

TULSA COMMUNITY COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
2005 – 2006

SUBMITTED TO THE OKLAHOMA
STATE REGENTS FOR HIGHER EDUCATION
DECEMBER 2006

TCC Contact: Dr. John Kontogianes
Executive Vice President & Chief Academic Officer

ANNUAL STUDENT ASSESSMENT REPORT: 2005-06 ACTIVITY
Narrative Questions

Section I – Entry Level
Administering Assessment

I-1. How were instruments administered?

Entry-level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 36 years ago (1970). The American College Test (ACT) is the “primary test” used to measure levels of student achievement and subsequent entry-level placement at TCC. The ACT, as an admission requirement for degree-seeking students in Oklahoma colleges and universities, provides extensive normative data useful as one indicator of students’ readiness for college level courses.

In the 1991 Fall Semester, TCC began administering the College Board Computerized Placement Tests (CPT), a computer-adapted achievement test. The Oklahoma State Regents for Higher Education (OSRHE) approved the use of the CPT as a “secondary test” for use by TCC in entry-level assessment. The CPT is used by TCC to supplement the ACT to assist students in selecting levels of college courses for which they have the greatest chance for success.

I-2. Which students were assessed?

All incoming students, regardless of age, must demonstrate proficiency either by testing (ACT and/or CPT) or by documentation of prior college-level work. Test score information is used as a guideline by academic advisors to place students in various courses at TCC. After testing, students whose age is twenty-one or higher may elect to waive any recommended developmental coursework; however, assessment advisors endeavor to dissuade students from waiving the needed courses identified through the tests.

I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

The primary entry-level assessment instrument used by TCC is the ACT. The College administers both the national and the residual ACT at its Northeast Campus. Students who have taken the national ACT elsewhere may provide documented scores to the College through the registrar’s offices.

As mentioned, the CPT was used as a secondary testing strategy for assessing student achievement reflected in entry-level course placement. The intention of this testing strategy was to compensate for the following situations: (1) designated cut-score levels on the ACT were not attained; (2) ACT scores were not available; (3) ACT scores were in question based upon length of time since tested; (4) student was identified as an “adult learner;” or (5) the validity and/or reliability of the individual’s ACT scores was questioned. The CPT, when administered, was given usually only once. However, students were allowed to take the test twice in a given semester. Additionally, the school provides tutorial and laboratory centers to assist students who demonstrate skill deficiency in English and Mathematics.

Analyses and Findings

I-4. What were the analyses and findings from the 2005-06 entry-level assessment?

Placement in Reading:

Placement based upon the ACT Reading scores show that two-thirds (66.0%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. More than one-fourth (27.7%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 6.3% of these students scored within a range of scores that would place them into a remedial Reading I course.

Two-fifths (41.6%) of the students who took the CPT Reading test scored high enough to be placed into college level reading. One-fourth (24.9%) scored at the level for placement in a Reading II course. Almost one-third (33.4%) scored within the range for placement in a Reading I course.

Placement in Writing:

Nearly two-thirds (61.3%) of the new students scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Almost one-third (31.1%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 7.6% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 58.5% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (13.3%) scored within the range for placement in the Writing II course, and over one-fourth (28.2%) scored within the cut-score range for placement in the Writing I course.

Placement in Mathematics:

Nearly half (46.1%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. More than one-third (34.8%) scored within a cut-score range for placement into Intermediate Algebra. One-fifth (18.1%) scored within the range for placement in Beginning Algebra, and 0.9% scored within the cut-score range for placement into Basic Mathematics.

Conversely, 1.8% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 3.5% had scores that would place them into Intermediate Algebra. Finally, 16.4% had scores that would place them into Beginning Algebra, and four-fifths (78.3%) tested within a cut-score range for placement into Basic Mathematics.

I-5. How was student progress tracked?

Student cohorts from each of the placement categories are tracked to validate cut-scores and to measure student success. For instance, students testing in mathematics are grouped by test scores into course-level cohorts, and then the groups are tracked to obtain

overall measures of persistence and attainment. Reading and English cohorts are tracked as well.

I-6. Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

The Entry Level Assessment Subcommittee has completed its long-term effort to validate TCC's placement program in mathematics, reading, and writing. Notable findings from the previous 9 years of research include:

- Our placement program in mathematics is sound. We have adjusted both the tests and the cut scores we use to place students in developmental math and college algebra, and have replicated our results over several years.
- Our placement instrument and cut score used to determine college-level reading skill is sound, and our enrollment practice has been adjusted to require appropriate reading development for every courses listed in TCC's general education requirements. (Students over age 21 may still waive development after appropriate advisement.) We have not yet found a valid instrument or cut score for placement in developmental reading. Research conducted by the Office of Institutional Research found that neither the Nelson-Denny test nor the CPT exam could predict student success in developmental reading; in other words, placement based on these exams made no difference in student success in either developmental Reading I or Reading II. The Entry Level Assessment Subcommittee has communicated this information to the academic divisions for their incorporation into the decision-making process during the next developmental studies discipline self-study.
- Our placement instrument and cut score for Freshman Composition is adequate but may not identify all the relevant student needs for writing development. The Entry Level Assessment Subcommittee has communicated this information to the academic divisions for use in decision-making during their developmental studies discipline self-study.

Other Assessment Plans

I-7. What other studies of entry-level assessment have been conducted at the institution?

The Career Services at Tulsa Community College uses a variety of assessment tools to provide guidance with students in development of their career paths. The college uses online versions of Sigi and Discover as well as in-office paper versions. Professional staff members meet directly with students to help formulate strategic career maps. Working with staff in office or online, students use this information to make degree major and individual coursework decisions.

I-8. Describe results.

The College does not currently track program placement per career assessment, but plans to do so after the implementation of its new ERP system.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

The Entry Level Subcommittee has been asked to review the effectiveness for student success of the waiver provision and of the prospect of enforcing course prerequisites in our enrollment practice. Our research indicates that a significant number of our students benefit from the waiver option. We therefore do not find a basis for removing that option at this time. We have also judged that decisions about enforcing course prerequisites in our enrollment practice should be based on empirical evidence indicating that such enrollment practice changes will enhance student success. Student services and the academic divisions should collaborate to collect and evaluate this evidence.

**Section II – Mid-Level/General Education
Administering Assessment**

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

The TCC general education mission statement and goals underwent a revision in the summer of 2005, at which time critical thinking, effective communication, engaged learning and technological proficiency became the focus of the institution's general education program.

The assessment process, used for the past several years, centers around one of the institution's general education goals college-wide each year on a rotating basis. During the 2005-06 academic year, faculty assessed critical thinking.

Yearly, faculty are asked to describe activities they use to determine if their students demonstrate the current goal being assessed. Therefore, the actual assessment activities vary widely because individual faculty members choose activities that fit the context of their courses.

II-2. Describe how the instruments were administered and how students were selected.

The vehicle for assessing general education throughout TCC is course-embedded and context-specific. Historians, for example, do not assess critical thinking in the same way as mathematicians or physical therapists; each uses their own context to inform the assessment measures they use. With this in mind, faculty members at TCC assess the current year's goal according to the methods chosen to be most appropriate by each participating faculty member.

The purpose of this methodology is to use a faculty member's direct assessment and evaluation scheme as the fundamental tool in classroom research. Through the immediate feedback given to the faculty, the instructor will be able to investigate the relationship between teaching and learning in the classroom. This will necessitate repeated measures of student performance in subsequent semesters, although the same student will not necessarily be assessed.

The goal of this model is to formulate a comprehensive, definitive picture of students' general education goal attainment. Benchmarking this attainment over time will allow TCC to gauge improvements made and will provide feedback on the assessment process itself.

The assessment instrument is an Internet-based database application that faculty members complete one time per year during the fall semester, as the goal applies to any course they teach. Faculty members use the online assessment tool to describe one specific activity used to determine if their students have demonstrated the current goal. They also identify the criteria for performance measurement, the quantity of students assessed, and the quantity of students determined to successfully perform the goal assessed. Finally, the faculty member has the opportunity to describe any change he/she will implement and any change the institution could implement to better facilitate student performance toward the goal. The Office of Planning and Institutional Research maintains the website, server, and database required for this assessment process.

The process of general education goal assessment, performed within the context of the courses themselves, offers many advantages to instructional changes and improvements. Collecting and evaluating assessment data within the flow of their course allows faculty to identify strengths and weaknesses in student learning in real-time and implement immediate changes as necessary. Based on assessment results, faculty can develop action plans to maintain or build on strengths and improve in weaker areas.

II-3. Describe strategies to motivate students to participate meaningfully.

Since individual faculty members choose which course, which activity and which students to assess, student motivation and meaningful participation are inherent to the context of the learning experience chosen by the faculty member.

Analyses and Findings

II-4. How was student progress tracked into future semesters and what were the findings?

Individual faculty members conduct this assessment as it applies to a particular course of their choosing. TCC has no mechanism for tracking which specific students participate in this assessment or how specific students might perform in future semesters; however, the assessment process does provide benchmarks of overall student success for each assessment administration. Critical thinking has now been assessed during the Fall 2000, Fall 2001 and Fall 2006 semesters and results indicate a gradual increase in student performance toward critical thinking, with 77%, 78% and 82% success rates respectively.

II-5. What were the analyses and findings from the 2005-06 mid-level/general education assessment?

Analysis and findings are provided by the Office of Institutional Research and Assessment via the Executive Summary of the Fall 2005 Assessment of Critical Thinking as follows here:

- A total of 307 assessment records were submitted by faculty members for the course-embedded assessment of TCC's general education goal #1, critical thinking.
- These 307 responses represent a 28.1% overall participate rate and a 22.1% decrease in submissions by all faculty members compared to last year (394 submissions).
- Overall, 5,733 students were assessed for critical thinking, 4,686 (82%) of whom were successful based on criteria set by individual faculty members. This total represents an improvement over the Fall 2000 and Fall 2001 administrations of critical thinking assessment (77% and 78% respectively).
- Of the 307 assessment records submitted, 22.8% indicated specific changes to pedagogy in an effort to improve the potential for student learning and 77.2% indicated no change was needed.
- Requests for institutional intervention are prioritized as follows:
 1. Professional development: 25.6%
 - External development: 16.4%
 - Internal (TCC) Programs: 9.2%
 2. Computer Technology / Software: 11.2%
 3. Instructional equipment: 9.9%
 4. Academic Support Labs: 9.9%
 5. LRC / Library Resources and Services: 7.2%
 6. Media Resources: 7.2%
 7. Student Advisement / Placement: 6.6%
 8. Prerequisite / Curriculum: 4.6%
 9. Service-learning Activities: 3.3%
 10. Class Size: 3.3%
 11. Guest Speakers / Field Trips: 2.6%
 12. Textbook Selection: 2.0%
 13. Miscellaneous needs (other): 5.9%

Section III – Program Outcomes Analyses and Findings

III-1. What were the analyses and findings from the 2005-06 program outcomes assessment?

Course-Embedded Assessment

Tulsa Community College has implemented a course-embedded discipline and program outcomes assessment process that parallels that of mid-level (general education) assessment. Faculty members have defined learning outcome goals and competencies for each specific discipline or program, and on an annual basis they are asked to assess student performance toward one of their discipline's or program's goals. Student performances were evaluated against established criteria determined by the instructor for the particular goal assessed.

With this process, instructors have immediate feedback results from their own students and may use those results in real-time to reshape and improve instruction in their classrooms. While each instructor may define their own means of assessment, all

instructors submit their results via a standardized web-based reporting tool to the Office of Planning and Institutional Research. Elements of the report include the assessment activity administered, the performance criteria for evaluation, the number of students assessed, the number of student performing successfully, and finally any action the instructor and/or the institution should take as a result of the assessment data.

Results from the course embedded assessment process are as follows:

- A total of 177 faculty members contributed 183 records to the course-embedded assessment of discipline goals and/or program competencies. The number of contributors represents 15.6% participation by full and part-time faculty (25.4% of full-time and 12.3% of adjunct).
- The records submitted reflect that a total of 3,526 students were assessed. Of those students, 83.0% successfully demonstrated the goal or competency assessed.
- Of the 183 assessment records submitted, 27.9% indicated specific changes to pedagogy in an effort to improve the potential for student learning. Additionally, 72.1% indicated that no changes were necessary based on assessment results.
- Requests for institutional intervention are prioritized as follows:
 1. Professional Development: 28.2%
 - External: 16.9%
 - TCC Programs: 11.3%
 2. Computer Technology / Software: 18.3%
 3. Instructional Equipment: 8.5%
 4. Academic Support Labs: 7.0%
 5. LRC / Library Resources & Services: 5.6%
 6. Other: 5.6%
 7. Class Size: 5.6%
 8. Prerequisites / Curriculum: 4.2%
 9. Media Resources: 4.2%
 10. Guest Speakers / Field Trips: 4.2%
 11. Student Advisement / Placement: 4.2%
 12. Testing Center Support: 2.8%
 13. Changes in Procedures: 1.4%

Course/Instructor Evaluations

Course/instructor surveys were collected anonymously from students during class time at the end of each course. On the survey, students evaluated critical issues regarding their own performance in the class (e.g., applied study time, prior preparation, etc.), the instructor (e.g., preparedness, organization, presentation of information, etc.) and the course (e.g., relevancy, etc.). Instructors were provided, at the completion of each course, a summary of the results. Instructors may then use the results to gauge and/or modify their presentation of course material. Course/instructor evaluations continue to be important tools for giving faculty feedback on their teaching effectiveness and the value of their courses as perceived by the students. Faculty use the assessment results in the on-going evaluation of their courses and teaching methods. Course/instructor evaluations

are also utilized by the division chairs in the on-going evaluation of instruction in each division

During the Spring 2006 semester, 9,969 students completed and returned the course/instructor evaluation. This instrument attempts to assess course/instructor effectiveness relative to the student's perspective. Overall, the results from this measure were positive. The majority of responding students (93%) found the course to be a challenging and learning experience. Also, a large number of the students agree or strongly agree that faculty are patient with students' learning (94%), are well prepared for the courses taught (95%), and maintain high course standards (95%).

Exit Survey

During the final degree check-out, graduating students are asked to complete an exit survey. This survey allows students the opportunity to apply and assess the relevance of their learning experiences with TCC. Information received from the survey of Tulsa Community College graduates is widely distributed and utilized. Results are shared with faculty, division chairs, department heads, advisory committee members, and college administrators. Feedback to departments and instructional discussion allows for the improvement of services and the refinement of courses and program curricula. Data from this instrument provide information for program adjustment, staff development, and the development of other aids to improve instructional effectiveness.

Results from the exit survey indicated high satisfaction across all dimensions assessed. Most of the potential graduates (80%) agree or strongly agree that their TCC experience has contributed to their knowledge, skills, and personal development in areas such as writing, speaking, thinking, solving, computing, and interactive with others. As a reflection on the quality of TCC's programs, 87.4% agree or strongly agree that coursework emphasized the components of Bloom's taxonomy.

Alumni Student Survey

The survey of new Tulsa Community College alumni is a tool that can be used by individual offices (e.g., Division Chairs, Deans, Provosts, etc.) to help implement educational objectives and track the success of educational outcomes at Tulsa Community College. Administered annually (e.g., approximately six-months after TCC graduation ceremonies), this survey allows one to assess student demographics on a variety of dimensions that are likely to be related to successful implementation of educational programs. These dimensions are indirectly related to the educational experiences at TCC (e.g., employment status, current educational objectives, and preparedness to continue education).

Results from the alumni survey indicate 73% of the respondents are continuing their education. Furthermore, 86% of the respondents indicated that they are employed. Among respondents who were employed, 66% reported that they are working either in their major field or in a discipline that is closely related to their area of study while at Tulsa Community College. The majority of student responding (65%) reported that they are working full-time.

When asked if they would attend TCC if they had it to do over again, 80% indicated that they would very likely make the same choice and 13% were moderately likely. Two-thirds of the respondents (63%) reported that they were more than adequately or exceptionally well prepared by TCC to continue their education.

Employer Survey

The employer survey is administered after data from the survey of graduates have been compiled. TCC graduates responding to the alumni survey provide specific information (e.g., supervisor name, address, etc.) about their employment. Subsequently, these identified supervisors are solicited for perceptions and attitudes about TCC graduates. Results are shared with faculty, division chairs, advisory committee members, and college administrators. Feedback to the faculty and instructional divisions allows for the improvement of services and the refinement of courses and program curricula. Data from this instrument provide information for program adjustment, staff development, and the development of other aids to improve instructional effectiveness.

Results from the employer survey indicate that 94% of the participating employers report satisfaction with the performance of the employed TCC graduates and students. In addition, 85% of the respondents rated the employed TCC graduates ability to work productively as “*above average*” or “*excellent*,” while 81% confirmed that graduates have above average ability to work independently without direct supervision.” The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 77% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (68%) and to solve problems or suggest possible solutions (72%). Finally, 77% rated their employed TCC graduates with above average ability to accept supervision and criticism.

Other Assessment Plans

III-2. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

Each university transfer discipline is required to perform an overall discipline self-study every three years. This study analyzes all aspects of the discipline, including student learning goals, enrollment and retention data, media holdings, curriculum design, etc. Each discipline then proposes actions based on this review. Results and proposals for the University Transfer disciplines studied during the 2005-2006 academic year are listed below.

Biology

Three committees were formed to perform a self study assessment for the Biology discipline at TCC. Each committee addressed one of three questions posed by the Assessment and Institutional Effectiveness Committee.

Committee 1 addressed the question: “What should the biology discipline teach?” The committee’s findings included the following:

- The biology discipline’s goals and assessment results and the biology curriculum meet the education requirements of TCC students.

- BIO 1113 and BIO 1224, although both are introductory courses, have different goals and should be taught accordingly.
- Biology courses should provide challenges beyond simply memorization.
- Existing information is not adequate to determine long term success of TCC biology students after transferring to other programs.

Committee 2 addressed the question: “Are TCC biology students learning?” The committee addressed this question by reviewing the consistency or lack of consistency of teaching methods and materials/equipment/facilities utilized at TCC. The committee reviewed current course syllabi and schedules submitted by Biology Faculty. The committee’s findings included the following:

- At least two textbooks or lab manuals are specified for most biology courses.
- Varying use is made of available equipment and facilities. As an example, only two syllabi indicated extensive use of Blackboard.
- Availability of laboratory equipment and other necessary facilities vary among campuses.
- Assessment methods vary within specific courses.
- The standard grading scale is used by the majority of instructors submitting syllabi.

Committee 3 addressed the question: “What do we need to do, do differently, or stop doing to help TCC students learn?” In response, the committee recommended changes to curriculum, specific courses, LRC/Media, personnel, and coordination of the Biology Discipline. Specific concern was expressed regarding the course content presented in BIO 1224 Introduction to Biology for Majors. Committee 3, as well as Committee 1, emphasized the importance to providing biology majors with a meaningful introduction to biology prior to enrolling in higher level courses.

Lastly, the Biology discipline asked for institutional support for professional development opportunities in their specific subject areas rather than in general education. This discipline also asked for a TCC “How to Recognize Plagiarism” web site, linked to our writing centers.

English

The English faculty examined 1) the reliance on adjunct instruction; 2) discipline goals; 3) discipline goal assessment; 4) the curriculum; and 5) the grading system. Results indicate that TCC should hire more fulltime faculty and the discipline should address grade inconsistencies and administrative-withdrawal policies with adjunct faculty. A fourth discipline goal was approved, and a more standardized approach to assessment processes and timelines was constructed.

Journalism and Mass Communications

TCC’s Journalism and Mass Communications program is successfully meeting both its discipline and general education goals. The assessment clarifies the serious need for institutional support in providing the technology and facilities needed for learning-centered journalism and mass communications education, especially as the profession becomes increasingly technologically based.

Physical Education

Upon review, Physical Education has the right goals. Physical Education assessment accurately reflects our students in attaining our discipline goals. The curriculum currently supports the discipline goals. We will be adding a new major to be in place for the Fall 2007 and will re-evaluate the program after the major is in place.

Psychology

Psychology faculty reviewed the current goal assessments, and believe no changes need to be made at this time; the goals and the assessment systems are appropriate for the discipline of psychology. At the current time the psychology faculty are doing an excellent job of determining successful mastery of the subject. It would be helpful to assign English 1113 as a prerequisite course to Psychology 1113 and to equip each classroom with multi-media capabilities. A learning lab for any class in Liberal Arts and an institutional license for SPSS software would also be helpful.

Theater/Stage Production Technology

There is a clear division between the performance and technically oriented areas of interest within the Theater and State Production Technology disciplines. In the future, the department will focus on cross training between the two areas while specifically defining the goals needed to effectively work and succeed in either chosen field. The established goals are currently being reviewed by the new Program Coordinator and adjunct faculty. These goals were never openly shared with those involved with the program and are, at this time out of date. There are going to be changes to these goals. The current assessment system does not have any criteria by which to evaluate student progress. Discussions have developed as to remedy this situation, including the following:

- A road map consisting of a suggested curriculum plan will be made available to all theatre and stage production technology students.
- The department has begun working with the counseling services more closely to ensure that students are meeting the general education requirements.
- The department is re-evaluating the catalogue requirements and making changes where necessary.
- Regular meetings with the Coordinators of Theatre shall be a requirement for all theatre and Stage Production Technology Majors.
- The department will concentrate on adjusting the theatre practice system so that more students are offered a meaningful learning experience based in practical application.

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

The assessment of student satisfaction at Tulsa Community College is intended to generate student feedback and appraisal regarding the extent to which TCC is meeting students' educational needs. Furthermore, this information is directly utilized by many referent groups within TCC to improve instruction, create new programs or services, identify dysfunctional elements, and improve or adjust existing program delivery systems.

During the 2005-2006 academic year, Tulsa Community College administered an array of student satisfaction assessments including questionnaires, focus groups, and mystery shoppers. Students completed a questionnaire as they exited one of the enrollment offices (Counseling & Testing, Student Financial Services, Bursar or Registration) on all four campuses, while a consultant was hired to conduct “mystery shopping” for each of TCC’s campuses. The “shoppers” consisted of two teams: 1) a traditional age student and 2) a parent and traditional age student. Both on campus and by telephone contacts were made to assess the customer service and information level of both forms of student/staff interaction. In addition, focus groups were conducted with three stakeholder groups (parents of prospective students, prospective students and current students) to determine level of and satisfaction with on campus/enrollment services for visitors.

IV-2. What were the analyses and findings from the 2005-06 student satisfaction assessment?

It was clear that the overall satisfaction and visitor experience at TCC was generally good. However, the focus group participants had a strong desire to see the process “more personalized” with “advocates” within the system. Participants were generally disgruntled with the requirement to go to a campus for their transactions and they found the student web system challenging. Students reported concerns with consistency in information among campuses, confusion regarding financial aid forms/process, lack of training of staff, safety at night in parking lots, and general customer service.

The on-campus random assessment, “mystery shopping,” indicated inconsistencies across campuses regarding information provided, office protocol, dress and greeting. In addition, differences in customer service (some high some low) was experienced from one office another.

IV-3. What changes occurred or are planned due to student satisfaction assessment?

Data from these assessments in addition to that from assessments conducted in 2004-2005 was presented to each enrollment area and a request for plans of action initiated. Each enrollment area responded with plans addressing areas of concern. These action plans will be utilized to streamline our enrollment processes.

Findings from the “mystery shopper” program and the Summer 06 focus groups will be incorporated into an overall study conducted by a consultant and internal departments that will include 1) definition of an ideal visitor experience for students, prospective students and parents 2) service protocol and evaluation mechanisms and 3) training components.