University of Hawai'i Maui College
Student Affairs - Counseling Department

2011-12 Program Review

I.　　MISSION STATEMENT

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

II.　　FUNCTIONAL STATEMENTS

The Student Affairs programs are committed to providing full student support services that embrace the spirit of Aloha, Collaboration and Respect.

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 recruitment, persistence, and retention efforts, as well as initiatives to increase graduation and transfer rates.

III.　　COUNSELING DEPARTMENT – SPECIFIC FUNCTIONS

- Providing pre-college information and orientation programs.
- Providing comprehensive academic, career, and personal counseling services.
- Evaluating student transcripts.
- Completing Advanced Standings to officially transfer credits from UH system and non-UH system institutions; coordinating data input into Banner with Admissions & Records.
- Verifying student certificate and degree eligibility—generating graduation applications, and certifying certificate and degree completion.
- Building and maintaining the on-line student degree audit program (STAR).
- Providing individualized and group counseling services, including crisis intervention and campus/community referral services.
- Providing financial aid support services, including financial aid appeals, maximum time frame reviews, and academic plans to facilitate student access to financial aid.
- Providing scholarship support services.

- Coordinating the Disabilities Program including academic advising and arranging accommodations for students with disabilities.
- Organizing, overseeing, and providing college transfer services.
- Providing high school outreach services including support for designated Running Start and other Dual-Credit students.
- Organizing, overseeing, and providing counseling services for the UH Maui College Kahului campus and the five tri-isle Education Center outreach sites (Molokai, Lānaʻi, Lahaina, Hana, and Kihei); coordinating services with the Education Center Coordinators.
- Providing community outreach and liaison services to public and private social service agencies and educational institutions and programs.
- Serving as liaison to campus academic departments including instructional program development and course offering scheduling to support student needs.
- Serving as faculty/staff resources, including serving on college and system-wide committees including DPCs and TPRCs.
- Teaching self-development and career development courses as time permits.
- Utilizing current and emerging technology in providing enhanced services.

IV.   DATA

SUMMATIVE DATA

UH INSTITUTIONAL RESEARCH & ANALYSIS OFFICE (IRAO) CENSUS Headcount:

	Fall 2012	**%C**	**Fall 2011**	**%C**	**Fall 2010**	**%C**	**Fall 2009**	**%C**	**Fall 2008**
UHCC									
Maui College	**4,382**	*-3.2*	**4,527**	*3.7*	**4,367**	*6.1*	**4,114**	*25.2*	**3,287**

UHMC COUNSELING DEPARTMENT Staffing:

	Fall 2012		**Fall 2011**		**Fall 2010**		**Fall 2009**		**Fall 2008**
Academic Counseling Faculty	10.25		10.50[1]		10.25		10.0		10.0
Personal Support Counselor	1.00		1.00		1.00		1.00		1.00

Positions	Location	Scope of Service	FTE	Funding Source
Academic Counseling Faculty	Kahului Campus	Serves Kahului Campus (including ABIT & ENGT baccalaureate students, Hana Education Center and Lahaina Education Center)	7.0	General
Academic Counseling Faculty	Molokai Education Center	Serves Molokai Education Center and Lānaʻi Education Center	1.0	General
Academic Counseling Faculty	Kahului Campus	Serves as Department Director, STAR builder/maintainer, and Counselor	1.0	General
Academic Counseling Faculty/Disabilities Coordinator	Kahului Campus	Serves all locations	1.0	General
Personal Support Counselor	Kahului Campus	Serves Kahului Campus	1.0	General
Adjunct Academic Counseling Faculty (Casual Hire)	Kahului Campus	Serves SSM baccalaureate students	0.25	External

[1]Note: The .25 externally-funded ENGT baccalaureate program counselor no longer exists; grant funding lapsed at the end of AY12:

The Counseling Department's directorship is a formally recognized and unfunded position. The Director is expected to plan and oversee department functions and the Counseling Center; organize its activities; coordinate the various counseling faculty, clerk, and student assistants; manage the department's budget; maintain coordination with college administration, Student Affairs, Academic Affairs and other campus programs; evaluate personnel; recruit, select, supervise, and develop others in the organization. The Director is a counselor assuming dual roles. With increased workload and increased expectations of this position over the years, the counselor inhabiting this role should not be expected to also serve students. The directorship requires full-time responsibilities involving planning and implementation, on-the-spot meetings, evaluations and decision-making.

Plan for Improvement: Current organizational conditions inhibit goal achievement of the Counseling Department to promote student learning and development. The need for a full-time Counseling Director position is essential to meet standards concerning these critical functions. Refer to page 23 for further discussion.

UHMC SARS-GRID UNDUPLICATED COUNT OF STUDENTS SERVED - Academic Counselors Only

	2011-2012		2010-2011		2009-2010[2]		2008-2009
Individual Appointments	5362		5241		4308		n/a
Walk-ins	1973		1998		1737		n/a
All Contacts – **Unduplicated Students**	5902		5751		4815		n/a

[2] SARS-GRID Database began in Aug 2009 for data tracking; Molokai/Lāna'i not connected that year; their numbers are not included in 2009-2010

Counseling services for academic advising are implemented in three primary ways: individual counseling appointments (30-45 minutes), walk-in (wikiwiki) advising (5-10 minutes), and electronic advising. These methods are interrelated. Often, students will meet with a counselor during an appointment and the counselors will conduct follow-up via email or walk-in for just-in-time advising and information sharing. Other times, students will be seen during walk-in and will have a follow-up appointment made to allow for more time for discussion and needed services, e.g. transcript evaluation and transfer. Electronic counseling is also available through the UH Maui College website. A counselor will respond typically within 1 -2 business days. Group advising is also conducted for certain Career and Technical program majors since courses and sequencing are more prescribed and is conducive to this type of advising format.

In 2011-2012, 5,902 students (unduplicated number) were served by the Counseling Department academic advising counselors as reported in SARS-GRID. The total number of students served is a combination of not-enrolled (including prospective, and graduate/leaver students) and currently enrolled students.

SARS-GRID is a tool used in the Counseling Department to improve the appointment scheduling, messaging, tracking resource, planning, retention, and reporting processes that are involved in providing a variety of student services. This tool has helped immensely to extract data and provide a mechanism to share notes on students, especially for counselors not located in the Counseling Center and where a file folder is not readily accessible. A drawback, however, to using SARS-GRID is that often the counselor will need to input prospective students' information into this database by creating a pseudo number (if they are not assigned a UH student ID number), and inputting phone contact information—just as a starting point to identify reason codes for the contact, as well as adding counselor's notes. When counselors receive phone and email contacts, often—due to other competing activities especially during high volume times of the year—some student contacts are not recorded in SARS. Therefore, the data extracted/reported is incomplete. The department serves additional students that are not reflected in the data.

Following is a chart displaying the top reasons for 2011-2012 student contacts:

UHMC SARS-GRID REASON CODES for Drop-Ins and Appointments – Academic Counselors Only (Duplicated Students)

Top Reasons (out of 42 codes)	2012-2013		2011-2012		2010-2011		2009-2010[3]		2008-2009
Enrolled Students			7186		7250		6529		n/a
Not-enrolled Students			2605		2457		1549		n/a
Academic Advising			7973		8276		6745		n/a
Education Plans			1887		1866		1392		n/a
Financial Aid Assistance			1013		1029		669		n/a
Graduation Applications			993		844		866		n/a
Graduation Certifications			680		824		n/a		n/a
Pre-Admission Activities			807		533		744		n/a
Pre-Nursing Admission			652		970		916		n/a
Academic Monitoring			656		604		305		n/a
Transfer Assist			648		589		683		n/a
Transcript Evaluation			599		646		546		n/a
Running Start			611		351		676		n/a
Referral – Other			509		381		255		n/a
Advanced Standings			483		411		281		n/a
Other (none of the 42 codes)			1702		1552		1027		n/a
All Other Reason Codes			4374		3731		2058		n/a
TOTAL			23,587		22,607		17,163		n/a

[3] SARS-GRID Database began in Aug 2009 for data tracking; Molokai/Lanai not connected that year to database so their numbers are not included; the dramatic increase in total in 2010-2011 as compared to 2009-2010 is mainly attributed to better reporting by all counselors

According to the 1,333 student evaluations of counseling faculty (scheduled appointment only) received during 2011-2012, academic advising was one of the main services students received, followed by education plans and financial aid assistance. Other significant services (though not necessarily volume-wise) include ADA accommodations, veteran's certifications, referral to campus resources—especially to the Financial Aid Office and the University Center—financial aid probation/suspension activities, and career counseling.

On a 4.00-point scale, students rated their advising sessions accordingly (appointments only):

	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009[4]
1. I am now aware of informational resources (e.g. The Learning Center, Educational Opportunity Center, Financial Aid Office) that are available to me.			3.62		3.64		3.66		n/a
2. I have learned more about courses and have a better understanding about my degree program.			3.62		3.66		3.69		n/a
3. I can now apply the information learning in this session to selecting courses and determining my academic progress.			3.64		3.66		3.72		n/a

4. My counselor assisted me in developing an educational plan that will help me realize my educational goals.			3.62		3.66		3.67		n/a
5. I am more confident about deciding on the next step in my educational plan.			3.61		3.66		3.68		n/a
6. I was satisfied with how the advisor handled my questions.			3.67		3.77		3.78		n/a
7. My counselor is supportive and encourages me to make decisions that will lead to my success.			3.70		3.74		3.76		n/a
8. My counselor suggests helpful alternatives when I am facing academic difficulties.			3.62		3.72		3.69		n/a
9. My counselor was knowledgeable about the courses required to meet my academic goals.			3.67		3.73		3.74		n/a
10. It was easy to talk with my counselor.			3.71		3.80		3.81		n/a

[4] In 2008-2009, a different counselor evaluation survey was used for most of the year. The current survey tool was designed to align more closely with measuring expected student learning outcomes.

While the number of student contacts has increased annually, the student evaluations have mainly shown a steady decrease in student satisfaction as well as students' perception of being able to maneuver through various steps—such as the educational plan—to reach their goal. When the evaluation instrument was changed in 2009, a benchmark of 3.70 out of 4.00 was established based on the average evaluation scores from prior years. In 2009-2010 and 2010-2011, benchmarks were met in half of the areas. In 2011-2012, the only items where this benchmark was achieved were #7-My counselor is supportive and encourages me to make decisions that will lead to my success; and #10-It was easy to talk with my counselor.

In reviewing and evaluating these results, several areas may have impacted our ratings:

- To obtain more counselor evaluations and to ensure a fair method to disseminate counselor surveys—especially for counselors not located in the Counseling Center—we decided to administer our survey online utilizing SurveyMonkey. By doing so, we received a 292% increase of evaluations over the number we received in 2010-2011. Although five more counselors were also added to the 2011-2012 survey pool, they contributed 8.9% of the total number of evaluations received. Further discussion of the results specific to Education Plans are on pages 16-19, 21. We will continue to utilize SurveyMonkey to disseminate our counselor evaluations due to the large increase in responders via this evaluation mode.

- As mentioned above, we also had three adjunct (approximately 10-hours per week casual hire) counselors assisting us at varying times during the 2011-2012 year. Two were hired to assist with advising for new baccalaureate programs (Engineering Technology and Sustainable Science Management); the other as a fill-behind for the Allied Health counselor who was (and still is) co-chair of the Curriculum Committee. In reviewing those specific counselors' evaluations, the areas that could have used improvement were in areas where having knowledge of a full-range of resources, other degree programs, and transfer would have impacted better ratings. These results were expected, as the learning curve for new Maui College counseling faculty is approximately three to five years and 10-hour a week positions do not allow for sufficient professional development training. Additionally, two of the adjunct counselors had previous college counseling experience and

their evaluations reflected positively on specific counselor satisfaction points. While having adjunct counselors may not present the best situation for all advising areas, having additional helped to address the need for counselor availability. In this current year, we no longer have two of the three adjunct positions due to funding cuts or termination of available grant funds. Counselor availability is a concern students are voicing in our current counselor evaluations.

- In our attempt to see more students, appointment times were pared down to 30 minutes from the 45-minute appointments most counselors used to offer. Some students commented that they "felt rushed" in their appointments. In response to the persistent demand of students requesting advising services, an additional day of walk-in advising was added by the Allied Health counselor and one of the CTE counselors. (These students are not sent the counselor survey as most of the questions would not pertain to them.) Noel-Levitz postulates that frequency and length of advisor/advisee contact are important variables in effective advising programs. Their research confirms that advisees who meet their advisors more frequently and for longer periods of time are more satisfied with the advising process, have a more positive impression of their advisors, and discuss a greater number of topics with their advisors. The current to student ratio does not allow for adequate individual academic advising conferences. Additional time is required to serve particular student populations including the underprepared, first year, and undecided students.

In Spring 2013, the hiring of a .75 Transcript Evaluator and a .25 Career and Transfer Counselor is scheduled through funding from the Community College Career and Technical Training (C3T) Grant. These positions should help alleviate the time dedicated towards transcript evaluation and advanced standings and to career counseling. With the filling of these two positions more time is projected for counselors to work with additional students on their Education Plans and graduation and transfer.

UHMC SARS-GRID UNDUPLICATED COUNT OF STUDENTS – Specialized Counselors

	2012-2013	%C	2011-2012	%C	2010-2011	%C	2009-2010	%C	2008-2009
Disability Services Counselor	Fall 12 only data: 237	*tba*	266	*20.4*	221	*14.5*	193	*17.7*	164

Students served by the Disability Services Coordinator increased by 62.2% in FY 12 compared to FY 09 and 37.8% compared to FY 10.

Disability by type (of students enrolled FY 12):
- Psychiatric - 38%
- Learning - 23%
- Physical - 12%
- Other - 11%
  - Other grouping includes autism spectrum (34% of this "Other" grouping); traumatic brain injury (43%); seizure (7%); other developmental disabilities (3%)
- Sensory - 10%
- Chronic Health Condition - 6%

UHMC SARS-GRID UNDUPLICATED COUNT OF STUDENTS – Specialized Counselors

	2012-2013	%C	2011-2012	%C	2010-2011	%C	2009-2010	%C	2008-2009
Personal Support Counselor	Fall 12 only data: 160	*tba*	77[5]	*-8.3*	84[5]	*3.7*	81	*n/a*	*n/a*

[5] The Personal Support Counselor was on military leave for over 2 months during these years. A part-time casual-hire served a small number of students during that time period and that data is included in the respective SARS-GRID. Academic counseling faculty also helped to serve students during that time period and their numbers are not included in the Personal Support Counselor's SARS-GRID.

While the individual number of students served by the Personal Support Counselor decreased in FY12 as compared to previous years, more students were served via outreach activities. The following chart provides more information about the services the Personal Support Counselor provided in FY12:

	Total FY12	Summer 2012	Spring 2012	Fall 2011
Total Students Served (combined individual & group)	484	159	163	126
Outreach Activities (Events)	426	160	102	557
Percentage referred by faculty, counselors, and staff	99%	100%	98%	94%
Total Student Sessions (SARS undup list by reason code)	351	119	158	69
Average number of visits by students (Total individual/total	3.9	6	3.5	2.0

The most common reasons students sought services (many students sought help for more than one problem, therefore percentages add up to more than 100%):
- School-related stress – 71%
- Depression – 55%
- Anxiety issues – 50%
- Family-related issues – 32%
- Domestic Violence – 20%
- Crisis, including suicidal ideations, psychosis, personal tragedies – 19%
- Bipolar – 18%

Outreach intervention program (Active Minds club) continues to host a Narcotics Anonymous and an Alcoholics Anonymous group twice a week, with 5-10 students attending each group weekly.

An additional 40 students were served through the Mentor's in Violence Prevention Groups via Upward Bound.

Access - Early College

Running Start

RUNNING START	FALL		SPRING		SUMMER
2007 - 2008	45		41		21
2008 - 2009	58		43		11
2009 - 2010	68		56		12
2010 - 2011	77		82		10
2011 - 2012	109		80		7
2012 - 2013	62		Projected 65		n/a

Running Start is a program that allows eligible public high school students to enroll in college classes and earn credit towards high school graduation and a college degree. In Fall 2011, there was a marked increase in the number of students participating in the program. A couple of factors influenced this large growth: 1) sheltered classes at Kihei Charter School were delivered where students engaged in their classes at their school (non-integrated); and 2) a federal grant was in place to off-set the costs for Native Hawaiian students to participate in Running Start thus increasing accessibility (cost).

Over the years, providing an in-person or electronic (Skype or interactive television) orientation to incoming students was a challenge. The orientation was revised and offered online, on a voluntary basis. By Fall 2011, only 30% of the students opted to complete the orientation, and in Spring 2012, only 44% did so. A number of students who didn't do the orientation also had poor or failed grades. To provide information and resources that would allow students to make informed and appropriate decisions about post-secondary work, and to provide a framework for academic success, the orientation became mandatory in Fall 2012. In order for students to register for classes, they had to complete the orientation and pass the quiz with at least 80% proficiency. A survey will be sent to the Running Start students to assess the presentation itself and the desired learning outcomes.

Kamehameha School Dual-Credit
Courses offered for dual credit originated with an agreement between the UH Maui College and Kamehameha Schools-Maui Campus. The program provides juniors and seniors at Kamehameha High School to enroll in college level course and simultaneously earn college credit as well as high school credit for the courses.

The partnership between UH Maui College and Kamehameha High School-Maui Campus offers an opportunity for high school juniors and seniors to earn college credit before graduating from high school—making their transition to higher education smoother and increasing the likelihood of graduating from college.

For the Fall 2011 semester a total of 32 students participated in the dual credit program and again in the Spring 2012 semester another 32 students participated. The total of 64 juniors and seniors participated in the program for the academic year.

UH System Strategic Outcomes and Performance Measures, 2008-2015 - Hawaii's Educational Capital

Hawaiʻi Graduation Initiative
Increase Graduates by 25% by 2015

UHCC STUDENT SERVICES ANNUAL REPORT OF PROGRAM DATA (ARPD) – DEGREES and CERTIFICATES AWARDED

	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009
UHCC									
Maui College	n/a		560		482		416		364

There is a 16.2% increase over the previous year's total of certificates and degrees as reported via UHCC ARPD. Noteworthy is the 53.8% increase of certificates and degrees in 2011-2012 as compared to 2008-2009.

UH Maui College's Admissions & Records Office reported that 1431 UHMC certificates and degrees (a 23.2% increase) were issued in 2011-2012:
- 657 Certificates of Competence
- 121 Certificates of Completion
- 190 Certificates of Achievement
- 413 Associate Degrees
- 21 Academic Subject Certificates
- 7 Bachelor's Degrees

This is an increase of 23.2% certificates and degrees from the previous year. Counselors generate most of the certificate and degree graduation applications and certify 100% of all them every semester.

To help our campus with the graduation initiative, the Counseling Department:
- continued to work on the building and maintaining of STAR Academic Journeys and made concerted efforts to teach our students how to use this tool to help guide them towards degree completion;
- continued to take an active role in the Liberal Arts Committee, including advocating for revisions to allow more flexibility for students to obtain their AA degree and to ease the transfer process;
- continued to provide feedback to instructional faculty on curriculum issues and course schedule planning to ensure a smoother path for students to achieve their goals;
- continued to take an active role with system initiatives such as Automatic Admission and Reverse Credit Transfer and relayed this information to our students (developed a handout to give to students to explain the process);
- continued cultivating relationships with admission/transfer personnel to connect our students with their (transfer) institution of choice to keep students on track with their Maui College educational goal;
- continued participating in system committees regarding articulation and transfer (e.g. Academic Advisors Transfer Network; UHMC Foundations Committee; UHMC Hawaiian, Asian, Pacific Issues Committee);
- continued to collaborate with campus departments and programs to provide support services to enable students to meet their educational goals.

This 2012-2013 year, the UHCC is finalizing a policy allowing the notation of academic credentials (certificates and degrees) upon successful completion of program requirements. Students may "opt out" of having the credential noted on their transcript. Current practice at Maui College is to have students file to graduate with the graduation application—most often prepared by a counselor. The "automatic" notation

will increase the number of graduates, particularly in the certificate areas. An implication of this policy affecting students is in terms of receiving further financial aid once their degree is posted. The Counseling Department and the Financial Aid Office have collaborated to institute a procedure that will allow students to receive further funding, if eligible, but they must declare a different major. This additional funding is for students to pursue a second degree. In this situation, the counselors must complete a Financial Aid Maximum Timeframe Review form for the students for their new declared major.

Often, we find that students are declaring another major to acquire program prerequisites or other general education requirements prior to transferring to their baccalaureate major/campus. Whereas having students know their educational goal early on and having students know if and where they will eventually transfer for a baccalaureate degree is ideal, the reality is that most students are uncertain until nearing degree completion—some not even after completing their associates degree. While all counselors do career advising to the extent that time availability will allow, a dedicated Career and Transfer Center and a counselor to specifically address this need would positively impact realistic career/educational goal identification and selection of courses that meet both degree completion and transfer/program prerequisites. Career counseling is more than discussion about options available at Maui College and also within the various UH campuses. According to the following transfer data, over 100 of our students reportedly transfer to non-UH campuses. Our challenge in helping these students is to become more aware of various colleges and universities on the mainland, and to help our students learn how to extract data from websites and catalogs regarding general education core requirements and major requirements.

Complete College America

IRAO - TRANSFER INTO FOUR-YEAR CAMPUSES (<u>not including</u> transfer into UHMC bachelor's degrees)

	Fall 2012		Fall 2011		Fall 2010		Fall 2009		Fall 2008
UHCC									
Maui College	131		112		108		111		106

UHCC ARPD - TRANSFER INTO FOUR-YEAR CAMPUSES (<u>including</u> transfer into UHMC bachelor's degrees)

	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009
UHCC									
Maui College	n/a		162		156		153		127

UHCC ARPD - TRANSFER INTO NON-UH BACCALAUREATE GRANTING INSTITUTIONS (data from National Clearinghouse; not all institutions participate)

	2012-2013		2011-2012		2010-2011		2009-2010		2008-2009
UHCC									
Maui College	n/a		111		127		116		119

UHMC SARS-GRID UNDUPLICATED COUNT OF STUDENTS – Transfer Information

CAMPUS			ON CAMPUS		VIA UNIVERSITY CENTER[6]
UH MANOA	422		266		156
UH HILO	106		70		36
UH WEST OAHU	168		20		148
UH MAUI COLLEGE	20		20		
UH CCs	50		50		
MAINLAND	136		136		0
OTHER	19		19		
UNDECIDED	84		84		
TOTAL	**1005**		665		340

[6] *Some of these students are already enrolled in UH Center programs*

The total number of students with transfer goals noted in their SARS-GRID record is a 36% increase from the previous year's total. We are making concerted efforts to log this information as we meet with students and to revise their record as appropriate.

To help our campus with the transfer goals, the Counseling Department:

- continued to collect student transfer goals to better inform students of campus visits, transfer fairs, auto admission procedures, and general education changes at UH campuses;
- continued to share student lists with the University Center and send out notices of their informational meetings to students interested in their partners' degree offerings;
- continued to partner with CareerLink to plan and implement a Career & Transfer Fair during the fall and spring semesters to provide information to students with transfer goals;
- continued to take an active role with system initiatives such as Automatic Admission and Reverse Credit Transfer and relayed this information to our students (developed a handout to give to students to explain the process);
- continued cultivating relationships with admission/transfer personnel to connect our students with their (transfer) institution of choice;
- facilitated smoother transfer for students by serving on the University of Hawai'i system-wide Academic Advising and Transfer Network, the UHMC Foundations Board, and on the UHMC HAP (Hawaiian, Asian and Pacific Issues) Board; also actively participated in dialogue regarding student transfer experiences and advocated for changes as necessary.

We will continue to partner with our system colleagues and non-UH partners to better assist our students in the transfer process. We will also continue to represent UHMC in UH system discussions regarding articulation, automatic admission, reverse credit transfer, and general education core.

Additionally, when we are able to hire the .25 Career and Transfer Counselor in spring 2013 through funding from the Community College Career and Technical Training (C3T) Grant, students should be able to access more information about colleges and programs. Currently, transfer information is made available to students in a small area in the Counseling Center and additionally in an open-access nook in the Pilina building. We envision a set venue in which visiting admission representatives can meet with students. This venue would also be the "go to" locale for easy-access transfer information.

STAR DATA METRIX – STUDENTS WHO ACCEPTED AUTOMATIC ADMISSION (Intended Semester of Transfer) – Unduplicated Count

	Spring 2013	Fall 2012	Spring 2012	Fall 2011	Spring 2011	Fall 2010
TOTAL	**89**		**66**		**73**	
	21	68	23	43	34	39
UH MANOA	7	48	14	21	17	27
UH HILO	2	10	4	9	8	5
UH WEST OAHU	12	10	5	13	9	7

The number of students who accepted Automatic Admission (for fall admission) increased by 128% from Fall 2012 as compared to Fall 2011. When the number dropped for Fall 2011 admission as compared to the initiation semester of Fall 2010, we ascertained that students could use better communication about this transfer initiative. A handout was developed explaining the steps to accept the offer, including up to the point of registration at the transfer campus. The handout was utilized in face-to-face appointments as well as emailed to students to explain the program's benefits. One of the counselors also sent a reminder notice via UH email about the program and the deadline to accept. We noted that several students inquired about Automatic Admission after the deadline. Following the success of the Financial Aid Office with mailings, we plan to send a postcard reminder notice to students regarding the deadline to accept, and plan to place the Automatic Admission handout on the Counseling Department website.

Other Quantitative Indicators

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT *(CCSSE)* **– Spring 2012**

Community College Survey of Student Engagement *(CCSSE)*	Survey Year		
	2012	**2010**	**2008**
34 Support for Learners Benchmark (Percentile)	90	90	90
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)			
35 Academic Advising			
Frequency	1.94	1.80	1.80
Satisfaction	2.38	2.20	2.33
Importance	2.62	2.50	2.57
36 Career Counseling			
Frequency	1.67	1.40	1.59
Satisfaction	2.25	2.10	2.28
Importance	2.47	2.30	2.52
40 Transfer Credit Assistance			
Frequency	1.56	1.50	1.42
Satisfaction	2.03	2.10	2.01
Importance	2.17	2.20	2.28
41 Services for People With Disabilities			
Frequency	1.43	1.30	1.35
Satisfaction	2.15	2.00	2.08
Importance	2.14	2.00	2.19

SURVEY OF ENTERING STUDENT ENGAGEMENT (*SENSE – CCSSE* Initiative) – Fall 2011 Baseline Year

SENSE surveys students who are first entering college. The results are intended to provide a picture of student behaviors and institutional practices during the first weeks of college—a critical time that may set the tone for student success. UH Maui College targeted the students in developmental English and math courses and conducted the survey during the first three weeks of the Fall 2011 semester.

Clear Academic Plan and Pathway (one of the benchmark areas)
The UH Maui College score for this benchmark area was 55.8, as compared to 50.0 for the 2011 *SENSE* Cohort and 61.1 for the 2011 top-performing colleges. Specific items were noted as follows:

18d	61% *agree or strongly agree*	Agreement: I was able to meet with an academic advisor at times convenient for me
18e	70% *agree or strongly agree*	Agreement: An advisor helped me to select a course of study, program, or major
18f	60% *agree or strongly agree*	Agreement: An advisor helped me to set academic goals and to create a plan for achieving them
18g	31% *disagree or strongly disagree*	Agreement: An advisor helped me to identify the courses I needed to take during my first semester/quarter
18h	49% *disagree or strongly disagree*	Agreement: A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take

The majority of the entering students reported that they had contact with an advisor but a smaller percentage reported that they had help setting academic goals and developing a plan for achieving them early in their start at Maui College.

NEW STUDENT ORIENTATION (NSO)

	FALL 2012		FALL 2011	
TOTAL # STUDENTS WHO ATTENDED NSO	**357**	**100%**	**427**	**100%**
Advised by counseling faculty	256	72%	301	70%
Advised by faculty advisor, student ambassador, or other program staff	101	28%	126	30%

To help our campus with persistence efforts, the Counseling Department:
- continued to dedicate time and resources to provide advising to students attending New Student Orientation (NSO);
- continued to conduct training sessions for student ambassadors, faculty advisors, and other program personnel who helped advise students.

To address 18g and 18h: The Counseling Department partners with Student Life to conduct the New Student Orientation (NSO) for Maui County high school seniors who are matriculating at UH Maui College. Several

iterations of advising models have been used over the years to provide academic advising for these freshmen. The models have been revised over the years based on student feedback. In 2011-2012, students were advised according to their major. Many of the students in Liberal Arts selected this major when they didn't know what they really wanted to major in, or when they intended to stay for a semester or two and then transfer to the mainland. Due to the large number of students in this major and with only four Liberal Arts counselors available to advise per session, advising was also provided by peer mentors and program advisors outside of the Counseling Department. Due to time limitations, it was challenging to incorporate individualized attention for each student based on his/her needs, especially if students were planning to transfer outside of our UH system. Responses to 18g and 18h are more than likely reflective of this model of advising. Additionally, although these peer mentors and adjunct advisors were provided training, we did not monitor whether they utilized the back of the Schedule Planner form that provides a general guide as to the time commitment a typical college course requires per week (18h). We are currently collaborating with Student Life to revise the NSO advising format.

FORMATIVE DATA

Students and Program Learning Outcomes are based on the Council for the Advancement of Standards (CAS) in Higher Education.

Table 2 - FORMATIVE					
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
INTELLECTUAL GROWTH	• Produces personal and educational goal statements; employs critical thinking in problem solving; uses complex and varied information to make decisions	• Through academic advising and career services, students will develop and implement an Education Plan that identifies coursework necessary to achieve their educational goal; this will positively impact persistence, graduation, and/or transfer	As reported in SARS-GRID Database, the number of Education Plans in student folders (advising sheets – paper-based) and/or via STAR (online)	**AY12 = 1877** Education Plans (duplicated number representing 1515 students) **AY11 = 1821** Education Plans (duplicated number representing 1482 students) 3% increase in number of Education Plans generated over AY11 2% increase in number of students over AY11 **AY11 and AY12 3698** Education Plans representing **2731** unduplicated students 90% of the paper-based program advising sheets were available at the Counseling Center One of the plans was to have these advising sheets also available via the Counseling Department website; however, the decision was	The Counseling Department plans to concentrate on degree-seekers, students at developmental levels, and students who intend to transfer to assist them to develop Education Plans that are thoughtful and purposeful. Correctly identified students and their majors are imperative to intentional advising. The counselors currently input educational goals with selected pre-majors (for transfer purposes) in the SARS-GRID whenever feasible. Campus efforts to systematically delineate students' educational goals and majors are welcome. As curricular changes are made, counselors update program advising sheets and the STAR Academic Journeys to

Table 2 - FORMATIVE					
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
Student Learning Outcomes (SLO) And/Or Program Goals	**Examples of Achievement Indicators within each SLO**	**Mapping SLO to Activity or Course**	**Assessment Tool(s) & Methods of Utilization**	**Analyzing Results As Relates to Objectives**	**Plan & Implementation**
				made to delay this due to revisions to our website, a department budget that was not conducive to fund overtime to allow our clerk to reformat the advising sheets and make them web ready, and other priorities. To address this, links to the respective catalog pages were provided instead. 80% of the STAR Academic Journeys were available to degree-seeking students via their UH Portal; the delay in the building process was due to discrepancies in certificate and degree requirements as presented in the catalog information and the advising sheets; in some cases, research needed to be done to check on Curriculum changes; the need for accuracy is to be able to program the Academic Journeys (behind the scenes) to make them valid and reliable	provide the most up-to-date, accurate information to students. The counselors continually consult with program coordinators and other instructional faculty to advocate for curricular changes if necessary. Continue to utilize various resources to generate students' Education Plans and improve methods by which students can access their Education Plans: ● Continue to annually update 100% of the certificate and degree advising sheets made available at the Counseling Center and to make these sheets available on the Counseling website once the new website is completed ● Continue to build and modify the STAR Academic

Table 2 - FORMATIVE					
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
					Journeys for all certificates and degrees; have 100% of the certificate and degree Academic Journeys completed by the fall semester Continued funding is needed for the Counseling Department's clerk to revise and upkeep the departmental website to provide access and timely information to all UHMC students

The Education Plan focus is on counselors teaching students the skills needed to develop their plan. To assess the quality of counselors' role/assistance in this area, two different surveys are sent via SurveyMonkey to students: one after an appointment; the other in the semester of or the near point of graduation. In the student/counselor appointment evaluation, one of the questions specifically addresses the Education Plan.

FY 12 UHMC Counselor Evaluation – Educational Plan
(N=1298; rating scale 1-4 with 4=Strongly Agree) by students.
- 818 students selected "Educational Plan" as the reason for seeking assistance.
- Benchmark rating = 3.70/4.00
- 2011-2012 Rating: 3.62/4.00 on "My counselor assisted me in developing an educational plan that will help me realize career goals."
- **Did not meet benchmark.** Rating decreased slightly from 2010-11 academic year (3.62/4.00). The rating also decreased as compared to 2009-2010 (3.70/4.00) when the counselors decided to emphasize Education Plans as a means to impact persistence, graduation, and transfer. The huge increase in enrollment with a constant staffing level since 2008 has impacted students' perceptions of counselor's quality of service provided. Some students mention that they felt "rushed" in their appointments.

To accommodate the increase in enrollment and consequential increase in students requesting appointments, most of the counselors shortened their availability to 30 minutes. As is especially true for Liberal Arts, developmental, and undecided students, 30 minutes is not enough time to do an initial evaluation of the student's capabilities and life circumstances, and also to develop an education plan in the same appointment. This requires more counselor availability for either extended appointments or availability for more follow-up appointments.

If staffing is to remain the same or decrease (if we no longer have adjunct counselors to help advise), it is expected that counselor evaluation scores in this area will not improve.

However, if the Community College Career and Technical Training (C3T) Grant's hiring of a .75 Transcript Evaluator in Spring 2013 comes to fruition, this should aid in alleviating the time allotted towards transcript evaluation and advanced standings. Also, the grant allows for the hiring of a .25 Career and Transfer Counselor. We anticipate that with these two positions, more time can then be allotted for counselors to work with additional students to develop their Education Plans. (See further discussion under Transcript Evaluation, pg. 12)

Graduating Students' Self-Reflection Survey Results
The graduation survey is a self-reflection, open-ended tool that asks students to write a brief paragraph describing what they have learned from their counselor during their time at Maui College. The Education Plan response is a constant theme every semester that the survey is administered.

In Spring 2012, 118 students were sent the self-reflection survey. Thirty-six students (30% response rate) responded. Highlights of the responses:
- 53% of the respondents said that they learned how to create an educational plan that would help them meet their goals.
    - o 37% of these students specifically mentioned help with "graduating on time."
- 17% felt that their counselor taught them how to believe in themselves, leading to a heightened send of self-efficacy.
- 14% mentioned receiving career counseling.
- 14% mentioned receiving transfer assistance.
- 11% mentioned resource referral.
- 11% mentioned how to manage school-related stress and overcome obstacles.

Table 2 – FORMATIVE					
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
INTELLECTUAL GROWTH	• Uses complex information from a variety of sources (e.g. program advising sheets, STAR, UHMC catalog and schedule of classes) to make decisions.	• 100% of the UHMC STAR Academic Journeys (online degree audit system) will be available to students through their MyUH Portal.	Percentage of STAR Academic Journey certificates and degrees available for use by students, counseling faculty, and other advisors.	STAR Academic Journeys (AJ) completed—represents multiple catalog years from 2002.	Continue to build new STAR Academic Journeys as certificates and degrees are added. Continue to annually modify STAR Academic Journeys per curricular changes. STAR Board will conduct an audit of all UHMC certificates and degrees in Fall 2012. We will work closely with the STAR Board auditor to fix any discrepancies.

The previous year's goal was to develop an assessment tool to determine students' competence in utilizing the STAR Academic Journey (AJ). One of the counselors developed a STAR assessment rubric for counselors to use while in the advising appointment to evaluate student performance. First and second semester students were randomly selected during specific times of the semester to provide a snapshot and initial assessment.

STAR Academic Journey Rubric Results:

- 42/60 (70%) were at the "developing" level – students are not able to articulate graduation requirements; does not understand which areas of their degree is complete or what it means to be completed; not familiar with which classes meet requirement or how to use the "what if journey" if contemplating a change of major
- 15/60 (25%) were at the "meets" level – students can articulate their graduation requirements; understands which areas of their degree are complete and which remain to be completed; may not know which classes meet specific requirements; does not know how to use the "what if journey" if contemplating a change of major
- 4/60 (5%) were at the "exceeds" level – students can articulate graduation requirements; understands which areas of their degree are complete and which remain to be completed; knows how to find out which

classes meet specific requirements; knows how to use the "what if journey" if they decide to add a second degree or change their major

The Counseling Department plans to continue to collect data using the STAR rubric, particularly with this initial group at follow-up appointments to ascertain improvements and achievements. An assessment tool to measure another Student Learning Outcome (Personal and Educational Goal Development) will also be developed.

Additionally, the Counseling Department will create instructional videos using Camtasia software to provide students with access to helpful "how to" videos about using the STAR degree audit system and other frequently asked procedures. The videos will be available online on the Counseling Department website.

Real-time assessment will be explored to expand and improve the Counseling Department's ability to capture student learning on a broader scale. Purchasing of mobile devices such as iPads will further enhance the Counseling Department's ability to capture data in real time and analyze the results to implement changes.

Table 2 - FORMATIVE					
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
INTELLECTUAL GROWTH	• Employs critical thinking in problem solving.	• Specialized education plans for Financial Aid recipients on appeal	341 Satisfactory Academic Progress (SAP) financial aid appeals that required an educational plan signed by a counselor were completed

379 Maximum credit time frame reviews were completed by counselors | There was a 54% increase in the number of Financial Aid Academic Plans over the previous year.

There was a70% increase in the number of Financial Aid Maximum credit timeframe reviews over the previous year.

The meetings with these students are fruitful in that they are made more aware of their responsibilities and have the opportunity to discuss strategies. The counseling faculty also make | The Counseling Department and Financial Aid directors will discuss past and current results for students with FA Academic Plans and look at other intervention models and best practices within and outside of UH. A closer look at other factors that could have also impacted these results is warranted. |

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
				campus and/or community referrals as needed. However, the Financial Aid Office's previous Program Review noted that the success rate of students on appeal still decreased even after this intervention. Nonetheless, due to federal mandates, a Financial Aid Academic Plan is required and this step is continued this year.	
		• Academic advising, career, and personal counseling services	656 counseling contacts (as reported in SARS) were made for academic monitoring for 532 students; majority of these contacts were to address the Academic Probation Policy (APP) that required an in-depth look into reasons for poor academic performance and strategies to raise cumulative GPA. 18.9% of the total contacts represented multiple contacts for the same student. The contact number is an 8.6% increase over the previous year.	As with students on financial aid appeal, the APP meetings with these students are helpful in that they are made more aware of their responsibilities and have the opportunity to discuss strategies. The counseling faculty also make campus and/or community referrals as needed. For most of AY 12, the campus did not fill the Retention Coordinator when it became vacant. The Counseling Department attempted to fill in the gap by	Continue to meet with students and address APP/GPA and strategies as appropriate.

Table 2 - FORMATIVE
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS

Table 2 - FORMATIVE					
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
				addressing APP and students' issues during advising sessions. Without additional resources, however, an intentional program to address APP with this student population was not feasible in light of other advising and counseling faculty duties.	

V.   BUDGETARY CONSIDERATION & IMPACT

Status on Identified Needs from Previous Program Reviews		
Needed Positions/Resources	**Need Met**	**Need Unmet**
1. UHMC Transcript Evaluator	X – C3T Grant will allow for .75 Transcript Evaluator in Spring 2013; and will increase to 1.0 in 2013-2014	
2. Counseling Department Director (Full-Time)		X
3. UHMC Campus Recruiter		X
4. Career & Transfer Center and Staffing		X – partially met C3T Grant will allow for .25 Career & Transfer Counselor in Spring 2013; and will increase to .50 in 2013-2014
5. Disabilities Program – APT Assistive Technology Specialist		X Partially met with Perkins external funding
6. Counselors for Native Hawaiian Students		X
7. Counselors for Recently Emerged and Future UHMC Programs		X Minimally met with external funding - .25 Casual Hire Counselor hired for UHMC's 3rd baccalaureate program
8. Early Admit/Running Start Program Coordinator		X
9. Counselors for Hana and Lahaina Education Centers		X

As the College maintains record enrollments, academic advising and educational planning remain fundamental to student access and success. A lack of resources continues to result in one of the eleven counselors serving as the Counseling Department Director while maintaining a counseling student caseload and managing other program responsibilities. The Director has many duties comparable to the Department Chairs in Instruction; however, unlike instructional faculty, there is no formal definition of non-instructional faculty workload. The Department Director is responsible for coordinating the services and operations of the department and is expected to work collaboratively with the entire campus community. Over the years as the department and campus have grown, so have the responsibilities of the Director. While overseeing all operations and personnel of the Counseling Department, additional responsibilities include facilitating student success by being involved with a wide range of program, faculty, and administrative committees as well as policies, and fostering the development and implementation of academic programs that will help to meet the needs of the students. While this position is recognized in the current Reorganization Chart, there has been no assigned time or additional resources given to the Counseling Department to enable the designated counselor to fully function as the Director. Justification for funding a Counseling Department

Director is supported by the Liberal Arts Program Review and the number of students declaring themselves as Liberal Arts majors which has steadily increased over the past years (1,574 in FY09 compared to 2,149 in FY12) and continues to represent more than half of the students enrolled at UHMC during the Fall 2012 semester. At the same time, the number of counselors dedicated to serving Liberal Arts majors has remained the same (4 of 10 academic advising counselors—one of whom is the Counseling Director). Liberal Arts tends to be a "catch-all" major that includes students who intend to earn an Associate in Arts degree, students who plan to transfer to a baccalaureate program within and outside of the UH System, students who are preparing for an allied health major, life-long learners, and students who are undecided regarding their educational and career goals. Data in the UHMC Liberal Arts Program Review shows a relationship between the increase of Liberal Arts majors to the decrease of unclassified majors. An increasing percentage of Liberal Arts majors are "pre-collegiate" students (students who place in developmental English and/or math) who need more resources and support than students who are prepared for college level courses. Counseling standards call for smaller caseloads for targeted special populations such as this population. Furthermore, the implementation of the UHMC probation policy in Fall 2010 has further impacted the existing resources to address the retention, persistence, and graduation and transfer rates amplifying the need for student goal clarification, educational planning, and interventions to provide more intensive support services and individual student follow up.

The need for a UHMC Recruiter continues to exist. The current demands for counseling services by the increased enrolled student population require a separate Recruiter position to address College administrative and UH System priorities for local and non-resident student recruitment and increased UHMC enrollment of high school students. The Recruiter would be responsible for the initial contact with prospective students to inform them of admission requirements, program and support service information, and would be responsible for assisting with the admissions and matriculation process to UHMC. This position would also be responsible for statewide and national College Fairs and other recruiting and organizing college information sessions and tours. The Transcript Evaluator and Recruiter would work together closely so that a timely evaluation of students' previous college credits would be completed and shared with prospective and returning students for educational planning purposes. The Recruiter would be responsible for ongoing follow up, which includes completing prospective student contact information needed to facilitate accurate processing of admissions correspondence, and to facilitate preparedness for successful registration in classes. The hiring of a UHMC Recruiter would enable the Counseling Department to respond to the demand from enrolled UHMC students for improved access to counselors.

A Career & Transfer Center would benefit the above mentioned groups of students, as well as those students who intend to transfer, as they need more guidance, i.e. longer or more frequent appointments than students with clear educational and career goals. Students with clearer career/educational goals are more likely to persist and keep on task. While many of the services may be aimed at those in exploratory stages such as recent high school graduates, career counseling services can also target those in our community who request services to explore career options, especially if they have a desire, or need, to make a career change. The hiring of a designated Career & Transfer Counselor would enable the Counseling Department to establish a Career & Transfer Center. The Center should provide an array of resources and tools to guide Liberal Arts and Career-Technical students in researching majors and careers; thus, adequate space must also be allotted to house these career resources and reference materials. Additionally, services provided by this Center will enable students to experience a smooth transition to other colleges or universities and to maximize visits by admissions representatives from other post-secondary institutions, for example. Altogether, having the Career & Transfer Center staffed by personnel with specialized skills would produce improved educational outcomes and directly impact retention, persistence, graduation and transfer rates for the College.

While student enrollment has increased 47.0% over the past five years, students registered with the Disability Services Program have increased at a rate of 157.6% (Fall 2007 = 92; Fall 2012 = 237). At the same time, the types of disabilities and the limitations of these students have changed the types of accommodations needed—and the time it takes to provide these accommodations. For example, over the past five years there has been a 283% increase in the sensory (e.g. hearing, vision) category and a 228.5% increase in the "other disability" (e.g. autism, traumatic brain injury) category. Assistive technology (e.g. alternative textbooks, screen magnifiers and readers) requests have increased at a rate of 300%. With the changes in Section 508 of the Americans with Disabilities Amendments Act (ADAA, 2008) and the increasing amount of technology used for educational delivery, a general-funded APT position is needed to ensure compliance with timely and effective accommodation delivery. While there is an externally-funded position filled to help address these accommodations, it is Perkins-funded. The time it takes for the solo Counselor/Disabilities Program Coordinator to produce and implement the grant is time taken away from direct student contact. While complaints have lessened over the past year, in the past students have complained about a lack of access to their counselor. Not having access to their counselor often exacerbates their challenging situations and creates hardship for instructors as well. Additionally, in response to student complaints about a lack of privacy and needing greater access to assistive technology, a dedicated assistive technology lab was funded in 2011-12 Perkins grant. This lab was established within the Ka Lama building during the summer of 2012. Permanent funding needs to be established to maintain the Assistive Technology lab, and funding is needed for the APT staff member who oversees the lab, converts materials into accessible formats, trains students in the use of AT, and assists faculty and staff with ensuring accessible materials.

Additional Needs

CAS requires that the Counseling Department analyze the needs and capabilities of students and the availability of internal and external resources. UHMC has excelled in developing new academic programs and in offering courses to meet student and economic needs. This has been achieved with additional designated resources and/or instructional faculty reassigned time. At the same time, there has not been a systematic and proportionate growth or allocation of resources to add needed counseling personnel. Services to keep up with this academic program growth, including the development of two new baccalaureate degrees, and to address student needs require funding of additional positions. The following have been identified to address these needs:

1)   Counselors for Native Hawaiian Students – need is documented in Lauʻulu's 2012 Native Hawaiian Student Affairs Model
2)   Counselors for Recently Emerged and Future UHMC Degree programs
3)   Early Admit/Running Start Program Coordinator
4)   Counselors for Hana and Lahaina Education Centers – need is documented in the Hana and Lahaina Education Program Reviews
5)   An increased budget for the Counseling Department to maintain the functions and operations of the Counseling Center, to have adequate technology and equipment, to address travel needs for outreach advising, to maintain sufficient funding for student assistants to help staff the Counseling Center, and to pay overtime for the department clerk for staffing during special hours of operation and to support projects such as the Counseling Department website is needed to meets its mission and goals effectively and efficiently. Allotment for the past few years has been $13,000. This is inadequate to fund what is needed to run the Department in light of rising costs. Funding assistance has been provided from other departments such as Admissions & Records and Allied Health to help support our student assistants.

VI.　CONSIDERATIONS FOR PROGRAM REVIEW

ENGAGED COMMUNITY

Internal:
- The counselors have been integrated within the campus community and active with their liaison units (Business/Hospitality; CTE; English; Humanities; Social Sciences; STEM) as well as program-specific departments—providing and receiving feedback on needs and curriculum issues. They have participated in program-specific advisory committee meetings.
- Counselors are also represented on a number of campus committees: WASC Accreditation; Achieving the Dream; Campus-wide Assessment; Academic Senate Policy and Procedures; Academic Senate Elections; Curriculum; Distance Education; Hawaiʻi Graduation Initiative; Institutional Assessment & Effectiveness; Liberal Arts; Math Task Force; New Student Orientation; Lauʻulu; Kabalikat Council; and Safety & Security.

External:
- Counselors have maintained contact with their high school liaison schools and have participated in a number of high school events, especially for recruitment purposes.
- Counselors have maintained contact with other colleagues, especially in our UH system, to provide up-to-date information regarding transfer and articulation. Counseling is represented on the UH System Academic Advising Transfer Network.
- Counselors contribute to system-wide discussions by representing UHMC on a number of system committees: Academic Advisors Transfer Network; Early College Task Force; EXCELL (Educator's X-system Committee for Excellence in Lifelong Learning); Foundations; Hawaiʻi, Asia, Pacific (HAP); Prior Learning Assessment; STAR Board.
- Counselors have maintained contact with outside community agencies, such as Veteran Affairs, Department of Vocational Rehabilitation, Department of Human Services, and Judiciary to better address the needs of various special populations.

BEST PRACTICES
- We continue to utilize the CAS standards as a guide to review standards for our department and individually as counselors.
- Counselors participate in the statewide UH System Advisors workshop to learn about best practices at other system campuses and incorporate on our campus as feasible.
- Counselors also occasionally participate in national conferences to learn about best practices at other institutions and incorporate on our campus as feasible.
- UHMC Counseling Department will be represented at the NASPA National Convention in March 2013 to present on the use of technology in advising.
- The Counseling Department is exploring Leeward Community College's C.A.R.L. (Counseling and Registration Laulima) as a tool to empower students with college-related information for student success.

PLANNING & POLICY CONSIDERATIONS
- UH and campus strategic goals for access, graduation, and transfer discussed on pages 8–12.
- Additionally, several counselors worked closely with Liberal Arts Committee to revise degree requirements to align closer with other UHCC campuses and enable students to attain their AA degree more readily. In 2011-2012, the Area of Concentration requirement was eliminated. In 2012-2013, we will advocate for a major revision of the Liberal Arts degree to change to Diversification wording and categorizing of courses, amongst other areas. This will help our

students with a smoother transfer process and help our campus to attain the graduation initiative of a 25% increase in graduates.

BUDGETARY CONSIDERATION & IMPACT

- Counseling Director – funding for a full-time Counseling Director; refer to pages 3, 24 & 25; also refer to Liberal Arts Program Review
- UH Maui College Recruiter (non-Counseling Department position) – funding for a campus recruiter for state and out-of-state recruitment and follow-up services for increased sources of revenue; refer to pages 24 & 25
- Career & Transfer Counselor and Center – funding for a full-time Career & Transfer Counselor, plus space and resource materials to support a Career & Transfer Center; early educational goal identification will help with retention, persistence, graduation and transfer; refer to pages 24 & 25; also refer to Liberal Arts Program Review
- APT Assistive Technology Specialist – full-time, general-funded position; refer to pages 24 & 25; also refer to Perkins Grant regarding Disability Services and Assistive Technology
- Counselors for Native Hawaiian Students – refer to pages 24 & 25; also refer to Lauʻulu's 2012 Native Hawaiian Student Affairs Model and Pūkoʻa Council's Priorities and Budget Summary
- Early Admit/Running Start Coordinator – funding for a coordinator to oversee all early access programs to increase student participation and success in these Early College programs; work closely with high schools, students and parents, UH system personnel; refer to pages 9, 24 & 25
- Counselors for Lahaina and Hana Education Centers – funding for counselors dedicated to serve students at these outreach centers to easy access and rapid response; refer to pages 3, 24 & 25; also refer to Program Reviews from the Lahaina Education Center and the Hana Education Center
- Counseling Department Budget – an increase in the annual allotment is needed due to rising costs—including technology requirements and replacement; travel for the Molokai Education Center counselor to service students at the Lānaʻi Education Center and/or attend special recruitment events; student assistants to help staff the Counseling Center's service desk and phone; overtime to fund additional hours the department clerk accumulates to assist the department to staff the Center during special/peak hours and to assist counselors to complete special projects; refer to pages 17, 18 & 26
- iPads for Counselors – to use with students to register for classes; to teach students about STAR; for portability of the iPad will help in other areas such as recruitment at the high schools; for other outreach activities on- and off-campus, including group advising; refer to page 21