Program/Department Name: Retention Counseling
Individual Completing Report: Melanie Carr
Date: 5/31/14

**<u>Program/ Departmental Self-Assessment Procedure and Action Plan</u>**

Purpose:

      To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

      All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

      Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

                                        Yes __X___           No _____

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

                                          Yes __X___           No _____

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

                                          Yes __X___            No __ ___

4.  Findings

Are research results analyzed and interpreted and findings determined?

Yes __X___                    No __ ___

5.  Review Process

Are findings are discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes __X___                    No __ ___

6.  Proposed Actions

Are recommendations acted upon?

Yes __X___                    No __ ___

7.  Improvements

Have actions result in documented improvements in student learning or academic/ student services?

Yes __X___                    No _____

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

## Assessment Measures Inventory

Purpose:

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

Instructions:

Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

| Assessment Measures for Goals (Outcome measures from assessment report) | Is trend data available for the measure? (Yes or No) | Has a performance benchmark(s) been identified for the measure? (Yes or No) | Type of performance benchmark (check all that apply) | | |
|---|---|---|---|---|---|
| | | | SSC (Internal) | State-level (OACC, OBR, etc) | National (Professional Org., accrediting group, etc.) |
| Goal 1, Outcome Measure 1 Student Information Review and Evaluation | N | NA | | | |
| Goal 1, Outcome Measure 2 Personal Growth and Responsibility Rubric | Y | NA | X | | |
| Goal 1, Outcome Measure 3 Case Studies with Rubric | Y | NA | | | |
| Goal 2, Outcome Measure 1 ACT SOS | Y | Y | X | | X |
| Goal 2, Outcome Measure 2 Student workshop Evaluations: | Y | NA | X | | |
| Goal 2, Outcome Measure 3 Faculty and Staff Support Services Effectiveness Survey | Y | Y | X | | |
| Goal 2, Outcome Measure 5 Services Outcomes Survey | N | N | X | | |
| Goal 2, Outcome Measure 6 Services Log | Y | NA | | | |

## Student Service Goals

Goal 1: To empower students to progress towards academic independence and success

Goal 2: To provide high quality learning support services to students faculty and staff

## Summary Narrative

In the past year, the Teaching and Learning Division was eliminated and the Divisional personnel were either reassigned or severed.  While a new Student Success Division is being created, the direct services to students through the Retention Counselor/Facilitator are being maintained through the College's Education, Liberal Arts, and Mathematics Division.  This has resulted in a significant redesign in the daily routines of administering services including an interruption in the assessment review process.  Through the Retention Counselor/Facilitator services, the Student Success Division continues to offer individual and group academic skill support available to all Stark State College (SSC) students. Individual support sessions and seminars are focused on disseminating skills and information that support students in achieving their educational goals.

A number of assessment instruments were used to collect both indirect and direct qualitative and quantitative data from key stakeholder groups (faculty, staff, and students).  These measures included an information review, a Personal Growth and Responsibility rubric, a faculty/staff service satisfaction survey, a services survey, a seminar evaluation, and a service log.  Results of these assessments were evaluated and changes were proposed.

The ACT Student Opinion Survey is administered on a three-year cycle and is due to be conducted in Fall 2014.  With the retirement of the ACT SOS, the Noel Levitz Student Satisfaction Inventory will be administered in Fall of 2014.

During the previous assessment cycle, it is was determined that though the general satisfaction in quality of services was very high, evidence indicated that the area needing improvement was getting students to access the services.  An entirely new approach was identified and designed with the focus being on partnering with academic areas that demonstrated a need of co-curricular support and the willingness to work with the Retention Counselor/Facilitator to design services specifically aimed at an identified student need.  The two areas that were chosen for this partnership were the Sciences Division and the Math Department.  With the embedding of services within the curriculum came a marked increase in the number of participants.  As the services have been established and the participation numbers have significantly increased, the challenge for next year will be to identify ways to determine the impact on student success.

The development of the Personal Growth and Responsibility Rubric established a method by which individual student interactions could be guided and assessed.  The tracking of the rubric assessments became key as aggregated data about students personal growth could be reviewed and followed over time.  As the review of students' development seems to indicate deficiencies in the areas of personal responsibility and insight, it is warranted to look at how student development theories may be utilized to challenge students to grow in these areas.  As the College evolves from an *Access* to an *Access with Success* institution, progress with students on these factors is paramount to student success.  Though the scope of the Retention Counselor/Facilitator is rather small, newly formed partnerships may offer the opportunity for a larger impact in these key areas.

Overall, the effectiveness of the Retention Counselor/Facilitator services were ranked high.  As a result of this assessment, further partnerships with Divisions and Departments will be explored to expand the impact of these efforts.

**Assessment Results Report**

Purpose:

  The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the <u>systematic</u> assessment of academic support outcomes.

Instructions:

  Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of <u>key findings</u>, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

**Goal 1:** To empower students to progress towards academic independence and success

Outcome Measure 1: Student Information Review and Evaluation

  Terms of Assessment: Summer _____  Fall ___X__  Spring _____  Annual _____

  Findings: Faculty in the Sciences Division were surveyed as to the content and effectiveness of information that was developed for the new Sciences Division seminar.

A part of a review of the new Science Study Skills workshops, the materials created for that were reviewed by the faculty teaching the Science 101 courses. 11 out of 13 faculty members rated the workshop materials good or excellent with 69% of them giving the highest ranking.

  Review Committee/ Process: The results were collected through an electronic survey tool and reviewed by the Retention Counselor/Facilitator.

  Proposed actions for next term/academic year: The new materials created for the math interventions will be reviewed.

  Improvements: NA

Outcome Measure 2: Maintenance of Personal Growth and Responsibility Rubric

  Terms of Assessment: Summer _____  Fall __X___  Spring ___X__  Annual _____

  Findings: Throughout the 2012 – 2014, assessment cycle each student receiving individual retention counseling services was assessed utilizing the Personal Growth and Responsibility Rubric. A database was created in the Fall of 2012 semester in order to track the counselor's assessment from unacceptable to outstanding on the following six rubric scales: Attendance, Preparedness, Identification of Presenting Problem,

Personal Responsibility, Prioritization, and Strengths and Weaknesses. Collecting this data has not only allowed for the review of individual development over time but also a reflection on students' performance as a two-year cohort. Over the course of the two academic the following aggregated data was collected:
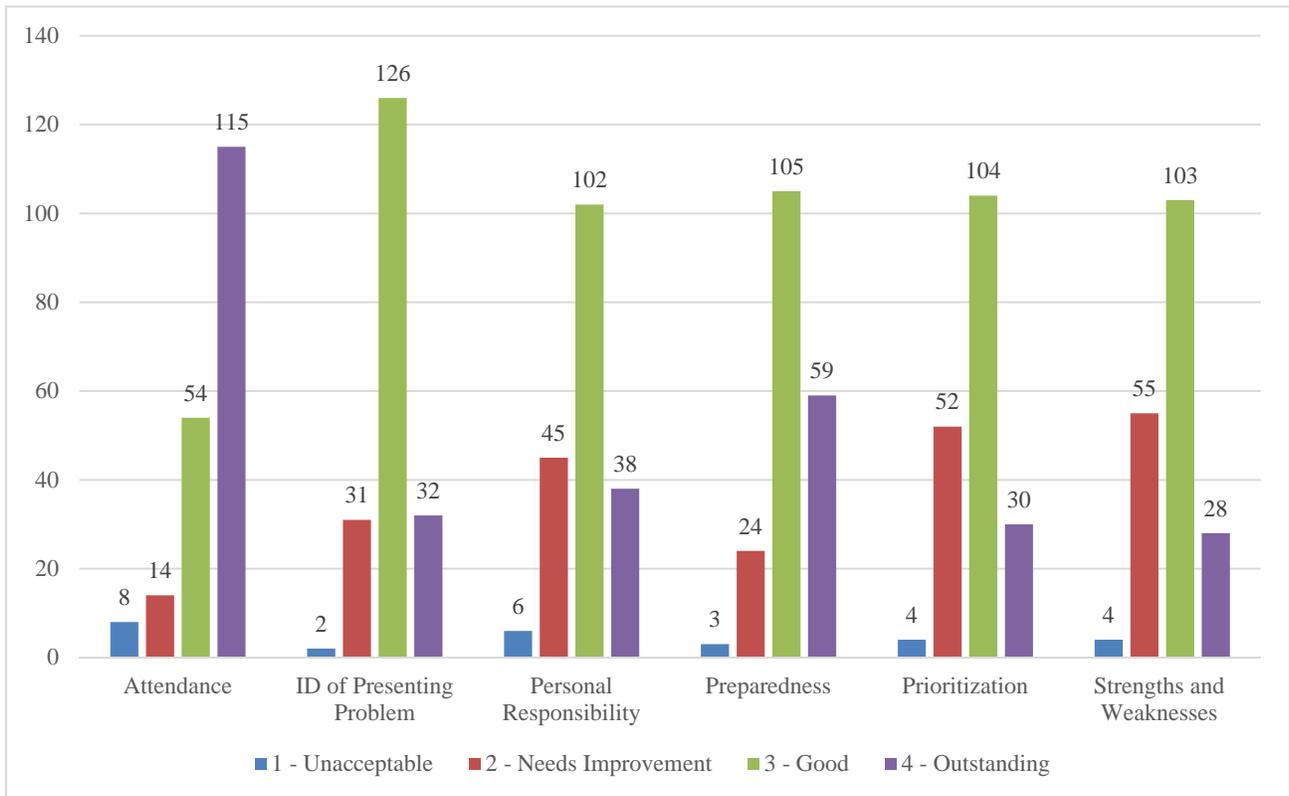


*Figure 1, Personal Growth & Responsibility Rubric Tracking Results FY13 and FY14*

This information suggests that students struggle in area of self-awareness. A lack of understanding of their role in the difficulties for which they are seeking assistance seems to be evidenced by the high number of students receiving Needs Improvement or Unacceptable in the areas of Personal Responsibility, Prioritization, and Strength and Weaknesses. Moving students through the development of skills in these areas is key to improving student success.

Review Process: The rubric tracking systems was developed and maintained by the Retention Counselor/Facilitator.

Proposed actions for next term/academic year: The next assessment cycle will allow for the comparison of these results over time.

Improvements: The utilization of the Personal Growth & Responsibility Rubric as a tool to identify opportunities for student development initiatives was established.

Outcome Measure 3: Case Studies with Rubric

Terms of Assessment: Summer _____ Fall __X___ Spring ___X__ Annual _____

Findings: A case study was conducted for the assessment of individual student support sessions. An assessment of a student according to a student Personal Growth and Responsibility rubric is included in the case

study.  The student highlighted is at risk for completion due to struggles in the areas of *Attendance*, *Personal Responsibility*, and *Prioritization* where the student displayed behaviors in the needs improvement category. Strategies to become more effective in these areas were explored through individual student sessions.  These results seem to be reflected in the overall student population as well.

Review Process: The case study was reviewed with the division dean and results were considered for change in services.

Proposed actions for next term/academic year:  The role of non-academic skill assessment and development in a student's journey at SSC will be more closely examined.  How the services offered through the Student Success Division develop and support that process will need to evolve with the new Division.

Improvements: NA

**Goal 2:** To provide high quality learning support services to students faculty and staff

Outcome Measure 1:  The ACT Student Opinion Survey

Terms of Assessment: Summer _____          Fall __X___          Spring _____          Annual _____

Findings:  The ACT SOS is conducted every three years. The last survey took place in 2011.  Two questions were relevant to the support services provided by the Teaching and Learning Division. Students were asked if they were satisfied with the types of services offered and the overall quality of the services.  Figure 1 outlines the survey results:

| | # Respondents | Very Satisfied/ Satisfied | Neutral | Dissatisfied/ Very Dissatisfied |
|---|---|---|---|---|
| Types of workshops and services (Returning to Learning, Student Success Seminars, etc) | 665 | 66% | 28% | 6% |
| Overall quality of offerings | 682 | 63% | 31% | 6% |

*Figure 1, 2011 ACT SOS Results*

Results indicate that most of those who identified a preference were satisfied with the services.  It is important to note that a large number of students chose the neutral response to the statement.  This high rate of neutrality indicates the need to evaluate the process used for disseminating service information to the students.

The 2011 ACT SOS results for the Teaching and Learning Division were very similar to those of the 2008 results.

Review Committee/ Process: The results were collected through a paper survey administered by the College's Institutional Research and Planning office.  The report was shared with the division dean and results were considered for changes in service delivery.

Proposed actions for next term/academic year: Noel Levitz Student Satisfaction Inventory will be administered in Fall 2014

Improvements: NA

Outcome Measure 2:  Student Workshop Evaluations

Terms of Assessment: Summer _____        Fall __X___            Spring __X___Annual _____

Findings: Students attending Success Now workshops during the Fall 2012 and the Spring 2013 semesters were given the option to complete a survey at the end of each one hour session.  With small numbers of participants responding to surveys it is difficult to get any useable data but a general assessment of the survey results specifies an overall satisfaction with the seminars.

In order to assess the new Spring 2014 service design, faculty in the Sciences Division completed a survey that questioned their observations as to the effectiveness of the Science Study Skills Workshop.  This survey indicated an overall satisfaction with the contents of the workshop from both their perspective as instructor and what they noted in students' responses to the sessions.  The area of most concern was how the workshops impacted students.
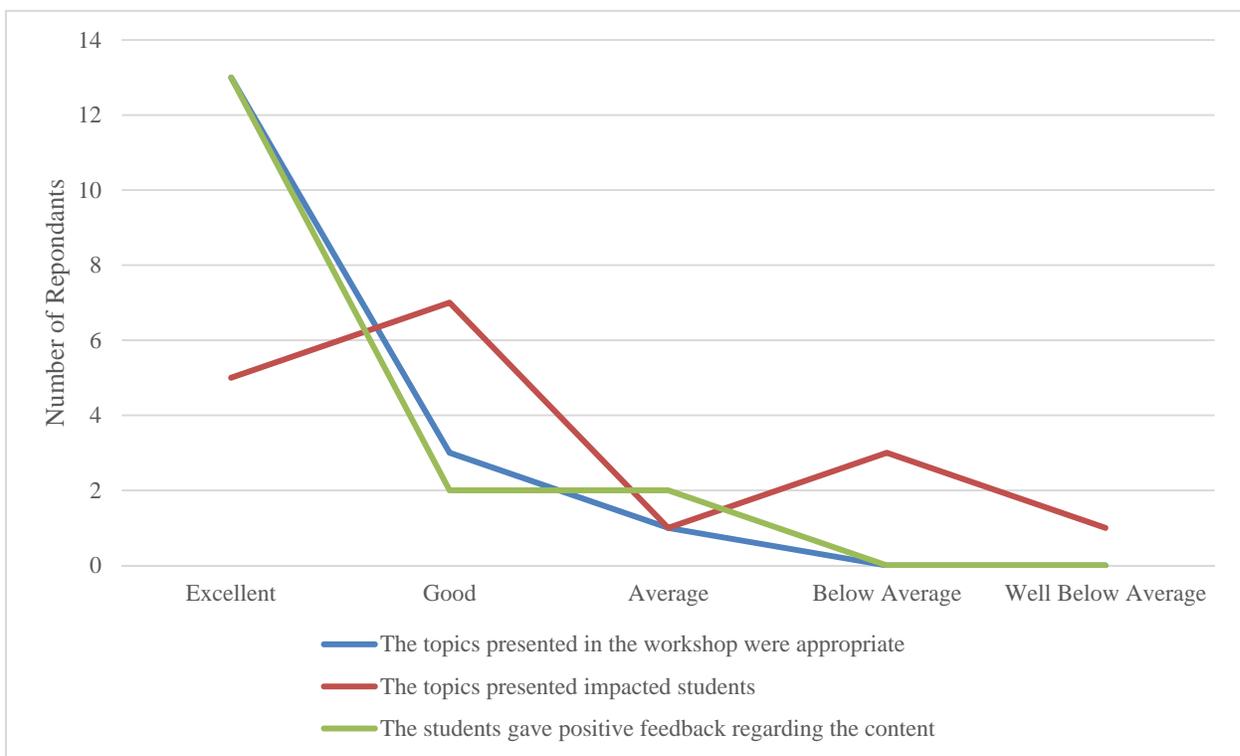


*Figure 2, 2014 Science Study Skills Workshop Faculty Survey*

With 70% of the respondents rating the impact as above average and 24% in the below average range raises questions about the workshop effectiveness in all the science areas.

Review Committee/ Process:  The Success Now survey results were collected through a paper survey. The Science Study Skills Workshop survey results were collected electronically.  All results were assembled and reviewed by the Retention Counselor/Facilitator.

Proposed actions for next term/academic year:  A method for surveying Science Workshop attendees and those participating in Math workshops need to be designed.  A method for determining impact needs to be determined.

Improvements: An improvement could be observed in offering workshop content aligned with academic goals.

Outcome Measure 3:  Faculty and Staff Support Services Effectiveness Survey

Terms of Assessment: Summer _____          Fall _____          Spring __X___          Annual _____

Findings: A survey of all college faculty and staff was completed in the Spring 2012 semester to assess the internal stakeholder's view of the interoffice services offered.  The results are highlighted in Figure 3.

| | 2012 | Grade | 2014 | Grade |
|---|---|---|---|---|
| Meets personally with you | 3.52 | A- | 3.48 | B+ |
| Speaks by phone with you | 3.49 | B+ | 3.58 | A- |
| Provides help when needed | 3.44 | B+ | 3.58 | A- |
| Exhibits solid understanding of issues | 3.38 | B+ | 3.45 | B+ |
| Provides accurate, helpful information | 3.45 | B+ | 3.49 | B+ |
| Shows courtesy and respect | 3.57 | A- | 3.71 | A- |
| Demonstrates appropriate level of confidentiality | 3.57 | A- | 3.71 | A- |
| Responds in timely manner | 3.47 | B+ | 3.54 | A- |

*Figure 3, Comparison of FY12 and FY14 Faculty and Staff Support Services Effectiveness Survey Results*

The results of the 2014 Faculty and Staff Support Services Effectiveness Survey showed an increase in all but one of category with all results in the A- to B+ range.  The overall positive outcome shows a general satisfaction with the Divisional services exceeding the College's minimum standard of a 3.0.

The comments of this survey revealed that responders did not understanding between personal counseling services and academic counseling services.  Those who wrote with an understanding of the academic counseling services related an overall level satisfaction with some suggestion regarding service expansion.

Review Committee/ Process:  The results were collected through an electronic survey administered and reviewed by the College's Institutional Research and Planning office.

Proposed actions for next term/academic year:  Continuing to educated faculty and staff on the services offered by the division is a key factor in better utilization of the services offered.

Improvements: The number of A-'s were increased from 3 to 5 from 2012 to 2014.

Outcome Measure 4:  Services Outcome Survey

Terms of Assessment: Summer _____          Fall __X___          Spring _X____          Annual _____

Findings:  During the Spring 2013 semester, students attending individual support sessions were sent an email link to complete a survey about their experience.  This methodology was chosen so as not to interfere with the student relationship with the retention counselor/facilitator.  Though the responses were overwhelmingly positive, the emails produced very few replies to the questionnaire.  Without the support of an administrative assistant, this process had to be eliminated for the 13-14 academic year.

Review Committee/ Process:  The issues with the process were reviewed by the Retention Counselor/Facilitator and the Director of Institutional Research, Planning and Assessment.

Proposed actions for next term/academic year:  The process for assessing these services must be redesigned into a format that is sustainable but still allows for relevant feedback.

Improvements: NA

Outcome Measure 5:  Services Log

Terms of Assessment: Summer __ ___          Fall __X___          Spring __X___          Annual _____

Findings:  Services delivered by the Retention Counselor/Facilitator have been logged for FY13 and FY14.  Service numbers are presented in Figure 4:
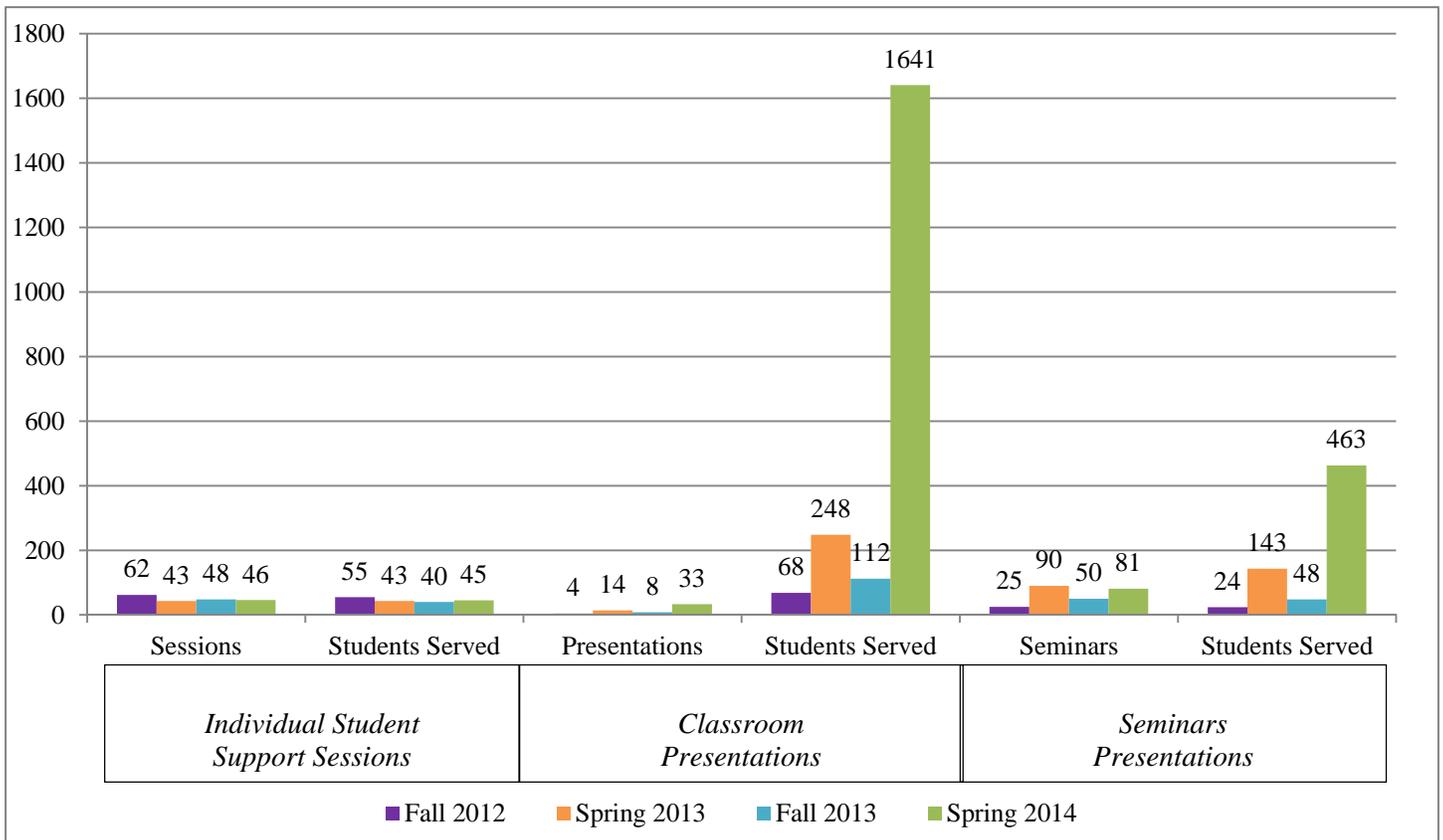


*Figure 4 FY13 and FY14 Service Log Summary Information*

Student attendance at seminars continued to be an issue in FY13.  In an effort to have a wider impact on student success, the Retention Counselor/Facilitator began work with the Science Division and Math Department in FY14 to design services that meet specific needs in those two areas.  This resulted in a significant jump in the number of students impacted through classroom presentations and seminars.  Though the individual support session numbers have not risen, many of the students who requested these sessions cited their contact with the Retention Counselor/Facilitator in classrooms or seminars as their impetus for making an appointment.

Review Committee/ Process:  Results were assembled and reviewed by the Retention Counselor/Facilitator.

Proposed actions for next term/academic year:  Expanding the collaboration with additional academic departments and divisions.  Review possible improvements in the individual student support session assessment process.

Improvements: New academic partnerships lead to a sharp increase in the number of students impacted by services.

## Assessment Report Review Rubric

Purpose:

      A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

      Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

                                      Yes __X___          No _____

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

                                      Yes __X___          No _____

Comments:

Was research conducted and findings determined for each goal?

                                      Yes __X___          No _____

Comments:

Is there a review process in place for the department/ service area?

                                      Yes __X___          No _____

Comments:

Are action steps outlined where applicable?

                                      Yes __X___          No _____

Comments:

Was the self-assessment and action plan completed?

                                      Yes __X___          No _____

Comments:

Was the assessment measures inventory completed?

                                      Yes __X___          No _____

Comments:

## Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

## Examples of *Direct* Measures of Student Learning/Services

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the "value added" to the students' learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates' skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

## Examples of *Indirect* Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni*'s perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members*' perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]