2006-2007 STUDENT LEARNING OUTCOMES - PROGRAM	EXAMPLES OF ACHIEVEMENT INDICATORS	ASSESSMENT INSTRUMENT/STRATEGY	EVIDENCE/DATA	DIALOGUE	ACTION STEPS FOR FY 2008
INTELLECTUAL GROWTH	❖ Employs critical thinking in problem solving	❖ MCC Counselor Evaluation (N = 261; rating scale 1–4, with 4 = Strongly Agree) by students	❖ Average rating of **3.67/4.00** on "My counselor suggests helpful alternatives when I am facing academic difficulties."	❖ Benchmark = 3.5 rating; **exceeded** benchmark	
	❖ Meets educational goal: obtains a degree and/or certificate; transfers; non-degree seeking (enrolls for personal development; job/skill upgrade)	❖ Identify the educational goals of each student.	❖ Counseling database developed to include more pertinent data regarding educational goals. ❖ Revised Counseling intake form to reflect educational goals and long-range plans (if applicable).	❖ Much time is needed for database improvements. The department does not have enough expertise for a "profitable" return on investment (time spent trying to develop, revise, etc. the database instead of providing direct services to students). Assistance is needed on an ongoing basis from someone with expertise in Access and/or Banner to facilitate our data collection, retrieval, and analysis and to increase departmental efficiency. ❖ New (revised) intake form to be implemented July 1, 2007.	❖ Seek funding source for full-time or part-time position to provide IT support.
		❖ STAR for Advisors access available to faculty advisors on Education Management Strategic Team (Hoʻokele) and other instructional faculty self-identified as providing advising (but not on Hoʻokele team). Non-counseling faculty and staff were provided STAR for Advisors training in	❖ Twenty-four (24) faculty and staff were trained on STAR for Advisors via Hoʻokele Ed Management, TIC, and/or individualized training.		❖ Expand the reach of STAR to include more faculty advisors who are trained in STAR. Continue to provide workshops for faculty and staff on STAR to further engage in the educational planning process. Offer training via

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		small group or one-on-one setting to assist in the academic advising process.			Hoʻokele and/or individualized training.
		❖ STAR Workshop Evaluation (N = 11; rating scale Strongly Agree to Strongly Disagree) by faculty/staff workshop participants	❖ "The STAR Training workshop was beneficial to my professional development": Strongly Agree – 82%; Good – 18%; Disagree – 0%; Strongly Disagree – 0 %; No Opinion – 0%	❖ Benchmark = 80% Strongly Agree rating; **exceeded** benchmark	
			❖ "I will utilize what I have learned in this training as a faculty advisor": Strongly Agree – 82%; Good – 18%; Disagree – 0%; Strongly Disagree – 0 %; No Opinion – 0%	❖ Benchmark = 80% Strongly Agree rating; **exceeded** benchmark	
			❖ "This STAR training will help me advise my students and support their efforts to achieve/attain/reach their educational goals": Strongly Agree – 73%; Good – 27%; Disagree – 0%; Strongly Disagree – 0 %; No Opinion – 0%	❖ Benchmark = 80% Strongly Agree rating; **did not exceed** benchmark ➢ Since other Academic Journeys (AJs) were not fully tested, the Liberal Arts AJ was only one used in the initial trainings that were evaluated; program-specific AJs were used in subsequent trainings which made the experience more relevant for faculty advisors	❖ Continue to build STAR for remaining MCC programs and offer STAR update workshops.
			❖ "The workshop was clear and concise": Strongly Agree – 82%; Good – 18%; Disagree – 0%; Strongly Disagree – 0 %; No Opinion – 0%	❖ Benchmark = 80% Strongly Agree rating; **exceeded** benchmark	

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PERSONAL AND EDUCATIONAL GOALS	❖ Uses personal and educational goals to guide decisions		❖ "The facilitators (Colleen Shishido and Shane Payba) presented the material well": Strongly Agree – 82%; Good – 18%; Disagree – 0%; Strongly Disagree – 0 %; No Opinion – 0%	❖ Benchmark = 80% Strongly Agree rating; **exceeded** benchmark	
		❖ MCC Counselor Evaluation (N = 261; rating scale 1–4, with 4 = Strongly Agree) by students	❖ Average rating of **3.77/4.00** on "My counselor is supportive and encourages me to make decisions that will lead to my success."	❖ Benchmark = 3.5 rating; **exceeded** benchmark	
		❖ Counseling Department Advisory Committee Data	❖ Established Counseling Department Advisory Committee in May 2007	❖ The Advisory Committee is comprised of 10 members representing students, campus, and community. The purpose of the Committee is to help the Counseling Department meet its mission of providing services that assist students in realizing their educational goals. ❖ Eight our of 10 members attended the first meeting	❖ Plan to meet once per semester
		❖ Advisory Committee survey of May 1 meeting; (N = 6; rating scale 1–5, with 5 = Excellent)	❖ Average rating of **4.8/5.00** on "Location." ❖ Average rating of **4.6/5.00** on "Day of Week." ❖ Average rating of **4.6/5.00** on "Time." ❖ Average rating of **4.6/5.00** on "Length of Meeting." ❖ Average rating of **4.5/5.00** on "Information Packet." ❖ Average rating of **4.6/5.00** on "Use of Time."	❖ Benchmark = 4.0 rating; **exceeded** benchmark ❖ Benchmark = 4.0 rating; **exceeded** benchmark ❖ Benchmark = 4.0 rating; **exceeded** benchmark ❖ Benchmark = 4.0 rating; **exceeded** benchmark ❖ Benchmark = 4.0 rating; **exceeded** benchmark ❖ Benchmark = 4.0 rating; **exceeded** benchmark	