

Counseling Learning Report

Program Name: Single Parents Program

Year Assessed: Academic Year 2013-14

Date: 9/15/14

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SNAPSHOT

Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment	Next Steps
<i>SLO 5A-SWiBAT identify a problem/need at bi-monthly info sessions</i>	5/13-8/14	95% identifying at least one problem/need area at SP info session	2 different instruments were used, a half-sheet identifying "Next Steps" (5/13-1/14) and a "Personalized Step Sheet" (1/14-8/14)	100% of respondents were able to ID at least one problem/need area	Determine what need areas are most prevalent and use this info to gather more resources and consider emphasizing more in info session
<i>SLO 5b- SWiBAT identify strategies and develop a plan to solve the problem or need after the session</i>	5/13-8/14	75% can identify strategies and develop a plan that is given a score of "competent"	(same as above)	73% were given a score of competent on their "Next Steps" or "Personalized Step Sheet"	Revise form to include columns for Target Date & Follow-up/Completion Date for each area identified as a need area. This would make the form even more useful.

DATA COLLECTION & ANALYSIS

	Guiding Questions	Response
Means of Assessment and Criterion for Success	1. What were the specific assessment tools used?	For most of 2013, a half-sheet was used, with 2 parts. The first part asked: What is your most urgent need in regards to attending this session? The second part asked 2 questions: Has this session addressed your stated need? & What are some of your next steps? For most of 2014 a revised “Personalized Step Sheet” was developed incorporating the most frequent needs and concerns as check off items, and a corresponding fill out area for each of the needs and concerns. (see sample forms)
	2. What is the criterion for success? Did you reach it?	5A- 100% of respondents were able to state at least 1 need or concern area using both forms, thus meeting the goal of 95%. Many had multiple areas identified. 5B- For the 2013-14 period a new set of rubrics were developed by counselors for shared SLO areas. Using the following scale, students scored as follows: 2-Competent (73%), 1-Developing (17%), 0-Not Competent (10%). While we did not quite reach the 75% goal, we were close at 73%. By “tweaking” our form to add in target dates and follow-up info, we hope to increase these percentages next time, and also expect richer data.
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.	Comparing the 13-14 results to the 12-13 results shows that we had an increase of 12% in the amount of students scoring at Competent. In analyzing the new “Personalized Step Sheet”, some students needed assistance in completing the sections outlining steps as they were unfamiliar with college terms and processes. In the interest of time and efficiency, SP staff wrote in the steps section. Students were also given opportunities to review the sheet to add info and suggest further steps. A copy of the step sheet was made to retain in student files, and used as a focal point during follow-up appointments. Who participated? Usually those attending our bi-monthly info sessions completed these step sheets, along with students seen in individual appointments. While our sample size is small (52 students), I believe it reflects an accurate demographic of students we service in larger capacities.
	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?	As the form has evolved, richer data was captured. Overall, the benefit to students increased as the step sheet required more detail, which translated to greater levels of buy-in and follow-through from the students. In analyzing results it was helpful to note the kinds of steps students indicated using the various forms. Using this information, we will further refine the Personalized Step Sheet to include target dates to complete steps and a section for follow-up comments. However, with the latest versions of the forms, it is also more staffing intensive, as follow-through appointments are encouraged, meaning more counselor time commitments; as well as increased data collection and inputting demands, which is done currently by the casual hire program specialist.

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>Changing the step sheet forms over the past 2 years has resulted in more detailed and helpful information for SP staff and students. Currently, a hard copy form is being used, and students and staff will fill-in areas as the info session progresses. Ideally, it would be best for students to complete the majority of the fields in their own words, as this would hopefully increase “buy-in”. Our challenge is that we don’t always have the luxury of time and staffing to coach students through the process of writing their own plans and often help them with writing foundational pieces. Having stability in the APT position through converting it to a general funded permanent position would very much help in the staffing of info sessions with trained personnel to assist students in this process, as well as supporting the SP program with mission-critical efforts. Using Survey Monkey was looked into and discussed with IT support staff. We did develop a Survey Monkey prototype, but upon trying to use it with a group, found it ineffective and not user-friendly. We are looking into using a Google form to use it on-line with selected students who are comfortable with technology. This will enable us to collect data more efficiently.</p>

Strategy type	Organizational	Operational	Organizational/ Strategic	Organizational/ Strategic	Assessment- related	Resources Reallocation	Resource Request
Based on your “next steps”, what changes might be needed in your unit to complete the cycle for this intervention?	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 Implement revised Personalized Step Sheet	n/a	n/a	n/a	n/a	Yes, using the new form	Currently have a full-time casual hire allocated to SP program. Would like supplemental	Yes, requests have been submitted to Chancellor for a permanent full-

starting in the Fall 2014					personnel monies to cover full-time permanent position.	time APT Band A position.
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CLOSING THE LOOP

Guiding Questions	Response
6. What improvements have already been made?	Revisions to the Personalized Step Sheet, and creating and Google form version to try out in 14-15 academic year.
7. Will the SLO remain the next academic year? Will the assessment/ methodology remain the same?	In 2014-15 we will be focusing on SLO 4A and 4C, which involves students being able to identify resources and then developing a plan to utilize resources to fulfill their needs/interests, it is likely that we will continue to use our Personalized Step Sheet, and determine if we are able to adequately assess the new SLO's as is, or if we need to add other components to best measure 4A and 4C.