<table>
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<tbody>
<tr>
<td>Students can identify and evaluate personal qualities, values, attitudes, strengths, interests, skills and acquired learning and use this self-appraisal to recognize their unique career, educational, and life planning processes.</td>
<td>Students can develop, respond, explore, assess, re-examine, and act upon their progress toward academic, career, and life goals to make informed decisions.</td>
<td>Students can engage in and reflect upon their participation in college and community activities to grow in self-understanding and acceptance, confidence, Hawaiian identities, and appreciation and respect for diverse cultures.</td>
<td>Students can adjust, adapt, respond to, and be resourceful in new situations and in rapidly changing conditions.</td>
<td>NHSS strives to be an entity that responds to research trends on effectively serving students.</td>
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### Activities

- Academic, Personal & Career Counseling
- Resource Centers
- Community Huaka’i
- Career Assessments
- Academic Skill Building Workshops
- Technology Workshops
- Peer Tutoring
- Residential Learning Program
- Wellness Fair
- HSHK Student Handbooks
- Campus & Community Partnerships
- Summer Enrichment Program

### Competencies

SWiBAT recognize the Resource Centers as a place to access different resources at the

### Competencies

SWiBAT use their career assessment results to explore different majors and careers

### Competencies

SWiBAT articulate how their experiences have developed their self-awareness.

### Competencies

SWiBAT use career assessment results and career research to

### Competencies

Each NHSS staff member will participate in 1 professional
Resource Centers.

SWiBAT take three career assessments to identify their skills, interests and values.

SWiBAT articulate the purpose of transferring to UHM.

SWiBAT access, register and complete the HLPE.

SWiBAT identify their academic, career, and personal accomplishments over one year.

SWiBAT understand the relationship between their learning experiences and their academic, career and personal goals.

SWiBAT recognize potential career choices.

and start to plan their academic and career paths.

SWiBAT develop academic plan that includes projected transfer date and major.

SWiBAT develop and apply communication, decision-making and problem solving skills effectively.

SWiBAT develop and apply time management skills that work effectively.

SWiBAT identify their career path and course selections and degree attainment to get there.

SWiBAT engage in community activities that support their Hawaiian identity.

SWiBAT articulate how their academic goals fit in their career and life goal.

SWiBAT develop and apply skills in locating and effectively using information from community based resources to help them achieve their goals.

SWiBAT develop and apply inter-personal skills that work effectively in group or partnership situations.

SWiBAT engage in community activities that support their Hawaiian identity.

SWiBAT develop and apply academic, career, and life goals that incorporate personal values, interests, aptitudes and skills.

SWiBAT identify the academic, career and life goals changes they have experienced and decide on the risks and benefits of the experiences.

SWiBAT be resourceful and seek out new opportunities in their education and career path.

SWiBAT support fellow cohort students during their transition to UHM.

<table>
<thead>
<tr>
<th>Assessment</th>
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<td>• Training and professional development log</td>
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<tr>
<td>• Exit survey</td>
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<td>• Exit survey</td>
<td>• Exit interview</td>
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<tr>
<td>• HLPE</td>
<td>• Internship Program student learning contracts</td>
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<tr>
<td>• Student reflections/interviews/application</td>
<td>• Career, academic portfolio</td>
<td>• Resource Center survey</td>
<td>• List of community resources they’ve contacted</td>
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<td>• Internship Program student learning contracts</td>
<td>• Resource Center survey</td>
<td>• Tutoring Survey</td>
<td>• Post-interview</td>
<td></td>
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<tr>
<td>• Academic portfolios</td>
<td>• Resource Center survey</td>
<td>• 80% class attendance overall</td>
<td>• Student reflections/interviews</td>
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<tr>
<td>• Entry survey</td>
<td>• Training and professional development log</td>
<td>• Student academic plan</td>
<td>• Digital stories</td>
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