

# Counseling



## **ANNUAL** REPORT OF PROGRAM DATA **2021**



## **CONTEXT: COVID-19 GLOBAL PANDEMIC**

This program review is being submitted under the conditions of the COVID-19 global pandemic. As a result, the Counseling Department adjusted its services to address the needs of the college and the community.

### **1. Program or Unit Description**

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Irrespective of changes in strategic goals, initiatives, and strategies, the University of Hawaii Maui College (UHMC) Counseling Guiding Principles is the philosophical foundation that ensures the core values of the department guides decision making.

#### **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, recruitment 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.

Built on the UH Community Colleges student success agenda and in alignment with the University of Hawaii Strategic Directions (2015-2021), the following Student Affairs Goals provide guidance and facilitates the development and implementation of program objectives.

#### **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 counselor 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

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

- My Success (Starfish)/STAR Balance: 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: Developed milestones, essential strategies, and recommended tactics for career assessment, exploration, advising and experiential learning.

As a result of the COVID-19 pandemic, the personnel structure of the counseling department has been severely impacted due to the implementation of budget reduction strategies detailed in the proposed UHCC Counseling Redesign Project Charter branded at UHMC as the “[Re-imaging UHMC Counseling Plan](#).”

### **PERSONNEL STRUCTURE - As of February 1, 2021.**

The counseling department is currently comprised of following personnel:

<b>Faculty</b>	6 general funded academic advising counselors
	1 general funded counselor based on Moloka'i serving the students in the communities of Moloka'i and Lāna'i
	1 general funded personal support counselor
	.5 general funded personal support (non-tenure) counselor
<b>Staff</b>	1 Office Assistant

### **Re-imaging UHMC Counseling Plan**

In response to the [UHCC Counseling Redesign Project Charter](#) (circulated on 10/28/2020), the UHMC Counseling Department has met with the UHMC Chancellor and Vice Chancellor of Student Affairs to discuss how to move forward in this time of financial constraints. Throughout the year, the UHMC Counseling Department is committed to serving the greater Maui Nui community

by putting students first and supports the following model based on the UHCC Counseling Redesign Project Charter.

**Cost-Savings: Redesigning Counseling to function with less human capital**

	Counselor positions	Counselor to student ratio
Staffing Levels Jan 2020	11	2746/11=250
Staffing Levels Jan 2021	7	2936/7=420
Staffing Levels Feb 2021	6	2936/6=489

\*Counselor positions do not include Personal Support counselors (1.5).

**2021 Staffing Changes**

The positions impacted (e.g. Swept, Frozen, or Re-Assigned) are as follows:

- 1.0 FTE - Re-assigned to UHMC Academic Affairs in the Faculty Liaison role as of February 2021.
- 1.0 FTE - Native Hawaiian Counselor - The position has been vacant (due to the hiring freeze) since January 2021.
  - The intent of UHMC Administration is to re-assign the position number to hire a Disability Services Counselor.
  - Caseload supported by the department.
- 1.0 FTE - Disability Services Counselor - Swept by legislative HB 2202 (Summer 2020).
  - The caseload and overall responsibilities has been assigned to the Full-Time Personal Support counselor with support from the disability services back-up counselor.
- 1.0 FTE - General Counselor - Swept by legislative HB 2202 (Summer 2020).
- Outreach Centers - UHMC Counselor for Molokai and Lanai will service the outreach center communities of Hana and Lahaina to adjust for an increased caseload.

The intent of the new model is to provide counseling services to the Maui Nui community. Through the COVID-19 pandemic and beyond, the UHMC Counseling Department continues to provide effective and efficient counseling services to students. We are committed to a student centered advising model to promote access and equity and holistic student support focused on services, delivery, and connections.

**Action Item 1: Strategic and Purposeful Partnerships with UHMC Academic Units**

- Contribute to the achievement of academic program goals and objectives through continuous and collaborative partnerships that address individual student needs.
- Strengths based approach to student caseload allowing for ongoing partnership and

- streamlining of services for students between faculty- counselor and faculty- instructional.
- Continue to develop cross functional teams to support student populations such as the returning adults initiative.
- Embedded into academic programs by providing consultation, curriculum development, and providing a holistic perspective.
- Alignment between, Admissions & Records, Financial Aid, academic support services, counseling and instruction.
- Continue to do the high school and community outreach to provide access to higher education for the County of Maui.

**Action Item 2: Commitment to implementing the Ka'ao Framework Pedagogy**

- Provide FYE and holistic student support services for all students, including onboarding (enrollment management, retention and outreach) to graduation.
- Provide Career/purpose first assessments for FYE, continuing, and transferring students to reinforce the Ka'ao stages.

**Action Item 3: Commitment and alignment to the UHCC Strategic Directions**

- Strengthen transfer partnerships to increase transfer rates within the UH System.
- Build on campus work already done with Pathways, Integrated Student Support (ISS),
- Returning Adults, Next Steps, First Year Success, Transfer, and any other successful initiatives.
- Early College momentum to increase and maintain Early College offerings to all Maui County high schools.
- Continue to participate in outreach activities to allow access to services to facilitate enrollment.

Accountability is often noted as the purpose of assessments. The true intent of assessment is to strive towards continuous and consistent improvement of programmatic goals. The development of the UHMC Counseling/Advising Matrix is intended to serve as a comprehensive tool to illustrate the complexity of the counseling and advising process. In addition, the UHMC Counseling/Advising Matrix demonstrates how the counseling and advising process intersects with multiple theoretical frameworks and advising standards in a continuous effort to achieve and improve programmatic goals.

## Counseling/Advising Matrix

DRAFT - 12.01.20 Counseling/Advising Matrix

**Academic Advising definition**

- "Academic Advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning" -- Nacada
- Counselors assist students in planning their program of study and in selecting courses. They provide important information about course placement, prerequisites, course sequence, and registration and transfer information

The following headers have hyperlinks to further information.

<a href="#">Ka'ao Framework</a>	<a href="#">CAS Standards</a> <a href="#">Career Services</a>	NACADA	<a href="#">Activity</a>	Measurable Outcome/Program Review Outcomes <a href="#">(ARPD Data)</a>	Strategic Goals <a href="#">(HGI Goal and Context)</a>
<b>Hua - Connection</b>	<p>~<i>Knowledge Acquisition: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas and experiences; and relating knowledge to daily life.</i></p> <p>~<i>Intrapersonal Development: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.</i></p>	1. Assisting student in self understanding and self acceptance (values clarification; understanding abilities; interests, and limitations)	Build rapport during first counseling session (The big WHY?) -pathways connections -student engagement through motivation and connection to resources	Attended a New Student Registration appointment (STAR Balance)	

2021 University of Hawaii Maui College ARPD  
Program: Counseling Department

<a href="#">Ka'ao Framework</a>	<a href="#">CAS Standards</a> <a href="#">Career Services</a>	NACADA	<a href="#">Activity</a>	Measurable Outcome/Program Review Outcomes (ARPD Data)	Strategic Goals <a href="http://blog.hawaii.edu/hawaiigradinitiative/hgi-2015-2021/#">http://blog.hawaii.edu/hawaiigradinitiative/hgi-2015-2021/#</a>
<b>Ha'alele - Entry</b> Registration to 25% Complete	~ <i>Knowledge Acquisition: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas and experiences; and relating knowledge to daily life.</i>  ~ <i>Intrapersonal Development: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.</i>	1. Assisting students in developing an educational plan consistent with their life goals and objectives. 2. Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education.	<b>Education Plan</b> Successfully completed an individualized education plan and register for classes in their desired program.  Individualized ed plan includes: -Discussion of goals -How they can prepare -Who they connect with	<b>Education Plan</b> 1. Customize and confirmed plan in STAR GPS (STAR Balance note) 2. STAR GPS orientation for students (appointment with Counselor in STAR Balance and notes)	Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities.

2021 University of Hawaii Maui College ARPD  
Program: Counseling Department

<a href="#">Ka'ao Framework</a>	<a href="#">CAS Standards</a> <a href="#">Career Services</a>	NACADA	<a href="#">Activity</a>	Measurable Outcome/Program Review Outcomes ( <a href="#">ARPD Data</a> )	Strategic Goals <a href="http://blog.hawaii.edu/hawaiigradinitiative/hgi-2015-2021/#">http://blog.hawaii.edu/hawaiigradinitiative/hgi-2015-2021/#</a>
<b>Huaka'i - Progress and Learning</b> 25%-75% Complete	<p><i>~Knowledge Acquisition: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas and experiences; and relating knowledge to daily life.</i></p> <p><i>~Intrapersonal Development: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.</i></p>	<p>1. Assisting students in evaluating or re-evaluating progress toward established goals and educational plans.</p> <p>2. Referring students to other institutional or community support services.</p>	<p><b>Education Plan &amp; Advising</b></p> <p>1. Update, customize and confirm ed plan as needed</p> <p>2. Respond to Early Alert flags and connect with students and their needs</p> <p>3. Milestone Activity: Notifying student of their degree completion %: 25%, 50% and 75%</p>	<p><b>Education Plan &amp; Advising</b></p> <p>1. % of student successful completion of an individualized ed plan</p> <p>2. Customize and confirmed ed plan -automated checks of ed plans at end of semester</p>	<p>Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities.</p>

<a href="#">Ka'ao Framework</a>	<a href="#">CAS Standards</a> <a href="#">Career Services</a>	NACADA	<a href="#">Activity</a>	Measurable Outcome/Program Review Outcomes <a href="#">(ARPD Data)</a>	Strategic Goals <a href="http://blog.hawaii.edu/hawaii/gradinitiative/hqi-2015-2021/#">http://blog.hawaii.edu/hawaii/gradinitiative/hqi-2015-2021/#</a>
<b>Ho'i - Completion to Transfer/Career</b> 75%-100% Complete	<p><i>~Knowledge Acquisition: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas and experiences; and relating knowledge to daily life.</i></p> <p><i>~Intrapersonal Development: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.</i></p>	<p><b>Transfer</b> 1. Referring students to other institutional or community support services. 2. Providing information about students to the institution, college, academic departments, or some combination thereof.</p> <p><b>Career</b> 1. Assisting students in developing decision-making skills.</p>	<p>1. Grad Apps - Auto credential, Reverse Transfer, Automatic Admission - Process grad apps - Conferring grad apps 2. Milestone Activity: Notifying student of their degree completion %: 25%, 50% and 75% 3. Connection/refer to appropriate campus resources (Ka'ie'ie, all Non-UH &amp; UH 4 year institutions, career fair, transfer fair, CareerLink) 4. Community/Career connection</p>	<p><b>Grad Apps</b> 1. Identifying close to completion 2. completing grad apps prior to the deadline 3. Referrals to appropriate campus resources (Ka'ie'ie, all Non-UH &amp; UH 4 year institutions, career fair, transfer fair, CareerLink)</p>	Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and preparing them for success in the workforce and their communities.

## 2. Analysis of the Program/Unit

### 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)***

<b>Academic Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
2020-2021	452	396	190
2019-2020	425	484	126
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

*Source: STAR Academic Logic DB*

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

<b>Fall</b>	<b>Number of Students</b>	<b>Spring</b>	<b>Number of Students</b>	<b>Total Number of Students</b>
FALL 2020	40	SPRING 2021	61	101
FALL 2019	21	SPRING 2020	38	59
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
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Source: [http://www.hawaii.edu/offices/aa/aapp/auto\\_admit.html](http://www.hawaii.edu/offices/aa/aapp/auto_admit.html)

### **Ka'ie'ie Dual Enrollment**

The table below includes Ka'ie'ie Dual Enrollment numbers. The number includes students that joined and transferred to UH Mānoa (UHM) via the Ka'ie'ie Dual Enrollment Program. The Ka'ie'ie Dual Enrollment Program Maui transfer specialist provides access to academic advising and support services to any UHMC student interested in transferring to UHM. In addition, to facilitate this service and provide better access for our UHMC students, the Maui transfer specialist has physically relocated her office within the UHMC Counseling Department.

Fall	Number of Students	Spring	Number of Students	Total Number of Students
FALL 2020	68	SPRING 2021	50	118
FALL 2019	66	SPRING 2020	59	125

*Note: The numbers for the Fall 2019 semester and Spring 2020 semester have been updated based on data provided by the Ka'ie'ie Dual Enrollment Program Maui transfer specialist.*

### **Counseling Analysis of Program - Demand Indicators**

#### **ARPD - 2021 - DEMAND INDICATORS**

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21
1.	Annual Headcount ALL Students	3,818	3,740	3,612
2.	Annual Headcount NH Students	1,314	1,216	1,194
3.	Actual Percent Change from Prior Year ALL	-4%	-2%	-3%
4.	Actual Percent Change from Prior Year NH	-2%	-7%	-2%
5.	Annual Headcount of Recent Hawaii High School Graduates	347	353	363
6.	Percent of Service Area's Recent High School Graduates	20%	24%	23%
7.	Annual Headcount of Students 25-49 Years Old	1,186	1,116	1,191
8.	Annual Headcount from Underserved Regions	3,558	3,489	3,366

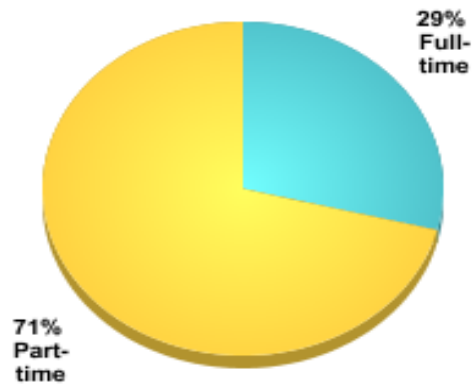
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9.	Annual Headcount in STEM programs	252	262	274
10a	Fall Semester Registration Status - New Students	976	1,047	943
10b	Fall Semester Registration Status - Transfers Students	193	209	249
10c.	Fall Semester Registration Status - Continuing Students	1,355	1,250	1,253
10d.	Fall Semester Registration Status - Returning Students	397	329	287
10e.	Fall Semester Registration Status - Home Campus Other	171	157	204
11a.	Spring Semester Registration Status - New Students	530	590	497
11b.	Spring Semester Registration Status - Transfers Students	139	163	140
11c.	Spring Semester Registration Status - Continuing Students	1,733	1,676	1,611
11d.	Spring Semester Registration Status - Returning Students	205	184	174
11e.	Spring Semester Registration Status - Home Campus Other	146	133	206

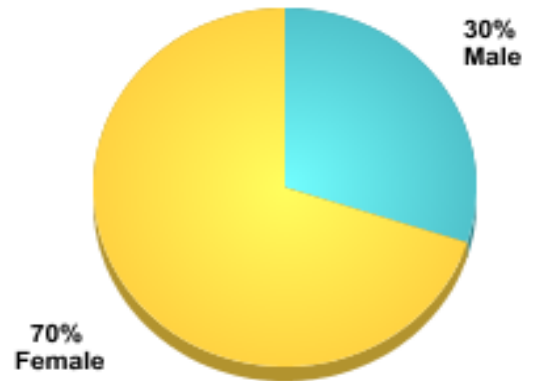
## UHMC IPEDS ENROLLMENT - FALL 2020

<b>TOTAL ENROLLMENT (ALL UNDERGRADUATE)</b>	<b>2,936</b>
Undergraduate transfer-in enrollment	207

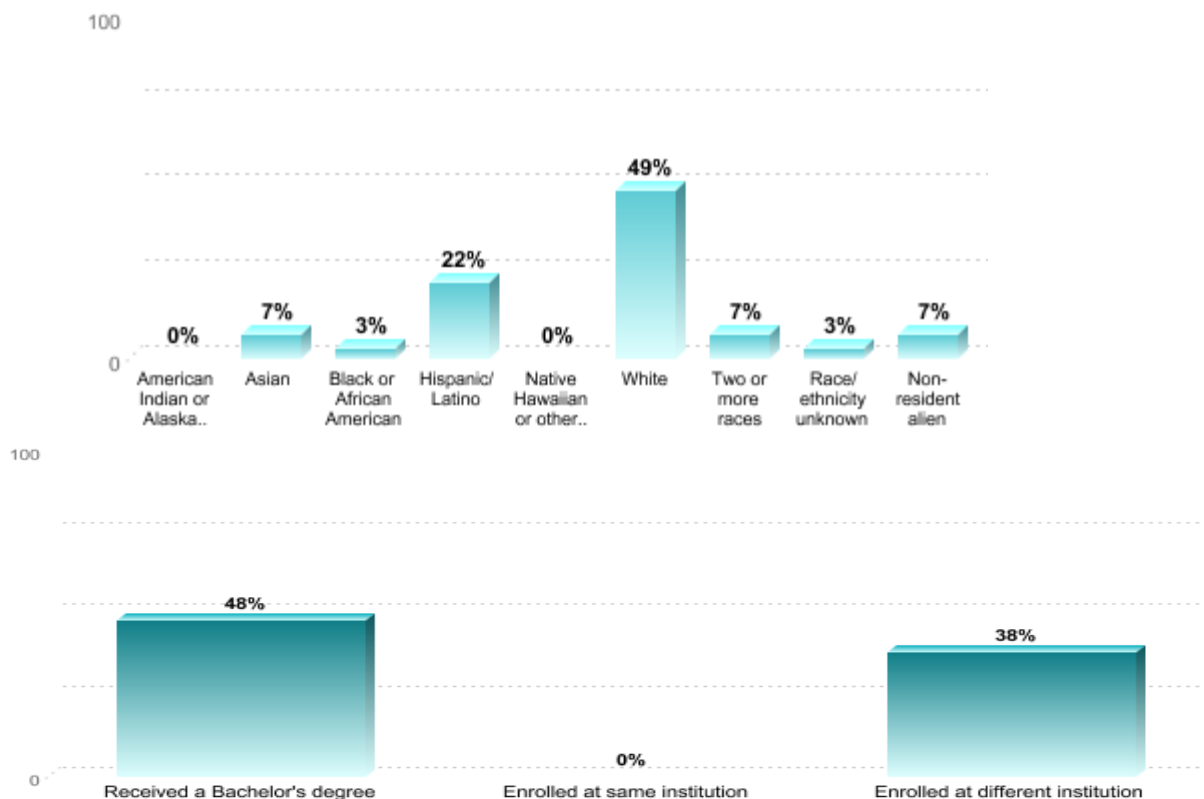
**ATTENDANCE STATUS**



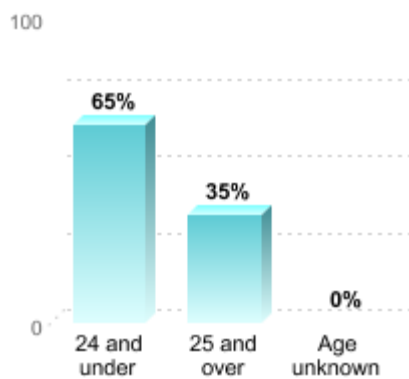
**STUDENT GENDER**



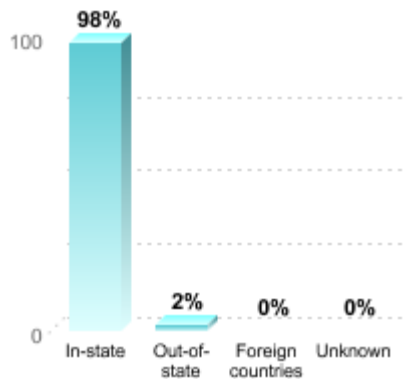
### STUDENT RACE/ETHNICITY



### UNDERGRADUATE STUDENT AGE

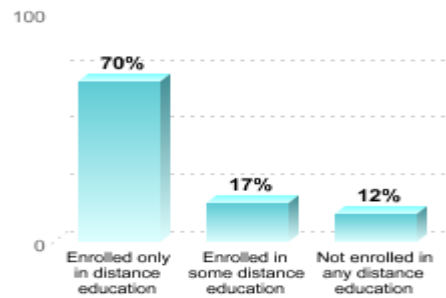


### UNDERGRADUATE STUDENT RESIDENCE



- Age data are reported for Fall 2019.
- Residence data are reported for first-time degree/certificate-seeking undergraduates.

#### UNDERGRADUATE DISTANCE EDUCATION STATUS



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HGI CAMPUS COMPLETION SCORECARD

## MAUI COLLEGE HGI CAMPUS COMPLETION SCORECARD, ACADEMIC YEAR 2020

No. STRATEGIC DIRECTIONS							
		Reporting Period	Actual	Goal	% of Goal	Status	Trend
1	Total Degrees & Certificates Earned by Fiscal Year <sup>1</sup>	FY2020	593	781	75.9	Did not meet	
2	Native Hawaiian <sup>2</sup>	FY2020	160	204	78.4	Did not meet	
3	Pell	FY2020	292	471	62	Did not meet	
4	STEM <sup>3</sup>	FY2020	27	29	93.1	Did not meet	
5	IPEDS 150% Graduation Rate by First-time, Full-time Cohort (%) <sup>4</sup>	Fall 2017 Cohort	38%	46%	82.5	Did not meet	
6	Transfer out to UH 4-YR (Fall & Spr) <sup>5</sup>	2020 Cohort	210	339	61.9	Did not meet	
7	Enrollment to Degree Gap - Native Hawaiian <sup>2, 6</sup>	2020 Cohort	-6.0	>=0		Did not meet	
8	Enrollment to Degree Gap - PELL <sup>6, 7</sup>	2020 Cohort	1.7	>=0		Met Goal	
FINANCIAL AID AND TUITION							
			Last Period	Current Period	% Change	Status	Trend
9	Tuition & Fees as a Percentage of Median Household Income (%)	Academic Year 2020	4.02	3.72	-7.5	Positive Change	
10	Average Unmet Need (Direct Cost) of Resident Students <sup>8</sup>	Academic Year 2020	906	-		Data Pending	
11	Average Total Debt per Undergraduate Completer (\$) <sup>9</sup>	Academic Year 2019	17,425	16,782	-3.7	Positive Change	
REDUCE TIME/CREDITS TO DEGREE							
			Last Period	Current Period	% Change	Status	Trend
12	100% Success by Cohort - First-time, Full-time <sup>11</sup>	Fall 2018 Cohort	16.5	15.3	-7.3	Negative Change	
13	150% Success by Cohort - First-time, Full-time <sup>11</sup>	Fall 2017 Cohort	32.4	36	11.1	Positive Change	
14	150% Graduation Rate by Cohort - First-time, Full-time <sup>11</sup>	Fall 2017 Cohort	26.2	27.3	4.2	Positive Change	
15	Native Hawaiian <sup>2</sup>	Fall 2017 Cohort	21.8	18.7	-14.2	Negative Change	
16	Pell <sup>12</sup>	Fall 2017 Cohort	26	28.1	8.1	Positive Change	
17	150% Graduation Rate by Cohort - Transfer-in	Fall 2017 Cohort	22.7	19.9	-12.3	Negative Change	
18	First-time, Full-time Transfer-out to UH 4-Year Institution <sup>13</sup>	Fall 2017 Cohort	3	4.7	56.7	Positive Change	
19	UH Manoa	Fall 2017 Cohort	3	3.2	6.7	Positive Change	

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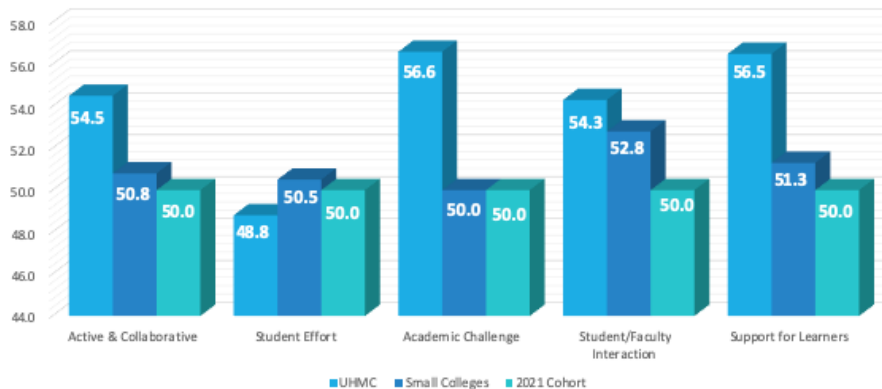
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HGI CAMPUS COMPLETION SCORECARD

No. STRATEGIC DIRECTIONS							
20	UH Hilo	Fall 2017 Cohort	0	1	-	-	
21	UH West Oahu	Fall 2017 Cohort	0	0.5	-	-	
22	First-time, Full-time Transfer-out to Non-UH 4-Year Institution <a href="#">14</a>	Fall 2017 Cohort	3.2	3.9	21.9	Positive Change	
23	First-time, Full-time Transfer-out to Non-UH Institution <a href="#">15</a>	Fall 2017 Cohort	4.9	2.2	-55.1	Negative Change	
LEADING INDICATORS OF STUDENT SUCCESS FOR BACHELOR DEGREE SEEKING STUDENTS							
			Last Period	Current Period	% Change	Status	Trend
29	First-time, Full-time Freshmen with 6 or More Credits at Entry (%) <a href="#">20</a>	Fall 2019 Cohort	11.8	13.3	12.1	Positive Change	
30	Freshmen Completing at Least 30 Credit Hours Within 1st Academic Year (%) <a href="#">21</a>	2020 Cohort	8.6	7.3	-15.3	Negative Change	
31	Associate-Students Completing College Level English & Math Within 1st Academic Year (%) <a href="#">21</a> , <a href="#">27</a>	2020 Cohort	30.5	30	-1.8	Negative Change	
32	Completing College Level English	2020 Cohort	61	53.8	-11.8	Negative Change	
33	Completing College Level Math	2020 Cohort	32.7	33.8	3.3	Positive Change	
34	Retention Rate of Freshmen to Sophomore Year <a href="#">22</a>	2020 Cohort	56.6	52.6	-7.1	Negative Change	
RESTRUCTURE DELIVERY TO ACCELERATE SUCCESS							
			Last Period	Current Period	% Change	Status	Trend
35	No. of Students who Earned Dual Credits <a href="#">24</a>	2020 Cohort	667	639	-4.2	Negative Change	
37	% of Credits Taken During Summer by Undergrad Degree Seeking Students <a href="#">26</a>	Academic Year 2020	3.5	3.6	4.5	Positive Change	

## COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

### 2021 CCSSE Benchmarks



The 2021 Community College Survey of Student Engagement (CCSSE) survey was distributed online during spring semester. The benchmarks were compared to other small college participants (206 in 2021; small colleges are those with less than 4,500 students); and compared to the top 10% of a three year cohort (peer group average).

The benchmarks are groups of related survey items that address key areas of student engagement. Benchmark scores are standardized so that the mean of all participants students is always 50 and the standard deviation is 25. The five benchmarks, highlighted in the above graph, reflect areas that are important to the student's college experience and educational outcomes. The five benchmarks are: (1) Active and collaborative learning; (2) Student effort; (3) Academic challenge; (4) Student-faculty interaction; and (5) Support for learning. The UHMC Office of Student Affairs focuses on the "Support for Learners" benchmark.

Overall, UHMC scored consistently in all four benchmarks: above the mean scores and above other small college participants. The benchmark for Support for Learners consist of the following items:

*Item 9: How much does this college emphasize the following?*

- 9b. Providing the support you need to help you succeed at this college [SUPPORT]  
[Responses: Very little; Some; Quite a bit; Very much]
- 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]  
[Responses: Very little; Some; Quite a bit; Very much]
- 9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]  
[Responses: Very little; Some; Quite a bit; Very much]

- 9e. Providing the support you need to thrive socially [SUPPORT]  
[Responses: Very little; Some; Quite a bit; Very much]
- 9f. Providing the support you need to afford your education [SUPPORT]  
[Responses: Very little; Some; Quite a bit; Very much]

*Item 12: How often have you used the following services during the current academic year?*

- 12.1.a. Academic advising/planning [SUPPORT]  
[Responses: Never; 1 time; 2-4 times; 5 or more times]
- 12.1.b. Career counseling [SUPPORT]  
[Responses: Never; 1 time; 2-4 times; 5 or more times]

The benchmark “Student Effort” needs to be examined in detail to determine students’ nature or condition of the items (Item 4- In your experiences at this college during the current academic year, about how often have you done each of the following?; Item 6: During the current academic year, how much reading and writing have you done at this college?; Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?; Item 12.1: How often have you used the following services during the current academic year?).

The 2021 Community College Survey of Student Engagement (CCSSE) survey was distributed to 2,014 UHMC students and 417 students responded (21% response rate). The following is a list of the respondent profile:

- Males: 22%; Females: 76%
  - Age distribution: 48% were classified as traditional, meaning between 18-24 years of age
- Enrollment: Respondents were equally represented with 50% full time and 50% part time

## **Counseling Analysis of Program - Efficiency Indicators**

### **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.

<b>Semester</b>	<b>% of student body taking 15+ credits</b>
Fall 2020	13.2%
Fall 2019	9%
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 degrees awarded at Maui College.

<b>Academic Year</b>	<b>Number of Students Fall</b>	<b>Number of Students Spring</b>
2020-21	20	16
2019-20	17	7
2018-19	27	12
2017-18	16	15
2016-17	19	17

2015-16	22	17
2014-15	21	29
2013-14	34	1

### **Accommodation Services (Formally Disability Services)**

UHMC's Accommodation Services Office (ASO) vision and commitment are to provide a fully accessible, integrated and universally designed campus for all students. The Accommodations Services Office (ASO) collaborates with the campus community in providing resources, education, and direct services to facilitate a more significant opportunity to students with conditions and/or disabilities including intellectual disabilities in achieving equity and access.

The Accommodations Services Office has experienced a change in staffing since the summer of 2019. This staffing change has resulted in an internal shift of duties to cover the critical support in accommodation services for the college campus. In the 2020-2021 academic year the Accommodations Services Office has served a total of 53 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/LD, Traumatic Brain Injury, Visually Impaired, Deaf/Hard of Hearing and Autism spectrum students.

During the 2019-20 academic year, the Counseling Department ran two unsuccessful recruitment efforts to fill this position. As a result, this position was swept by legislative bill HB 2200 and the caseload and overall responsibilities for this office has been assigned to the Personal Support counselor with assistance from a back-up counselor.

### **ARPD - 2021 - EFFICIENCY INDICATORS**

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21
12.	Pell Participation Rate ALL Students	42.4	43.2	44.1
13.	Pell Participation Rate NH Students	52.3	57.6	54.1
14.	Number ALL Students Receiving Pell	1,004	967	926
15.	Number NH Students Receiving Pell	421	430	369
16.	Total Pell Disbursed ALL	\$3,294,953	\$3,331,900	\$3,150,831
17.	Total Pell Disbursed NH	\$1,432,860	\$1,543,190	\$1,277,705

## **UHMC IPEDS - UNDERGRADUATE STUDENT FINANCIAL AID, 2019-2020**

### **Full-time Beginning Undergraduate Students**

- Beginning students are those who are entering postsecondary education for the first time.

<b><u>TYPE OF AID</u></b>	<b><u>NUMBER RECEIVING AID</u></b>	<b><u>PERCENT RECEIVING AID</u></b>	<b><u>TOTAL AMOUNT OF AID RECEIVED</u></b>	<b><u>AVERAGE AMOUNT OF AID RECEIVED</u></b>
<u>Any student financial aid<sup>1</sup></u>	<u>260</u>	<u>66%</u>	<u>==</u>	<u>==</u>
<u>Grant or scholarship aid</u>	<u>243</u>	<u>62%</u>	<u>\$1,145,367</u>	<u>\$4,713</u>
<u>Federal grants</u>	<u>221</u>	<u>57%</u>	<u>\$809,304</u>	<u>\$3,662</u>
<u>Pell grants</u>	<u>168</u>	<u>43%</u>	<u>\$763,033</u>	<u>\$4,542</u>
<u>Other federal grants</u>	<u>142</u>	<u>36%</u>	<u>\$46,271</u>	<u>\$326</u>
<u>State/local government grant or scholarships</u>	<u>82</u>	<u>21%</u>	<u>\$170,023</u>	<u>\$2,073</u>
<u>Institutional grants or scholarships</u>	<u>112</u>	<u>29%</u>	<u>\$166,040</u>	<u>\$1,483</u>
<u>Student loan aid</u>	<u>26</u>	<u>7%</u>	<u>\$134,876</u>	<u>\$5,188</u>
<u>Federal student loans</u>	<u>26</u>	<u>7%</u>	<u>\$134,876</u>	<u>\$5,188</u>
<u>Other student loans</u>	<u>0</u>	<u>0%</u>	<u>\$0</u>	<u>=</u>

- <sup>1</sup> Includes students receiving Federal work study aid and aid from other sources not listed above.

### **All Undergraduate Students**

<b><u>TYPE OF AID</u></b>	<b><u>NUMBER RECEIVING AID</u></b>	<b><u>TOTAL AMOUNT OF AID RECEIVED</u></b>	<b><u>AVERAGE AMOUNT OF AID RECEIVED</u></b>
<u>Grant or scholarship aid<sup>1</sup></u>	<u>1,234</u>	<u>\$5,418,666</u>	<u>\$4,391</u>
<u>Pell grants</u>	<u>873</u>	<u>\$3,144,272</u>	<u>\$3,602</u>
<u>Federal student loans</u>	<u>225</u>	<u>\$1,392,414</u>	<u>\$6,189</u>

- <sup>1</sup> Grant or scholarship aid includes aid received from the federal government, state or local government, the institution, and other sources known by the institution.
- For more information on Student Financial Assistance Programs or to apply for financial aid via the web, visit [Federal Student Aid](#).

## **ARPD - 2021 - EFFICIENCY INDICATORS**

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12.	Pell Participation Rate ALL Students	42.4	43.2	44.1
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### **Counseling Analysis of Program - Effectiveness Indicators**

#### **Program Objective 2**

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

#### **IMPACT:**

##### **Response to Global Pandemic**

In Spring 2020 the college was forced to shut down and work remotely due to the Covid-19 global pandemic. The Counseling Department successfully adapted to this unexpected change and provided uninterrupted services to the college and community via virtual technology.

- STAR Balance: Prior to the campus shutting down the Counseling Department was trained in the use of the virtual scheduling system STAR Balance. During the shutdown this system provided counselors and students an opportunity to schedule appointments virtually.
- ZOOM web conferencing platform: The use of ZOOM conferencing platform provided for a safe and convenient way for the counseling department to meet with students, college and community virtually.
- Call forwarding: During the campus shutdown all Counseling Department extensions were forwarded to personal cell, landlines, and/or email.

##### **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

- Development of outreach plans for prospective high school students for registration
- Evaluation and development of onboarding process
- Assignment of first-time accepted students to counselors
- Monitoring first-time student enrollment and registration status
- Strategizing communication plans prospective and new students

#### 2. Retention

- Coordination of FYE related events such as Welcome Day, Welcome Week, and workshops.
- Coordination of Nā Kōko‘o Survey of Supports for Peer Navigators & Personal Support
- Monitoring FY course offerings and enrollment
- Strategizing communication plans for FYE students
- Coordination of MySuccess intervention with counselors

Please reference the FYE Brief for additional information.

### **Peer Navigators**

The counseling department continues to scale the peer navigator program in collaboration with efforts in The Learning Center and the Library that serves the campus. There is one counselor who supervises the Peer Navigators who provides ongoing training and evaluation of performance. Peer Navigators serve to increase student retention and success for their fellow students by engaging them early in their academic journey. Peer Navigators are a critical part of the Ka‘ao framework. As part of the framework, peer to peer connections and sharing campus resources are some of a Peer Navigator's core functions. The Peer Navigators based in counseling provide the following services:

- Assist in navigating the Getting Started checklist and pre-registration virtual appointments 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 (in person and virtually)
- 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, assist with creating UH username)
- Plan and/or participate in campus events (e.g., Virtual Welcome Event)
- Engage with students through Social Media, UHMC app, and weekly newsletters

### **Career Counseling**

The counseling department expanded its services in the career counseling area over the past four years. In addition to being trained in conducting and interpreting Myers-Briggs Type Indicator (MBTI) and the STRONG Interest Inventory, Counselors have been using an “All-in-One” Educational and Career Planning software called Focus 2. 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 2020, the Career Team led forty-three (43) Career Workshops for First-Year Experience (FYE) courses and campus workshops that are open to all students. In total, there were about 849 students who took the assessments (duplicated count). Of the 849 students, 427 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.
  - 91.8% (392/427) of students strongly agreed or agreed
- I have identified possible career options to explore
  - 94.6% (404/427) of students strongly agreed or agreed
- I am more confident about deciding on the next step in my educational plan.
  - 77.5% (331/427) of students agreed

In 2019, two UHMC Counselors completed an intense 10-week 120-hr hybrid Facilitating Career Development (FCD) course with Mark Danaher, President and current NCDA Master Practitioner.

An outcome of the FCD course was the customization of Focus 2. Focus 2 is programmed to show all available majors in the UH system. UHMC and community college students can now plan their educational pathway up to a Bachelor's, Masters, or even a Doctoral degree.

UHMC's Focus 2 platform gained popularity and interest from multiple campuses and programs such as the UHCC system-wide Summer 2020 Next Steps: Career Exploration course and UHMC Upward Bound summer program. Just in Summer 2020 alone, there were about 500 Focus 2 users across the system. As of November 22, 2021, there are a total of 1020 Focus 2 users.

#### ARPD - 2021 - EFFECTIVENESS INDICATORS

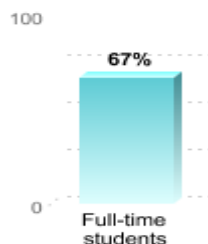
#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21
26.	Persistence Fall to Spring ALL Students	68%	69%	69%
27.	Persistence Fall to Spring NH	65%	68%	67%
28.	Degrees & Certificates Awarded ALL	701	593	572
29.	Degrees & Certificates Awarded NH	201	160	177
30.	Degrees & Certificates in STEM ALL	35	27	39
31.	Degrees & Certificates in STEM NH	7	3	8
32.	Transfers to UH 4-yr ALL	232	233	266
33.	Transfers to UH 4-yr NH	84	86	87

## UHMC IPEDS - RETENTION AND GRADUATE RATES

### FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall.

#### RETENTION RATES FOR FIRST-TIME STUDENTS PURSUING BACHELOR'S DEGREES



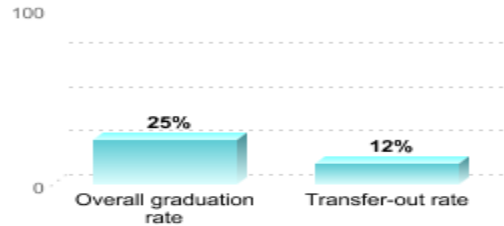
Percentage of Students Who Began Their Studies in Fall 2019 and Returned in Fall 2020

### OVERALL GRADUATION RATE AND TRANSFER-OUT RATE

The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 25 percent of entering students were counted as "full-time, first-time" in 2020.**



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#### OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2014

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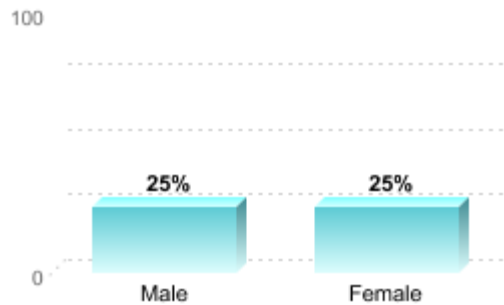
Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

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#### OVERALL GRADUATION RATE BY GENDER

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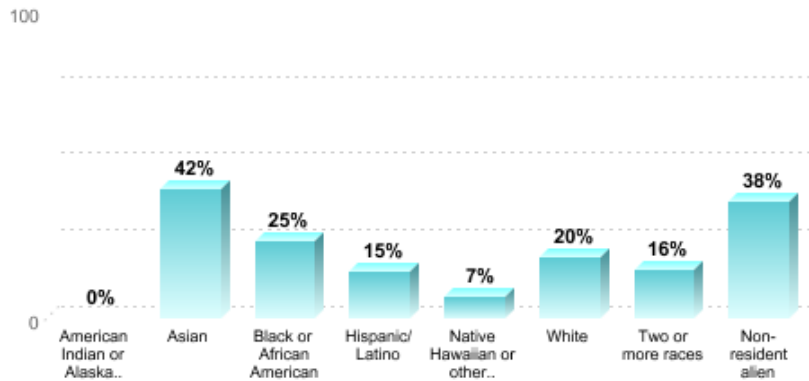
Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2014 and Graduated Within 150% of "Normal Time" to Completion for Their Program

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#### OVERALL GRADUATION RATE BY RACE/ETHNICITY

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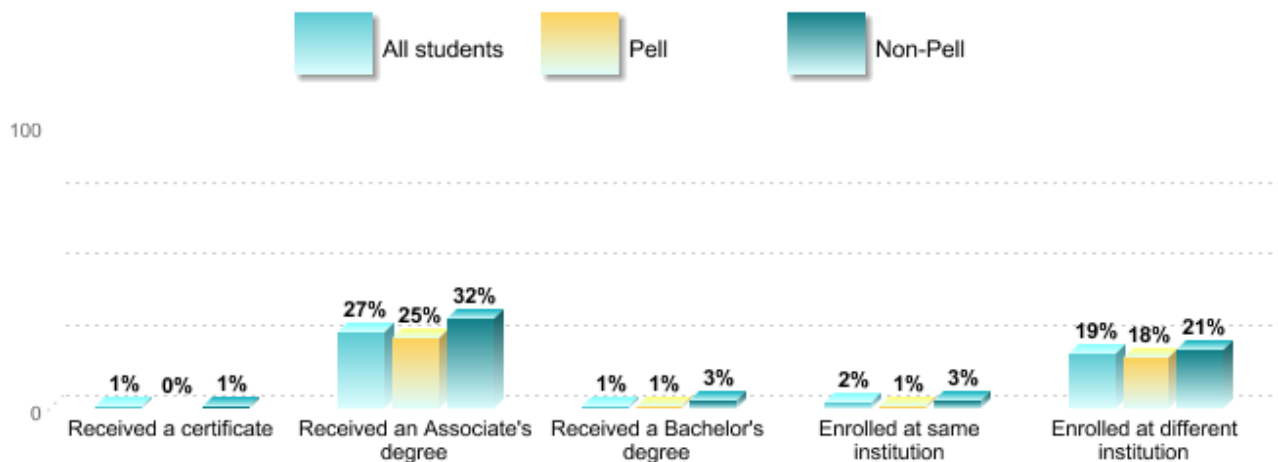
**Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2014 and Graduated Within 150% of "Normal Time" to Completion for Their Program**

- Interpret data with caution due to the small cohort. UH Maui College is a community college that grants a limited number of bachelor degrees. The bachelor cohorts are small, with the majority of the cohort seeking certificates or associate degrees. UH Maui College is classified as a four-year college in the IPEDS universe and uses the four-year cohort year (2014). Priority is given to the highest degree earned within 150% of normal time.

## UHMC IPEDS - OUTCOME MEASURES

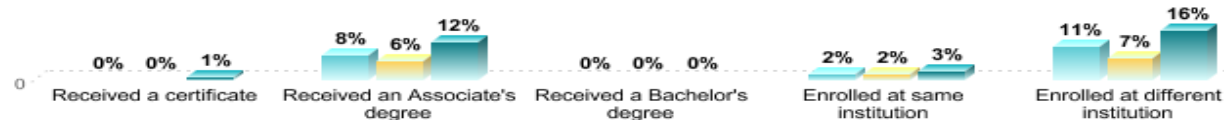
- Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of degree/certificate-seeking undergraduate students who are not only first-time, full-time students, but also part-time attending and non-first-time (transfer-in) students. These measures are also reported for students receiving Pell grants and those students that do not receive Pell grants. These measures provide the 8-year award-completion rates by award level (certificates, associate's and bachelor degrees) after entering an institution. For students who did not earn any undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all reporting institutions must report on their transfer outs regardless if the institution has a mission that provides substantial transfer preparation.

**FULL-TIME, FIRST-TIME DEGREE/CERTIFICATE-SEEKING UNDERGRADUATES WHO ENTERED IN 2012-13**



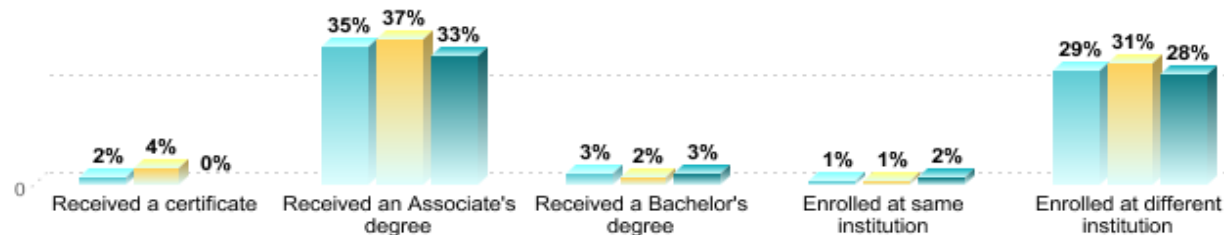
### PART-TIME, FIRST-TIME DEGREE/CERTIFICATE-SEEKING UNDERGRADUATES WHO ENTERED IN 2012-13

100



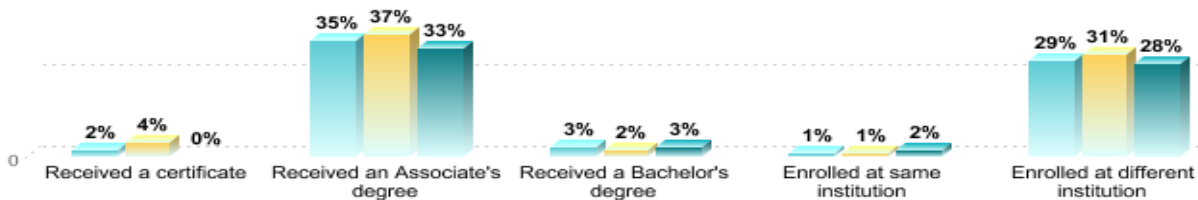
### FULL-TIME, NON-FIRST-TIME DEGREE/CERTIFICATE-SEEKING UNDERGRADUATES WHO ENTERED IN 2012-13

100



### PART-TIME, NON-FIRST-TIME DEGREE/CERTIFICATE-SEEKING UNDERGRADUATES WHO ENTERED IN 2012-13

100



### 3. Program Student Learning Outcomes or Unit/Service Outcomes

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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 communities of Moloka‘i and Lāna‘i Staff 1 Office Assistant Counseling Department Program Review 2019-2020 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:** Seventy-five percent (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).

**Measures:** Addressing the flag and identifying successful interventions toward passing the class.

Semester	Item Name: Very Poor Coursework Performance (1) (Showing no. of students)	Item Closed by Counselor	% of Item Closed by Counselor
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%
Fall 2019	210	115	55%
Spring 2020	158	88	56%

**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.

**Action:** We will continue to respond to academic and personal challenges that are identified by faculty through the early alert/STAR Balance 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.

## 4. Action Plan

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### **ACTION PLAN: Improvements in Communication - University of Hawaii Maui College: Signal Vine - Student Engagement**

- Work with the Enrollment Management office to provide strategic and timely information to students utilizing the Signal Vine platform.

### **ACTION PLAN: Improvements in Enrollment - University of Hawaii Maui College: Returning Adults, Early College, Transfer, First-Time (High School Matriculation, Continuing Students, Disabilities, Veterans**

- Alignment between, Admissions & Records, Enrollment Management Office, Financial Aid, Academic Support Services, Counseling and Instruction.
- Continue to do the high school and community outreach to provide access to higher education for the County of Maui.
- Build on campus work already done with Pathways, Integrated Student Support (ISS), Returning Adults, First Year Success, Transfer, Veterans and any other successful initiatives.

- Continue to provide Early College support to increase and maintain Early College offerings to all Maui County high schools.
- Continue to participate in outreach activities to allow access to services to facilitate enrollment

**ACTION PLAN: Improvements in Student Development - University of Hawaii Maui College: Retention and Persistence**

- Contribute to the achievement of academic program goals and objectives through continuous and collaborative partnerships that address individual student needs.
- Continue to participate in campus cross functional teams to support student populations such as the returning adults initiative.
- Embedded into academic programs by providing consultation, curriculum development, and providing a holistic perspective.
- Ka'ao Framework - Provide FYE and holistic student support services for all students, including onboarding (enrollment management, retention and outreach) to graduation.
- Strengthen transfer partnerships to increase transfer rates within the UH System.

## 5. Resource Implications

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<b>Counseling ----- Does Not Include Disabilities</b>	<b>\$136,100.00</b>
Disabilities Counselor	\$90,000.00
Peer Navigator (3 Student Help)	\$40,000.00
Supplies and Office Equipment (\$ 3,600)	\$6,100.00

<b>Disabilities</b>	<b>\$10,000.00</b>
Supplies - Software	\$5,000.00
Note Takers (If we return to F2F)	\$5,000.00

## 6. Optional: Edits to Occupation List for Instructional Programs

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Not Applicable