

Counseling Unit/Student Affairs Program Learning Report 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.

Program Name: Business, Legal and Technology Counseling

Date: October 10, 2013

Author: Cynthia N. Kimura, Professor/Counselor

Program SLOs	Timeline	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment ¹	Next Steps ²
<p>SWIBAT increase understanding of resources available and increase comfort level in college</p> <p>Goals of Department Orientation/Reception for “New” Students Students:</p> <ul style="list-style-type: none"> • Feel more confident • Are comfortable with faculty and students, and excited about beginning the semester • Have increased knowledge of campus resources (e.g., Laulima, STAR, peer mentors, dept., facilities via tour) • Meet and get to know classmates and faculty • Meet and get to know the counselor(s) and 	Fall 2013 BLT Welcome Reception, August 21, 2013	<p>Process <i>1st step:</i> Each BLCH unit distributed a survey to students who attended the fall 2013 departmental “new student orientation/welcome reception.”</p> <p>The survey asked the following questions:</p> <ol style="list-style-type: none"> 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 	<p>Intervention assessed The BLT Welcome Reception included informal discussions, speakers, demonstration, handouts, and group activities. The reception was from 10:30-12:00 (noon).</p> <p>At the end of the Reception students were asked to complete the Welcome Reception Survey.</p>	<p>Overall survey results Student invitees BLT declared majors</p> <ol style="list-style-type: none"> 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 <p>Student participants Student participants</p> <ul style="list-style-type: none"> • ACC—2 • IT—6 • MKT—4 • PARA—6 <p>Total—18 plus 4 student panelists and 1 guest</p>	<p>Fall 2012, BLT “new” student orientation</p> <ul style="list-style-type: none"> • Invitee=131 • RSVP=40 • Participants=24 • Survey Respondents=11 <p>Strategies included: hard copy letter invitation, follow-up calls</p> <p>Fall 2013, BLT “new” student welcome reception</p> <ul style="list-style-type: none"> • Invitee=131 • RSVP=25 • Participants=18 • Survey Respondents=14 <p>Strategies included: postcard invitation, follow-up email invitation, follow-up calls; invitation included a “come-on” you may have already won an iTunes gift</p>

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.

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<p>understand the counselor's role</p> <ul style="list-style-type: none"> • Have a greater awareness of department activities, clubs, resources, etc. • Understand responsibilities as a student • Benefit from tips for success such as classroom expectations, study skills, getting involved in clubs, other advice from "experienced" students and faculty • Receive a copy of the program requirements • Receive a copy of the department handbook • Have an appreciation for the diversity of students on campus <p>Department:</p> <ul style="list-style-type: none"> • To support departmental retention efforts by increasing engagement opportunities for new first time, returning and transfer BLT students with faculty in an informal setting • To support new first time, returning, transfer BLT students by introducing available student support resources <p>To promote BLT degrees and certificates including "short" certificate</p>		<p>6. I understand my responsibilities as a student (advising, conduct)</p> <p>7. I feel more comfortable contacting instructors and asking for help</p> <p>8. I feel more comfortable contacting my counselors and asking for help</p> <p>9. I feel more at ease about starting classes than I did prior to the orientation</p> <p>10. I feel more comfortable starting classes having met other students</p> <p>11. I have an increased appreciation/ awareness for the diversity of students on campus</p> <p><i>2nd step:</i> 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)</p> <p><i>3rd step:</i> Submit report to Department Chairs and VCSA by March 15, 2014</p> <p><i>4th step:</i> Make suggested improvements for learning interventions and spot check periodically</p>		<p>Respondents (survey results) Aggregate respondents—14</p> <p>Intervention assessment Competent=14 or 100% of respondents Developing=0 or 0.0% of respondents</p> <p>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</p> <p>Data Of the 11 questions asked</p> <ul style="list-style-type: none"> • #1-I know who my instructors are: 12 Strongly agree/Agree and 1 Disagree • #2, 4-8,11 (7 questions) had responses of Strongly agree/Agree <ul style="list-style-type: none"> • #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) 	<p>card</p> <p>Plan: Continue to offer, improve, and expand the BLT Welcome Reception:</p> <ul style="list-style-type: none"> • 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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				<ul style="list-style-type: none"> • #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 <p>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.</p> <p>Students enjoyed the opportunity to meet and</p>	
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				mingle with instructors, learned from the STAR presentation, and felt more comfortable at school.	
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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

Criteria	Competent	Developing
Increase understanding of resources and increase comfort level in college	Yes ("agree" or "strongly agree" to 6 or more questions)	No ("agree" or "strongly agree" to 5 or less questions)

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

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Counseling Unit/Department: Business, Legal and Technology

Date: October 10, 2013

Individual completing the form: Cynthia N. Kimura

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

Strategy type	Organizational	Operational	Organizational/ Strategic	Organizational/ Strategic	Assessment- related			
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? (See <i>guide for examples</i>)	Do you need to revamp administrative procedures within your program? (See <i>guide for examples</i>)	Should you modify your relationships with other programs in the unit or college? (See <i>guide for examples</i>)	Should you modify your relationships with community partners or other UH system colleges? (See <i>guide for examples</i>)	Do you need to update your assessment method to measure your SLO? (See <i>guide for examples</i>)	Should you reallocate resources already provided by VCSA, VCAA or Academic Deans? (See <i>guide for examples</i>)	Are you requesting new resources? If so, what resources will you request? (See <i>guide for examples</i>)	What are your Action Plans for change? (See <i>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	NA	NA	NA	Yes, \$ for custom designed/printed invitations, postage, and incentives to participate (e.g., tuition waivers)	NA
Intervention #2 Explore "mandatory" participation	NA	NA	Possibly, depending on the consequences for not attending (e.g., spring registration hold)	NA	NA	NA	Yes, if additional staffing required to provide after initial reception group or individual sessions	Depends if reception is mandatory and resources are available for implementation; will need faculty commitment and participation

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.