

Counseling Learning Report

Program Name: Maida Kamber Center
Year Assessed: 2013-2014
Date: May 2014
Author: Sharon Fowler

SNAPSHOT

Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment	Next Steps
SLO 2a – Students will be able to identify their career interests	Spring 2014	75% of students will perform at the competent level.	A survey was emailed to students	Of the respondents, 95% acknowledged that meeting with an MKC counselor confirm or helped them move towards being able to confirm a career choice.	offer more systematic services to all students, even those who do not list career as their primary purpose of visiting the center. This could be possible by inviting all students in their first year of college to attend career workshops using online tools such as Focus II to help them identify career choices.

DATA COLLECTION & ANALYSIS

	Guiding Questions	Response
Means of Assessment and Criterion for Success	1. What were the specific assessment tools used?	A survey was emailed to students in the spring of 2014 to assess their level of being able to identify their career interests. Please see attached report for sample instrument and a more thorough discussion of strategy.
	2. What is the criterion for success? Did you reach it?	Projected level or achievement 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 number 1. Of the respondents, 95% acknowledged that meeting with an MKC counselor confirm or helped them move towards being able to confirm a career choice.
Analysis of Data Collected	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.	<p>Survey subjects were selected by going through the list of students who voluntarily came to the MKC in the spring of 2014. The pool of respondents was refined by selecting only those students who listed as their purpose for visiting the center “Career Assistance”. Of the 200 students who were included in the study, we received a response rate of 18% or 35 completed surveys.</p> <p>Of the 17% who responded to the survey, we are confident in reporting that 95% of the respondents felt that the services they received during their counseling session helped them identify or confirm their career choice. The results do demonstrate the function and performance of the counselors in the MKC are meeting the needs of the general Liberal Arts and Natural Science students in providing career counseling services. On the survey instrument, a second question was asked to us understand if we were providing adequate services to students who already knew what they wanted to do in terms of a career, but still listed career counseling as the primary purpose of their visit. In the questions, it was assumed that much of the assistance from the academic counselor surrounded mapping out an academic plan that assisted the student in pursuing this career.</p> <p>The results of that question are as follows:</p> <p>Q: If you already had a career interest prior to seeing a counselor, were you able to clarify your career interest as a result of meeting with the counselor?</p>

		<table border="1"> <thead> <tr> <th data-bbox="751 168 1524 245">Responses on survey, scale of 1 to 5</th> <th data-bbox="1524 168 1747 245">No. of Responses</th> <th data-bbox="1747 168 1982 245">% of Responses</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 245 1524 367">5 = Yes, the meeting helped me to shape how I plan to pursue this degree in terms of education and employment opportunities (Competent)</td> <td data-bbox="1524 245 1747 367">5</td> <td data-bbox="1747 245 1982 367">26%</td> </tr> <tr> <td data-bbox="751 367 1524 443">4 = Yes, the meeting was helpful and I received some ideas I may take action on (Competent)</td> <td data-bbox="1524 367 1747 443">7</td> <td data-bbox="1747 367 1982 443">37%</td> </tr> <tr> <td data-bbox="751 443 1524 519">3 = Yes, it gave me some ideas on where to start (Competent)</td> <td data-bbox="1524 443 1747 519">5</td> <td data-bbox="1747 443 1982 519">26%</td> </tr> <tr> <td data-bbox="751 519 1524 561">2 = Yes, but still somewhat unsure (Not Competent)</td> <td data-bbox="1524 519 1747 561">2</td> <td data-bbox="1747 519 1982 561">11%</td> </tr> <tr> <td data-bbox="751 561 1524 638">1 = No, still not sure how to start on developing this career (Not Competent)</td> <td data-bbox="1524 561 1747 638">0</td> <td data-bbox="1747 561 1982 638"></td> </tr> </tbody> </table> <p data-bbox="751 719 1988 849">The results show that 89% of the respondents felt that although they entered the counseling session with a firm idea of their career goal, the counselor provided assistance in helping to plan out the pursuit of this goal. This further solidified the belief that the counseling staff is supporting the students in career selection and also providing information on attainment of the goal.</p>	Responses on survey, scale of 1 to 5	No. of Responses	% of Responses	5 = Yes, the meeting helped me to shape how I plan to pursue this degree in terms of education and employment opportunities (Competent)	5	26%	4 = Yes, the meeting was helpful and I received some ideas I may take action on (Competent)	7	37%	3 = Yes, it gave me some ideas on where to start (Competent)	5	26%	2 = Yes, but still somewhat unsure (Not Competent)	2	11%	1 = No, still not sure how to start on developing this career (Not Competent)	0	
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	<p data-bbox="365 937 726 1141">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 data-bbox="751 937 1988 1027">Survey was specifically sent to only those students who listed “Career Information” on the purpose of their visiting the MKC. In the future, 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.</p> <p data-bbox="751 1068 1988 1300">Another way to measure the effectiveness of the career services would be to survey all students who come into the MKC for assistance and not just the students listing “career services” as their primary need when they check in for a counseling session. It is possible that some of our first and second year college student are attending college as then next step in the educational progression but are really uncertain on what they want to study, and do not have a clear idea of a career pathway. It may be possible that the students we selected for our study are those students who are very aware of career choices and very informed. It may be the students who do not list “career services” are those most in need of assistance.</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>As a possible next step, it may be useful to try to offer more systematic services to all students, even those who do not list career as their primary purpose of visiting the center. This could be possible by inviting all students in their first year of college to attend career workshops using online tools such as Focus II to help them identify career choices.</p>

Strategy type	Organizational	Operational	Organizational/ Strategic	Organizational/ Strategic	Assessment- related	Resources Reallocation	Resource Request
<p>Based on your “next steps”, what changes might be needed in your unit to complete the cycle for this intervention?</p>	<p>Do you need to revise Office Structure within your unit? <i>(See guide for examples)</i></p>	<p>Do you need to revamp administrative procedures within your program? <i>(See guide for examples)</i></p>	<p>Should you modify your relationships with other programs in the unit or college? <i>(See guide for examples)</i></p>	<p>Should you modify your relationships with community partners or other UH system colleges? <i>(See guide for examples)</i></p>	<p>Do you need to update your assessment method to measure your SLO? <i>(See guide for examples)</i></p>	<p>Should you reallocate resources already provided by VCSA, VCAA or Academic Deans? <i>(See guide for examples)</i></p>	<p>Are you requesting new resources? If so, what resources will you request? <i>(See guide for examples)</i></p>
<p>Intervention #1</p>	<p>No</p>	<p>No</p>	<p>No</p>	<p>Possible partnerships in the future to work more directly with Freshmen on career/major selection</p>	<p>No</p>	<p>Possible – greater utilization of resources in the area of career and major selection</p>	<p>No</p>

CLOSING THE LOOP

Guiding Questions	Response
6. What improvements have already been made?	We are beginning to expand services to first-year students by continual partnership with the First Year Experience (FYE) office. We will soon be offering group advising sessions in preparation for third semester registration. Also, services are being offered in the fall semester by the UH Manoa counselors to provide career and transfer information on our campus
7. Will the SLO remain the next academic year? Will the assessment/ methodology remain the same?	<p>Counselors have developed a coordinated and comprehensive Student Learning Outcomes, resulting in a more robust set of SLO's for this new 3-year assessment cycle (AY 2013-2016). MKC will evaluate the following SLO's for this cycle:</p> <ul style="list-style-type: none"> 1a: Student will be able to identify their educational goal(s) 1b: Student will be able to develop an accurate STAR academic plan. 2a: Student will be able to identify their career interests. 2b: Student will be able to identify the educational option(s) associated with their career interests(s) <p>For the next academic year (AY 2014-2015), MKC plans to assess SLO's 1b and 2b.</p>