

Program SLO Learning Report (for AY 2012-2013)
Counseling Unit/Student Affairs Program Learning Report
Programs: Health Science/Nursing

Program SLO	Timeline	Expected Level of Achievement	Assessment Strategy/ Intervention	Results of Program Assessment	Next Steps After Assessment Results
<p>In Academic Year 2012-2013, students will be able to synthesize information and make an informed decision toward a specific career pathway.</p>	<p>In Fall 2012 and Spring 2013, students participating in program information sessions were asked to evaluate their level of awareness relative to making a decision about a specific health academic program, ultimately assessing their knowledge before and after participating in the program information session.</p>	<p>Within a rubric that defines the student's current level of knowledge and preparedness relative to a health academic program, the students were asked to determine if they are “(1) Just getting started,” “(2) Basic,” “(3) Competent” or “(4) Advanced.”</p> <p>Prior to attending a program information session, approximately 80% of participants were expected to define themselves as “(1) Just getting started.”</p> <p>After attending a program information session, approximately 70% of participants were expected to define themselves as “(2) Basic” or higher.</p>	<p>Through the college's new student orientations sessions as well as individual counseling sessions, students interested in a health academic program were advised to participate in a program information session in order to familiarize themselves with a health academic program relative to the following:</p> <ul style="list-style-type: none"> ▪Career ladder ▪Admissions requirements ▪Prerequisite courses ▪Selection Criteria ▪Pre-Admissions Exam ▪Program cost <p>After participating in the program information session, students completed an evaluation survey in order to assess their knowledge before and after participating in the program information session.</p>	<p>Students did increase their awareness of the health academic program requirements, wherein they self-reported that they were at a lower level of awareness (i.e., “Just Getting Started”) before attending the session; and were at a higher level of awareness (i.e., “Basic” or “Competent”) after attending the session, thus asserting that students are able to synthesize information and make informed decisions about a career pathway.</p>	<p>In order to further enhance the student's awareness of the health academic program requirements, the application process for the health academic programs will be enhanced to include a “Health Careers @ A Glance” profile sheet, wherein students will be able to familiarize themselves with the following items relative to each health academic program:</p> <ul style="list-style-type: none"> ▪Occupational cluster ▪Personal qualities ▪Semester entry ▪Application period ▪Selection process ▪Selection criteria ▪Pre-admissions exam ▪Prerequisite courses ▪Support courses ▪Credentials/credits <p>Students applying to the health academic programs will be required to complete a “My Plan” (narrative) that describes their preparedness for the health academic program relative to the aforementioned items.</p>

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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? <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 New Student Orientation Sessions (as coordinated by KCC FYE)	No	No	No. Current relationship with FYE Program Coordinator provides for satisfactory coordination for Health Science and Nursing Department Counselors’ participation in NSO sessions.	No	Yes. The Nursing Department in collaboration with the Health Science Department would like to explore the possible use of Banner and SARS to track students relative to measuring SLOs.	Yes. The Nursing Department in collaboration with the Health Science Department would like to work with the Academic Deans, VCSA and VCAA to explore the purchase of software program that will assist in tracking students participating in events relative to measuring SLOs.	Yes. See response to question on reallocation of resources already provided by VCSA, VCAA and Academic Deans.	Work with Academic Deans, VCSA and VCAA to explore purchase of software program to assist with tracking students participating in events to more readily measure SLO’s.

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Intervention #2 Nursing Information Sessions	No	No	No However, contact with CELTT required for guidance and expertise in updating on-line version of information session.	No	Yes. The Nursing Department in collaboration with the Health Science Department would like to explore the possible use of Banner and SARS to track students relative to measuring SLOs.	Yes. The Nursing Department in collaboration with the Health Science Department would like to work with the Academic Deans, VCSA and VCAA to explore the purchase of software program that will assist in tracking students participating in events relative to measuring SLOs.	Yes. See response to question on reallocation of resources already provided by VCSA, VCAA and Academic Deans.	1. Revise evaluation form to include rubric to assess student's learning outcomes before and after session participation. 2, Revise on-line version of nursing info session to include nursing program updates and new evaluation form.

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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>	What are your Action Plans for change? <i>(See guide for examples)</i>
Intervention #3 Individual Counseling Sessions	Yes. Nursing Department Instructional Support Specialist (APT) included within individual counseling sessions to respond to general advising inquiries.	Yes. Nursing Department Office staff instructed to refer pre-nursing students to Nursing Department Instructional Support Specialist for general advising; while referrals are made to counselors for more in-depth advising (e.g., preliminary transcript evaluations, VA certifications)	No.	No However, the Nursing Department needs to continue to apprise other UHCC counselors (at HCC, LCC and WCC) on nursing program updates, so that they may properly advise pre-nursing students at HCC, LCC and WCC. Additionally, the Nursing Department needs to continue to collaborate with advisors at UH-Manoa School of Nursing and UH-	Yes. The Nursing Department in collaboration with the Health Science Department would like to explore the possible use of Banner and SARS to track students relative to measuring SLOs.	Yes. The Nursing Department in collaboration with the Health Science Department would like to work with the Academic Deans, VCSA and VCAA to explore the purchase of software program that will assist in tracking students participating in events relative to measuring SLOs.	Yes. See response to question on reallocation of resources already provided by VCSA, VCAA and Academic Deans.	Revise evaluation form to include rubric to assess student’s learning outcomes before and after participation within individual counseling session.

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				Hilo Nursing Department to provide accurate advising for ADN graduates continuing their pursuit of a BSN degree.				
Intervention #4								
Intervention #5								

Summary of Counseling/Student Affairs Student Learning Outcomes (SLO) for Health Science/Nursing Counseling Cluster (for Academic Year 2012-2013)

The Health Science/Nursing Counseling Cluster focused on one student learning outcome (SLO) that affirmed that “students will be able to synthesize information and make an informed decision toward a specific career pathway.”

The aforementioned student learning outcome was assessed via the pre-health students’ participation in a program information session in order to learn more about a specific health academic program and its requirements relative to career ladder opportunities, admissions requirements, prerequisite courses, selection criteria, pre-admissions exam and program costs.

After participating in the program information session, pre-health students completed an evaluation survey that assessed their level of knowledge and awareness before and after the session, wherein the survey results revealed that students did increase their awareness and knowledge based on a rubric used to define if the students was “just getting started,” “basic,” “competent” or “advanced,” wherein most students indicated that they were “just getting started” before the session and at the “basic” level (if not higher) after the session.

To further enhance the students ability to synthesize information and make an informed decision towards a specific career pathway, the application process for the health academic programs will be enhanced to include a “Health Careers @ A Glance” program profile sheet, which will provide additional information about each health academic program relative to its occupational cluster; the personal qualities required for the occupation; semester entry; application period; selection process; selection criteria; pre-admission exam; prerequisite courses; support courses; and credentials/credits. Using the “Health Careers @ A Glance” program profile sheet, students applying to the health academic program will be required to complete a “My Plan” (narrative) that describes their preparedness for the program relative to the aforementioned items as well as the their ability to commit specific hours of studying per week; pay for their education; confirm child care (if they have children); apply computer skills and have required computer access; as well as maintain balance with school, family and work.