

# Counseling Learning Assessment Report

**Program Name:** Business, Legal and Technology Counseling

**Year Assessed:** 2013-2014

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## SNAPSHOT

Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment	Next Steps
<i>SLO 4a: SWiBAT (Student will be able to ) identify resources</i>	Fall 2013 BLT Welcome Reception, August 21, 2013	<p>70 % of the participants will be able to identify resources based on the survey of five (5) questions.</p> <p><b>Competent</b>="Strongly agree" or "Agree" to 3 or more questions</p> <p><b>Not Competent</b>="Disagree," "Strongly disagree," or "Don't know" to 3 or more questions</p>	<p>1<sup>st</sup> step: at the end of the Welcome Reception participants were asked to complete a survey.</p> <p>The survey asked the following questions related to resources:</p> <ol style="list-style-type: none"> <li>1. I know who my instructors are</li> <li>2. I know who my counselor is and the help I can receive</li> <li>3. I understand my degree course requirements</li> <li>4. I understand the purpose/utilization of</li> </ol>	<p>The Welcome Reception appears to be a successful means for "new" BLT majors to increase understanding of resources available</p> <p>Student participants:</p> <ul style="list-style-type: none"> <li>• ACC—2</li> <li>• IT—6</li> <li>• MKT—4</li> <li>• PARA—6</li> </ul> <p>Total—18 plus 4 student panelists and 1 guest</p>	<p>Continue to offer, improve, and expand the BLT Welcome Reception:</p> <ul style="list-style-type: none"> <li>• Continue to explore marketing techniques to increase participation</li> <li>• Explore "mandatory" participation</li> <li>• Continue to have STAR as part of the reception program</li> <li>• Continue to use the STAR peers to present STAR</li> <li>• Continue to update reception handouts</li> </ul> <p>Explore departmental funding, hiring, and utilization of BLT peers</p>

			<p>Laulima</p> <p>5. I understand the purpose/utilization of STAR</p> <p>2<sup>nd</sup> step: survey data and methodology was reviewed. Based on survey results students were sorted into two (2) groups: Competent and Not Competent.</p>	<p>Aggregate respondents: 14</p> <p>Competent=14 or 100% of respondents</p> <p>Not Competent=0 or 0.0% of respondents</p> <p>Based on survey results, 100% of student we able to identify resources after attending the Welcome Reception</p> <p>Data for the 5 questions asked:</p> <p>1. I know who my instructors are: <i>12 Strongly agree/ Agree and 1 Disagree</i></p> <p>2. I know who my counselor is and the help I can receive: <i>14 Strongly agree</i></p> <p>3. I understand my degree course requirements: <i>11 Strongly agree/ Agree, 1 Disagree, and 1 Don't know</i></p> <p>4. I understand the</p>	
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				purpose/utilization of Laulima: <i>14 Strongly agree</i> 5. I understand the purpose/utilization of STAR: <i>14 Strongly agree/ Agree</i>	
<i>Example: SLO 1b</i>					

## DATA COLLECTION & ANALYSIS

	Guiding Questions	Response
<b>Means of Assessment and Criterion for Success</b>	1. What were the specific assessment tools used?	<i>A survey was used at the end of the fall 2013 Business, Legal and Technology (BLT) Welcome Reception to assessment the SWiBAT.</i>
	2. What is the criterion for success? Did you reach it?	<i>Criterion for success is 70% of student respondents will be competent (Competent=“strongly agree” or “agree” to 3 or more questions).  Yes, criterion for success was reached with 100% of respondents competent.</i>
<b>Analysis of Data Collected</b>	3. Summarize the outcomes, means of assessment and criteria for success. Include the program’s process for determining who participated in the assessment and the sample size.	<i>Based on survey results, 100% of student respondents were competent (Competent=“strongly agree” or “agree” to 3 or more questions) and seemed to increase understanding of resources available after attending the Welcome Reception. The Welcome Reception appears to be a successful means for “new” BLT majors to increase understanding of resources available. Students felt more engaged and comfortable at school. Student comments indicated that students found talking with instructors, friendliness of professors, meeting instructors, STAR presentation, and the student/faculty panel most helpful. Students enjoyed the opportunity to meet and mingle with instructors and counselors.  Student invitees were BLT declared majors who were:</i>

		<p>1. new first time in college  2. returning w/ less than 12 crs earned and less than 2.0 KCC GPA  3. transfer w/ less than 12 crs earned and less than 2.0 KCC GPA</p> <p><i>Student participants:</i></p> <ul style="list-style-type: none"> <li>• ACC—2</li> <li>• IT—6</li> <li>• MKT—4</li> <li>• PARA—6</li> </ul> <p><i>Total—18 plus 4 student panelists and 1 guest  (The participant show rate was very low 18 out of 131 invitees)</i></p> <p><i>At the end of the Reception all student (18) attendees were asked to complete the Welcome Reception Survey. Fourteen (14) students submitted completed surveys</i></p>
	<p>4. What do the data tell us about this process in terms of goals, outcomes, and means of assessment; defined criteria for success; implementation process; and data collection?</p>	<p><i>The “Welcome Reception” was an appropriate intervention to introduce students to available resources. The use of a survey was an appropriate means to gather data to assess this SLO. The survey allowed for easy determination for criteria for success and data collection.</i></p>

## NEXT STEPS

Guiding Questions	Response
<p>5. What do the data indicate about program improvement? What, if anything, needs to be done at the program level to improve student learning? What resources are necessary to accomplish this?</p>	<p><i>Based on the survey data and student comments, we will continue to explore ways to increase student participation so more students will benefit from the Welcome Reception.</i></p> <p><i>Need BLT dept chair and program coordinators to assume coordination and faculty to actively participate. Active participation is critical to student’s success.</i></p> <p><i>If funding is available explore additional marketing techniques and provide student incentives to attend. Also if the</i></p>

	<p>welcome reception is mandatory and resources are available for implementation; will need departmental faculty commitment and participation.</p> <p>We will request peer mentors be assigned to the BLT Kopiko Learning Community to further foster engagement from a student to student perspective.</p>
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Strategy type	Organizational	Operational	Organizational/ Strategic	Organizational/ Strategic	Assessment- related	Resources Reallocation	Resource Request
<b>Based on your “next steps”, what changes might be needed in your unit to complete the cycle for this intervention?</b>	Do you need to revise Office Structure within your unit? <i>(See guide for examples)</i>	Do you need to revamp administrative procedures within your program? <i>(See guide for examples)</i>	Should you modify your relationships with other programs in the unit or college? <i>(See guide for examples)</i>	Should you modify your relationships with community partners or other UH system colleges? <i>(See guide for examples)</i>	Do you need to update your assessment method to measure your SLO? <i>(See guide for examples)</i>	Should you reallocate resources already provided by VCSA, VCAA or Academic Deans? <i>(See guide for examples)</i>	Are you requesting new resources? If so, what resources will you request? <i>(See guide for examples)</i>
Intervention #1 Continue to explore marketing techniques to increase participation	NA	NA	No, continue working with BLT marketing faculty for ideas Yes, motivate BLT dept chair and program coordinators to assume coordination and faculty to actively participate	NA	NA	NA	Yes, \$ for custom designed/printed invitations, postage, and incentives for student participate (e.g., tuition waivers)
Intervention #2 Explore “mandatory” participation	NA	NA	Possibly, depending on the consequences for not attending (e.g., spring	NA	NA	NA	Yes, if additional staffing required to provide after

			registration hold)				initial reception group or individual sessions
Intervention #3 continue to have STAR as part of the reception program	NA	NA	Cont. working with Campus peer coordinator	NA	NA	NA	NA
Intervention #4 Continue to use the STAR peers to present STAR	NA	NA	Cont. working with Campus peer coordinator	NA	NA	NA	Yes, \$ for peers to assist with STAR presentations
Intervention #5 Continue to update reception handouts	NA	NA	NA	NA	NA	NA	Yes, \$ for paper and printing
Intervention #6 Explore departmental funding, hiring, and utilization of BLT peers	NA	NA	NA	NA	NA	NA	Yes, \$ for peers to assist with advising/STAR presentations

## CLOSING THE LOOP

Guiding Questions	Response
6. What improvements have already been made?	<i>In the spring 2014, peer mentors were assigned to the BLT Kopiko Learning Community. To increase departmental faculty commitment and participation, the academic program coordinators (accounting, information technology, marketing, and paralegal) and department chair were asked to assume coordination and marketing of the welcome reception.</i>
7. Will the SLO remain the next academic year? Will the assessment/ methodology remain the same?	<p><i>No, to develop a more coordinated and comprehensive assessment for this new 3-year cycle, the Business, Legal and Technology; Culinary; and Hospitality (BLTCH) cluster has added two new SLO's to address and assess students' learning connected to the students' educational goals.</i></p> <p><i>PLG 1: Students will identify and implement a plan to achieve their educational goal(s).</i></p> <ul style="list-style-type: none"> <li><i>• SLO 1b: SWiBAT develop an accurate STAR academic plan (AY 14-15)</i></li> <li><i>• SLO 1d: SWiBAT effectively register for courses applicable to their educational goal (AY 15-16)</i></li> </ul> <p><i>PLG 4: Students will be aware of campus and/or community resources/policies and engage in activities and services that fulfill their needs and interests.</i></p> <p><i>SLO 4a: SWiBAT identify resources (AY 13-14)"</i></p>