Physical Science (DP)	See list on next page		3
General Elective	See course number(s) 100 or above		3
<b>Third Semester</b>			
GEOG 102 (FD)	World Regional Geography		3
OR	World History Since 1500	(2)	
MIST 112 (FD)	OR	(2)	
OR	History of Gender, Sex, and Sexuality: 1500 CE to present	(2)	
Hum (HA), Humanities (DH), Literature (LA)	See list on next page		3
Social Science (SS)	See list on next page		3
Biological (DB) or Physical Science (DP)	See list on next page		3
Biological or Physical Science Lab (DL)	See list on next page		3
General Elective	See course number(s) 100 or above		3
<b>Fourth Semester</b>			
General Elective	See course number(s) 100 or above		3
General Elective	See course number(s) 100 or above		3
General Elective	See course number(s) 100 or above		3
General Elective	See course number(s) 100 or above		3
General Elective	See course number(s) 100 or above		3
General Elective	See course number(s) 100 or above		3
<b>Fourth Semester Total</b>			
			<b>Total Credits</b>
			<b>60</b>



# HAWAII COMMUNITY COLLEGE

## AGRICULTURE



**THE AGRICULTURE PROGRAM** prepares students for employment in government service, agribusiness, horticulture, livestock, flowers and foliage, landscape, macadamia nuts, papaya, and coffee industries.

**Program Learning Outcomes**

Upon successful completion, students are prepared to:

- Plan and manage projects and cultivate horticultural crops using legal, sustainable, safe, and ecologically, biologically, and technologically sound practices.
- Design gardens that demonstrate the aesthetic principles of unity, repetition, balance, color, and texture congruent with the customer's desires.
- Operate and maintain tools and equipment.
- Set-up and manage a business enterprise.
- Interact with customers and co-workers in ways that effectively support the work to be accomplished.

For more information: [hawaii.hawaii.edu/agriculture](http://hawaii.hawaii.edu/agriculture)



# HAWAII COMMUNITY COLLEGE

## AGRICULTURE (AGR)

Contact	Ag 100	Ag 101	Ag 102	Ag 103	Ag 104
<b>Faculty</b>					
Law Marjorie	*Ag 103 Greenhouse Construction	3	3	3	3
124-2025	*Ag 104 Plant Identification	-	3	3	3
lawmarj@hawaii.edu	*Ag 105 Tropical Agriculture Production I	6	-	0	6
	**Eng 100 Technical English for the Workplace	-	-	-	3
For more information visit	or Eng 100 or Eng 102				
hawaii.hawaii.edu/agriculture	<b>Total Semester Credits</b>	<b>9</b>	<b>6</b>	<b>12</b>	<b>15</b>
<b>Hawaii Community College</b>					
<b>Manoa Campus</b>					
1110 Hahaione Street	<b>SECOND SEMESTER</b>				
Hilo, Hawaii 96720-5006	*Ag 101 Farm Equipment, Machinery and Power	3	3	3	3
Phone: (808) 934-2900	*Ag 102 Landscape Maintenance	-	3	3	3
Fac: (808) 934-2300	*Ag 103 Tropical Agriculture Production I	6	-	0	6
www.hawaii.edu/agriculture	*COM 107 Quantitative Methods for Science Tech.	-	-	-	3
	or Math 100 or higher (not Math 120)				
<b>Piikoi Campus</b>	<b>Total Semester Credits</b>	<b>9</b>	<b>6</b>	<b>12</b>	<b>15</b>
75-623 Aiea Boulevard, Suite 100					
Kaunoi, Hawaii 96742	<b>THIRD SEMESTER</b>				
Phone: (808) 963-8300	*Ag 102 Soil Technology	-	-	-	3
	*Ag 100 Principles of Horticulture	-	-	-	4
<b>Intermediate Center</b>	*Ag 105 Agriculture Business Management	-	-	-	3
124-2025	Elective 11 Natural Environment	-	-	-	3
Phone: (808) 934-2311	Elective 11 Social Environment	-	-	-	3
Enroll: lawmarj@hawaii.edu	(Numbered 101 or above)				
<b>Admissions &amp; Records</b>	<b>Total Semester Credits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16</b>
MC 279					
Phone: (808) 934-2710	<b>FOURTH SEMESTER</b>				
Phone: (808) 934-2711	*Ag 101 Integrated Pest Management	-	-	-	3
Enroll: lawmarj@hawaii.edu	*Ag 102 Marketing of Agriculture Products	-	-	-	3
	*Ag 103 Sustainable Crop Production	-	-	-	3
<b>Financial Aid</b>	*Ag 201 Sustainable Crop Production Lab	-	-	-	1
MC 378	*Ag 202 Tropical Landscapes/Horticulture	-	-	-	3
Phone: (808) 934-2712	Elective 11 Cultural Environment	-	-	-	3
Phone: (808) 934-2711	(Numbered 101 or above)				
Enroll: lawmarj@hawaii.edu	<b>Total Semester Credits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16</b>
<b>Counseling, Advising &amp; Support Services Center</b>					
MC 379-5A	<b>TOTAL CREDITS</b>	<b>18</b>	<b>12</b>	<b>24</b>	<b>62</b>
Phone: (808) 934-2320					
Phone: (808) 934-2721					
Enroll: lawmarj@hawaii.edu					

\*Ag 100-105 is a new program in each semester with a 3-credit requirement.
 \*\*Ag 100-105 is a new program in each semester with a 3-credit requirement.
 \*\*See 6 credit requirement for the completion of the program.
 \*\*See 6 credit requirement for the completion of the program.

For general inquiries, please call the Hawai'i Community College Information Center at 934-2800 or visit [hawaii.hawaii.edu](http://hawaii.hawaii.edu).

Hawaii Community College has equal opportunity/affirmative action policies.

## RETENTION ACTIVITIES

### **Students on Academic Probation:**

Students on academic probation are identified as students who have a cumulative GPA below 2.0. One thousand four hundred twenty-five (1,425) students were on academic probation during the three-year review period.

The unit's appointment data indicated that during the three-year review period, 583 of the 1,425 students on academic probation met with a counselor. We met with 340 students on academic probation in 2015-16, compared to 107 students in 2017-18. The number of students the counselors met with declined because of our change in strategy.

Academic Probation	
Semester	Total
Fall 2015	281
Spring 2016	169
Fall 2016	298
Spring 2017	181
Fall 2017	305
Spring 2018	191
<b>08/2015-05/2018</b>	<b>1,425</b>

In 2015-2017, the Counseling Unit outreached to students on academic probation by mail and email, and we placed an advising hold on the students' records. We required the students to meet with a counselor before registering for classes, and to discuss success strategies the student would implement. Counselors also assisted the students with financial aid satisfactory academic progress appeals, if needed.

For the 2017-18 academic year, advising holds were only placed on returning students whose cumulative GPA was below 2.0, rather than both continuing and returning students. With a less than 45% response rate to our previous outreach attempts, and our limited staffing, the unit felt that devoting our efforts to responding to MySuccess flags served as a better retention strategy to possibly prevent students from being placed on academic probation beforehand.

### **MySuccess:**

MySuccess is a tool used to communicate student progress in the classroom. All seven (7) UH community colleges utilize MySuccess. While it is an asset to use the same tool across the UH System, the coordination amongst MySuccess Functional and Technical leads require monthly meetings to ensure that the program is working collaboratively. The Leads build for their own campus, while keeping other campuses in mind.

The Counseling Unit is responsible for developing and implementing the tool across the campus, networking with the UH System, and using the tool to outreach to students identified by instructors as needing support. We partnered with the Dean of Liberal Arts and Public Services to better market use of MySuccess by instructors. Faculty workshop sessions were offered during Convocation Week, and by request.

During the 1<sup>st</sup>, 5<sup>th</sup> and 8<sup>th</sup> weeks of instruction, instructional faculty are encouraged to participate in the "No Show," "Early Alert," and "Consider to Withdraw" surveys. The purpose of the surveys are to proactively identify students experiencing problems, academic or otherwise, and are in need of support and/or intervention. The Counseling Unit outreached by phone and email to all "flagged" students, and the instructors received an electronic response about the result of the unit's intervention. The workload on the unit drastically increased with the implementation of MySuccess, especially since we attempted to contact all referred students. Often times, we were unsuccessful in reaching the students.

A summary of referrals made during the review period are reported in the following table. The table is separated by survey type: **No Show**, **Early Alert** and **Consider to Withdraw**.

<b>MySUCCESS NO SHOW SURVEY SUMMARY, Fall 2015 - Spring 2018</b>						
Semester	# Surveys Sent	# Surveys Completed	# of Instructors who Completed the Survey	Tracking Items Created		# Unduplicated Students (Referrals)
				Referrals	Kudos	
Fall 2015	707	291 (41%)	83	159	N/A	134
Spring 2016	553	210 (37%)	70	145	N/A	119
Fall 2016	569	184 (32%)	71/188 (37%)	134	N/A	115
Spring 2017	513	187 (36%)	70/170 (41%)	112	N/A	100
Fall 2017	555	220 (40%)	79/176 (45%)	115	N/A	98
Spring 2018	484	173 (36%)	70/176 (40%)	146	N/A	122

<b>MySUCCESS EARLY ALERT SURVEY SUMMARY, Fall 2015 - Spring 2018</b>						
Semester	# Surveys Sent	# Surveys Completed	# of Instructors who Completed the Survey	Tracking Items Created		# Unduplicated Students (Referrals)
				Referrals	Kudos	
Fall 2015	707	309 (43%)	88	493	343	519
Spring 2016	555	160 (28%)	58	290	289	465
Fall 2016	580	201 (34%)	73/195 (37%)	489 for 373 diff. students	560 for 471 diff. students	(see Tracking Items columns)
Spring 2017	515	164 (31%)	62/173 (35%)	347 for 282 diff. students	542 for 442 diff. students	(see Tracking Items columns)
Fall 2017	553	199 (36%)	71/180 (39%)	478 for 358 diff. students	661 for 552 diff. students	(see Tracking Items columns)
Spring 2018	486	163 (34%)	70/180 (39%)	334 for 253 diff. students	525 for 437 diff. students	(see Tracking Items columns)

<b>MySUCCESS CONSIDER TO WITHDRAW SURVEY SUMMARY, Fall 2015 - Spring 2018</b>						
Semester	# Surveys Sent	# Surveys Completed	# of Instructors who Completed the Survey	Tracking Items Created		# Unduplicated Students (Referrals)
				Referrals	Kudos	
Fall 2015	711	303 (42%)	85	336	N/A	243
Spring 2016	544	203 (37%)	72	297	N/A	217
Fall 2016	573	247 (43%)	82/193 (45%)	349	N/A	257
Spring 2017	514	193 (37%)	69/174 (39%)	331	N/A	242
Fall 2017	534	232 (43%)	83/183 (45%)	393	N/A	278
Spring 2018	477	185 (39%)	80/177 (45%)	273	N/A	214

Approximately 39% to 45% of the instructional faculty and lecturers utilized the MySuccess tool over the three-year period. The Counseling Unit will continue to partner with instruction to increase the number of instructors referring students in MySuccess.

**Student Success Report:**

As a proactive measure prior to the start of each semester, and in the first week of the semester, the unit generated the STAR Student Success Report to identify students who were taking classes outside of their degree requirements. Each semester, the Student Success Report identified approximately 200+ student records that needed follow up. The unit reviewed each identified, student's record to determine if the student was off track or if the class was a prerequisite to a required course. The unit contacted the students by phone and email to alert and assist them with adjusting their schedules accordingly.

The national average is that 22% of college students are off-track from their graduation path. In Fall 2017, the UH STAR System reported that at 2.8%, Hawai'i CC had the lowest percentage of students within all 10 UH System institutions, who were taking classes not counting towards their graduation requirements. There are several factors that may attribute to this low rate: students will not receive financial aid for classes that are not required for graduation; and the unit informs students about this policy at either admissions appointments/workshops/outreach, New Student Orientation, advising and registration appointments, or when the unit outreaches to students about being off-track.

**Registration Information Sessions:**

To promote early class registration, and to inform students about the tools needed to support registration and college success, the unit facilitated Registration Information Sessions, 15-30 minutes in length, within classrooms. The unit presented to various classes, from general education courses such as English and IS 101, to major specific courses such as Accounting, Auto Body, Carpentry, Fire Science, Human Services, etc.

The unit outreached to 3,140 students in 223 classes. A summary of the number of sessions and students that were outreached to is below. The student count includes a duplicate headcount as students may enroll in multiple classes that were presented to:

Registration Information Sessions		
Academic Year	# Classes	# Students
07/01/2015 - 06/30/2016	103	1,485
07/01/2016 - 06/30/2017	64	862
07/01/2017 - 06/30/2018	56	793

Registration Information Sessions		
Semester	# Classes	# Students
Fall 2015	41	837
Spring 2016	62	648
Fall 2016	35	466
Spring 2017	29	396
Fall 2017	30	418
Spring 2018	26	375
<b>08/2015-05/2018</b>	<b>223</b>	<b>3,140</b>

The number of classes and students the unit has outreached to significantly declined due to the unit's limited personnel. In September 2016, the Hālaulani and Kulukulua Title III grants ended. The unit had collaborated with personnel from both grant-funded programs for several years to also conduct registration information sessions.

**Student Success Workshops:**

Student engagement outside of the classroom also supports student success. Therefore, the Counseling Unit provided opportunities for students to attend workshops year-round. The unit offered a variety of workshops that supported student success. Topics included: Time Management, Learning Styles and Study Strategies, Motivation and Goal Setting, Stress Management, etc.

Observing that attendance was consistently low at our “stand alone” offerings, the unit continued to provide a menu of workshops to instructors who could request we present a workshop in their classrooms. During this reporting period, the unit offered 93 workshops attended by 991 students.

<b>Student Success Workshops</b>		
<b>Academic Year</b>	<b># Scheduled</b>	<b># Students</b>
07/01/2015 - 06/30/2016	21	188
07/01/2016 - 06/30/2017	43	370
07/01/2017 - 06/30/2018	29	433
<b>07/2015 - 06/2018</b>	<b>93</b>	<b>991</b>

The unit provided participants an opportunity to evaluate the workshop and presenters. Those results are not presented in this review due to the vast diversity of topics and presenters. Whether at weekly, staff meetings, or in contract renewal, and tenure and promotion documents, the unit reviewed and reflected on the workshop evaluation results received, in order to make purposeful changes in content and presentation.

**PAU (Prevention, Awareness & Understanding) Violence Committee:**

The PAU Violence Committee, co-chaired by a Counseling Unit member, and the Mental Health Therapist, believes “awareness and education will create a culture of respect on our campus, ultimately preventing interpersonal violence.” Over half of our unit’s members participated in the committee’s activities. PAU Violence coordinated and/or participated in 42 awareness events and/or trainings such as [respect] tabling, Clothesline Project, Domestic Violence Flag Event, Stalking Awareness, Hawai‘i Says No More, Bystander intervention, and Sexual Assault Awareness. These events and trainings were attended by over 2,423 students, faculty, staff, and the community.

<b>PAU Violence Committee Activities</b>		
<b>Academic Year</b>	<b># Scheduled</b>	<b># Participants</b>
07/01/2015 - 06/30/2016	11	1,109
07/01/2016 - 06/30/2017	15	529
07/01/2017 - 06/30/2018	16	785
<b>07/2017 - 06/2018</b>	<b>42</b>	<b>2,423</b>

**Safe Zone Training:**

As part of creating a culture of equality, acceptance, and respect for members of our campus community regardless of their gender identity or sexual orientation, two (2) counselors represented Hawai‘i CC on the UH System-wide Commission on LGBTQ+ Equality. Commissioners were trained to provide Safe Zone training on campus. The Safe Zone program’s objective is “for trained participants to utilize their gained knowledge and skills to foster a safe and inclusive community for LGBTQ+ students, faculty and staff, and to promote social justice in the University of Hawai‘i system.” The two counselors facilitated 5 Safe Zone trainings in 2017-18, attended by 17 participants.

**Student Life:**

In Fall 2015, the Student Life Unit became a part of the Counseling Unit. Under the supervision of the Counseling Department Chair, and Vice Chancellor for Student Affairs, the unit employed a half-time, casual-hire, Student Life APT. The Student Life APT updated the Student Life web site, and assisted with processing fiscal requests approved by either the Student Government (SG) for SG funding requests, or by the Vice Chancellor for Student Affairs for Student Activity funding requests.

In Spring 2018, a temporary status counselor was hired and designated to work half-time on Student Life functions along with the half-time, casual-hire Student Life APT. The Student Life APT and Counselor updated the Registered Independent Student Organizations (RISOs) handbook. They reminded RISOs to re-register their clubs, in order to be officially recognized by Hawai'i CC, and to be eligible to request funds from the Student Government or Student Activity funds. The Student Activity Funding request forms were updated and converted from paper format to online submissions. There were at least 9 active RISOs each year.

<b>Registered Independent Student Organizations (RISOs)</b>	
<b>Academic Year</b>	<b># Clubs</b>
07/01/2015 - 06/30/2016	10
07/01/2016 - 06/30/2017	9
07/01/2017 - 06/30/2018	9

**Kau Wa'a Student Center:**

The Counseling Unit oversaw operations of the Kau Wa'a Student Center starting in Fall 2015. Kau Wa'a is a student center that provides student programming, refreshments, copy machine use, student IDs, and lounge space for students on the Manono Campus. Additionally, the Counseling Unit was also responsible for supervising the student employees and maintaining the equipment and space.

During this review period, a duplicated total of 26,491 students utilized the Kau Wa'a Student Center. The numbers are duplicated because students are asked to sign-in each time they enter the facility. The 2015-16 student numbers are quite lower than those reported for 2016-17 and 2017-18. This is due to the Counseling Unit assuming responsibility of Kau Wa'a in that academic year, while still managing all of the unit's other responsibilities. Kau Wa'a's 2015-16 hours of operation were reduced, due to limited student employee coverage, and quite possibly, some of the paper, sign-in sheets might have been accidentally discarded. In Fall 2016, the unit transitioned from paper sign-in sheets to an electronic sign-in sheet.

<b>Kau Wa'a Student Center</b>	
<b>Semester</b>	<b>Total</b>
Fall 2015	570
Spring 2016	875
Fall 2016	6,254
Spring 2017	4,941
Fall 2017	7,408
Spring 2018	7,888
<b>08/2015-05/2018</b>	<b>26,491</b>

## **TRANSFER ACTIVITIES**

### **Automatic Admission Outreach:**

Automatic Admissions is a UH initiative that allows UH community college students to transfer directly to a four-year, UH university without having to reapply or pay an application fee. When the Hālaulani Transfer Success Center, Title III grant ended in Fall 2016, the Counseling Unit resumed providing transfer related advising. The Counseling Unit's Liberal Arts counselors directly outreached by phone, email, and regular campus-wide announcements to all Hawai'i CC students offered Auto Admissions. In Spring 2018, 75 of 170 students accepted their Auto Admit invitation. This was a 44% acceptance rate, the highest our campus has ever had!

<b>Automatic Admissions Data by Semester, Fall 2015 - Spring 2018</b>						
<b>Semester</b>	<b>Offered</b>	<b>Accepted</b>	<b>Percent</b>	<b>UHH</b>	<b>UHM</b>	<b>UHWO</b>
Fall 2015	178	47	26%	43	1	3
Spring 2016	217	82	38%	65	8	9
Fall 2016	155	33	21%	25	2	6
Spring 2017	189	66	35%	47	10	9
Fall 2017	147	35	24%	32	1	2
Spring 2018	170	75%	44%	55	13	7

### **UH Transfer Day:**

A Counseling Unit member served on the Planning Committee for the first ever, UH Transfer Day event held in February 2018. The UH Transfer Day was a system-led effort to increase the transfer rates of UHCC students to the 4-year UH campuses. Feedback from the student evaluations reported that the majority of students who attended felt the event increased their motivation and knowledge of transfer. Participating transfer campuses also provided valuable feedback and recommended that future UH Transfer Day events be held in an enclosed space with greater student traffic.

### **Transfer Tuesdays:**

Since Spring 2017, the unit collaborated with the UH-Hilo (UHH) Admissions Office to offer "Transfer Tuesdays." Every Tuesday, at the Manono Campus Counseling Office, for a half-day, a UHH Admissions Counselor was available by appointment and/or walk-in to meet with Hawai'i CC students interested in transferring to UHH. Additionally, the unit coordinated with UHH's Psychology program to conduct tabling outreach for prospective Psychology majors.

### **UH-Hilo Transfer Orientation:**

In Spring 2018, the unit collaborated with numerous UH-Hilo offices and programs to organize a transfer orientation for all Hawai'i CC students who were admitted to UHH for Fall 2018 transfer. We received an overall positive response from the 20 students who attended the Orientation, with 100% of the students reporting that they felt welcomed to UHH.

**UH-Mānoa Ka‘ie‘ie (Degree Pathway Partnership):**

In Spring 2018, Hawai‘i CC entered into an agreement with UH Mānoa’s (UHM) Ka‘ie‘ie Program—a dual enrollment program aimed at identifying UHM transfer students at Hawai‘i CC and connecting them with early advising to align their Hawai‘i CC and transfer degree goals. The unit met with the UH-Mānoa Transfer Coordination Center staff to plan the implementation of Ka‘ie‘ie for Fall 2018. Additionally, a Hawai‘i CC counselor collaborated with the Ka‘ie‘ie Transfer Advisor to develop several Advising Sheets that align our Hawai‘i CC Liberal Arts degree with UHM major programs.

**Unit Outcomes Assessments**

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs) (if applicable). Indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the [HawCC ASSESSMENT](#) website.

**UNIT OUTCOMES & STUDENT LEARNING OUTCOMES**

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

Discuss the unit's successes and challenges in achieving its UOs/SLOs.

**Successes:**

- Each year, the unit continues to receive very favorable, student evaluation results. We strive to provide a respectful environment, and timely, consistent and accurate information.
- One hundred percent (100%) of the unit staff participated in the required number of professional development activities per academic year.

**Challenges:**

- Conducting assessment for the entire Counseling Unit is challenging due to the unit consisting of sub-units (Advising, Early College/Running Start, New Student Orientation, and Student Life), who have different responsibilities and services.
- There is an inconsistency amongst staff in collecting student evaluations after each counseling session. For various reasons, some counselors received more returns than others.
- The unit has only been surveying students who attend in-person appointments. Although we created an online version of the evaluation tool, we have not been consistent in collecting evaluations from students whom we serve by phone and/or online.
- The unit's clerical, Office Assistant has been tasked to manually calculate all of the counseling session evaluation results for the unit. The work is arduous and time-consuming.

**Unit Outcomes**

<b>List all UOs and SLOs that were assessed during the 3-year review period.</b>	<b>AY assessed</b>
UO1: CASSC will provide students the information, tools and resources needed to navigate through the college system.	2015-16, 2016-17, 2017-18
UO2: CASSC will collaborate with colleagues and community partners to promote student success.	2016-17, 2017-18
UO3: CASSC will promote a healthy, safe and respectful campus environment.	2015-16, 2016-17, 2017-18
UO4: CASSC will engage in continuous professional development in support of student success	2017-18
SLO1: Student will identify career and/or academic goals and develop a plan to achieve those goals.	2015-16, 2016-17, 2017-18
SLO2: Student will identify and utilize campus and community resources.	2015-16, 2016-17, 2017-18
SLO3: Student will identify the requirements to maintain or return to good academic standing.	2015-16, 2016-17, 2017-18

Discuss and summarize the overall results of all UO & SLO assessments conducted during the 3-year review period. Describe how the unit's faculty/staff used UO/SLO assessment results to plan for and implement improvements in unit services, operations and functions. Discuss how these improvements help the College achieve its mission of supporting student success.

**UO/SLO#: UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.

**UO3:** CASSC will promote a healthy, safe and respectful campus environment.

The following table is a summary of 2,991 student evaluation results received during the review period to assess UO1 and UO3. The tool addressed: 1) Satisfaction of the Counseling Unit’s services, and 2) CASSC provided a safe and inviting environment.

Summary of Evaluations (Summer 2015 to Spring 2018)				Respondents: 2,991		
Counselor Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Left Blank
The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.	2801 / 94.2%	67 / 5.6%	0 / 0%	0 / 0%	1 / 0.1%	1 / 0.1%
The counselor provided me with helpful information.	1125 / 94.7%	63 / 5.3%	0 / 0%	0 / 0%	0 / 0%	0 / 0%
The counselor provided a safe and inviting environment.	1119 / 94.2%	67 / 5.6%	0 / 0%	0 / 0%	0 / 0%	1 / 0.1%
When needed, the counselor assisted me in getting information from another office or agency.	1076 / 90.6%	69 / 5.8%	5 / 0.4%	2 / 0.2%	30 / 2.5%	6 / 0.5%
If I need to see a counselor in the future, I would choose to see this counselor, again.	1111 / 93.5%	63 / 5.3%	2 / 0.2%	0 / 0%	1 / 0.1%	11 / 0.9%

When applicable, at least 96% of the student respondents strongly agreed or agreed that counselors/advisors listened, were helpful, provided a safe environment, assisted the student in obtaining information from another office, and would return to see us again. The unit met our previously determined benchmark of at least 91% of the students would “strongly agree” or “agree” to all five evaluation items.

There were 11 students who indicated they would not choose to see the same counselor again. Students were able to provide comments on the evaluation form. If they offered any feedback on their negative experience, the unit members reflected on the comments, and initiated appropriate changes.

**UO/SLO#:** **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.  
**SLO2:** Student will identify and utilize campus and community resources.  
**SLO3:** Student will identify the requirements to maintain or return to good academic standing.

At the end of the individual, counseling appointments, students were also surveyed regarding their learning. Two thousand five hundred ninety (2,590) students submitted an evaluation. The evaluation results for SLO1, SLO2 and SLO3 are reported in the next table:

Summary of Evaluations (Summer 2015 to Spring 2018)					Respondents: 2,590	
After this academic counseling session...	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Left Blank
I can identify my career and/or academic goals.	981 / 83%	182 / 15%	3 / 0.3%	0 / 0%	16 / 1.2%	7 / 0.5%
I can develop a plan to achieve my career and/or academic goals.	1012 / 85.2%	157 / 13.2%	1 / 0.1%	0 / 0%	10 / 0.8%	8 / 0.7%
I can identify campus and/or community resources.	1019 / 85.8%	145 / 12.2%	2 / 0.2%	0 / 0%	14 / 1.1%	8 / 0.7%
I understand my degree requirements.	1042 / 87.7%	127 / 10.8%	2 / 0.2%	0 / 0%	10 / 0.8%	7 / 0.5%
I know how to maintain or return to good academic standing.	1022 / 86.2%	143 / 12.2%	0 / 0%	0 / 0%	14 / 1.1%	7 / 0.5%

When applicable, at least 97% of the student respondents strongly agreed or agreed that after their academic counseling session, they could identify their career and/or academic goals, they had a plan to achieve those goals, and they understood their degree requirements. The unit met our previously determined benchmark of at least 91% of the respondents would “strongly agree” or “agree” to all five evaluation items.

**UO/SLO#: UO4:** CASSC will engage in continuous professional development in support of student success.

In order to maintain and update our counseling and academic advising knowledge and skills, the Counseling Unit members are required to participate in at least two (2) professional development activities per semester, or four (4) professional development activities per academic year.

The CASSC Professional Development Experience Data form, in its current format needs to be revised, so that it's easier for the unit members to complete, and for the Counseling Department Chair to review and compile. The Counseling DC found it easier to tabulate unit members' professional development activities via weekly reports given and documented at Counseling Department meetings, and by reviewing contract renewal and/or tenure/promotion documents.

**CASSC Professional Development Experience Data**

**Instructions:** Record the appropriate information on this form from your professional development experience.

Name:  
Position:  
Date(s) of the Professional Development Event:  
Organization/Group/Individual Facilitating Event:

Select all the categories that best reflect the topic(s) of the professional development activity in which you participated.

<input type="checkbox"/> Assessment/Evaluations	<input type="checkbox"/> Seminar
<input type="checkbox"/> Academic Advising	<input type="checkbox"/> Special Needs Populations
<input type="checkbox"/> Counseling Strategies and Education	<input type="checkbox"/> Technology
<input type="checkbox"/> Conference	<input type="checkbox"/> UH System Policies & Procedures
<input type="checkbox"/> Other	<input type="checkbox"/> Workshop
<input type="checkbox"/> Professionalism/Behavioral	

Provide a short description of the professional development activity.

Briefly describe how the activity is related to your duties or will be used to promote student success.

One hundred percent (100%) of the unit members met UO4. Examples of professional development activities the unit members participated in included: Financial Aid satisfactory academic progress appeal training, UH System Academic Advisors Transfer Network Conference, APT/Civil Service Professional Development Day, Integrated Student Success, Hawai'i Student Success Institute, Kauhale Day, AVID Workshops, Safe Zone training, and Title IX training.

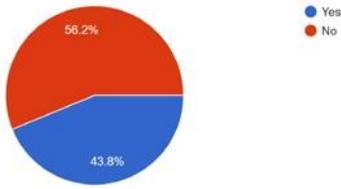
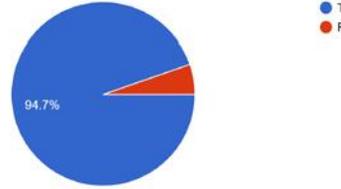
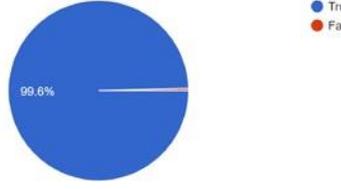
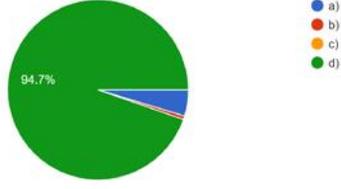
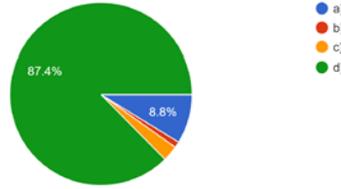
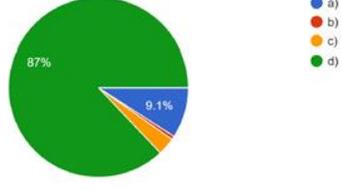
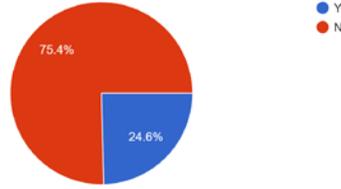
**UO/SLO#: UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.

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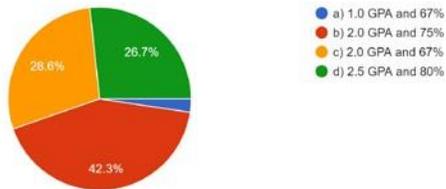
Results of the Fall 2017 and Spring 2018, New Student Orientation Pre-Test and Post-Test assessment, indicated students gained more knowledge and understanding of campus and college resources and/or policies after attending the NSO. Most students were unaware of the cultural significance of the Manono campus name and location, as well as the Financial Aid requirements to maintain satisfactory academic progress.

The unit plans to revise some of the NSO Pre- and Post-Test questions to better demonstrate the students' learning of the most important NSO content. The results for the 2017-18 academic year are reported on the next few pages.

Pre-Test	Post-Test																				
<p>1. Do you understand how to register for classes online? 468 responses</p>  <p>Legend: Yes (blue), No (red)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>43.8%</td></tr> <tr><td>No</td><td>56.2%</td></tr> </table>	Response	Percentage	Yes	43.8%	No	56.2%	<p>1. Do you understand how to register for classes online? 471 responses</p>  <p>Legend: Yes (blue), No (red)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>Yes</td><td>93.6%</td></tr> <tr><td>No</td><td>6.4%</td></tr> </table>	Response	Percentage	Yes	93.6%	No	6.4%								
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<p>2. STAR is a tool that helps you track your own progress towards graduation and register for classes. 468 responses</p>  <p>Legend: True (blue), False (red)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>True</td><td>94.7%</td></tr> <tr><td>False</td><td>5.3%</td></tr> </table>	Response	Percentage	True	94.7%	False	5.3%	<p>2. STAR is a tool that helps you track your own progress towards graduation and register for classes. 471 responses</p>  <p>Legend: True (blue), False (red)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>True</td><td>99.6%</td></tr> <tr><td>False</td><td>0.4%</td></tr> </table>	Response	Percentage	True	99.6%	False	0.4%								
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<p>4. A student can find which of the following in the Hawai'i CC Catalog? 468 responses</p>  <p>Legend: a) Course descriptions (blue), b) The cafeteria menu (red), c) The student conduct code (yellow), d) Both A and C (green)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>a) Course descriptions</td><td>8.8%</td></tr> <tr><td>b) The cafeteria menu</td><td>2.1%</td></tr> <tr><td>c) The student conduct code</td><td>1.7%</td></tr> <tr><td>d) Both A and C</td><td>87.4%</td></tr> </table>	Response	Percentage	a) Course descriptions	8.8%	b) The cafeteria menu	2.1%	c) The student conduct code	1.7%	d) Both A and C	87.4%	<p>4. A student can find which of the following in the Hawai'i CC Catalog? 471 responses</p>  <p>Legend: a) Course descriptions (blue), b) The cafeteria menu (red), c) The student conduct code (yellow), d) Both A and C (green)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>a) Course descriptions</td><td>9.1%</td></tr> <tr><td>b) The cafeteria menu</td><td>1.5%</td></tr> <tr><td>c) The student conduct code</td><td>2.4%</td></tr> <tr><td>d) Both A and C</td><td>87%</td></tr> </table>	Response	Percentage	a) Course descriptions	9.1%	b) The cafeteria menu	1.5%	c) The student conduct code	2.4%	d) Both A and C	87%
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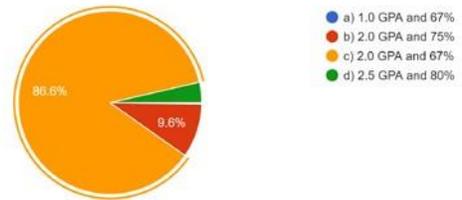
6. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are... and a \_\_\_\_% credit completion rate.

468 responses

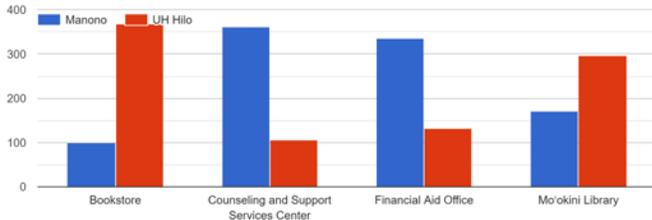


6. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are... and a \_\_\_\_% credit completion rate.

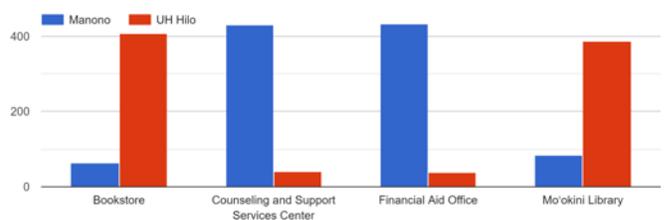
471 responses



7. On which campus can you find the following Hawai'i CC resources:

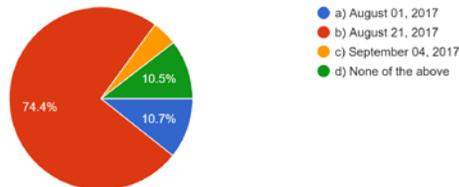


7. On which campus can you find the following Hawai'i CC resources:



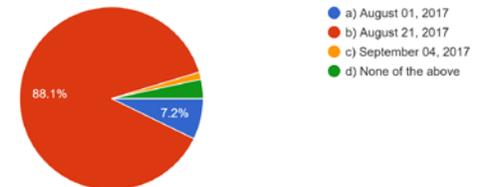
8. For Fall 2017, the first day of class is on:

468 responses



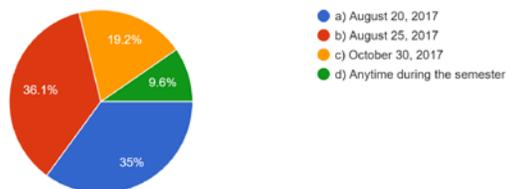
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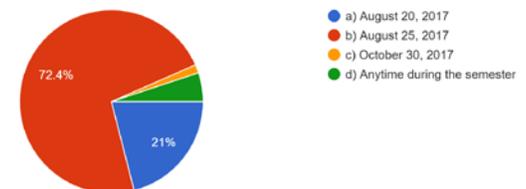
9. To receive a 100% tuition refund, you must withdraw from the class by:

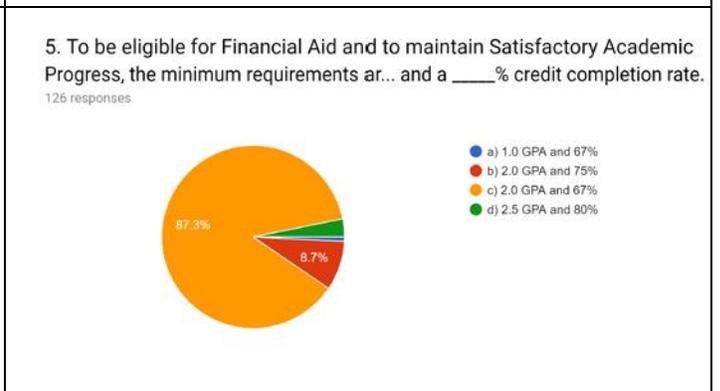
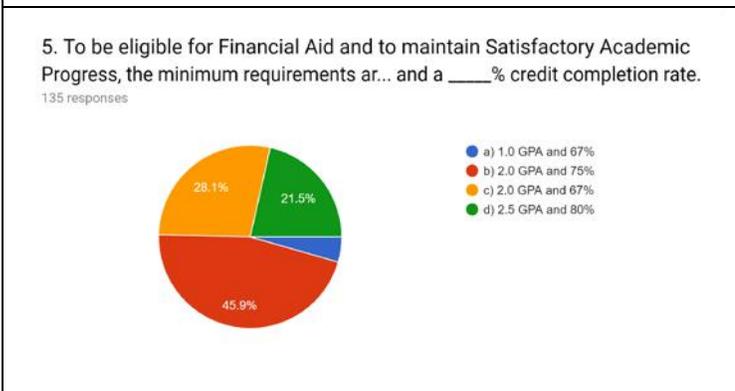
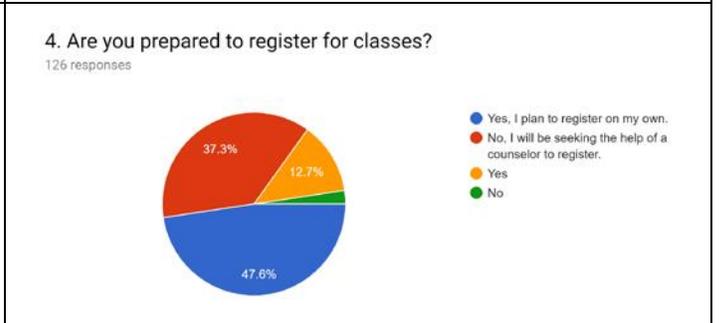
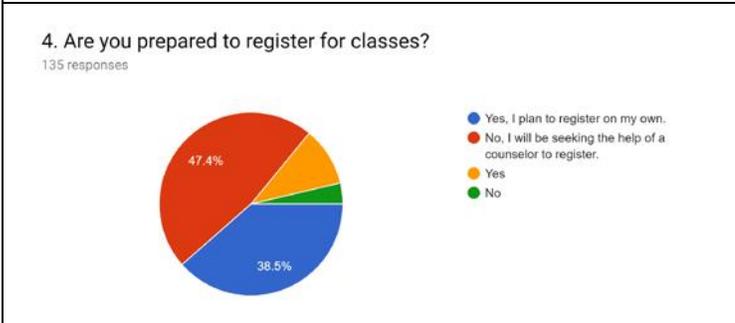
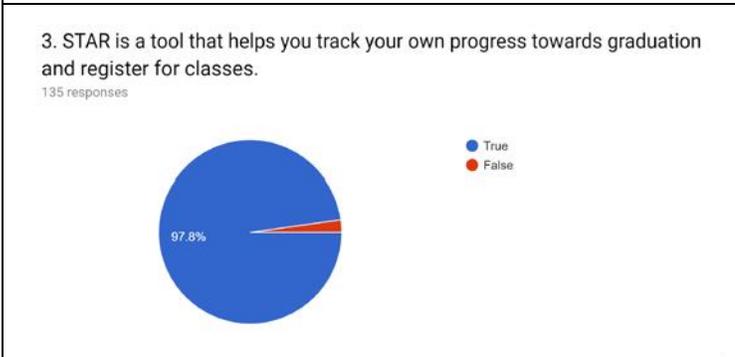
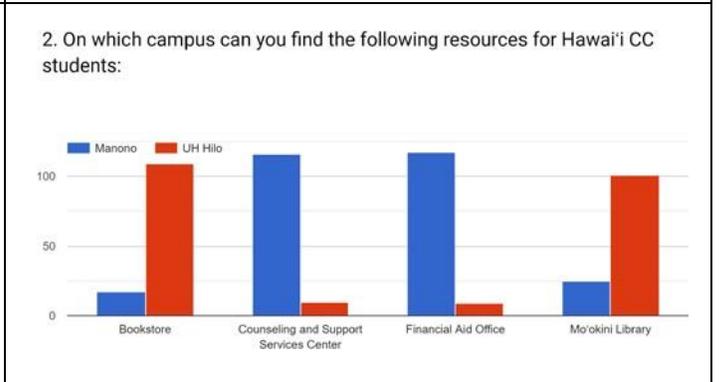
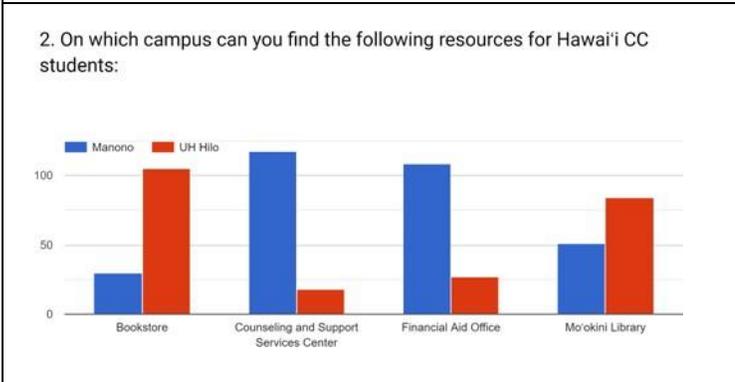
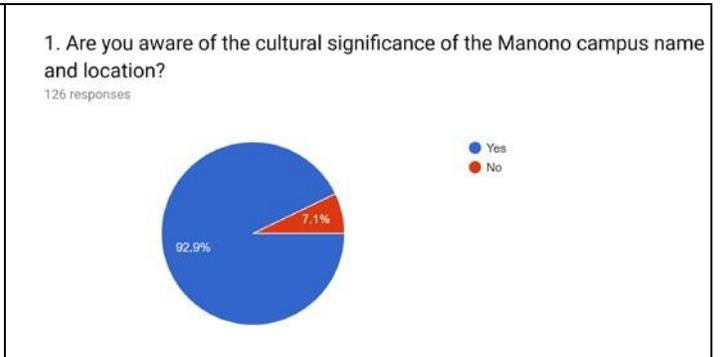
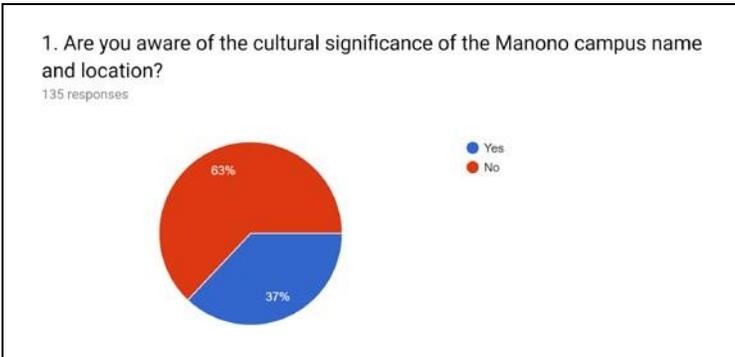
468 responses

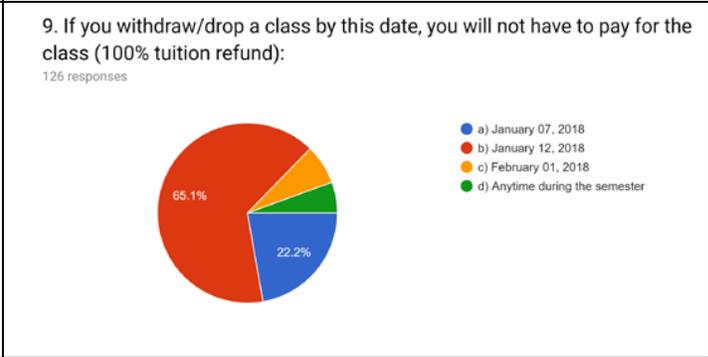
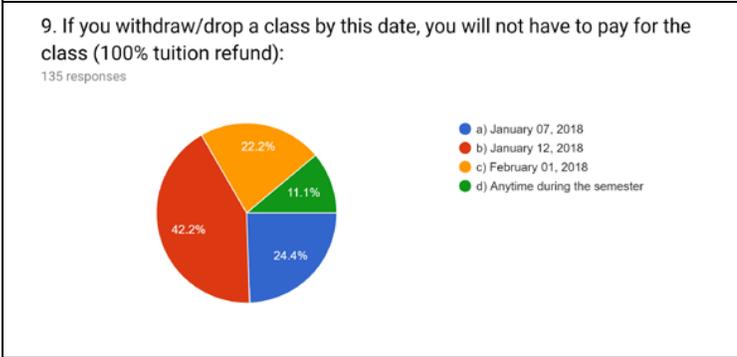
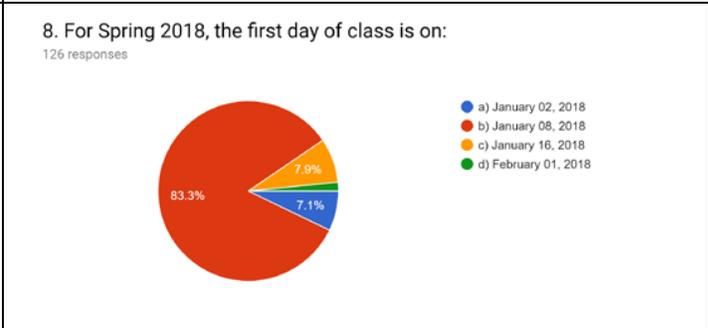
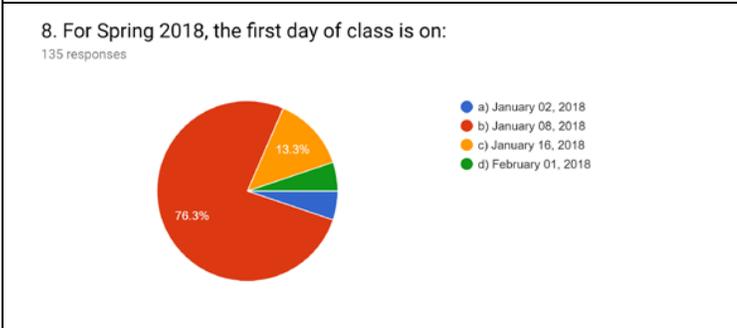
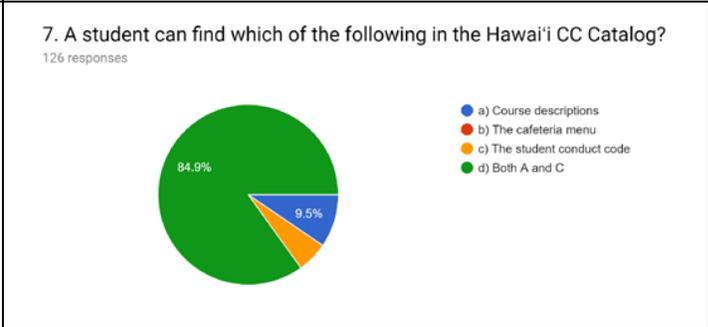
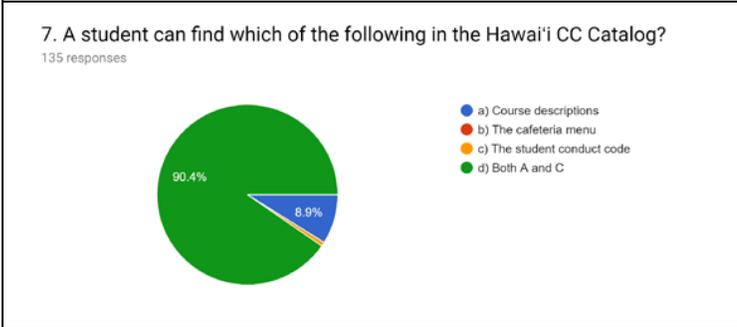
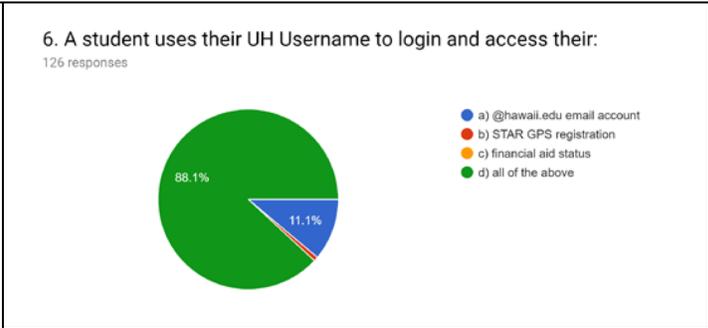
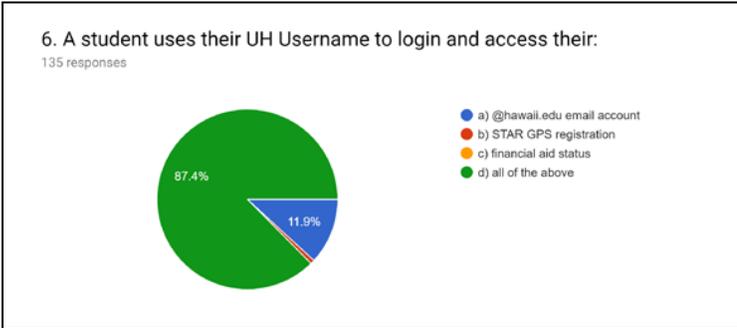


9. To receive a 100% tuition refund, you must withdraw from the class by:

471 responses







## PART II: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

### Resource Gap Analysis

Describe the unit's current resources and resource needs in each category below.

Resource Category	Resources the unit needs to operate effectively:	Resources the unit already has:	What is the unit's resource gap?
<b>A. Personnel</b>			
1) Positions (Functions)	10 FTE Faculty (6 General Counselors, 1 Retention, 1 Student Engagement, 1 Early College, 1 Student Life) ----- 4 FTE APT B (1 LBRT Advisor, 1 CTE Advisor, 1 Early College, 1 Student Life) ----- 1 FTE Clerical Asst. 3 PTE Peer Mentors 4 PTE Student Assistants	8 FTE Faculty (5 General Counselors, 1 Student Engagement, 1 Early College, 1 Student Life) ----- 2 FTE APT A (Both Temporary, 1 General Advisor 1 Early College) ----- 1 FTE Clerical Asst. 0 PTE Peer Mentors 4 PTE Student Assistants	2 FTE Faculty (1 General Counselor, 1 Retention Counselor) ----- 2 FTE APT B (1 CTE Advisor, 1 Student Life APT) ----- 3 PTE Peer Mentors
2) Professional Development	\$15,000 – Meetings & PD	\$5,000 – Meetings	\$10,000 - PD
<b>B. Operating Resources</b>			
1) Supplies	\$7,500	\$4,500	\$3,000
2) Contracts	1 Copier Lease	Copier renewed annually	N/A Paid by VCSA
3) Equipment	1 Video Display TV	0 Video Display TV	1 Video Display TV – \$550.00
4) Space and Facilities	15 Offices 5 Cubicle Spaces	10 Offices 3 Cubicle Spaces	5 Offices 2 Cubicle Spaces
<b>C. Technology</b>			
1) Hardware	--Office computers/laptops on replacement rotation --60 Surfaces for NSO --10 Tablets for Online Counselor Evaluations	--Available as needed  --60 Surfaces (5 years old) --10 Tablets for Online Counselor Evaluations	N/A  10 Tablets - \$1,500
2) Apps or Software	Available as needed	Available as needed	N/A
3) Tech Support	Available as needed	Available as needed	N/A
4) Tech-related Professional Development	Available as needed	Available as needed	N/A
5) Tech labs / facilities	Available as needed	Available as needed	N/A

## **Action Plan**

### ***Where are you going? How are you going to get there?***

Provide a brief narrative of your overall Action Plan for the next 3 years. Focus on how this Action Plan will help improve student success. Describe how this Action Plan can help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan.

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

The Counseling Unit will continue to provide the extensive onboarding, retention, and transfer/completion services we previously reported on in the “Unit Activities” section. We will specifically work on improving our services to students in the three areas of onboarding, retention, and transfer/completion with the following nine (9) action items:

#### **Onboarding**

1. The unit will implement mandatory advising for all first-time, never enrolled students, and for all transfer students each semester.
2. The unit will partner with the Information Center to implement the Student Government’s vision of providing free, student ID cards to enrolled, Hawai’i CC students.

#### **Retention**

3. The unit will increase our outreach to online learners and provide services online or via video conferencing to service students who can’t physically come to campus.
4. The unit will join the STAR build team, provide technical support, and build annual updates to the STAR GPS advising/registration system.
5. The unit will transition to providing “proactive advising”, a model in which each student’s STAR record will be meticulously reviewed each semester to identify and resolve academic barriers and pitfalls, provide an efficient academic path, identify students more at-risk of needing personal assistance, and monitor a student’s progression toward graduation.
6. Utilizing the STAR Registration error report, the unit will provide monitoring of registration errors and timely outreach to students who are encountering registration difficulties.
7. The unit will collaborate with the Career and Job Development Center (CAJDC) to provide career exploration and job search services.
8. The unit will continue to partner with instruction to promote an increased utilization of MySuccess.

#### **Transfer/Completion**

9. The unit will continue to collaborate with UH and non-UH, four-year institutions to strengthen our ties between institutions, and to provide students a more seamless pathway and choices to a four-year school.

**Action Items**

**Provide details below for each Action Item needed to accomplish this 3-Year Action Plan.**

**Action Item 1:**

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 1: The unit will implement mandatory advising for all first-time, never enrolled, transfer students each semester.**

ACTION STRATEGIES	TIMELINE
<p>First-time, never enrolled, and transfer students have been required to attend mandatory, New Student Orientation (NSO) for over 12+ years. However, they were not required to meet with a counselor for mandatory advising. For many years, the unit felt that the NSO team did an outstanding job in teaching students about how to use STAR, and how to understand their graduation requirements. After attending various professional development conferences, and reading the CCSSE literature about academic advising, the unit proposes to make two changes to NSO.</p> <p>The first change is to no longer require transfer students attend NSO, but to require they meet with a counselor/advisor for advising. The reason for this change is that transfer students already have experience attending a college, and would be better served by the unit if we reviewed their transcripts, and provided information about course articulation, to better guide the students' academic pathways and course selection.</p> <p>The second change is to incorporate mandatory advising as part of NSO for first-time, never enrolled students. The NSO curriculum will be modified to allow for the advising and registration portion to occur within the 3 hour orientation, time period.</p>	<p>Implement in October 2018, prior to early registration for Spring 2019.</p> <p>Implement in October 2018, prior to early registration for Spring 2019.</p>

How will implementing this Action Item help lead to improvements in student success and attainment of the unit's outcomes (UOs/SLOs) over the next 3 years?

Implementing mandatory advising for all first-time, never enrolled, and transfer students will provide students an opportunity to successfully transition into college, discuss their interests and goals, review their chosen academic program's curriculum and course offerings, and develop an educational and career plan. By being required to utilize support services, students will become more familiar with not only the Counseling Unit, but other resource offices (i.e., Admissions and Records, Financial Aid, Mental Health and Wellness, Disability Services, etc.). Students will be informed about completing English and Math within their first year of college, and will review their specific pathway to attain their degrees and/or certificates.

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.
- **SLO3:** Student will identify the requirements to maintain or return to good academic standing.

This Action Item aligns with the following Hawai'i CC Initiatives:

- **HGI Action Strategy 1:** Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.
- **HGI Action Strategy 2:** Implement structural improvements that promote persistence to attain a degree and timely completion.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan. Include the total cost and timeline for purchase or re-allocation.

To implement mandatory advising for all new, first time, and transfer students, the Counseling Unit would need an additional 2 Counselors, 2 APT Academic Advisors, and 3 Peer Mentors. The unit already requires returning students to meet with a counselor/advisor before registering for classes, and now the new and transfer students are included in this strategy as well.

Eight hundred ninety-nine (899) new and transfer students (not including the Early College students) attended New Student Orientation during the 2017-18 academic year. With the UH system initiative of "Purpose First" emphasizing the importance of identifying career goals, this adds an additional layer of time counselors must spend with each student to ensure that we can address their career questions and concerns. Individual advising sessions that would include educational and career planning, registration, and financial aid advising generally takes an hour in duration.

If mandatory advising was required for all 899 students, (approximately 500 students in Fall 2017 and 299 students in Spring 2018), the current unit members of 5 generalist counselors plus 1 APT Academic Advisor fall short of having enough available appointment slots to see the required number of students we're placing this mandatory hold on. Particularly because students often procrastinate or take a long time to fulfill admissions requirements, including health clearances (needed before students can register), this delays when students are able to meet with their counselor. Additional counselors and APT advisors help to disperse the load of seeing all incoming, new students for advising and registration, in addition to maintaining available appointments to see continuing students as well.

The unit would need these additional positions, whenever funding was available:

- 2 Counselors - \$174,000
- 2 APT - Band B Advisors - \$110,000
- 3 Peer Mentors - \$40,560.00

**Action Item 2:**

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 2: The unit will partner with the Information Center to implement the Student Government’s vision of providing free, student ID cards to enrolled, Hawai‘i CC students.**

ACTION STRATEGIES	TIMELINE
<p>The 2017-18 Student Government (SG) leaders envisioned providing Hawai‘i CC students a free, Student ID card as a means to somewhat ease their already high educational costs. Prior to Fall 2018, our students purchased their ID card from UH-Hilo (UHH) for \$10.00. The Student ID card provides students access to the UHH library, Lava Lounge, and other campus services. Additionally, students are able to obtain student discounts at the UHH Theater, and local businesses.</p> <p>The unit will collaborate with the Information Center to finalize policies and procedures to ensure IDs are issued appropriately, and are only issued to currently enrolled, Hawai‘i CC, home campus students. Additionally, we will collaborate with UHH Campus Center personnel for training.</p> <p>Additionally, the Counseling Unit will work with the Vice Chancellor for Student Affairs to dedicate one faculty position to oversee the Student Life operations of the College. Currently, a temporary, faculty person, employed since January 2018, is assigned for 0.50 FTE Student Life and 0.50 Counseling. The funding for a casual hire, 0.50 FTE Student Life APT will end, leaving the faculty member without fiscal support.</p>	<p>Summer 2018 - finalize ID procedures, and receive training.</p> <p>Fall 2018 – provide free Student ID service, starting on the 2<sup>nd</sup> week of instruction</p>

How will implementing this Action Item help lead to improvements in student success and attainment of the unit’s outcomes (UOs/SLOs) over the next 3 years?

This Action Item meets the following UO/SLOS:

- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **SLO2:** Student will identify and utilize campus and community resources.

This Action Item aligns with the following Hawai‘i CC Initiatives:

- **HPMS Action Strategy 2:** Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.



How will implementing this Action Item help lead to improvements in student success and attainment of the unit's outcomes (UOs/SLOs) over the next 3 years?

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.
- **SLO3:** Student will identify the requirements to maintain or return to good academic standing.

This Action Item aligns with the following Hawai'i CC Initiatives:

- **HPMS Action Strategy 1:** Employ best practices in management, administration, and operations.
- **HPMS Action Strategy 2:** Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan. Include the total cost and timeline for purchase or re-allocation.

N/A

Action Item 4:

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 4:** The unit will join the STAR build team, and provide technical support, and build annual updates to the STAR GPS advising/registration system.

ACTION STRATEGIES	TIMELINE
<p>STAR is THE primary, official tool the institution utilizes to advise, register and confer degrees for our students. It is imperative that STAR be updated timely, accurately and consistently to ensure that our students are taking the right courses for their major, not taking classes unnecessarily, and keeping on track toward graduation.</p> <p>In sharing the STAR building responsibilities, all changes in curriculum action need to be updated per program degree/certificate and by academic year. Additionally, changes to individual courses, grading criteria, program sequencing, course substitutions, general education and Hawaiian/Asian Pacific requirements, and other graduation requirements need to be programmed in.</p>	<p>January 2019 – training            March 2019 – 2019-20 program updates built in STAR            April 2019 – Early Registration begins            Beginning in Spring 2019, in the 3<sup>rd</sup> week of instruction.            Training throughout the first year of STAR building (2019)</p>

<p>STAR building is generally very time consuming and tedious. Although an important role in ensuring that the student pathway is as optimal as possible, the time and effort in building in STAR, especially when major curriculum changes are implemented, will require additional personnel resources so that we can still maintain available times to see students while builders are busy working “behind the scenes.”</p>	<p>Early spring each year – STAR Building of curriculum changes</p>
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How will implementing this Action Item help lead to improvements in student success and attainment of the unit’s outcomes (UOs/SLOs) over the next 3 years?

By building as accurate of a STAR Academic Essentials, and Graduation Pathway as possible, students will be able to utilize the tool to track their progress towards graduation. The outreach provided by the Counseling Unit would also assist with keeping the students on track. The unit staff can assist students with planning ahead.

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **UO4:** CASSC will engage in continuous professional development in support of student success.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.
- **SLO3:** Student will identify the requirements to maintain or return to good academic standing.

This Action Item aligns with the following Hawai‘i CC Initiatives:

- **HGI Action Strategy 2:** Implement structural improvements that promote persistence to attain a degree and timely completion.
- **HPMS Action Strategy 1:** Employ best practices in management, administration, and operations.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit’s Action Plan. Include the total cost and timeline for purchase or re-allocation.

In order to effectively implement STAR building duties additional staffing is needed. The unit would need these additional positions, whenever funding was available:

- 2 Counselors - \$174,000
- 2 APT - Band B Advisors - \$110,000
- 3 Peer Mentors - \$40,560.00

**Action Item 5:**

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 5:** The unit will transition to providing “proactive advising”, a model in which each student’s STAR record will be meticulously reviewed each semester to identify and resolve academic barriers and pitfalls, provide an efficient academic path, identify students more at-risk of needing personal assistance, and monitor a student’s progression toward graduation.

ACTION STRATEGIES	TIMELINE
<p>As previously reported in the “Unit Activities” section, the unit generates the STAR Student Success Report to outreach to students who are taking courses that do not count towards their graduation requirements. We would like to expand our review of the students’ academic pathways, to be sure they are in fact, on pace to graduation.</p> <p>The unit will generate the STAR Student Success Report each semester and engage in a “proactive advising” model that requires that we review through each student’s STAR Academic Essentials and Graduation Pathway. The goal in this review is to identify and resolve academic barriers and pitfalls that students may not even realize exist. Counselors have a keen eye for identifying discrepancies in student records, potential opportunities to shorten a student’s time to degree, missing requirements that were previously fulfilled but not reflected in STAR, etc. These proactive reviews will allow counselors and advisors to outreach to students to resolve scenarios before they become detrimental to a student’s financial aid and/or academic pathway.</p> <p>This virtual “case management” will allow counselors/advisors an opportunity to identify students most off path, and spend precious time working directly with those students, while still keeping an eye on all other students.</p> <p>General student appointment times will still be maintained, so that students who are experiencing challenges can still make an appointment and be seen by a counselor at any time.</p>	<p>Student Success Report will be generated each semester, after the deadline to add courses. The list will be divided up and assigned to respective counselors and advisors for review.</p> <p>Ideally, reviews will be completed prior to the 50% refund period so that we can follow up with students before the financial aid freeze date.</p>

How will implementing this Action Item help lead to improvements in student success and attainment of the unit’s outcomes (UOs/SLOs) over the next 3 years?

By having Counselors/Advisors review each student’s STAR Academic Essentials, and Graduation Pathway, students will be able to utilize the tool to track their progress towards graduation. The outreach provided by the Counseling Unit would also assist with keeping the students on track. The unit staff can assist students with planning ahead.

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.
- **SLO3:** Student will identify the requirements to maintain or return to good academic standing.

This Action Item aligns with the following Hawai'i CC Initiatives:

- **HGI Action Strategy 2:** Implement structural improvements that promote persistence to attain a degree and timely completion.
- **HPMS Action Strategy 1:** Employ best practices in management, administration, and operations.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan. Include the total cost and timeline for purchase or re-allocation.

In order to effectively implement "proactive advising" additional staffing is needed. This is not something that our unit has collectively and systematically done. Reviewing through each student's record, particularly the returning and transfer students can be time intensive given their complex academic records and the numerous changes in academic curriculum that may affect a student's time to degree completion. Running various scenarios that would best optimize a student's academic pathway can be tricky. Oftentimes, additional course waiver/substitution requests and other additional follow-up requests to the students must be initiated to ensure that the record is "clean."

The unit would need these additional positions, whenever funding was available to ensure that we can effectively review each student's record, while still providing in person services and other departmental activities:

- 2 Counselors - \$174,000
- 2 APT - Band B Advisors - \$110,000
- 3 Peer Mentors - \$40,560.00

**Action Item 6:**

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 6:** Utilizing the STAR Registration error report, the unit will provide monitoring of registration errors and timely outreach to students who are encountering registration difficulties.

ACTION STRATEGIES	TIMELINE
<p>With the advent of STAR, the unit has access to reports, student data and real time information that was never before possible. One of the genius inventions with STAR, was the creation of a Registration Error email that identifies each student who tries to register and receives a registration error. This error report allows the Counseling Unit to investigate why students are unable to register for a course, and to determine what the students need to get into the class(es) they want. The error report also enables the unit to advise students on what class(es) they should take instead. This timely information allows us to outreach to the students to provide assistance when they need it most. It minimizes their need to have to come into the Counseling Office and provides a real-time solution for them, increasing our student satisfaction.</p> <p>Each registration period, we will assign counselors and/or advisors to monitor and respond to the Registration Error Log to ensure that students are receiving timely assistance and are able to register for courses with minimal frustration.</p>	<p>Each registration period, Fall (April – August), and Spring (November – January)</p>

How will implementing this Action Item help lead to improvements in student success and attainment of the unit’s outcomes (UOs/SLOs) over the next 3 years?

Simplifying the registration process and filling classes are a critical need for our campus. With enrollment consistently dropping each semester, we need to ensure that we make it as easy as possible for students to get into the classes they need. Oftentimes, students will encounter pre-requisite errors, co-requisite errors, duplicate course errors, etc., and not know how to resolve this. Many students will choose alternate classes, but some will decide that college is just not for them if they can’t even get through the registration process. This outreach to students provides the utmost in customer service and being student centered, although it will require that we be much more attentive to the error email and timely in our follow-up to students.

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.

This Action Item aligns with the following Hawai'i CC Initiatives:

- **HGI Action Strategy 2:** Implement structural improvements that promote persistence to attain a degree and timely completion.
- **HPMS Action Strategy 1:** Employ best practices in management, administration, and operations.

**Budget & Resource Asks:** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan. Include the total cost and timeline for purchase or re-allocation.

Providing optimal customer service takes time. To dedicate counselor/advisor time to monitor and respond to the errors in the Registration Error Log minimizes time available to see students in the office and manage other initiatives simultaneously. Additional staffing can assist to accomplish all the new initiatives we are proposing.

The unit would need these additional positions, whenever funding was available:

- 2 Counselors - \$174,000
- 2 APT - Band B Advisors - \$110,000
- 3 Peer Mentors - \$40,560.00

**Action Item 7:**

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 7: The unit will collaborate with the Career and Job Development Center (CAJDC) to provide career exploration and job search services.**

ACTION STRATEGIES	TIMELINE
The Career and Job Development Center (CAJDC) Counselor/Coordinator will be going on sabbatical leave in Spring 2019. The unit will learn how to use the Focus 2 and Resume Writing software, in order to provide career exploration and job search services to students while the CAJDC counselor is on sabbatical leave.	Fall 2018 – training Spring 2019 – coordinate individual and group sessions

How will implementing this Action Item help lead to improvements in student success and attainment of the unit's outcomes (UOs/SLOs) over the next 3 years?

A long-term vision is that a more formalized, career exploration structure/process be integrated within all students' educational journeys. The Counseling Unit will continue to partner with the CAJDC after the CAJDC counselor returns from sabbatical leave.

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **UO4:** CASSC will engage in continuous professional development in support of student success.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.

This Action Item aligns with the following Hawai'i CC Initiatives:

- **HGI Action Strategy 1:** Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.
- **HPMS Action Strategy 1:** Employ best practices in management, administration, and operations.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan. Include the total cost and timeline for purchase or re-allocation.

If implementing in-depth, career exploration services becomes a long-term, integrated responsibility of the Counseling Unit, we will need additional positions to be able to provide the numerous, diverse services the unit already coordinates, and will be providing.

The unit would need these additional positions, whenever funding was available:

- 2 Counselors - \$174,000
- 2 APT - Band B Advisors - \$110,000
- 3 Peer Mentors - \$40,560.00

**Action Item 8:**

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 8: The unit will continue to partner with instruction to promote an increased utilization of MySuccess.**

ACTION STRATEGIES	TIMELINE
<p>Currently, 45% of the Hawai'i CC instructors utilize the MySuccess tool. The Unit will meet with the Vice Chancellor for Academic Affairs, Dean for Liberal Arts and Public Services, Vice Chancellor for Student Affairs, and others, to brainstorm ways to better market the use of the MySuccess tool, and publicize training opportunities. Perhaps a campus MySuccess advisory board will be created.</p> <p>The Counseling Unit has been responding to 100% of the No Show, Early Alert, and Consider to Withdraw flags raised by the instructors. If more instructors utilize MySuccess, the Counseling Unit will have an even more difficult time tending to all of the flags. We will need to create a rubric to operationalize which students we will target our outreach efforts towards, and work with the instructors to ensure we are outreaching to the students they have designated as needing intervention the most.</p>	<p>Spring 2019 – planning Fall 2019 – implement</p>

How will implementing this Action Item help lead to improvements in student success and attainment of the unit's outcomes (UOs/SLOs) over the next 3 years?

We hope our intervention efforts, as well as our partnership with instruction and academic support will lead to higher student, retention rates.

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **UO4:** CASSC will engage in continuous professional development in support of student success.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.

This Action Item aligns with the following Hawai'i CC Initiatives:

- **HGI Action Strategy 2:** Implement structural improvements that promote persistence to attain a degree and timely completion.
- **HPMS Action Strategy 1:** Employ best practices in management, administration, and operations.

**Budget & Resource Asks:** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit’s Action Plan. Include the total cost and timeline for purchase or re-allocation.

The unit would need these additional positions, whenever funding was available:

- 2 Counselors - \$174,000
- 2 APT - Band B Advisors - \$110,000
- 3 Peer Mentors - \$40,560.00

**Action Item 9:**

What specific strategies, tactics, initiatives, innovations and/or activities will the unit implement to accomplish one or more of the goals described in the 3-year Action Plan above?

- **Action Item 9: The unit will continue to collaborate with UH and non-UH, four-year institutions to strengthen our ties between institutions, and to provide students a more seamless pathway and choices to a four-year school.**

ACTION STRATEGIES	TIMELINE
<p>The counselor primarily assigned to lead the unit’s transfer-related efforts will continue to spearhead all activities conducted in the previous academic year. Besides strengthening the collaboration with UH Hilo, UH Mānoa and UH West O‘ahu, the unit will also provide students the opportunity to learn more about institutions like Oregon State University and Grand Canyon University.</p>	<p>Summer 2018 – meet with UH Mānoa Ka‘ie‘ie Counselor</p> <p>Fall 2018 – implement Ka‘ie‘ie, continue UHH Transfer Tuesdays</p> <p>Spring 2019 – UH Transfer Day</p>

How will implementing this Action Item help lead to improvements in student success and attainment of the unit’s outcomes (UOs/SLOs) over the next 3 years?

This Action Item meets the following UO/SLOS:

- **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
- **UO2:** CASSC will collaborate with colleagues and community partners to promote student success.
- **SLO1:** Student will identify career and/or academic goals and develop a plan to achieve those goals.
- **SLO2:** Student will identify and utilize campus and community resources.

This Action Item aligns with the following Hawai'i CC Initiatives:

- **HGI Action Strategy 2:** Implement structural improvements that promote persistence to attain a degree and timely completion.
- **HPMS Action Strategy 1:** Employ best practices in management, administration, and operations.
- **HPMS Action Strategy 2:** Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the unit's Action Plan. Include the total cost and timeline for purchase or re-allocation.

N/A

The Counseling Unit is excited about the new initiatives that we are planning to embark upon over the next three-year review period, however, our greatest challenge in achieving all of our goals is having the time to commit to all of these activities. We strongly believe that each action plan strategy will strengthen our ability to serve students in the best possible manner. However, as we move toward being able to utilize all the data and information now available to us about our students, and to commit to mandatory advising sessions for all incoming students, the main factor is having the time to review through all this information, and still have available appointment times to advise and counsel students.

With STAR, MySuccess, and mandatory advising/registration sessions, we will be "touching" students in so many more ways than we have in the past. This is important to ensure that their academic pathway is solid and aligned with their goals, while incorporating prior academic history. All of this will take additional time and effort to be successful. With most of our initiatives, our unit has requested for additional personnel to ensure that we're able to achieve our goals in providing these services for students, in addition to all the other services we have continued to provide in the past. We are truly committed to increasing student success and completion and need the support to do so.