

**Kahikoluamea Counseling  
Assessment/Intervention Planning  
Email & Meeting/Discussion Notes Evidence  
Fall 2014 (Including Summer 2014 SLO Discussion)  
&  
Spring 2015 (Additional Evidence & Summer Discussion re: 2014-2015 SLO Assessment)**

**Kahikoluamea Counselors Meeting  
Discussion Notes  
Tuesday, June 10, 2014  
10:00 am – 12:00 pm**

SLOs:

- SWiBAT identify resources
- SWiBAT develop a plan to utilize resources to fulfill their needs and interests
- SWiBAT implement a plan to utilize resources to fulfill their needs and interests

Ideas for direction/components of a plan for Fall 2014 Eng 22 intervention:

Academic

Major

Career

Personal

Financial

Other

Next Steps

Create a life or vision for self, then can look at what resources need – can put into template form (i.e. can draw in, coat of arms, etc.) or use metaphor that describes who you are/what want to become:

- What is your dream/purpose?
- What contributions do you want to make to society?

- What are your strong needs? (align with resources)
- What are your strengths? (make sure aligns with how see themselves in the future)
- What are your interests?
- Where do you want to be in 5-10 years?
  - What would you like to earn (making money) or be doing?
- Based on the above, what do you need? Making a plan, utilize resources.
- Make eulogy? Write a graduation speech? Get to the end before the beginning.
- Plan = goal setting (timeline?)
- Implementation = putting it all together – when will they start implementing?
- Who are you? Where do you want to go? How do you want to get there/What resources will help you get there?

Resources related to how to answer the questions – books, online resources, etc.

Can use surveys as resources – i.e. values; self-efficacy; career – i.e. UHCC Connections, Kuder; Holland Party; MBTI; Kiersey Temperament Sorter; Maslow; etc.

Idea for template – Maslow’s Hierarchy – reach potential through resources

Wellness Wheel

Neuroscience, Brain Gym, brain and learning, etc.

Homework:

- Kristie will ask Mimi if she would be willing to share Maslow’s model as she has adapted for use with her international students.
- Sharoh will share how HonCC instructor uses Maslow model in classroom
- All - Bring to next meeting to consider:
  - Other possible models
  - Resources that might fit student needs (with explanations)

Next KLM Counselors Meeting:

- Tuesday, June 17, 2014
- 10:00 am – 12:00 pm

Kahikoluamea Counseling  
 Eng 22 Learning Plan Intervention  
 SLO Rubrics  
*Draft 10.13.14*

SLO 4a: SWiBAT identify resources.	
Competent (Yes)	Student identifies at least one source.
Not Competent (No)	Student does not identify at least one source.

SLO 4c: SWiBAT develop a plan to utilize resources to fulfill their needs/interests.	
Criteria	<ul style="list-style-type: none"> <li>Articulated at least one strength/accomplishment (Section 1, 2)</li> <li>Articulated at least one dream/goal (Section 3)</li> <li>Articulated at least one thing (i.e. action, resource) they were going to do this semester to address their needs/interests (Section 4)</li> <li>Identified at least one resource of who/what could help them be successful (Section 4).</li> </ul>
Competent	Student has met 4 of above criteria.
Developing	Student has met 2-3 of above criteria.
Not Competent	Student has met 0-1 of above criteria.

SLO 4d. SWiBAT implement a plan to utilize resources to fulfill their needs/interests.	
Criteria	<ul style="list-style-type: none"> <li>Articulated at least one action or resource used to reach their goal(s).</li> <li>Articulated what they learned from using the resource or action taken.</li> <li>Articulated their future plans.</li> </ul>
Competent	Student has met 3 of above criteria
Developing	Student has met 2 of above criteria
Not Competent	Student has met 0-1 of above criteria.

Kahikoluamea Counseling  
 Eng 22 Learning Plan Intervention  
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*Draft 10.17.14*

SLO 4a: SWiBAT identify resources.	
Competent (Yes)	Student identified at least one resource.
Not Yet Competent (No)	Student did not identify at least one resource.

SLO 4c: SWiBAT develop a plan to utilize resources to fulfill their needs/interests.	
Criteria	<ul style="list-style-type: none"> <li>Articulated at least one strength/accomplishment (Section 1, 2)</li> <li>Articulated at least one dream/goal (Section 3)</li> <li>Articulated at least one thing (i.e. action, resource) they were going to do this semester to address their needs/interests (Section 4)</li> <li>Identified at least one resource of who/what could help them be successful (Section 4).</li> </ul>
Competent	Student has met 3 or more of above criteria.
Developing	Student has met 1-2 of above criteria.
Not Yet Competent	Student has met 0 of above criteria.

SLO 4d. SWiBAT implement a plan to utilize resources to fulfill their needs/interests.	
Criteria	<ul style="list-style-type: none"> <li>Articulated at least one action or resource used to reach their goal(s).</li> <li>Articulated what they learned from using the resource or action taken.</li> <li>Articulated their future plans.</li> </ul>
Competent	Student has met 3 of above criteria
Developing	Student has met 1-2 of above criteria
Not Yet Competent	Student has met 0 of above criteria.

Eng 22 Learning Plan  
Spring 2015 Planning  
Meeting Discussion Notes  
October 24, 2014

Notes to Reference from Planning Discussion October 17, 2014

Tentative Thoughts/Ideas for Spring 2015 Consideration

- Note: will need to communicate with instructors at Nov 10 English 22 discipline meeting.
- Group format works.
- Instructor support helpful.

- Consider employing a pre-post test - ?
- Consider having students to meeting-with-counselor part of intervention in-class (like Dawn Oshiro).
- Communicate with instructors what they foresee/see related to the composition/makeup of their class and show-rate for appointment (talk with instructors at Nov 10 meeting).
- Initial presentation should "beef up" strengths awareness/understanding? Consider strengths activity as ice-breaker?
- Consider having students bring an artifact or picture of artifact to represent a strength.
- Idea of student writing/telling about something they were proud of/successful in doing and share with the group - as a group, have group identify the strengths that were used. Or, student can look at what they wrote/talked about and try to identify the strengths that were used. Give an example of how they can use this in the college environment.
- Consider some type of intervention (start the Learning Plan - ?) in Eng 21 - ???
- Consider framing intervention for English discipline as a whole (Eng 21, Eng 22) - ???

Possible Learning Plan components/changes/additions:

- Strengths
- Goals
- My career goal is:
- My academic major/program goal is:
- My academic/program advisor who can help me along my pathway is (e.g. for career, course planning, etc. information):
  - Name
  - Location, contact info
- A campus resource that could help me or has helped me be successful this semester:
- How was this helpful?
  - Can recommend to follow up with advisor and one campus or other resource?

Then, for assessment, we can look at how many students were able to:

- Get on a pathway/articulate a pathway (e.g. defined as an academic program of study, degree type - AS, Bachelor, graduate degree, etc.)
- Know/Articulate who their advisor (pathway) is
- Use a campus or other resource

May think about presenting to students the outcomes of meeting with us:

E.g. As an outcome of meeting with us, you will be able to:

- Identify your pathway (academic program of study/direction?) advisor (and hopefully meet with your pathway advisor) for plan of courses to take?
- Identify a resource that could help to support you in being successful in college.
- Have a career goal (visualize or project)

## Notes from Planning Discussion on October 24, 2014

Sharoh shared Marcus Buckingham – strengths-related definition/explanation and questions to pose for student consideration.

Possibilities for Learning Plan for Spring 2015:

### Section I:

Introduction to definitions/examples of strengths framed using Buckingham (based on thinking about past experiences/activities, etc.).

Based on reflections on above, articulate 1-2 of your strengths.

What would those 1-2 strengths look like in a visual form?

(Include pictures that describe/represent these strengths)

### Section 2:

I can apply these strengths to achieving success this semester/succeed this semester by: