Program Name: Counseling
Report Prepared by: Jim Rubin
The current assessment contact for your program is:
   Jim Rubin- out of class assessment
   Fred Wieck – Counseling rep. on AAT
Should assessment information be sent to anyone else in your dept.? No

1. 2005-6 Counseling Assessment Plan – see Appendix A

2. Overarching Counseling Division goal:
   - Provide a comprehensive counseling instruction and service program to assist students, staff, and community members to attain their academic, career, and personal goals.

3. Alignment of Counseling’s assessment plan with PVCC’s strategic issues and Counseling’s operational plan:

Specifically-targeted PVCC Focus and Priorities and Strategic Issues
   - Support and sustain existing programs, services and initiatives that are achieving positive results as evidenced by assessment, program review and the impact on the college’s enrollment growth goals.
   - Strategic Issue # 1: What Should PVCC Do to Become a More Learning Centered College?
   - Strategic Issue # 2: How Will PVCC Become a Comprehensive College and Also Develop Niche-focused Programs?

Alignment of Counseling’s assessment plan with these F&P and SI’s:
   - Counseling chose these specific F&P and SI’s because they relate to assessment of a program’s success in student learning and providing niche-focused programs.
   - The basic aim of Counseling is to provide students with skills in problem solving and succeeding in college.
   - This goal is achieved through a variety of means, including presentations, workshops, individual counseling, classes, etc.
   - While all of the above-mentioned interventions are important the major focus of Counseling’s out-of-class assessment plan was to address individual counseling. This was done through a survey (PVCC Counseling Feedback Form) created and used by the Counseling faculty along with input from Ellen Hedlund. See Appendix B for this survey.
PVCC Counseling Feedback Form

This survey focused on:

- What the student felt they learned from the counseling session
- What areas of concern the student believes they were addressing in the session
- What areas of concern are still existing for the student after the counseling session
- What impact the counseling session had on student success as judged by the student
- What level of impact the counseling session had on the student learning a process to solve his/her problem as rated by the student
- What next steps will be taken by the student

4. Specific Counseling learning outcomes for students:

- As a result of using Counseling services, a student will be able to:
  - Identify a problem, create a plan, and execute and evaluate the problem using critical thinking skills.
    - For example, demonstrate increase efficacy in coping and problem solving skills by successfully persisting through academic coursework.
  - Identify and use on-line and print-based resources to achieve their personal, academic, and career goals.
  - Develop and apply appropriate boundaries with others.
  - Identify and apply assertive communication skills.
  - Self monitor for psychological barriers to success, i.e., depression, anxiety, drug use.
  - Identify, develop, and use academic and personal support system (asks for help from appropriate persons).
  - Assess his or her abilities, skills, and interests.
  - Apply self-knowledge and research skills to set and achieve career goals.

5. Assessment techniques used to measure the attainment of Counseling learning outcomes:

- See Appendix B – Revised PVCC Counseling Feedback Form
- Rubrics (in-class)
- Quantitative analysis of who uses counseling services, how often students use counseling services, and why the services are used.
- Student evaluations, quantitative data (i.e., attendance), and program outcome measures (i.e., the student follows up a workshop by visiting counseling, advising, the library, etc.).
6. Contribution of assessment techniques to measuring student learning and achievement:

- Focusing on the Revised PVCC Counseling Feedback Form, this assessment technique provided data that seemed to measure what students' believed they were learning from the counseling sessions, including specific skills they achieved, such as learning to monitor their self-talk or how to apply assertive communication techniques.

Again, this survey focused on:

- What the student felt they learned from the counseling session
- What areas of concern the student believes they were addressing in the session
- What areas of concern are still existing for the student after the counseling session
- What impact the counseling session had on student success as judged by the student
- What level of impact the counseling session had on the student learning a process to solve his/her problem as rated by the student
- What next steps will be taken by the student

Measurement of Learning:

- The survey data seemed to measure whether students understood the important concepts of Counseling in most cases. For example, when the student indicated that the purpose of the counseling session was to solve a problem, and he or she indicated that they learned a process to solve that problem, it may indicate that student did, in fact, learn a process to solve his or her problem. However, it could simply indicate that they think they know a process.
- So, it was clear that the survey needed to be worded more accurately to better capture actual student learning. The revised survey is what is presented in Appendix B. It is still in progress. Another question could be to actually ask students to write out the process of problem solving that they learned from that counseling session.
- In Fall, 2006, Counseling will use the revised survey for three-four weeks to capture student data.

7. Analysis and recording of the results of Counseling’s assessment program:

- All survey results were collected and compiled by one “point” Counselor. The results were tabulated on a spreadsheet including individual counselor results as well as the aggregate of the division.
- All full-time counselors and 4 part-time counselors worked with Ellen Hedlund to review the results, discuss what was learned from the counselors and the students, and to revise the survey and process.
Staff involvement:

- All full-time and 4 part-time counselors were involved

Student involvement:

- Students completed the surveys

Process of keeping records:

- All survey results were collected and compiled by one Counselor. The results were tabulated on a spreadsheet including individual counselor results as well as the aggregate of the division.

8. Outcomes students learned at or beyond Counseling’s expectations:

- Identify a problem, create a plan, and execute and evaluate the problem using critical thinking skills.
- Identify, develop, and use academic and personal support system (asks for help from appropriate persons).
- Assess his or her abilities, skills, and interests.
- Apply self-knowledge and research skills to achieve career goals.

Areas needing improvement:

- Identify a problem, create a plan, and execute and evaluate the problem using critical thinking skills.
- Develop and apply appropriate boundaries with others.
- Identify and apply assertive communication skills.
- Self monitor for psychological barriers to success, i.e., depression, anxiety, drug use.

9. Two concerns about student learning identified this year:

- Are students truly learning how to identify their issue(s) and apply a plan to resolve that issue(s)?
- How does counseling contribute to student’s learning how to cope with issues that relate to their retention at PVCC?
10. Use of assessment information this year:

- Counselors used the *PVCC Counseling Feedback Form* and followed up the survey in each individual counseling session with simple questions such as *What did you learn today? How did today's session contribute to addressing your problem?*

How results were communicated to faculty, staff, alumni, and students:

- The quantitative results were shared via email with the entire college
- The survey data was shared with students in a general way. Since the surveys were anonymous, specific results were not shared with students. However, given the aggregate survey results, Counselors realized a need to follow up individual counseling sessions to see what students actually learned.

Changes made in Counseling's program as a result of assessing students:

- Re-wording the *PVCC Counseling Feedback Form* to more accurately capture actual student learning.
- Adding another question that actually asks students to write out the process of problem solving that they have learned from that counseling session.
- In Fall, 2006, Counseling will use the revised survey for three-four weeks to capture student data.

Tie in between Counseling assessment plan with Counseling's strategic plans:

- See question 3

Tie in between Counseling assessment plan with Counseling's operational plan or budget requests:

- Counseling's operational plan includes Counseling aims to assist each interested student in making informed and realistic decisions in the areas of educational and career choices; to provide services that reflect the understanding that student development includes social, intellectual, psychological, and ethical development; and to provide credit courses, seminars, group discussions, and one-on-one opportunities to assist in making realistic career and educational decisions.
- Further, delivering counseling services to underprepared students, and those who typically have not used counseling services, as well as increasing awareness and access to the general PV population of students (including adding counseling services during the summer and throughout the year on Saturdays), will likely result in increased retention and persistence of students as studies have shown that counseling services contributes greatly to student retention and persistence in
college. Individuals within the diverse student body are more appropriately represented and understood.

- Since we focused on individual sessions, and the issues students bring to those individual sessions is quite varied, we can generalize that we are assessing whether counseling contributes to its learning outcomes and student goals.
- The Counseling assessment plan includes data collection and analysis measuring whether students are learning how to make informed choices regarding academics, personal, and career decisions. It also includes measuring issues that relate to retention, student engagement, and learning, in general.
APPENDIX A

COUNSELING DIVISION ASSESSMENT PLAN

VISION STATEMENT

The faculty and staff of the Counseling and Personal Development Division at Paradise Valley Community College commit to personal and professional growth to facilitate the holistic transformation of students to achieve their academic, career, and personal goals.

We commit to honoring and enhancing the unique strengths and talents of our team, our colleagues, and our community.

We commit to providing innovative services and a caring environment that respects, anticipates, and responds through effective and efficient use of resources to the unique needs of an increasingly diverse global community.

MISSION STATEMENT

The faculty of the Counseling and Personal Development Division at Paradise Valley Community College aims to provide a comprehensive counseling instruction and service program to assist students, staff, and community members to attain their academic, career, and personal goals.

STUDENT LEARNING OUTCOMES:

Program Outcomes:

An effective counseling program will:

1. Provide learners with access to personal and career development resources.
2. Provide learners with access to professional counselors to assist in learners’ attaining personal, academic, and career goals.
3. Provide consultation for faculty and staff.
4. Establish and maintain partnerships with community behavioral health agencies.
5. Design and implement professional development programs on personal and career issues for PVCC faculty and staff, including referring students to counseling, dealing with students personal issues, resume-writing, interview skills, internship programs, and improving student learning and retention.
6. Assist faculty and staff in student issues such as coping skills, disruptive behavior, and retention.
7. Assist returning adults attain necessary institutional, personal, and career skills to
attain their educational goals.
8. Continually evaluate and assess services, programs, classes through various

Developmental Outcomes:

As a result of participating in counseling, students will:

1. Prefer long-range goals over short-term or immediate needs. Able to respond to deferred gratification.
2. Feel and act on being integrated into fabric of campus (be involved on campus in clubs, volunteer, internship and/or service learning, uses campus resources).
3. Increase motivation to succeed in school in terms of grades, retention, and attainment of educational and career goals.

Learning Outcomes:

As a result of participating in counseling, students will learn to:

1. Identify a problem, create a plan, and execute and evaluate the problem using critical thinking skills.
2. For example, demonstrate increase efficacy in coping and problem solving skills by successfully persisting through academic course work.
3. Identify and use on-line and print-based resources to achieve their personal, academic, and career goals.
4. Develop and apply appropriate boundaries with others.
5. Identify and apply assertive communication skills.
6. Self monitor for psychological barriers to success, i.e., depression, anxiety, drug use.
7. Identify, develop, and use academic and personal support system (asks for help from appropriate persons).
8. Assess his or her abilities, skills, and interests.
9. Apply self-knowledge and research skills to set and achieve career goals.

Faculty Participation:
Number and percentage of residential and adjunct faculty actively participating in at least one assessment project:

- Residential faculty – 6/6, 100%
- Adjunct faculty – 7/9, 78%

ALIGNMENT TO AAT CORE OUTCOMES:

Counseling Sessions:
- FOCI:
Help students utilize problem-solving and critical-thinking skills.
Help students identify and accomplish academic, career, and/or personal goals

- Measurement Tool:
  - PVCC Counseling Feedback Form

Counseling Classes:
- CPD103BL: writing, oral communication, problem solving
- CPD102AB: problem solving, information literacy
- CPD150: problem solving, information literacy
- CPD102AH: writing, oral communication

HOW IS IT MEASURED?

Counseling Sessions:
I. Identify program and services
   - All students utilizing individual counseling services

II. Measure:
    - PVCC Counseling Feedback Form

III. Implement PVCC Counseling Feedback Form during the two week period from February 13-24, 2006.

IV. Process:
    1. During the weeks of February 13-24, 2006, after each session, counselor will request that student anonymously complete the PVCC Counseling Feedback Form and return it immediately to a central collection box in the Counseling Division.
    2. To identify for which counselor a student is completing the PVCC Counseling Feedback Form, each counselor will be assigned a color and have forms copied in that color.
    3. After the two week distribution period, forms will be collected and coded through consensus of the Counseling Division. This coding will consist of differentiating student responses to the question, “From this counseling session, I have learned:”
    4. Results for all responses to all questions will be tabulated in a database.
    5. Counselors will use data to:
       a. Improve services where necessary.
       b. Better understand the purpose of student visits to Counseling
       c. Better understand student perceptions of Counseling Division effectiveness
       d. Better understand student perception of their learning from the counseling session
       e. Better understand next steps for counseling students
       f. Better understand how counseling contributes to student retention and attending PVCC.
IV. How will we evaluate the data?

Counseling Sessions:
- From the PVCC Counseling Feedback Form, as a division, we will look at the coded information as well as the total results for each question. This data will be evaluated through discussion of the data. Categories have been formed for some questions. The question that requires counseling coding will be evaluated according to discrete categories that correspond to students responses. We will then use our learning outcomes to measure how well student responses correspond to those outcomes.

Counseling Classes:
- CPD103BL and CPD102AH use a rubric that ties the general education outcomes of writing and oral communication with the course learning outcomes involved in the final project and presentation.
- CPD250 a revised self-assessment form previously administered in the past three semesters. For Fall 2005, the assessment was administered at the end of the semester and consisted of students’ self-reporting both their initial and current levels of competence in 12 specific learning outcomes based on the course competencies.
- CPD103BL also uses a national assessment instrument to measure seven course-specific outcomes. This is given as a pre- and post-test.
- CPD102AB has a rubric for each of the 6 course-specific learning outcomes being assessed. Also, there is a 8-question pre/post student self-assessment instrument that is used by each instructor.
- CPD150, like CPD102AB, has a rubric for each of the 6 course-specific learning outcomes being assessed. Also, there is a 10-question pre/post student self-assessment instrument that is used by each instructor.

RESULTS:

Counseling Sessions:
- Piloted a problem solving rubric in the Spring, 2005. This was difficult to integrate into the counseling session and was subsequently abandoned. In its place, our focus changed to measure Career Counseling. For Fall, 2005, an in-house career counseling questionnaire was developed and used. Once again, there was difficulty in integrating the questionnaire into the counseling session.
- So, this Spring, 2006 semester, a new measurement (PVCC Counseling Feedback Form) is being used (see above). The focus has shifted to student learning and satisfaction in the counseling progress.

Counseling Classes:
- CPD103BL – After implementing/using the rubrics in Fall, 2005, data was collected and analyzed. Subsequently, the rubrics were slightly revised and the process of
implementing the rubrics was adjusted. During the Spring, 2006 a revised rubric and process will be used. During Feb., Spring 2006, data will be evaluated/analyzed and changes implemented for the program retreat in March, 2006.

- **CPD102AH** – Fred was on leave for Fall 2005. For Spring, 2005, the Oral Presentation Rubric continued to have a positive impact on both student preparation and performance on the oral communication assignments. Using the rubric also had a positive impact on instructor efficiency, organization and effectiveness in terms of preparing students for this assignment and in assessing their learning.

  The Oral Presentation Rubric will be used again in its current form for Spring, 2006. An alternative to the oral presentation to demonstrate learning and acquisition of course competencies will be available for students. A writing assignment and the use of a college-wide Writing Rubric will be used.

- **CPD102AB** – Rubrics and assessment measurements were used in Fall, 2005. Data has been collected. Analysis of the data indicated several areas where students were and were not achieving the learning outcomes. The rubrics and assessment form will be used again in the Spring, 2006 with adjustments made in class to reflect the results from 2005.

- **CPD150** - For Spring 2005, a pre/post assessment form for the course was used. The results were tentatively analyzed and from this, for Fall, 2005 two changes were made. One question was eliminated because it was not deemed useful. Furthermore, an additional career-related question was added. In addition, students were asked to speak with the instructor to review their assessment results (pre and post) to determine strategies for success. For Spring, 2006, the revised assessment form will be used again, and students will again be asked to speak to the instructor about their assessment results.

- **CPD150AB** – Similar to last year, results showed an increase for all students in their perceived levels of competence on all 10 items (comparing their reports of initial and current levels). This was validated by the students' final integrative essays (take-home final exam), in which they demonstrated their learning through their writing. Further, overall analysis of responses identified competencies in which there was significant gain. As planned, the assessment was administered at the start of the semester (pre-test) and at the end (post-test). The assessment items were redesigned so students will be required to demonstrate their knowledge by specifically identifying concepts or terms representative of the content of the course. For Spring, 2006, the content of the course will be restructured to emphasize competencies in which the students overall reported the lowest level of skill. Finally, feedback received from students on the evaluation portion of the tool will be integrated in order to improve my instructional-delivery methods.

- **CPD250** - Results showed an increase for all students in their perceived levels of competence on all 12 items (comparing their reports of initial and current levels). This was validated by the students’ final integrative essays (take-home final exam), in which they demonstrated their learning.

  The assessment tool was edited to elicit more objective content and demonstration of actual learning. As planned, the assessment was administered at the start of the semester (pre-test) and at the end (post-test). Also, course-delivery methods were adjusted according to the feedback received from students on the evaluation part of the survey.

  Because of the instructor’s planned sabbatical for Fall, 2006, new instructors will co-teach this class. The current instructor and the two replacement instructors will analyze
the assessment tool and results to possibly create a more appropriate tool as well as to discuss implementation and teaching strategies.

**Division participation in developing strategies and tools for assessing college-wide general education learning outcomes?**

1. Counseling Session – all division members
2. Counseling Classes:
   a. CPD103BL – Jim and Fred
   b. CPD102AH – Fred
   c. CPD102AB – Jim, Marianne R., Marianne A., Cathy
   d. CPD150 – Cathy
   e. CPD150AB – Fred
   f. CPD250 – Marianne R.
Appendix B

PVCC Counseling Feedback Form

1. Approximate number of times I have met with a PVCC counselor: _______ times

Reason(s) for today's Counseling visit:

________________________________________________________________________
________________________________________________________________________

2. Check the areas you explored in counseling today: (Check all that apply)

___ Career  ___ Personal  ___ Educational

___ Other (Please explain) ________________________________________________

3. What area(s) would you still like to explore? ____________________________

4. From this counseling session, I have learned:

________________________________________________________________________
________________________________________________________________________

5. My session today contributed to my succeeding in college:

___ Yes  ___ No  ___ Unsure

Please explain rating: ___________________________________________________

________________________________________________________________________

6. Due to today's counseling session, I am able to identify and apply a process to resolve my issue(s). Please place an "X" on the continuum below that best reflects your response:

________________________________________________________________________

Strongly Disagree  Strongly Agree

Please explain rating:

________________________________________________________________________

________________________________________________________________________

7. What are the next steps you will take? (Check all that apply.)

___ Return for additional counseling  ___ Complete counseling "homework."

___ Complete Career Inventory (ies)/tests  ___ Research specific careers

___ Meet with ______________________ (Referral)

___ No additional counseling is necessary at this time.  11/6/2006