

## Student Services Program Learning Report

Program Name: Maida Kamber Center (MKC)

Date: December 11, 2012

MKC Assessment Team members: Sharon Fowler, Karmi Minor-Flores, Lori Sakaguchi

Program SLOs	Expected Level of Achievement	Assessment Strategy/ instrument	Results of Program Assessment	Next Steps
MKC's Student Learning Outcome #5: Students will be able to identify necessary requirements for graduation.	Projected level of achievement is estimated to be: 75% of students will perform at the Competent level	See, "Assessment Chart for Student Learning Outcome #5" for connection of the MKC SLO to Kapi`olani's Student Development Outcomes and strategy for assessment.	86% of students met the criteria for performing at the Competent level. (See "Results" section for full report)	<ol style="list-style-type: none"> <li>1. Celebrate success!</li> <li>2. Revise SLO #5</li> <li>3. Revise strategy for SLO</li> </ol> (See "Next Steps" section for full report)

**ASSESSMENT CHART for Student Learning Outcome #5**  
Maida Kamber Center  
Spring 2012

Kapi`olani Community College's SDO 1: Students will continue to grow through self-awareness  
Kapi`olani Community College's SDO 2: Students will be responsible for their choices and make informed decisions

**Learning Goal 2: Exploration, Assessment, Decision Making**

Students can explore, assess, re-examine and act upon their progress toward academic, career, and life goals to make informed decisions.

**Maida Kamber Center SLO #5:**  
SWIBAT identify necessary requirements for graduation

3 = Competent	Registered and all courses fulfill graduation requirements.
2 = Basic	Registered and some courses fulfill graduation requirements.
1 = Poor	Registered and none of the courses fulfill graduation requirements.

**Assessment Strategy**

Step 1: In Spring 2012, take a random sample of students who came to the MKC for counseling services (e.g. every 10th student).

Step 2: Counselors view STAR to assess rating for student (Competent, Basic or Poor). Outcomes measured by determining whether student course selection would fulfill graduation requirements.

Step 3: Review data, discussions, share findings. Submit report.

Counseling Unit/Department: Maida Kamber Center

Date: March 15, 2013

Individual completing the form: MKC Assessment Team (Sharon Fowler, Karimi Minor-Flores, Lori Sakaguchi)

Original MKC SLO #5: Students will be able to identify necessary requirements for graduation.

Strategy type	Organizational	Operational	Organizational/ Strategic	Organizational/ Strategic	Assessment- related			
<b>Based on your “next steps”, what changes might be needed in your unit to complete the cycle for this intervention?</b>	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>	What are your Action Plans for change? <i>(See guide for examples)</i>
Intervention #1: Revise SLO #5	No	No	No	No	Yes, SLO has been changed to read: SWiBAT register for applicable courses.	No	No	None, SLO #5 has been revised.
Intervention #2: Revise strategy to assess SLO #5	No	Yes, implement SARS Trac for student sign-in.	No	No	Yes, Strategy has been updated to: Use SARS to extract Student IDs. Use STAR Student Success report to assess.			Need to arrange for training on STAR Student Success report, batching, data extraction from SARS

## Results

In this SLO, the wording “necessary requirements for graduation” referred to students registering for required classes leading to the Associate of Arts, Liberal Arts or the Associate of Science, Natural Science (Physical, Life and Pre-Engineering focuses) degrees.

The results are anticipated to demonstrate the MKC counselors are performing at a high level of competency. The sample consisted of 300 randomly selected students who self-elected to come to the MKC for assistance. The group was selected from the front desk sign-in sheet. Every tenth name was selected for our study. All student names were entered into a spreadsheet.

The 300 STAR Academic Journey records were reviewed. The goal of the record review was to determine if the students had registered for courses that fulfilled degree requirements. In evaluating the records, the following scale was used:

- 3 = Competent: Registered and all courses fulfill graduation requirements
- 2 = Basic: Registered and some courses fulfill graduation requirements
- 1 = Poor: Registered and none of the courses fulfill graduation requirements

Two additional designations were added after looking at students’ records:

- G = Graduated
- X = Not Registered at KCC

1. Within the 300 students’ records, additional data was collected, aside from the scale above:
  - 35 students (12%) had graduated
  - 30 students (10%) had transferred to a four-year campus
  - 20 students did not provide valid UH ID number
  - 64 students never enrolled in KCC

The students in the above categories were removed from the study with the resulting base study population of 151. Upon reviewing the remaining 151 students, the data indicated:

- 130 students were level 3, competent
- 20 students were level 2, basic
- 1 student was level 1, poor

Individual student registration records selected for review by this study were examined through STAR Academic Journey. The MKC counselors achieved a competency level of 86%, which indicates a strong significance that the majority of students who came into the center for academic advising did meet the described definition of “competent.”

Additional Analysis: Through further analysis of possible indicators related to students meeting the aforementioned definitions of “Basic” or “Poor”, the following observations were made:

- Some students were pre-health science majors and had enrolled in HLTH 125 or other health science classes that are not qualified courses for the AA, or ASNS
- Some students taking 300-level courses at UHM were also enrolled in courses considered not qualified for the AA or ASNS
- Students from CTE programs on campus who came in for advising and who did not enroll in courses that were qualified for the AA or ASNS received an evaluation of either “Basic” or “Poor” in this study.

## Next Steps

The Maida Kamber Counselors provided excellent service to KCC students seeking graduation and transfer advice. This level of service is supported by the high percentage of students who received counseling and advising and subsequently registered for courses that were applicable to their degree.

Next steps for the following assessment on SLO #5 are:

1. Celebrate our success: Out of 151 students surveyed, 86% of students were able to identify necessary requirements for graduation.
2. The Assessment Team proposes that the SLO be revised to gather more accurate information.  
At present the SLO reads: SWIBAT identify necessary requirements for graduation.
  - A. Possible revision: Students will be able to register and all their courses will fulfill graduation requirements
  - B. Possible revision: Students will understand the registration process and select courses that meet their individual graduation requirements and/or program/degree requirements for their next academic goal
3. Through additional analysis, there were approximately three factors that compromised our data. MKC Counselors were advising:
  - A. Students in pre-health science majors registered for courses such as HLTH 125 and/or other courses that did not meet AA or ASNS requirements
  - B. Students taking 300 level courses at UHM
  - C. Students in CTE programs
4. Consider using another instrument for collecting data
  - A. Consider multiple sources of assessment ( e.g. collect data from STAR Workshops)
    - i. Conduct pre and post tests. Place SLO assessment questions at the very end of survey
  - B. Select one person to analyze data to minimize subjectivity
  - C. Confirm conclusions with colleagues