



UNIVERSITY of HAWAI'I®  
MAUI COLLEGE

## Counseling Department Program Review 2018-2019

KILO HŌKŪ I OLA KOA I KAI LOA

“Observe the stars in order to live long in strength on distant shores”

### COUNSELING GUIDING PRINCIPLES

The mission of the University of Hawai'i Maui College (UHMC) Counseling Department is to provide services that assist students in realizing their educational and career goals.

- The Counseling Department serves enrolled and non-enrolled students including prospective, returning, and transfer students.
- The Counseling Department supports students in articulating, developing, and meeting educational, career, and personal goals.
- The Counseling Department supports the college community with outreach, persistence, and retention efforts as well as initiatives to increase graduation and transfer rates.

Using a holistic student support philosophy the Counseling Department serves each students' individual characteristics and personal interests and abilities.

### PERSONNEL STRUCTURE

The counseling department is comprised of following personnel structure:

|           |   |
|-----------|---|
| Faculty   | 8 general funded academic advising counselors   |
|           | 1 general funded personal support counselor   |
|           | .5 general funded personal support (non-tenure) counselor   |
|           | 1 general funded counselor based on Molokai serving the students in the communities of Molokai and Lānaʻi |
| Staff     | 1 Office Assistant  |
| ***VACANT |   |
|           | *1 general funded Disability Services counselor (currently vacant, advertised as a 9                      |

|  |  |
|--|--|
|  | month position)                                |
|  | *1 general funded counselor (currently vacant) |

## STUDENT AFFAIRS GOALS

**Enrollment:** Target key enrollment sectors that are underserved or have recruitment potential to expand access

- Require all new first time students to meet with an academic advisor prior to registration
- Increase dual credit/enrollment with local area high schools

**Hawaii Graduation Initiative:** Increase the participation and completion rates of students, particularly Native Hawaiian, low-income, and those from underserved regions

- Participate in STAR Auto Credential and Reverse transfer
- Participate in Automatic Admissions, Ka'ie'ie Transfer agreement

**High Performance:** Identify and change structures and processes that potentially impede student progress or student success

- My Success (Starfish): Implement retention tool to increase student progress and Students success
- First Year Experience (FYE): Multi-facet approach to engage students and assist with a students transition into Maui College throughout the first year
- Career and Purpose Exploration:

## STUDENT LEARNING OUTCOMES FOR COUNSELING

Guided by the CAS Standards for Academic Advising, The Council for the Advancement of Standards (CAS) provides standards that colleges and universities across the globe use as benchmarks in program assessment. (Nacada)

### Define

The definition of student success for Maui College is to help students meet their individual educational goals, whether that is earning a degree or certificate, seeking lifelong learning or participating in a special program or college offering. The challenge for UHMC as an open door institution is to determine the true educational goal of each student and provide the necessary instructional and support tools to assist in meeting these educational goals

CAS Standard~*Intrapersonal Development: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.*

**Student Learning Outcome:** Students who participate in Student Affairs programs and activities

will be able to achieve their personal and academic goals while at UHMC through the acquisition of life and cognitive skills.

**My Success Progress Update:** 75% of students who received Progress Updates of “*Very Poor Coursework Performance (1)*” by the instructor will be followed up with an intervention towards retention and persistence.

**Measures:** addressing the flag and identifying successful interventions toward passing the class. (see attached Unit Outcome Mapping).

| Semester    | Item Name: Very Poor Coursework Performance (1) | Item Closed by counselors | % of Item Closed by counselors |
|-------------|---|---------------------------|--------------------------------|
| Fall 2016   | 397   | 127                       | 32%                            |
| Spring 2017 | 314   | 234                       | 75%                            |
| Fall 2017   | 232   | 185                       | 80%                            |
| Spring 2018 | 281   | 188                       | 67%                            |
| Fall 2018   | 378   | 250                       | 66%                            |
| Spring 2019 | 360   | 155                       | 43%                            |

| Closure Reason  | FA16 | SP17 | FA17 | SP18 | FA18 | SP19 |
|---|------|------|------|------|------|------|
| Attempted Contact = Attempted to contact student, but student has not responded | NA   | 113  | 87   | 85   | 132  | 80   |
| Dropped = Student already dropped course or was Administratively Withdrawn      | NA   | 39   | 12   | 9    | 8    | 10   |
| Intervention = Two-way communication with student (email, phone, or in-person)  | NA   | 68   | 82   | 92   | 101  | 65   |
| Other = Describe in "Add a comment" below                                       | NA   | 14   | 4    | 2    | 9    | NA   |

---

|                    |            |            |            |            |            |            |
|--------------------|------------|------------|------------|------------|------------|------------|
| <b>Grand Total</b> | <b>127</b> | <b>234</b> | <b>185</b> | <b>188</b> | <b>250</b> | <b>155</b> |
|--------------------|------------|------------|------------|------------|------------|------------|

### Analysis

The Counseling Department continued to evaluate best practices in implementing the My Success Early Survey. In Fall 2017, we implemented the use of Peer Navigators in the outreach efforts and connection with students. This allowed consistent and focused contact with students to connect them with faculty counselor appointments. The contacts with students have increased from semester to semester with the exception of spring 2018 when we experienced a decline.

### Action

We will continue to respond to academic and personal challenges that are identified by faculty through the early alert structure. There is preliminary data that responding to flags and greater communication with faculty has positive impacts for students ability to pass the course with a C or better.

## POINTS OF PRIDE

### First-Year Experience

The Counseling Department has continued to actively participate in the First-Year Success Initiative. Counselors are committed to the following:

- Mandatory Advising: All new first-time students to meet with an academic counselor prior to enrollment
- Ka‘ao Student Success Pathway: 1) Discussion of purpose of meeting with an academic counselor and attending college; 2) Registration in at least one FY designated course if applicable
- Hawaii Graduation Initiative: 15-to-Finish registration and English and Math in first-year if applicable for full-time students and within 30 credits for part-time students.

There is one counselor who is devoted entirely to this initiative and coordinates with campus partners to implement strategies to assist the FYE cohort. FYE activities impact two primary experiences of 1st year students: 1) onboarding and 2) retention. The following are the activities designed to connect students to resources, promote peer interactions and purpose and goal exploration to enhance student's experiences:

1. Onboarding
  - a. Development of outreach plans for prospective high school students for registration
  - b. Evaluation and development of onboarding process
  - c. Assignment of first-time accepted students to counselors

## d. Monitoring first-time student enrollment and registration status

## 2. Retention

- a. Coordination of FYE related events such as Welcome Day, Welcome Week, and workshops. Online options available.
- b. Coordination of Nā Kōko‘o Survey of Supports for Peer Navigators & Personal Support
- c. Monitoring FY course offerings and enrollment
- d. Overseeing the FYE social media, FYE Calendar, and Website
- e. Coordination of MySuccess intervention with counselors

**All F designated students Fall 2017 Cohort (602)**

|                         | Full-time | Part-time | Total |
|-------------------------|-----------|-----------|-------|
| Beginning Count         | 342       | 260       | 602   |
| Percent Spring Retained | 88%       | 60%       | 82%   |
| Percent Fall Retained   | 71%       | 35%       | 56%   |

**All F designated students Fall 2018 Cohort (547)**

|                         | Full-time | Part-time | Total |
|-------------------------|-----------|-----------|-------|
| Beginning Count         | 342       | 205       | 547   |
| Percent Spring Retained | 81%       | 62%       | 74%   |
| Percent Fall Retained   | 68%       | 39%       | 57%   |

**F designated students - FYE Participants**

|                         | Full-time | Part-time | Total |
|-------------------------|-----------|-----------|-------|
| Beginning Count         | 276       | 152       | 428   |
| Percent Spring Retained | 89%       | 66%       | 81%   |
| Percent Fall Retained   | 70%       | 38%       | 58%   |

**F designated students - FYE Participants**

|                         | Full-time | Part-time | Total |
|-------------------------|-----------|-----------|-------|
| Beginning Count         | 217       | 88        | 305   |
| Percent Spring Retained | 83%       | 68%       | 79%   |
| Percent Fall Retained   | 68%       | 45%       | 61%   |

**F designated students - Non-FYE Participants**

|                         | Full-time | Part-time | Total |
|-------------------------|-----------|-----------|-------|
| Beginning Count         | 66        | 108       | 174   |
| Percent Spring Retained | 87%       | 54%       | 67%   |
| Percent Fall Retained   | 77%       | 32%       | 49%   |

**F designated students - Non-FYE Participants**

|                         | Full-time | Part-time | Total |
|-------------------------|-----------|-----------|-------|
| Beginning Count         | 125       | 117       | 242   |
| Percent Spring Retained | 76%       | 58%       | 67%   |
| Percent Fall Retained   | 70%       | 34%       | 52%   |

## Peer Navigators

The counseling department has also established a peer navigator program in collaboration with efforts in The Learning Center and the Library that serves the campus. Peer Navigators serve to increase student retention and success for their fellow students by engaging them early in their academic journey. There is one counselor who supervises the Peer Navigators who provides ongoing training and evaluation of performance . The Peer Navigators based in counseling provide the following services:

- Assist in navigating the Getting Started checklist and pre-registration with students
- Provide STAR registration (add and drop classes) help and assistance as advised by a Counselor. Guide students to become familiar with STAR pathways and What If Journey.
- Prepare and facilitate presentations in FYE classrooms
- Assist Counselors with career workshops
- Follow up on specific MySuccess flags raised by instructors and possible intervention for Early Alert Turnaround

- Persistence outreach to FYE cohort (e.g., encouraging registration from spring to fall)
- Onboarding outreach to accepted students (e.g., scheduling appointments, encourage to create UH username)
- Plan and/or participate in campus events (e.g., Fall Welcome, Halloween Escaperoom)
- Engage with students through social media and weekly newsletters

### Career Counseling

The counseling department expanded its services in the career counseling area over the past two years. Some counselors are now trained in conducting and interpreting Myers-Briggs Type Indicator (MBTI) and the STRONG Interest Inventory test. Counselors have been partnering with FYE faculty to provide career exploration workshops in classes to assist students in developing an academic plan in alignment with a career path.

From Fall 2017 to Spring 2019, the Career Team led twenty-seven (27) Career Workshops for First-Year Experience (FYE) courses and campus workshops that are open to all students. In total, there were about 645 students who took the assessment (duplicated count). Of the 645 students, 331 students attended a workshop and completed a workshop evaluation that consisted of nine (9) questions.

In analyzing the workshop evaluations, we found that overall, most students benefited from the workshop. Following are responses from three questions:

- I better understand my career path.
  - 90.6% (300/331) of students strongly agreed or agreed
- I have identified possible career options to explore
  - 94% (311/331) of students strongly agreed or agreed
- I am more confident about deciding on the next step in my educational plan.
  - 85.5% (283/331) of students agreed

Counseling members worked with UHCC Director of Student Success to bring Mark Danaher, the past National Career Development Association (NCDA) President and current NCDA Master Practitioner to deliver an intense 10-week 120-hr hybrid Facilitating Career Development (FCD) course for 22 Counselors, Instructors, and Career Practitioners system-wide. Two UHMC Counselors completed the course and learned more about the 12 national career development competencies.

An outcome of the FCD course was the customization of a career software called Focus 2. Focus 2 is a career software that is utilized by nine (9) of the ten (10). Counseling members worked diligently with Focus 2 administrators to create a unique system catered for the University of Hawai'i. Traditionally, each Focus 2 site is customized for one specific institution. However, after a year of discussion, Focus 2 is programmed to show all available majors in the UH system. Now, UHMC and community college students can plan their educational pathway

up to a Bachelors's, Masters's, or even a Doctoral degree. We managed to combine ten UH institutions into one seamless site.

## ASSESSMENT ACTIVITIES 2018-2019

### Program Objective 1

**Provide access and opportunities for student enrollment:** Target key enrollment sectors that are underserved or have recruitment potential to expand access

### Methods and Measures

- Require all new first time students to meet with an academic advisor prior to registration
- Facilitate early admit opportunities with local area high schools
- Guide students to identify appropriate pathways at Maui College
- Provide transfer option information
- Participate in UH System Initiatives (i.e., Automatic Admissions and Ka'ie'ie Transfer)

### Findings

#### ***Early Admit (including Running Start, grant funded initiatives)***

|           | FALL |  | SPRING |  | SUMMER |
|-----------|------|--|--------|--|--------|
|           |      |  |        |  |        |
| 2018-2019 | 400  |  | 415    |  | 117    |
| 2017-2018 | 322  |  | 285    |  | 119    |
| 2016-2017 | 356  |  | 321    |  | 93     |
| 2015-2016 | 254  |  | 270    |  | 141    |
| 2014-2015 | 121  |  | 151    |  | 13     |
| 2013-2014 | 120  |  | 96     |  | 11     |

***Automatic Admissions-*** automatic admissions to one of the four-year UH schools including UH Mānoa, Hilo and West O'ahu.

|           | FALL |             | SPRING | TOTAL |
|-----------|------|-------------|--------|-------|
|           |      |             |        |       |
| FALL 2018 | 37   | SPRING 2019 | 67     | 104   |
| FALL 2017 | 24   | SPRING 2018 | 74     | 98    |
| FALL 2016 | 47   | SPRING 2017 | 99     | 146   |
| FALL 2015 | 35   | SPRING 2016 | 93     | 128   |

|           |    |             |    |     |
|-----------|----|-------------|----|-----|
| FALL 2014 | 33 | SPRING 2015 | 84 | 117 |
| FALL 2013 | 49 | SPRING 2014 | 75 | 124 |

Source: [http://www.hawaii.edu/offices/aa/aapp/auto\\_admit.html](http://www.hawaii.edu/offices/aa/aapp/auto_admit.html)

## Program Objective 2

Increase the participation and completion rates of students, particularly Native Hawaiian, low-income, and those from underserved regions

### Methods and Measures

- 15 to finish- Student understands the time frame involved with graduating within a two year timespan for an associate's degree
- Participate in STAR Auto Credential and Reverse transfer
- Participate in Learning Support Teams (Hānai Class) initiative for Learning Support courses (developmental courses)

### Findings

Regardless of academic preparation students who take 15 or more credits have a higher credit completion rate of courses.

| Semester  | % of student body taking 15+ credits |
|-----------|--------------------------------------|
| Fall 2018 | 8%                                   |
| Fall 2017 | 11%                                  |
| Fall 2016 | 11%                                  |
| Fall 2015 | 20%                                  |
| Fall 2014 | 8.6%                                 |

Source: Hawaii Graduation Initiative

**Reverse Transfer-** Students who have transferred to a UH four-year school without earning a AA/AS can apply the credits that they have taken at the four-year school towards an AA. These numbers reflect the amount of AA/AS degree awarded at Maui College.

|           | FALL |  | SPRING |
|-----------|------|--|--------|
| 2018-2019 | 27   |  | 12     |
| 2017-2018 | 16   |  | 15     |
| 2016-2017 | 19   |  | 17     |
| 2015-2016 | 22   |  | 17     |
| 2014-2015 | 21   |  | 29     |



|           |    |  |   |
|-----------|----|--|---|
| 2013-2014 | 34 |  | 1 |
|-----------|----|--|---|

### Disability Services

UHMC's disability services office (DSO) vision and commitment are to provide a fully accessible, integrated and universally designed campus for all students. The Disability Services Office (DSO) collaborates with the campus community in providing resources, education, and direct services to facilitate a more significant opportunity to students with disabilities including intellectual disabilities in achieving equity and social justice.

The Disability Services office has experienced a change in staffing in the summer of 2019. This staffing change has resulted in an internal shift of duties to cover the critical support services for the college campus. In the 2018-2019 academic year the disability services office has served 107 students. Various academic accommodations are provided to these students that include, alternative text conversion (print to audio), accommodation letters, and sign language interpreter facilitation. The range of disabilities include ADHD, Traumatic Brain Injury, Autism spectrum students.

## PLANS FOR THE COMING YEAR

**First-Year Experience (FYE):** Continue be a campus lead in the First-Year Experience initiative. Activities include coordinating Welcome Day, teaching FYE designated courses, and peer navigator program.

**STAR New Initiative Implementation:** Begin to explore the implementation of STAR Balance which is a scheduling tool for students access to advising appointments. In addition, participate in the STAR pinning (Hybrid Pathways) and financial aid course applicability initiatives.

**Alternative Placement:** Review the alternative placement measures that was established in the last two years to determine any necessary changes that impact student enrollment and placement.

**Career Pathways Development:** The Counseling Department will need continued support to offer career assessments to students. In Summer 2017, funding allowed UHMC to purchase \$5,838 worth of career materials. Included in this, the campus was able to purchase 500 SII and 50 MBTI assessments. Title III funding provided about \$1,500 to purchase another year of Focus 2 subscription. To continue the efforts and career development, resources needs are detailed below in the "Budget Considerations For Coming Year" section.

## BUDGET CONSIDERATIONS FOR COMING YEAR

A continuous request of budget items are sought to support counseling. Students assistants are still needed at this time in addition to the positions that were requested in previous program reviews. Please see below the itemized requests.

| Budget Items  | Amount           |
|---|------------------|
| <b>A= Personnel</b>   |                  |
| Restore Disability Services Counselor                         |                  |
| Restore Counselor Position                                    |                  |
| Peer Navigator Funding  | \$45,435         |
| <b>B= Supplies</b>  |                  |
| Focus 2 Career Assessment                                     | \$1,500          |
| Strong's & MBTI Assessments                                   | \$1,500          |
| Career Assessments related supplies                           | \$500            |
| FYE Supplies  | \$500            |
| <b>C=Equipment (\$5,000+)</b>                                 |                  |
| <b>D=Other</b>  |                  |
| Disability Services Budget (material, supplies, interpreters) | \$100,000        |
| <b>TOTAL</b>  | <b>\$149,435</b> |