

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Counseling, Advising and Support Services Center

January 25, 2019

**Review Period
July 1, 2017 to June 30, 2018**

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

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

PART 1: UNIT DATA AND ACTIVITIES

Unit Description

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>Counseling and support services are designed to help all students develop the academic and personal skills needed to succeed in college. Support services are available for students who are low income, academically under prepared, displaced homemakers, and/or returning older nontraditional students. Individual and/or group counseling is provided by appointment or walk-in in the following areas:</p> <ol style="list-style-type: none"> 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. <p>In addition to responding to student requests for assistance, the Counseling and Support Services staff reaches out to students with special needs through a cooperative arrangement with faculty. For example, students who are observed early in the semester to be having difficulty in a course may be referred to Counseling and Support Services for counseling.</p> <p>Also, students on academic warning, probation, or readmission after academic dismissal receive letters encouraging them to seek counseling assistance in order to identify and correct problem areas to promote college success.</p>
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Comprehensive Review information (required by UH System)

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

<p>Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>CERC’s only major recommendation was “that the unit continue to provide the depth and breadth of data and analyses offered in this review, but also provide summary narratives in each large section to help organize such a long review.” The recommendation to provide more summaries will be incorporated into the unit’s next comprehensive unit review due in Spring 2019.</p>
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Unit Data: Analysis of ARPD Data and Other Quantitative Indicators

Unit ARPD data, if applicable, 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 applicable, and submit with this Annual Unit Review (AUR). If other quantitative data is discussed below, please attach relevant documentation.

Analyze the Unit’s ARPD data, if applicable, and other relevant quantitative data for the review period.

Describe, discuss, and provide context for all 2017-18 ARPD and other data categories and indicators that are relative to the Unit’s provision of services.

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.

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. In 2017-18, 3,527 unduplicated students were enrolled at Hawai’i Community College (2,819 students in Fall 2017, and 2,569 students in Spring 2018).

The Counseling Unit collectively had 4,599 individual appointments during this review period. Of these scheduled/walk-in appointments, the unit assisted 3,135 unduplicated students, some whom might have been prospective and not currently enrolled. The data indicates that numerous students met with a counselor more than once during the course of the semester.

A summary of the Counseling Unit's appointments and unduplicated headcounts is below:

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
7/1/2017-6/30/2018 Total	4,599	3,135

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 Type, 2017-2018	Total
HAW: Academic Probation/Dismissal	107
HAW: Admissions, Advising, Financial, Other	4,412
HAW: Disability testing	2
HAW: Personal Counseling (CASSC)	2
HAW: Prospective Student	47
HAW: Student Organization/Activities	28
HAW: Study Hall	1
Total	4,599

The majority of the appointments were related to academic advising, which included admissions counseling, financial aid advising, academic planning, 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 available, such as the Mental Health Therapist, and the Confidential Sexual Assault and Domestic Violence Advocates.

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.

The unit considers its Efficiency to be HEALTHY.

EFFECTIVENESS: The unit considers its effectiveness based on satisfaction surveys and assessment results collected throughout the year. The unit consistently receives exceptionally strong and positive, service ratings from students. Those results will be further discussed in other sections of this document.

The unit considers its Effectiveness to be HEALTHY.

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 but are not discussed above.

Counseling Unit Personnel:

When fully staffed, the Counseling Unit, located in East Hawai'i, consists 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, we also have 4-5 student assistants who work in the Counseling office, and the Kau Wa'a Student Center. The student support is hired 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).

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.

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 was located within the Hale Aloha Building. While 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.

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. Their data is included in Pāalamanui’s program review. 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 separate from the review submitted for the Pāalamanui campus. 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.

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, PAU (Prevention, Awareness & Understanding) Violence, Safe Zone, and Hawai‘i CC Day. We also served as club advisors for Phi Theta Kappa Honor Society, the Bayanihan Club, and Kaho‘okāne Men’s Educational Support Group.

UNIT ACTIVITIES

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

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

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. 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 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. Six hundred seventy-four (674) high school students participated in Early College: 317 students in Fall 2017, and 357 students in Spring 2018.

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 DOE and community colleagues. Thirteen (13) participants attended BBB in Spring 2018. This number decreased from the previous year's attendance of 26 DOE and community partners due to the DOE counselors needing to administer mandatory tests.

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

Building Better Bridges Evaluation Results - April 2018				
Evaluation Item	Most Informative / Helpful	Somewhat Informative / Helpful	Least Informative / Helpful	Total
Networking with Colleagues to Promote College Readiness	12 / 92%	1 / 8%	0 / 0%	13 / 100%
Hawai'i Community College News and Updates	13 / 100%	0 / 0%	0 / 0%	13 / 100%
Overall Program of the Day	13 / 100%	0 / 0%	0 / 0%	13 / 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.

During this reporting period, the Student Engagement Counselor facilitated fifty (50) online and in-person orientation sessions, supporting 899 students. Additionally, she facilitated two (2) NSOs for incoming, college freshmen and their parents, at Hilo High School and Kea’au High School, totaling 96 attendees. Pre-Test and Post-Test assessment results for NSO are reported in the Unit Outcomes section of this document.

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. In Fall 2017, 102 students were served, and in Spring 2018, 73 students were served.

Faculty Advisor Training:

Along with the Counseling Unit, instructors are vital resources students seek when academic questions arise. Faculty advisors are assigned to work with continuing students. The Counseling Unit partnered with faculty advisors; if a faculty advisor is unable to answer a student’s questions, or feels unequipped or comfortable to do so, we encouraged and recommended the faculty advisor refers 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 training sessions, the week prior to the start of each semester. 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.

Academic Advising Sheets:

Once the final academic catalog was published in Summer 2017, the unit collaborated 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.

RETENTION ACTIVITIES

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.

During the 1st, 5th and 8th 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. A summary of referrals made during the review period are reported below:

MySUCCESS SURVEY SUMMARY

Fall 2017	# Surveys Sent	Surveys Completed	# of Instructors who completed the Survey	Tracking Items Created		Number of Unduplicated Students (Referrals)
				Referrals	Kudos	
NO SHOW	555	220 (40%)	79/176 (45%)	115	--	98
EARLY ALERT	553	199 (36%)	71/180 (39%)	478 for 358 different students	661 for 552 different students	--
CONSIDER TO WITHDRAW	534	232 (43%)	83/183 (45%)	393	--	278

Spring 2018	# Surveys Sent	Surveys Completed	# of Instructors who completed the Survey	Tracking Items Created		Number of Unduplicated Students (Referrals)
				Referrals	Kudos	
NO SHOW	484	173 (36%)	70/176 (40%)	146	--	122
EARLY ALERT	486	163 (34%)	70/180 (39%)	334 for 253 different students	525 for 437 different students	--
CONSIDER TO WITHDRAW	477	185 (39%)	80/177 (45%)	273	--	214

Resource demands for the Counseling Unit that were directly associated with MySuccess are significant. Much of the development and implementation was the responsibility of one counselor, and another counselor from a different unit. The Counseling Unit continued to experience a significant workload associated with responding to the various flags (No Show, Early Alert, Consider To Withdraw) raised. Like many mandates and initiatives, MySuccess came with no additional resources.

Students on Academic Probation:

Students on academic probation are identified as students who have a cumulative GPA below 2.0. Our appointment data indicates that 107 students saw a counselor due to being on academic probation. The following number of students were identified as being on academic probation:

- Fall 2017 – 305 students
- Spring 2018 – 191 students

In previous academic years, the Counseling Unit outreached to these students by mail and email, and we placed an advising hold on the students' records, requiring them 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.

Student Success Report:

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

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; 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. 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:

- Fall 2017 - 30 classes (418 students)
- Spring 2018 - 26 classes (375 students)

Student Success Workshops:

Student engagement outside of the classroom also supports student success. Therefore, the Counseling Unit provides opportunities for students to attend workshops year-round. The unit offers a variety of workshops that supports 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 29 workshops attended by 433 students.

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.” Nearly half of our unit members participated in the group’s activities. PAU Violence coordinated 16 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 785 students, faculty, staff, and the community.

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 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:

Under the supervision of the Counseling Department Chair, and Interim Vice Chancellor for Student Affairs, and in collaboration with a counselor designated to work on Student Life functions, the unit employed a half-time, casual-hire, Student Life APT. The Student Life APT assisted with processing fiscal requests approved by either the Student Government (SG) for SG funding requests, or by the Interim Vice Chancellor for Student Affairs for Student Activity funding requests.

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, and the APT updated the Student Life web page. There were 9 active RISOs in 2017-18.

Kau Wa'a Student Center:

The Counseling Unit continued overseeing the Kau Wa'a Student Center. 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 space.

A duplicated total of 15,296 students, 7,408 students in Fall 2017, and 7,888 students in Spring 2018, utilized Kau Wa'a. The numbers are duplicated because students are asked to sign-in each time they enter to use the facility.

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. One of 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!

UH Transfer Day:

A Counseling Unit member served on the Planning Committee for the campus, 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:

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 WEBSITE

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

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

Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY18-19, based on analysis of the unit's AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3).

This Action Plan should identify the unit's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.

Please provide attachments and additional documentation as appropriate.

The Counseling Unit will continue to provide the extensive onboarding, retention, and transfer/completion services we have previously reported on in the "Unit Activities" section. We will work on improving our services to students in the following areas:

Onboarding

- The unit will implement mandatory advising for all first-time, never enrolled students, and for all transfer students.
- 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

- The unit will increase our outreach to online learners.
- The unit will more proactively review students' academic pathways in STAR, and outreach to students to remain on track towards completing their graduation requirements.
- The unit will collaborate with the Career and Job Development Center (CAJDC) to provide career exploration and job search services.
- The unit will continue to partner with instruction to promote an increased utilization of MySuccess, so that at least 50% of the instructors utilize the tool.
- The unit will join the STAR build team.

Transfer/Completion

- 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 TO ACCOMPLISH ACTION PLAN

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

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

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

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

Meets UO1 and SLOS 1, 2, 3. Helps college with persistence and retention rates.

First-time, never enrolled, and transfer students have been required to attend mandatory, New Student Orientation 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.

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. We will implement this change in October 2018, prior to early registration for Spring 2019.

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. We will implement this change in October 2018, prior to early registration for Spring 2019.

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.

Meets UO2 and SLO2. Helps college with persistence and retention rates.

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 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.

In collaboration with the SG and Information Center, the unit will provide the free Student ID service in the Fall of 2018. The service will be coordinated from the Kau Wa‘a Student Center. In Summer 2018, the unit will work on policies and procedures to ensure the IDs are issued appropriately, and are only issued to currently enrolled, Hawai‘i CC home campus, students.

Action Item 3: The unit will increase our outreach to online learners.

Meets UO1, UO2, SLO1, SLO 2, and SLO 3. Helps college with persistence and retention rates.

One of the counselor’s sabbatical leave project focused on researching the best practices, resources and other innovative initiatives to best support our distance education learners from a student affairs perspective, in order to thrive and succeed in an online environment. In Spring 2019, the unit will partner with the Learning Center to provide hands-on, “Tech Time” workshops to students. “Tech Time” topics will include: Lualima, Google Apps, uploading and downloading documents, navigating online tools, etc. The Learning Center has always provided this service to students, however, they are partnering with the Counseling Unit to promote the service.

Action Item 4: The unit will more proactively review students’ academic pathways in STAR, and outreach to students to remain on track towards completing their graduation requirements.

Meets UO1 and SLO1. Helps college with persistence, retention and graduation rates.

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.

Beginning in Spring 2019, in the 3rd week of instruction, the unit will generate the STAR Student Success Report and focus on students who will have completed at least half of the credits required for their degree or certificate (30 credits for AA/AS/AAS and 9 credits for CA). The unit will outreach to all of these students to encourage them to review their academic pathway in STAR GPS, prior to the early registration time period.

Action Item 5: The unit will collaborate with the Career and Job Development Center (CAJDC) to provide career exploration and job search services.

Meets UO1, UO2, UO4, SLO1 and SLO2. Helps college with persistence, retention and graduation rates.

The CAJDC Counselor/Coordinator will be going on sabbatical leave in Spring 2019. In Fall 2018, 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.

Action Item 6: The unit will continue to partner with instruction to promote an increased utilization of MySuccess, so that at least 50% of the instructors utilize the tool.

Meets UO1, UO2, UO4, SLO1 and SLO2. Helps college with persistence and retention rates.

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, and others, to brainstorm ways to better market the use of the MySuccess tool, and publicize training opportunities.

Action Item 7: The unit will join the STAR build team.

Meets UO1, UO2, UO4, SLO1 and SLO2. Helps college with persistence and retention rates.

STAR is THE primary, official tool the unit utilizes to advise our students. In Spring 2019, the STAR Coordinator will train a few counselors to become STAR builders. As a shared responsibility with Academic Affairs, we hope to disburse the workload among instruction and student affairs.

Action Item 8: 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.

Meets UO1, UO2, SLO1 and SLO2. Helps college meet transfer outcomes.

In Fall 2018, 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.

RESOURCE IMPLICATIONS

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

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	<ul style="list-style-type: none"> ● 1 First-Year Experience Counselor ● 1 Retention Counselor ● 1 Developmental Education Counselor ● 2 APT Band B - Academic Advisors ● 1 APT Band A - Student Life Specialist ● 3 G-Funded Peer Navigators
Include estimated cost(s) and timeline(s) for procurement.	<ul style="list-style-type: none"> ● 1 First-Year Experience Counselor - \$87,000.00 ● 1 Retention Counselor - \$87,000.00 ● 1 Developmental Education Counselor - \$87,000.00 ● 2 APT Band B Advisors - \$110,000.00 ● 1 APT Band A Student Life Specialist - \$55,000.00 ● 3 Peer Navigators - \$40,560.00
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	<p>HSI AS2 - Implement structural improvements that promote persistence to attain a degree and timely completion.</p> <p>HPMS AS1 - Employ best practices in management, administration, and operations.</p> <p>HPMS AS2 - Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system.</p>

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18

Unit Outcomes

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

<http://hawaii.hawaii.edu/files/assessment/index.php?category=Outcomes&page=Institutional.php>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
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
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #
1	Student will identify career and/or academic goals and develop a plan to achieve those goals.	1, 2, 4
2	Student will identify and utilize campus and community resources.	1, 2, 3, 4, 5, 6
3	Student will identify the requirements to maintain or return to good academic standing.	1, 2, 4

Assessment Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
UO1, UO3, SLO1, SLO2, SLO3	At the end of each counseling/advising appointment, students were provided an opportunity to complete an evaluation regarding the services received, and the information/learning they gained.
UO1, SLO2, SLO3	Students who participated in mandatory, New Student Orientation completed a nine question, Pre-Test and Post-Test to demonstrate their learning.

UO #	Assessment Strategies
UO4	The CASSC Professional Development Experience Data form was created to assist unit members in recording their professional development activities. We agreed that unit members should minimally participate in at least two professional development activities per semester.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY17-18 listed above, provide:

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

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 the 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 2017, Fall 2017, Spring 2018) Respondents: 1,330						
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.	1252 / 94%	76 / 5%	0 / 0%	0 / 0%	1 / 0.05%	1 / 0.05%
The counselor provided me with helpful information.	1255 / 94%	75 / 6%	0 / 0%	0 / 0%	0 / 0%	0 / 0%
The counselor provided a safe and inviting environment.	1253 / 94%	74 / 5%	0 / 0%	0 / 0%	1 / 0.05%	1 / 0.05%
When needed, the counselor assisted me in getting information from another office or agency.	1200 / 90%	80 / 6%	5 / 0.4%	2 / 0.2%	37 / 2.9%	6 / 0.5%
If I need to see a counselor in the future, I would choose to see this counselor, again.	1243 / 93%	73 / 5.5%	2 / 0.2%	0 / 0%	1 / 0.05%	11 / 1.25%

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.

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.

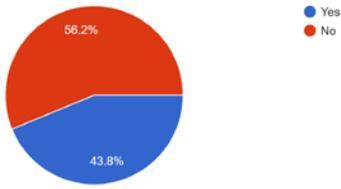
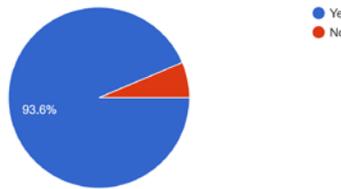
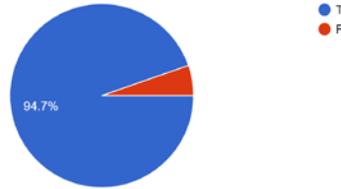
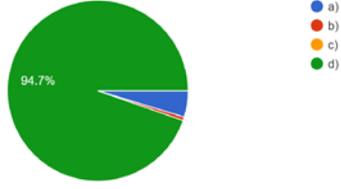
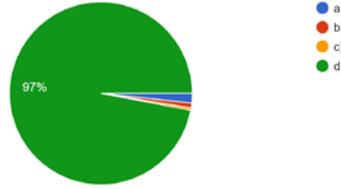
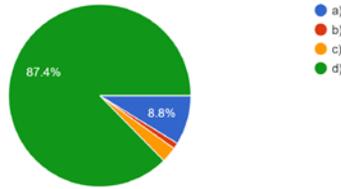
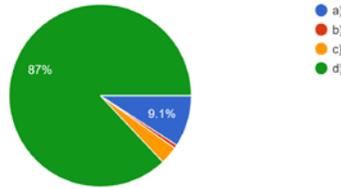
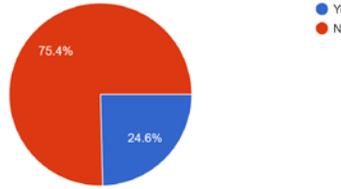
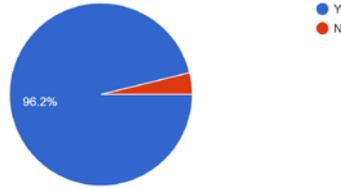
Additionally, at the end of the individual, counseling appointments, students were also surveyed regarding their learning. The evaluation results for SLO1, SLO2 and SLO3 are reported in the next table:

Summary of Evaluations (Summer 2017, Fall 2017, Spring 2018) Respondents: 1,330						
After this academic counseling session...	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Left Blank
I can identify my career and/or academic goals.	1098 / 82.6%	204 / 15.3%	5 / 0.4%	0 / 0%	17 / 1.2%	7 / 0.5%
I can develop a plan to achieve my career and/or academic goals.	1134 / 85.3%	175 / 13.2%	1 / 0.05%	0 / 0%	12 / 0.95%	8 / 0.5%
I can identify campus and/or community resources.	1138 / 85.6%	163 / 12.3%	3 / 0.2%	0 / 0%	18 / 1.4%	8 / 0.5%
I understand my degree requirements.	1165 / 87.6%	144 / 10.8%	3 / 0.2%	0 / 0%	11 / 0.9%	7 / 0.5%
I know how to maintain or return to good academic standing.	1141 / 85.8%	162 / 12.45%	1 / 0.05%	0 / 0%	17 / 1.2%	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.

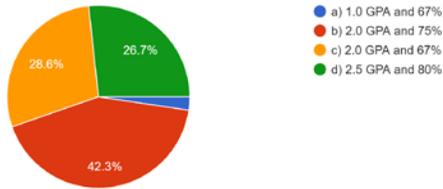
UO/SLO#: **UO1:** CASSC will provide students the information, tools and resources needed to navigate through the college system.
SLO2: Student will identify and utilize campus and community resources.
SLO3: Student will identify the requirements to maintain or return to good academic standing.

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 what the requirements were for Financial Aid and maintaining Satisfactory Academic Progress. 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>3. When a student logs on to MyUH Services, they will be able to access their: 468 responses</p>  <p>Legend: a) hawaii.edu email account (blue), b) STAR GPS registration (red), c) financial aid status (orange), d) all of the above (green)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>a) hawaii.edu email account</td><td>4.8%</td></tr> <tr><td>b) STAR GPS registration</td><td>0.2%</td></tr> <tr><td>c) financial aid status</td><td>0.3%</td></tr> <tr><td>d) all of the above</td><td>94.7%</td></tr> </table>	Response	Percentage	a) hawaii.edu email account	4.8%	b) STAR GPS registration	0.2%	c) financial aid status	0.3%	d) all of the above	94.7%	<p>3. When a student logs on to MyUH Services, they will be able to access their: 471 responses</p>  <p>Legend: a) hawaii.edu email account (blue), b) STAR GPS registration (red), c) financial aid status (orange), d) all of the above (green)</p> <table border="1"> <tr><th>Response</th><th>Percentage</th></tr> <tr><td>a) hawaii.edu email account</td><td>2.8%</td></tr> <tr><td>b) STAR GPS registration</td><td>0.1%</td></tr> <tr><td>c) financial aid status</td><td>0.1%</td></tr> <tr><td>d) all of the above</td><td>97%</td></tr> </table>	Response	Percentage	a) hawaii.edu email account	2.8%	b) STAR GPS registration	0.1%	c) financial aid status	0.1%	d) all of the above	97%
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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 (orange), 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>1.0%</td></tr> <tr><td>c) The student conduct code</td><td>2.8%</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	1.0%	c) The student conduct code	2.8%	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 (orange), 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>1.1%</td></tr> <tr><td>c) The student conduct code</td><td>2.8%</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	1.1%	c) The student conduct code	2.8%	d) Both A and C	87%
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<p>5. Are you aware of the cultural significance of the name and location of the Manono campus? 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>24.6%</td></tr> <tr><td>No</td><td>75.4%</td></tr> </table>	Response	Percentage	Yes	24.6%	No	75.4%	<p>5. Are you aware of the cultural significance of the name and location of the Manono campus? 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>96.2%</td></tr> <tr><td>No</td><td>3.8%</td></tr> </table>	Response	Percentage	Yes	96.2%	No	3.8%								
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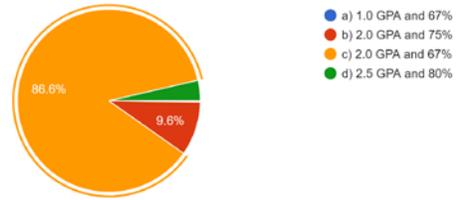
6. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are... and a ____% credit completion rate.

468 responses

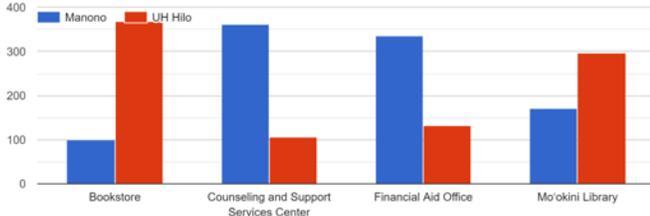


6. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are... and a ____% credit completion rate.

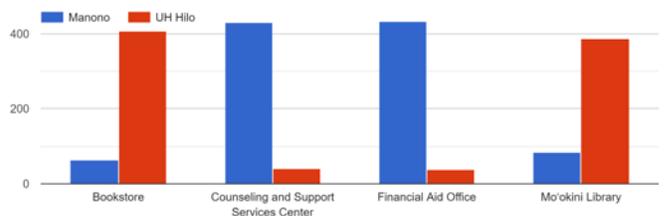
471 responses



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

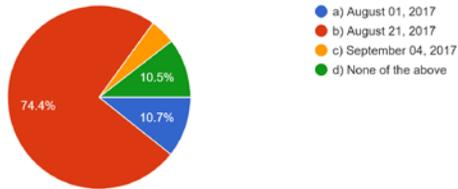


7. On which campus can you find the following Hawai'i CC resources:



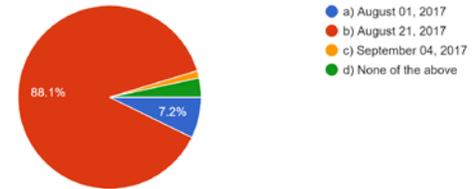
8. For Fall 2017, the first day of class is on:

468 responses



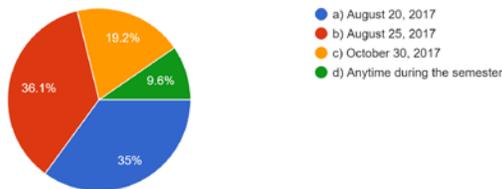
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471 responses



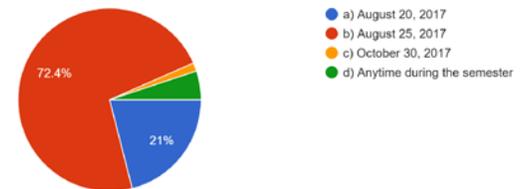
9. To receive a 100% tuition refund, you must withdraw from the class by:

468 responses



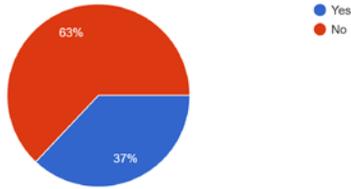
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471 responses



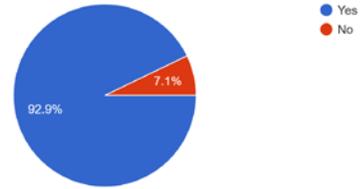
1. Are you aware of the cultural significance of the Manono campus name and location?

135 responses

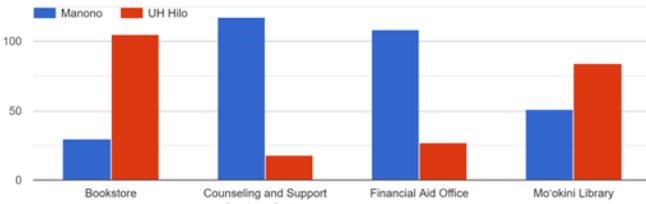


1. Are you aware of the cultural significance of the Manono campus name and location?

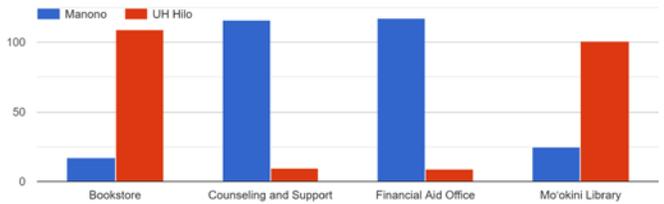
126 responses



2. On which campus can you find the following resources for Hawai'i CC students:

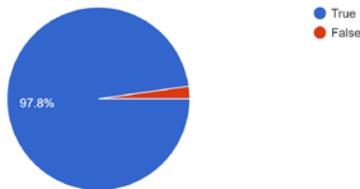


2. On which campus can you find the following resources for Hawai'i CC students:



3. STAR is a tool that helps you track your own progress towards graduation and register for classes.

135 responses



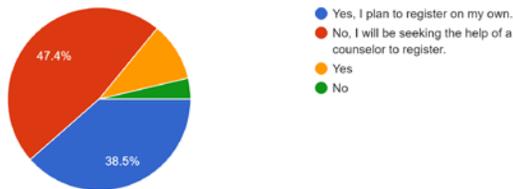
3. STAR is a tool that helps you track your own progress towards graduation and register for classes.

126 responses



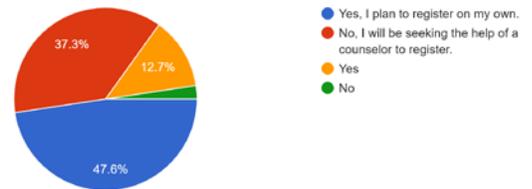
4. Are you prepared to register for classes?

135 responses



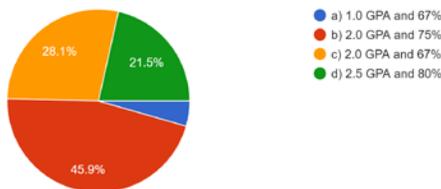
4. Are you prepared to register for classes?

126 responses



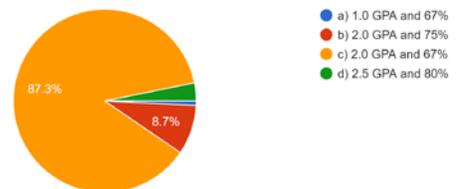
5. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are... and a ____% credit completion rate.

135 responses



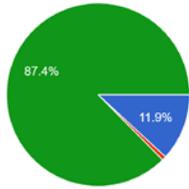
5. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are... and a ____% credit completion rate.

126 responses



6. A student uses their UH Username to login and access their:

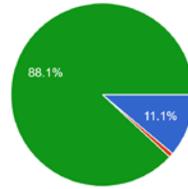
135 responses



- a) @hawaii.edu email account
- b) STAR GPS registration
- c) financial aid status
- d) all of the above

6. A student uses their UH Username to login and access their:

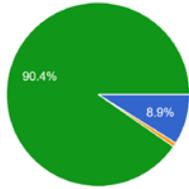
126 responses



- a) @hawaii.edu email account
- b) STAR GPS registration
- c) financial aid status
- d) all of the above

7. A student can find which of the following in the Hawai'i CC Catalog?

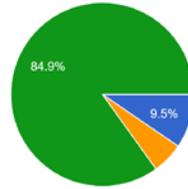
135 responses



- a) Course descriptions
- b) The cafeteria menu
- c) The student conduct code
- d) Both A and C

7. A student can find which of the following in the Hawai'i CC Catalog?

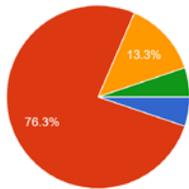
126 responses



- a) Course descriptions
- b) The cafeteria menu
- c) The student conduct code
- d) Both A and C

8. For Spring 2018, the first day of class is on:

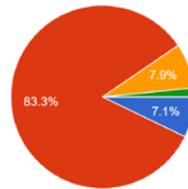
135 responses



- a) January 02, 2018
- b) January 08, 2018
- c) January 16, 2018
- d) February 01, 2018

8. For Spring 2018, the first day of class is on:

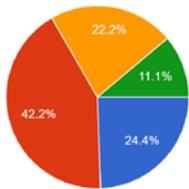
126 responses



- a) January 02, 2018
- b) January 08, 2018
- c) January 16, 2018
- d) February 01, 2018

9. If you withdraw/drop a class by this date, you will not have to pay for the class (100% tuition refund):

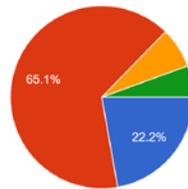
135 responses



- a) January 07, 2018
- b) January 12, 2018
- c) February 01, 2018
- d) Anytime during the semester

9. If you withdraw/drop a class by this date, you will not have to pay for the class (100% tuition refund):

126 responses



- a) January 07, 2018
- b) January 12, 2018
- c) February 01, 2018
- d) Anytime during the semester

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 Department Chair to review and compile. The Counseling DC found it easier to tabulate unit members' participation at professional development events via weekly reports given and documented at Counseling Department meetings, and by reviewing contract renewal and/or tenure/promotion documents.



The image shows a form titled "CASSC Professional Development Experience Data" from the University of Hawaii Community College. It includes instructions to record professional development experience, fields for Name, Position, Date(s), and Organization, a list of activity categories with checkboxes, a field for a short description, and a field for a brief description of the activity's relation to duties or 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 (F17 and Spr18), UH System Academic Advisors Transfer Network Conference (F17), APT/Civil Service Professional Development Day (F17), Hawai'i Student Success Institute (Spr18), Kauhale Day (Spr18), and AVID Workshops (Spr18).

Other Comments

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

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.

A challenge that continued to persist is the inconsistency amongst staff in collecting student evaluations after each counseling session. For various reasons, some counselors received more returns than others. Additionally, we have only been surveying students who attend in-person appointments. Although we created an online version of the evaluation tool, we have not been consistent in collecting evaluations from students whom we serve by phone and/or online. Finally, the unit's clerical, Office Assistant has been tasked to manually calculate all of the evaluation results for the unit. The work is arduous and time-consuming.

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

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 provides academic advising, the Financial Aid Office also provides financial aid advising, instructional faculty serve as club or Chartered Student Organization advisors, and the Admissions and Records Office provides transfer credit evaluation services.

The CCSSE survey assesses **frequency** of use of the services based on a 0 to 3 point scale:
 0 = Never, 1 = 1 time, 2 = 2-4 times, and 3 = 5 or more times.

The **satisfaction** and **importance** of the services items are rated on a 1 to 3 point scale:
 1 = Not at all, 2 = Somewhat, and 3 = Very.

CCSSE Means Summary, All Students, 2018	
Academic Advising	
Frequency	Mean 1.45
Satisfaction	1.46
Importance	2.62
Financial Aid Advising	
Frequency	Mean 0.99
Satisfaction	1.37
Importance	2.50
Student Organizations	
Frequency	Mean 0.63
Satisfaction	1.33
Importance	2.05
Transfer Advising/Planning	
Frequency	Mean 1.45
Satisfaction	1.35
Importance	2.23

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 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 also varies for each area.

How often have you used the following services during the current academic year?			
2018			
Academic Advising/Planning	Frequency	#	%
	Never	75	18.2%
	1 time	125	30.3%
	2-4 times	162	39.4%
	5 or more times	50	12.1%
	Total	412	
Financial Aid Advising	Frequency	#	%
	Never	186	45.4%
	1 time	86	21.0%
	2-4 times	92	22.4%
	5 or more times	46	11.1%
	Total	409	
Student Organizations	Frequency	#	%
	Never	273	67.3%
	1 time	40	9.9%
	2-4 times	60	14.9%
	5 or more times	32	7.9%
	Total	406	
Transfer Advising/Planning (2018) Transfer Credit Assistance (2016)	Frequency	#	%
	Never	268	66.6%
	1 time	75	18.6%
	2-4 times	36	9.0%
	5 or more times	23	5.7%
	Total	402	

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 satisfied are you with the services?			
2018			
Academic Advising/Planning	Satisfaction	#	%
	Not at all	22	5.5%
	Somewhat	139	34.5%
	Very	177	44.0%
	N.A.	64	16.0%
	Total	402	
Financial Aid Advising	Satisfaction	#	%
	Not at all	29	7.3%
	Somewhat	93	22.3%
	Very	117	29.3%
	N.A.	161	40.2%
	Total	399	
Student Organizations	Satisfaction	#	%
	Not at all	14	3.5%
	Somewhat	77	19.6%
	Very	65	16.7%
	N.A.	236	60.2%
	Total	392	
Transfer Advising/Planning (2018) Transfer Credit Assistance (2016)	Satisfaction	#	%
	Not at all	17	4.4%
	Somewhat	74	19.1%
	Very	75	19.5%
	N.A.	220	57.0%
	Total	385	

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?			
2018			
Academic Advising/Planning	Importance	#	%
	Not at all	22	5.5%
	Somewhat	109	27.1%
	Very	272	67.4%
	Total	404	
Financial Aid Advising	Importance	#	%
	Not at all	57	14.5%
	Somewhat	84	21.2%
	Very	254	64.3%
	Total	395	
Student Organizations	Importance	#	%
	Not at all	107	28.1%
	Somewhat	148	38.9%
	Very	126	33.0%
	Total	381	
Transfer Advising/Planning (2018) Transfer Credit Assistance (2016)	Importance	#	%
	Not at all	99	26.2%
	Somewhat	92	24.3%
	Very	186	49.5%
	Total	377	

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 was 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 2018-2019 Action Plan. The results were quite informative.

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the unit’s intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit’s overall AY17-18 assessment results.

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

UO1, UO3, SLO1, SLO2, and SLO3: The unit will continue to assess these outcomes by utilizing the **Counseling Session Evaluation** tool disseminated at counseling appointments. We hope to develop a digitized, electronic evaluation to be implement in Summer 2019. The unit’s benchmark is that at least 92% of the respondents will strongly agree or agree to each statement.

UO1, SLO1, SLO2, and SLO3: The unit will more closely record the Student Success Report outreach efforts to determine exactly how many students were off pace from their graduation requirements, and after our intervention, how many students were back on track.