

Counseling Assessment Café

Assessment Summaries

Spring 2015

Group 1

Assessment Café – Spring 2015

Program Name: BLT
Counselor Name: Cynthia N. Kimura

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4a : SWiBAT identify resources
Assessment Year: 2013 - 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
70% of participants will be able to identify resources based on the survey of five (5) questions. Yes	A survey was given to all fall 2013 BLT Welcome Reception student attendees.	<ul style="list-style-type: none"> Competent="Strongly agree" or "Agree" to 3 or more questions Not Competent="Disagree," "Strongly disagree," or "Don't know" to 3 or more questions 100% were Competent 	<ul style="list-style-type: none"> Continue to offer, improve and expand the BLT Welcome Reception Need BLT DC & progr coordinators to assume coordination & faculty to actively participate Explore additional mkting techniques & provide student incentives to attend. Consider mandatory attendance and ramifications is mandatory Request peer mentors assigned to the BLT Kopiko Learning Community 	<ul style="list-style-type: none"> Sp`14, peer mentors assigned to the BLT Kopiko Learning Community (note reassigned after a few weeks) To increase departmental faculty commitment & participation, the academic program coordinators (accounting, information technology, marketing, & paralegal) & department chair were asked to assume coordination & marketing of the welcome reception.

Assessment Café – Spring 2015

Program Name: BLT
Counselor Name: Cynthia N. Kimura

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SLO # 1b : Student will be able to develop an accurate STAR academic plan
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
60% of sample will develop an accurate STAR academic plan No	Fall `14 prior to spring `15 registration, reviewed 20% of BLT majors' STAR academic planners (20%=105 students). Used STAR Academic Logic for majors.	<ul style="list-style-type: none"> Competent=all Planner courses applicable to degree Developing=some Planner courses applicable to degree Not Competent=No Planner <u>or</u> None of the Planner components are applicable 24% or 25 students were Competent 15% or 16 students were Developing 61% or 64 students were Not Competent <p>[Note: 59 students had no Planner; 33 with no Planner, graduated, withdrew, or UHM/UHWO/non BLT students]</p>	<ul style="list-style-type: none"> Collaborate with KISC-grad initiatives to communicate awareness & importance of STAR and Pathway Cont. to advertise within the unit the use of STAR and Pathway & encourage students to seek Pathway advising Cont. to use STAR peer mentors in classes to demonstrate STAR and the new Pathway; via the KISC grad initiatives request that FYE/NSO place more emphasis on & utilize STAR & the Pathway during NSO sessions 	None, effective spring 2015, STAR Planner retooled to STAR Graduation Pathway a pre-populated tool.

Assessment Café – Spring 2015

Program Name: MHW
Counselor Name: Lori Ferreira

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 3a : Student will be able to ...express their individual values and beliefs
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<ul style="list-style-type: none"> 85% I did not evaluate at this time, Spring 2015 will be first evaluation period. 	<p><u>Evaluation tool used to measure this will be a survey emailed to students that have consented to participate.</u></p>	<p><u>NO results or outcomes at this time as survey has not been given to students Spring (May) 2015</u></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 3b : Student will be able to recognize their own values and beliefs in relations to diverse groups and individuals
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> <i>What specific assessment method(s) did you use (include how you determined your participants)?</i> 	<ul style="list-style-type: none"> <i>What was the outcome (refer to your level of achievement and assessment process)?</i> 	<ul style="list-style-type: none"> <i>What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i> 	<ul style="list-style-type: none"> <i>What improvements have already been made? What was the outcome of your reassessment?</i>
<ul style="list-style-type: none"> 85% I did not evaluate at this time, Spring 2015 will be first evaluation period. 	<p><u>Evaluation tool used to measure this will be a survey emailed to students that have consented to participate.</u></p>	<p><u>NO results or outcomes at this time as survey has not been given to students Spring (May) 2015</u></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>

Assessment Café – Spring 2015

Program Name: MHW
Counselor Name: Lori Ferriera

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4a : Student will be able identify resources to fulfill their needs/interest
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<ul style="list-style-type: none"> 85% I did not evaluate at this time, Spring 2015 will be first evaluation period. 	<p><u>Evaluation tool used to measure this will be a survey emailed to students that have consented to participate.</u></p>	<p><u>NO results or outcomes at this time as survey has not been given to students Spring (May) 2015</u></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>

Assessment Café – Spring 2015

Program Name: MHW
Counselor Name: Lori Ferreira

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 5a : Student will be able identify problem/need
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<ul style="list-style-type: none"> 95% I did not evaluate at this time, Spring 2015 will be first evaluation period. 	<p><u>Evaluation tool used to measure this will be a survey emailed to students that have consented to participate.</u></p>	<p><u>NO results or outcomes at this time as survey has not been given to students Spring (May) 2015</u></p>	N/A	N/A

Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Shannon Sakamoto

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # _1b_ : Student will be able to ...develop an accurate STAR academic plan.

Assessment Year: 20 13__ - 20 14__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
We set a benchmark of 75% of students being able to perform at the competent level. Our results showed that 86% of our students were performing at a competent level.	We surveyed the STAR records of 300 students who randomly came to the MKC for various reasons. STAR records were evaluated on the basis of whether the courses that the student was enrolled in the semester following their visit to the MKC matched their degree track at KCC.	The data indicated that students who have the initiative to seek out academic advising have a high degree of understanding the degree requirements, as measured by appropriate course registration.	Students who are self-motivated and know how to utilize campus resources, such as the MKC, seem to have a high level of achievement in understanding degree requirements and are able to translate that knowledge into action (registration for classes) that assist them in reaching personal academic goals. A next step may be trying to address the needs of students who do not voluntarily utilize campus resources and find ways	In the fall of 2013, we partnered with FYE to work not only on student orientation session, but also on mandatory academic advising for 2 nd semester freshmen. Students were given the option to attend a group STAR Academic Advising session or to come to the MKC to meet one-on-one with

			to draw them into the MKC for academic advising, transfer and career services.	an advisor. In Feb. 2014 we participated in an all-day training session held on the UHM campus which provided us training on the various degree tracks at UHM so we may better prepare our students for transfer.
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Shannon Sakamoto

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 2a : Student will be able to ...identify their career interests

Assessment Year: 2014 __ - 20 __15__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
Projected level of achievements is estimated to be 75% of students will perform at the competent level. Competency is measured by students responding with a score of "3" or higher on question #1.	A survey was emailed to students in the spring of 2014 to assess their level of being able to identify their career interests. Participants were selected by including all students who came to the MKC within our study period self-identifying the purpose of their visit to be for "Career Information".	Of the respondents, 95% acknowledged that meeting with an MKC counselor confirmed or helped them move further in the decision making process to confirm a career choice.	Survey was specifically sent to only those students who listed "Career Information" as the purpose of their visiting the MKC. In the future studies, it may be useful to offer career exploration services on an on-going basis to all liberal arts students to ensure the major they selected matches their goals, abilities and skills.	Improvements have been made in the services we offer. We have been able to continue to produce the spring transfer fair which provides students on college majors and their connection to careers. In addition, in the spring of 2015 we started offering career workshops again to assist those students who would be in need of more comprehensive career assistance.

Assessment Café - Spring 2015

Program Name: Health Cluster: Health Sciences, Emergency Medical Services, and Nursing
Counselor Name(s): Wesly Maekawa

Assessment Summary Worksheet

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's. **PLG 1: SLO – 1a, SLO – 1b, SLO – 1c, SLO – 1d**

SLO # 1c : Student will be able to identify all the step(s) to transition to their next educational goal.
Assessment Year: 2014 – 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<p>75% of program majors will be Competent (2). (2) Competent Student has identified at least 3 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline.</p> <p>25% of program majors will be Developing (1). (1) Developing Student has identified 1-2 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline. YES, levels of achievement met.</p>	<ul style="list-style-type: none"> The health cluster counselors identified the programs to be assessed including ADN-BSN, PN-ADN, MEDA (CA)-MEDA-AS, and EMT (CC)-MICT (AS). An in-class survey for each targeted program by counselors. An electronic survey sent to each program major from the counselors (survey monkey, google forms). 	<ul style="list-style-type: none"> Completed class visitation of 4 identified programs in AY 2014-2015 including ADN, PN, MEDA, and EMT program majors. The electronic survey results includes: <ul style="list-style-type: none"> ➢ 75% of the ADN-BSN majors were Competent ➢ 60% of the PN-AND majors were Competent ➢ 93% of MEDA(CA)-MEDA(AS) majors were Competent ➢ 83% of EMT(CC)-MICT(AS) majors were Competent 	<ul style="list-style-type: none"> The nursing counselors will create a Transfer Checklist Form for ADN-BSN (for UH@Hilo & UH@Mānoa); and also revised the advising sheet for PN-ADN program. The health science counselors will revise advising sheets for various programs. The health cluster counselors will review and improve the program 'Toolbox' and the 'advising links and/or content information.' 	<ul style="list-style-type: none"> The health cluster counselors will update the advising forms and program websites in AY 2014-2015. The health cluster counselors will revise future surveys to more closely incorporate the SLO assessment rubrics into the surveys.

Assessment Café – Spring 2015

Program Name: Transfer Year Experience Program
Counselor Name: Cory Ando

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1a: Student will be able to identify her educational goal(s)

Assessment Year: 2013 - 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
90% - Yes	A survey administered at the end of each advising session during the summer (May to August) 2014.	Competent = 240 Developing = 5 Not Competent = 5	<ul style="list-style-type: none"> Stronger connection with the Maida Kamber Center to assist students who are developing and not competent. 	To be reassessed in summer (May – August) 2015.

Assessment Café – Spring 2015

Program Name: Transfer Year Experience Program
Counselor Name: Cory Ando

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4c: Student will be able to develop a plan to utilize resources to fulfill her needs/interests
Assessment Year: 2015 - 2016

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
90% - Not yet assessed	A random audit of transfer students in Starfish who have plans created.			

Group 2

Assessment Café – Spring 2015

Program Name: BLT
Counselor Name: Lori Sakaguchi

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1b : Student will be able to develop an accurate STAR academic plan
Assessment Year: 2015 - 2016

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
60% of the BLT student sample developed an accurate STAR academic plan to completion. All courses applicable to AS degree. No	In fall 2014, prior to spring 2015 registration review 20% of the accounting, information technology, marketing, and paralegal Associate in Science (AS) majors' STAR Academic Planner for accuracy.	Based on the data; of the 105 BLT majors (sample): <ul style="list-style-type: none"> 24% were "Competent; 15% Developing, and 61%"Not Competent" (56% did not have a STAR academic planner and 5% had a STAR planner but none of the planner courses were applicable to the student's AS degree requirement.)	<ul style="list-style-type: none"> collaborate with graduation initiatives to emphasize STAR continue to advertise the use of STAR and encourage students to seek advising continue to use STAR peer mentors in classes to demonstrate STAR request that FYE/NSO place more emphasis on STAR during NSO sessions 	STAR planner is now automatically populated This SLO will not be assessed again.

Assessment Café – Spring 2015

Program Name: BLT
Counselor Name: Lori Sakaguchi

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

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SLO # 4a : Student will be able to identify resources
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
70% Yes	Surveyed all students who attended the Fall 2013 BLT Welcome Reception about their understanding of resources available.	100% were Competent (Checked "agree" or "strongly agree" to 6 or more questions)	Continue to offer, improve, and expand the BLT Welcome Reception: <ul style="list-style-type: none"> explore marketing to increase participation Explore "mandatory" participation Present STAR using peers Continue to update handouts Explore hiring BLT peers 	Need BLT dept chair and program coordinators to assume coordination and faculty to actively participate

Assessment Café – Spring 2015

Program Name: Disability Support Services
Counselor Name: Mary Ann Vasaturo

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4B : *Student will be able to ... recognize college policies to facilitate their compliance with these rules.*
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
75% of student respondents will demonstrate competence by responding "SA" (Strongly Agree) on item #9 on the DSSO counselor evaluation	DSSO Counselor Evaluation <ul style="list-style-type: none"> Item #9 ("I know what my approved accommodations are") Students who meet with a DSSO counselor are asked to complete an evaluation after meeting with the counselor	n/a currently in "data collection" period	n/a currently in "data collection" period	n/a currently in "data collection" period

Assessment Café – Spring 2015

Program Name: Disability Support Services Office (DSSO)
Counselor Name: Mary Ann Vasaturo

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 5A: *Student will be able to ... identify a problem/need*
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
90% of student respondents demonstrate competence by indicating a "Reason for my visit..." on the DSSO counselor evaluation	DSSO Counselor Evaluation <ul style="list-style-type: none"> "Reason for my visit today" Students who meet with a DSSO counselor are asked to complete an evaluation after meeting with the counselor 	n/a currently in "data collection" period	n/a currently in "data collection" period	n/a currently in "data collection" period

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 5B : Student will be able to ... identify strategies and develop a plan to solve the problem/need.
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
75% of student respondents will demonstrate competence by responding "SA" (Strongly Agree) on item #9 on the DSSO counselor evaluation	DSSO Counselor Evaluation <ul style="list-style-type: none"> Item #8 ("I feel confident that I can write a plan that can address my needs") Students who meet with a DSSO counselor are asked to complete an evaluation after meeting with the counselor	n/a currently in "data collection" period	n/a currently in "data collection" period	n/a currently in "data collection" period

Assessment Café - Spring 2015

Program Name:	Health Cluster: Health Sciences, Emergency Medical Services, and Nursing
Counselor Name(s):	Cheri Souza

Assessment Summary Worksheet

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's. **PLG 1: SLO – 1a, SLO – 1b, SLO – 1c, SLO – 1d**

SLO # 1c : Student will be able to **identify all the step(s) to transition to their next educational goal.**
Assessment Year: 2014 – 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<p>75% of program majors will be Competent (2). (2) Competent Student has identified at least 3 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline.</p> <p>25% of program majors will be Developing (1). (1) Developing Student has identified 1-2 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline. YES, levels of achievement met.</p>	<ul style="list-style-type: none"> The health cluster counselors identified the programs to be assessed including ADN-BSN, PN-ADN, MEDA (CA)-MEDA-AS, and EMT (CC)-MICT (AS). An in-class survey for each targeted program by counselors. An electronic survey sent to each program major from the counselors (survey monkey, google forms). 	<ul style="list-style-type: none"> Completed class visitation of 4 identified programs in AY 2014-2015 including ADN, PN, MEDA, and EMT program majors. The electronic survey results includes: <ul style="list-style-type: none"> ➢ 75% of the ADN-BSN majors were Competent ➢ 60% of the PN-AND majors were Competent ➢ 93% of MEDA(CA)-MEDA(AS) majors were Competent ➢ 83% of EMT(CC)-MICT(AS) majors were Competent 	<ul style="list-style-type: none"> The nursing counselors will create a Transfer Checklist Form for ADN-BSN (for UH@Hilo & UH@Mānoa); and also revised the advising sheet for PN-ADN program. The health science counselors will revise advising sheets for various programs. The health cluster counselors will review and improve the program 'Toolbox' and the 'advising links and/or content information.' 	<ul style="list-style-type: none"> The health cluster counselors will update the advising forms and program websites in AY 2014-2015. The health cluster counselors will revise future surveys to more closely incorporate the SLO assessment rubrics into the surveys.

Assessment Café – Spring 2015

Program Name: Kahikoluamea
Counselor Name: Ana Bravo

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4A: Student will be able to identify resources to fulfill her needs/interests.

SLO #4C: Student will be able to develop a plan to utilize resources to fulfill her needs/interests.

SLO #4D: Student will be able to implement a plan to utilize resources to fulfill her needs/interests.

Assessment Year: Fall 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
4A: At least 80% of students who complete plan will be competent. 4C: At least	<ul style="list-style-type: none"> Assessment Method: <ul style="list-style-type: none"> Completed Learning Plan. Participants: <ul style="list-style-type: none"> Eng 22 and IS 109 students. Intervention: 	201 of 344 potential students completed Learning Plan project (61.05%). Of those students: 4A: 99.52% competent	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to assessment tool	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to

<p>70% of students who complete plan will be competent.</p> <p>4D: At least 60% of students who complete plan will be competent.</p>	<ul style="list-style-type: none"> ○ Class visits; met with students in groups, individually. 	<p>4C: 91.90% competent</p> <p>4D: 80.48% competent</p> <p>Actual competency results were higher than expected. However, it followed expected decreasing trend with student follow-through.</p> <p>Would like to increase Learning Plan project completion rate.</p> <p>Assessment Process: Inefficiencies related to data collection, student submission of Learning Plans, alignment with developing rubrics, etc.</p>	<p>and process and more input from faculty to improve the project and better align with final rubrics.</p>	<p>assessment tool and process and more input from faculty to improve the project and better align with final rubrics.</p>
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Lisa Wong

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # _1b_ : Student will be able to ...develop an accurate STAR academic plan.

Assessment Year: 20 13__ - 20 14__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
We set a benchmark of 75% of students being able to perform at the competent level. Our results showed that 86% of our students were performing at a competent level.	We surveyed the STAR records of 300 students who randomly came to the MKC for various reasons. STAR records were evaluated on the basis of whether the courses that the student was enrolled in the semester following their visit to the MKC matched their degree track at KCC.	The data indicated that students who have the initiative to seek out academic advising have a high degree of understanding the degree requirements, as measured by appropriate course registration.	Students who are self-motivated and know how to utilize campus resources, such as the MKC, seem to have a high level of achievement in understanding degree requirements and are able to translate that knowledge into action (registration for classes) that assist them in reaching personal academic goals. A next step may be trying to address the needs of students who do not voluntarily utilize campus resources and find ways	In the fall of 2013, we partnered with FYE to work not only on student orientation session, but also on mandatory academic advising for 2 nd semester freshmen. Students were given the option to attend a group STAR Academic Advising session or to come to the MKC to meet one-on-one with

			<p>to draw them into the MKC for academic advising, transfer and career services.</p>	<p>an advisor.</p> <p>In Feb. 2014 we participated in an all-day training session held on the UHM campus which provided us training on the various degree tracks at UHM so we may better prepare our students for transfer.</p>
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Lisa Wong

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 2a : Student will be able to ...identify their career interests

Assessment Year: 2014 __ - 20 __15__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
Projected level of achievements is estimated to be 75% of students will perform at the competent level. Competency is measured by students responding with a score of "3" or higher on question #1.	A survey was emailed to students in the spring of 2014 to assess their level of being able to identify their career interests. Participants were selected by including all students who came to the MKC within our study period self-identifying the purpose of their visit to be for "Career Information".	Of the respondents, 95% acknowledged that meeting with an MKC counselor confirmed or helped them move further in the decision making process to confirm a career choice.	Survey was specifically sent to only those students who listed "Career Information" as the purpose of their visiting the MKC. In the future studies, it may be useful to offer career exploration services on an on-going basis to all liberal arts students to ensure the major they selected matches their goals, abilities and skills.	Improvements have been made in the services we offer. We have been able to continue to produce the spring transfer fair which provides students on college majors and their connection to careers. In addition, in the spring of 2015 we started offering career workshops again to assist those students who would be in need of more comprehensive career assistance.

Assessment Café – Spring 2015

Program Name: Single Parents Program
Counselor Name: Cathy Wehrman

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4A : Student will be able to identify resources to fulfill his/her needs/interests
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
95% can identify 3 or more resources to be given a score of "competent". Data collection is still in progress, however it looks like we are on target.	Participants continue to prospective, new and current students. The newest version of the "Personalized Step Sheet" is being used.	While we are still collecting data, it appears that our initial planning of using the same "Personalized Step Sheet" that we used for 5A&B, may not have provided us the best means to address 4A&B. However, because we are nearing the end of this cycle, we will continue to use this form.	Perhaps teasing out the options in the section of campus and community referrals would have proved more helpful in terms of students understanding the many possible resources in these areas. We did separate child care, scholarships, etc as distinct categories as these are common need areas.	TBA

Assessment Café – Spring 2015

Program Name: Single Parents Program
Counselor Name: Cathy Wehrman

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 5b : Student will be able to identify strategies and develop a plan to solve the problem or need
Assessment Year: 20 13 - 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
75% can identify strategies and develop a plan that is given a score of "competent". No, not met, though we nearly met this at 73% reaching "competent"	The majority of participants were prospective and enrolled students who attended SP info sessions. 2 various assessment sheets were used, and the second was modified based on common responses on the 1st version.	As the forms evolved, we were able to gather richer data, and were able to pinpoint need areas. However, we also found as the forms required more detail, that some students had difficulty completing it on their own, and needed guidance to have it be a useful tool for future planning. We asked 2 counselors to assist in the scoring of completed forms.	Collected data supports the major emphases of the SP info session. Areas such as career guidance, financial assistance and scholarships are dominant needs, and we are focusing staffing efforts in this way. Securing a stable APT position will provide critical staffing to address need areas.	Further refinement of the form now includes target dates and a section for follow-up comments. For some students, having an online form is more desirable, so efforts will continue in this area.

Assessment Café – Spring 2015

Program Name: TRIO
Counselor Name: Brandon Chun

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1B : Student will be able to develop an accurate STAR academic plan.
Assessment Year: 20 14 - 20 15

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
The TRiO SSS program set an 80% achievement rate for SLO 1B *Currently analyzing data	TRiO will use the STAR planner to see what courses students' registered for, then use STAR notes and STARFISH notes to determine if courses taken outside of academic plan have been justified (i.e. student has changed his or her academic major). TRiO will use the rubric from the counseling SLO assessment rubrics for data coding. All participants in the TRiO SSS program are included in the assessment.	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"

Group 2

Assessment Café – Spring 2015

Program Name:	HIC
Counselor Name:	Lani Suzuki-Severa

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # <u>4a</u> : Student will be able to ...identify resources to fulfill her needs/interests
Assessment Year: 2013 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
80% competency (agree) 20% developing (somewhat agree, somewhat disagree) 0% not competent (disagree)	Credit students: Evaluation form/self-report from new student orientation	Credit students: Fall 2013 competent: 74% developing: 26% not competent: 0% Fall 2014 competent: 73% developing: 25% not competent: 2%	The program data indicates that we are close to meeting our learning benchmarks. Next steps to revise evaluation form to include direct measures for more comprehensive assessment of student ability to identify resources. We also realized we need to revise the wording of the evaluation to better reflect our learning objectives.	In Spring, we revised the evaluation instrument to reflect direct measures and will implement in Fall 2015.

<p>80% competency (identified 3 or more resources)</p> <p>20% developing (identified 1-2 resources)</p> <p>0% not competent (unable to identify any resources)</p> <p>80% competency (agree)</p> <p>20% developing (somewhat agree, somewhat disagree)</p> <p>0% not competent (disagree)</p>	<p>Non-credit students:</p> <p>1. Evaluation form/direct measure from safety and awareness workshop</p> <p>2. Evaluation form/self-report from safety and awareness workshop</p> <p>a) I know that campus escort service is available to me at night.</p> <p>b) I know I can come to HIC for any questions I have.</p> <p>c) I'm able to identify safety resources.</p>	<p>Non-credit students:</p> <p>Fall 2013: Data unavailable because workshop offered first in 2014.</p> <p>Fall 2014 competent: 94 % developing: 6% not competent: 0%</p> <p>Fall 2013: Data unavailable</p> <p>a) 86% competency 14% developing 0% not competent</p> <p>b) 89% competency 11% developing 0% not competent</p> <p>c) 86% competency 14% developing 0% not competent</p>	<p>The program data indicates that we have met our learning benchmarks. Next steps to keep the same survey instrument and curriculum for Fall 2015.</p>	<p>We first started offering the workshop in Spring 2014. We streamlined our curriculum with SLO's and developed an evaluation tool in Summer 2014 for implementation in Fall 2014. The data shows that we have met our benchmarks and will continue to assess this program based on the same evaluation.</p>
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Assessment Café – Spring 2015

Program Name: Hospitality & Tourism
Counselor Name: Sheryl Fuchino-Nishida

Assessment Summary Worksheet (due to your Assessment Leader by [Monday, April 20](#))

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1b : Student will be able to develop an accurate STAR academic plan
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	• What specific assessment method(s) did you use (include how you determined your participants)?	• What was the outcome (refer to your level of achievement and assessment process)?	• What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?	• What improvements have already been made? What was the outcome of your reassessment?
60% of sample will develop an accurate STAR academic plan No, the target of 60% was not reached.	In fall 2014 prior to spring 2015 registration, reviewed 20% of HOST majors' STAR academic planners. Sample size: 20% of 352 majors =71 students. Used STAR Academic Logic for majors.	<ul style="list-style-type: none"> • Competent=all Planner courses applicable to degree • Developing=some Planner courses applicable to degree • Not Competent=No Planner or None of the Planner components are applicable • 38% or 27 students were Competent • 22.5% or 16 students were Developing • 39.4% or 28 students were Not Competent [Note: 27 students had no planner; 4 were graduating, 12 were either new or transfer students in F14; 7 had no plan but all classes taken were relevant to degree] 	<ul style="list-style-type: none"> • Continue to use peer mentors to assist with HOST 100 class presentations on STAR. HOST 100 instrs' assignment, which requires a completed STAR pathway through program completion. This practice has increased the number of students utilizing STAR features. Furthermore, mandatory advising session with program counselor to review plan resulted in more accurate and realistic planning. • Request that FYE/NSO place more emphasis on STAR utilization & the academic pathway during NSO sessions. • Collaborate with KISC-grad initiatives to communicate awareness & importance of STAR and Pathway and encourage students to seek academic advising. 	None, effective spring 2015, STAR Planner retooled to STAR Graduation Pathway a pre-populated tool. This SLO will be retired due to the changed student role in the Planner.

Assessment Café – Spring 2015

Program Name: Hospitality & Tourism
Counselor Name: Sheryl Fuchino-Nishida

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4a : SWiBAT identify resources
Assessment Year: 2013 – 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<i>• What specific assessment method(s) did you use (include how you determined your participants)?</i>	<i>• What was the outcome (refer to your level of achievement and assessment process)?</i>	<i>• What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i>	<i>• What improvements have already been made? What was the outcome of your reassessment?</i>
70% of participants will be able to identify resources based on the survey of five (5) questions. Yes, the 70% target was reached.	A survey was administered to 35 first semester hospitality & tourism students who attended the August 21, 2013 HOST New Student Reception.	<ul style="list-style-type: none"> • Competent="Strongly agree" or "Agree" to 3 or more questions • Not Competent="Disagree," "Strongly disagree," or "Don't know" to 3 or more questions • 35 students (100% of the respondents) were competent. 	<ul style="list-style-type: none"> • Continue to offer HOST Welcome Reception. • Try to increase attendance by coordinating scheduling the welcome reception on the same day as the mandatory CTE NSO III session (which was done in August 2014.) • Continue to work with FYE to have peer mentors assist with STAR presentations in HOST 100 classes, and to assist students with their understanding of the use of the STAR tool. 	<ul style="list-style-type: none"> • We worked to coordinate efforts with FYE to schedule the HOST Welcome Reception with the NSO III schedule in August 2014. Unfortunately, the scheduling was not implemented as planned. This resulted in students joining the reception from NSO III (as transfer and international students were not required to attend) approximately 30 minutes late. Students were also required to check in at the dept. reception, which took another 10-15 minutes for the group to be processed. The HOST department is still open to continued collaboration. However, we would like input on revisions to future schedules so as not to have this incident repeated.

Assessment Café – Spring 2015

Program Name: Kahikoluamea
Counselor Name: Sharoh Moore

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4A: Student will be able to identify resources to fulfill her needs/interests.
SLO #4C: Student will be able to develop a plan to utilize resources to fulfill her needs/interests.
SLO #4D: Student will be able to implement a plan to utilize resources to fulfill her needs/interests.
Assessment Year: Fall 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
4A: At least 80% of students who complete plan will be competent. 4C: At least	<ul style="list-style-type: none"> Assessment Method: <ul style="list-style-type: none"> Completed Learning Plan. Participants: <ul style="list-style-type: none"> Eng 22 and IS 109 students. Intervention: 	201 of 344 potential students completed Learning Plan project (61.05%). Of those students: 4A: 99.52% competent	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to assessment tool	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to

<p>70% of students who complete plan will be competent.</p> <p>4D: At least 60% of students who complete plan will be competent.</p>	<ul style="list-style-type: none"> ○ Class visits; met with students in groups, individually. 	<p>4C: 91.90% competent</p> <p>4D: 80.48% competent</p> <p>Actual competency results were higher than expected. However, it followed expected decreasing trend with student follow-through.</p> <p>Would like to increase Learning Plan project completion rate.</p> <p>Assessment Process: Inefficiencies related to data collection, student submission of Learning Plans, alignment with developing rubrics, etc.</p>	<p>and process and more input from faculty to improve the project and better align with final rubrics.</p>	<p>assessment tool and process and more input from faculty to improve the project and better align with final rubrics.</p>
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Sharon Fowler

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # _1b_ : Student will be able to ...develop an accurate STAR academic plan.

Assessment Year: 20 13__ - 20 14__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
We set a benchmark of 75% of students being able to perform at the competent level. Our results showed that 86% of our students were performing at a competent level.	We surveyed the STAR records of 300 students who randomly came to the MKC for various reasons. STAR records were evaluated on the basis of whether the courses that the student was enrolled in the semester following their visit to the MKC matched their degree track at KCC.	The data indicated that students who have the initiative to seek out academic advising have a high degree of understanding the degree requirements, as measured by appropriate course registration.	Students who are self-motivated and know how to utilize campus resources, such as the MKC, seem to have a high level of achievement in understanding degree requirements and are able to translate that knowledge into action (registration for classes) that assist them in reaching personal academic goals. A next step may be trying to address the needs of students who do not voluntarily utilize campus resources and find ways	In the fall of 2013, we partnered with FYE to work not only on student orientation session, but also on mandatory academic advising for 2 nd semester freshmen. Students were given the option to attend a group STAR Academic Advising session or to come to the MKC to meet one-on-one with

			to draw them into the MKC for academic advising, transfer and career services.	an advisor. In Feb. 2014 we participated in an all-day training session held on the UHM campus which provided us training on the various degree tracks at UHM so we may better prepare our students for transfer.
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Sharon Fowler

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 2a : Student will be able to ...identify their career interests

Assessment Year: 2014 __ - 20 __15__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<i>• What specific assessment method(s) did you use (include how you determined your participants)?</i>	<i>• What was the outcome (refer to your level of achievement and assessment process)?</i>	<i>• What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i>	<i>• What improvements have already been made? What was the outcome of your reassessment?</i>
Projected level of achievements is estimated to be 75% of students will perform at the competent level. Competency is measured by students responding with a score of "3" or higher on question #1.	A survey was emailed to students in the spring of 2014 to assess their level of being able to identify their career interests. Participants were selected by including all students who came to the MKC within our study period self-identifying the purpose of their visit to be for "Career Information".	Of the respondents, 95% acknowledged that meeting with an MKC counselor confirmed or helped them move further in the decision making process to confirm a career choice.	Survey was specifically sent to only those students who listed "Career Information" as the purpose of their visiting the MKC. In the future studies, it may be useful to offer career exploration services on an on-going basis to all liberal arts students to ensure the major they selected matches their goals, abilities and skills.	Improvements have been made in the services we offer. We have been able to continue to produce the spring transfer fair which provides students on college majors and their connection to careers. In addition, in the spring of 2015 we started offering career workshops again to assist those students who would be in need of more comprehensive career assistance.

Assessment Café - Spring 2015

Program Name: Military and Veterans Program
Counselor Name: Flo Abara

Assessment Summary Worksheet *(due to your Assessment Leader by Monday, April 20)*

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4a : Student will be able to identify resources

SLO # 5b : Student will be able to identify strategies and develop a plan to solve the problem/need

Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
Expectations: 4a: 80% 5b: 80% Assessment: 4a: 93% 5b: 83% Achievement: 4a: YES 5b: YES	Method Used: Program/Counselor Evaluation Form/Survey Participants: 4a: MVP students who indicated they have GI Bill Questions as reason for visit 5b: MVP students who indicated "resolving a VA Issue" as reason for visit	Data collected indicate MVP has reached its expected level of achievement by providing the necessary information and assistance to students. Data also indicate that not all students were satisfied with the information and assistance provided.	Additional data provided by the students who were not satisfied and indicated strongly disagree commented he/she was not happy about waiting to see MVP staff member. Others did not provide a comment.	Improvements: MVP students were reminded to use appointment scheduler. Outcome: MVP students are booking appointments vs. express advising.

Assessment Café - Spring 2015

Program Name: Health Cluster: Health Sciences, Emergency Medical Services, and Nursing
Counselor Name(s): Crystalyn Hottenstein

Assessment Summary Worksheet

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's. **PLG 1: SLO – 1a, SLO – 1b, SLO – 1c, SLO – 1d**

SLO # 1c : Student will be able to identify all the step(s) to transition to their next educational goal.
Assessment Year: 2014 – 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<p>75% of program majors will be Competent (2). (2) Competent Student has identified at least 3 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline.</p> <p>25% of program majors will be Developing (1). (1) Developing Student has identified 1-2 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline. YES, levels of achievement met.</p>	<ul style="list-style-type: none"> The health cluster counselors identified the programs to be assessed including ADN-BSN, PN-ADN, MEDA (CA)-MEDA-AS, and EMT (CC)-MICT (AS). An in-class survey for each targeted program by counselors. An electronic survey sent to each program major from the counselors (survey monkey, google forms). 	<ul style="list-style-type: none"> Completed class visitation of 4 identified programs in AY 2014-2015 including ADN, PN, MEDA, and EMT program majors. The electronic survey results includes: <ul style="list-style-type: none"> ➢ 75% of the ADN-BSN majors were Competent ➢ 60% of the PN-AND majors were Competent ➢ 93% of MEDA(CA)-MEDA(AS) majors were Competent ➢ 83% of EMT(CC)-MICT(AS) majors were Competent 	<ul style="list-style-type: none"> The nursing counselors will create a Transfer Checklist Form for ADN-BSN (for UH@Hilo & UH@Mānoa); and also revised the advising sheet for PN-ADN program. The health science counselors will revise advising sheets for various programs. The health cluster counselors will review and improve the program 'Toolbox' and the 'advising links and/or content information.' 	<ul style="list-style-type: none"> The health cluster counselors will update the advising forms and program websites in AY 2014-2015. The health cluster counselors will revise future surveys to more closely incorporate the SLO assessment rubrics into the surveys.

Assessment Café – Spring 2015

Program Name: TRIO
Counselor Name: Teri Mitchell

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1B : Student will be able to develop an accurate STAR academic plan.
Assessment Year: 20 14 - 20 15

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
The TRiO SSS program set an 80% achievement rate for SLO 1B *Currently analyzing data	TRiO will use the STAR planner to see what courses students' registered for, then use STAR notes and STARFISH notes to determine if courses taken outside of academic plan have been justified (i.e. student has changed his or her academic major). TRiO will use the rubric from the counseling SLO assessment rubrics for data coding. All participants in the TRiO SSS program are included in the assessment.	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"

Group 4

Assessment Café – Spring 2015

Program Name: Culinary Arts
Counselor Name: Lori Maehara

Assessment Summary Worksheet (due to your Assessment Leader by [Monday, April 20](#))

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1b : Student will be able to develop an accurate STAR academic plan
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
60% of sample will develop an accurate STAR academic plan No, the target of 60% was not reached.	On 10/21/14 in Fall 2014 prior to spring 2015 registration, reviewed 20% of CULN majors' STAR academic planners. Sample size: 20% of 418 majors =84 students. Used STAR Academic Logic for majors.	<ul style="list-style-type: none"> Competent=all Planner courses applicable to degree Developing=some Planner courses applicable to degree Not Competent=No Planner <u>or</u> None of the Planner components are applicable 49% or 41 students were Competent 37% or 31 students were Developing 14% or 12 students were Not Competent [Note: 1 Student had a plan which was incorrect, and 11 students had no plan.] Many NA courses were ENG or MATH prerequisites, or courses for the other CULN major the student had not declared in STAR. 	<ul style="list-style-type: none"> Continue to encourage students to attend FYE and SOS STAR workshops Continue having Peer Mentors come into CULN 111 classes to present on STAR. Instructor Kristie Fujimoto's assignment which requires a 10 year plan and includes a STAR Planner through program completion has helped more students understand STAR. As the sample for this SLO was taken in the second fall module, the majority of FY fall 2014 students had completed the STAR Planner assignment in CULN 111. 	None, effective spring 2015, STAR Planner retooled to STAR Graduation Pathway a pre-populated tool. This SLO will be retired due to the changed student role in the Planner.

Assessment Café – Spring 2015

Program Name: Culinary Arts
Counselor Name: Lori Maehara

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4a : SWiBAT identify resources
Assessment Year: 2013 - 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<p>70% of participants will be able to identify resources based on the survey of five (5) questions.</p> <p>Yes, the 70% target was reached.</p>	<p>A survey was administered to 41 first semester culinary students who attended the August 22, 2013 Fall program orientation and welcome reception.</p>	<ul style="list-style-type: none"> Competent="Strongly agree" or "Agree" to 3 or more questions Not Competent="Disagree," "Strongly disagree," or "Don't know" to 3 or more questions 40 students (97.56% of the respondents) were competent. One student (2.44%) was Not Competent. 	<ul style="list-style-type: none"> Continue to offer, improve and CULN Welcome Reception. Try to increase attendance by scheduling the welcome reception on the same day as the mandatory CTE NSO III session (which was done in August 2014.) Continue to work with FYE to have peer mentors make STAR usage presentations to CULN 111 classes. 	<ul style="list-style-type: none"> Encourage students to attend STAR sessions offered by FYE and as part of the SOS workshop series. Request that students work on, print, and bring in their STAR documents to their advising appointments with me.

Assessment Café – Spring 2015

Program Name: Kahikoluamea
Counselor Name: Regina Ewing

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4A: Student will be able to identify resources to fulfill her needs/interests.
SLO #4C: Student will be able to develop a plan to utilize resources to fulfill her needs/interests.
SLO #4D: Student will be able to implement a plan to utilize resources to fulfill her needs/interests.
Assessment Year: Fall 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
4A: At least 80% of students who complete plan will be competent. 4C: At least	<ul style="list-style-type: none"> Assessment Method: <ul style="list-style-type: none"> Completed Learning Plan. Participants: <ul style="list-style-type: none"> Eng 22 and IS 109 students. Intervention: 	201 of 344 potential students completed Learning Plan project (61.05%). Of those students: 4A: 99.52% competent	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to assessment tool	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to

<p>70% of students who complete plan will be competent.</p> <p>4D: At least 60% of students who complete plan will be competent.</p>	<ul style="list-style-type: none"> ○ Class visits; met with students in groups, individually. 	<p>4C: 91.90% competent</p> <p>4D: 80.48% competent</p> <p>Actual competency results were higher than expected. However, it followed expected decreasing trend with student follow-through.</p> <p>Would like to increase Learning Plan project completion rate.</p> <p>Assessment Process: Inefficiencies related to data collection, student submission of Learning Plans, alignment with developing rubrics, etc.</p>	<p>and process and more input from faculty to improve the project and better align with final rubrics.</p>	<p>assessment tool and process and more input from faculty to improve the project and better align with final rubrics.</p>
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Assessment Café – Spring 2015

Program Name: Kuilei Outreach Program
Counselor Name: Sheldon Tawata

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1C : Student will be able to identify the steps to transition to their next educational goal
Assessment Year: 2013 - 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
Increase enrollment of recent high school graduates. Did not reach. 12-13 = 8% 13-14 = 7%	Use UH IRO's "High School Background of First-Time Students" and the UH's ARPD Student Services Report.	The data pushed me to be more creative and efficient, like building campus and community partnerships that have shared goals.	The data suggest that more can be done to recruit students to attend KCC. I plan on strengthening my relationships with KCC program directors/coordinators and high school administrators to the best of my abilities.	Building stronger partnerships with DOE administrators and integrating their vision into our overall strategic assessment plans.

Assessment Café – Spring 2015

Program Name: Kuilei Outreach Program
Counselor Name: Sheldon Tawata

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4A: Student will be able to identify campus and community on-site and on-line resources
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> <i>What specific assessment method(s) did you use (include how you determined your participants)?</i> 	<ul style="list-style-type: none"> <i>What was the outcome (refer to your level of achievement and assessment process)?</i> 	<ul style="list-style-type: none"> <i>What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i> 	<ul style="list-style-type: none"> <i>What improvements have already been made? What was the outcome of your reassessment?</i>
<p>Increase enrollment of recent high school graduates.</p> <p>Did not reach. 12-13 = 8% 13-14 = 7%</p>	<p>I wanted to assess if students from our feeder high school utilized tools like MYUH in order to get a head start on the registration process.</p>	<p>I didn't get a chance to capture this group and gather data that identifies when they registered for courses for the Fall 2014 semester.</p>	<p>If I had the data, it would probably provide me a timeline and a strategy on when to disseminate certain admissions and registration information through their high school years.</p>	<p>Create or find a tool that can capture when our feeder high school students are applying to KCC and when they are registering for their first-semester courses.</p>

Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Melvin Jadulang & Gemma Williams

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # _1b_ : Student will be able to ...develop an accurate STAR academic plan.

Assessment Year: 20 13__ - 20 14__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
We set a benchmark of 75% of students being able to perform at the competent level. Our results showed that 86% of our students were performing at a competent level.	We surveyed the STAR records of 300 students who randomly came to the MKC for various reasons. STAR records were evaluated on the basis of whether the courses that the student was enrolled in the semester following their visit to the MKC matched their degree track at KCC.	The data indicated that students who have the initiative to seek out academic advising have a high degree of understanding the degree requirements, as measured by appropriate course registration.	Students who are self-motivated and know how to utilize campus resources, such as the MKC, seem to have a high level of achievement in understanding degree requirements and are able to translate that knowledge into action (registration for classes) that assist them in reaching personal academic goals. A next step may be trying to address the needs of students who do not voluntarily utilize campus resources and find ways	In the fall of 2013, we partnered with FYE to work not only on student orientation session, but also on mandatory academic advising for 2 nd semester freshmen. Students were given the option to attend a group STAR Academic Advising session or to come to the MKC to meet one-on-one with

			to draw them into the MKC for academic advising, transfer and career services.	an advisor. In Feb. 2014 we participated in an all-day training session held on the UHM campus which provided us training on the various degree tracks at UHM so we may better prepare our students for transfer.
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Melvin Jadulang & Gemma Williams

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 2a : Student will be able to ...identify their career interests

Assessment Year: 2014 __ - 20 __15__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<i>• What specific assessment method(s) did you use (include how you determined your participants)?</i>	<i>• What was the outcome (refer to your level of achievement and assessment process)?</i>	<i>• What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i>	<i>• What improvements have already been made? What was the outcome of your reassessment?</i>
Projected level of achievements is estimated to be 75% of students will perform at the competent level. Competency is measured by students responding with a score of "3" or higher on question #1.	A survey was emailed to students in the spring of 2014 to assess their level of being able to identify their career interests. Participants were selected by including all students who came to the MKC within our study period self-identifying the purpose of their visit to be for "Career Information".	Of the respondents, 95% acknowledged that meeting with an MKC counselor confirmed or helped them move further in the decision making process to confirm a career choice.	Survey was specifically sent to only those students who listed "Career Information" as the purpose of their visiting the MKC. In the future studies, it may be useful to offer career exploration services on an on-going basis to all liberal arts students to ensure the major they selected matches their goals, abilities and skills.	Improvements have been made in the services we offer. We have been able to continue to produce the spring transfer fair which provides students on college majors and their connection to careers. In addition, in the spring of 2015 we started offering career workshops again to assist those students who would be in need of more comprehensive career assistance.

Assessment Café – Spring 2015

Program Name: Kapo'oloku Program for Native Hawaiian Student Success
Counselor Name: Michaelyn Nakoa

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 3a : Student will be able to express her individual values and beliefs.
Assessment Year: 20 14 - 2016

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<i>• What specific assessment method(s) did you use (include how you determined your participants)?</i>	<i>• What was the outcome (refer to your level of achievement and assessment process)?</i>	<i>• What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i>	<i>• What improvements have already been made? What was the outcome of your reassessment?</i>
Increase of students who express their values and beliefs from Fall 2014 to Fall 2015.	'Olelo No'eau- Hawaiian Proverbs were used as prompts for students to respond to. There were two data collection methods: 1. 'Olelo No'eau were posted weekly in the Manele lab. Pictures of students responses weekly. 2. Olelo noeau reflections given as assignments in IS 109.	In data collection stage. Take pictures in lab and have olelo reflections from IS class. Will analyze 4 times, end of Fall 2014, Spring 2015, summer 15 and fall 2015. Look for increase from fall 2014 to fall 2015.	Projected for Spring 2016	Projected for Spring 2016

Assessment Café – Spring 2015

Program Name: Kapo’oloku Program for Native Hawaiian Student Success
Counselor Name: Michaelyn Nakoa

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG’s.

SLO # 4A : Student will be able to identify interests that fulfill her needs/interests.
and 4C : Student will be able to develop a plan to fulfill her needs/interests
Assessment Year: 20 14 - 2016

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
4A – 90% of students will be able to identify 3 or more resources relevant to their needs/interests. 4C – 75% of students develop a plan with all steps	As a part of the IS 109 class students take a needs assessment. They are expected to identify needs/resources on campus that will help improve an area. Students’ “resource plan” assignment” is the tool being used to collect data.	Currently in data collection stage. Will analyze data during summer for Fall 2014, Spring 2015, summer 2015 and fall 2015	Projected for Spring 2016	Projected for Spring 2016

Assessment Café – Spring 2015

Program Name: TRIO
Counselor Name: No'eau Keopuhiwa

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1B : Student will be able to develop an accurate STAR academic plan.
Assessment Year: 20 14 - 20 15

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
The TRiO SSS program set an 80% achievement rate for SLO 1B *Currently analyzing data	TRiO will use the STAR planner to see what courses students' registered for, then use STAR notes and STARFISH notes to determine if courses taken outside of academic plan have been justified (i.e. student has changed his or her academic major). TRiO will use the rubric from the counseling SLO assessment rubrics for data coding. All participants in the TRiO SSS program are included in the assessment.	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"	*TRiO is currently analyzing data, we will report back with outcomes at the "Share-In"

Group 5

Assessment Café – Spring 2015

Program Name: Disability Support Services
Counselor Name: Joselyn Yoshimura

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4B : *Student will be able to ... recognize college policies to facilitate their compliance with these rules.*
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
75% of student respondents will demonstrate competence by responding "SA" (Strongly Agree) on item #9 on the DSSO counselor evaluation	DSSO Counselor Evaluation <ul style="list-style-type: none"> Item #9 ("I know what my approved accommodations are") Students who meet with a DSSO counselor are asked to complete an evaluation after meeting with the counselor	n/a currently in "data collection" period	n/a currently in "data collection" period	n/a currently in "data collection" period

Assessment Café – Spring 2015

Program Name: Disability Support Services Office (DSSO)
Counselor Name: Joselyn Yoshimura

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 5A: *Student will be able to ... identify a problem/need*
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
90% of student respondents demonstrate competence by indicating a "Reason for my visit..." on the DSSO counselor evaluation	DSSO Counselor Evaluation <ul style="list-style-type: none"> "Reason for my visit today" Students who meet with a DSSO counselor are asked to complete an evaluation after meeting with the counselor 	n/a currently in "data collection" period	n/a currently in "data collection" period	n/a currently in "data collection" period

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 5B : *Student will be able to ... identify strategies and develop a plan to solve the problem/need.*
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> <i>What specific assessment method(s) did you use (include how you determined your participants)?</i> 	<ul style="list-style-type: none"> <i>What was the outcome (refer to your level of achievement and assessment process)?</i> 	<ul style="list-style-type: none"> <i>What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i> 	<ul style="list-style-type: none"> <i>What improvements have already been made? What was the outcome of your reassessment?</i>
75% of student respondents will demonstrate competence by responding "SA" (Strongly Agree) on item #9 on the DSSO counselor evaluation	DSSO Counselor Evaluation <ul style="list-style-type: none"> Item #8 ("I feel confident that I can write a plan that can address my needs") Students who meet with a DSSO counselor are asked to complete an evaluation after meeting with the counselor	n/a currently in "data collection" period	n/a currently in "data collection" period	n/a currently in "data collection" period

Assessment Café - Spring 2015

Program Name:	Health Cluster: Health Sciences, Emergency Medical Services, and Nursing
Counselor Name(s):	Russell Kinningham

Assessment Summary Worksheet

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's. **PLG 1: SLO – 1a, SLO – 1b, SLO – 1c, SLO – 1d**

SLO # 1c : Student will be able to **identify all the step(s) to transition to their next educational goal.**
Assessment Year: 2014 – 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<p>75% of program majors will be Competent (2). (2) Competent Student has identified at least 3 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline.</p> <p>25% of program majors will be Developing (1). (1) Developing Student has identified 1-2 steps needed to transition to their next education goal; short & long term goals, accurate sequence of steps and timeline. YES, levels of achievement met.</p>	<ul style="list-style-type: none"> The health cluster counselors identified the programs to be assessed including ADN-BSN, PN-ADN, MEDA (CA)-MEDA-AS, and EMT (CC)-MICT (AS). An in-class survey for each targeted program by counselors. An electronic survey sent to each program major from the counselors (survey monkey, google forms). 	<ul style="list-style-type: none"> Completed class visitation of 4 identified programs in AY 2014-2015 including ADN, PN, MEDA, and EMT program majors. The electronic survey results includes: <ul style="list-style-type: none"> > 75% of the ADN-BSN majors were Competent > 60% of the PN-AND majors were Competent > 93% of MEDA(CA)-MEDA(AS) majors were Competent > 83% of EMT(CC)-MICT(AS) majors were Competent 	<ul style="list-style-type: none"> The nursing counselors will create a Transfer Checklist Form for ADN-BSN (for UH@Hilo & UH@Mānoa); and also revised the advising sheet for PN-ADN program. The health science counselors will revise advising sheets for various programs. The health cluster counselors will review and improve the program 'Toolbox' and the 'advising links and/or content information.' 	<ul style="list-style-type: none"> The health cluster counselors will update the advising forms and program websites in AY 2014-2015. The health cluster counselors will revise future surveys to more closely incorporate the SLO assessment rubrics into the surveys.

Assessment Café – Spring 2015

Program Name:	HIC
Counselor Name:	Mimi Yen

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # __4a__ : Student will be able to ...identify resources to fulfill her needs/interests
Assessment Year: 2013 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
80% competency (agree) 20% developing (somewhat agree, somewhat disagree) 0% not competent (disagree)	Credit students: Evaluation form/self-report from new student orientation	Credit students: Fall 2013 competent: 74% developing: 26% not competent: 0% Fall 2014 competent: 73% developing: 25% not competent: 2%	The program data indicates that we are close to meeting our learning benchmarks. Next steps to revise evaluation form to include direct measures for more comprehensive assessment of student ability to identify resources. We also realized we need to revise the wording of the evaluation to better reflect our learning objectives.	In Spring, we revised the evaluation instrument to reflect direct measures and will implement in Fall 2015.

<p>80% competency (identified 3 or more resources)</p> <p>20% developing (identified 1-2 resources)</p> <p>0% not competent (unable to identify any resources)</p> <p>80% competency (agree)</p> <p>20% developing (somewhat agree, somewhat disagree)</p> <p>0% not competent (disagree)</p>	<p>Non-credit students:</p> <p>1. Evaluation form/direct measure from safety and awareness workshop</p> <p>2. Evaluation form/self-report from safety and awareness workshop</p> <p>a) I know that campus escort service is available to me at night.</p> <p>b) I know I can come to HIC for any questions I have.</p> <p>c) I'm able to identify safety resources.</p>	<p>Non-credit students:</p> <p>Fall 2013: Data unavailable because workshop offered first in 2014.</p> <p>Fall 2014 competent: 94 % developing: 6% not competent: 0%</p> <p>Fall 2013: Data unavailable</p> <p>a) 86% competency 14% developing 0% not competent</p> <p>b) 89% competency 11% developing 0% not competent</p> <p>c) 86% competency 14% developing 0% not competent</p>	<p>The program data indicates that we have met our learning benchmarks. Next steps to keep the same survey instrument and curriculum for Fall 2015.</p>	<p>We first started offering the workshop in Spring 2014. We streamlined our curriculum with SLO's and developed an evaluation tool in Summer 2014 for implementation in Fall 2014. The data shows that we have met our benchmarks and will continue to assess this program based on the same evaluation.</p>
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Assessment Café – Spring 2015

Program Name: Kahikoluamea
Counselor Name: Kristie Malterre

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4A: Student will be able to identify resources to fulfill her needs/interests.
SLO #4C: Student will be able to develop a plan to utilize resources to fulfill her needs/interests.
SLO #4D: Student will be able to implement a plan to utilize resources to fulfill her needs/interests.
Assessment Year: Fall 2014

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<i>What is your level of achievement? Did you reach it?</i>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
4A: At least 80% of students who complete plan will be competent. 4C: At least	<ul style="list-style-type: none"> Assessment Method: <ul style="list-style-type: none"> Completed Learning Plan. Participants: <ul style="list-style-type: none"> Eng 22 and IS 109 students. Intervention: 	201 of 344 potential students completed Learning Plan project (61.05%). Of those students: 4A: 99.52% competent	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to assessment tool	Changes to outreach approach and Learning Plan with the aim to increase student completion of the project. Changes to

<p>70% of students who complete plan will be competent.</p> <p>4D: At least 60% of students who complete plan will be competent.</p>	<ul style="list-style-type: none"> ○ Class visits; met with students in groups, individually. 	<p>4C: 91.90% competent</p> <p>4D: 80.48% competent</p> <p>Actual competency results were higher than expected. However, it followed expected decreasing trend with student follow-through.</p> <p>Would like to increase Learning Plan project completion rate.</p> <p>Assessment Process: Inefficiencies related to data collection, student submission of Learning Plans, alignment with developing rubrics, etc.</p>	<p>and process and more input from faculty to improve the project and better align with final rubrics.</p>	<p>assessment tool and process and more input from faculty to improve the project and better align with final rubrics.</p>
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Amy Cook & Steve Harris

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # _1b_ : Student will be able to ...develop an accurate STAR academic plan.

Assessment Year: 20 13__ - 20 14__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
We set a benchmark of 75% of students being able to perform at the competent level. Our results showed that 86% of our students were performing at a competent level.	We surveyed the STAR records of 300 students who randomly came to the MKC for various reasons. STAR records were evaluated on the basis of whether the courses that the student was enrolled in the semester following their visit to the MKC matched their degree track at KCC.	The data indicated that students who have the initiative to seek out academic advising have a high degree of understanding the degree requirements, as measured by appropriate course registration.	Students who are self-motivated and know how to utilize campus resources, such as the MKC, seem to have a high level of achievement in understanding degree requirements and are able to translate that knowledge into action (registration for classes) that assist them in reaching personal academic goals. A next step may be trying to address the needs of students who do not voluntarily utilize campus resources and find ways	In the fall of 2013, we partnered with FYE to work not only on student orientation session, but also on mandatory academic advising for 2 nd semester freshmen. Students were given the option to attend a group STAR Academic Advising session or to come to the MKC to meet one-on-one with

			to draw them into the MKC for academic advising, transfer and career services.	an advisor. In Feb. 2014 we participated in an all-day training session held on the UHM campus which provided us training on the various degree tracks at UHM so we may better prepare our students for transfer.
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Assessment Café – Spring 2015

Program Name: MKC
Counselor Name: Amy Cook & Steve Harris

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 2a : Student will be able to ...identify their career interests

Assessment Year: 2014 __ - 20 __15__

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
What is your level of achievement? Did you reach it?	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
Projected level of achievements is estimated to be 75% of students will perform at the competent level. Competency is measured by students responding with a score of "3" or higher on question #1.	A survey was emailed to students in the spring of 2014 to assess their level of being able to identify their career interests. Participants were selected by including all students who came to the MKC within our study period self-identifying the purpose of their visit to be for "Career Information".	Of the respondents, 95% acknowledged that meeting with an MKC counselor confirmed or helped them move further in the decision making process to confirm a career choice.	Survey was specifically sent to only those students who listed "Career Information" as the purpose of their visiting the MKC. In the future studies, it may be useful to offer career exploration services on an on-going basis to all liberal arts students to ensure the major they selected matches their goals, abilities and skills.	Improvements have been made in the services we offer. We have been able to continue to produce the spring transfer fair which provides students on college majors and their connection to careers. In addition, in the spring of 2015 we started offering career workshops again to assist those students who would be in need of more comprehensive career assistance.

Assessment Café – Spring 2015

Program Name: Kūlia ma Kapi‘olani – the Native Hawaiian CTE Project
Counselor Name: Rona Kekauoha

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1a : Student will be able to identify their educational goals
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> <i>What specific assessment method(s) did you use (include how you determined your participants)?</i> 	<ul style="list-style-type: none"> <i>What was the outcome (refer to your level of achievement and assessment process)?</i> 	<ul style="list-style-type: none"> <i>What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i> 	<ul style="list-style-type: none"> <i>What improvements have already been made? What was the outcome of your reassessment?</i>
<p>100% Yes, achieved it</p>	<p>All participants need to complete a Student Information Profile.</p> <p>Educational goal(s) are captured on this form.</p> <p>(Participants are Native Hawaiian students in CTE/pre-CTE fields)</p>	<p>The student population I see is already focused on their major/educational goals. They are not first year students and have a clear direction of what they want to major in and how to get there.</p>	<p>Revise forms to capture data better</p>	

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 1b : Student will be able to develop an accurate STAR academic plan
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p>What is your level of achievement? Did you reach it?</p>	<ul style="list-style-type: none"> What specific assessment method(s) did you use (include how you determined your participants)? 	<ul style="list-style-type: none"> What was the outcome (refer to your level of achievement and assessment process)? 	<ul style="list-style-type: none"> What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)? 	<ul style="list-style-type: none"> What improvements have already been made? What was the outcome of your reassessment?
<p>100% Not sure if reached it</p>	<p>All participants are instructed to continue to see their academic advisor for program planning & completion</p> <p>(Participants are Native Hawaiian students in CTE/pre-CTE fields)</p>	<p>The student population I see is already focused on their major/educational goals. Having a STAR plan was a way to ensure students work with both their academic advisor and Kūlia counselor</p>	<p>Revise forms to capture data</p> <p>Improve communication</p>	

Assessment Café – Spring 2015

Program Name: Kūlia ma Kapi'olani – the Native Hawaiian CTE Project
Counselor Name: Rona Kekauoha

Assessment Summary Worksheet (due to your Assessment Leader by Monday, April 20)

1) Choose an SLO you would like to focus on during the Assessment Café. You can choose to focus on an SLO you have or have not completed your assessment on. Choose one SLO from each PLG from your unit. Please complete one worksheet per SLO. You may have multiple worksheets if your unit has multiple PLG's.

SLO # 4c : Student will be able to develop a plan to utilize resources to fulfill their needs and interests
Assessment Year: 2014 - 2015

2) Briefly summarize your assessment process by completing this chart (do not exceed this one page). This chart will be shared with and reviewed by all counselors before the Assessment Café to be used as reference for your assessment sharing. It will give counselors a snapshot of what assessment you have done or plan to do.

Expected Level of Achievement	Assessment Strategy/ Method	Results & Analysis of Program Assessment	Next Steps	Closing the Loop
<p><i>What is your level of achievement? Did you reach it?</i></p>	<ul style="list-style-type: none"> <i>What specific assessment method(s) did you use (include how you determined your participants)?</i> 	<ul style="list-style-type: none"> <i>What was the outcome (refer to your level of achievement and assessment process)?</i> 	<ul style="list-style-type: none"> <i>What do the data indicate about program improvement (refer to what needs to be done in your program and resources you need)?</i> 	<ul style="list-style-type: none"> <i>What improvements have already been made? What was the outcome of your reassessment?</i>
<p>100% Yes, achieved it</p>	<p>All participants need to complete a Career Plan.</p> <p>Program and certain community resources are captured on this form.</p> <p>(Participants are Native Hawaiian students in CTE/pre-CTE fields)</p>	<p>The Career Plan details the program and certain community resources available to help them achieve their goals.</p> <p>Referrals are made to other campus resources if eligible (Single Parent, TRIO, MHW Counselor)</p>	<p>Revise form to add more campus resources</p>	