

**MAUI COMMUNITY COLLEGE
COUNSELING DEPARTMENT
ANNUAL PROGRAM REVIEW
2006 – 2007**

<u>2006-2007 STUDENT LEARNING OUTCOMES - STUDENTS</u>	<u>EXAMPLES OF ACHIEVEMENT INDICATORS</u>	<u>ASSESSMENT INSTRUMENT/STRATEGY</u>	<u>EVIDENCE/DATA</u>	<u>DIALOGUE</u>	<u>ACTION STEPS FOR FY 2008</u>
INTELLECTUAL GROWTH	<ul style="list-style-type: none"> ❖ Produces personal and educational goal statements ❖ Employs critical thinking in problem solving 	<ul style="list-style-type: none"> ❖ Educational Plans in (enrolled) student folders (hard copy and/or electronic) ❖ MCC Counselor Evaluation (N = 261; rating scale 1–4, with 4 = Strongly Agree) by students 	<ul style="list-style-type: none"> ❖ 1863 Educational Plans are on file in the Counseling Center ❖ An Educational Plan template is available to 100% of the students (enrolled and non-enrolled) via the Counseling Department Web page. The Ed Plan template was revised to a generic format; updated on Counseling Web page in pdf and Word and made available for students to download; completed March 2007. ❖ Average rating of 3.72/4.00 on “My counselor assisted me in developing an educational plan 	<ul style="list-style-type: none"> ❖ Benchmark = 75% of (enrolled) student folders will contain an Educational Plan; 1863 out of 2981 students folders; did not meet benchmark <ul style="list-style-type: none"> ➤ Educational Plans developed in groups were not copied and placed in students files due to computer lab (classroom) logistics and lack of access to a copier. ➤ The Counseling Department database contains a feature to scan Educational Plans; currently not utilized ❖ Students are able to visualize their short-, mid-, and/or long-range plans by laying out their courses in the Educational Plan according to academic program requirements. ❖ Benchmark = 3.5 rating; exceeded benchmark 	<ul style="list-style-type: none"> ❖ Look into purchasing a portable copier to use in group advising ❖ Find funding source to replace Counseling Department’s work group printer that is already showing signs of wear and tear; consider multi-function capacity to include scan feature for Educational Plans ❖ Inform students via email listserv of the availability of the template on the Web to enhance its usage.

2006-2007 STUDENT LEARNING OUTCOMES - STUDENTS	EXAMPLES OF ACHIEVEMENT INDICATORS	ASSESSMENT INSTRUMENT/STRATEGY	EVIDENCE/DATA	DIALOGUE	ACTION STEPS FOR FY 2008
INTELLECTUAL GROWTH (continued)	<ul style="list-style-type: none"> ❖ Uses complex information from a variety of sources (schedule of classes, catalog, STAR, Educational Plan, advising sheets) including personal experience and observation to form a decision or opinion 	<ul style="list-style-type: none"> ❖ MCC Counselor Evaluation (N = 261; rating scale 1–4, with 4 = Strongly Agree) by students ❖ MCC Counselor Evaluation (N = 261; rating scale 1–4, with 4 = Strongly Agree) by students 	<p>that will help me realize career goals.”</p> <ul style="list-style-type: none"> ❖ Average rating of 3.72/4.00 on “I can now apply the information learned in this session to selecting courses.” ❖ Average rating of 3.70/4.00 on “I have learned more about courses and have a better understanding about my degree program.” ❖ Average rating of 3.72/4.00 on “I can now apply the information learned in this session to selecting courses.” ❖ Average rating of 3.62/4.00 on “I am now aware of informational resources (e.g. The Learning Center, Educational Opportunity Center, Financial Aid) that are available to me.” ❖ A link to an updated Web site on transfer and articulation within the UH system was added to the Counseling Web page. ❖ Counseling Department developed 81% of the MCC STAR (degree audit system) Academic Journeys (AJs); built for 2002 - 2006 <ul style="list-style-type: none"> ➤ 68% of AJs built were 	<ul style="list-style-type: none"> ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ 65 Certificate of Competence AJs are “live” to students (for each major/each year) ❖ 39 Certificate of Completion AJs are “live to students ❖ 25 Certificate of Achievement 	<ul style="list-style-type: none"> ❖ Continue to provide avenues for students to utilize multiple resources (e.g. Registration Workshops, STAR workshops, information on the Counseling Web page) to monitor and evaluate educational progress. ❖ Complete testing the “in progress” (built but needs testing) MCC STAR degree audits to provide information for students and faculty: <ul style="list-style-type: none"> ➤ 3 Certificate of Competence AJs are “in progress” (for each major/each

2006-2007 STUDENT LEARNING OUTCOMES - STUDENTS	EXAMPLES OF ACHIEVEMENT INDICATORS	ASSESSMENT INSTRUMENT/STRATEGY	EVIDENCE/DATA	DIALOGUE	ACTION STEPS FOR FY 2008
INTELLECTUAL GROWTH (continued)		<ul style="list-style-type: none"> ❖ Registration Workshop Evaluation for Liberal Arts Majors (N = 20; rating scale 1–4, with 4 = Strongly Agree) by students Note: Evaluation was implemented in June 2007 ; 3 workshops evaluated 	<ul style="list-style-type: none"> made “live” (tested and made accessible) to MCC students to view through the STAR Degree Check link in their Portal ❖ Eight (8) STAR workshops were conducted in FY 07 (November/December/March/April) for continuing students, with 34 students participating. ❖ 32 Registration Workshops for Liberal Arts Majors were conducted in FY 07 for new, returning, and transfer students, with 250 students participating. ❖ Average rating of 3.45/4.00 on “I understand about the distribution of Liberal Arts courses and have a better understanding of what classes I need to take.” ❖ Average rating of 3.55/4.00 on “I can apply the information learned in this session to selecting courses and determining how a Liberal Arts 	<ul style="list-style-type: none"> AJs are “live” to students ❖ 50 Associate AJs are “live” to students ❖ Counseling department piloted STAR workshops to introduce the new degree audit system, provide academic advising services, and facilitate student registration. ❖ Benchmark = 3.5 rating; not exceeded benchmark ❖ Benchmark = 3.5 rating; exceeded benchmark 	<ul style="list-style-type: none"> year); not available to students ➤ 7 Certificate of Completion AJs are “in progress”; not available to students ➤ 34 Certificate of Achievement AJs are “in progress”; not available to students ➤ 38 Associate AJs are “in progress”; not available to students ➤ 1 Bachelor’s AJ is “in progress”; not available to students ❖ Complete building the MCC STAR Academic Journeys to provide information for students and faculty. ❖ Continually update and maintain the STAR degree audits for each catalog year. ❖ Incorporate STAR Degree Check in Registration Workshops for new/transfer/returning students

2006-2007 STUDENT LEARNING OUTCOMES - STUDENTS	EXAMPLES OF ACHIEVEMENT INDICATORS	ASSESSMENT INSTRUMENT/STRATEGY	EVIDENCE/DATA	DIALOGUE	ACTION STEPS FOR FY 2008
INTELLECTUAL GROWTH (continued)		<ul style="list-style-type: none"> ❖ Counseling Department Program Resource Area 	<p>degree fits into a bachelor's degree."</p> <ul style="list-style-type: none"> ❖ Average rating of 3.65/4.00 on "I understand why a student would choose to be a Liberal Arts major." ❖ Average rating of 3.70/4.00 on "I am more confident about deciding on the next step in my Educational Plan." ❖ Average rating of 3.80/4.00 on "I was satisfied with how the advisors handled my questions." ❖ "My overall evaluation of this advising session is:" Excellent – 85%; Good – 15%; Average – 0%; Fair – 0 %; Poor – 0% ❖ 100% of the advising sheets for 2006-2007 were completed. ❖ An advising worksheet for every certificate and degree is made available to students in the Counseling Center. ❖ Transfer Program Advising & Activity Station provides information on 100% of University Center on Maui baccalaureate and graduate options. Resources are available on all UH system and other non-UH university campuses. 	<ul style="list-style-type: none"> ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ Benchmark = 80% excellent rating; exceeded benchmark ❖ Hard copies were made available to students who came to the Kahului Counseling Center. Counselors serving Hana, Molokai, and Lana'i utilized the advising sheets with their Outreach students. 	<ul style="list-style-type: none"> ❖ Utilize the MCC Web announcements feature to advertise Transfer Workshops and individual appointments with university representatives. ❖ Continually update transfer information in the Counseling Center.

2006-2007 STUDENT LEARNING OUTCOMES - STUDENTS	EXAMPLES OF ACHIEVEMENT INDICATORS	ASSESSMENT INSTRUMENT/STRATEGY	EVIDENCE/DATA	DIALOGUE	ACTION STEPS FOR FY 2008
		<ul style="list-style-type: none"> ❖ Counseling Department Transfer Data from Database ❖ Counseling Department Transfer Program Data 	<ul style="list-style-type: none"> ❖ No data reported - the database contained insufficient transfer data for FY 06 ❖ Eight (8) Transfer Workshops from UH system and private institutions were conducted throughout the year. 	<ul style="list-style-type: none"> ❖ The Counseling Department's computer that housed the database "crashed" mid-March 2006; all database information was lost; no funds were available at that time for a new computer replacement, therefore a used computer was installed; with multiple users connecting to this department's main computer, Computing Services recommended that we include regular back-ups and procure a computer with more hard drive capacity (high speed hard drive, more RAM, faster processor) that would be used as the departmental server; back-ups were immediately incorporated on a weekly basis ❖ Additionally, individual appointments were made available to students with the respective campus representative. Students were notified of these workshops via flyers, emails, phone contacts, and referrals. The Counseling Department sponsored the College Transfer Fair on November 14, 2006 with 150 student participants. 	<ul style="list-style-type: none"> ❖ Find funding source to replace Counseling Department's computer (that houses the database) with one with more hard drive capacity.

2006-2007 STUDENT LEARNING OUTCOMES - STUDENTS	EXAMPLES OF ACHIEVEMENT INDICATORS	ASSESSMENT INSTRUMENT/STRATEGY	EVIDENCE/DATA	DIALOGUE	ACTION STEPS FOR FY 2008
PERSONAL AND EDUCATIONAL GOALS	<ul style="list-style-type: none"> ❖ Sets, articulates, and pursues individual goals ❖ Uses personal and educational goals to guide decisions 	<ul style="list-style-type: none"> ❖ MCC Counselor Evaluation (N = 261; rating scale 1–4, with 4 = Strongly Agree) by students 	<ul style="list-style-type: none"> ❖ Average rating of 3.65/4.00 on “I am more confident about deciding on the next step in my educational plan.” 	<ul style="list-style-type: none"> ❖ Benchmark = 3.5 rating; exceeded benchmark ❖ Incorporated the concept of goal-setting in the Liberal Arts New Student group advising workshops. ❖ Increased number of group advising sessions (according to major) to enable more students to receive in-depth Liberal Arts information. ❖ Initiated advising sessions for Kamehameha Schools’ dual credit program. 	<ul style="list-style-type: none"> ❖ Conduct workshops for students and faculty on STAR to further engage in the educational planning process. ❖ Utilize technology (i.e. email listservs) to encourage students to meet with counselors/advisors early in the semester to plan for the following semester. This should ensure quality advising time and availability of appointments. ❖ Advocate for a 2-3 year rotation of course offerings, especially in the natural sciences area, to allow for better preparation and planning for students.