KILO HŌKŪ I OLA KOA I KAI LOA

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

Counseling Department 2017-2018 ASSESSMENT REPORT

EXECUTIVE SUMMARY

The counseling department is comprised of 9 general funded academic advising counselors, 1 general funded Disability Services counselor, 1 general funded personal support counselor, .5 general funded personal support (non-tenure) counselor, and 1 general funded counselor based on Molokai serving the students in the communities of Molokai and Lanai.

Counseling Guiding Principles

The mission of the University Hawai'i Maui College Counseling Department is to provide services that assist students in realizing their educational goals.
- The Counseling Department serves enrolled and non-enrolled students including prospective, returning, and transfer students.
- The Counseling Department supports students in articulating, developing, and meeting educational, career, and personal goals.
- The Counseling Department supports the college community with outreach, persistence, and retention efforts as well as initiatives to increase graduation and transfer rates.

GOALS

Overall Outcomes for Student Affairs:
- Enrollment: Target key enrollment sectors that are underserved or have recruitment potential to expand access
  - o Require all new first time students to meet with an academic advisor prior to registration
  - o Increase dual credit/enrollment with local area high schools
- Hawaii Graduation Initiative: Increase the participation and completion rates of students, particularly Native Hawaiian, low-income, and those from underserved regions

- o   Participate in STAR Auto Credential and Reverse transfer
- o   Participate in Automatic Admissions, Ka'ie'ie Transfer agreement
- **High Performance:** Identify and change structures and processes that potentially impede student progress or student success
  - o   Implement My Success (Starfish) retention tool to increase student progress and students success
  - o   First Year Experience (FYE) Multi facet approach to engage students and assist with a students transition into Maui College during the first year.

STUDENT LEARNING OUTCOMES FOR COUNSELING

The following Student Learning Outcomes will be used for the counseling department (adapted from the CAS Standards)

~Knowledge Acquisition: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas and experiences; and relating knowledge to daily life.

CAS Standard- Student who participate in the Office of Student Affairs programs and activities will be able to integrate and apply knowledge gained across student development experiences in order to advance academic, personal and career growth.

1. STAR Registration: By Fall 2017 - 100% of the Maui College Student body will use STAR GPS to register for classes and meet program requirements for degree completion.

   Interim measures: Successfully assisting students with registering for the appropriate course sequencing.

   Interim measures: Percent of students taking and completing math in the first year (or first 30 credits earned). *The following data is presented in real time. Last years data was not provided by STAR office.

STAR Registration	% of credits that don't count	Number of students registering in STAR	Number of students registering with no pathway
Fall 2018	8.6	2416	16

STAR satisfaction survey is available at the following link.
https://www.surveymonkey.com/results/SM-QBVPM7P8L/

~Intrapersonal Development: realistic self-appraisal, self-understanding, and self-respect;

identity development;commitment to ethics and integrity; and spiritual awareness.

CAS: Students who participate in Student Affairs programs and activities will be able to achieve their personal and academic goals while at UHMC through the acquisition of life and cognitive skills.

2. My Success Flag Response: By Fall 2017 - 75% of students who are flagged on the Early Alert Very Poor Coursework Performance (Flag 1) will be followed up with an intervention towards retention and persistence.

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

Early Alert Survey	Flag Name: Very Poor Coursework Performance (1)	Flags Responded To	% of flags responded to
Fall 2016 & Spring 2017	711	368	51%
Fall 2017 & Spring 2018			

POINTS OF PRIDE

The Counseling Department has worked to provide quality services to students and increase access points for all enrolled and prospective student. Here is a summary of achievements:
- Continued to require all new first time students to meet with an academic advisor prior to enrollment as part of the FYE Initiative.
- Continued to expand and implement student retention software called My Success (Starfish). The student retention software consists of an early alert surveys (instructor driven), appointment scheduling feature, and student folder. The early alert surveys is a tool that streamlines communication and improves collaborative efforts between counseling and instructors to better understand what students were struggling with in specific courses.
- Lead builder for STAR degree audit system for Maui College. As of Fall 2017 all programs and program plans are built and able to be used by all new students.

Program Objective 1

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

Methods and Measures

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

Findings
Early Admit (including Running Start, grant funded initiatives)

	FALL		**SPRING**		**SUMMER**
2017-2018					
2016-2017	356		321		93
2015-2016	254		270		141
2014-2015	121		151		13
2013-2014	120		96		11

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

	FALL		**SPRING**
2017-2018	24		74
2016-2017	47		99
2015-2016	35		93
2014-2015	33		84
2013-2014	49		75

Program Objective 2

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

Methods and Measures

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

Findings

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

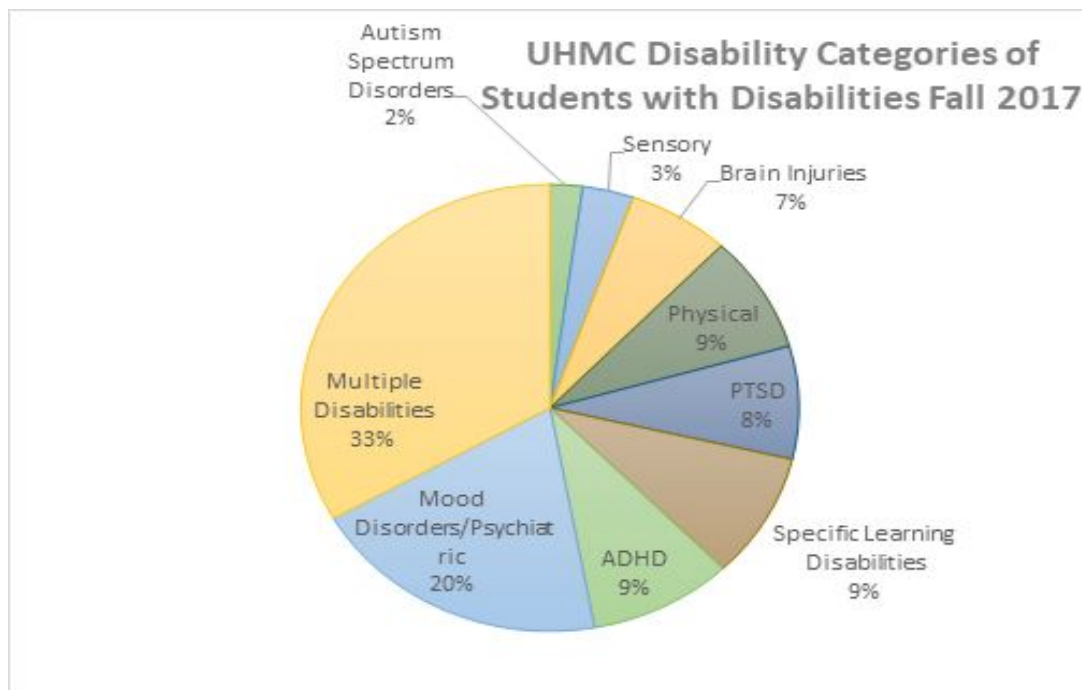| Semester	% of student body taking 15+ credits
Fall 2018	
Fall 2017	11%
Fall 2016	11%
Fall 2015	20%
Fall 2014	8.6%

Source: Hawaii Graduation Initiative

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

	FALL		SPRING
2017-2018	16		15
2016-2017	19		17
2015-2016	22		17
2014-2015	21		29
2013-2014	34		1

Program Objective 3

Institutionalizing Assistive Technology

During the Fall 2017 through Fall 2018, the number of students registered and utilizing Disability Services declined by 20%. During the last five years, the student enrollment declines by 25%, and the number of students registered with the Disability Services Program has fluctuated. During Spring 2016 to Spring 2017, there was an increase of 43% (149 to 209) of students with disabilities who self-identified and requested academic accommodation and modification services. The increase in student population indicates an increased demand for disability services to be rendered the types of disabilities, degree, and complexity of the limitations have changed. For example, current data shows that 33% of the students receiving services have multiple disabilities, subsequently creating a more complex set of accommodations required to achieve equitable access to education. Prevalent disabilities (20%) are Mood and Psychiatric disorders such as Depression, Bipolar, Anxiety, Schizophrenia (see chart below).

UHMC Disability Categories of Students with Disabilities Fall 2017

- Autism Spectrum Disorders 2%
- Sensory 3%
- Brain Injuries 7%
- Physical 9%
- PTSD 8%
- Specific Learning Disabilities 9%
- ADHD 9%
- Mood Disorders/Psychiatric 20%
- Multiple Disabilities 33%

There is a noticeable increase in the requests for [G1] Assistive technology such as alternative textbooks,

screen magnifiers, screen readers, digital recorders, dictation, organization and notetaking software, and captioning software for educational delivery for equitable access for students with disabilities. Providing these accommodations allow the college to be in compliance with [G2] [G3] [G4] 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 of lack of access to their counselor have lessened, the

Disabilities Counselor continues to be challenged in delivering services and providing training and access to technological tools. Not having access to their counselor and inefficient training of the technology tools often exacerbates their challenging situations and creates hardship for instructors as well. In response to previous difficulties in providing access to technology, the Assistive Technology Lab funded in 2011-2012 Perkins grant and established in 2012 continues to be necessary to provide technological access to students with disabilities. Permanent funding needs to be established to maintain the Assistive Technology lab, as well as the APT position which oversees the lab, converts materials into accessible formats, trains students in the use of AT, and assists faculty and staff with ensuring accessible materials. With the establishment of a permanent AT lab and APT position to oversee the provision of the technical training and accommodations, the college can meet its responsibilities under Section 508 and the ADA Amendment Act.

PLANS FOR THE COMING YEAR

First-Year Experience (FYE)- Continue be a campus lead in the First-Year Experience initiative. Two counselors have their advising caseload removed so that they can focus their energy and effort in leading Student Affairs on the FYE efforts on campus. Activities include coordinating Welcome Day, teaching FYE designated courses, and peer navigator program.

15 to Finish- Continue to promote and teach students the benefits of course load and how they can make the best use of their time in school.

STAR Registration- Continue to build and maintain all STAR degree pathways and records. This is critical for the functionality of system. Furthermore, a review of all audits are crucial to comply with Title IV funding and course in plan functionality.

Alternative Placement- Continue to create a workflow to support the alternative placement factors for students and allow them to place at college level English and Math courses. Furthermore, reviewing data to determine the percentage of students who are taking math and English in the first-year or first 30 credits.

Career and
ration Pathways Development- Seven of our counselors have received training in the Strong

Interest Inventory® career assessment and two of our counselors are currently enrolled in a 10-Week Facilitating Career Development curriculum with the National Career Development Association. With this training, we plan to strengthen and update our IS 105 Personal Assessment course and offer a broad range of career workshops on campus.

BUDGET CONSIDERATIONS FOR COMING YEAR

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