

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

**Counseling Department 2016-2017 (2017) ASSESSMENT REPORT**

**EXECUTIVE SUMMARY**

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

**MISSION**

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

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

**GOALS**

Overall Outcomes for Student Affairs:

* Enrollment: Target key enrollment sectors that are underserved or have recruitment potential to expand access
  + Require all new first time students to meet with an academic advisor prior to registration
  + Increase dual credit/enrollment with local area high schools
* Hawaii Graduation Initiative: Increase the participation and completion rates of students, particularly Native Hawaiian, low-income, and those from underserved regions
  + Participate in STAR Auto Credential and Reverse 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
  + Implement My Success (Starfish) retention tool to increase student progress and students success

**STUDENT LEARNING OUTCOMES FOR COUNSELING**

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

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

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

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

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

Interim measures: Percent of students taking and completing math in the first year (or first 24 credits earned). \*The following data is presented in real time. Last years data was not provided by STAR office.

|  |  |  |  |
| --- | --- | --- | --- |
| STAR Registration | % of credits that donʻt count | Number of students registering in STAR | Number of students registering with no pathway |
| Fall 2017 | 8.6 | 2416 | 16 |

STAR satisfaction survey is available at the following link.

[STAR Registration Survey Results](https://www.surveymonkey.com/results/SM-YCR77Z8J8/)

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

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

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

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

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

**POINTS OF PRIDE**

The Counseling Department has worked to provide quality services to students and increase access points for all enrolled and prospective student. Here is a summary of achievements:

* Continued to require all new first time students to meet with an academic advisor prior to enrollment as part of the FYE Initiative.
* Continued to expand and implement student retention software called My Success (Starfish). The student retention software consists of an early alert surveys (instructor driven), appointment scheduling feature, and student folder. The early alert surveys is a tool that streamlines communication and improves collaborative efforts between counseling and instructors to better understand what students were struggling with in specific courses. As a result of the early alert surveys, counseling responded to 397 flags.
* Lead builder for STAR degree audit system for Maui College. As of Fall 2017 all programs and program plans are built and able to be used by all new students.

**ASSESSMENT ACTIVITIES 2016-2017**

**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 (i.e., Automatic Admissions and Kaʻieʻie Transfer)

**Findings**

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

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

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

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

**Program Objective 2**

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

**Methods and Measures**

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

**Findings**

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

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

Source: Hawaii Graduation Initiative

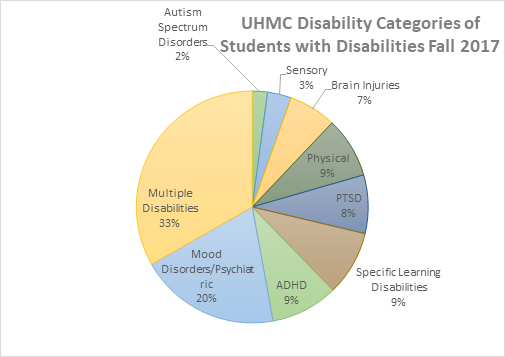
***Reverse Transfer-*** Students who have transferred to a UH four-year school without earning a AA/AS can apply the credits that they have taken at the four-year school towards an AA. These numbers reflect the amount of AA/AS degree awarded at Maui College.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FALL** |  | **SPRING** |
|  |  |  |  |
| 2016-2017 | 19 |  | 17 |
| 2015-2016 | 22 |  | 17 |
| 2014-2015 | 21 |  | 29 |
| 2013-2014 | 34 |  | 1 |

**Program Objective 3**

Institutionalizing Assistive Technology

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



There is a noticeable increase in the requests for [G1] Assistive technology such as alternative textbooks, screen magnifiers, screen readers, digital recorders, dictation, organization and notetaking software, and captioning software for educational delivery for equitable access for students with disabilities. Providing these accommodations allow the college to be in compliance with [G2] [G3] [G4] the changes in Section 508 of the Americans with Disabilities Amendments Act (ADAA, 2008) and the increasing amount of technology used for educational delivery. A general-funded APT position is needed to ensure compliance with timely and effective accommodation delivery. While there is an externally-funded position filled to help address these accommodations, it is Perkins-funded. The time it takes for the solo Counselor/Disabilities Program Coordinator to produce and implement the grant is time taken away from direct student contact. While complaints of lack of access to their counselor have lessened, the

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

**PLANS FOR THE COMING YEAR**

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

STAR Registration- Continue to build and maintain all STAR degree pathways and records. This is critical for the functionality of system.

Alternative placement**-** Continue to create a workflow to support the alternative placement factors for students and allow them to place at college level English and Math courses.

Learning Support Teams- Continue to partner with English and Math instructors to support the students who are enrolled in the learning supports courses (developmental education courses). In addition the inclusion First Year Experience activities such as offering activities that are related to connecting with students and finding their place in college.

Career and Exploratory Pathways Development

**BUDGET CONSIDERATIONS FOR COMING YEAR**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2017-2018 Budget Priorities** | | | | | | |  |
| **Unit Abbreviations: SA=Student Affairs** | | | | | | |  |
|  | | | | | | |  |
| **Strategic Theme Abbreviations: SS=Student Success HPOKA=Hawai'i Papa O Ke Ao** | | | | | | |  |
| **SU=Sustainability CW=Community and Workforce QL=Quality of Learning** | | | | | | |  |
| **Unit Rank** | **Theme Rank** | **Item** | **New/ Existing** | **Compliance/ Safety** | **Funding Info** | **Notes** | |
|  | **Student Success** | **Peer Mentors Funding for Counseling Office ($62400 - 5 SA's x 20 hrs/wk x 52 wks/yr; fringe included)** | **Existing** |  | **Currently, partially grant funded by Perkins** | **Peer Mentors (PMs) are a vital part of the Counseling Department and additional support is necessary. Increasing PM funding will enable Counseling staff to work more efficiently on high-level assignments with minimal interruption** | |
|  | **Quality of Learning??** | **Institutional Researcher for Enrollment Management that focuses on persistence, retention and completion.**  **$52,000** | **new** |  |  | **This position is needed to assist with data disaggregation of student majors, student goals, STAR Building.** | |
|  | **Student Success** | **APT Assistive Technology Specialist**  **$42,000** | **new** |  | **Carry over from last years budget requests** | **Provide instructional materials for students with disabilities** | |