



ANNUAL

REPORT OF PROGRAM DATA

2022

UNIVERSITY *of* HAWAII

MAUI
COMMUNITY COLLEGE



Counseling Department
Student Affairs

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

1. PROGRAM OR UNIT DESCRIPTION

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

COUNSELING GUIDING PRINCIPLES

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

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

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

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

STUDENT AFFAIRS GOALS

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

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

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

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

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

- STAR Balance and STAR Instructor Support App - Early Alert Tools: Implement retention tool to increase student progress and Students success
- First Year Experience (FYE): Multi-facet approach to engage students and assist with a students transition into Maui College throughout the first-year
- Career and Purpose Exploration: Developed milestones, essential strategies, and recommended tactics for career assessment, exploration, advising and experiential learning.

The COVID-19 pandemic continues to impact the personnel structure of the counseling department due to the implementation of budget reduction strategies detailed in the proposed UHCC Counseling Redesign Project Charter branded at UHMC as the "[Re-imaging UHMC Counseling Plan](#)."

PERSONNEL STRUCTURE

For Academic Year (AY) 2021-2022, the counseling department comprised of the following personnel structure:

Faculty	6 general funded academic advising counselors
	1 general funded counselor based on Moloka'i serving the students in the communities of Moloka'i and Lāna'i

	1.5 general funded personal support counselor
Staff	1 Office Assistant

UHCC COUNSELING REDESIGN PROGRAM CHARTER

Rightsizing Workload Benchmark

For AY 2021-2022, the UHMC Counseling Department continued to operate under the guidelines set forth in the [UHCC Counseling Redesign Project Charter](#) (circulated on 10/28/2020). The rightsizing workload bench for UHMC utilizes the 355 to 1 ratio.

UHMC Rightsizing Workload: 355 to 1 Ratio

AY 2021 - 2022	Student Headcount	Counselor Positions	Counselor to Student Ratio
SPRING 2022	2283	6	381
FALL 2021	2724	6	454

Source: <https://maui.hawaii.edu/data/>

*Counselor positions do not include personnel focused on assisting specialized student populations (e.g. Personal Support counselors).

AY 2021 - 2022 Personnel Structure

The positions impacted (e.g. Swept, Frozen, Reassigned, or Hired) are as follows:

- 1.0 FTE - Re-assigned to UHMC Academic Affairs in the Faculty Liaison role. February 2021 - Present.
- 1.0 FTE - Native Hawaiian Counselor - Update based on the November 4, 2022 UHMC Budget Committee Meeting: According to VCAS (D. Tamanaha), the Native Hawaiian Counselor position was “abolished.” Previous information available prior to the November 4, 2022 UHMC Budget Committee Meeting: The position is vacant due to hiring freeze (January 2021 - Present).
- 1.0 FTE - General Counselor - Swept by legislative HB 2202 (Summer 2020).
- 0.5 FTE - Personal Counselor - In recruitment for a part-time (non-tenured track) counselor with a focus on supporting the UHMC Nursing Program students (as of November 2022).

- Outreach Centers - UHMC Counselor for Moloka'i and Lāna'i will service the outreach center communities of Hāna and Lāhaina to adjust for an increased caseload (January 2021 - Present).

AY 2022 - 2023 Projected Personnel Structure

The positions impacted (e.g. Swept, Frozen, Reassigned, or Hired) are as follows:

- 1.0 FTE - Accommodation (Disability) Services Counselor - Hired (9/12/2022) a general funded accommodation services counselors during AY 2022-2023.
- 1.0 FTE - Perkins Grant Funded Counselor - Workforce demands initiated a fast-growing and robust industry-academic partnership. In recruitment for a full-time (non-tenured track - temporary) counselor focused on the development of Career and Technical Education industry driven pathways (as of November 2022).

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

2. ANALYSIS OF THE PROGRAM/UNIT

POINTS OF PRIDE

Embracing the New Normal - Academic Advising and Counseling

The pandemic accelerated the trajectory of academic advising and counseling in institutions of higher education. The Counseling Department has embraced the opportunity to provide alternative options for students to connect with academic advising and counseling services.

Flexibility and Increased Online Support

STAR Balance

Prior to the campus shutting down the Counseling Department was trained in the use of the virtual scheduling system STAR Balance. During the shutdown this system provided counselors and students an opportunity to schedule appointments virtually.

ZOOM Web Conferencing Platform

The use of the ZOOM conferencing platform provided a safe and convenient way for the Counseling Department to meet with students, colleagues, and the community virtually.

SignalVine

UHCC implemented a two-way texting program, called SignalVine, as a supplemental communications strategy. SignalVine is a campaign-based texting system that is designed to send pre-programmed scheduled messages and emergency messages. Using this platform, students receive timely communication, as soon as accepted to UHMC, about their onboarding processes and engagement messages beyond traditional email communication, improving access to critically time sensitive information such as admissions, records, and academic counseling.

Constant Contact

All students enrolled at UHMC receive campus updates and information on a regular basis via biweekly Student eNewsletters. Average open rate is 51%, which is about 20% higher than the industry average. Examples:

- [Nov, 10, 2022 \(12th week\)](#)
- [Oct. 31 Spring 2023 \(Class Registration\)](#)
- [Sept. 29, 2022 \(6th week\)](#)
- [Sept. 15, 2022 \(4th week\)](#)

Increased Focus on Student Wellbeing

Basic Needs - Food Pantry Referral Partners

To support the needs of students the UHMC Basic Needs committee created the Mana'olana UH Maui College Food Pantry. Working in partnership with Maui Food Bank (MFB), designated "shoppers" on campus have access to food and supplies after completing an in warehouse training session. We currently have a member of the counseling team who serves as a designated and trained "shopper" for the campus food pantry. Students are able to access food bags at the campus food pantry or at various locations throughout the campus. This resource helps to eliminate specific stressors and barriers toward the academic success of our students. It also provides an open door to assure further needs and community agency support is provided to the student and their families, if needed.

Academic Counseling Touchpoints

Students are encouraged to have multiple interactions with their academic counselor throughout the semester. This is a great opportunity for our counseling team to holistically support our students and their educational goals and journey. Examples, supported by developmental advising theory, include the following:

Mental Health Awareness

Although treating students for mental health concerns is beyond the scope of an academic counselor, these check-ins may serve as the first point of contact when students have academic concerns or struggles beyond academics.

- Connecting students with appropriate mental health support services
 - Personal Counseling Services
 - Confidential Advocate Services

Early Alert Survey

The STAR Instructor Support App is an early alert survey tool developed to provide instructors with a way to update students on their academic progress. As a result of the early alert survey, counselors, along with other campus support services, reach out to students to discuss how they are progressing academically and managing the responsibilities of life while in college. If necessary or requested, counselors are able to connect students to additional support services such as the following:

- Accommodations Services Office
- Kāko'o Student Support Services
- Personal Counseling Services

First-Year Experience

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

Academic Advising

All new first-time students are encouraged to meet with an academic counselor prior to registration

Ka'ao Student Success Pathway

1. Discussion of the purpose of meeting with an academic counselor and attending college.
2. Registration in at least one FY designated course if applicable.

Hawai'i Graduation Initiative

15-to-Finish registration and English and Math in first-year if applicable for full-time students and within 30 credits for part-time students.

The First-Year Success Initiative is a campus-wide initiative with representatives from across the campus serving on the committee. One counselor has efficiently and effectively served on the committee and represents our counseling team. The focus of the FY Success initiative is on the development and implementation of strategies to assist the FYE cohort. FYE activities impact two primary experiences of 1st year students: **Onboarding** and **Retention**. The following are the activities designed to connect students to resources, promote peer interactions and purpose and goal exploration to enhance the student experience:

Onboarding and Retention

Assignment of First-Time Accepted Students to Academic Counselors

Accepted students are assigned to an academic counselor in Banner. This process allows students to see who their academic counselors are throughout their academic journey.

Monitoring First-Time Student Enrollment and Registration Status

The following are reviewed and coordinated with the Deans and Vice Chancellors:

- FYE course listings and distribution of subjects
- General Education Diversification
- FYE course availability for the first semester course maps of each UHMC degree

FY students enrolling in the FY courses have the following benefits:

- FYE faculty infuses FYE elements into the courses, co-curricular supports, best practices, and areas for FYE faculty professional development.
- FYE faculty attend annual FYE Faculty Institutes and receive ongoing support for curriculum development. To further develop content-related learning activities, additional support has been provided such as career exploration.

Strategizing Communication Plans for Prospective and New Students

Counseling representative(s) serves on the Marketing Committee to strategize the campus communication plans. Examples of collaboration and implementations are:

- The UHMC brochure targeting freshmen
- One-stop enrollment event named: [Admissions Pop-Up](#)
- Hawai'i Association for College Admission Counseling (HACAC) - [Neighbor Island College Fair](#)

Coordination of Student Welcome

Activities developed foster a supporting environment and help students to explore ideas about hua (purpose for being at college),

Student Welcome participants learn about the Ka'ao Framework through Chancellor Hokoana's story about his own hua as a college student. We also learn from our deans and their hua. Various key campus resources such as counseling, personal support service, academic support, student employment also share about their services. Students meet with program faculty and coordinators and learn about their hua, degree programs, connect with peers, and staff.

Coordination of STAR Instructor Support App - Early Alert Progress Survey

Each semester, a counseling representative, the UHMC Registrar, the Interim VCSA, and an Academic Support lead serve as the core planners to determine the dates and procedural components of the progress surveys (No Show, Early Alert, Consider Withdrawing). Finalized schedules are disseminated to respective departments and individuals. This important retention initiative is an effort that is coordinated across the campus and includes input from instructors to identify students who may require intervention by counselors, academic support staff, or a peer mentor.

Please reference the [FYE Brief](#) for additional information.

Peer Navigators

The counseling department continues to scale the peer navigator program while working collaboratively with the Kāko'o Student Support Center and UHMC Library to provide ongoing services to our UHMC campuses throughout Maui Nui. Two counselors, along with our Office Manager/Assistant, work as a team to support, supervise, and provide ongoing training and evaluation of Peer Navigator performance. Peer Navigators serve to increase student retention and success for their fellow students by engaging them early in their academic journey. Peer Navigators are a critical part of the Ka'ao framework. As part of the

framework, peer to peer connections and sharing campus resources are some of a Peer Navigator's core functions. The Peer Navigators based in counseling provide the following services:

- Hui Ho'okipa Project - Welcome newly accepted, current, and returning UHMC students.
- Assist UHMC students with navigating the Getting Started checklist and pre-registration virtual appointments scheduling process.
- Provide STAR registration (add and drop classes) help and assistance as advised by a Counselor. Guide students to become familiar with STAR pathways and What If Journey.
- Assist Counselors with academic and career workshops.
- Follow up on specific STAR Instructor Support App - Early Alert flags raised by instructors and possible intervention for early alert turnaround.
- Persistence outreach to FYE cohort (e.g., encouraging registration from spring to fall).
- Onboarding outreach to accepted students (e.g., scheduling appointments, assisting with creating UH username).
- Plan and/or participate in campus events (e.g., Virtual Welcome Event, High School Partner Workshop, etc.).
- Engage with students through Social Media, UHMC app, and weekly newsletters.

Career Counseling

A UHMC Counselor chaired the UH System-Wide Career Consortium (Integrated Student Support (ISS) Career Committee) which includes career representatives from all 10 campuses. The committee developed milestones, essential strategies, and recommended tactics for career assessment, exploration, advising and experiential learning. The Ka'ao Framework was integral in guiding the development of the [Career Milestone Metrics](#).

Career Exploration Tools

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

An outcome of the FCD course was the customization of Focus 2. Traditionally, other Focus 2 platforms within the UH system and across the nation show only majors available at a specific campus. For example, UHMC Focus 2 portal originally showed less than 30

majors and certificates that are offered at UHMC. In the summer 2019 semester, the UHMC Counselor worked with a Focus 2 representative to include over 300 programs and majors across all [10 UH campuses](#) (majors range from Accounting to Zoology) into the Focus2 programming.

The inclusion of programs and majors across the UH campuses provide UHMC students and other UHCC students with clear transfer pathway options. The UHMC Focus 2 platform gained popularity and interest from multiple campuses and programs including the UHCC system-wide Next Steps: Career Exploration course (Summer 2020 and Summer 2021) and UHMC Upward Bound summer program. In **AY 2021-2022**, our Focus 2 career program gained 236 new users. As of November 5, 2022, there are a total of 1,131 Focus 2 users across the system.

Career Advising and Goal Mapping

The use of Focus 2 has been a valuable tool for the UHMC Counseling Department. After students take the Focus 2 assessment, counselors and students can share a meaningful discussion focused on the exploration of career goals.

One example is Edwin (pseudonym). In the spring 2021, Edwin met with a UHMC Career Counselor prior to graduating with his Associate of Arts in Liberal Arts degree. Prior to the career advising session, he never sought career guidance and was unsure of his career goals. He completed the Focus 2 assessment and after an hour of debriefing, he narrowed his career choice to two career options: Judge and Pharmacist. Edwin could not decide which career pathway to pursue. The UHMC Career Counselor used the Career Milestones Metrics and the Ka'ao Framework to guide the career exploration discussion with Edwin. The UHMC Career Counselor identified two professionals in the field and prepped Edwin for an [Informational Interview](#). After the interview and deep reflection, Edwin decided to pursue a career in pharmacy. As a stepping stone, the UHMC Career Counselor referred Edwin to UHMC's Non-Credit [Hana Career Pathway Pharmacy Technician Immersion](#) program. Edwin successfully completed the program and passed the exam and is now a Certified Pharmacy Technician at CVS Pharmacy and is considering Pharmacy school.

UHMC Career Counselor's also work with FYE Faculty to provide Career Exploration services. Here are a few comments from a [HOST 100 course regarding Focus 2 reflections](#).

"The Focus 2 assessment and follow-up meeting was very informative and eye opening. I gained a lot of new knowledge and resources from the assessment and meeting that I can use to better my academic career opportunities. One takeaway I've gained from this experience is the confidence in my decision to pursue an Associate of Applied Science degree in Hospitality and Tourism."

"When I completed the Focus 2 assessment, I already had a good idea where my career path was headed. I was completely surprised on how precise the assessment had

determined my strengths and career compatibility. As an older adult, I've already had many career paths that I have pursued, and it was interesting how it grasped all my strengths that I had in my previous jobs. The two things I took away from the assessment was that the career paths that I had taken in the past were on track. The second take away that I feel that I learned was the previous path had run its course and now I am heading into a new direction in my life. I feel my decision to enter the culinary field has been reaffirmed by my Focus 2 assessment."

Assessment Activities 2021-2022

Program Objective 1

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

Methods and Measures

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

Findings

Early Admit (including Running Start, grant funded initiatives)

	FALL	SPRING	SUMMER
2021-2022	461	393	117
2020-2021	452	396	190
2019-2020	425	484	126

Source: [STAR - Academic Logic DB](#)

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

	FALL ADMIT		SPRING ADMIT	TOTAL
FALL 2021	20	SPRING 2022	38	47
FALL 2020	40	SPRING 2021	61	33

FALL 2019	21	SPRING 2020	38	40
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Source: [STAR - Academic Logic DB](#)

Although we have seen a decrease in automatic admissions we have increased collaborative efforts with UH Manoa by partnering with the Ka'ie'ie Transfer Program. This program allows students to dual enroll in UH Manoa and a community college.

[Ka'ie'ie Dual Enrollment](#) - Dual admission and dual enrollment program for students at the University of Hawai'i at Mānoa.

	FALL ADMIT		SPRING ADMIT	TOTAL
FALL 2021	24	SPRING 2022	23	47
FALL 2020	16	SPRING 2021	17	33
FALL 2019	19	SPRING 2020	21	40

Source: [STAR - Academic Logic DB](#)

AY 2020-2021 Counseling Department Program Review: The report submitted included data provided by the Ka'ie'ie Dual Enrollment Program Maui transfer specialist. Data included new and continuing students.

AY 2021 - 2022 Counseling Department Program Review: Data Correction and Update - Data for the Ka'ie'ie Dual Enrollment Program (AY 2019 - 2022) collected from STAR - Academic Logic DB. Data includes first time Ka'ie'ie participants only.

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
- Continue to partner with the Kāko'o Student Support Center and UHMC Library to provide academic support services to students (e.g., Accommodation Services)

Findings

15 to Finish - Regardless of academic preparation students who take 15 or more credits have a higher credit course completion rate.

SEMESTER	Student Headcount	% of Freshmen Completing 30+ Credits within the 1st Academic Year
FALL 2021	2724	13.7%*
FALL 2020	2936	7.3%*
FALL 2019	2992	8.6%*

Source: UHMC Student Headcount - data.hawaii.edu

[*UHMC HGI Campus Completion Scorecard](#)

Note: Previous years data has been updated to reflect information from the sources noted above.

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

ACADEMIC YEAR	FALL	SPRING
2021-2022	13	1
2020-2021	20	16
2019-2020	17	7

Source: [STAR - Academic Logic DB](#)

Program Objective 3

Accommodation (Disability) Services Office

The vision and commitment of the UHMC Accommodation Services Office (ASO) is to provide a fully accessible, integrated and universally designed campus for all students. The ASO collaborates with the campus community in providing resources, education, and direct services to facilitate a more significant opportunity to students with disabilities including learning differences in achieving equity and social justice.

Reasonable academic accommodations are provided to students that include, alternative text conversion (print to audio), access to and training on assistive technology, and sign language interpreter facilitation. The range of student diagnosis include ADHD/LD, Traumatic Brain Injury, Visually Impaired, Deaf/Hard of Hearing and Autism spectrum students.

The ASO has experienced a change in staffing in the summer of 2019. This staffing change has resulted in an internal shift of duties to cover the critical services needed to support our students and campus community. Since the summer of 2019, the counseling department has strongly advocated for the accommodations services counselor position to be reinstated. A timeline of those efforts are listed below.

- AY 2019 - 2020: The counseling department ran two unsuccessful recruitment efforts to fill the accommodation services counselor position. As a result, the position was swept by legislative bill HB 2200.
- AY 2020-2021: The counseling department was able to successfully advocate for the accommodation services counselor position through the UHMC campus operational budget process.

- **AY 2021-2022 (Program Review):** The accommodation services counselor position was approved and recruitment efforts were initiated.

SEMESTER	Number of Accommodation Services Student Appointments	Number of Students Receiving Accommodation Services
SPRING 2022	40	36
FALL 2021	53	38

Source: [UHMC Accommodation Services Office](#)

- **AY 2022-2023:** The counseling department successfully hired an accommodation services counselor on September 12, 2022.

We look forward to re-envisioning accommodation services and support for students, faculty, and staff at UHMC now and through AY 2022-2023.

3. PROGRAM STUDENT LEARNING OUTCOMES or UNIT/SERVICE OUTCOMES

The UHMC Counseling Department - Student Learning Outcome (SLO) is guided by the National Academic Advising Association (NACADA) - Council for the Advancement of Standards (CAS). The CAS provides standards that colleges and universities across the globe use as benchmarks in program assessment.

Define

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

As noted by Rendon, L. (2021), "Advisors do much more than dispense information. We advocate for justice and equity as well as guides, translators, and mediators for students. We understand that we need to work with a complex student body in terms of

race/ethnicity, gender, age, nationality and sexual orientation. We stay cognizant of differences in the ways diverse students experience college. We are validating agents who affirm that all students can succeed when given proper resources and opportunities. We enter the advising relationship with an asset-based framework, as well as recognize and leverage the wide array of assets students bring to the college experience. As we transform student lives, we take time for our own self-care and well-being.”

CAS Standard Identified

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

UHMC - Counseling Department SLO

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.

STAR Instructor Support App - Early Alert Program Update

Measures

- Counseling was assigned the following specific early alert flags with “At Risk” indications by instructors:
 - 51-Advising/Counseling Consult Recommended-Academic Advisor
 - 52-Advising/Counseling Consult Recommended-Mental Health & Wellness
 - 53-Advising/Counseling Consult Recommended-Student stopped attending the course
- Counseling addressed the early alert flags by connecting with students to identify successful interventions toward passing the course of concern.

Semester	Number of Early Alert Initiated by Instructors	Number of Early Alert Assigned to Counseling	% of Total Number of Early Alert Assigned to Counseling
FALL 2022	421	198	47%

Source: STAR Balance Report

Analysis

The UHMC Counseling Department utilized AY 2021 - 2022 to reimagine and reevaluate best practices in implementing an new early alert system. Subsequently, a new early alert tool, STAR Instructor Support App, was developed by the UH System and implemented

across the UHCC campuses. As noted in the table above, data is available for the fall 2022 semester. It is projected that in AY 2022 - 2023, an updated early alert system tool, STAR Instructor Support App 2.0, will be used throughout the UH System. In addition to the early alert tool, Peer Navigators continue to play an integral role in outreach efforts and connection with students. This allowed consistent and focused contact with students to connect them with faculty counselor appointments.

Action

The UH System is working on the development of a new early alert system tool - STAR Instructor Support App 2.0. New guidelines and procedures are forthcoming. However, the counseling team will continue to respond to academic and personal challenges that are identified by instructional faculty through the early alert structure.

4. Action Plan

PLANS FOR THE COMING YEAR

Throughout the year, the UH Maui College Counseling Department is committed to serving the greater Maui Nui community by putting students first and supports the following model based on the proposed University of Hawaii Community College Counseling Redesign Project Charter.

Action Objective 1. Strategic and purposeful partnerships with UHMC academic units

Methods

- Contribute to the achievement of academic program goals and objectives through continuous and collaborative partnerships that address individual student needs.
- Strengths based approach to student caseload allowing for ongoing partnership and streamlining of services for students between faculty- counselor and faculty- instructional.
- Continue to develop cross functional teams to support student populations such as the returning adults/students initiative.
- Embedded into academic programs by providing consultation, curriculum development, and providing a holistic perspective.
- Alignment between, Admissions & Records, Financial Aid, academic support services, counseling and instruction.
- Early College momentum to increase and maintain Early College offerings to all Maui County high schools.
- Building on campus work already done with Pathways, Integrated Student Support (ISS), Returning Adults, Next Steps, First Year Success, Transfer, and any other

successful initiatives.

Action Objective 2. Commitment to implementing the Ka'ao Framework Pedagogy

Methods

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

Action Objective 3. Career Pathways Development

Methods

- Career Assessment Tool - The Counseling Department will need continued support to offer the career assessment tool to students. Title III has graciously provided funding these last few years. If the UH System does not acquire a career assessment tool as part of a system-wide initiative, the counseling department, at minimum, will need \$1,500 to cover the Focus 2 subscription cost. Our current subscription will end on February 28, 2023. To continue the efforts of career pathways development, resources needed are detailed below in the "Budget Considerations For Coming Year" section.
- Industry Driven Education Pathways Support - The approval of new industry-driven academic programs and pathways with no additional permanent funding resources for counseling support has challenged the counseling department to provide equitable services to the following new academic programs: Industry-driven LPN pathway and other related allied health programs. With the growth in demand for industry-driven pathways and services anticipated, the following collaborative efforts have been initiated:
 - At this time, the additional work and student caseload is being temporarily maintained by the UHMC Allied Health Counselor.
 - The Interim Vice Chancellor of Student Affairs wrote and secured a CTE Perkins grant to hire a temporary, non-tenure track, faculty counselor to continue providing the critical support needed to work towards improving student success. Recruitment efforts are underway.
 - Strongly Recommended: The hiring of a permanent, tenured track faculty counselor is strongly recommended to sustain the efforts and growth of the industry guided pathways workforce initiative.

5. Resource Implications

BUDGET CONSIDERATIONS FOR COMING YEAR

A continuous request of budget items is sought to support the UHMC Counseling Department. Peer Navigators are still needed at this time. Please see below for itemized budget requests.

Budget Items	Amount
A. Personnel	
Peer Navigator Funding	\$30,000
* Post Pandemic (\$63,276+) - Should enrollment decrease, funding may be needed to address emerging needs in the decreasing enrollment gap of the Native Hawaiian and underserved student populations, students with accommodation services needs, and returning adults.	
B. Supplies	
Office Operations	\$2,000
Focus 2 Career Assessment	\$1,500
C. Equipment	
	\$3,000
D. Accommodation (Disability) Services Office	
Material, Supplies, and Interpreters	\$160,000
Sonocent	\$2,500
Kurzweil	\$2,500
Note Takers	\$5,000
E. Institutional Membership	
NACADA Institutional Membership	\$225
NASPA Institutional Membership	\$1000

Personal & Professional Development (e.g. Registration fee and travel cost - airfare and lodging)	\$5,000
TOTAL	\$212,725

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am requesting changes to the SOC codes/occupations listed for my program/unit.