

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

2013-14 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. DATA

SUMMATIVE DATA

**UH SYSTEM STRATEGIC OUTCOMES AND PERFORMANCE MEASURES, 2008-2015 –
HAWAII'S EDUCATIONAL CAPITAL**

GOAL: HAWAI'I GRADUATION INITIATIVE - INCREASE GRADUATES BY 25% BY 2015

Status: In 2009 416 certificates & degrees were awarded. In 2013, 660 degrees and certificates were awarded. This change reflects an increase of 58%.

**UHCC STUDENT SERVICES ANNUAL REPORT OF PROGRAM DATA (IRAO) –
DEGREES AND CERTIFICATES AWARDED**

	2013-2014	%C	2012-2013	%C	2011-2012	%C	2010-2011	%C	2009-2010
UHCC									
Maui College	660	9.8	601	7.3	560	16.2	482	15.9	416

The number of degrees and certificates reported by the UH System office for UH Maui college, increased by 9.8% for the 2013-2014 academic year.

Counselors generate a majority of the certificate and degree graduation applications and certify 100% of them every semester.

To help our campus with the graduation initiative, the Counseling Department:

- Builds and maintains STAR Academic Journeys and makes concerted efforts to teach our students how to use this online tool as a means of helping guide them towards degree completion (e.g. STAR Academic Pathway module in Maui CARL);
- Takes an active role in the Liberal Arts Committee, including advocating for revisions to better align the AA degree within the UH system, easing the transfer process;
- Provides feedback to instructional faculty on curriculum issues and course schedule planning to ensure a smoother path for students to achieve their goals;
- Participates in system committees regarding articulation and transfer (e.g. Academic Advisors Transfer Network; UHMC Foundations Committee; UHMC Hawaiian, Asian, Pacific Committee);
- Collaborates with campus departments and programs to provide support services that enable students to meet their educational goals

REVERSE TRANSFER

Reverse Transfer is an initiative to identify students who have transferred to one of the UH Baccalaureate campuses and have since met all of the Liberal Arts requirements.

	Academic Year 2015	%C	Academic Year 2014	%C	Academic Year 2013	%C
Reverse Transfer					50	N/A

UH INSTITUTIONAL RESEARCH & ANALYSIS OFFICE (IRAIO) CENSUS HEADCOUNT:

	Fall 2014	%C	Fall 2013	%C	Fall 2012	%C	Fall 2011	%C	Fall 2010	%C	Fall 2009
UHCC											
UH Maui College	3,809	-6.6	4,076	-6.9	4,382	-3.2	4,527	3.7	4,367	6.1	4,114

UHMC COUNSELING DEPARTMENT - STAFFING:

	Fall 2014		Fall 2013		Fall 2013		Fall 2012		Fall 2011		Fall 2010	Fall 2008
Academic Counseling Faculty	8		9*		10.25		10.25		10.50		10.0	10.0
Personal Support Counselor	1.00		1.00		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)	4.0	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 and Counselor	1.0	General
Academic Counseling Faculty/Disabilities Services Coordinator	Kahului Campus	Serves all locations	1.0	General
Personal Support Counselor	Kahului Campus	Serves Kahului Campus	1.0	General

*Two counselor positions are currently vacant due to one retirement and one relocated to California.

The Counseling Department's directorship is a recently recognized position. The interim Vice Chancellor for Student Affairs has recognized the directors duties and has provided fill behind support and a monthly stipend to recognize the position.

The Director continues to assume dual roles and 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. With increased workload and increased expectations of this position over the years, the counselor inhabiting this role can 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.

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

	2013-2014		2012-2013		2011-2012		2010-2011		2009-2010 ²
Individual Appointments	4,388		5,105		5,362		5,241		4,308
Walk-ins	1,630		1,690		1,973		1,998		1,737
All Contacts – Unduplicated Students	4,762		5,592		5,902		5,751		4,815

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 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-ins for just-in-time advising and information sharing.

In the 2013-2014 academic year, the Counseling Department documented that the academic advising counselors served 4,762 students (unduplicated number) 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. This number represents a 14.8% decrease in the number of students served during the previous academic year.

One of the reasons for the decline in student contacts in the 2013-2014 academic year was the transition of counselors. In October 2013, one of the Liberal Arts counselors retired and the replacement counselor was not hired until July 1, 2014. Other contributing factors include the absence of a full time clerk which forced counselors to rotate and cover front desk duties and the decline in enrollment.

STUDENT EVALUATIONS – SUMMARY

Below are three indicators from the student evaluations feedback. These items are highlighted to correspond with the formative data points.

On a 4.00-point scale, volunteer respondents rated their advising session appointments accordingly (N=428); 4.00 Strongly Agree and 1.00 Strongly Disagree. Benchmark of 3.70 out of 4.00 was established based on the average evaluation scores from prior years.

	2013-2014		2012-2013		2011-2012		2010-2011		2009-2010
3. I can now apply the information learned in this session to selecting courses and determining my academic progress.	3.51		3.70		3.64		3.66		3.72
4. My counselor assisted me in developing an educational plan that will help me realize my educational goals.	3.46		3.71		3.62		3.66		3.67
8. My counselor suggests helpful alternatives when I am facing academic difficulties.	3.52		3.70		3.62		3.72		3.69

⁷In 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.

In 2013 the Office Assistant resigned and the task of emailing the student survey fell upon the student assistants who work 20 hours or less a week. As a result, the student evaluations were sent out every two months. Additionally, extra caution was taken to avoid surveying students multiple times within a semester. The counseling department utilizes student assistants to run the day to day operation and provide access and services to students. Currently all of our student assistants are funded by extramural funds. This request would allow the counseling department to provide access for all students.

SPECIALIZED COUNSELORS

In addition to academic advising, the Counseling Department houses two specialized counselors. Specialized counselors have different training and responsibilities from the general academic counseling faculty as described below:

The Disability Services Coordinator/Counselor has specialized training in working with people with disabilities and is responsible for determining, arranging, and monitoring reasonable academic accommodations required by various civil rights laws. The Disability Services Coordinator/Counselor also provides academic advising and career counseling. In addition to being the sole provider for disability accommodations the coordinator also has an advising case load and supervising an Assistive Technology Specialist who runs the AT Lab and provides content in alternative text.

UHMC DISABILITY SERVICES DATABASE (UNDUPLICATED COUNT OF STUDENTS)

	2014-2015	%C	2013-2014	%C	2012-2013	%C	2011-2012	%C	2010-2011	%C	2009-2010	%C	2008-2009
Disability Services Counselor	143	-50%	286	0%	287	7.9	266	20.4	221	14.5	193	17.7	164

Students served by the Disability Services Coordinator remained steady from FY 13 to FY 14. Since FY 09, students registered with the Disability Services Coordinator increased by 74%.

Primary disability by type (of students enrolled FY 14):

Psychiatric – 34%

Learning – 25.5%

Physical – 12.5%

*Other – 11.5%

Sensory – 7.5%

Chronic Health Condition – 9%

*Other grouping includes - traumatic brain injury (42%), autism spectrum (24%), intellectually disabled (21%), seizure disorders (12%), and cerebral palsy (1%).

While the AT specialist worked with instructional faculty (our primary priority) and on some things on the UHMC website (pages for the counseling department and disability services information), there was no work done with the instructional designer(s), as the college transitioned to instructional designer positions working on specific projects funded by other grants.

While instructional faculty in Developmental English and other departments continued to refer non-disabled students struggling with reading in their courses, we did not serve the number of students that we had predicted. This amounted to serving 6-12 students per academic year.

Captioning software was obtained at the end of the grant period (May 2014); captioning videos for faculty will begin in the 2014-15 academic year.

Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)	Results
Increased usage of assistive technology by students who could benefit – 42% to 45% 1 st year, 45% to 50% by 2 nd year, and 55% by 3 rd year of project.	In year 3, we surpassed our increased usage goal of 55%. At the end of year 3 we had an overall increase of assistive technology use by 141% .
Maintain the current retention rate of students with disabilities in 1 st year (77%), Improve retention rate by 3% to 80% by end of 3 rd year.	In year 3, retention rate decreased to 75%. Goal not met .
Meet the Perkins core indicators for technical skills attainment by students with disabilities by the end of the 3 rd year.	Data not available for 2013-14 (year 3), but for 2012-2013, Maui exceeded goal (93.33)
Improve student satisfaction with assistive technology resources and ability to access their course materials as reported by students on surveys and other assessment tools used by the disability services office.	While student satisfaction showed improvement in year 2 of this project, student satisfaction in year declined in year 3 due to losing AT lab dedicated space. See explanation below.

Furthermore, as a result of the last UHMC's Strategic Planning Day, institutionalizing the assistive technology position was considered a priority. The position was viewed as serving special populations which include those students

qualified for reasonable accommodations. The special populations include students with disabilities, and may extend as well to veterans, English language learners, etc. Given the scope of services that may need to be in place, this position is essential for the delivery of accommodation.

UHMC PERSONAL SUPPORT COUNSELOR SARS-GRID (UNDUPLICATED COUNT OF STUDENTS)

	2014-2015	% C	2013-2014	% C	2012-2013	% C	2011-2012	% C	2010-2011	% C	2009-2010
Personal Support Counselor			242	-17%	291	218%	77 ⁵	-8.3	84 ⁵	3.7	81

The Personal Support Counselor has therapeutic training and the experience to address student mental health needs. The Personal Support Counselor provides individual support services and counseling and is responsible for addressing campus wellness and holding educational events such as domestic and sexual violence prevention. The Personal Support Counselor is not counted as academic counseling faculty and does not provide academic or career counseling.

	<i>Fall 2012</i>	<i>Spring 2013</i>	<i>Summer 2013</i>
<i>Total Students Served (combined individual & outreach)</i>	350	278	646
<i>Outreach Activities (Events)</i>	230	150	599
<i>Percentage referred by faculty, counselors, and staff</i>	100%	96%	100%
<i>Total Student Sessions (SARS location history rpt)</i>	120	128	47
<i>Total Students Cases (SARS unduplicated count)</i>	38	48	17
<i>Average number of visits by students (Total individual/total sessions)</i>	3.1	2.6	2.7
	<i>Fall 2013</i>		
		<i>Spring 2014</i>	<i>Summer 2014</i>
<i>Total Students Served (combined individual & outreach)</i>	627	283	366
<i>Outreach Activities (Events)</i>	525	155	149
<i>Percentage referred by faculty, counselors, and staff</i>	96%	100%	100%
<i>Total Student Sessions (SARS location history rpt)</i>	102	128	12
<i>Total Student Cases (SARS unduplicated count)</i>	46	44	9
<i>Average number of visits by students (Total individual/total sessions)</i>	2.2	2.9	1.8

ACCESS – EARLY COLLEGE

Strong early college partnerships continue to flourish with strong enrollment from local high schools. Due to the increase in this student demographic a request to have a dedicated admissions counselor to handle and coordinate this population.

RUNNING START

RUNNING START	FALL		SPRING		SUMMER
2014-2015	74		n/a		n/a
2013-2014	74		54		11
2012 - 2013	62		57		3
2011 - 2012	109		80		7

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 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).

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 the opportunity to enroll in college level course and simultaneously earn college credit as well as high school credit for the courses. This type of partnership enables students to start college before finishing high school, easing their transition to higher education and increasing the likelihood of graduating from college.

In the Fall 2013 semester, a total of 46 students participated in the dual credit program. Another 42 students participated in the Spring 2014 semester, for a total of 88 (unduplicated) juniors and seniors participating in the program for the 2013-2014 academic year.

UHCC ARPD - TRANSFER INTO UH SYSTEM FOUR-YEAR CAMPUSES (including transfer into UHMC bachelor's degrees)

	2013-2014	%C	2012-2013	%C	2010-2011	%C	2010-2011	%C	2009-2010
UHCC									
Maui College	178	0	176	8.6	162	6.4	156	2.0	153

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

	2013-2014		2012-2013		2011-2012		2010-2011		2009-2010
UHCC									
Maui College			131		111		127		116

The Counseling Department is making concerted efforts to track this information as we meet with students and revise their records as needed.

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

- Takes an active role with system initiatives such as Automatic Admission and Reverse Credit Transfer and relays this information to our students (developed a handout to give to students to explain the process);
- Cultivates relationships with admission/transfer personnel to connect our students with the (transfer) institution of choice;
- Facilitates 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 Hawaiian, Asian and Pacific (HAP) Board; as well as actively participate in dialogue regarding student transfer experiences, advocating for changes as necessary.
- Shares student lists with the University Center and sends out notices of their informational meetings to students interested in UH System Distance Education degree offerings;
- Partners with CareerLink to plan and implement Career & Transfer Fairs during the fall and spring semesters to provide information to students with transfer goals;

Transcript Evaluation

Transcript evaluation continues to play a critical role in access, determining factor for projecting graduation, and financial aid compliance for students. The Transfer Evaluation position is currently federally funded through the C3T grant and expires in 2015. Such a position is essential to accelerate the evaluation process as well as help the College to meet its commitment to providing students with access to a seamless system. The Transcript Evaluator is responsible for the review and assessment of transcripts, as well as responsible for consulting with both campus and system-wide faculty for course equivalency, articulation determinations, course waivers/substitutions and academic exceptions to meet program requirements. In addition to providing timely transcript evaluations the transcript evaluator assists with system initiatives involving reverse transfer, automatic credentialing, and automatic transfer.

	Calendar Year 2014	%C	Calendar Year 2013	%C	Calendar Year 2012	%C
Transcript Evaluations	746	14%	655	28%	513	N/A

*Transcript Evaluator was hired April 2013

STAR DATA METRIX – STUDENTS WHO ACCEPTED AUTOMATIC ADMISSION TO UH SYSTEM FOUR YEAR CAMPUSES (INTENDED SEMESTER OF TRANSFER- UNDUPLICATED COUNT)

	Spring 2014	Fall 2013	Spring 2013	Fall 2012	Spring 2012	Fall 2011	Spring 2011	Fall 2010
TOTAL	109	90	95	73				
	75	34	71	19	68	27	43	30

UH MĀNOA	37	22	37	7	48	14	21	17
UH HILO	7	6	8	10	10	9	9	8
UH WEST O'AHU	31	6	26	2	10	4	13	9

We experienced an increase of 49% in the number of students accepting in Automatic Admission. A total of 73 students accepted automatic admission in academic year 2011 while 109 students accepted admission to a UH baccalaureate campus in academic year 2014. The continuing increase of student acceptance of automatic admission is attributed to better communication by the Counseling Department about this system initiative opportunity.

NEW STUDENT ORIENTATION (NSO)

To better prepare students for NSO advising sessions, counselors introduced Maui CARL (Counseling, Advising, Registration Laulima site) to favorable student feedback during the last July 2013 NSO session. This site was also piloted with incoming Mu'o A'e students during their 2013-14 orientation session. Phase II of Maui CARL will be completed during the spring 2014 semester to prepare students for the 2014-2015 NSO sessions.

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. Academic Advising continues to be a major component of NSO.

To help our campus with persistence efforts, the Counseling Department:

- Dedicates time and resources to provide advising to students attending New Student Orientation (NSO);
- Conducts training sessions for student ambassadors, faculty advisors, and other program personnel who help advise students.

IV. CONSIDERATIONS FOR PROGRAM REVIEW

A. ENGAGED COMMUNITY

Internal:

The counselors are 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 participate in program-specific advisory committee meetings.

Counselors are 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; Hawai'i Graduation Initiative; Institutional Assessment & Effectiveness; Liberal Arts; Math Task Force; New Student Orientation; Lau'ulu; Kabalikat Council; and Safety & Security.

External:

Counselors maintain contact with their high school liaison schools and participate in a number of high school events, especially for recruitment purposes.

Counselors maintain 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; Hawai‘i, Asia, Pacific (HAP); Prior Learning Assessment; STAR Board.

Counselors maintain 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.

B. 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 occasionally participate in national conferences to learn about best practices at other institutions and incorporate on our campus as feasible.
- In March 2013, a representative from the UHMC Counseling Department provided a session on the use of technology in advising at the NASPA National Convention.
- The Counseling Department adopted and modified Leeward Community College’s CARL (Counseling and Registration Laulima) as a tool to empower students with college-related information for student success.

C. PLANNING & POLICY CONSIDERATIONS

UH and campus strategic goals for access, graduation, and transfer are discussed on pages 10- 13. Additionally, several counselors work closely with Liberal Arts Committee to revise degree requirements to further align 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, counselors advocated 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. Furthermore, implementing reverse transfer and automatic credential has impacted Maui College’s goal at meeting the Hawaii Graduation Initiative.

D. BUDGETARY CONSIDERATION & IMPACT

- **APT Assistive Technology Specialist** – full-time, general-funded position also refer to Perkins Grant regarding Disability Services and Assistive Technology (Page 4-5)
- **Counseling Department Budget including funding for student assistants** – 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 Lāna‘i 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 project. (Page 4)
- **Counselors for Native Hawaiian Students** and to Lau‘ulu’s 2012 Native Hawaiian Student Affairs Model and Pūko‘a Council’s Priorities and Budget Summary.
- **Transcript Evaluator** – full-time, general-funded position. (Page 8)
- **Admissions/Early Admit Counselor** – full-time, general funded position. (Page 7)
- **Counselor for Emerging Programs** – full-time, general funded position.
- **Counseling Director** – funding for a full-time Counseling Director (Page 3)
- **Counselors for Lahaina and Hana Education Centers** – funding for counselors dedicated to serve students at these outreach centers to easy access and rapid response.

- **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.

FORMATIVE DATA

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 schedule that employs critical thinking in problem solving, and varied information to make decisions	Through Maui Counseling and Registration Laulima (Maui CARL) ...	As collected evidence indicates that students understands Compass Placement module	<p>94 tentative schedules were received from students</p> <p>55.3% Met this outcome, producing an appropriate schedule.</p> <p>23.4% in demonstrated a tentative schedule that we considered developing.</p> <p>8.5% had a schedule that was not appropriate based on classes chosen.</p> <p>12.8% left the schedule blank.</p>	<p>Revise and update the current modules with current information.</p> <p>Access to content is imperative so exploration of moving the content to a different website is being reviewed.</p>

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	STAR USAGE	STAR Academic Logic Report	As evidence suggests students are utilizing the STAR Academic Pathway feature to assist with course sequence and progression towards degree	In AY 2014 a total of 3636 (95% of student population in Fall 2013) students used STAR as a tool in educational planning, checking progress toward degree or certificate.	Continual maintenance of STAR Academic Journey is critical to allow accurate reflection of student records. Students have the ability to interact with program requirements in real time. Reflect on actual progress toward degree completion.

Appendix – Budget Request Justifications

To meet the UH System goals for enrollment, persistence, graduation, transfer, and workforce development, as well as UHMC long range planning, the workload issues of the Counseling Department need to be addressed. It is evident that Student Affairs still remains deficient in meeting the access and success needs of prospective, current, transfer, and returning students. Furthermore, as the college continues to grow it must address the issue of essential services being available for prospective and currently enrolled students on the Kahului campus and at all Outreach Education Centers. The Council for the Advancement of Standards (CAS) in Higher Education states that “sufficient personnel should be available to meet students’ needs without unreasonable delay. Advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs.” The imbalance between enrollment growth and a lack of proportionate funding for Counseling Department

resources are further compounded by the Department's need to "ensure that services and programs are provided on a fair and equitable basis" and to serve the tri-isle communities and students at four UHMC Education Centers.

STATUS OF IDENTIFIED NEEDS FROM PREVIOUS PROGRAM REVIEWS		
Needed Positions/Resources	Need Met	Need Unmet
Disabilities Program – APT Assistive Technology Specialist		X Partially met with 1.0 FTE Perkins external funding (expires 06/2015.)
Counselors for Native Hawaiian Students – (1) Hawaiian Studies Program Counselor and (1) Native Hawaiian Student Retention Counselor		X
UHMC Transcript Evaluator		X – Partially met. C3T Grant currently supports a 1.0 FTE Transcript Evaluator.
Counseling Department Director (Full-Time)		X
UHMC Campus Recruiter		X
Career & Transfer Center and Staffing		X – Partially met C3T Grant supports a .50 FTE Career & Transfer Counselor.
Counselors for Hana and Lahaina Education Centers		X
Early Admit/Running Start Program Coordinator		X

The Counseling Department's perspective is that Disability Services and the Hawaiian Studies counselor position serve distinct populations and are regarded by the department as equally important. While Disability Services is a federal mandate, the Hawaiian Studies counselor should be imbedded in the delivery of services and programs of the college as it is the host culture of our state and we must make a commitment to serving Native Hawaiians and those with a passion for Hawaiian Studies. For us, addressing and serving both populations are necessary and are an institutional responsibility.

Disabilities Program- APT Assistive Technology Specialist

While student enrollment has increased 24.0% since the 2008-2009 academic year, students registered with the Disability Services Program have increased by 75% (164 students served in 2008-2009; 287 served in 2012-2013). At the same time, the types of disabilities and the limitations of these students have changed the types of accommodations needed—and the time involved to provide these accommodations. 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 federal 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. Not having access to their counselor often exacerbates their challenging situations and creates hardship for instructors as well. 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 the 2011-2012 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 (AT) lab, and funding is needed for the APT staff member who converts materials into accessible formats, trains students in the use of AT, assists faculty and staff with ensuring their course material are accessible, and oversees the lab. Current funding for the APT staff member is projected to expire June 2014.

Counselors for Native Hawaiian Students

The need for Native Hawaiian Student Affairs Support Services to provide leadership to foster an institutional climate supportive of Native Hawaiian (NH) student success and reinforce the UH System Strategic Plan Outcome, Hawai'i Papa O Ke Ao and Performance Measures was identified by UHMC's Lau'ulu Council and submitted to Puko'a which represents Native Hawaiian programs at each of the UH system campuses. Two full time counseling faculty (one Hawaiian Studies Program Counselor and one Native Hawaiian Student Retention Counselor) will team with Hawaiian Studies faculty to provide comprehensive counseling and related services to prospective and enrolled majors. The two Native Hawaiian Counselors will implement a comprehensive educational case management approach that is strengths and culturally based. The Lau'ulu 2012 Native Hawaiian Student Affairs Model and the Liberal Arts (pg. 22) and Hawaiian Studies Program Reviews identified and support the need for these positions.

UHMC Transcript Evaluator

This position is currently federally funded through the C3T grant and expires in 2015. Such a position is essential to accelerate the evaluation process as well as help the College to meet its commitment to providing students with access to a seamless system. The Transcript Evaluator would be responsible for the review and assessment of transcripts, as well as responsible for consulting with both campus and system-wide faculty for course equivalency, articulation determinations, course waivers/substitutions and academic exceptions to meet program requirements.

Counseling Department Director (Full-Time)

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 Department Chairs in Instruction (Academic Affairs); 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, the director facilitates student success by being involved with a wide range of programs, faculty consultation, and participating on administrative committees. The Director also contributes to policy academic program development that will address student and community needs. 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 (pp. 27-28) and the number of students declaring themselves as Liberal Arts

majors which has increased over the past years (1,574 in FY09 compared to 2,034 in FY13). At the same time, the number of counselors dedicated to serving Liberal Arts majors has remained the same (4 of 10 academic advising counselors). 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 recommend smaller caseloads for targeted special populations, such as the pre-collegiate population and those who are on academic probation.

UHMC Campus Recruiter

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, other recruiting efforts 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. Current Update: Feedback from the Middle School and High School Counselors Workshop includes a strong recommendation that UHMC dedicates funding for UHMC recruiter positions like other colleges that they work with.

Career & Transfer Center and Staffing

A Career & Transfer Center would benefit 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 track. 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 should help the Counseling Department establish the beginning of a Career & Transfer Center. The Center would 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 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.

Counselors for Hana and Lahaina Education Centers

The need for Counselors for the Hana and Lahaina Education Centers is documented in the UHMC Hana Education Center and UHMC Lahaina Education Center Education Program Reviews (pps. 1-2, 6). At present the counselor liaison to the Hana Education Center supports Liberal Arts, Hawaiian Studies, and Early Childhood Education majors and does outreach to provide services to Hana Education Center approximately 1-2 times per academic year. Additional services via phone and email contact is provided; however, this is inadequate to meet student needs for retention, persistence, graduation and transfer.

Early Admit/Running Start Program

UHMC is committed to provide college access to eligible High School students in Maui County. In Fall 2011 there was a marked increase of students attending Maui College as a Running Start student. The coordination of counseling services to Early Admit, Running Start and Dual Credit students who enroll in UHMC courses require a dedicated position.