Program Name: Business, Legal and Technology Counseling  
Date: October 10, 2013  
Author: Cynthia N. Kimura, Professor/Counselor

<table>
<thead>
<tr>
<th>Program SLOs</th>
<th>Timeline</th>
<th>Expected Level of Achievement</th>
<th>Assessment Strategy/ instrument</th>
<th>Results of Program Assessment</th>
<th>Next Steps</th>
</tr>
</thead>
</table>
| SWIBAT       | Fall 2013 BLT Welcome Reception, August 21, 2013 | Process 1st step: Each BLCH unit distributed a survey to students who attended the fall 2013 departmental “new student orientation/welcome reception.” The survey asked the following questions: 1. I know who my instructors are 2. I know who my counselor is and the help I can receive 3. I understand my degree course requirements 4. I understand the purpose/utilization of Laulima 5. I understand the purpose/utilization of STAR | Intervention assessed  
The BLT Welcome Reception included informal discussions, speakers, demonstration, handouts, and group activities. The reception was from 10:30-12:00 (noon). At the end of the Reception students were asked to complete the Welcome Reception Survey. | Overall survey results  
Student invitees  
BLT declared majors  
1. New first time 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 | Fall 2012, BLT “new” student orientation  
• Invitee=131  
• RSVP=40  
• Participants=24  
• Survey Respondents=11  
Strategies included: hard copy letter invitation, follow-up calls |

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1 Results of program assessment: for example, percent of students who met the outcome(s) and at what level they met the outcome(s)  
2 Next Steps: What will the program do to improve the results? Next steps may include immediate actions such as revision to workshop curriculum or changes on an evaluation instrument. Next steps may also include requests to administration for additional support.
Program SLO Learning Report

| Understand the counselor’s role | 6. I understand my responsibilities as a student (advising, conduct) |
| Have a greater awareness of department activities, clubs, resources, etc. | 7. I feel more comfortable contacting instructors and asking for help |
| Understand responsibilities as a student | 8. I feel more comfortable contacting my counselors and asking for help |
| Benefit from tips for success such as classroom expectations, study skills, getting involved in clubs, other advice from “experienced” students and faculty | 9. I feel more at ease about starting classes than I did prior to the orientation |
| Receive a copy of the program requirements | 10. I feel more comfortable starting classes having met other students |
| Receive a copy of the department handbook | 11. I have an increased appreciation/awareness for the diversity of students on campus |
| Have an appreciation for the diversity of students on campus | **Respondents** (survey results) |
| **Aggregate respondents—14** |

| **Intervention assessment** | Competent=14 or 100% of respondents |
| **Developing=0 or 0.0% of respondents** |

Based on survey results, 100% of student respondents seemed to increase understanding of resources available and increase comfort level in college after attending the Welcome Reception.

**Data**

Of the 11 questions asked
- #1-I know who my instructors are: 12 Strongly agree/Agree and 1 Disagree
- #2-8,11 (7 questions) had responses of Strongly agree/Agree
- #2-I know who my counselor is and the help I can receive
- #4-I understand the purpose/utilization of Laulima
- #5-I understand the purpose/utilization of STAR
- #6-I understand my responsibilities as a student (advising, conduct)

**Plan:**
- Continue to offer, improve, and expand the BLT Welcome Reception:
  - Continue to explore marketing techniques to increase participation
  - Explore “mandatory” participation
  - Continue to have STAR as part of the reception program
- Continue to use the STAR peers to present STAR
- Continue to update reception handouts
- Explore departmental funding, hiring, and utilization of BLT peers

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2nd step: Review assessment data and methodology:
Based on survey results; sort students into two (2) groups:
**Competent** ("agree" or "strongly agree" to 6 or more questions)
**Developing** ("agree" or "strongly agree" to 5 or less questions)

3rd step: Submit report to Department Chairs and VCSA by March 15, 2014

4th step: Make suggested improvements for learning interventions and spot check periodically
| #7 | I feel more comfortable contacting instructors and asking for help |
| #8 | I feel more comfortable contacting my counselors and asking for help |
| #11 | I have an increased appreciation/awareness for the diversity of students on campus |
| #3 | I understand my degree course requirements: 11 Strongly agree/Agree, 1 Disagree, and 1 Don’t know |
| #9 | I feel more at ease about starting classes than I did prior to the orientation: 13 Strongly agree/Agree and 1 Disagree |
| #10 | I feel more comfortable starting classes having met other students: 13 Strongly agree/Agree and 1 Disagree |

**Results**

The Welcome Reception appears to be a successful means for “new” BLT majors to increase understanding of resources available and increase comfort level in college.

Students enjoyed the opportunity to meet and
mingle with instructors, learned from the STAR presentation, and felt more comfortable at school.

Please complete the table above OR provide the information requested above in a format of your own choosing.

Please attach an assessment plan: what outcomes will be assessed, when they will be assessed and how will they be assessed on a three-year cycle.
ASSESSMENT CHART for COMPETENCY #4
Business, Legal & Technology; Culinary; and Hospitality
Fall 2013 and Spring 2014

Student Development Outcomes
Students will continue to grow through self-awareness
Students will be responsible for their choices and make informed decisions

Learning Goal 3: Personal Integration and Engagement
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 the diverse cultures.

Competency #4:
SWIBAT increase understanding of resources available and increase comfort level in college

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Competent</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase understanding of resources and increase comfort level in college</td>
<td>Yes (“agree” or “strongly agree” to 6 or more questions)</td>
<td>No (“agree” or “strongly agree” to 5 or less questions)</td>
</tr>
</tbody>
</table>

Learning Interventions/Activities
Departmental New Student Orientation (NSO)—fall semester

Target Population
All BLCH NSO student participants in the BLCH AS degree pathways
Participants may vary by department

Assessment
Fall 2013 BLCH NSO student participants

Assessment Strategy
Criteria: Increase understanding of resources and increase comfort level in college
Yes=Competent, “agree” or “strongly agree” to 6 or more questions
No=Developing, “agree” or “strongly agree” to 5 or less questions

1st step: In fall 2013 (August), each unit will distribute a survey at the departmental new student orientation (NSO) to student participants that reflects the understanding of resources and increase in comfort level in college

2nd step: Review survey data and methodology

3rd step: Submit report to program department chair, deans, and campus counseling assessment coordinator by March 15, 2014

4th step: Make suggested improvements for learning interventions and spot check periodically
SWIBAT: increase understanding of resources available and increase comfort level in college

<table>
<thead>
<tr>
<th>Strategy type</th>
<th>Organizational</th>
<th>Operational</th>
<th>Organizational/Strategic</th>
<th>Organizational/Strategic</th>
<th>Assessment-related</th>
<th>Action Plans for change?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on your “next steps”, what changes might be needed in your unit to complete the cycle for this intervention?</td>
<td>Do you need to revise Office Structure within your unit? (See guide for examples)</td>
<td>Do you need to revamp administrative procedures within your program? (See guide for examples)</td>
<td>Should you modify your relationships with other programs in the unit or college? (See guide for examples)</td>
<td>Should you modify your relationships with community partners or other UH system colleges? (See guide for examples)</td>
<td>Do you need to update your assessment method to measure your SLO? (See guide for examples)</td>
<td>Should you reallocate resources already provided by VCSA, VCAA or Academic Deans? (See guide for examples)</td>
</tr>
<tr>
<td>Intervention #1 Continue to explore marketing techniques to increase participation</td>
<td>NA</td>
<td>NA</td>
<td>No, continue working with BLT marketing faculty for ideas</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Intervention #2 Explore “mandatory” participation</td>
<td>NA</td>
<td>NA</td>
<td>Possibly, depending on the consequences for not attending (e.g., spring registration hold)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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</tbody>
</table>

Depends if reception is mandatory and resources are available for implementation; will need faculty commitment and participation.
Counseling Unit/Department: **Business, Legal and Technology**
Individual completing the form: **Cynthia N. Kimura**
Date: **October 10, 2013**
Extension and Email: **X9107/ckimura@hawaii.edu**

**SWIBAT** increase understanding of resources available and increase comfort level in college

<table>
<thead>
<tr>
<th>Intervention #3</th>
<th>NA</th>
<th>NA</th>
<th>Cont. working with Campus peer coordinator</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Continue to have STAR as part of the reception program</td>
<td>NA</td>
<td>NA</td>
<td>Cont. working with Campus peer coordinator</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Intervention #4</td>
<td>NA</td>
<td>NA</td>
<td>Cont. working with Campus peer coordinator</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Yes, $ for peers to assist with STAR presentations</td>
<td>NA</td>
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<tr>
<td>Continue to use the STAR peers to present STAR</td>
<td>NA</td>
<td>NA</td>
<td>Cont. working with Campus peer coordinator</td>
<td>NA</td>
<td>NA</td>
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<td>Intervention #5</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Continue to update reception handouts</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Intervention #6</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Yes, $ for peers to assist with advising/STAR presentations</td>
<td>NA</td>
</tr>
<tr>
<td>Explore departmental funding, hiring, and utilization of BLT peers</td>
<td>NA</td>
<td>NA</td>
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Summary of Counseling/Student Affairs SLO

Fall 2013-Business, Legal and Technology

**SWIBAT** increase understanding of resources available and increase comfort level in college

A survey was used at the end of the fall 2013 Business, Legal and Technology (BLT) Welcome Reception to assess the SWIBAT. The participant show rate was very low - 18 out of 131 invitees. Based on survey results, however, 100% of student respondents were competent (Competent=“agree” or “strongly agree” to 6 or more questions) and seemed to increase understanding of resources available and increase comfort level in college after attending the Welcome Reception. The Welcome Reception appears to be a successful means for “new” BLT majors to increase understanding of resources available and increase comfort level in college. Students enjoyed the opportunity to meet and mingle with instructors, learned from the STAR presentation, and felt more comfortable at school.

If funding is available explore additional marketing techniques and provide student incentives to attend. Also if the welcome reception is mandatory and resources are available for implementation; will need departmental faculty commitment and participation.