

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

**2010-11 Program Review**

**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.

**Functional Statement**

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.

**Counseling Department specific functions include:**

- 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 systemwide committees.
- Teaching self-development and career development courses as time permits.
- Utilizing current and emerging technology in providing enhanced services.

## **COMPREHENSIVE PROGRAM REVIEW UPDATE**

In reviewing the Counseling Department's Comprehensive Program Review, the following provides an update on the status of the self-study findings.

Over the past five years (Fall 2007 to Fall 2011), there has been a 51.9% increase in UH Maui College (UHMC) student enrollment and a 50.1% increase in college course offerings; however, funding and support for needed student support services and positions identified through the Counseling Department's Program Reviews during these periods remain primarily unmet for academic advising. A temporary position was added in Fall 2008 to provide personal support counseling. This position became general-funded, permanent effective Fall 2011.

<b>Rate of Growth</b>						
<b>Semester</b>	<b># UHMC Course Offerings</b>	<b>%</b>	<b>UHMC Enrollment</b>	<b>%</b>	<b># Counselors (General Funded)</b>	<b>%</b>
Fall 2007	<b>415</b>		<b>2,981</b>		<b>10.0</b>	
Fall 2011	<b>623</b>	<b>+50.1</b>	<b>4,527</b>	<b>+51.9</b>	<b>11.0</b>	<b>+10.0</b>

<b>Status on Identified Needs</b>		
<b>Needed Positions/Resources</b>	<b>Need Met</b>	<b>Need Unmet</b>
1. UHMC Transcript Evaluator		X
2. UHMC Campus Recruiter		X
3. Counseling Department Director (Full-Time)		X
4. Career & Transfer Center and Staffing		X
5. Disabilities Program – APT Assistive Technology Specialist		X Partially met with Perkins external funding only
6. Counselors for Native Hawaiian Students		X
7. Counselors for Recently Emerged and Future UHMC Programs		X Minimally met - (2) .25 Casual Hire Counselors hired for UHMC's 2 <sup>nd</sup> /3 <sup>rd</sup> baccalaureate programs with external funding only
8. Early Admit/Running Start Program Coordinator		X
9. Counselors for Hana and Lahaina Education Centers		X

Currently, eight UHMC counselors provide academic advising to the general tri-isle enrolled student population and to prospective non-enrolled students. Three other counselors focus on special functions: one is the Disabilities Services Program Coordinator; another counselor provides personal support counseling—including crisis intervention; and a third counselor serves as the Department Director while building and maintaining STAR (the online degree audit program for all UHMC programs) and continuing advising responsibilities.

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

During 2010-11, the “Major Reasons for Student Contact” (as reported by the academic counselors in SARS) were:

<b>Major Reason Codes</b>	<b>Number of Student Contacts</b>
Academic Advising	8,191
Education Plans	1,866
Graduation Activities & Certification	1,743
Pre-Nursing Admission Activities	970
Financial Aid Assistance	965
Registration Assistance/Overrides	665
Transcript Evaluation	645
Academic Monitoring	603
Transfer Assistance	589
Pre-Admission Activities	533
Other	23,515
<b>Total</b>	<b>40, 285</b>

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 and transition from the WASC Junior Commission to the WASC Senior Commission, the College 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 five UHMC Education Center students.

Since Fall 2007 (2,981 headcount), UHMC has experienced record enrollments from 3,287 in Fall 2008 to 4,527 in Fall 2011, continuing the need for the following:

- 1) Transcript Evaluator
- 2) Recruiter
- 3) Full-time Director of the Counseling Department
- 4) Career & Transfer Center and Staff
- 5) Disabilities Program – APT Position

At the present time, unlike the majority of UH system campuses, UHMC does not have a Transcript Evaluator position. Advanced Standings—official evaluations of external college credits for UHMC Career Technical, Liberal Arts and baccalaureate program majors—are labor intensive and are completed by Counselors. The numbers of completed Advanced Standings have increased by 165% since FY 08 and warrant hiring a full-time Transcript Evaluator:

<b>Increase in Demand for Advanced Standing Completion</b>							
	<b><u>FY 08</u></b>	<b><u>%C</u></b>	<b><u>FY 09</u></b>	<b><u>%C</u></b>	<b><u>FY 10</u></b>	<b><u>%C</u></b>	<b><u>FY 11</u></b>
Number & % growth	<b>185</b>	+83.2	<b>339</b>	+38.9	<b>471</b>	+4.0	<b>490</b>

Currently, due to increased demands on current staff, evaluations may be delayed until a student applies for graduation rather than upon application to the college. The hiring of a Transcript Evaluator would accelerate the transcript evaluation process and enable incoming students to receive these evaluations prior to enrollment and each semester as needed. Ongoing Counseling Department student evaluations and focus group feedback express the need for this service. In addition, the need for a Transcript Evaluator position has been identified as a high priority by the UHMC Directors of Admissions & Records and Financial Aid and other Student Affairs Directors. This position request is also supported by the UHMC Department Chairs, the UHMC Academic Senate and is noted in the Program Reviews of UHMC Admissions & Records and the Liberal Arts Program. A Transcript Evaluator would positively impact UHMC's credentialing and graduation rates, transfer rates into UHMC and UH system baccalaureate programs, and participation of Maui College students in the UH System Automatic Admission and Reverse Credit Transfer initiatives.

As a recruitment tool, the early evaluation of previous college credits will provide prospective resident and non-resident students with critical information regarding applicable coursework toward desired UHMC certificates and degrees, projected graduation dates, cost of attendance, and education completion timetables. Additionally, expediting the timely evaluations of transcripts is critical for financial aid compliance, as the UHMC Financial Aid Office is required to include students' transfer credits into their financial aid time frame. Delays in access to timely evaluations may result in over awarding of students.

The Transcript Evaluator would be responsible for the review and assessment of transcripts, and be 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, a related immediate need is a thorough review and update of the transfer and articulation database portion of Banner. The data is in dire need of correction in order for system initiatives, especially Reverse Credit Transfer and automatic transfer of system courses, to work properly. The temporary fix the Counseling Department has resorted to utilizing is to have Admissions & Records update when errors are noticed. As the months and years go by without the review and update, the articulation & transfer database gets muddled. This position could also be the overseer of the credit-for-life experience process if the College chooses to move in this direction. Per CAS (professional) standards, the Counseling Department must "identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement." The current conditions without a Transcript Evaluator significantly reduce access to counseling services due to the extensive time spent on Transcript Evaluator functions. This negatively

impacts the Department's ability to provide counseling services that assist students to realize their educational goals.

The need continues to exist for a UHMC Recruiter. 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. This need is the highest priority identified through Counseling Department enrolled student assessments.

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.

As noted in the Liberal Arts Program Review, the number of students declaring themselves as Liberal Arts majors has steadily increased over the past four years (41% in F07; 48% in F08; 49% in F09; 51% in F10), and continues to represent more than half of the students enrolled at UHMC during the Fall 2011 semester. At the same time, the number of counselors dedicated to serving Liberal Arts majors has remained the same (4 of 11 counselors). Last year, one of these four Liberal Arts counselors was also responsible for the duties of Counseling Department Director and the Running Start (dual-credit high school) Program. 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.

A Career & Transfer Center would benefit these 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 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 51.9% over the past five years, students registered with the Disability Services Program have increased at a rate of 123.9% (Fall 2007 = 92; Fall 2011 = 206). 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, last year there was a 183% increase in the sensory (e.g. hearing, vision) category and a 300% 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. Complaints have been noted by a number of students with disabilities who expect to be served in a timely manner. Not having access to their counselor often exacerbates their challenging situations and creates hardship for instructors as well. As with the Career & Transfer Center, adequate space for an assistive technology lab is needed. This year, funds were allocated in a Perkins-funded grant to construct such a lab; but, thus far, a site at the Kahului campus has not been identified.

### **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 and services to keep up with this academic program growth, including the development of two new baccalaureate degrees, and to address student needs. The following have been identified to address these needs:

- 1) Counselors for Native Hawaiian Students
- 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

The University of Hawai‘i Strategic Plan emphasizes the importance of positioning the university as “one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.” According to the Hawai‘inuiākea website, the UHMC Hawaiian student enrollment has increased significantly by 121.5% over the past five years (Fall 2005 = 656 to Fall 2010 = 1,453). While other UH system campuses have institutionalized counseling and support positions to serve Native Hawaiian students, UHMC has relied solely on extramural funding sources targeting a small number of Native Hawaiian students. In Spring 2011, 146 Native Hawaiian students were on academic warning, which represented 36% of all students on warning. 144 Native Hawaiian students were on academic probation, representing 37% of all students on probation. More support is needed to specifically address these students’ concerns so that they can earn a cumulative GPA of 2.0 or higher. Additional counselors and Education Specialists on the Kahului campus and the Outreach Education Centers are necessary to meet and/or better the UH system and UHMC goals in the recruitment, retention, persistence, graduation, and transfer of Native Hawaiian students. Refer to the UH Maui College Hawaiian Student Affairs Model Proposal for details and justification.

As UHMC further expands and develops additional degrees, particularly at the baccalaureate level, additional counselors will be needed to serve these groups of students. Both of the approved proposals for the newly added UHMC baccalaureate programs in Engineering Technology (ENGT) and in Sustainable Science Management (SSM) included requests for (2) two separate full-time counseling positions. To date, (2) Casual Hire Counselors at .25 level, working 10 hours per week, have been hired through external funds. This is inadequate funding to provide needed comprehensive counseling services for enrolled and prospective students and to support the development and sustainability of these programs.

Additionally, as UHMC continues to expand the Running Start and Early Admit programs with Maui County high schools, a need exists for additional support personnel to coordinate with the high schools; track the application and registration process to ensure that the student has registered for the course(s) approved by the high school; monitor student academic progress; and report back to the high schools. The nature of Running Start requires work to be executed during specific times of the year, often with urgency. Coordination is also necessary with the Business Office to ensure students are not purged inadvertently and with the Bookstore to guarantee that students’ textbooks are sent/received in a timely manner to ensure student success. Since this is a year-round program, the Running Start priority competes with other campus priorities, which made the allocation of the department’s workload challenging for the 2010-11 Department Director. The number of students in the Running Start program has increased 142.2% over the past four years (Fall 2007 = 45;

Fall 2011 = 109). Spring 2012 appears headed for another spring semester of record enrollment with 89 students who have already applied for the Running Start program. Further expansion of Running Start and Early Admit programs must come with additional staffing resources.

Increasing enrollment is also evident at UHMC's Outreach Centers. Currently, two Kahului campus counselors provide outreach counseling services and advising to the Hana and Lahaina Education Center students. Hana Education Center students are advised primarily via email and phone. In-person counseling services at the Lahaina Education Center occur once a semester pending availability of the liaison counselor. The absence of UHMC Student Affairs Program positions at the Hana and Lahaina Education Centers does not meet standards of providing equitable services to address student needs. Dedicated Maui island Outreach Center Counselors are needed per feedback from the Hana and Lahaina Education Center Coordinators and from the 2010-2011 Lahaina Education Center Comprehensive Review Team.

**UH MAUI COLLEGE  
STUDENT AFFAIRS – COUNSELING  
2010-2011 PROGRAM REVIEW  
SUMMATIVE DATA**

**Table 1**

<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Recruitment</b>	Provide college information to <u>prospective</u> students.	<p>In the 2009-10 academic year, the Counseling Department had contact with 2799 prospective students.* This is a 23% decrease from FY09.</p> <p><i>*Contacts include NACAC and HACAC college fairs, high school outreach, and Maui CC Help Desk (electronic inquiries).</i></p> <p><i>This number is expected to decrease further in AY 2010-11, as Student2Student will move out of the Counseling Department into the Student Life Department and will be reported separately.</i></p>	<p>In the 2010-11 academic year, the Counseling Department had contact with 1587 prospective students.* This is a 43% decrease from FY10—which was expected due to the majority of recruitment contacts falling under Student Life.</p> <p><i>*Contacts include mainland recruitment to high schools in Fall 2010, NACAC and HACAC college fairs, high school outreach, and Maui CC Help Desk (electronic inquiries).</i></p>	<p>Counseling faculty served on committees to collaborate recruitment efforts. The Mākaukau. Pā! event was held in November with 91 prospective students, parents, and high school counselors present.</p> <p>The Counseling Department was also asked to resume mainland recruiting and off-island college fairs in Fall 2011. This resulted in longer wait periods for students seeking advising and other counseling services. Hiring a Recruiter to staff off-island college fairs, to follow-up with prospective students, and manage overall college recruiting efforts is necessary to allow counselors to concentrate efforts on retention, persistence, graduation, and transfer.</p>

<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Recruitment</b>	Increase registration of Maui County high school graduates by 10%.	454 new graduates registered (29% of graduating class—a decrease of 1%).	464 new graduates registered (29% of graduating class – percentage remains same as previous year).	Support efforts by Student Life and other Student Affairs programs to provide services to Maui County c/o 2012 students.
<b>Recruitment</b>	Provide educational planning and academic advising to prospective students.	In the 2009-10 academic year, the Counseling Department served 1506 non-enrolled students (prospective and graduate/leaver). This is an increase of 5% over FY09.	In the 2010-11 academic year, the Counseling Department served 2037 non-enrolled students (prospective and graduate/leaver). This is an increase of 35.7% over the prior year.	SARS data shows that to date (11/30/11), the Counseling Department has served 858 non-enrolled students. This is on par with reported numbers within the same time frame last year.

<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Persistence</b>	Provide counseling services (e.g. academic, career, and personal advisement) to 60% of currently enrolled students.	<p>Served 71% (2849) of enrolled students during Fall 2009.*</p> <p>Served 77% (3008) of enrolled students during Spring 2010 semester.*</p> <p><i>*Using data and student lists from STAR Data Metrix.</i></p>	<p>Served 74.8% (3169/4237) of enrolled, UHMC home campus students during Fall 2010 semester, an increase of 11.2% students from Fall 2009.*</p> <p>Served 60.3% (2492/4130) of enrolled, UHMC home campus students during Spring 2011 semester - a decrease of 17.2% students from Spring 2010.*</p> <p>Served 74.6% (3862/5177 unduplicated) enrolled, UHMC home campus students for Fall 2010 and Spring 2011.</p> <p><i>*Using data and student lists from STAR Data Metrix and SARS. Data in SARS is dependent on input by counselors for non-appointment contacts.</i></p>	<p>SARS data shows that to date (11/30/11), the Counseling Department has served 2657 of the 4408 enrolled, UHMC home campus students. Two counselors were tasked to do mainland recruiting during the fall semester thereby reducing availability for group advising and individual appointments. We predict that we will serve 65% of enrolled, UHMC home campus students during the Fall 2011 semester.</p> <p>Serve 65% of enrolled, UHMC home campus students during Spring 2012 semester. If counselors are again tasked to do mainland and off-island recruiting in spring, we predict that we will serve 60% of enrolled students.</p>

<p><b>Persistence</b></p>	<p style="text-align: center;"><b><u>Fall 2010 – Spring 2011</u></b></p> <p>81.2% (2573) of the enrolled, UHMC home campus students <u>served</u> by the Counseling Department during the Fall 2010 semester (3169) were still enrolled by the Spring 2011 census date.</p> <p style="text-align: center;"><b><u>Spring 2011 - Fall 2011</u></b></p> <p>69.7% (1738) of the enrolled, UHMC home campus students <u>served</u> by the Counseling Department during the Spring 2011 (2492) semester were still enrolled by the Fall 2011 census date.</p> <p style="text-align: center;"><b><u>Fall 2010 - Fall 2011</u></b></p> <p>58.6% (1856) of the enrolled, UHMC home campus students <u>served</u> by the Counseling Department during the Fall 2010 semester (3169) were still enrolled by the Fall 2011 census date.*</p>	<p><b>2011-12 Update</b></p> <p>UHMC record enrollment over the past 4 years as reported by IRO:</p> <p>Fall 2011 – 4527 students (3.7% increase from Fall 2010)</p> <p>Fall 2010 – 4367 students (6.1% increase from Fall 2009)</p> <p>Fall 2009 – 4114 students (25.2% increase from Fall 2008)</p> <p>Fall 2008 – 3287 students (10.3% increase from Fall 2007)</p> <p>Fall 2007 – 2981 students</p> <p>1,546 more students is a 51.9% increase in headcount (Fall 2011 compared to Fall 2007) with level staffing of FT counselors in the Counseling Department for academic advising. Additional counseling positions are needed to service students at the Kahului campus and our two Educational Centers (Hana and Lahaina) to provide support for retention, persistence, graduation, and transfer.</p>
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<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Persistence</b>	80% of student folders will contain an educational plan.	2063 out of 3244 (63.5%) currently enrolled student folders contained an educational plan.	<p>1883 new or revised educational plans were reported in SARS. Of this, 1526* represented unduplicated students.</p> <p>*This number is not representative of all student folders with an education plan, as SARS does not delineate between new and revised education plans. As we use technology more in advising (e.g. STAR), hard copy education plans will not necessarily be housed in student folders.</p>	<p>This year, the department will focus on enrolled students having multiple ways to access an education plan to help with the decision-making process for monitoring and evaluating their educational progress. This will be in various formats: online STAR Academic Journeys; online STAR Academic Plans; hard copy education plans; hard copy and online advising program worksheets.</p> <p>Due to the increase enrollment, large numbers of students are being served through walk-in or group advising rather than individual appointments. Emphasis with walk-ins has been on addressing quick advising questions rather than educational plans. Reevaluating the walk-in strategy will be discussed to ascertain if other approaches may provide better results.</p>



<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Persistence &amp; Retention</b>	100% of the Maui County high school graduates who enroll in the fall semester at UHMC will attend a New Student Orientation (NSO) and receive academic advising.	100% (400) of Maui County c/o 2010 high school graduates who enrolled at Maui CC (UHMC) attended NSO.	<p>88% (427) of Maui County c/o 2011 high school graduates who enrolled at UHMC attended NSO.</p> <p>An additional 51 students attended NSO alternatives: General Student Orientation (GSO), Frosh Camp, or individual sessions.</p> <p>70.5% (301) of the students who attended NSO for the c/o 2011 were advised by the Counseling Department.</p>	Of the 301 students advised at NSO by the Counseling Department, 263 (87.4%) were still enrolled by the Fall 2011 census date.

<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Retention</b>	Provide counseling support services to 100% of the Maui County high school students enrolled under UHMC Dual Credit programs, i.e., Kamehameha Schools-Maui Campus and Department of Education (DOE) Running Start students. Additional coordination and support for admission, tracking, and reporting to the high schools provided.	<p>Counseling support services were provided to 102 unduplicated (100%) Running Start students during FY 10. Fall 09 – 68* Spring 10 – 56* Summer 10 – 12</p> <p>Counseling support services were provided to 60 unduplicated (100%) students enrolled in the Kamehameha Schools-Maui dual credit program during FY 10. Fall 09 – 49* Spring 10 – 46*</p> <p><i>*Duplicated count</i></p>	<p>Counseling support services were provided to 132 unduplicated (100%) Running Start students during FY 11. Fall 10 – 77* Spring 11 – 82* Summer 11 – 10</p> <p>Counseling support services were provided to 50 unduplicated (100%) students enrolled in the Kamehameha Schools-Maui dual credit program during FY 11. Fall 10 – 44* Spring 11 – 35*</p> <p><i>*Duplicated count</i></p>	<p>Provide counseling support services to 100% of the Maui County high school students enrolled in Running Start and Dual Credit programs. 202 Early Admit students (includes Running Start and Kamehameha Schools-Maui) attending UHMC Fall 11.</p> <p>Fall 2011 = 109 Running Start students 60.3% increase over Fall 2009 41.6% increase over Fall 2010</p> <p>Spring 2012 = 89 anticipated Running Start students 58.9% increase over Spring 2010 8.5% increase over Spring 2011</p> <p>Need additional funding to provide admission, registration, advising, and tracking/reporting services for students and the high schools. Parent inquiries have increased as well. Additional support will be critical for further expansion of the Early Admit program. Due to limited resources, no counselor is designated to specifically serve students who are Early Admit Only (non-dual credit status).</p>

<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Student Graduation/ Goal Completion</b>	Certify 100% graduation applications (certificates & degrees).	Certified 100% (1195) graduation applications. This is an increase of 18.5% from 2008-09.	Certified 100% (1161) graduation applications. This is a decrease of 2.8% over 2009-10.	Graduation activities by counseling faculty include verifying eligibility, generating the majority of graduation applications, and certifying 100% of the graduation applications.
	Increase by 5% associate degrees awarded.	<p>122 A.A. degrees awarded* 22% increase over 2008-09.</p> <p>150 A.S. and A.A.S. degrees awarded* 1% increase over 2008-09.</p> <p><i>*Data from UHCC Instructional Annual Report of Program Data (ARPD) UHMC Liberal Arts Program.</i></p>	<p>152 A.A. degrees awarded* 52.0% increase over 2008-2009. 24.6% increase over 2009-10.</p> <p>172 A.S. and A.A.S. degrees awarded* 14.7% increase over 2009-10.</p> <p><i>*Data from UHCC Instructional Annual Report of Program Data (ARPD) UHMC Liberal Arts Program.</i></p>	<p>Continue to utilize STAR Academic Journey to inform students of their degree completion progress.</p> <p>Additionally, the counseling faculty collaborated with Liberal Arts faculty and the Liberal Arts program committee to revise the A.A. degree requirements to be less restrictive—this allows students to have more choices to complete their degrees within reasonable time frames and credit hours.</p>

Institutional Goals	OBJECTIVES	FY 10	FY 11	FY 12
<b>Student Graduation/ Goal Completion</b>	<p>Complete transcript evaluations and advanced standings to provide accurate and timely degree progress information.</p>	<p>Completed 546 transcript evaluations and 471 advanced standings.</p>	<p>Completed 645 transcript evaluations. This is an 18% increase over 2009-10.</p> <p>Completed 490 advanced standings. This is an increase of 4.0% over 2009-10.</p>	<p>As of 11/30/11, 257 transcript evaluations and 133 advanced standings were completed by the Counseling Department. Since most of this work is yet to come, we predict that we will surpass FY11's count of evaluations and advanced standings.</p> <p>There is a definite need for a Transcript Evaluator position to complete this work in a timely manner to address financial aid and registration, and graduation initiatives. We support system efforts to improve transcript evaluation and non-UH course equivalencies. However, in order to have system initiatives such as Automatic Admission and Reverse Credit Transfer work correctly, our campus articulation and transfer database must be reviewed and updated. Each semester without this action completed increases the time and effort needed for "clean up" and affects timeliness of our students' graduation and transfer.</p>

<b>Institutional Goals</b>	<b>OBJECTIVES</b>	<b>FY 10</b>	<b>FY 11</b>	<b>FY 12</b>
<b>Student Graduation/ Goal Completion</b>	Increase by 3% annual transfers to 4-year institutions.	<p>Transfers to UH 4-Year Institutions:</p> <p><u>Fall 2009</u>  Campus goal = 106 students  Actual = 120 students*  Number of transfers reported in the OEVPAA Oct 2011 Report = 112 students; 42 students transferred with an associate degree at time of transfer</p> <p><i>*Using data from UHCC VPCC Presentation Oct11.</i></p>	<p><u>Fall 2010</u>  Campus goal = 111 students  Actual = 143 students*; an increase of 19% over 2009-10.  Number of transfers reported in the OEVPAA Oct 2011 Report = 122 students; 68 students transferred with an associate degree at time of transfer  Additionally, 20 students transferred within the College for UHMC bachelor's degrees.</p> <p><i>*Using revised data from UHCC VPCC Presentation Oct11.</i></p>	<p><u>Fall 2011</u>  Campus goal = 117 students  Actual = TBA <i>from UHCC VPCC Office</i>  Number of transfers reported in the OEVPAA Oct 2011 Report = 118 students; 54 students transferred with an associate degree at time of transfer</p> <p>A Career &amp; Transfer Center would help students to focus on an educational/career goal earlier to aid in academic advising. A large enough space to house career resources and transfer material from various colleges and universities is necessary since we are now a 4-year institution. Transfer advising is not conducive in walk-in or in 30-minute appointments. Two or three follow-up sessions are the norm.</p>
		<p>Transfers to Non-UH 4-Year Institutions:</p> <p><u>Fall 2009</u>  Campus goal = 116 students  Actual = 121 students*</p> <p><i>*Using data from UHCC VPCC Presentation Oct11.</i></p>	<p><u>Fall 2010</u>  Campus goal = 127 students  Actual = 127 students*; an increase of 4.9% over 2009-10.</p> <p><i>*Using data from UHCC VPCC Presentation Oct11.</i></p>	<p><u>Fall 2011</u>  Campus goal = 134 students  Actual = TBA</p>

**Table 2 - FORMATIVE**

<b>COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES &amp; PROGRAM GOALS</b>					
<b>Student Learning Outcomes (SLO) And/Or Program Goals</b>	<b>Examples of Achievement Indicators within each SLO</b>	<b>Mapping SLO to Activity or Course</b>	<b>Assessment Tool(s) &amp; Methods of Utilization</b>	<b>Analyzing Results As Relates to Objectives</b>	<b>Plan &amp; Implementation</b>
<b>INTELLECTUAL GROWTH</b>	<ul style="list-style-type: none"> <li>• Produces personal and educational goal statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic advising and career services</li> </ul>	Educational plans in student folders.	<p>In the previous year's Program Review, we reported 2063 out of 3244 (63.5%) of the currently enrolled students' folders contained an educational plan. This number was extracted by having our Administrative Clerk and student assistants manually review students' folders located in the Counseling offices. This past year, we did not have enough personnel to do this. Additionally, the decision was made to use the data in SARS instead which revealed that 1883 new or revised educational plans were completed. Some of these plans were virtual (e.g., STAR Academic Planner) thus not making it feasible to manually count educational plans in folders. As we use technology to supplement academic advising, hard copy plans will not necessarily be housed in student folders. We will focus on enrolled students having multiple</p>	<p>In August 2009, the Counseling Department implemented the SARS database to facilitate tracking of student progress at UHMC and the UH system. Challenges encountered in keeping up with data input included:</p> <ol style="list-style-type: none"> <li>1) scheduling sufficient time for student data input since this responsibility switched from clerical to counselors; and</li> <li>2) the need for a full-time Counseling Director to oversee data collection and analysis to lead timely program improvements. The approval of UHMC's Reorganization included the recognition of a Counseling Department Director; however, this is done on a rotation basis between tenured counseling faculty with no funding for a full-time counselor. Funding is needed to revise and</li> </ol>

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				ways to access an education plan.	upkeep Counseling Department website to provide access and timely information to all UHMC students.
			<p>FY 11 UHMC Counselor evaluation (N=847; rating scale 1-4 with 4=Strongly Agree) by students.</p> <p>338 students selected "Educational Plan" as the reason for seeing assistance.</p> <p>3.62/4.00 on "My counselor assisted me in developing an educational plan that will help me realize career goals."</p>	<p>Goal is benchmark rating of 3.70/4.00</p> <p><b>Did not meet benchmark.</b> Rating decreased from 2009-10 academic year (3.70/4.00).</p> <p>With increased number of students and same number of counselors, there were less available appointment slots for completing an education plan.</p>	<p>Utilize UH system efforts to advertise STAR Academic Journey and STAR Academic Plan options. Have 100% of advising worksheets available on the Counseling website.</p>

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<b>INTELLECTUAL GROWTH</b>	<ul style="list-style-type: none"> <li>Uses complex information from a variety of sources (e.g. program advising sheets, STAR, UHMC catalog and schedule of classes) to make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Academic advising services</li> </ul>	<p>UHMC Counselor evaluation (N=847; rating scale 1-4 with 4=Strongly Agree) by students.</p> <p>3.70/4.00 on "My counselor was knowledgeable about the courses required to meet my academic goals."</p> <p>Average rating of 3.61/4.00 on "I have learned more about courses and have a better understanding about my degree program."</p> <p>Average rating of 3.63/4.00 on "I can now apply the information learned in this session to selecting courses and determining my academic progress."</p> <p>Average rating of 3.61/4.00 on "I am more confident about deciding on the next step in my educational plan."</p>	<p>Goal is benchmark rating of 3.70/4.00</p> <p><b>Met benchmark.</b> However, rating decreased from 2009-10 academic year (3.80/4.00).</p> <p><b>Did not meet benchmark.</b> Rating decreased from 2009-10 academic year (3.71/4.00).</p> <p><b>Did not meet benchmark.</b> Rating decreased from 2009-10 academic year (3.72/4.00).</p> <p><b>Did not meet benchmark.</b> Rating decreased from 2009-10 academic year (3.71/4.00).</p>	



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<b>INTELLECTUAL GROWTH</b>	<ul style="list-style-type: none"> <li>Uses complex information from a variety of sources (e.g. program advising sheets, STAR, UHMC catalog and schedule of classes) to make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>100% of the UHMC STAR Academic Journeys (online degree audit system) will be available to students through their MyUH Portal.</li> </ul>	Percentage of STAR Academic Journey certificates and degrees available for use by students, counseling faculty, and other advisors.	<p>STAR Academic Journeys (AJ) completed—represents multiple catalog years:</p> <ul style="list-style-type: none"> <li>231 Associate Degree AJs</li> <li>13 Academic Subject Certificate AJs</li> <li>7 Bachelor of Applied Science AJs</li> <li>152 Certificate of Achievement AJs</li> <li>144 Certificate of Completion AJs</li> <li>147 Certificate of Competence AJs</li> </ul> <p>STAR Data Metrix reported the following usage of STAR in FY11:</p> <ul style="list-style-type: none"> <li>74,957 student hits               <ul style="list-style-type: none"> <li>With high of 1314 hits per day</li> </ul> </li> <li>27,709 faculty hits               <ul style="list-style-type: none"> <li>With high of 703 hits per day</li> </ul> </li> </ul>	<p>Continue to build and modify STAR Academic Journeys.</p> <p>Develop an assessment tool to determine students' competence in this area.</p>

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<b>INTELLECTUAL GROWTH</b>	<ul style="list-style-type: none"> <li>Employs critical thinking in problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Academic advising, career, and personal counseling services</li> </ul>	UHMC Counselor evaluation (N=847; rating scale 1-4 with 4=Strongly Agree) by students.	Goal is benchmark rating of 3.70/4.00	Counseling Department is advocating for additional resources due to the increased enrollment and the concern this impact has on providing quality services on a timely basis.
			Average rating of 3.63/4.00 on "I am now aware of informational resources (e.g. TLC, EOC, Financial Aid) that are available to me."	<b>Did not meet benchmark.</b> Rating decreased from 2009-10 academic year (3.66/4.00).	
			Average rating of 3.69/4.00 on "My counselor is supportive and encourages me to make decisions that will lead to my success."	<b>Did not meet benchmark.</b> Rating decreased from 2009-10 academic year (3.80/4.00).	
			Average rating of 3.63/4.00 on "My counselor suggests helpful alternatives when I am facing academic difficulties."	<b>Did not meet benchmark.</b> Rating decreased from 2009-10 academic year (3.74/4.00).	

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<b>INTELLECTUAL GROWTH</b>	<ul style="list-style-type: none"> <li>• Employs critical thinking in problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized education plans for Financial Aid recipients on appeal</li> </ul>	<p>221 Satisfactory Academic Progress (SAP) financial aid appeals that required an educational plan signed by a counselor were completed</p> <p>223 Maximum credit time frame reviews were completed by counselors</p>	<p>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 campus and/or community referrals as needed. The Financial Aid Office Program Review will provide more details on the results. However, generally, it was noted that the success rate of students on appeal still decreased.</p>	<p>The requirement of completing an educational plan for Financial Aid SAP appeals—especially during peak advising times and with students’ sense of urgency—has increased the demand for individual appointments with counselors. While maximum time frame reviews do not require an education plan to be submitted, they are completed by counselors in the calculation of remaining credits needed to reach students’ educational goals. The continual increase of financial aid recipients and the deadlines associated with awarding the aid impacts the Counseling Department’s workload (i.e., need for individual appointments) and timelines as well. Availability for non-appeal students is limited during these peak financial aid deadline periods.</p>

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<b>INTELLECTUAL GROWTH</b>	<ul style="list-style-type: none"> <li>Employs critical thinking in problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Academic advising, career, and personal counseling services</li> </ul>	568 counseling appointments (as reported in SARS) for academic monitoring; 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	<p>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.</p> <p>The Retention Coordinator in the Student Life Department reports that approximately 60% of students on APP warning or probation did not return after the Spring 2011 semester. A good percentage of these students also have a financial obligation hold and will need to pay this if intending to re-enroll at UHMC.</p>	The original intent of implementing the Academic Probation Policy is supported by the Counseling Department. However, not enough resources were allocated to fully implement this new policy. Therefore, much of the complex work with students fell back on the Counseling Department. This initiative impacts the department's workload, timelines, and strategies to positively impact student learning outcomes.



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					<p>students with their (transfer) institution of choice;</p> <ul style="list-style-type: none"> <li>• Continue participating in system committees regarding articulation and transfer (e.g. Academic Advisors Transfer Network; UHMC Foundations Committee; UHMC Hawaiian, Asian, Pacific Issues Committee);</li> <li>• Continue to collaborate with campus departments and programs to provide support services to enable students to meet their educational goals.</li> </ul>

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<b>PERSONAL AND EDUCATIONAL GOALS</b>	<ul style="list-style-type: none"> <li>Meets educational goals (e.g. certificate and/or degree attainment, transfer)</li> </ul>	<ul style="list-style-type: none"> <li>UH system Automatic Admission Initiative</li> </ul>		<p>In Fall 2010, 236 UHMC students were offered automatic admission to the UH baccalaureate campuses. 14.4% (36) accepted.</p> <p>In Spring 2011, 137 UHMC students were offered automatic admission. 31.3% (43) accepted.</p> <p>Less students were offered automatic admission in spring as the students needed to be manually added to the database by two counselors. The initial automatic sweep of eligible students by STAR Group did not produce any results. This was partly due to the requirements of the Liberal Arts A.A. degree, thereby necessitating the manual add of eligible students.</p> <p>To prepare for the Automatic Admission data mining, one counselor reviewed and updated Liberal Arts STAR Academic Journeys for students with 45 or more credits (equating to hundreds of</p>	<p>As more students register for distance education courses offered by other UH campuses, the number of advanced standings has increased. Initiatives, such as Automatic Admission, increase the need for timeliness in the processing of advanced standings.</p> <p>The UH System Reverse Credit Transfer initiative will also increase the need for the timeliness of the advanced standing process. Additionally, the transfer and articulation database must be reviewed and updated in order for this initiative to work properly.</p>

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				records). Advanced standings needed to be processed to transfer courses taken within the UH system to get student Academic Journeys close to the cut-off percentage before the deadline. The preparation time took away from individual appointment availability.	





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<b>PERSONAL AND EDUCATIONAL GOALS</b>	<ul style="list-style-type: none"> <li>College transfer services, including maintaining a college transfer information center.</li> <li>Annually update transfer information from UH system and other post-secondary institutions</li> </ul>	<ul style="list-style-type: none"> <li>College Transfer Fair planned and implemented twice annually to provide information to students with transfer goals; also maintain a listserv to notify students of other college visits to campus for appointments or group sessions</li> </ul>		<p>Attendance Fall 2010 = 120</p> <p>Attendance Spring 2011 = 170</p> <p>Due to limited appointment availability, continue to find ways to attract more students to our Transfer Fairs for opportunity to meet with college representatives—instead of trying to meet with counseling faculty for “soup to nuts” transfer advising.</p> <p>Transfer program advising and activity stations provide information on 100% of University Center on Maui baccalaureate and graduate options. Resources are available on all UH system and other private campuses in Hawai'i.</p>	<p>Continue with fall and spring Transfer Fairs. Consider partnering with other programs/events on campus to draw more students.</p> <p>Continue to assist in the articulation process by working closely with instructional faculty and university liaisons and to support counseling representation on articulation teams on campus (e.g. Foundations Committee) and in the system (Academic Advising and Transfer Network).</p>

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<b>PERSONAL AND EDUCATIONAL GOALS</b>	<ul style="list-style-type: none"> <li>Serve on University of Hawai'i system-wide Academic Advising and Transfer Network, UHMC Foundations Board, and on the UHMC HAP (Hawaiian, Asian and Pacific Issues) Board</li> </ul>				Continue to represent UHMC in UH system discussions regarding articulation, automatic admission, reverse credit transfer, and general education core.
	<ul style="list-style-type: none"> <li>Track student transfer goals</li> </ul>	SARS data		<p>737 students (unduplicated) have transfer goals noted in SARS:</p> <ul style="list-style-type: none"> <li>510 UH baccalaureate campuses               <ul style="list-style-type: none"> <li>Of which 237* indicated interest in UH Center degrees</li> </ul> </li> <li>43 Other UHCC campuses</li> <li>12 UHMC baccalaureate program</li> <li>103 Mainland college</li> <li>15 Other</li> <li>56 Undecided</li> </ul> <p><i>* Some of these students are already enrolled in UH Center programs</i></p>	<p>Continue to collect student transfer goals to better inform students of campus visits, transfer fairs, auto admission procedures, and general education changes at UH campuses.</p> <p>Continue to share student lists with the University Center and send out notices of their informational meetings to students interested in their partners' degree offerings.</p>

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<b>PERSONAL AND EDUCATIONAL GOALS</b>		<ul style="list-style-type: none"> <li>• Provide personal support counseling services to better help students meet their personal and educational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected by Personal Support Services Counselor in SARS</li> </ul>	<p>Served 84* students through 263 individual appointments during the 2010-2011 academic year. 92% of the students were referred. Some of these students were University Center students as well.</p> <p><i>* More students might have been served; however, the personal support counselor was on military leave for over 2 months. A part-time casual-hire served a small number of students during that time period.</i></p> <p>The most common reasons students sought services:**</p> <ul style="list-style-type: none"> <li>• 56% for school related stress</li> <li>• 49% for depression</li> <li>• 46% for anxiety issues</li> <li>• 38% for relationship related issues (includes domestic violence)</li> <li>• 32% for family related issues</li> <li>• 10% for suicidal ideations</li> <li>• 6% for personal crisis</li> </ul> <p><i>** Many students came in for help with more than one</i></p>	

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				<p><i>problem; thus percentages add up to more than 100%.</i></p> <p>Class presentations and workshops were conducted with 120 students and faculty members present.</p> <p>Outreach intervention program (Active Minds club) hosts a Narcotics Anonymous and an Alcoholics Anonymous group twice a week, with 10-15 students attending each group weekly.</p> <p>An additional 114 students were served through the Mentor's in Violence Prevention Groups at UH Mānoa.</p>	

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<b>EQUITY AND ACCESS</b>		<ul style="list-style-type: none"> <li>Academic accommodations for students with disabilities</li> </ul>	Data collected by Disability Services Coordinator (Counselor) in SARS	<p>Students served by Disability Services Coordinator increased by 34.8% compared to FY 09 and 14.5% compared to FY 10:  FY 09 - served 164;  FY 10 - served 193;  FY 11 - served 221</p> <p>Disability by type (of students enrolled FY 11):</p> <ul style="list-style-type: none"> <li>Psychiatric - 39%</li> <li>Learning - 22%</li> <li>Other - 15%*</li> <li>Physical - 8%</li> <li>Sensory - 9%</li> <li>Chronic Illness - 7%</li> </ul> <p>* Other grouping includes autism spectrum, traumatic brain injury, seizure, intellectual, other developmental and cognitive disabilities.</p>	<b>2011-12 Update</b> Currently serving 206 registered students during the Fall 2011 semester, an increase of 32.9% over Fall 2009 (155) and 5.1% increase over Fall 2010 (196).

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COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
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Contact with high school counselors to inform of current UHMC programs, resources, and admission procedures.		<ul style="list-style-type: none"> <li>High School Outreach; High School Counselors Workshop</li> </ul>	Survey Monkey sent out to participants following conclusion of workshop. 20 of 29 surveys were completed, for a response rate of 69.0%.	<p>29 Maui County high school counselors attended the September 2010 workshop.</p> <p>Main points:</p> <ul style="list-style-type: none"> <li>Continue to hold our workshop on the same day that College Board holds their workshop on our campus.</li> <li>Continue to update with new degree information.</li> <li>Continue to update with student support-related information—financial aid, Compass testing.</li> <li>Include a student panel.</li> <li>Update the UHMC website for easier navigating.</li> </ul>	<p><b>2011-12 Update</b></p> <p>41 Maui County school counselors attended the September 2011 workshop. This year, the middle school counselors were also invited to participate in the workshop. 8 middle school counselors participated. A well-received student panel was included.</p> <p>Counseling Department has been working with our campus webmaster to update website information, including non-Counseling Department sites if noted and in need of revision.</p>

Table 2 - FORMATIVE					
COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS					
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Collaborative campus effort to improve recruitment of prospective students.		<ul style="list-style-type: none"> <li>• Provide pre-college information: Provide recruitment services to Maui County high schools and other related educational organizations, and to the general public, in coordination with other Student Affairs offices and instructional programs.</li> <li>• High School Outreach; National and statewide recruiting, including HACAC and NACAC fairs.</li> </ul>		<p>In coordination with other Student Affairs and instructional programs, coordinate visits to Maui County high schools, and other educational organizations (e.g. Hui Malama, Maui Community School for Adults), and participate in other local recruitment-related events (e.g. college and career fairs, answering UHMC Help Desk email, Maui County Fair)</p> <p>As part of the marketing sub-group, implemented recruitment database and working on standardized follow-up activities.</p>	<p><b>2011-12 Update</b> The Counseling Director served on the planning and implementation committee for the Mākaūkau. Pā! event in November attended by 91 high school students. Parents and high school counselors were also included. Several other counselors helped staff and present at the event.</p> <p>Another event is planned for the spring semester targeting middle-school students, parents, and counselors. We will continue to support the planning and implementation of this event.</p> <p>Collaborate with Student Life and Marketing Director to address statewide and mainland recruitment.</p>



**Table 2 - FORMATIVE**

**COUNSELING DEPARTMENT STUDENT LEARNING OUTCOMES & PROGRAM GOALS**

<b>Student Learning Outcomes (SLO) And/Or Program Goals</b>	<b>Examples of Achievement Indicators within each SLO</b>	<b>Mapping SLO to Activity or Course</b>	<b>Assessment Tool(s) &amp; Methods of Utilization</b>	<b>Analyzing Results As Relates to Objectives</b>	<b>Plan &amp; Implementation</b>
Collaborative campus effort to improve student persistence.		<ul style="list-style-type: none"> <li>Counseling Department continued to dedicate time and resources to provide advising to students attending New Student Orientation (NSO). NSO is a cooperative effort of all Student Affairs offices and instructional faculty.</li> </ul>	Survey was given to NSO participants at the conclusion of each session, 187 (39%) surveys were completed. Respondents were asked: "Based on the information you learned from the scavenger hunt, please identify all support services that you will use to be successful at UH Maui College.	<p>72% (135) of the students chose Counseling Department as a service that would help them succeed – a 3% increase from the 2009-10 NSO sessions.</p> <p>In response to student and faculty feedback that the NSO was too lengthy, the advising presentations for Liberal Arts and Career Technical Education (CTE) majors moved online for the students to view prior to attending NSO.</p> <p>A pre- and post-test were developed to assess student learning regarding the advising portion of NSO. The pre-test was a requirement to be able to sign up for NSO. Of the 400+ students that initially took the pre-test, 155 students had to retake it to meet the minimum standard (cut-off passing score). Students who took the quiz in June/July were more apt to repeat the quiz.</p>	<p>One of the counseling faculty will continue to serve on the NSO planning/implementation committee.</p> <p>The pre-test results showed that a closer look at the students who are applying to UHMC later is warranted. They may need more support services and intervention. The post-test results were not as expected. Will need to review this method of assessing student learning.</p>

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			Using a 4-point Likert scale (strongly agree, agree, disagree, strongly disagree), respondents were asked "I received academic advising and registration assistance at the New Student Orientation."	98.9% (175) of those who answered statement rated "strongly agreed" or "agreed."	
		Counseling Department provides training and mentoring to faculty advisors in the Faculty Advising program.		<p>We were prepared to provide faculty advising training for NSO; however, there appeared to be a shift in instructional faculty priorities in terms of workload and participation.</p> <p>STAR Academic Journey trainings were provided on an individual basis for 6 instructional faculty.</p>	<p>Reassess the approach and value of the Faculty Advising initiative.</p> <p>Continue to provide training and mentoring to faculty advisors to utilize STAR Academic Journey.</p>