

Assessment Project Title: Counseling's Out of Class Assessment of Student Learning Report

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Department: Counseling

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.

Which specific Learning Outcome did you actually address in this last academic year?

- plan, adjust, and achieve their personal, academic, and career- development goals and action plans
 - For example, "As a result of using counseling services a student will demonstrate increase efficacy in coping and problem solving skills by successfully persisting through academic course work."

How did you actually measure student performance for this specific Learning Outcome?

- Through the use of a Problem Solving Rubric (see attached). Each counselor walked a student through the model represented in the rubric. This occurred as a pre-test of sorts and then as a follow-up during each subsequent counseling session.
- Students and counselors were able to measure on a scale of 0-2 how well a student progressed on any of the 6 categories of problem solving.

- At each counseling session the student and counselor would work together to advance through problem solving techniques and processes. The counselor would then score the student's progress

How did you involve students and other employees in the implementation of this Learning Outcome process? (please make sure your learning outcome(s) is/are posted on your department's website, in your office area, and in your publications).

- As mentioned above students worked with counselors each step of the problem solving model during each counseling session.
- For each step students could measure their progress (as well as what they should preferably be doing at each stage).
- Learning outcomes are posted on the counseling website and in the main area of counseling in KSC.

What steps and time periods did you actually complete in these activities for this specific Learning Outcome?

- The counseling division agreed to use the rubric for 3 weeks during the 2-5th week of Fall, 2007 semester.
- After that period, the counselors reviewed the results in order to measure the effectiveness of the model and/or student progress as well as to implement changes where necessary.
- Student input was helpful in providing feedback on the problem solving process. Many students enjoyed the conversation about problem solving, feeling more hopeful and directed as a result. Some students also reported that how they process information does not always fit neatly into the model and rubric's format. This information helped counselors edit the rubric and the approach taken in using the model.
- How the rubric used was changed as to accommodate individual student's needs and preferences. This made comparing results and compiling the data very messy.
- Counselors used the revised rubric for 3 weeks during the 2-5th week of Spring, 2008 semester.

What data did you collect for this Learning Outcome? How did you analyze these data?
What conclusions did you draw from the data?

- Counselors tallied individual's pre-scores as well as scores on subsequent counseling sessions.
- Counselors informally tallied all the data for each of the 6 categories or steps in problem solving.
- Informally, counselors also discussed dialogues between counselors and students as these discussions were often more fruitful or effective than the use of the rubric.

- Analyzing the data occurred through dialogues among the counselors as well as some input from the Counseling Instructional Council who also adopted most of PVCC's problem solving rubric model.
- Counselors came to the conclusion that the problem solving model is very effective for students to physically see the steps involved in problem solving. The dialogue with students using the model was probably the most beneficial for both the student in understanding how to process the problem and for the counselor in seeing the student's awareness and mental processes. It was challenging to measure or score the rubric as problem solving is more complex, individual, and contextual than what the rubric could measure. For example, it was challenging measuring a student's level of awareness of the problem(s) and the consequences for each alternative. Also many students did not report or return to counseling once they saw the process for problem solving and had generated some alternatives. We can hope they found that one or more alternatives worked and there was no more need for counseling assistance.
- Another conclusion is that not all students, many in fact, process events and data sequentially and orderly. The model does not take this into account. Therefore the model is not effective or useful for every student. Also some problems do not necessarily fit neatly in the model, thereby making the model's use less effective and more incomplete if used for every situation.
- These factors reduced the division's effectiveness in measuring or scoring the rubrics.
- However, realizing this, counselors spent more time clarifying problems, exploring alternatives, and creating plans (and goals) and less time trying to fit every student into the model in the same way.

What changes have you made, or intend to make, based on the results attained? How will this affect next year's assessment efforts?

- We need to discover an easier way to score or measure the problem solving categories.
- We need to realize that not all students or problems fit into the rubric and omit those from scoring or revise the rubric.
- As far as problem solving goes, it helps to discuss the process so students have direction. The dialogue was powerful enough using the model to continue regardless of the rubric.
- Using the model we can edit it to fit each student's particular needs. We will need to discuss how to quantify the results.

A General Education Problem Solving Rubric for Counseling Service

Students Name: _____

Date: _____

Dimension Problem Solving*	Score = 2: meets or exceeds standards for competency	Score = 1: needs improvement	Score = 0: does not meet minimum standards for competence
Defines the Problem <i>What is my situation?</i>	I am aware of the nature of my situation including causes and consequences. I am clear about what I want my situation to be like.	I am somewhat aware of the nature of my situation. I am somewhat clear about what I want my situation to be like.	I do not understand the nature of my situation. I do not know what I want my situation to be like.
<i>How would I like my situation to be?</i> <i>Am I responsible for my decision(s)?</i>	I am responsible for my decision(s). I have identified a variety of possible options or solutions.	I am partially responsible for my decision(s). I have identified an option or solution that may be possible.	I am not responsible for my decision(s). I have not identified any possible options or solutions.
<i>What are my possible choices?</i> Interprets Information to Identify a Valid Solution	I understand the consequences of my choice(s).	I somewhat understand the consequences of my choice(s).	I do not understand the consequences of my choice(s).
Creates and Communicates an Action Plan and Goal to Implement a Solution <i>What choice(s) will I commit to?</i>	My action plan and goal includes all of the following elements: 1) time bound; 2) personal; 3) specific and 4) realistic	My action plan and goal includes some of the following elements: 1) time bound; 2) personal; 3) specific and 4) realistic	I do not have an action plan or goal.