

2010 ANNUAL ASSESSMENT REPORT

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 Program Name: **Health Careers Opportunity Program**
 Unit: **Office of Student Affairs/Student Equity, Excellence & Diversity (OSA/SEED)**
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1. List the program's student learning outcomes:

- (1) Develop student's *verbal communication and public speaking skills* through peer discussions and learning issue reports in Problem-Based Learning (PBL) sessions, workshops, and group activities;
- (2) Develop student's *attitude, abilities, and habits for personal responsibility*—namely, behaving responsibly in the residence hall, in classes, and in the community through focused discussions, reading materials, and reflections on his/her experiences; and
- (3) Develop *team-related skills, attitudes, and behaviors* through the PBL tutorial sessions, group activities in the residence hall, and service learning.
- (4) To what extent did students *gain awareness and understanding of health-related professions?*

2. Where are your program's student learning outcomes published?

(Mark all that apply and include URLs when appropriate)

- Website.
- Student Handbook. URL, if available online:
- Information Sheet, Flyer, or Brochure.** URL, if available online:
- UHM Catalog. Page Number:
- Other: Annual Program Evaluation Reports**

3. Provide the program's activity map or other graphic that illustrates how program activities/services align with program student learning outcomes.

Program Activities/Services	SLO #1 Verbal communication skills	SLO #2 Personal responsibility	SLO#3 Team-related skills	SLO#4 Awareness of health careers
On-campus residential experience	X	X	X	
Research and library skills		X		X
PBL sessions	X	X	X	X
Career exploration activities	X	X	X	X

College preparation activities		X		X
Professional development activities	X	X	X	X

*To make the annual reports more meaningful and useful, please base your responses to questions 4-13 on assessment activities that took place between **June 2009 and September 2010**.*

4. State the assessment question(s) and/or goals of the assessment activity. Include the student learning outcomes that were targeted, if applicable.

What did the program want to find out?

- (1) To what extent did participants in the HCOP Summer Program improve their verbal communication and public speaking skills?
- (2) To what extent did participants in the HCOP Summer Program improve their understanding and practice of personal responsibility?
- (3) To what extent did participants in the HCOP Summer Program improve their team-building skills?
- (4) To what extent did participants in the HCOP Summer Program increase their familiarity with the multiple options in health careers?

5. State the type(s) of evidence gathered

To assess the outcome or answer the assessment question, what evidence was collected?

- Evaluation participants included 25 participants. The evaluator worked closely with staff to develop the pre-and post-surveys.
- Staff distributed and collected the pre-surveys from participants via email prior to the first day of the program.
- Staff distributed and collected the post-surveys in person to each participant on the last day of the program.

6. List the person/people who interpreted or analyzed the evidence that was collected.

The SEED Evaluator and HCOP Staff (Director, Coordinator).

7. How did he/she/they evaluate, analyze, or interpret the evidence?

What method was used to evaluate, analyze, or interpret the evidence?

The method for the evaluation was primarily quantitative. Data were gleaned from participant surveys and staff follow-up with students related to post-high school plans. The evaluation occurred in three stages: 1) participant surveys were distributed and completed in Summer 2010, 2) analysis of the survey data was completed in Summer 2010, and 3)

student follow-up and writing of the evaluation report was completed in Fall 2010. The evaluator used descriptive statistics to compile and analyze survey data.

8. State how many persons (e.g., students, clients) submitted evidence that was evaluated (e.g., state the sample size).

If applicable, please include the sampling technique used.

Data Collection Method	Number Distributed/Requested	Number of Respondents	Response Rate
Participant Surveys	25	21	84%

9. Summarize the actual results.

- What follows are selected survey items comparing pre-and post-responses related to students' academic skills and familiarity with health-related careers.
- In general, participants demonstrated a significant increase in their post-survey responses compared to their pre-survey responses.

Item	Pre-Survey Rating Average	Post-Survey Rating Average	Change (Δ)
1. <i>How would you rate your ability in the following skills? (4-point Likert-type scale)</i>			
Using the library and doing research	2.96	3.86	+0.90
Engaging in self-reflection	3.00	3.86	+0.86
Connecting with people I don't know	3.04	3.86	+0.82
Written communication	2.83	3.80	+0.97
Problem solving	2.91	3.70	+0.79
Making formal presentations	2.74	3.48	+0.74
Speaking in front of people	2.26	3.24	+0.98
2. <i>To what extent are you familiar with the following health-related careers¹? (3-point Likert-type scale)</i>			
Registered Nurse	2.50	3.00	+0.50
Social Worker	1.96	3.00	+1.04
Physician	2.26	2.95	+0.69
Nurse Practitioner	2.00	2.95	+0.95
EMT/Paramedic	2.18	2.90	+0.72
Physical Therapist	1.96	2.81	+0.85

¹ Of the total 18 careers listed, these 7 showed the largest increase in post-survey ratings.

<p>3. Which of the following health and wellness areas are you most knowledgeable about? (check all that apply)</p> <p>Awareness of what it means to “live well and live right” (body/mind connection)</p> <p>Health diets/nutrition</p> <p>Exercise/physical fitness</p> <p>Coping with stress/Stress management</p> <p>Building positive relationships</p> <p>Awareness of drug and alcohol abuse</p>	<p>30%</p> <p>44%</p> <p>52%</p> <p>39%</p> <p>48%</p> <p>83%</p>	<p>95%</p> <p>91%</p> <p>100%</p> <p>81%</p> <p>86%</p> <p>62%</p>	<p>+60%</p> <p>+47%</p> <p>+48%</p> <p>+42%</p> <p>+38%</p> <p>-21%</p>
<p>4. To what extent did the HCOP Summer Program help you in... (3-point Likert-type scale)</p> <p>Exploring potential health-related careers</p> <p>Identifying potential academic majors</p> <p>Developing a transitional plan from high school to college</p> <p>Applying to college</p> <p>Applying for financial aid</p> <p>Understanding how college is different from high school</p> <p>Knowing where or who to go to for help related to going to college</p> <p>Understanding the importance of self-reflection and self-awareness</p>	<p>(NA)</p> <p>(NA)</p>	<p>2.95</p> <p>3.00</p> <p>2.75</p> <p>2.86</p> <p>2.86</p> <p>2.85</p> <p>2.95</p> <p>2.90</p>	<p>(NA)</p>

10. What was learned from the results?

- As a result of participating in the program, students’ skills in using the library and doing research, written communication, and speaking in front of people improved the most.
- As a result of participating in the program, students’ knowledge of health careers increased, particularly their knowledge of social workers and nurse practitioners.
- Students increased their understanding and awareness of health and wellness areas, particularly in what it means to “live well and live right” (body/mind connection). Students entered the program with a healthy awareness of drug and alcohol abuse, and as a result didn’t learn anything “new” from the program in this area.
- Students credited the program with helping them in key areas: 1) identifying potential academic majors; 2) exploring potential health-related careers; and 3) knowing where or who to go to for help related to going to college.

11. Use of results/program modifications:

State how the program used the results

--or--

Explain planned use of results

Please be specific.

- Evaluation results will be used to refine the objectives and activities related to developing a college and career transition plan for students. In addition, we will continue to expose students to lesser known health professions and provide information on the wide spectrum of opportunities for nurses and doctors. Lastly, assessment results will help clarify the desired group to be served and help us align recruitment and selection processes accordingly.

12. Reflect on the assessment process.

Is there anything related to assessment procedures your program would do differently next time?

What went well?

- To further determine the extent to which the program influenced participants' health career aspirations, it is recommended that staff follow-up with participants annually. For every student, there should be an annual update of their college and career plans.

13. Other important information