

Student Affairs Assessment/LOBA Template, Spring 2014

Department/Program: Counseling Services

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1. Mission: (up to 4 sentences)

Include your statement of the purpose of your department and/or unit. Explain why you exist, articulating your essential activities related to the primary stakeholders of your program.

Note: Your mission statement should align with the University and Student Affairs Division's mission statements.

As you progress through the LOBA process, you may find some minor updates to your mission are necessary.

Vital to the success of the mission of SJSU in serving students, Counseling Services advances personal development, enhances student learning, and addresses life crises by providing culturally inclusive mental health services and educational counseling.

2. Goals: (2-5 bullets)

Describe your unit or program goals as broad, long-range statements of what you expect students to know, think, or do. *Note: At least one of your goals should relate to the development of your learning outcomes.*

- 1: Students will develop the skills to improve their well being.
2. Students will develop effective interpersonal skills with diverse populations.
3. Students will develop life skills to resolve life crises.
4. Students will develop life skills to resolve academic difficulties.

3. ****Spartan Points of Pride (2-8 bullets, due 5/14)**

Throughout the semester, collect evidence of your unit's most significant accomplishments or the outcomes of your efficiencies or effectiveness. These pertain to your department/unit and don't necessarily relate to your goals. Showcase your contributions to student success which help you "tell your story."

- Personal Counseling and Case Management Services
 - Despite the complexities of students' struggles, their ratings of personal counseling effectiveness have consistently been extremely high (e.g., averaging above 4.6 out of 5 for all items)
 - My session(s) have been helping me to be a better student=4.6
 - Helped me resolve some of my problems=4.6
 - Helped me understand my issues=4.8

- Educational Counseling
 - Student rating of educational counseling effectiveness have also consistently been extremely high (e.g., averaging above 4.5 out of 5 for all items):
 - Was helpful in explaining University policies and procedures=4.6
 - Helped me with making decisions or provided me with more information so I could make the decision later=4.9
 - Assisted me with developing reasonable educational goals=4.9

- Group Counseling
 - In the last few years, we have consistently offered more than 8 groups per year. Typically, only about 1 per semester are not successful in continuing because of lack of membership. Evaluations have also consistently been very high (typically 4s or 5s, also out of 5-point Likert Scale).

4. ****Professional Leadership/Community Engagement (0-8 bullets, due 5/14)**

As appropriate to your unit, illustrate major leadership, projects, or creative contributions to your field or profession, on and off campus.

The following are not inclusive but a sample of all of our leadership contributions:

- Advancing the Profession and Field:
 - On campus: President of CFA SJSU Chapter; Academic senators; Campus Climate Committee; academic senate committees; Racial Discrimination Task Force; WASC Committee; Annual year-long training of doctoral clinicians and master's level interns; Multicultural Training Day (annual regional conference attended by 75 people each year); certified by CA Board of Psychology as Continuing Education provider site; Sexual Assault Prevention Conference; student research projects.
 - Off campus: Chair of Multicultural Concerns Commission of NACADA (National Academic Advising Assoc); Standing Committee member of NIMH (National Institute of Mental Health); Peer Reviewer for SAMHSA (Substance Abuse and Mental Health Services Administration); Ad Hoc Editor for The Counseling Psychologist (top-tier, peer-reviewed journal);

Member of the Bargaining Team for CFA; CFA Chapter President Rep - North for Statewide Board or Directors

- Contributing towards the community’s wellness (e.g. workshops, presentations, trainings, consultations):
 - CSU - systemwide Creating a Thousand Light suicide intervention awareness event.
 - Off campus: National and regional conference presentations, Workshops to the Community;
 - On campus: Mental health training/workshops to faculty and staffs, e.g., Mental Health First Aid; ASIST (Applied Suicide Intervention Skills Training), QPR (Question, Persuade, Refer) Suicide Intervention Training; national APA accredited predoctoral internship training program; First generation programming (orientation, family night, support group); Mental Health Ambassadors programs; Peers In Pride (LGBT Peer Mentors).

5. Utilization Assessment Activities, 2013-14

List only the titles of the utilization assessments (Program/Activity Assessed) are considering including in your 5/14 report to help you further “tell your story.” These can include: numbers served, brochures produced, workshops delivered, attendance, use of facilities, etc. you usually conduct throughout the academic year. You are not being asked to add new ones!

Finish the remainder of the categories later when completing the final 5/14 report.

Program/Activity Assessed	Assessment Type	Population	Collection Timeframe	Findings
e.g. Center Walk-ins	Visual Count	SJSU Students, Faculty, Staff, Community	Two Semesters	Tuesday’s are our most popular day
Stress management workshop	Visual Count	SJSU Students	Two semesters	Seven stress management/reduction workshops given this past year, with 111 attendees, 93 of whom completed workshop

				evaluations
Appointments at Counseling Services for individual, couples and/or group counseling				For 2013-2014, CS offered 7,870 appointments to students and served 1,899 unique students who came in for individual, couples and/or group counseling. Of these students, 803 of are 1 st generation college students; 190 are on academic probation; 821 reported that their financial situation is “often” or “always stressful”; 1,263 have never used CS previously.
Workshops and outreaches				In addition to individual, couples, and group counseling, CS personnel outreached to over 7,500 students through workshops, classroom presentations, and providing consultation services at satellite offices.

6. Satisfaction Assessment Activities, 2013-14

List only the titles of the satisfaction assessments (Program/Activity Assessed) you typically conduct throughout the year that you may consider including in the 5/14 report to help you further “tell your story.” You are not being asked to add new ones!

Finish the remainder of the categories later when completing the final 5/14 report.

Program/Activity Assessed	Assessment Type	Collection Timeframe	Findings
e.g. Workshop	Post event evaluation	End of Workshop	98% of the students were satisfied with the workshop
Stress Management Workshops	Post workshop evaluation	End of workshop	93 attendees completed evaluations for the Stress Management workshops this past academic year. On a 5-point Likert scale with 5 being Strongly Agree, the average rating for the item “Information was useful in helping me to be successful in college” was 4.03.
Counseling Effectiveness	Student Opinion of Counseling Effectiveness (SOCE)	End of semester for those students that personal counselors have seen for at least a couple of sessions.	Ratings of personal counseling effectiveness have consistently been extremely high (e.g., averaging above 4.6 out of 5 for all items) <ul style="list-style-type: none"> • My session(s)

			<p>have been helping me to be a better student=4.6</p> <ul style="list-style-type: none"> • Helped me resolve some of my problems=4.6 • Helped me understand my issues=4.8
Counseling Effectiveness	Student Opinion of Educational Counseling Effectiveness	Collected during a two week period some time in the middle of semester, for students who came in and met with an educational counselor.	<p>Student rating of educational counseling effectiveness have also consistently been extremely high (e.g., averaging above 4.5 out of 5 for all items):</p> <ul style="list-style-type: none"> • Was helpful in explaining University policies and procedures=4.6 • Helped me with making decisions or provided me with more information so I could make the decision later=4.9 • Assisted me with developing reasonable educational goals=4.9

7. Learning Outcomes

If your unit or program is already assessing some learning outcomes, please list them below under Learning Outcome. List Learning Outcomes that you may consider including in the 5/14 report which will help you further “tell your story.” Learning outcomes can be: new knowledge, skills, or behaviors which students are expected to gain.

Finish the remainder of the categories later when completing the final 5/14 report.

Learning Outcome	Method/Measure	Findings/Conclusions	Recommendations/Next Steps
<p>e.g. Learning Outcome Description: After participating in a Graduation Workshop, 80% of the attendees will be able to list the 3 steps for graduation application on the post-test.</p>	<p>Pre and Post Test</p>	<p>75% of the attendees met the learning outcome</p>	<p>Revise the workshop content to include audience participation to include different types of learning styles.</p>
<p>After participating in a Stress Management Workshop, 80% of the attendees will be able to list 2 stress management techniques</p>	<p>Post-survey instrument</p>	<p>70% of attendees who completed evaluations were able to identify at least 1 stress management technique that they learned. There were very few who identify 2 or more techniques, and several only listed that they “learned relaxation techniques” without specifics.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Revise the item to specify “at least 2 specific techniques” instead of the current “1-2 skills.”</p> </div>

8a. Applied Knowledge Learning Outcome
(minimum of one required of all departments.)

Describe your outcome related to applied knowledge, the definition of which includes:

1. Ability to integrate theory, practice & problem solving to address real world problems,
2. Apply knowledge and skills to new settings or address complex problems,
3. Work productively as individuals or in groups.

Given our departmental goal of helping students to develop skills to improve their well being and to resolve life crises, students learning skills to manage their stress will:

1. Reduce their cognitive and emotional reactivity in the face of academic and life stressors.; and,
2. Have learned the coping skills to resolve life/real-world problems.

8b. Assessment Method/Measure

Indicate the type of assessment method and measure you intend to use to assess your learning outcome.

When you have developed the measure, please forward a draft of the tool you hope to use in your LOBA to cheryl.allmen@sjsu.edu

e.g., "Direct Measure: pre and post-tests."

Indirect Assessment

relies on self-report of learning by the participant.

x surveys

- questionnaires
- interviews
- quizzes
- focus groups
- student records
- follow up studies
- Other

or

Direct Assessment

revealed by independent validation of tangible, observable products of student learning.

- pre and post tests
- essays
- case study performance
- oral examples
- rubrics standardized exams
- behavioral observations
- externally-reviewed projects
- Other

8c. **Findings/Conclusions (due 5/14)

Once your LOBA has occurred and you are analyzing the results, you will be asked to explain the following briefly in a paragraph each:

1. Here's where we started and this is what we did.

CS started with satisfaction-only assessments for both workshops and individual counseling sessions, and had an item for certain workshops that somewhat tapped into learning outcome ("Please list something you learned and will use from this workshop"). Many of our workshops and individual counseling sessions do not tap into learning outcomes.

2. This is what happened.

We revised the above item to "Please list 1-2 skills you learned and will use from this workshop."

3. This is what we discovered and this is the evidence.

Most of the workshop attendees opted to complete only 1 skill that they learned, some listing very generic information (e.g., I learned that stress management involves all 5 senses).

4. Here is what we learned that either shows that students learned what we had hoped, or that they didn't achieve what we'd anticipated. In 8d, you'll describe what we'll do differently next time.

It is encouraging that at least 70% of the respondents did list at least 1 skill, but we are learning that we need to change the wording of the prompt to be more specific. We are considering "Please list 2 techniques you learned and will use from this workshop." In addition, we are continuing to explore ways to increase attendee responses on these assessments. 85% for response rate is not bad, but we could still improve.

8d. ** Recommendations/Next Steps, (due 5/14)

After analysis, if the outcomes were met, you may consider refining outcomes, expanding into a longitudinal study over time, raising the criteria for achievement, developing more stringent measures.

If outcomes weren't met to the degree you expected, you may consider modifying the program in more appropriate ways to increase the possibility of achieving the outcome the next time, clarifying the outcome, rethinking the methodology, or possibly improving communication.

We will definitely be giving feedback to the workshop presenters so that they can further refine their content and expectations. In addition, we will continue to examine ways to improve our assessment items to measure the desired outcomes of our interventions.