

NTID
Department of Counseling Services Outcomes Assessment
Plan and Report for AY 2008-2009

Program Goal: facilitate the academic, personal/interpersonal and career development and success of each student

Critical Outcomes for all Students		Assessment of Outcomes		Timeline		Results	
Domain/Task/ Capability	Performance Criteria/ Benchmarks	Instrument/ Opportunity	Assessment of Performance	Develop	Collect	Summarization of Results	Use of Results
First year students will know the timeline and procedure for selected academic policies	80% of students will demonstrate satisfactory knowledge: <ul style="list-style-type: none"> • period of time for add/drop and withdrawal • method for add/drop and withdrawal • know current degree level within his/her major. 	End of first year survey/questionnaire (Adminstered during Table Talk and with Clipboard Survey)	Students will achieve a score of 80% on end of first year questionnaire	Spring 20073	Fall-20081	77% of students said the Add/Drop period was the first 5-6 days of the quarter. 79% of the students knew the best method for course withdrawal. 80% of the students knew their degree level.	It is unclear whether students did not understand the questions on the survey or simply did not know the right answers. Need to review wording of survey. Also, need to emphasize these academic procedures more in Freshman Seminar class and in counseling sessions.
First year students will be able to perform essential academic processes	80% of first year students will: <ul style="list-style-type: none"> • successfully register for fall quarter • predict length of degree program 	<ul style="list-style-type: none"> • Student Information System • STARS • 21-day report • Course-plan chart 	At least 80% of first year students will be registered for fall quarter by the end of spring quarter (20083)	Spring 20073	Fall 20081	85% of first year students were registered for fall quarter by the end of spring quarter (20083)	Counselors are using a Registration Tracking system from the Registrar's office to track unregistered students. The result of this system has promoted increased registration among first year students. There is

							more general awareness among chairs and counselors for the importance of early registration. This has been emphasized by the Registrar's Office and Financial Aid Office.
First year students will be satisfied with counseling services	80% of first year students will express satisfaction with counseling services	End of first year satisfaction survey	Students will rate counseling services with an average score of at least 4.0 (Scale: 1-5)	Spring 20073	Spring 20073	75% of the students were satisfied with their counseling services (rated services as satisfied or very satisfied)	Result of satisfaction survey are unclear. Two students rated services poorly, but praised their counselors and services in their comments. They may have thought that #1 was strong satisfaction instead of low satisfaction. 19% of the students rated satisfaction as a #3, neutral. Next time, offer a 4-point scale and eliminate the neutral position.
Graduating students will express satisfaction with counseling services	80% of graduating students will express satisfaction with counseling services	<ul style="list-style-type: none"> • Graduating student satisfaction survey • Given to students during final quarter of academic program 	Students will rate counseling services with an average score of at least 4.0 (Scale: 1-5)	Fall/Winter 2007-2008	Spring 20073	Graduating students did not assess counseling services in the spring (20083). Access to student through Capstone course did was not	Need to start planning earlier in spring quarter and elicit classroom teacher support in this process.

						successful.	Student were willing to participate but arranging for suitable time with class was unsuccessful. Start planning in winter quarter once instructors for spring are identified.
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Comments:

(Summary/Reflections on progress made since AY 2007-2008 Middle States Report) 1. We've learned how to increase the number of respondents by administering survey during large student events, like Pulse Hour on Fridays. We're looking for other areas of knowledge and experience to assess. We have establish a department task force to continually address issues of assessment and department evaluation. 2. While we are getting more participants we still wonder how we can make the assessment more effective in terms of the outcomes we achieve. We feel the outcomes are meaningful but narrow in focus. 3. To achieve a more detailed assessment of the experience of students who are about to graduate we have decided to develop a broader and more focused survey. We have recruited an educational psychologist on campus who will run a focus group of students about to graduate this spring. The results of this focus group will enable us to create a questionnaire that is more focused on the students' experiences and knowledge about counseling and advising services. We will hold the focus group during fall quarter (20091), revise our assessment tools during winter quarter (20092) and administer the revised assessment tool in the spring quarter (20093).

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