



Keeping Up With the Health Clusterians

Season 2

Still Married To Assessment

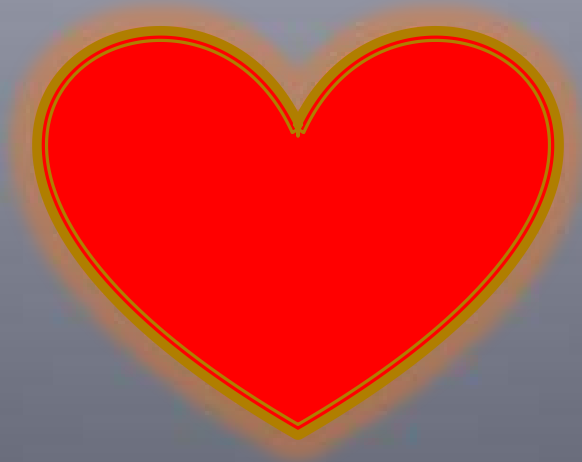
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The Early Years

Health Clusterians + Assessment = True Love





Our First Proposal

Health Cluster

Learning Goals ▶ Activities ▼	Learning Goal 1: Self Appraisal	Learning Goal 2: Exploration & Assessment, Decision Making	Learning Goal 3: Personal Integration & Engagement	Learning Goal 4: Adapting to Change
Exploring Health Careers Info Session	X			
Health Career Characteristic Inventory	X			
Personal Counseling	X	X	X	X
New Student Orientation (NSO)		X		
Program Information Sessions		X		
Health Cluster Blog (story book)		X		
Wellness Fair			X	
Intro to Health Professions Course (HLTH 120)			X	
KCC's Ohana Day				X
Program Orientation				X



Our First Assessment Matrix

Health Cluster Assessment Matrix

2009 – 2010 SY	Fall 2009	Spring 2010	Summer 2010
Exploring Health Careers Info Session	3		
Health Career Characteristic Inventory			
Personal Counseling			
New Student Orientation (NSO)	3		
Program Information Sessions			
Health Cluster Blog			
Wellness Fair (Well Check Up Stations)			
Intro to Health Professions Course (HLTH 120)			
KCC's Ohana Day			
Program Orientations			
Summary			
Frequency	2		
Mean	3		
Standard Deviation	0		

The Honeymoon Stage

SDOs

Students will continue to grow in self-awareness.
Students will be responsible for their choices and make informed decisions.

Learning Goal 1: Self-Appraisal			Learning Goal 2: Exploration, Assessment, Decision Making			Learning Goal 3: Personal Integration and Engagement			Learning Goal 4: Adapting to Change		
<p>Students can identify and evaluate personal qualities, values, attitudes, strengths, interests, skills and acquired learning and use this self-appraisal to develop and respond creatively to their unique career, educational and life planning processes.</p>			<p>Students can explore, assess, re-examine, and act upon their progress toward academic, career, and life goals to make informed decisions.</p>			<p>Students can engage in and reflect upon their participation in college and community activities to grow in self-understanding and acceptance, confidence, spiritual awareness, and appreciation and respect for diverse cultures.</p>			<p>Students can adjust, adapt, respond to, and be resourceful in new situations and in rapidly changing conditions.</p>		
Learning Interventions / Activities	Who	When	Learning Interventions / Activities	Who	When	Learning Interventions / Activities	Who	When	Learning Interventions / Activities	Who	When
<ul style="list-style-type: none"> Exploring Health Careers Information Session Health Career Characteristic Inventory Personal Counseling 	<p>HC</p> <p>N</p> <p>HS</p> <p>HC</p>	<p>JUN JUL</p> <p>Sp/Su + DEC Sp/Su</p> <p>Ongoing</p>	<ul style="list-style-type: none"> New Student Orientation (NSO) Program Info Sessions Personal Counseling Health Cluster Blog (Story book) 	<p>HC</p> <p>N HS</p> <p>HC</p> <p>HS</p>	<p>APR - AUG</p> <p>Monthly Monthly</p> <p>Ongoing</p> <p>Coming Soon</p>	<ul style="list-style-type: none"> Wellness Fair Intro to Health Professions Course (HLTH 120) Personal Counseling 	<p>HS</p> <p>HS</p> <p>HC</p>	<p>OCT & MAR</p> <p>Fall</p> <p>Ongoing</p>	<ul style="list-style-type: none"> KCC's Ohana Day Program Orientation Personal Counseling 	<p>HC</p> <p>HS N</p> <p>HC</p>	<p>AUG</p> <p>Sp/Su Sp/Su + DEC</p> <p>Ongoing</p>
<p>Competencies: SWiBAT + Bloom word + Learning Outcome</p> <p>SWiBAT evaluate themselves in light of a career pathway.</p> <p>SWiBAT integrate knowledge learned in the counseling session.</p>			<p>Competencies: SWiBAT + Bloom word + Learning Outcome</p> <p>SWiBAT synthesize information and make an informed decision towards a specific career pathway.</p> <p>SWiBAT integrate knowledge learned in the counseling session.</p>			<p>Competencies: SWiBAT + Bloom word + Learning Outcome</p> <p>SWiBAT integrate campus, class, & community activities to promote a balanced & well-rounded sense of interdependence.</p> <p>SWiBAT integrate knowledge learned in the counseling session.</p>			<p>Competencies: SWiBAT + Bloom word + Learning Outcome</p> <p>SWiBAT formulate a plan using resources to respond to foreseeable changes.</p> <p>SWiBAT identify resources that will help them respond successfully to unforeseeable change.</p> <p>SWiBAT integrate knowledge learned in the counseling session.</p>		
<p>Assessment: Newsprints, Notes, Rubrics, Counselor Notes, etc.</p>			<p>Assessment: Newsprints, Notes, Rubrics, Counselor Notes, etc.</p>			<p>Assessment: Newsprints, Notes, Rubrics, Counselor Notes, etc.</p>			<p>Assessment: Newsprints, Notes, Rubrics, Counselor Notes, etc.</p>		

HC = Health Cluster Counselors

HS = Health Science Counselors

N = Nursing Counselors

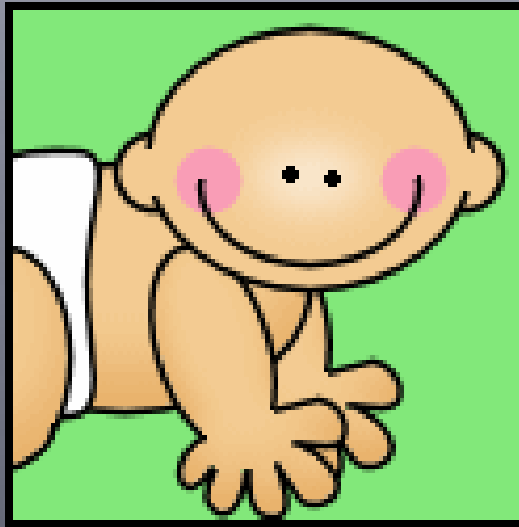


The Honeymoon is Over!

SWiBATs

**Students Will Be Able To + (Bloom's
Taxonomy Word) + (Learning Outcome)**

New Student Orientation: Our First Baby





NSO – The Baby Years

Health Careers New Student Orientation Goals

- Understand the prerequisite requirements for your major
- Register for classes, starting with Math & English
- Make a plan for your next semester
- Know who to contact for help from now on*



NSO Rubric

Students Will Be Able To synthesize information and make an informed decision toward a specific career pathway.

Students evaluated themselves in light of the NSO Goals and the rubric.

On small cards, the indicated whether they were at level 4, 3, 2, or 1.

The next slide summarizes the tallies and trends over the years.

Rate Yourself. Did you accomplish the goals of this New Student Orientation?

<p style="text-align: center;">4 Advanced</p>	<p>I registered for the upcoming semester, I made a plan for the next semester, and I know the program requirements and my department counselor's names & contact information.</p>
<p style="text-align: center;">3 Competent</p>	<p>I registered for the upcoming semester but I don't have a plan for the next semester. I know where to find the course requirements for the program I am interested in. I know my department counselor's names & contact information.</p>
<p style="text-align: center;">2 Basic</p>	<p>I did not register for the upcoming semester; however, I know how to access the schedule of classes and how to use the My UH Portal to register later on my own. I know my department counselor's names & contact information.</p>
<p style="text-align: center;">1 Just Getting Started</p>	<p>I did not register for the upcoming semester and I'm not sure how to register on my own. I will schedule an appointment with my counselor at a later date. I know my department counselor's names & contact information.</p>



NSO Tallies and Trends

Fall 2009 – Walking!!

TRENDS:

This was our first semester allowing students to evaluate themselves.

There was a decreasing trend due to class availability

TALLIES

For FYE Students Starting in Fall 2009															
Dates	April			May			June			May			June		
	n	Σ	m	n	Σ	m	n	Σ	m	n	Σ	m	n	Σ	m
Fri, April 16	11	40	3.64												
Fri, April 20	14	45	3.21												
Thurs, May 20				14	44	3.14									
Thurs, June 3							16	50	3.13						
Thurs, June 17							20	60	3.00						
Thurs, June 24							20	54	2.70						
Thurs, July 1										17	60	3.53			
Thurs, July 15										23	55	2.39			
Thurs, July 39										21	59	2.81			
Thurs, August 12													9	24	2.67
TOTALS	25	85	3.40	14	44	3.14	56	164	2.93	61	174	2.85	9	24	2.67
GRAND TOTAL	n = 165 Σ = 491 m = 2.98 out of 4.0														



NSO

GOALS:

- To increase student awareness of Health Science counselors
- To encourage coming to visit Health Science counselor
- To increase student satisfaction with counseling services in the Health Sciences
- To gauge whether or not they know the admission & graduation requirements of their program of interest early on (within one semester of choosing a pathway)

Growth Spurt 2011-2012

New Evaluation:

Q1. How satisfied are you with advising/counseling interactions at the Health Sciences Department?				
5	4	3	2	1
Extremely Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Extremely Dissatisfied
Q2. How important to you are the advising/counseling resources at the Health Sciences Department?				
5	4	3	2	1
Extremely Important	Important	Neither Important Nor Unimportant	Unimportant	Extremely Unimportant
Q3. How satisfied are you with the advising/counseling resources at the Health Sciences Department?				
5	4	3	2	1
Extremely Satisfied	Satisfied	Neither Satisfied Nor Dissatisfied	Dissatisfied	Extremely Dissatisfied
Q4. How important to you are advising/counseling interactions at the Health Sciences Department?				
5	4	3	2	1
Extremely Important	Important	Neither Important Nor Unimportant	Unimportant	Extremely Unimportant
Q5. How clearly do you understand the admission requirements for your program of interest?				
5	4	3	2	1
Extremely Clear	Clear	Neither Clear Nor Unclear	Unclear	Extremely Unclear
Q6. How clearly do you understand the graduation requirements for your program of interest?				
5	4	3	2	1
Extremely Clear	Clear	Neither Clear Nor Unclear	Unclear	Extremely Unclear



NSO

Fall 2011 Data

Results:

Statistically
**significant
difference**

between the two
groups!

Ratings for new students who visited with a Health Science Advisor after one semester of coming to KCC compared to those who did not.

*p<.01

Question Asked	Have Not Visited		Visited		t	d
	m	sd	m	sd		
How satisfied are you with advising interactions with counselors in the Health Sciences Department?	3.6	.98	4.07	1.05	2.64*	.48
How important to you are advising resources at the Health Sciences Department?	4.21	.96	4.37	.84	1.01	.17
How satisfied are you with the advising resources at the Health Sciences Department?	3.71	.98	4.12	.81	2.75*	.42
How important to you are counselor interactions at the Health Sciences Department?	3.69	.81	3.98	.88	1.87	.36
How clearly do you understand the admissions and graduation requirements of the program of your interest?	3.92	1.08	4.01	1.02	.48	.08



NSO

...heading toward puberty

NEXT STEPS:

Continue to increase awareness of Health Science Counselors and promote a culture of “intentional Advising/Counseling” with Pre-Health majors.

How?

Health Careers Counseling Center

WHERE ARE WE NOW?

Renovating two offices to create a center in Kauila Building.



Our Renewed Vows

Health Cluster Action Plan for Completion Agenda (for Health Sciences Department Counselors)

Student Services Completion Toolkit	Degrees & Certificates Earned			Native Hawaiian Student Success			STEM Degrees Awarded			PELL Recipients			Transfers to Four Year Programs			Counseling Student Development Outcomes & Learning Goals 1- 4	Department Tactical Plan Program Goals 1-6	College Strategic Plan Outcomes A - F
Activities	E	L	A	E	L	A	E	L	A	E	L	A	E	L	A			
Individual Counseling Methods																1, 2, 3, 4	1, 2, 6	A, B, D
• Walk-In	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓				
• Appointment	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓				
• E-Mail	✓	✓																
• Phone	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓				
• Facebook	✓			✓			✓			✓			✓					
• Imiloa	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓				

A Summary of Our Other Data

Counseling Student Development Outcomes & Learning Goals	Learning Intervention Categories (SDOs Met)	Specific Learning Intervention Evaluated	Expected Level of Achievement	Assessment Strategy/ Instrument	Results of Program Assessment	Next Steps
<p>#1 – Self-Appraisal: Students can identify and evaluate personal qualities, values, attitudes, strengths, interests, skills and acquired learning and use this self-appraisal to develop and respond creatively to their unique career, educational and life planning processes.</p> <p>•••</p> <p>#2 – Exploration, Assessment, and Decision-Making: Students can explore, assess, re-examine, and act upon their progress toward academic, career, and life goals to make informed decisions.</p> <p>•••</p> <p>#3 – Personal Integration and Engagement: Students can engage in and reflect upon their participation in college & community activities to grow in self-understanding and acceptance, confidence, spiritual awareness, and appreciation and respect for diverse cultures.</p> <p>•••</p> <p>#4 – Adapting to Change: Students can adjust, adapt, respond to, and be resourceful in new situations and in rapidly changing conditions.</p>	Individual Counseling Methods (1,2,3,4)	Personal Counseling: a) In person b) e-advising	a) Levels 1 – 4 b) Levels 1 – 5	a) Rubric A, Evaluations A _{Hr} , A _N b) Evaluation B	a) Charts A _{Hr} , A _N b) Chart B	a) Counseling TRIAGE b) Increase Awareness, Continual Evaluation
	Group Counseling Methods (1,2,3,4)	c) NSO - During d) NSO - Post e) Program Information Sessions	c) Levels 1 – 4 d) Levels 1 – 5 e) Levels 1 – 4	c) Rubric C, Evaluation C d) Evaluation D e) Rubric E, Evaluations E _{Hr} , E _N	c) Chart C d) Chart D e) Charts E _{Hr} , E _N	c) continue to post goals, random evaluation d) campaign to create a culture of "intentional advising" e) Summer 2012 use new Evaluation for all HS programs
	Outreach Events, Programs, & Partnerships (2,3,4)	f) FHS Tour	f) Levels 1 - 4	f) Rubric F, Evaluation F	f) Chart F	f) Create new rubric, starting assessing
	Counseling Services & Topics* (1,2,3,4)	Our Students: g) Where from h) Why they seek counseling services	None.	Information is extracted from Personal Counseling Evaluations A _{Hr} , A _N and E-Advising Evaluation B.	g) Chart G h) Graph H	g) Modify SARS, Record all contacts h) Collect with every Eval
	Referrals (1,2,3,4)	Not currently tracking.	N/A	N/A	N/A	N/A
	Scholarships & Grants (1,2,3)	i) Scholarships	N/A	N/A	i) Charts I _{Hr} , I _N	i) Convert to Giving Tree; establish common application deadline for Health Cluster
	Tools Developed (1,2,3,4)	j) Accessibility and Usefulness Evaluation	j) Levels 1 – 5	Information is extracted from Personal Counseling Evaluations A _{Hr} , A _N and E-Advising Evaluation B.	j) Chart J	j) Meet with other faculty to evaluate accuracy and effectiveness of new tools
	Targeted Activities (1,2,3,4)	Not currently tracking.	N/A	N/A	N/A	N/A



Married to Assessment

Our personal reflections.



Three-Year Assessment Plan

The Ultimate “Honey Do” List.

AY 12-13

AY 13-14

AY 14-15

In-Person Counseling

• SDOs 1, 2, 3, 4

Pilot Health Careers Counseling Center: Continuous Evaluation of personal counseling; reconfigure SARS for Cluster, TRIAGE

Combine SARS reporting for the Counseling Center; log every contact (1-4)

E-Advising

• SDOs 1, 2, 3, 4

Promote & Encourage E-Advising; improve templates; continuous evaluation of effectiveness

Health Cluster Website; QR Code; IM; make own appointment; when is it necessary to come in person

Group Counseling

• SDOs 1, 2, 3, 4

Focus Group Pilot: track progress of 2 - 4 NSO groups students; "intentional advising"; re-create Exploratory Information Session

eTh nEd.