Program Assessment Report

Delta College

Program: Youth Services - Certificate of Achievement

Year: 14/15

Division: Social Sciences

Contact: Susan Steiss

Actions Taken in Response to Last Year's Report

No actions have been taken as there were no previous reports because it took 4 semesters to collect enough data from Youth Services students to have enough cases to analyze in the Fall of 2015.

Rationale for Current Assessments

Assessment 1 of 2

Goal / Project

Outcome(s)

Standard / Objective

Method of assessment
Course Embedded Exam(s)

Comment/Details about the method of assessment

Courses Affected
SOC 250

Time Frame
Fall 2015 through Winter 2017

Submitted By
Susan Steiss

Result

Result
(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)
NA, data will be collected over the next two years in order to have enough cases to analyze.

What We Learned (areas for improvements, strengths, etc.)

Use of Data to Improve Student Success

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results	
☐ Apply Knowledge and Skills	☐ Change assignments/activities	☐ Update course content
☐ Think Critically	☐ Change materials provided	☐ Update course outcomes
☐ Communicate Effectively	☐ Adjust grading rubric	☐ Update prior courses
☐ Act Responsibly	☐ Continue to Monitor	☐ Other

Assessment 2 of 2

Goal / Project

Outcome(s)

Demonstrate competent and ethical academic and professional behaviors and skills.

Standard / Objective

75% of students will earn a combined score of at least 65/75 points (86%) or higher.

Method of assessment

Course Embedded Performance(s)/Demo

Comment/Details about the method of assessment

Courses Affected

Time Frame

Fall 2013 - Winter 2015

Submitted By

Susan Steiss

Result

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

The data were collected over four semesters from Youth Services and Advanced Youth Services students. We were instructed by the SLAC Committee in February of 2014 to combine the data collected from basic and advanced Youth Services students over several semesters so that we would have a higher number of cases to analyze. We collected presentation checklists from 41 students over four semesters: 10 students in Fall of 2013, 9 students in Winter of 2014, 11 students in Fall of 2014, and 11 students in Winter 2015. The data revealed that 32 of the 41 students met or surpassed the benchmark of 65/75, while 9 of 41 did not meet the benchmark; therefore, 78% percent of the students received scores of 65 and above, which just surpassed the 75% needed, meeting the expectation. In spite of meeting the standard, the data from the collected rating checklists still pointed to several very specific areas needing improvement. One area revealed by the data was that 34% of students needed to show improvement in utilizing "Glasser's Interventional Steps". A second area from the first role-play showed that 17% of students need to show improvement on their ability to "paraphrase". The checklist from the second role-play indicated that 32% of students showed a need to use more "open-ended questions" with their clients, while 20% failed to limit their "verbal activity" with the client, falling short on listening skills. In addition, the most common pitfall observed was that 27% of students used "stacked questions".

What We Learned (areas for improvements, strengths, etc.)

From the assessment, it was clear that three-quarters of students have learned how to use basic attending,

counseling, and crisis intervention skills, which indicates a strength. With the rating checklists we used, we were still able to find out about several specific items that we can target and help students to be more successful in those areas. As already noted above, the specific items that we can focus upon include: Glasser's interventional steps, paraphrasing, using more open-ended questions, limiting the counselor's verbal activity, and avoiding stacked questions with clients.

Use of Data to Improve Student Success

The data will be utilized in the SOC/PSY 300 crosslisted sections to improve overall student performance and target several specific areas. Beginning with this Fall 2015 semester, more practice time could be given to students to increase their comfort levels with Glasser's interventional steps, allowing for silence in sessions, rather than too much talking, as well as only asking clients one question at a time. Observers in their group along with faculty could give students rapid feedback on these specific areas. Written exercises and more practice drills could help improve paraphrasing and developing open-ended questions.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results	
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☑ Communicate Effectively	☐ Adjust grading rubric	☐ Update prior courses
☐ Act Responsibly	☐ Continue to Monitor	☐ Other

Comments and Action Plan

Discipline/Program Comments

Advisory Board Comments

Assessment Committee Comments

Curriculum Council Comments

Action Plan

Actions Taken in Response to Older Reports