BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Counseling

Division Name: Counseling Division (Student Services)

Please list all team members who participated in this Program Review:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
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<tr>
<td>Lan Truong</td>
<td>Counseling</td>
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<td>Hilary Bacon</td>
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<td>Tracee Cunningham</td>
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<td>Leticia Delgado</td>
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<td>Cathy Denver</td>
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<tr>
<td>Isaac Escoto</td>
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<td>Cleve Freeman</td>
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<td>Maritza Jackson Sandoval</td>
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<td>JR (Eleazar) Jimenez</td>
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<td>Thuy Quach</td>
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<tr>
<td>Voltaire Villanueva</td>
<td>Counseling</td>
<td>Counselor</td>
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<tr>
<td>Adrienne Hypolite</td>
<td>Counseling</td>
<td>Early Alert Program Coordinator II</td>
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<tr>
<td>Liz Lierserson</td>
<td>Counseling</td>
<td>Research Analyst</td>
</tr>
<tr>
<td>Yvette Nava Perla</td>
<td>Counseling</td>
<td>TEA</td>
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<tr>
<td>Leslye Noone</td>
<td>Counseling</td>
<td>Division Administrative Assistant</td>
</tr>
<tr>
<td>Francis Varela-Ramirez</td>
<td>Counseling</td>
<td>Administrative Assistant I</td>
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</tbody>
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Number of Full Time Faculty: 22  Number of Part Time Faculty: 4

Please list all existing Classified positions: Example: Administrative Assistant I

Program Coordinator II (Early Alert, began 8/31/15), Division Administrative Assistant, Administrative Assistant I
SECTION 1: PROGRAM REFLECTION

Counseling is a unique Division in that its program covers both components – Student Services support and Instruction. As you read through each section, please notice there is a Counseling Services area discussed along with an Instruction area.

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Counseling Services: In the 2014-2015 Program Review, the Counseling Division outlined several goals that we hoped to accomplish. We are proud that we’ve made significant strides in the areas that impact students the most.

A student’s ability to meet with counselors is one of our primary concerns as it impacts students the most. Last year, we served more students with fewer counselors because we were financially unable to replace retiring counselors. Even with the addition of several overload teaching assignments to allow more time for counseling, the impact of having fewer counselors meant fewer students were seen. We needed more available counseling appointments so we requested 6-8 counselor positions. We are pleased that we secured Student Success and Support Program (3SP) funding to hire 4 full-time, tenure track counselors beginning Fall 2015. The funding and the subsequent hiring of four counselors has enabled more student access to counselors and generated more abbreviated and comprehensive Student Educational Plans (SEPs).

The Student Educational Plans are housed in an online system called DegreeWorks (DW). Counselors began using this software Winter 2012, and we appreciate that the system allows students have 24/7 access to their online plan. This assists them in planning their courses and keeping track of their progress towards an Associate Degree. Like most educational software, DegreeWorks continually needs updates and customizations that require continual training. The Counseling Division brought in the DW representative in Fall 2015 to train counselors and staff and we were able to successfully implement the latest Version 4.1.1.

We implemented DegreeWorks as one tool to increase student success. As counselors, we understand that all students have promise but outside barriers to success like poverty, being the first in their family to go to college, and other personal and life issues, can impede their progress. These students require high touch programs and services that provide academic rigor as well as provide the cultural capital that these students may not have and that are essential for academic success.

On last year’s Program Review, we identified two programs we wanted to implement: First Year Experience and Early Alert. First Year Experience (FYE) is a cohort program for underserved, first year, college students. FYE provides students with the resources and counseling support needed to succeed in college. The program aims to increase the success rates of our underserved population. The coordination for the (FYE) program began Winter 2015 the first FYE CNSL 5 class was taught Summer 2015. We plan to analyze the program yearly, and in 3-5 years we will have made the necessary adjustments any new program needs to make to run smoothly.
We began the Early Alert Program Fall 2015. The Early Alert program is an academic intervention designed for early identification of struggling students in basic skills courses with disproportionate completion rates. At the end of the 2015-2016 academic year, we will have both quantitative and qualitative data that we can analyze.

While FYE and Early Alert are aimed at intervening before students begin to fail, we also provided interventions for students on academic or progress probation in Summer 2015. For students on the Severe Probation, Pre-Dismissal and Dismissal levels, a hold was put on their account for Fall 2015 registration. The Counseling Division is committed to increasing support for students on academic/progess probation and students who are near disqualification status.

One of the steps taken to increase student academic success was the implementation of probation workshops Summer 2015 for students on Severe Probation. Students attended a one-hour workshop to understand how to improve their GPA and progress status and to how create their abbreviated ed. plans. The counselors may recommend college success courses on topics such as career life planning, stress management or study skills to help probation students become more successful both in and out of the classroom. We held five workshops and served 35 students. These workshops were an important step in changing how we serve students. While we believe one-on-one counseling sessions are the most impactful, we were able to serve more students using the workshop model than we would have been able to during counseling appointments. Moreover, these workshops helped to decrease the shame and stigma students felt about being on academic probation by showing them they were not alone. These workshops also instilled hope because counselors outlined specific, concrete, measurable steps, that students could take to improve their academic standing.

Another Division accomplishment was the creation of our Student Success and Support Program (3SP) plan. The State of California mandates that all students go through an orientation, an assessment for English and math placement, and development of an abbreviated (1-2 quarters) and comprehensive (3 or more quarters) Student Educational Plan. Over the years we provided orientation services through CNSL 5 courses and Student Orientation, Assessment & Registration (SOAR) events. In 2014-2015, we had 2,439 students attend a SOAR event and 2,101 in CNSL 5 classes for a total of 4,540 who completed an orientation. To better accommodate students, we changed our practice of SOAR to include on-the-spot educational planning for students. Therefore, students no longer have to return to campus to meet with a counselor. We changed the format of SOAR to offer workshops throughout the event so that students can come in any time to meet with counselors to create an abbreviated educational plan. In one event, students complete all the requirements to meet 3SP mandate as well as priority enrollment.

Counselors provided educational planning through one-on-one counseling sessions. We helped students create over 9,000 educational plans in 2014-2015. As you can see from the chart below, students created multiple educational plans over the course of the year. This is not unusual. Creating updated SEPs is a result of students changing their major, changing their educational goal (from Transfer to AA or vice versa), updating their course sequence either because they failed a class and needed to retake it or because courses were not offered the quarter they planned to take it. These follow up counseling appointments are valuable to students and help them stay on track and stay in school. These multiple appointments also help the student create a
bond with someone on campus. These appointments create time for Counselors to check in on student’s mental health and non-academic pursuits that also support student retention.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students with an ed plan</th>
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<tbody>
<tr>
<td>2013-14</td>
<td>3219</td>
<td>4414</td>
</tr>
<tr>
<td>2014-15</td>
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*Counting only locked plans of all types/scope

Counseling services are offered through individual, face-to-face appointments, telephone appointments, international drop-in, and through online services such as answering questions via email. Last year we served 14,678 students. 13,865 were during one-on-one appointments and 813 were seen during drop in. These numbers do not include students seen in EOPS, DRC, or Athletics.

While we want and encourage students to come in multiple times throughout the year, our aim this year is to increase the number of students coming in to develop their first educational plan. Counselors are recruiting students though classroom outreach in Basic Skills courses. We are tracking the numbers of students we are attracting through this outreach and will discuss it in next year’s Program Review.

In sum, we are pleased with the quality of our Counseling services and the new ways we are serving students.

**Instruction:** A significant instructional change in the Counseling Division occurred with the increase in the CNSL 5 Introduction to College course from 1-unit course to 1.5-units. This increase provides time to incorporate the instruction and creation of abbreviated educational plans using the DegreeWorks program.

These CNSL courses attracted a higher percentage of targeted ethnic groups than the college-wide percentage. For instance, there were 7% African American students represented in all Counseling courses compared to 5% African Americans students represented college wide, and 31% Latino/a students versus 22% Latino/a students college wide.

The Division takes pride in the overall success and persistence rates of CNSL courses specifically for the targeted ethnic groups. The course success rates were higher for CNSL courses in two out of the three targeted ethnic groups (79% and 85% for Latino and Filipino) than the College average (76%).

A significant development took place with the Career Life Planning (CRLP) 70/7 Self-Assessment course with the recent changes of making the course UC-transferable and increasing the units from 3 to 4 to incorporate a more robust instructional job search component in the course content. CRLP courses also attracted a higher percentage in two of the targeted ethnic groups versus the respective college-wide percentages.
1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year’s program review.

**Counseling Services:** The Counseling Division has reviewed multiple sources of student data and recommendations for improvement based on the 2014-2015 Comprehensive Program Reviews and 3SP. We have identified specific areas of improvement to provide greater breadth and depth of counseling services to meet the academic, career, and personal needs of the diverse student population.

The Counseling Division is committed to delivering a broad spectrum of services to students, as well as addressing the concern about the limited available counseling appointments over the last academic year. New programs and activities have been developed with the goal of providing counseling services and increasing student contacts, in addition to the individual, 30-minute counseling appointments the Division currently offers.

**Quick Questions:** Beginning Fall 2015, “Quick Questions” was created to address the needs of students unable to schedule a 30-minute counseling appointment. On a weekly basis counselors were available to answer quick questions from students at high visible areas on campus such as the Cesar Chavez Plaza. Students have been able to connect immediately with a counselor to help address any questions and/or concerns.

**Educational Plan Workshops:** These workshops will be marketed to students attending Basic Skills classes and Non Credit. The purpose behind these workshops is to make a connection with a counselor, to promote the counseling services, explain educational pathways, and the importance of a locked educational plan on DegreeWorks. During the workshop, students complete an abbreviated educational plan. The more interaction and visibility a counselor has on campus, the more comfortable students will feel utilizing our counseling services.

**TAG Workshops:** Historically the Transfer Center Coordinator has facilitated the Transfer Admission Guarantee (TAG) workshops. Effective summer 2015, the workshops were facilitated by counseling faculty. The purpose of the workshop is to provide information and help students complete a University of California (UC) TAG. The goal with these workshops was to increase the amount of students being served, in particular underrepresented students. Although helping students complete their TAG application individually in counseling appointments has been effective, our workshop settings has proven very successful in reaching a higher number of students.

**Face-to-Face Orientation:** In addition to SOAR and CNSL 5, we are developing and implementing a face-to-face orientation effective Winter 2016. Our goal is to reach a higher number of students that would otherwise not be served through SOAR or CNSL 5. By completing the orientation, students will be able to receive priority enrollment consideration.

**Early Alert:** The Early Alert program is an academic intervention designed for early identification of students struggling in Basic Skills courses with disproportionate completion rates. This program connects referred students to an Early Alert coordinator who helps strategize with the student an intervention that best addresses their needs, whether they be of an academic
or personal nature. Many of these interventions include referrals to campus tutoring services and academic counselors. Early Alert students meet with a counselor to address issues such as: poor academic performance, course repetition, time management and effective study skill techniques.

First Year Experience (FYE): The First Year Experience is a one-year cohort program designed for underserved first year college students. The goals are to provide students with resources and counseling support services and help them navigate and succeed through college.

Academic Probation Interventions: Effective Winter 2016 we will implement a new model for students placed on academic or progress probation. Our goal is to connect with students placed on first level probation and offer immediate support. If students earn a grade point average below 2.0 or withdraw from 50% or more of the courses attempted in a quarter, they are placed on academic or progress probation after 18 attempted units. Approximately, 900 students were placed on academic/progress probation as of Summer 2015. There are five levels of probation—basic, moderate, severe, pre-dismissal and dismissal - with corresponding intervention measures. The levels of support will range from online probation/student success strategy videos, probation contract agreements, group counseling, and individual one-on-one counseling appointments. All interventions will be accessible on campus and online. All levels will have a registration hold on the student account. Based on our experience, students persist better if a hold and intervention is implemented the first time a student is on probation.

Online Orientation: Enrollment reports indicate that approximately 25% of the current student population has been identified as fully online students and 31% have been identified as hybrid. In partnership with Innovative Educators, Foothill College is developing a custom built online orientation (Go2Orientation) available to all online students through MyPortal. This online orientation will address the required eight points as mandated by Title 5 (Section 55521).

Online Q&A: Effective Winter 2016, an online Q&A counseling ticketing service will be accessible through our CNSL home page. Once students submit their questions via this service, an email will be generated and routed to a counselor. Counselors will respond within 48-72 hours. This ticketing service will allow us to generate data and track the number of students being served.

Instruction: On last year’s Program Review, our Associate Vice President noted that more online and face-to-face classes are needed so that students have a choice of class format that best suits their learning style.

The Counseling Division is committed to scheduling classes that meet student needs. We regularly discuss course offerings and strategize on the best way to offer classes. For most of the CNSL and CRLP classes we offer, we do schedule both online and face-to-face. However, for classes that have only one instructor that teaches, it can be challenging to offer multiple formats and multiple times. For example, CNSL 53 Effective Study, has one instructor and has been offered online for the last few quarters. To ensure that students who learn more effectively in a face-to-face setting have an opportunity to take the class in a format that suits them, we attempted to offer CNSL 53 face-to-face in Fall 2015. Enrollment was low and the course was at risk of being cancelled until the instructor suggested we change the format to online. This changed worked, and we were able to offer the class.
In addition, we offered CRLP 7 Self-Assessment face-to-face and online every quarter except summer. In Summer 2015, we offered CRLP 7 face-to-face for the first time in recent memory.

In Fall 2015, we offered CNSL 5 Introduction to College in the evening and as a late start class, in addition to the online and day-time classes we always offer. We also offered a late start CRLP 74 Interviewing Strategies face-to-face for the first time in over 10 years (it has been offered online). Late start classes are important for students who need to maintain 12 units to keep their international student status or to maintain full-time enrollment for Financial Aid or the Veterans GI Bill. Sometimes, students enroll in a class, realize it is not a good fit, but cannot find an additional class. We try to capture those students.

Differentiating our course offerings is one way we promote equity. We also continually think about strategies to increase student success in our classrooms. Currently, our success rates for our targeted ethnic groups are 57% in online CRLP classes and 64% in online CNSL courses. While the online success rates are roughly the same as the college success rate of 64% for targeted students, we do want to increase our success rates.

Some of the strategies we are using include the following:

- Instructors email students a self-assessment quiz to determine if online classes are right for them. We encourage them to take the face-to-face format if their self assessment indicates they may not do well in an online course. We understand that despite scoring low on this self assessment, students may still need an online class if they do not live in the area, have mobility issues, or psychological issues that make it difficult to come to class.
- Instructors implement early assessments like writing samples to help students determine their ability to do well in a CSU/UC transferable class.
- Instructors changed their no-late work policy to better accommodate students’ needs on a case-by-case basis. While we want to instill a sense of responsibility and time management, we also understand that life happens and penalizing students who have life issues only makes it harder for them to succeed.
- Instructors are offering extra credit for counseling appointments so students can get the extra support they need.
- Providing mid-term grade reports so that students know what grades they are earning.
- Opening all online modules from day one. This allows students who need more time to process, think, and do the work the maximum amount of time. We find this helps our students with disabilities who may require extended time on assignments.

Instructors are calling students who are failing to ask them about their progress and to encourage them to drop/withdraw if the student is unable to meet the course requirements. In online courses, one of the reasons students fail is because they do not log in to do their assignments. The main form of communication in online classes is through Etudes Private Message or email. When students do not log into Etudes, Private Messaging students becomes ineffective.
1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

**Counseling Services:** The Counseling Division will use a variety of data and information to gauge the number of students accessing and utilizing our services. The primary sources include data pulled from the SARS Grid, the division’s appointment scheduling system. The data includes the number of counseling appointments, the reasons for the appointments, and the numbers of students attending workshops and Quick Question counseling. We will also utilize data from Argos reports pulled from BANNER, the College’s online enrollment database, which provides a range of information, including the number of completed SEPs. Additional examples and data and informational sources are listed below.

**Early Alert:** Data on persistence and success rates will be collected from BANNER. Additionally, information on the number of Early Alert student referrals (via self-identification or instructor) and student contacts will be kept. To measure the extent to which students follow through with particular interventions, data on hours logged with tutoring services and numbers of counseling referrals will also be tracked through SARS reports.

**Academic Probation Interventions:** As mentioned in Section 1B, there are five levels of probation—basic, moderate, severe, pre-dismissal and dismissal. Effective Winter 2016, a Probation Intervention Model will be implemented. When students are on probation, they have a registration hold and will need to complete an intervention customized for each level in order for the hold to be cleared. Interventions will range from online probation/student success strategy videos, probation contract agreements, group counseling, and individual one-on-one counseling appointments. The interventions will be accessible on campus and online, and recorded in SARS. Data from BANNER will show the number of holds that are cleared.

Below are the proposed interventions for the five levels:

- **Basic** – Students at the “Basic” probation level will watch a probation/success strategy video and sign a document indicating their understanding of Foothill’s probation policy.
- **Moderate** – Students will complete a quiz based on a student success video, choosing from a list of topical videos, including time management, test anxiety, and procrastination. Students will receive a certification of completion upon completing the quiz to be turned in to Admissions.
- **Severe** – Students at the “Severe” probation level will attend a group counseling session and complete an assignment focused on improving their academic and/or progress standing.
- **Pre-Dismissal** – Students will attend a counseling appointment and complete a student academic improvement plan and contract.
- **Dismissal** – Students on the “Dismissal” level will be required to sit out one quarter, meet with a counselor before the following quarter’s registration cycle, create an SEP, and complete a petition for Exception to Academic Policies.

**Online Orientation:** A new video titled “Foothill New Student College Orientation” from Go2Orientation will be available for students in Winter 2016. This site will track the number of students who have completed the orientation and students will get credit on their Portal for completing the orientation.
Service Area SLOs (SA-SLOs): The Division will focus on assessing and reflecting on our SA-SLOs in Winter 2016.

INSTRUCTION: CNSL and CRLP classes attract more targeted ethnic groups than the college average. For instance, there were 7% African American students represented in all CNSL courses compared to 5% African Americans students represented college wide, and 31% Latino/a students versus 22% Latino/a students college wide. CRLP courses attracted 10% of African American students and 36% of Latino/a students. Closing the achievement gap is an important goal for the College and our Division and we are committed to implementing a variety of teaching strategies and styles in order to improve the success rates of all our students and especially our targeted groups.

Students who enroll in our classes often self select because a number of our CNSL and CRLP classes provide instruction, guidance, and support to be a successful student. For example, CRLP 7 Self-Assessment is geared towards students who are looking for major or career direction, which is essential for creating comprehensive educational plans mandated by the 3SP initiative. CNSL 53 has traditionally been a class recommended for students on probation or pre-dismissal status who have significant barriers, including life issues, to academic achievement.

A concerted effort will be made to improve the success rates for our online classes and our face-to-face CRLP 70 courses, which currently fall below the college-wide rate of 74% and 79% respectively. Our online CNSL and CRLP courses have 69% and 65% success rates, respectively, while our face-to-face CRLP courses have a 70% success rate. In addition to the strategies outlined in Section 1B, instructors will also identify struggling students earlier in the quarter in order to provide them with academic and personal support so that they have a greater opportunity to pass. Therefore, we will be referring to the data on course success rates.

We will also send a counselor/instructor to the Committee on Online Learning (COOL) meetings in order to keep up-to-date on best practices for teaching online classes. Additionally, we will consult with professors who have higher success rates in online classes to share strategies to better serve students.

Lastly, we will offer CNSL 90 Introduction to Online Learning in Spring 2016. This class has not been consistently offered in recent years because of instructor retirement. If students take this class prior to enrolling in an online course, their success rates may be higher. We will examine the student success rate of this course and see if there is any correlation between students who pass CNSL 90 and their ability to do well in subsequent online classes.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
“Create a culture of equity that promotes student success, particularly for underserved students.”

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.
Counseling Services: The Counseling Division is committed to creating a culture of equity that promotes student success especially for our underserved student population. To achieve this goal, the Counseling Division implemented two student success programs during the 2014-2015 academic year, First Year Experience (FYE) and Early Alert (EA). They were developed to address the achievement gap of low-income students and underserved ethnic groups by providing holistic counseling support services and targeted curriculum in order to increase academic success.

The First Year Experience (FYE) program is a cohort program for African American, Latino/a, Filipino, and Pacific Islander first-generation and first-time college students. In addition, FYE serves students with disabilities, former foster youth, low-income, single parent/raised by a single parent, and/or a veteran.

Program participants have the opportunity to join the English Summer Bridge program, which helps develop reading and writing skills. The Summer Bridge program includes a CNSL 5-Introduction to College course. This class allowed students to take advantage of priority enrollment, meet other students, attend planned field trips, learn the expectations of a learning community, and engage in on-campus activities.

In Fall quarter, FYE students start in an English pathway that focuses on basic skills. This can include ENGL 209 or ENGL 242A, which is the co-requisite for ENGL 1S. Upon successful completion of the learning community, a student will have completed their college level ENGL 1A or ENGL 1B (depending on the first English class). Additionally, students will have completed four general education courses in arts, sociology, library, and history.

During Summer 2015, 21/21 of the students enrolled in the designated FYE—CNSL 5 class, passed. We had a 100% course success rate and exceeded our 79% course completion rate goal. In an Institutional Research & Planning administered survey, where all 21 of the FYE—CNSL 5 students responded, 96% of the students felt they were more connected to counselors, students, and staff; 95% of the students were more likely to speak to their counselors about their educational plans; and 91% of the students were more likely to ask their teachers for help on course material.

In Fall 2015, 45 students were registered successfully into the program. While this did not meet the Equity Grant funding goal of 50 students, we are pleased we met 90% of our recruitment goal and we plan on incorporating new strategies to meet our goal for 2016-2017.

Out of the 45 students in the program, 25 students were placed in ENGL 209 and 20 in ENGL 1S. Below are the student demographics:
- 40 students were from the targeted population and 5 were from the non-targeted population (White).
  - 32 Latino/Hispanic
    - Ethnicities: Mexican, Spanish, Israeli, Brazilian, Peruvian, Honduran, Italian, Chilean, and Guatemalan
  - 3 White
    - 1 is a former foster youth, 1 is seeking financial aid assistance, and 1 is a DRC student
  - 2 African American/Black
• 1 is a DRC student
  o 2 Mixed Race
    • 1 White & Indian and 1 Latino & African American. Both are DRC students
  o 6 Asians
    • Ethnicities: 1 Mien/Laotian, 1 Filipino, 1 Cambodian, 1 Pacific Islander/Polynesian, and 1 Chinese

The data reflects that 36 out of the 45 students were from our targeted underserved population.

FYE aims to have 10% or less attrition rate yet 100% of the students live outside of the immediate area of Los Altos Hills. Our experience indicates that transportation issues can become a huge barrier to academic success so we will need to be mindful of this potential barrier and think of ways to help students’ problem solve.

In addition, a high number of FYE students are from low-income families and qualify for the Pell Grant; however, we also have students not eligible for these sources of funding. Many of the students cannot afford books or other required materials. Some students struggle on a day-to-day basis to cover their basic needs such as food and shelter. We are looking into other viable solutions or help from other department/programs on campus and the community such as the Foundation Center to help with funding, or book vouchers.

If FYE is successful, we will institutionalize the program. This would allow FYE to serve more students. This comprehensive approach with instruction and student services working together will help increase the persistence and retention rates amongst our underserved targeted student population and in turn help close the achievement gap.

The Early Alert program is designed to help students experiencing academic and/or personal difficulties. The EA program coordinator asks faculty to identify students experiencing difficulties in the classroom, which can range from absences, low exam scores, learning difficulties, anxiety, and/or lack of study skills. The Coordinator takes those referrals and contacts the students and offers study strategies and campus resources. In addition, the Program Coordinator contacts students who are on academic probation. By focusing on identification in the beginning of the quarter, the Early Alert Coordinator can provide “high touch” case management with referred students throughout the 12-weeks that class is in session. Consistent connection to support services can help raise course completion rates and help students persist with their educational plans.

Course completion by ethnicity for Fall 2013 shows disparate success rates for African-Americans at 54.44%, followed by Pacific Islanders with 55.78%, and Latinos at 66.53%. Additionally, the “80% Index” developed by the Equal Employment Opportunity Commission for Title VII enforcement, defines “disparate impact” when a particular demographic group shows a success rate that is less than 80% for group(s) with the highest success rates. Using this criterion, there is a substantial achievement gap when compared to the highest achieving ethnic groups (White Non-Hispanic, Asian), which experience course completion rates of 78.84% and 78.75%, respectively. Accordingly, the 2014-2015 Student Equity Plan has identified narrowing the achievement gap as one of its many goals. Foothill College has also committed to implement more research to better understand reasons why African-American, Pacific Islander and Latino
students especially struggle with completing basic skills courses. The Early Alert program was created specifically to address these concerns. Its emphasis is on early identification and it aims to connect students during the start of the quarter with resources and continued follow up throughout the term to help students succeed.

During the Fall 2015 quarter, the Early Alert program was offered to 19 different instructors teaching sections of Math 220, 105 and 1A. Of the 22 sections offered in Fall 2015, 11 sections (10 different instructors) participated in the program, and 232 students were served. The program will expand to include ENGL 209 and ENGL 110 in winter 2016 and ESLL 25 and ESLL 242 in spring 2016.

Future goals for the program entail expanding the team to include an academic counselor dedicated to working directly with Early Alert referred students, and a student success specialist that will assist with program communication and student follow up. The Counseling Division recognizes that academic issues in the classroom (particularly in basic skills courses) are often compounded by a host of other contextual factors affecting a student’s chance for success. Through the Early Alert program, collaborations with faculty in the classroom, as well as other student services (for example, the STEM center, the Learning Center, Disability Resource Services and Psychological Services) can create a comprehensive response that will more effectively address academic performance issues.

Campus partnerships developed through the Early Alert program have resulted in the creation or expansion of student services. For the winter 2016 quarter we are considering adopting a book voucher program, and one-on-one tutoring for Math 105 students attempting the course for the third time. Expanding Early Alert services beyond coordinator contact and referrals to include direct resource provision allows us to address some of the other mitigating issues that stand as obstacles to student success. The Early Alert program will continue to operate throughout the academic year with a dedicated focus on lowering withdrawal rates, raising course completion rates—especially for the aforementioned demographic, and bolstering our support services to meet the needs of Foothill’s diverse population.

The Counseling Division is gathering data on the ethnic background of the students who attend counseling appointments so that we can learn about who comes to Counseling, who does not, and how we might attract more students, especially underserved and low-income students.

Based on the 2014-2015 academic year data, we locked a total of 2902 educational plans on DegreeWorks. Latino students represented 30% of those locked educational plan, followed by Whites at 28% and then Asians at 24%. Our numbers were lower for African Americans at 8% and Filipinos at 4%. These numbers help us assess the focus and direction of our marketing strategies. One strategy is to send out targeted emails to underrepresented students. Overall we hope this data will better inform our counseling practices.

**Instruction:** As previously discussed, CNSL and CRLP courses attract a higher percentage of targeted ethnic groups compared to campus-wide percentages. The ethnicity breakdown at Foothill College is 5% for African American, 22% for Latinos and 1% for Native American and Pacific Islanders. Our Counseling Division breakdown for CRLP and CNSL classes are: CRLP is 10% African American, 36% Latinos, and 1% Native and Pacific Islander; CNSL is 7% African American, 31% Latinos and 1% Native and Pacific Islander. Our division classes represent our
underserved target audience. The Counseling Division has the Puente Program, whose mission is “to increase the number of educationally undeserved students.” At Foothill, the majority of Puente students are members of the targeted ethnic groups.

Research and best practices show that when students have meaningful relationships with mentors, they are more likely to feel connected to their educational plans and seek the type of support needed along that path. They also maintain motivation longer because they can envision themselves reaching their own academic goals.

The Puente Program is reviving a mentorship program. One major component and goal is a fully developed mentorship program that matches each student during their first and second quarters (Phase I/II) to a working, professional community member in order to provide our students with professional and academic mentorship.

### SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

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<tr>
<th>Program Objective</th>
<th>Implementation Timeline</th>
<th>Progress Measures</th>
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<tr>
<td>Example: Offer 2 New Courses to Meet Demand</td>
<td>Winter 2016 Term</td>
<td>Course Enrollment</td>
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<tr>
<td>Revamp &amp; implement Academic/Progress Probation interventions that include putting holds on student accounts for all levels of probation. Use Canvas course to house and track probation interventions.</td>
<td>Winter 2016</td>
<td>Number of students on probation versus the numbers of holds removed. SARS, Banner reports</td>
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<td>Expand Early Alert to encompass Math 220, 105 &amp; 1A (Fall 2015); English 110 &amp; 209 (Winter 2016); ESLL 5 &amp; 242 (Spring 2016)</td>
<td>Winter &amp; Spring 2016</td>
<td>Numbers of students on identified &amp; persistence rate</td>
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<tr>
<td>Offer online academic counseling</td>
<td>Winter 2016</td>
<td>Number of students participating</td>
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<tr>
<td>Offer online orientation (Go2Orientation) for new students to FH</td>
<td>Winter 2016</td>
<td>Number of target students who complete orientation</td>
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**2B. Resource Requests:** Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

<table>
<thead>
<tr>
<th>Resource Request</th>
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<th>Program Objective (Section 2A)</th>
<th>Type of Resource Request</th>
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<tr>
<td>Early Alert/Retention Counselor</td>
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<td>Full-Time Faculty/Staff Position</td>
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<td>Early Alert Student Success</td>
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### 3A. Attach 2014-2015 Course-Level Outcomes
Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

### 3B. Attach 2014-2015 Program-Level Outcomes
Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

### SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean to provide feedback.

### 4A. Strengths and successes of the program as evidenced by the data and analysis

Counseling had been negatively impacted with many years of budget cuts that resulted in limited personnel and resources. With the new implementation of the Student Success and Support Program (3SP), 2014-15 was the first year that Counseling was infused with state funding, which provided the opportunity for Counseling to hire needed personnel in order to provide the state mandate of offering assessment, orientation, counseling and follow-up services to students. Our strengths and successes are evident in the following for the 2014-15 academic year:

- In January 2015, we hired four full-time temporary counselors for six months to assist with educational planning for students. As a result, Counseling provided 14,678 counseling appointments to students and doubled the number of approved educational plans compared to the previous year. A total of 9,292 educational plans were approved by counselors and 6,009 unduplicated students had an approved educational plan in DegreeWorks. Counseling appointments can be made in person and online through the Counseling web page. We offer thirty minute counseling appointments which can be face to face or telephone. Some counselors also offer Skype appointments. In addition to counseling services available on the Foothill main campus, we also offer four hours of counseling services per week at the Middlefield Campus.

- The First Year Experience Pilot Program (FYE) was created in Winter 2015 and launched in Summer 2015. A counselor is assigned and dedicated to FYE to work closely with faculty and staff to provide case management and high touch counseling to the cohort of students, who mostly represent Foothill’s targeted student population. FYE exemplifies the best practices of Instruction and Counseling when the two partner up to provide integrated and comprehensive services to students. We offered a CNSL 5 course (taught FYE instructor) specifically for the FYE
cohort in Summer 2015 to provide them an introduction to college prior to their first full-time enrollment in the fall quarter. Our goal was to provide FYE students a culture of support and help them enroll for fall quarter courses, create comprehensive educational plans and apply for Financial Aid. We also collaborated with the English Summer Bridge Program to funnel eligible students to the FYE Program.

- Working collaboratively with the Basic Skills Work Group, Counseling offered a designated CNSL 5 for the English Summer Bridge Program. The CNSL 5 counselor/instructor also offered counseling services to students the Summer Bridge Program, particularly those who tested higher in English at the end of the program. For the Math Summer Bridge Program, counselors played an integral role helping students at the end of the program to understand their placement level and to register in the appropriate courses, particularly for those who placed at a college level math but unsure of which class to take based upon their major and interest.

- Since Spring 2015, with addition of 3SP funding, counselors not only provide orientation during SOAR events, but also created abbreviated educational plans for all students who attended. We were able to provide a one stop shop for all new students, which resulted in students meeting all the requirements for priority enrollment in one event. In 2014-15, 55% of students in the target population participated in orientation. Target population is all students who are first-time in college and new to Foothill. Among the groups targeted by the Student Equity Plan (African American, Filipino/Pacific Islander, Latino), participation in orientation was 47%.

- Counselors and staff are active in shared governance by way of serving on Academic Senate, Transfer Work Group, Basic Skills Work Group, College Curriculum Committee, 3SP Advisory Group, and Tenure Committees. Counseling is an important partner in the Student Success Collaborative, with combines Student Equity, Basic Skills, 3SP and shared governance groups to work collaboratively and offer programs and services to faculty, staff and students in a more comprehensive manner.

- In Spring 2015, the entire Counseling faculty engaged in discussion about Counseling (CNSL) and Career Life Planning (CRLP) curriculum. Every course listed in the catalog was updated with a more relevant Student Learning Outcomes (SLO) as well as one identified assessment to be implemented.

- The unit value for CNSL increased from 1 unit to 1.5 units which resulted in having more time to create both abbreviated and comprehensive educational plans for students enrolled. It also meets the 3SP mandate of orientation. Overall, CNSL 5 courses have a higher percentage of targeted ethnic groups enrolled, particularly for African American (7% compared to 5% college wide) and Latino (31% compared to 22%) students. The success and persistence rates are also higher for the Latino (79%) and Filipino (85%) students compared to the college average of 76%.

4B. Areas of concern, if any:
Since the 3SP funding and mandate was relatively new in 2014-15, Counseling just began to implement new changes and different ways of delivery services to better serve students and to meet 3SP requirements. As more funding and positions became available this year, we are making more changes and adding personnel to improve on areas of concern:
• Although 55% of the targeted 3SP students completed orientation last year, we still need to improve as the state’s goal is 100%. In addition to our successful SOAR events, we are working on an online orientation (Go2Orientation) so that orientation is more accessible for students, especially our online learners. Counselors will also offer new student orientation workshops on a weekly basis around registration time to accommodate students who still need to meet the requirements of orientation and educational plan to meet priority enrollment.

• CNSL 5 (Introduction to College) is no longer a mandatory class for new students. This will have a negative impact on the offerings of CNSL 5 courses. It is a critical class for new students as the curriculum encompasses orientation to Foothill, college policies, major exploration, educational planning, degree and transfer requirements, time management and resources on campus. Without taking this class first, students will be lost in the college process, particularly for the targeted student groups. A thirty-minute counseling appointment cannot substitute for a class. It will also negatively impact counseling sessions since new students will not have the knowledge base to engage in a meaningful counseling session, particularly about educational planning. Counseling will need to make a concerted effort to market CNSL 5 to the campus and to the students. We may need to work with Institutional Research to gather data on student success for those who completed CNSL 5 so that data can be used as a marketing tool.

• In 2014-15, 52% of the target population (all students who are first-time in college and new to Foothill) received an education plan. Among first-time African American, Filipino, and Latino students, the percentage of students receiving an education plan is 47%. Counseling had doubled the numbers of educational plans created from the previous year. However, we still need to improve our percentage to encompass more students, especially creating comprehensive educational plans for students who have completed approximately twenty-two units, per 3SP mandate. This year’s goal is to reach out to unduplicated new students who may be unfamiliar with Counseling services and campus resources. To meet this goal, we had hired four full-time counselors in Fall 2015, and will need to hire one full-time counselor to provide counseling services to students, especially to targeted student populations, the online students, and the non-credit students whose classes are mostly off site. Additionally, Counseling is currently creating an online academic counseling service for students who don’t have the means to come onto the main or Middlefield campus. At this time, counselors are working with Edunav, to pilot and test the program which can incorporate student data from Banner, career and major interests, Foothill course offerings, to map coursework needed to reach students’ goal. Edunav may be able to help students who are college savvy and self-motivated. However, many student populations, especially the targeted and at risk students, will still need the high touch approach with counselors.

• Providing counseling interventions and services to at risk students, per 3SP mandate, is an area that Counseling will need to improve. In 2014-15, of students who were on academic probation for two consecutive quarters, the percent who received Academic/Progress Probation counseling services included: Summer 2014: 12%, Fall 2014: 25%, Winter 2015: 43%, and Spring 2015: 42%. The data clearly shows that Counseling needs to be more accessible and offer more interventions aside from seeing students in counseling appointments. To meet this goal, a Probation Committee has been formed this year to address this deficit and to create a set of interventions that would encompass online interventions for the lower levels of academic/progress probation, group counseling for the severe probation level and individual
counseling appointment for the pre-dismissal and dismissal groups. Additionally, we are implementing an Early Alert Program this year to encompass basic skills Math, English and ESLL courses. Currently, we have hired an Early Alert Coordinator II to implement Early Alert. One person cannot run such a high touch, case management style of service delivery. We need to add personnel to create the Early Alert Team. We need to hire one full-time counselor dedicated to Early Alert and retention services (academic/progress probation). We also need to hire a full time Student Success Specialist to do classroom presentations, meet with students to assess and refer them to appropriate resources and staff, and to provide follow up.

4C. Recommendations for improvement:
To meet the 3SP mandate, Counseling will need to diversify and revamp our service delivery system to meet the needs of our diverse student population at Foothill College. We are unique in that we have a full spectrum of students: the Baccalaureate Dental Hygiene program, Allied Health, a large online student population, traditional transfer, basic skills and non-credit learners in the community and at Middlefield campus. We will need to be innovative in our approach and provide additional services outside of the Counseling Center. We also will need to be integral partners with Instruction and other Student Services programs to provide integrated services to students. Counseling will need to continue to hire needed personnel to be able to offer the myriad of services (both online and face to face) to meet the needs of our students as well as the 3SP requirements.

4D. Recommended Next Steps:
- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Lan Truong  
Dean of Counseling

This section is for the Vice President to provide feedback.

4E. Strengths and successes of the program as evidenced by the data and analysis:
The Counseling Division has made huge strides this year to assist students developing education plans, provide numerous orientations, participate in SOAR events, train new faculty and staff, establish early alert and add focus to career and transfer services. The team is very collaborative and flexible, embracing new online support services and working as a team to resolve problems and identify best practices.

4F. Areas of concern, if any:
None

4G. Recommendations for improvement:
None

4H. Recommended Next Steps:
- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review
Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Denise Swett  
Vice President, Student Services  
February 1, 2016
### Mission Statement:
By helping students learn skills to improve their overall mental health, academic performance and quality of life, we hope to enhance the likelihood they will succeed at Foothill College.

### Department - Counseling (CNSL)

#### CNSL 1 - COLLEGE SUCCESS - 2 - Organization

A successful student will apply organizational and time management skills to effectively manage their own time. Students will be able to organize oneself to effectively submit the assignment. The assessment was able to create a successful student who can organize their own time.

#### Course-Level SLO Status:
Inactive

#### Assessment Method:
Students will be able to list events/behaviors during a 24-hour/7-day period. A discussion ensued regarding prioritizing based on immediate needs and long-term goals. Time management tools were introduced and reinforced. Students were asked to discuss relevant situations and develop strategies to enhance their organization and time management skills. A future lesson should have students consider creating a log of their behaviors during a week prior to class discussion regarding organization.

### Assessment Findings/Reflections

<table>
<thead>
<tr>
<th>Year This Assessment Occurred:</th>
<th>Target Met</th>
<th>Result</th>
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<td>2014-2015</td>
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</table>

### Action Plan & Follow-Up

- Students were asked to list events/behaviors during a 24-hour/7-day period. A discussion ensued regarding prioritizing based on immediate needs and long-term goals. Time management tools were introduced and reinforced. Students were asked to create a calendar electronically or on paper which detailed events and milestones related to short- and long-term goals. Students were asked to discuss relevant situations and develop strategies to enhance their organization and time management skills. A future lesson should have students consider creating a log of their behaviors during a week prior to class discussion regarding organization.

### Means of Assessment & Targets for Success / Tasks

**Assessment Method Type:** Discussion/Participation

**Assessment Method:** Student self-assessment, peer review, and class discussion.

**Target:** Students will be able to identify the best use of their time.

**Result:** Target Met

**Year This Assessment Occurred:** 2014-2015

11/13/2014 - Students were asked to list events/behaviors during a 24-hour/7-day period. A discussion ensued regarding prioritizing based on immediate needs and long-term goals. Students were asked to discuss relevant situations and develop strategies to enhance their organization and time management skills. A future lesson should have students consider creating a log of their behaviors during a week prior to class discussion regarding organization.

**Result:** Target Met

**Year This Assessment Occurred:** 2014-2015

10/07/2015 - Students were asked to identify events and behaviors during a 168-hour week and categorize if the event or behavior contributes to or is an obstacle to student success. A lesson plan and class discussion centered on student ownership of their educational plan were developed to understand prioritization, procrastination, and time management. Students were asked to create a journal reflecting on self-defeating behaviors. As a result, 100% of the students submitting the assignment were able to create a personal strategy to organize themselves to effectively manage their own time.

**Result:** Target Met

**Year This Assessment Occurred:** 2014-2015

11/13/2014 - Students were asked to list events/behaviors during a 24-hour/7-day period. A discussion ensued regarding prioritizing based on immediate needs and long-term goals. Time management tools were introduced and reinforced. Students were asked to create a calendar electronically or on paper which detailed events and milestones related to short- and long-term goals. 100% of the students were able to provide a calendar. Future lesson should have students consider creating a log of their behaviors during a week prior to class discussion regarding organization.

**Result:** Target Met

**Year This Assessment Occurred:** 2014-2015

10/10/2015 - Students were asked to list events/behaviors during a 168-hour week and categorize if the event or behavior contributes to or is an obstacle to student success. A lesson plan and class discussion centered on student ownership of their educational plan were developed to understand prioritization, procrastination, and time management. Students were asked to create a journal reflecting on self-defeating behaviors. As a result, 100% of the students submitting the assignment were able to create a personal strategy to organize themselves to effectively manage their own time.

**Result:** Target Met
A successful student will develop short and long term goals. (Created By Department - Counseling (CNSL))

Start Date: 09/26/2011
End Date: 12/13/2011
Course-Level SLO Status: Inactive

Assessment Method: Create goal-setting strategies for effective academic and personal success.
Assessment Method Type: Presentation/Performance

Target for Success:
10/07/2015 - Students participated in an activity that introduced the concept of goal setting and the SMART(ER) strategy. Students were instructed to create long term and short term goals and to submit their goals in written form. Students were given a lesson in the SMART(ER) strategy and were taught to set goals that were specific, measurable, achievable, realistic, and time-bound. Following the lesson, students were instructed to create both short and long term goals using the SMART(ER) strategy.
100% of the students present for the lesson were able to create both short and long term goals using the SMART(ER) strategy and to set realistic and achievable goals. Students were instructed to create long term and short term goals and to submit their goals in written form. Students were given a lesson in the SMART(ER) strategy and were taught to set goals that were specific, measurable, achievable, realistic, and time-bound. Following the lesson, students were instructed to create both short and long term goals using the SMART(ER) strategy.

Result:
Target Met

Year This Assessment Occurred:
2014-2015

Note: In addition to lecture, students were given a lesson in the SMART(ER) strategy. Goals should include values setting to achieve the desired outcome. Future lesson plan needed to goal setting to achieve the desired outcome. Future lesson plan needed to goal setting to achieve the desired outcome.
### Assessment Findings/Reflections

**Action Plan & Follow-Up**

**Result:**
- Target Met

**Year This Assessment Occurred:**
- 2013-2014

01/16/2013 - Students received a lesson in SMART(ER) Goals and were instructed to develop 5 SMART goals in relation to short term and long term. All students completed the assignment and met the target. Students were encouraged to use the specific resources, students were able to assess how they would use the specific resources, students were able to complete the assignment and met the target. Students were encouraged to use the specific resources, students were able to complete the assignment and met the target.

**Means of Assessment & Targets for Success / Tasks**

<table>
<thead>
<tr>
<th>Success / Tasks</th>
<th>Assessment Findings/Reflections</th>
<th>Course-Level SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSL 1 - Create a successful student will Identify and use campus resources to improve college success. (Created By Department: Counseling (CNSL))</td>
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<tr>
<td>Class/Lab Project: Students will participate in a campus resource project.</td>
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<tr>
<td>Assessment Method Type: Resource Project</td>
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<td>Assessment Method Type</td>
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<td>Start Date</td>
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<tr>
<td>Exam - Standardized</td>
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<td>09/22/2014</td>
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<tr>
<td>Exam - Course Test/Quiz</td>
<td>Active</td>
<td>09/22/2014</td>
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<tr>
<td>Essay/Journal</td>
<td>Active</td>
<td>09/22/2014</td>
</tr>
</tbody>
</table>

**Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - Resources**

- Identify current and potential academic, social/cultural, psycho-emotional barriers and how they impact the student's college success. (Created By Department - Counseling (CNSL))

  - **Start Date:** 09/22/2014
  - **Course-Level SLO Status:** Active
  - **Assessment Method:** Write a self-reflection paper identifying at least one barrier to college success from each category (academic, social/cultural, psycho-emotional barriers) and how each one impacts their college success
  - **Assessment Method Type:** Essay/Journal

**Department - Counseling (CNSL) - CNSL 2 - COLLEGE SUCCESS - Goal Setting**

- Apply a goal setting strategy, such as the SMART (Specific, Manageable, Attainable, Realistic, Time Specific) Method, to create short term and long term goals. (Created By Department - Counseling (CNSL))

  - **Start Date:** 09/22/2014
  - **Course-Level SLO Status:** Active
  - **Assessment Method:** Create 2 short term and 2 long term goals using one of the goal setting methods taught in class
  - **Assessment Method Type:** Exam - Course Test/Quiz

**Department - Counseling (CNSL) - CNSL 2 - COLLEGE & LIFE MANAGEMENT - 1 - Non-Verbal Communication**

- A successful student will be able to identify the elements of non-verbal communication. (Created By Department - Counseling (CNSL))

  - **Start Date:** 09/22/2014
  - **Course-Level SLO Status:** Active
  - **Assessment Method:** List and describe the components of non-verbal communication.
  - **Assessment Method Type:** Exam - Standardized
### Rational Thinking

**Course-Level SLO Status:** Active

**Assessment Method:** Student will list choices and identify those that promote a positive well-being.

**Assessment Method Type:** Case Study/Analysis

**Target for Success:**

- **Assessment Findings/Reflections:**
  - Identified successful students who demonstrated a positive well-being.
  - Identified successful students who met with a counselor.

**Target:** 70% of EOPS students who successfully completed the CNSL 275 course with a “C” or better should meet with a counselor.

**Target Date:**
- 10/28/2015 - Out of 18 student total that registered for the class, 16 students completed the course successfully.
- Of those 16, 10 completed all their responsibilities (i.e., 2 progress reports and met with counselor) in Spring 2015.
- Only 6 did not complete all 3 responsibilities.
- 2 of these 6 completed none of their responsibilities.

**Result:** Target Not Met

**End Date:**
- 12/09/2015

---

### EOPS Responsibilities

**Course-Level SLO Status:** Active

**Assessment Method:** Analyze collected data on percentage of students who submitted progress reports and met with a counselor after they completed the class.

**Assessment Method Type:** Data

**Target for Success:**

- 70% of EOPS students who successfully completed the CNSL 275 course with a “C” or better should submit 2 progress reports and meet with a counselor for the Spring 2015 term.
- Students who did not pass the course will need to re-take the class the following term and meet with a counselor for the Spring 2015 term.

**End Date:**
- 05/20/2015

---

### Data

**Assessment Findings/Reflections:**

- Of the 16 students who completed the course successfully:
  - 10 completed all their responsibilities.
  - 4 completed at least one responsibility.
  - 2 completed none of their responsibilities.

**Result:** Target Not Met
<table>
<thead>
<tr>
<th>Year This Assessment Occurred</th>
<th>2014-2015</th>
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</thead>
<tbody>
<tr>
<td>GE/IL-SLO Reflection</td>
<td>Using this data, we can assume that the class does help students learn about their EOPS responsibilities and comply with them. The majority (63%) of students who completed the course also met all of their EOPS responsibilities. The course also included 2 non-EOPS students who withdrew. Using this data, we can assume that the class does help students learn about their EOPS responsibilities and comply with them. The majority (63%) of students who completed the course also met all of their EOPS responsibilities.</td>
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</tbody>
</table>
18/25 (72%) completed all of their responsibilities
24/25 (96%) completed at least one responsibility
1/25 (.04%) did not complete any

* data reflecting 23 students who successfully completed the class with a "C" grade or better should submit 2 progress reports and met with a counselor.

18/23 (78%) completed all of their responsibilities
24/23 (100%) completed at least one responsibility-one student with an "F" grade met with an EOPS counselor for the Spring term.
1/23 (.04%) did not complete any

Result: Target Met


Target This Assessment Occurred: 2014-2015

Result:

- 1/23 (0.4%) did not complete any of their responsibilities
- 24/23 (100%) completed all of their responsibilities
- 18/23 (78%) completed all of their responsibilities

Success/Tasks

Action Plan & Follow-Up

Assessment Method:

A 20-question multiple-choice and true/false quiz on student responsibilities, EOPS services.

Assessment Type:

Exam - Course Test/Quiz

Target for Success:

70% of student will get at least 15 correct
### Course-Level SLOs

**Means of Assessment & Targets for Success / Tasks**

**Assessment Findings/Reflections**

**Action Plan & Follow-Up**

**Start Date:** 09/22/2014  
**End Date:** 06/26/2015  
**Course-Level SLO Status:** Inactive

<table>
<thead>
<tr>
<th>Year This Assessment Occurred:</th>
<th>Result:</th>
<th>Target for Success:</th>
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<tbody>
<tr>
<td><strong>2013-2014</strong></td>
<td></td>
<td>70% of students should complete exam with at least 15 out of 20 answers correct.</td>
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</table>

**Assessment Method:** A 20-question exam is administered.  
**Assessment Method Type:** Exam - Course Test/Quiz

#### GE/IL-SLO Reflection:

In the next assessment phase, I will include the number of students who has completed their progress reports as a way to determine if the student has follow-through with the EOPS responsibilities.  The number of students who has completed the next assessment phase will include those who have completed the EOPS responsibilities.

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<thead>
<tr>
<th>Year This Assessment Occurred:</th>
<th>Result:</th>
<th>Target Met</th>
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</table>
| **2012-2013** | | Year 12/01/2013 - Clearly, the students were able to understand the expectations that the EOPS department has defined with respect to learning the benefits and responsibilities that are expected of them. From the quiz, 75% of the students received a score of 7 out of 10 from a ten-question quiz.  
**GE/IL-SLO Reflection:** In the next assessment phase, I will include the number of students who has completed their progress reports as a way to determine if the student has follow-through with the EOPS responsibilities. |

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</table>
| **2013-2014** | | Year 03/13/2013 - For the most part, students continue to do well in the assessment quiz. This Winter 13, I implemented a practice activity to help them learn the material better, which resulted in slightly better scores for some students. There were 2 students who missed 1 or less. The general consensus in the EOPS office is that our students are complying with their responsibilities at a higher rate than before. We assume it is because the course has taught them well.  
**GE/IL-SLO Reflection:** On the topics must be incorporated in discussions and review activities (e.g., pop-quiz), further review and more in-depth discussion of student learning goals of success. |

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<tr>
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<th>Target Met</th>
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</table>
| **2014-2015** | | Year 12/09/2015 - Clearly, the students were able to answer on the quiz.  
**GE/IL-SLO Reflection:** On the topics must be incorporated in discussions and review activities (e.g., pop-quiz), further review and more in-depth discussion of student learning goals of success. |

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**Assessment Findings/Reflections**

**Action Plan & Follow-Up**

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**Success / Tasks**

**Means of Assessment & Targets for Success / Tasks**

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**Course-Level SLO Status:**

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**Start Date:**

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**End Date:**

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Course-Level SLOs

Means of Assessment & Targets for Success / Tasks

Assessment Findings/Reflections

Action Plan & Follow-Up

2012-2013

Resource Request: none

03/15/2012 - Consistently, 75 to 80% of the students who take the exam, received a score of 15 or higher.

Result: Target Met

Year This Assessment Occurred: 2011-2012

03/15/2012 - Not sure if the results translate to an increase of students actively complying with their quarterly student responsibilities.

Assessment Method:

Students were provided a pre-assessment quiz to determine their level of understanding the various on-campus tutorial centers and programs. A campus tour of the various on-site tutorial centers and programs was initiated, which include the EOPS Tutorial, Pass the Torch, Teaching and Learning Center, and PSME. A brief presentation was arranged at each site. Students were requested to review the information relating to these tutorial centers and programs. In the next class meeting, the same assessment post quiz was provided.

Assessment Method Type:

Pre/Post Test

Target for Success:

The target for success was to ensure that students who participated in both the pre/post quiz was able to receive at least 70% on the post quiz.

09/02/2014 - There were 25 students who took the pre-quiz out of 27 students who enrolled in the class at that time and the following was the result:

3 students received a score of 70% or higher and the remaining 22 students received less than 69%.

The post quiz was based on 23 students showed that there were 21 students who received at least 70% or higher.

GE/IL-SLO Reflection:

It was difficult to track the same students who took the pre/post quiz, which was administered on separate dates. In the next SLO cycle, the pre/post quiz should be administered on the same day.

03/15/2012 - Consistently, 75 to 80% of the students who take the exam, received a score of 15 or higher.

Result: Target Met

Year This Assessment Occurred: 2011-2012

03/15/2012 - Not sure if the results translate to an increase of students actively complying with their quarterly student responsibilities.

Assessment Method:

Student is presented with a 10 question quiz that they will answer after visiting the tutorial centers and programs on campus.

Assessment Method Type:

Exam - Course Test/Quiz

Target for Success:

70% of the post quiz was able to receive at least 70% on the pre/post quiz.

09/02/2014 - There were 25 students who took the pre-quiz out of 27 students who enrolled in the class at that time and the following was the result:

3 students received a score of 70% or higher and the remaining 22 students received less than 69%.

The post quiz was based on 23 students showed that there were 21 students who received at least 70% or higher.

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Result: Target Met

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<th>Assessment Method Type:</th>
<th>Exam - Course Test/Quiz</th>
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</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>To assess understanding before and after the tour of the tutorial center and programs prior to the Spring 2013. For the Spring term 2013, 80% of students were able to respond to the matching questions with at least 7 correct answers.</td>
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<tr>
<td>Target for Success:</td>
<td>75% of the students will complete all ten questions on the quiz.</td>
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<tr>
<td>Date of this Assessment Occurred:</td>
<td>12/11/2013</td>
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</tbody>
</table>

### Assessment Method Type:
- Exam - Course Test/Quiz

### Assessment Method:
- The quiz was consisted of 10 questions, including two matching and three short essay questions. The quiz was handed out at the beginning of the class in order for the students to answer the questions. The quiz was graded at the beginning of the class. Students were presented with a quiz that was handed out at the beginning of the class. 

### Target for Success:
- 75% of the students will complete all ten questions on the quiz.

### Date of this Assessment Occurred:
- 12/11/2013

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### Assessment Method Type:
- Exam - Course Test/Quiz

### Assessment Method:
- The quiz was consisted of 10 questions, including two matching and three short essay questions. The quiz was handed out at the beginning of the class. Students were presented with a quiz that was handed out at the beginning of the class. 

### Target for Success:
- 75% of the students will complete all ten questions on the quiz.

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- 12/11/2013

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### Assessment Method Type:
- Exam - Course Test/Quiz

### Assessment Method:
- The quiz was consisted of 10 questions, including two matching and three short essay questions. The quiz was handed out at the beginning of the class. Students were presented with a quiz that was handed out at the beginning of the class. 

### Target for Success:
- 75% of the students will complete all ten questions on the quiz.

### Date of this Assessment Occurred:
- 12/11/2013
<table>
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<tr>
<th>Course-Level SLO</th>
<th>Means of Assessment</th>
<th>Targets for Success / Tasks</th>
<th>Action Plan &amp; Follow-Up</th>
<th>Assessment Findings/Reflections</th>
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<tbody>
<tr>
<td>275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - 2</td>
<td>- Identity - A successful student will be able to describe personal cultural identity and to discuss personal cultural identity and experiences and identify potential hurdles to becoming a successful student</td>
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<td>Generated by TracDat a product of Nuventive.</td>
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<tr>
<td>CNSL - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - 3</td>
<td>- Identity - A successful student will be able to describe personal cultural identity and to discuss personal cultural identity and experiences and identify potential hurdles to becoming a successful student</td>
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<tr>
<td>CNSL - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - 1</td>
<td>- Identity - A successful student will be able to describe personal cultural identity and to discuss personal cultural identity and experiences and identify potential hurdles to becoming a successful student</td>
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<tr>
<td>CNSL - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - 4</td>
<td>- Identity - A successful student will be able to describe personal cultural identity and to discuss personal cultural identity and experiences and identify potential hurdles to becoming a successful student</td>
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### Course-Level SLOs

<table>
<thead>
<tr>
<th>Course-Level SLO Status</th>
<th>Action Plan &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
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</table>

#### Assessment Method:

A reflective assignment will be administered to assess their academic needs and core competencies. The Counseling faculty is working on developing multiple assessments to evaluate the progress of students in EOPS services available in 2014-2015 academic year.

**End of Academic Year:**

- Start Date: 09/21/2015
- Course-Level SLO Status: Active

**Assessment Method Type:**

- Case Study/Analysis

**Resources Needed:**

- Computers/smart classroom availability on which all students in face-to-face classes can access the online educational planning system.

**Target Met Result:**

- Target Met - More than just books.

**Year This Assessment Occurred:**

- 2013-2014

**Target:**

- Create an educational plan that defines the classes to attain their academic goal(s).

**Year This Assessment Occurred:**

- 2013-2014

**Resource Request:**

Computers/smart classroom availability on which all students in face-to-face classes can access the online educational planning system.

**Lesson Learned:**

- It is important to look beyond the student educational plan and the student educational plan is an important tool to help us in the assessment for student success, counseling faculty is working on developing a pre/post- assessment process to assess student needs and progress.

**Assessment Method:**

- Case Study/Analysis

**Lesson Learned:**

- It is important to look beyond the student educational plan and the student educational plan is an important tool to help us in the assessment for student success.
GE/IL-SLO Reflection:

There were 4 online CNSL 5 sections offered. A total of 108 students registered for the online sections with 82 students successful for a total of 88.6%. For our face-to-face numbers 183 registered with 161 or 88% success rate overall. With the online degree works system now being enforced for Education plan completion, this data reflects expertise and commitment Counseling faculty have in providing students comprehensive and focused attention to academic success regardless of method of instruction. This data shows that the online section is a viable option for students who may not be able to attend the face-to-face classes. The overall success rate is 88.6% which is very impressive and reflects the quality of education provided by the Counseling faculty. It is important to note that the success rate is not just a measure of the student's academic success but also an indication of the overall success of the education plan. Overall success rates of education plan completion are good and reflect the expertise of the Counseling faculty in providing comprehensive and focused attention to student academic success. That said, it is important to look not just at education plan completion as a sign of success but further assessment of knowledge gained regarding degree completion, transfer process, campus policies and procedures are warranted. The Counseling faculty is working on developing a pre/post-test to help us in this assessment process. The goal is to improve our overall success rate. This will help us in providing comprehensive and focused attention to student academic success. Overall success rates of education plan completion are good and reflect the expertise of the Counseling faculty in providing comprehensive and focused attention to student academic success.
GE/IL-SLO Reflection:
Attention to academic success, students comprehensive and focused Counseling faculty have in providing effective expertise and commitment for education plan completion. The data degree works system now being monitored 88% success rate overall with the online 2-16 numbers 123 registered with 156 or successful for a total of 88% for our face to face online sections with 28 students where offered a total of 168 students registered.

GE/IL-SLO Reflection:
Attention to academic success, students comprehensive and focused Counseling faculty have in providing effective expertise and commitment for education plan completion. The data degree works system now being monitored 88% success rate overall with the online 2-16 numbers 123 registered with 156 or successful for a total of 88% for our face to face online sections with 28 students where offered a total of 168 students registered.

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Attention to academic success, students comprehensive and focused Counseling faculty have in providing effective expertise and commitment for education plan completion. The data degree works system now being monitored 88% success rate overall with the online 2-16 numbers 123 registered with 156 or successful for a total of 88% for our face to face online sections with 28 students where offered a total of 168 students registered.
06/25/2013 - It remains the case that our students who complete the educational plan assignment, are the ones that earn a passing grade. However, we have transitioned to having our students make educational plans on the DegreeWorks system. It has proven to be a challenge to figure out the best way to teach the system, as not all students are computer savvy. However, we are making a point to have our students get used to the system, as it will be an integral part of new registration procedures. We are working on improving the system, as well as teaching students how to use the DegreeWorks system. A major focus of CNSL 50 is to teach students how to be able to construct an accurate educational plan. Those who successfully complete the class, typically, the students who do not complete the educational plan assignment, do not complete the class. Those who successfully complete the educational plan, are the ones who successfully complete the educational plan. In the near future, students will be required to complete educational plans on the DegreeWorks system. Counselors will then be able to review and approve the ed plans online. This will allow for a more seamless and paperless process. Counselors will be able to review and approve the ed plans online.

06/25/2013 - Counselors will work together to find best practices for teaching students how to use the DegreeWorks system, as well as implementing it into the educational plan process.
### Course-Level SLO: Identify Foothill College graduation requirements

**Department:** Counseling (CNSL)

**Course:** CNSL 5 - INTRODUCTION TO COLLEGE

**Course-Level SLO Status:** Inactive

**Assessment Method:** Pre/Post Test - 70% should pass

**Assessment Findings/Reflections:**

- Students were given 10 survey questions on the 1st day of class.
- 220 students were in attendance on the 1st day of class.
- 20 students were in attendance on the last day of class.
- 166 students answered 8 or more survey questions correctly.
- Overall: 79.8% of students passed.

**Action Plan & Follow-Up:**

- Reviewing the survey responses helped counselor Kim Lane identify the areas of content needing stronger emphasis or detail. Students could identify a correct answer, but didn't have an understanding of the material that was solid enough to differentiate between an “all of the above” or “B and C is correct” answer.

**Assessment Cycles:**

- End of Academic Year
- Start Date: 09/21/2015
- Year This Assessment Occurred: 2014-2015

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### Course-Level SLO: Create an individualized educational plan

**Department:** Counseling (CNSL)

**Course:** CNSL 5 - INTRODUCTION TO COLLEGE

**Course-Level SLO Status:** Active

**Assessment Method:** Pre/Post Test

**Assessment Method Type:** Exam - Course Test/Quiz

**Exam:**

**Assessment Findings/Reflections:**

- 20 students of 208 students surveyed passed the exam.
- 166 students answered 8 or more survey questions correctly.
- Overall: 79.8% of students passed.

**Action Plan & Follow-Up:**

- Implementing an academic guidance program for students improving grade point averages.
- Reviewing the survey responses helped counselor Kim Lane identify the areas of content needing stronger emphasis or detail. Students could identify a correct answer, but didn't have an understanding of the material that was solid enough to differentiate between an “all of the above” or “B and C is correct” answer.

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### Course-Level SLO: Create an educational plan

**Department:** Counseling (CNSL)

**Course:** CNSL 5 - INTRODUCTION TO COLLEGE

**Course-Level SLO Status:** Active

**Assessment Method:** Exam - Course Test/Quiz

**Exam:**

**Assessment Findings/Reflections:**

- 20 students of 208 students surveyed passed the exam.
- 166 students answered 8 or more survey questions correctly.
- Overall: 79.8% of students passed.

**Action Plan & Follow-Up:**

- Implementing an academic guidance program for students improving grade point averages.
- Reviewing the survey responses helped counselor Kim Lane identify the areas of content needing stronger emphasis or detail. Students could identify a correct answer, but didn't have an understanding of the material that was solid enough to differentiate between an “all of the above” or “B and C is correct” answer.
### Assessment Method:

At the end of the quarter, students will complete a Personal Action Plan. This demonstrates that they developed and achieved a personal system of study.

### Assessment Cycles:

End of Academic Year

**Start Date:** 09/21/2015

**Assessment Cycles:**

End of academic year by department - Counseling (CNSL)

**Assessment Method:**

Students complete a weekly block schedule that allows them to assess how they are spending their time. They will also complete a weekly block schedule to indicate how they are spending their time.

### Year This Assessment Occurred:

2014-2015

### Target:

Student will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Result:

Target Met

### Action Plan & Follow-Up

- **06/25/2013** - After completing the weekly block schedule, the majority of students stated that they learned to prioritize, be more productive, and to balance the academic and personal obligations.
- **06/27/2013** - I will continue having students complete a weekly block schedule to indicate how they are spending their time, but I will also have them complete a second weekly block schedule to indicate how they have changed their time management.

### Assessment Method:

Students complete a weekly block schedule that allows them to assess how they are spending their time. They will also complete a weekly block schedule to indicate how they have changed their time management.

### Year This Assessment Occurred:

2013-2014

### Target:

Student will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Result:

Target Met

### Action Plan & Follow-Up

- **04/27/2014** - The majority of the class completed a personal Action Plan. This indicates that the majority of the class demonstrated an understanding and the ability to manage their time effectively on a weekly basis.

### Assessment Method:

Students will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Year This Assessment Occurred:

2012-2013

### Target:

Student will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Result:

Target Met

### Action Plan & Follow-Up

- **04/27/2013** - The majority of the class completed a personal Action Plan. This indicates that the majority of the class demonstrated an understanding and the ability to manage their time effectively on a weekly basis.

### Assessment Method:

Students will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Year This Assessment Occurred:

2011-2012

### Target:

Student will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Result:

Target Met

### Action Plan & Follow-Up

- **04/27/2012** - The majority of the class completed a personal Action Plan. This indicates that the majority of the class demonstrated an understanding and the ability to manage their time effectively on a weekly basis.

### Assessment Method:

Students will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Year This Assessment Occurred:

2010-2011

### Target:

Student will select their preferred planner and complete the weekly block schedule. The student will develop and achieve an effective personal system of study.

### Result:

Target Met

### Action Plan & Follow-Up

- **04/27/2011** - The majority of the class completed a personal Action Plan. This indicates that the majority of the class demonstrated an understanding and the ability to manage their time effectively on a weekly basis.
Assessment Method Type: Weekly quiz will assess if students are successfully implementing strategies.

Assessment Status: Active

Assessment Method: Pre/Post Test

Assessment Cycles: End of Academic Year

Start Date: 09/21/2015

Year This Assessment Occurred: 2014-2015

Target Met

Result

Instructors: Share all of our resources and findings with those who may need English faculty members. We will bring in a 5 unit online class that will be taught by an instructor of the specific course. Fall 2015 is the last quarter that this class will be taught. Those who need to use their school planet calendar to get help if they need it. Also assess if this plan is an effective tool.

Survey

Assessment Method Type: To help them manage their time successfully.

Success/Tasks For Assessment 

Assessment Findings/Reflections: Half of these students prefer the traditional paper calendars and the other half prefer to use their smartphone calendars to get organized. Fall 2015 is the last quarter that this class will be taught. Those who need to use their school planet calendar to get help if they need it. Also assess if this plan is an effective tool.

Action Plan 

Assessment Cycles: End of Academic Year

Start Date: 09/21/2015

Year This Assessment Occurred: 2014-2015

Target Met

Result

Instructors: Assesses all of our resources and findings with those who may need English faculty members. We will bring in a 5 unit online class that will be taught by an instructor of the specific course. Fall 2015 is the last quarter that this class will be taught. Those who need to use their school planet calendar to get help if they need it. Also assess if this plan is an effective tool.

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Assessment Method: A test anxiety assessment quiz to determine the level and causes of test anxiety and provide strategies of how to eliminate or reduce anxiety. Provide follow-up campus resources for students who are struggling with test anxiety.

Assessment Method Type: Pre/Post Test

Assessment Status: Active

Assessment Method: Exam - Course Test/Quiz

Assessment Cycles: End of Academic Year

Start Date: 09/21/2015

Year This Assessment Occurred: 2014-2015

Target Met

Result

Instructors: assess effective strategies for understanding/remembering text information. Understand the following facts about anxiety: physical and emotional test anxiety. Be able to distinguish the differences between physical and emotional test anxiety. Students will be able to reduce anxiety and find ways to reduce or eliminate test anxiety. Provide follow-up campus resources that can help manage test anxiety.

Survey

Assessment Method Type: To help them manage their time successfully.

Success/Tasks For Assessment 

Assessment Findings/Reflections: Half of these students prefer the traditional paper calendars and the other half prefer to use their smartphone calendars to get organized. Fall 2015 is the last quarter that this class will be taught. Those who need to use their school planet calendar to get help if they need it. Also assess if this plan is an effective tool.

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Course-Level SLOs

Means of Assessment & Targets for Success / Tasks

Assessment Findings/Reflections

Action Plan & Follow-Up

Active
Department - Counseling (CNSL) - CNSL 52
- COLLEGE & LIFE MANAGEMENT - Motivational Theories - Identify and distinguish the differences between extrinsic and intrinsic motivation. (Created By Department - Counseling (CNSL))

Assessment Cycles:
End of Quarter
Start Date: 09/21/2015
Course-Level SLO Status: Active
Assessment Method: Student will identify 3 personal factors related to intrinsic and extrinsic motivation and discuss in a paper that elucidates their personal needs and values.
Assessment Method Type: Essay/Journal

10/21/2015 - Students were given a lesson on the different types of motivators, including extrinsic and intrinsic. Students were assigned to discuss their own experiences with these motivators and explore how they impact their personal values and needs. The discussion was followed by a writing assignment where students had to reflect on their own values and identify 3 personal factors that contribute to their motivation.

Result:
Target Met
Year This Assessment Occurred: 2014-2015

Department - Counseling (CNSL) - CNSL 52
- COLLEGE & LIFE MANAGEMENT - Self-Management Concepts and Practices - Compose short-term and long-term college and life goals to construct a prioritization and time management plan. (Created By Department - Counseling (CNSL))

Assessment Cycles:
End of Quarter
Start Date: 09/21/2015
Course-Level SLO Status: Active
Assessment Method: Student will identify 3 goals and outline steps towards achieving the goals.
Assessment Method Type: Class/Lab Project

10/21/2015 - Students participated in a physical activity which combined team work and goal setting. Students were able to recognize and identify the interdependence with others to help succeed in their personal goals. Following the activity, students were asked to reflect on their education plans and identify short and long-term goals that would lead to success in their personal goals. Following the activity, students were also asked to compose a prioritization and time management plan that would help them achieve their goals.

Result:
Target Met
Year This Assessment Occurred: 2014-2015

Department - Counseling (CNSL) - CNSL 52
- COLLEGE & LIFE MANAGEMENT - Non Verbal Communication - A successful student will be able to identify the elements of non-verbal communication. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Inactive
Assessment Method: List three elements of non-verbal communication
Assessment Method Type: Exam - Course Test/Quiz

11/13/2014 - A lesson on non-verbal communication was given at the beginning of the course. Students were then quizzed to identify the elements of non-verbal communication. The quiz consisted of 20 questions and students were required to identify three elements of non-verbal communication. The results showed that 80% of the students were able to identify paralanguage, body language, and distance. Distance was the element that many students missed and requires further discussion in future sections of the course.
| Department - Counseling (CNSL) - CNSL 52 - COLLEGE & LIFE MANAGEMENT - 2 - | Rational Thinking - A successful student will be able to apply cognitive restructuring using the theory of Rational Thinking. (Created By Department - Counseling (CNSL)) | | | Year This Assessment Occurred: 2013-2014 | | | | Assessment Method Type: Essay/Journal | | | | Assessment Method: Define irrational thinking and reflect on a past instance in which that may have occurred and identify an approach that would not be maladaptive but productive. | | | | End Date: 09/19/2015 | | | | Result: Target Met | | | | | | Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - 2 - Study Skills - A successful student will be able to identity study skill deficiencies and strategies to overcome. (Created By Department - Counseling (CNSL)) | | | | Year This Assessment Occurred: 2013-2014 | | | | Assessment Method Type: Essay/Journal | | | | Assessment Method: Write 4 study problem areas and identify a plan for addressing them. Discuss with instructor and buddy. | | | | | | Department - Counseling (CNSL) - CNSL 52 - COLLEGE & LIFE MANAGEMENT - 3 - Maslow - A successful student will be able to describe Maslow's Hierarchy of Needs. (Created By Department - Counseling (CNSL)) | | | | Year This Assessment Occurred: 2013-2014 | | | | Assessment Method Type: Exam - Course Test/Quiz | | | | Assessment Method: List basic needs in order of priority. | | | | | | Department - Counseling (CNSL) - CNSL 52 - COLLEGE & LIFE MANAGEMENT - 2 - - COLLEGE & LIFE MANAGEMENT - 3 - EFFECTIVE STUDY - 2 - Study Skills - A successful student will be able to identity study skill deficiencies and strategies to overcome. (Created By Department - Counseling (CNSL)) | | | | Year This Assessment Occurred: 2013-2014 | | | | Assessment Method Type: Essay/Journal | | | | Assessment Method: Write 4 study problem areas and identify a plan of action. Discuss with instructor and buddy. | | | | | | Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - 2 - Study Skills - A successful student will be able to identity study skill deficiencies and strategies to overcome. (Created By Department - Counseling (CNSL)) | | | | Year This Assessment Occurred: 2013-2014 | | | | Assessment Method Type: Essay/Journal | | | | Assessment Method: Write 4 study problem areas and identify a plan of action. Discuss with instructor and buddy. | | | |
Course-Level SLOs

Means of Assessment & Targets for Success / Tasks

Assessment Findings/Reflections

Action Plan & Follow-Up

Start Date: 09/17/2012
End Date: 06/30/2013
Course-Level SLO Status: Inactive

Department - Counseling (CNSL) - CNSL 53
- EFFECTIVE STUDY - 1 - Time Management - A successful student will be able to identify time-management strategies.

Assessment Method:

- Students are asked to keep 6 time management sheets and submit to instructor each week for a month.

Assessment Method Type:

Survey

Year This Assessment Occurred: 2013-2014
Target Met: Yes
Result: Students were successful in managing their time effectively.

Follow-up values clarification and prioritization of life activities were used to realign students to re-evaluate their life priorities.

12/05/2014 - We have found that the online format of this material doesn't work for all students. In face-to-face classes, students need to plan their week to manage their time effectively.

12/12/2013 - Students were given the assignment to manage their time effectively.

Result: Target Met

Year This Assessment Occurred: 2012-2013
Target Met: Yes
Result: Students were successful in managing their time effectively.

Follow-up values clarification and prioritization of life activities were used to realign students to re-evaluate their life priorities.

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<tr>
<td>Material - A successful student of the online class will successfully identify effective study strategies appropriate to their study habits and qualities. (Created By Department - Counseling (CNSL))</td>
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### Course-Level SLO Status

- **Inactive**

### Assessment Method Type

- Observation/Critique

### Assessment Cycles

- End of Academic Year

### Start Date:

- 09/22/2014

### Result:

- Target Not Met

### Year This Assessment Occurred:

- 2011-2012

### Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - Note Taking - Demonstrate effective note taking method for retaining and recalling lecture content. (Created By Department - Counseling (CNSL))

### Assessment Method:

- Listen to a lecture and put notes in one of four formats: Cornell, Traditional, Cluster/Map, or outline. The notes should highlight the main ideas of the lecture.

### Assessment Method Type:

- Class/Lab Project

### Start Date:

- 09/22/2014

### Result:

- Target Not Met

### Year This Assessment Occurred:

- 2014-2015

### Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - Note Taking - Demonstrate effective note taking method for retaining and recalling lecture content.

### Assessment Method:

- Create an effective study plan that includes strategies in each of the following: reading, note-taking, and test taking.

### Assessment Method Type:

- Case Study/Analysis
Coping Skills - A successful student will be able to apply at least three coping skills from the class, be able to identify personal stressors, and describe the effects in his or her life. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Target for Success: 85% of my students' papers will describe at least three coping skills and identify personal stressors, and describe the effects in his or her life.

Result: Target Met

Year This Assessment Occurred: 2014-2015

11/21/2014 - 100% (23 out of 23) students who turned in final wellness paper were able to identify their personal stressors and at least three coping skills they were beginning to implement to improve their overall functioning and wellness after attending this class.

Resource Request:

Case Study/Analysis

Pre-post test on anxiety/depression inventories and symptom checklist with intensity.

Percentage of students who demonstrated a significant reduction in their pre-post test on anxiety/depression inventories and symptom checklist with intensity: 85%

2011-2012:

Resource Request:

Case Study/Analysis

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2012-2013:

Resource Request:

Case Study/Analysis

Pre-post test on anxiety/depression inventories and symptom checklist with intensity.

Percentage of students who demonstrated a significant reduction in their pre-post test on anxiety/depression inventories and symptom checklist with intensity: 85%

12/10/2013 - Over 85% of the students demonstrated a significant reduction on their pre-post test around stress related symptoms.

Result: Target Met

Year This Assessment Occurred: 2012-2013

In future classes, I would like to add more resources around careers in the mental health field. Also, would like to bring in more speakers around mindfulness, yoga, and meditation.

07/30/2012 - 65% of students demonstrated an improvement in either their anxiety or depression scores as well as symptoms, with 45% demonstrating a significant change of 5 points or more on their pre-post test.

Result: Target Not Met

Year This Assessment Occurred: 2011-2012

Resource Request: none at this time

07/30/2012 - Given the results of my assessment, I will alter the point system in the class to encourage more consistent attendance. I have also reduced the amount of classes that students can miss to encourage active participation. I have also added more consistent reading and more class participation. This past year I will address the point system in the class to encourage active participation. I have also added more consistent reading and more class participation.

Result: Target Met

Year This Assessment Occurred: 2010-2011

12/09/2010 - In my classes, I support doing the way.

Assessment Method: Essay/Journal

Coping Skills - A successful student will be able to apply at least three coping skills from the class, be able to identify personal stressors, and describe the effects in his or her life. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Target for Success: 85% of my students' papers will describe at least three coping skills and identify personal stressors, and describe the effects in his or her life.

Result: Target Met

Year This Assessment Occurred: 2014-2015

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Result: Target Not Met

Year This Assessment Occurred: 2011-2012

Resource Request: none at this time

07/30/2012 - Given the results of my assessment, I will alter the point system in the class to encourage more consistent attendance. I have also reduced the amount of classes that students can miss to encourage active participation. I have also added more consistent reading and more class participation. This past year I will address the point system in the class to encourage active participation. I have also added more consistent reading and more class participation.

Result: Target Met

Year This Assessment Occurred: 2010-2011

12/09/2010 - In my classes, I support doing the way.

Assessment Method: Essay/Journal

Coping Skills - A successful student will be able to apply at least three coping skills from the class, be able to identify personal stressors, and describe the effects in his or her life. (Created By Department - Counseling (CNSL))

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Year This Assessment Occurred: 2010-2011

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Assessment Method: Essay/Journal

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Result: Target Met

Year This Assessment Occurred: 2010-2011

12/09/2010 - In my classes, I support doing the way.
### Department - Counseling (CNSL) - CNSL 72 - STRESS, WELLNESS & COPING - 3 - Management of Depression & Anxiety

Students will be aware of how depression and anxiety are measured and gain insight into their own managing of depression and anxiety before attending Counseling 72. Then they will know how to manage depression and anxiety better after attending Counseling 72.

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<tr>
<th>Assessment Method</th>
<th>Students will indicate in Final Class Evaluation whether they have learned how to identify and how to manage depression and anxiety better after attending Counseling 72.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method Type</td>
<td>Survey</td>
</tr>
<tr>
<td>Target for Success</td>
<td>85% of the students who attend Counseling 72 will indicate on Final Class Evaluation that they now know how to manage depression and anxiety better.</td>
</tr>
</tbody>
</table>

- Year This Assessment Occurred: 2014-2015
- Result: Target Met

11/13/2015 - 100% of the students (25 out of 25) indicated on the Final Class Evaluation that they now know how to identify and manage depression and anxiety.

Result: Target Met

Year This Assessment Occurred: 2013-2014

11/13/2014 - 98% of the students (24 favorable responses with 2 not favorable responses) indicated that they now know how to manage depression and anxiety better after attending Counseling 72.

Result: Target Met

Year This Assessment Occurred: 2014-2015

11/13/2015 - 98% of the students (24 out of 25) indicated that they now know how to manage depression and anxiety better after attending Counseling 72.
Course-Level SLO Status:
Inactive

Assessment Findings/Reflections:

03/26/2013 - Provided students with a PRE/POST test that had specific questions embedded addressing their knowledge of systems of higher education in lecture content and research activities. 84% of the students were able to identify the systems of higher education on the Post Test as compared to 17% on the Pre-Test.

Result:
Target Met

Year This Assessment Occurred:
2012-2013

Resource Request:
Time to update class to make transferable to UC's, as well meet the CSU Area VII Transfer Guidelines.

Course-Level SLO Status:
Inactive

Assessment Method:
Complete admissions applications for public and private universities.

Assessment Findings/Reflections:

03/26/2013 - Provided students with a PRE/POST test that had specific questions embedded addressing their knowledge of systems of higher education in lecture content and research activities. 84% of the students were able to identify the systems of higher education on the Post Test as compared to 17% on the Pre-Test.

Result:
Target Met

Year This Assessment Occurred:
2012-2013

Resource Request:
Time to update class to make transferable to UC's, as well meet the CSU Area VII Transfer Guidelines.

Course-Level SLO Status:
Inactive

Assessment Method:
Complete admissions applications for public and private universities.

Assessment Findings/Reflections:

03/26/2013 - Provided students with a PRE/POST test that had specific questions embedded addressing their knowledge of systems of higher education in lecture content and research activities. 84% of the students were able to identify the systems of higher education on the Post Test as compared to 17% on the Pre-Test.

Result:
Target Met

Year This Assessment Occurred:
2012-2013

Resource Request:
Time to update class to make transferable to UC's, as well meet the CSU Area VII Transfer Guidelines.

Course-Level SLO Status:
Inactive
### Course-Level SLOs

<table>
<thead>
<tr>
<th>Action Plan &amp; Follow-Up</th>
<th>Assessment Findings/Reflections</th>
<th>Means of Assessment &amp; Targets for Success/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course-Level SLO Status:** Active

#### Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - Transfer Choice

- **Create** at least one transfer college of choice that is right for him/her, and complete the required admission application (UC/CSU/Common Application).

  - **Assessment Method:** Students will submit a copy of a completed CSU, UC, or Common App Application
  - **Assessment Method Type:** Class/Lab Project

- **Assessment Cycles:**
  - **End of Academic Year**
  - **Start Date:** 09/22/2014

- **Result:** Target Met

#### Department - Counseling (CNSL) - CNSL 85H - TRANSFER READINESS - 1 - Higher Ed

- **A successful student will be able to identify the systems of higher education.**

  - **Assessment Method:** Students will list different post-secondary institutions and be able to identify the difference between public, private, and out-of-state institutions. They will also list different post-secondary institutions along with the unique characteristics of each. The students will then discuss their own choice of a post-secondary institution.

  - **Assessment Method Type:** Discussion/Participation

- **Assessment Cycles:**
  - **End of Academic Year**
  - **Start Date:** 09/22/2014

#### Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - College Choice

- **Evaluate transfer college choices based on academic interests and personal compatibility.**

  - **Assessment Method:** A visual project where the student presents on his/her top choice transfer college and why it is their top choice. The presentation will include 5 factors about the college including, but not limited to: College Culture, Reputation, Location, Tuition/Living Costs, Top Majors, Student Profiles, and Class Size Average/Total School Size.

  - **Assessment Method Type:** Presentation/Performance

- **Assessment Cycles:**
  - **End of Academic Year**
  - **Start Date:** 09/22/2014

#### Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - 1 - Higher Ed - A successful student will be able to identify the systems of higher education.

- **Complete the required admission application (UC/CSU/Common Application).**

  - **Assessment Method:** Students will submit a copy of a completed CSU, UC, or Common App Application
  - **Assessment Method Type:** Class/Lab Project

- **Assessment Cycles:**
  - **End of Academic Year**
  - **Start Date:** 09/22/2014

- **Result:** Target Met

#### Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - College Choice

- **Evaluate transfer college choices based on academic interests and personal compatibility.**

  - **Assessment Method:** Students will list different post-secondary institutions and be able to note the difference between public, private, and out-of-state colleges/universities.

  - **Assessment Method Type:** Discussion/Participation

- **Assessment Cycles:**
  - **End of Academic Year**
  - **Start Date:** 09/22/2014

- **Result:** Target Met

#### Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - College Choice

- **Evaluate transfer college choices based on academic interests and personal compatibility.**

  - **Assessment Method:** Students will list different post-secondary institutions and be able to note the difference between public, private, and out-of-state colleges/universities.

  - **Assessment Method Type:** Discussion/Participation

- **Assessment Cycles:**
  - **End of Academic Year**
  - **Start Date:** 09/22/2014
<table>
<thead>
<tr>
<th>Course-Level SLOs</th>
<th>Means of Assessment &amp; Targets for Success / Tasks</th>
<th>Assessment Findings/Reflections</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Department - Counseling (CNSL) - CNSL</td>
<td>85H - TRANSFER READINESS - 2 - Guidelines</td>
<td>A successful student will be able to identify transfer guidelines for public and private college/university. (Created By Department - Counseling (CNSL))</td>
<td>Course-Level SLO Status: Active</td>
</tr>
<tr>
<td>Department - Counseling (CNSL) - CNSL</td>
<td>85H - TRANSFER READINESS - 3 - Programs</td>
<td>A successful student will be able to apply and use transfer programs. (Created By Department - Counseling (CNSL))</td>
<td>Course-Level SLO Status: Active</td>
</tr>
<tr>
<td>Department - Counseling (CNSL) - CNSL</td>
<td>86 - INTRODUCTION TO LEADERSHIP - 1 - Group Dynamics</td>
<td>A successful student will provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))</td>
<td>Course-Level SLO Status: Active</td>
</tr>
</tbody>
</table>

**Assessment Method:**
- Student will reflect on leadership experiences and group interactions through a Final Project/Essay and regular weekly journal reflections
- **Assessment Method Type:** Essay/Journal
- **Target for Success:** 90% of students' essays reflected learning through group experiences and group decision making.
- **Year This Assessment Occurred:** 2013-2014
- **Result:** Target Met

### GE/IL-SLO Reflection:
Community and Global Consciousness are emphasized in this course.
- **Target Met:** Essays were received learning targeted.
- **Assessment Method:** Essays were received learning targeted.
- **Target Met:** Essays were received learning targeted.

### Year This Assessment Occurred:
- **2012-2013:** Target was met with 90% of students' essays reflecting the learning targeted.
- **Result:** Target Met
- **Year This Assessment Occurred:** 2013-2014
- **Result:** Target Met
- **Year This Assessment Occurred:** 2014-2015
- **Result:** Target Met

### Course-Level SLOs

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- **Result:** Target Met

### GE/IL-SLO Reflection:
Community and Global Consciousness are emphasized in this course.
- **Target Met:** Essays were received learning targeted.
- **Assessment Method:** Essays were received learning targeted.
- **Target Met:** Essays were received learning targeted.

### Year This Assessment Occurred:
- **2012-2013:** Target was met with 90% of students' essays reflecting the learning targeted.
- **Result:** Target Met
- **Year This Assessment Occurred:** 2013-2014
- **Result:** Target Met
- **Year This Assessment Occurred:** 2014-2015
- **Result:** Target Met
Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Community - A successful student will be able to demonstrate an awareness of one’s role, and the responsibilities of his or her community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Group Dynamics - A successful student will be able to provide leadership within an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Leadership - A successful student will be able to provide leadership within an understanding of organizational structures and the role of the student within the community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Leadership - A successful student will be able to provide leadership within an understanding of organizational structures and the role of the student within the community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active
<table>
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<tbody>
<tr>
<td>Department - Counseling (CNSL)</td>
</tr>
<tr>
<td>(Created By Department - Counseling (CNSL))</td>
</tr>
</tbody>
</table>

**Course-Level SLOs**

- **Department - Counseling (CNSL) - CNSL 86LX - LEADERSHIP LABORATORY - 3 - Communication**: A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))

- **Department - Counseling (CNSL) - CNSL 86LY - LEADERSHIP LABORATORY - 2 - Group Dynamics**: A successful student will provide leadership with an understanding of group dynamics, including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))

- **Department - Counseling (CNSL) - CNSL 86LY - LEADERSHIP LABORATORY - 1 - Communication**: A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))

**Means of Assessment & Targets for Success / Tasks**

- Assessment Findings/Reflections
- Action Plan & Follow-Up

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**Department - Counseling (CNSL) - CNSL**

86LY - LEADERSHIP LABORATORY - 3 - Community - A successful student will be able to demonstrate an awareness of one’s community, and the role and responsibility that he or she plays within the community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

**Department - Counseling (CNSL) - CNSL**

86LZ - LEADERSHIP LABORATORY - 1 - Group Dynamics - A successful student will be able to communicate effectively in a variety of settings within a diverse community. Through an understanding and appreciation of cultural diversity, student organizations, and community, a successful student will be able to communicate effectively in a variety of settings within a diverse community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

**Department - Counseling (CNSL) - CNSL**

86LZ - LEADERSHIP LABORATORY - 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community. Through an understanding and appreciation of cultural diversity, student organizations, and community, a successful student will be able to communicate effectively in a variety of settings within a diverse community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

**Department - Counseling (CNSL) - CNSL**

86LY - LEADERSHIP LABORATORY - 3 - Community - A successful student will be able to demonstrate an awareness of one’s community, and the role and responsibility that he or she plays within the community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active
### Course-Level SLOs

**Department - Counseling (CNSL) - CNSL 87 - LEADERSHIP: THEORIES & PRACTICES**

- **Course-Level SLO Status:** Active

#### 1 - Group Dynamics - A successful student will be able to provide leadership with an understanding of group dynamics including conflict resolution and group decision-making processes. (Created By Department - Counseling (CNSL))

<table>
<thead>
<tr>
<th>Year This Assessment Occurred</th>
<th>Assessment Method</th>
<th>Target for Success</th>
<th>Result</th>
<th>Related Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Students will use journals and reflection essays to reflect on leadership experiences and group dynamics as they relate to the group decision-making process.</td>
<td>80% of students will show leadership growth through the required journal and reflection essays.</td>
<td>Target Met</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>Students will present a session on cultural diversity during one of the heritage months.</td>
<td>90% of students will show leadership growth through the required journal and reflection essays.</td>
<td>Target Met</td>
<td>AssessmentImpactByCourseObjectives</td>
</tr>
<tr>
<td>12/02/2014</td>
<td>Students presented in small groups and worked successfully to achieve group communication targets.</td>
<td>More than 80% demonstrated leadership growth through the required journal and reflection essays.</td>
<td>Target Met</td>
<td></td>
</tr>
</tbody>
</table>

#### 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding of group dynamics and an increased awareness of group dynamics and growth and leadership skill development and growth through leadership skill development and growth through the required journal and reflection essays.

<table>
<thead>
<tr>
<th>Year This Assessment Occurred</th>
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<tr>
<td>2013-2014</td>
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<td>Target Met</td>
<td></td>
</tr>
</tbody>
</table>

### Action Plan & Follow-Up

- **09/17/2012 - Students showed marked growth and**

- **12/09/2015 - Expand course outreach and promotion to reach out to more students campus wide and interest in leadership opportunities.**

- **12/11/2013 - Expand course outreach and promotion to reach out to more students campus wide and interest in leadership opportunities.**

- **12/11/2013 - Expand course outreach and promotion to reach out to more students campus wide and interest in leadership opportunities.**

## Assessment Findings/Reflections

- **12/02/2014 - Target Met. More than 80% demonstrated leadership growth through the required journal and reflection essays.**

- **12/02/2013 - Target Met. 90% of students demonstrated leadership skill development and growth through the required journal and reflection essays.**

- **12/02/2013 - Target Met. 90% of students demonstrated leadership skill development and growth through the required journal and reflection essays.**
course-level SLOs

ACTION PLAN & FOLLOW-UP

Means of Assessment & Targets for Success / Tasks

Assessment Method: Students create and present a creative project based on their leadership experiences.

Assessment Method Type: Presentation/Performance

Target for Success: 80% will succeed

Result:

Year This Assessment Occurred:

2011-2012

2013-2014

2013-2014

2013-2014

Target Met

12/02/2014 - Students showed success in ability to demonstrate awareness of one's community and the role students play in reflecting on their experiences.

Result:

Target Met

Year This Assessment Occurred:

2013-2014

12/02/2014 - Creative projects reflect learning and the opportunity to reflect on experiences in a creative way.

Result:

Target Met

Year This Assessment Occurred:

2013-2014

12/11/2013 - 80% of students successfully completed a creative project reflecting leadership experiences with increased personal leadership growth achieved through visual representations and written assessments.

Result:

Target Met

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Course-Level SLOs

Year This Assessment Occurred: 2012-2013
09/17/2012 - Presentation showed demonstrated learning in leadership and awareness of their role in group dynamics and civic responsibilities.

Result: Target Met

Assessment Method: Students make presentations focused on group dynamics and civic responsibility
Assessment Method Type: Presentation/Performance

Target for Success: all

Year This Assessment Occurred: 11/2012 - Presentation reflected student learning in group dynamics and civic responsibilities.

Result: Target Met

Year This Assessment Occurred: 2013-2014
12/02/2014 - Civic responsibility reflected in presentations. Group dynamics demonstrated through group presentations.

Result: Target Met

Year This Assessment Occurred: 2013-2014
12/02/2014 - Presentations reflect student learning in civic responsibility and group dynamics.

Result: Target Met

Year This Assessment Occurred: 2013-2014
12/11/2013 - 100% of students demonstrated expanded learning in group dynamics through successful presentations documenting experiences and growth.

Result: Target Met

Year This Assessment Occurred: 12/09/2015
Increase outreach and promotion of leadership courses in order to serve a larger segment of the student population.

Result: Target Met

Department - Counseling (CNSL) - CNSL 88 LEADERSHIP: THEORIES, STYLES & REALITIES - 2 - Group Dynamics - A successful student will be able to provide leadership with an expanded understanding of group dynamics including conflict resolution, group decision-making, and civic responsibility. Students make presentations focused on community experiences and knowledge through the focus of this course and student learning. Community and Global Consciousness is the focus of this course and student learning.

GE/IL-SLO Reflection: 2011-2012
09/17/2012 - Presentation showed demonstrated learning in leadership and awareness of their role in the community.

Result: Target Met

Year This Assessment Occurred: 2012-2013
09/17/2012 - Presentation showed demonstrated learning in leadership and awareness of their role in the community.

Result: Target Met

Year This Assessment Occurred: 12/09/2015
Increase outreach and promotion of leadership courses in order to serve a larger segment of the student population.
### Course-Level SLOs

**Means of Assessment & Targets for Success / Tasks**

- **Assessment Findings/Reflections**
- **Action Plan & Follow-Up**

<table>
<thead>
<tr>
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<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td></td>
</tr>
</tbody>
</table>

#### Target Met

12/11/2013 - 100% of students successfully demonstrated knowledge of group dynamics, conflict resolution, group decision-making and civic responsibility through hands-on experiences and demonstration of skill mastery through class participation and student committees.

<table>
<thead>
<tr>
<th>Year This Assessment Occurred:</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td></td>
</tr>
</tbody>
</table>

#### Result

12/02/2014 - Target met. Budget successfully presented and approved. Event planning skills perfected and demonstrated through final group presentations.

<table>
<thead>
<tr>
<th>Year This Assessment Occurred:</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td></td>
</tr>
<tr>
<td>Result</td>
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</tr>
</tbody>
</table>

#### Result

12/11/2013 - 100% of students worked on events and presented projects resulting in learning and demonstrated knowledge in event planning and organizational budgets.

<table>
<thead>
<tr>
<th>Year This Assessment Occurred:</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td></td>
</tr>
</tbody>
</table>

#### Result

09/17/2012 - Students successfully presented their annual budget for approval. Student committees implemented successful leadership events.

**Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 1**

- Students successfully present budget projections orally in small groups and demonstrate effective event planning skills through careful planning.

**Assessment Method Type:** Presentation/Performance

**Assessment Method:** Budgeting. Presentations and demonstrations through small group presentations and approval. Event planning skills through careful planning.

<table>
<thead>
<tr>
<th>Year This Assessment Occurred:</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td></td>
</tr>
<tr>
<td>Result</td>
<td></td>
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</tbody>
</table>

#### Result

12/20/2014 - Target met. Budget successfully presented and approved. Event planning skills perfected and demonstrated through final group presentations.

**Course-Level SLO Status:** Active

**GE/IL-SLO Reflection:**

- Mastering these skills helps build confidence in students in order to serve a larger segment of the student population.

- The student population has increased outreach and promotion of leadership courses in promotion of leadership courses.

**Assessment Plan & Follow-Up**

12/11/2013 - Increase outreach and promotion of leadership courses.
### Course-Level SLOs

#### Means of Assessment & Targets for Success / Tasks

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<th>Target for Success</th>
<th>Year This Assessment Occurred</th>
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<tr>
<td>Presentation/Performance</td>
<td>80% of students will gain expanded communication skills in a diverse community</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Class/Lab Project</td>
<td>Students complete a weekly 24/7 time budget in 30 minute intervals covering all activities.</td>
<td>2011-2012</td>
</tr>
</tbody>
</table>

#### Assessment Findings/Reflections

<table>
<thead>
<tr>
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<th>Result</th>
</tr>
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<tbody>
<tr>
<td>2012-2013</td>
<td>2:1 ratio success is a minimum for applying management skills.</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Students are more successful in this exercise when they do this in a regular quarter vs. summer. For fall, 2011 students did the exercise and 20% did not follow directions and had to be redirected to complete the budget estimate. Students were given several ways to initiate their community, critical thinking and computation skills through budgeting.</td>
</tr>
</tbody>
</table>

#### Action Plan & Follow-Up

- GE/L-SLO Status: Active
- Updated by Department - Counseling (CNSL) - CNSL 90
- Assessment Method: Presentation/Performance
- Target for Success: 80% of students will gain expanded communication skills in a diverse community. Include feedback and measures of success.
- Year This Assessment Occurred: 2012-2013
- Students continue to find this an exciting part of the course. In the Fall, 2012 class students were given several ways to initiate their community, critical thinking and computation skills through budgeting.
<table>
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<th>Class/Lab Project</th>
</tr>
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<tbody>
<tr>
<td>Target for Success:</td>
<td>Minimum of 4 interactions per student and closure of the exercise.</td>
</tr>
<tr>
<td>Result:</td>
<td>Target Met</td>
</tr>
<tr>
<td>Year This Assessment Occurred:</td>
<td>2012-2013</td>
</tr>
<tr>
<td>GE/IL-SLO Reflection:</td>
<td>I will continue to offer this final group exercise as long as I continue to get positive feedback from the students. What I would like to do is find a more contemporary exercise, i.e., lost on the moon, where they are required to assign group leadership, group recorder, and another role and then discuss how they performed and what they would do differently the next time. Students were required to do this task online as a group and then discuss their findings in class.</td>
</tr>
<tr>
<td>Means of Assessment &amp; Targets for Success:</td>
<td>5 people per group, online interaction with class members and_recorder, leader, and another role. Students were required to submit a written report of their interactions and reflections.</td>
</tr>
<tr>
<td>Resource Request:</td>
<td>N/A</td>
</tr>
<tr>
<td>GE/IL-SLO Status:</td>
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## Course-Level SLOs

### Means of Assessment & Targets for Success / Tasks

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<th>Assessment Findings/Reflections</th>
<th>Means of Assessment</th>
<th>Success / Tasks</th>
</tr>
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<tbody>
<tr>
<td>Students review a lesson module on the components of online instruction and complete a written assignment indicating awareness of the components and the quality of those components.</td>
<td>Essay/Journal</td>
<td>A successful student will critically evaluate the components of online instruction.</td>
</tr>
</tbody>
</table>

### Action Plan & Follow-Up

**Department - Counseling (CNSL) - CNSL 90**

- **INTRODUCTION TO ONLINE LEARNING**
  - **3 - Components**
    - A successful student will critically evaluate the components of online instruction. (Created By Department - Counseling (CNSL))
    - **Course-Level SLO Status:** Active
    - **Assessment Method:** Students review a lesson module on the components of online instruction and complete a written assignment indicating awareness of the components and the quality of those components. (Assessment Method Type: Essay/Journal)
    - **Target for Success:** Timely completion of the assignment to include an evaluation of the components.

- **4 - Learning Strategies**
  - A successful student will critically evaluate and discuss online group learning strategies. (Created By Department - Counseling (CNSL))
  - **Course-Level SLO Status:** Active
  - **Assessment Method:** Students will review a lesson module on group learning strategies that relate to online instruction and post an example of an online class that would benefit from a specific learning strategy, i.e., jigsaw. (Assessment Method Type: Case Study/Analysis)
  - **Target for Success:** Minimum of one discussion forum posting of a case; 1 reply to a posting of another class member.

### GE/IL-SLO Reflection:

11/05/2015 - We only taught this course once in 2014-2015. It was taught by an adjunct who was not required to do SLO assessment or reflections so we do not have any assessments for this course for this year.

**Result:** Target Not Met

**Year This Assessment Occurred:** 2014-2015

- **GE/IL-SLO Reflection:** A full time faculty should teach the class once a quarter and do assessments. Fatima Jinnah will teach it Spring 2016 which will be the only time it is offered in the 2015-2016 school year.

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11/11/2014 - Students did a great job on this assignment though some students had to be redirected to read the lesson module before posting to reply to posts on the forum. A full time faculty should lead the class. (Assessment Method Type: Journal/Notes)

**Result:**

11/11/2014 - Definitely keep this lesson module and related assignment.

11/11/2014 - Students did a great job on this assignment though some students had to be redirected to read the lesson module before posting to reply to posts on the forum. A full time faculty should lead the class. (Assessment Method Type: Journal/Notes)

**Result:**

11/05/2015 - We only taught this course once in 2014-2015. It was taught by an adjunct who was not required to do SLO assessment or reflections so we do not have any assessments for this course for this year.

**Result:** Target Not Met

**Year This Assessment Occurred:** 2014-2015

11/11/2014 - Definitely keep this lesson module and related assignment.
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<tbody>
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<td>Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 3 - Community - A successful student will be able to demonstrate an awareness of one’s community, and the role and responsibilities they play within the community. (Created By Department - Counseling (CNSL))</td>
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<td>Assessment Method:</td>
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<tr>
<td>Resource Request:</td>
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</tr>
<tr>
<td>Target Met:</td>
<td>2013-2014</td>
</tr>
<tr>
<td>Action Plan &amp; Follow-Up:</td>
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<tbody>
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<td>Department - Counseling (CNSL) - CNSL 90A - INTRODUCTION TO LEADERSHIP - 1 - Group Dynamics - A successful student will provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))</td>
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<td>Department - Counseling (CNSL) - CNSL 90A - INTRODUCTORY LEADERSHIP INDEPENDENT STUDY  - 3 - Community - A 12/02/2014 - group dynamics and success in decision making processes achieved.</td>
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<td>Result:</td>
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<tr>
<td>Assessment Findings/Reflections:</td>
<td>A successful student will provide leadership in decision making processes within a diverse community, through an understanding of cultural diversity, student organizations, and the role and responsibility of students within the community.</td>
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<tr>
<td>Success / Tasks:</td>
<td>Means of Assessment &amp; Targets for</td>
</tr>
<tr>
<td>Action Plan &amp; Follow-Up:</td>
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<tr>
<td>Assessment Findings/Reflections:</td>
<td>A successful student will be able to communicate effectively within a diverse community and discuss cultural issues.</td>
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<td>Department - Counseling (CNSL) - CNSL 90C - LEADERSHIP INDEPENDENT STUDY III - 1 - Group Dynamics - A successful student will provide leadership with an understanding and appreciation of conflict resolution and group decision making processes. Successful student will provide leadership within a diverse community through communication effectively in a variety of settings.</td>
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Course-Level SLO Status: Active

Department - Counseling (CNSL) - CNSL

91A - ADVANCED LEADERSHIP

INDEPENDENT STUDY - 1

1.1 Group Dynamics - A successful student will provide leadership with an understanding of group dynamics, including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Department - Counseling (CNSL) - CNSL

91A - ADVANCED LEADERSHIP

INDEPENDENT STUDY - 2

1.2 Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community. Through an understanding and appreciation of cultural diversity, the student will be able to communicate effectively in a multicultural environment. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Department - Counseling (CNSL) - CNSL

91A - ADVANCED LEADERSHIP

INDEPENDENT STUDY - 3

1.3 Community - A successful student will be able to demonstrate an awareness of one's community, and the role and responsibility he or she plays within the community. A successful student will be able to demonstrate an awareness of one's community, and the role and responsibility he or she plays within the community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Department - Counseling (CNSL) - CNSL

91B - ADVANCED LEADERSHIP

INDEPENDENT STUDY

1.1 Group Dynamics - A successful student will provide leadership with an understanding of group dynamics, including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Department - Counseling (CNSL) - CNSL

91B - ADVANCED LEADERSHIP

INDEPENDENT STUDY

1.2 Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community. Through an understanding and appreciation of cultural diversity, the student will be able to communicate effectively in a multicultural environment. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

Department - Counseling (CNSL) - CNSL

91B - ADVANCED LEADERSHIP

INDEPENDENT STUDY

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INDEPENDENT STUDY II - 1 - Group Dynamics - A successful student will provide leadership with an understanding of group dynamics including conflict resolution and group decision-making processes. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

INDEPENDENT STUDY II - 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

INDEPENDENT STUDY II - 3 - Community - A successful student will be able to demonstrate an awareness of one’s community, and the role and responsibilities that one plays within the community. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active

INDEPENDENT STUDY III - 1 - Group Dynamics - A successful student will provide leadership with an understanding of group dynamics including conflict resolution and group decision-making processes. (Created By Department - Counseling (CNSL))

Course-Level SLO Status: Active
Course-Level SLO Status: Active

Department - Counseling (CNSL) - CNSL

91C - ADVANCED LEADERSHIP

INDEPENDENT STUDY III - 2 - Communication

A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations and community. (Created By Department - Counseling (CNSL))

91C - ADVANCED LEADERSHIP

Department - Counseling (CNSL) - CNSL

INDEPENDENT STUDY III - 3 - Community

A successful student will be able to demonstrate an awareness of one’s community, and the role and responsibility that he or she plays within the community. (Created By Department - Counseling (CNSL))

91C - ADVANCED LEADERSHIP

Department - Counseling (CNSL) - CNSL

INDEPENDENT STUDY III - 3 - Community

A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations and community. (Created By Department - Counseling (CNSL))
## Mission Statement:
The mission of the Career Life Planning Department is to assist students in exploring careers starting with self-exploration (self-assessment), to career exploration, career and job preparation to include workplace, resume and interviewing skills.

## Course-Level SLOs

### Means of Assessment & Targets for Success / Tasks

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Target for Success</th>
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</thead>
<tbody>
<tr>
<td>Pre/Post Test</td>
<td>At least 70% will pass the post test</td>
</tr>
</tbody>
</table>

### Action Plan & Follow-Up

**Assessment Cycle:**
- **End of Academic Year**
- **Start Date:** 09/21/2015
- **Course-Level SLO Status:** Active

**Assessment Method Type:** Pre/Post Test

**Target for Success:** At least 70% will pass the post test

**Assessment Findings/Reflections:**
- A total of 25 students enrolled in the course, but only sampled from 23 who took both the pre- and post-test.
- Average Pre-Test score out of a possible 10: 6
- Average Post-Test score out of a possible 10: 8
- Number of students who scored a 7 (considered a passing score) or higher on the Post-Test: 20
- Percentage of students who improved their score on the Post-Test: 73%
- Percentage of students who their score remained the same on the post-test: 13%
- Percentage of students who their score got worse on the post-test: 13%

**Reflection:**
Overall, one can say that the students learned the necessary material and met our target for success. The data results show that students improved in their knowledge of the various tutorial centers and how to best utilize their services based on student needs. It's worth noting that the percentage of students who scored a 7 or higher was higher on the post-test than on the pre-test.

**Result:**
Target Met

**Year This Assessment Occurred:** 2014-2015

**Comments:**
Given the positive results, we will continue with the same strategy in order to confirm its validity and reliability. Any changes to the wording of the survey have been done to clarify the questions and focus on the assessment's validity and reliability. Further changes to the wording of the survey may be necessary in order to administer the survey and obtain meaningful results for future assessments.
The main intention of this outcome is to increase the probability EOPS student will seek academic support when they need it. This course assessment plan was designed to address the needs of the EOPS student and possible struggles with making sense of the material. It was perceived that student realized more than one place to get help. They can study for any subject, and that there is more than one place to get help. They can spend more hours than expected on their education first priority or a lifelong pursuit. Although it was hard to measure, it was perceived that student realized the need for a study plan for any subject. It is mentioned that it is ok to seek help. It is ok to spend more hours than expected on their education first priority or a lifelong pursuit. It is the responsibility of the material to address the needs of the EOPS student. The survey takes into consideration the lack of academic preparation, possible low self-esteem, and possible struggle with making sense of the material. Possible strategies for overall college success address the needs of the EOPS student. Possible strategies for overall college success apply to overall college success and how to apply for overall college success. The survey focuses on overall college success and how to apply it to overall college success. Possible strategies for overall college success apply to overall college success. Possible strategies for overall college success apply to overall college success. Possible strategies for overall college success apply to overall college success. Possible strategies for overall college success apply to overall college success.
**Assessment Method:**

- **Assessment Method Type:** Class/Lab Project
- **Assessment Method:** Students were asked to participate in a group activity to apply what they have learned about mnemonic device to recall specific hard to remember facts and information. A homework assignment was assigned to help students understand how they can recall information by creating their own mnemonic device. They were asked to create their own sentence using the first letter of the words for the major categories and subdivision of the animal kingdom.

**Assessment Findings/Reflections:**

- **Assessment Findings:**
  - The group activity demonstrated that they were all able to understand the concept of using a mnemonic device to recall information.
  - 60% of the students were successful in creating their own mnemonic device to remember the eight royal houses of England.
  - The sentences they created were clear and they utilized the mnemonic device concept.
  - Students who were not able to create their mnemonic sentence were assisted individually to ensure they understood the concept.

- **Assessment Findings:**
  - A student success self-assessment was provided the first week of instruction to gain perspective of what are the areas of success.
  - 90% of the students completed the self-assessment. However, when it came to demonstrating their strengths and weaknesses, 50% of students were able to do so. A successful student will analyze and describe areas of strength and weaknesses of their own performance.

- **Assessment Findings:**
  - 90% of the students were able to recall the eight royal houses of England by using the mnemonic device concept.
  - Students wanted to have more time to practice using the mnemonic device for their own purpose.

**Action Plan & Follow-Up:**

- **Notes:** Another homework assignment can be used to help students understand how they can recall information by creating their own mnemonic device.

- **Result:**
  - 65% of students were able to recall the eight royal houses of England by using the mnemonic device concept.

**Course-Level SLO Status:**

- **Course-Level SLO Status:** Inactive

- **Assessment Method:**
  - A student success self-assessment was provided the first week of instruction to gain perspective of what are the areas of success.
  - 90% of the students were able to do so. A successful student will analyze and describe areas of strength and weaknesses of their own performance.

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<td>Notes:</td>
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</table>

### Assessment

The students are to rate themselves from “very good” to “very poor.” Then they are to review their answers to determine their strengths and weaknesses.

**Assessment Method Type:** Survey

*Assessment Method:* The students are required to take several assessments offered via the course textbook, *The Community College Experience* by Amy Baldwin. The assessments include: VARK Inventory, Learning Plan Inventory, and several textbook activity and reflection exercises. In addition, the Eureka self-assessment tools were used.

**Target for Success:**

It is expected that 100% of students who complete these assignments will have a better understanding of who they are, what are their strengths and weaknesses, and begin to develop strategies to make the most of their academic and lifelong learning.

**Assessment Method:** Survey

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**Assessment Method:** Survey

*Assessment Method:* The students are required to take several assessments offered via the course textbook, *The Community College Experience* by Amy Baldwin. The assessments include: VARK Inventory, Learning Plan Inventory, and several textbook activity and reflection exercises. In addition, Eureka self-assessment tools were used.

**Target for Success:**

It is expected that 100% of students who complete these assignments will have a better understanding of who they are, what are their strengths and weaknesses, and begin to develop strategies to make the most of their academic and lifelong learning.

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**Target for Success:**

It is expected that 100% of students who complete these assignments will have a better understanding of who they are, what are their strengths and weaknesses, and begin to develop strategies to make the most of their academic and lifelong learning.
**Course-Level SLOs**

**Means of Assessment & Targets for Success / Tasks**

**Assessment Findings/Reflections**

**Action Plan & Follow-Up**

**Assessment Cycles:**

End of Quarter

Start Date: 07/01/2013

End Date: 08/01/2013

**Course-Level SLO Status:** Inactive

**Assessment Method Type:** Survey

**Target for Success:** It is expected that 100% of students will have a higher understanding of their personality preferences.

**Department - Career Life Planning (CRLP) - CRLP 55 - LIFELONG LEARNING STRATEGIES - Basic Career Exploration - Based on their learning style and personality preferences, students will begin to explore the potential careers that best match. (Created By Department - Career Life Planning (CRLP))

**Start Date:** 06/30/2014

**End Date:** 08/01/2013

**Course-Level SLO Status:** Inactive

**Assessment Method:** The students are required to take several assessments offered via the course textbook, *The Community College Experience* by Amy Baldwin. The assessments include: VARK Inventory, Learning Plan Inventory, Meyers-Briggs Type Inventory (short version), and several textbook activity and reflection exercises. In addition, Eureka self-assessment tools were used.

**Assessment Method Type:** Class/Lab Project

**Target for Success:** It is expected that 100% of students who complete these assignments will have a better knowledge of who they are, what are their strengths and weaknesses, what are their interests and how they prefer to learn. Students will be able to choose a career on the basis of the information provided.

**Assessment Cycles:**

End of Quarter

Start Date: 07/01/2013

End Date: 08/01/2013

**Course-Level SLO Status:** Inactive

**Assessment Method Type:** Pre/Post Test

**Target for Success:** The target for success was for students to be able to explain the different reading strategies and their benefits. They will be able to choose a career based on their learning style and personality preferences. Students will have a higher understanding of their personality preferences. It is expected that 100% of students will have a higher understanding of their personality preferences.

**Assessment Cycles:**

End of Quarter

Start Date: 07/01/2013

End Date: 08/01/2013

**Course-Level SLO Status:** Inactive

**Assessment Method Type:** Survey

**Target for Success:** It is expected that 100% of students will have a higher understanding of their personality preferences.

**Assessment Cycles:**

End of Quarter

Start Date: 07/01/2013

End Date: 08/01/2013

**Course-Level SLO Status:** Inactive

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**Assessment Cycles:**

End of Quarter

Start Date: 07/01/2013

End Date: 08/01/2013

**Course-Level SLO Status:** Inactive

**Assessment Method Type:** Class/Lab Project

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**Assessment Cycles:**

End of Quarter

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End of Quarter

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End of Quarter

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End of Quarter

Start Date: 07/01/2013

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End of Quarter

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**Assessment Cycles:**

End of Quarter

Start Date: 07/01/2013

End Date: 08/01/2013

**Course-Level SLO Status:** Inactive

**Assessment Method Type:** Survey

**Target for Success:** It is expected that 100% of students will have a higher understanding of their personality preferences.
a study back-and-white fashion. way versus looking at the results in
was used in an educational perspective.
how these assessments can be
with the addition of these assessments. Information would
that students should have about
the more information about expectations.

05/16/2012 - 1. Consider adding

material to my classes.
to best convey this particular
if they are not better, I will have to
May 16, 2012. I suggest using a
Spring 2012. I used the formal
the correct formula of each

Instructor B: Change the formal of

as per the assessment method.
early efforts are assessed.
be assessed.
more accurately reflects what is to be assessed.
Instructional objectives to convey these
meeting with all CRFL 70
09/25/2013 - Instructor A: Schedule
next class meeting

GC/IL-SLO Reference:
2013-2014

Year This Assessment Occurred:
2012-2013

Target Met
Trend

Result:
their understanding of the material.
the essay format. I'm guessing this was due to
satisfactory or above satisfactory. The assessment
used during the class to ease class. The second
to use an essay format for the students to express

Instructor B: Change the way to present.
Spring 2013, instead of using a
the 60 slides into 90 slides and placed
powerpoint I can and adjust each of
my notes on the bottom of each
the 60 slides into 90 slides and placed
powerpoint I can and adjust each of
my notes on the bottom of each
the 60 slides into 90 slides and placed
powerpoint I can and adjust each of

09/25/2013 - Instructor A: Schedule
a meeting with all CRFL 70
instructor A: Schedule
a meeting with all CRFL 70
instructor A: Schedule

09/25/2013 - Instructor A: All the students were
able to complete the Strong and MBTI
assessments. The quality of the submitted work
was overall satisfactory or above satisfactory. The
assessments were generally poor compared to the
face to face class. The second quarter was improved
with some examples that I
assessments expressing the MBTI/SII results were
 generally poor compared to the face to face class.
Instructor A: Schedule a meeting with all CRFL 70
instructor A: Schedule a meeting with all CRFL 70
instructor A: Schedule a meeting with all CRFL 70

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Instructor A: Schedule a meeting with all CRFL 70
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Page 6 of 16
2. Continue to look at when the online assessments should be taken by students. Does it matter?

3. Consider scheduling a meeting with all CRLP 70 instructors to convey these reflections and to debrief about them. By students, does it matter?

online assessments should be taken when the assessment should be taken by students. Does it matter?

Assessment Method Type: Class/Lab Project

Assessment Method: Research and use career resources.

Assessment Target: Achieve career goals.

Target Met: Yes, summarizing the resources. This has worked well. The career plan which has a section where they can list their resources. The resources included professional associations. The importance of professional associations is a topic of discussion. All students will be part of their career research. They will summarize the resources. This has worked well.

Result: Target Met

Year This Assessment Occurred: 2013-2014

07/03/2014 - Students have 2 assignments requiring explication of career resources, including the final career plan which has a section where they can list their resources. This has worked well.

07/03/2014 - Reemphasize in some way the importance of professional associations. The importance of professional associations is a topic of discussion. All students will be part of their career research. They will summarize the resources. This has worked well.

07/03/2014 - Reiterate and emphasize the differences between academic and career plan.

Assessment Target: Develop a comprehensive career plan.

Target Met: Yes, summarizing the resources. This has worked well. The career plan which has a section where they can list their resources. The resources included professional associations. The importance of professional associations is a topic of discussion. All students will be part of their career research. They will summarize the resources. This has worked well.

Result: Target Met

Year This Assessment Occurred: 2013-2014

07/03/2014 - About 95% of students submitted an essay analyzing their assessment results, as well as identifying and discussing possible career paths. Though the quality of the essays differed among students, a vast majority of the students received good grades. I attribute the high rate of success to the clear directions for taking the online assessments and the showing of similar examples of previous classes with students indicating that these assessments are a helpful component in their career exploration and development.

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### Course-Level SLOs

#### Means of Assessment & Targets for Success / Tasks

<table>
<thead>
<tr>
<th>Year This Assessment Occurred</th>
<th>Target Met</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Target Met**

**Year This Assessment Occurred:** 2014-2015

09/25/2013 - Instructor A: Will continue with the same assignment with minor changes.

Instructor B: My current action plan is to think and talk to my colleagues with minor changes.

### Assessment Findings/Reflections

- Students understood the assignment.
- Students were clear on the expectations.

### Action Plan & Follow-up

**05/16/2012 - 1. Consider scheduling a meeting with all CRLP 70 instructors to convey these reflections and to debrief about their experiences.**

**2012-2013**

- Instructor A: Will continue with the same assignment with minor changes.

- Instructor B: My current action plan is to think and talk to my colleagues with minor changes.

### Success / Tasks

**Success / Tasks for Assessment & Targets for Course-Level SLOs**

- Solid options for open new possibilities.
- Consideration that these options are indeed viable.
Course-Level SLOs

Department - Career Life Planning (CRLP) - CRLP 70 - SELF-ASSESSMENT - Informational Interview - Conduct an informational interview and assess the data collected to determine career choice

Assessment Cycles:
End of Academic Year
Start Date: 09/22/2014
Course-Level SLO Status: Active

Assessment Method:
Students will conduct a 20-min informational interview and submit an essay on their analysis of the interview.

Assessment Method Type:
Interviews/Focus Groups

Target for Success:
Potential careers are provided in lesson modules.

03/30/2013 - Students were able to complete a template for a self-assessment.

Assessment Findings/Reflections:

2012-2013:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2013-2014:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2014-2015:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2015-2016:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2016-2017:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2017-2018:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2018-2019:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2019-2020:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2020-2021:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2021-2022:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2022-2023:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2023-2024:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2024-2025:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2025-2026:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2026-2027:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2027-2028:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2028-2029:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:

2029-2030:

Year This Assessment Occurred:
Target:
Result:

Assessment Findings/Reflections:
<table>
<thead>
<tr>
<th>Department - Career Life Planning (CRLP) - CRLP 71 - EXPLORING CAREER FIELDS - 2 - Aptitude</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course-Level SLO Status:</td>
<td>Inactive</td>
</tr>
<tr>
<td>Target for Success:</td>
<td>A thoughtful paper allowing for instructor feedback</td>
</tr>
<tr>
<td>Assessment Method:</td>
<td>Research Paper</td>
</tr>
<tr>
<td>Assessment Method Type:</td>
<td>Essay/Journal</td>
</tr>
<tr>
<td>Assessment Findings/Reflection:</td>
<td>Year This Assessment Occurred: 2012-2013</td>
</tr>
<tr>
<td>Target Met:</td>
<td>Target Met</td>
</tr>
<tr>
<td>Result:</td>
<td>Result:</td>
</tr>
<tr>
<td>Assessment Measure:</td>
<td>Are there hypotheses?</td>
</tr>
<tr>
<td>Assessment Method:</td>
<td>2012-2013 - Summer, 2013</td>
</tr>
<tr>
<td>Assessment Measure Type:</td>
<td>2012-2013 - Summer, 2013</td>
</tr>
<tr>
<td>Assessment Findings/Reflections:</td>
<td>Success / Tasks for Assessments &amp; Targets for Targeted Skills</td>
</tr>
<tr>
<td>Means of Assessment &amp; Targets for :</td>
<td>Action Plan &amp; Follow-Up</td>
</tr>
</tbody>
</table>

04/19/2012 - Students were given the Self-directed Search (SDS) interest assessment and True Colors. The SDS was a good assessment tool to utilize to start the conversation around personal interests. The tools met the needs for the course and was cost efficient. The next offering of the course should consider using the Strong Inventory through CPP since counseling instructors recently received an in-service training. Students still met with instructor to review the results and work a paper that reflected on the assessment and summarize the results and their impressions of the results as they relate to interests. Student will write a self-reflection on career and incorporate their reflections in the final career plan.

09/30/2013 - Based on the Strong Inventory and the MBTI, students met with instructor to review results and wrote a paper that reflected on the counselor meeting. More time could have been used in class to understand what each assessment measures, view the results and work a paper that reflected on the results and incorporate their reflections in the final career plan.

10/17/2013 - Summer, 2013 students taking CRLP 71 use the Keirsey and Skills inventories and were asked to reflect on the results. In addition, students were required to write a self-reflection on the results. Students taking CRLP 71 use the Strong Inventory and work a paper that reflected on the results and incorporate their reflections in the final career plan.

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GE/IL-SLO Reflection:

With the newly developed fee system, students could opt out of the MBTI and Strong, which led to less than 100% participation. Fall 2013 the Testing Center went through a revision to help mitigate the problem. Need new reflection end of Fall 2013.

GE/IL-SLO Reflection:

The paramount importance of a student having a college and career plan has been identified as part of the curriculum. This would hopefully validate the necessity of including a career plan in every CRLP class.

GE/IL-SLO Reflection:

The paramount importance of a student having a college and career plan has been identified as part of the curriculum. This would hopefully validate the necessity of including a career plan in every CRLP class.

Assessment Method:

Student will prepare a written career action plan of at least 2 pages. Multiple templates are available to assist in this assignment.

Target for Success:

Completed plan and positive feedback from the student that the plan has meaning for their education and career goals.

Course-Level SLO Status:

Inactive

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Department - Career Life Planning (CRLP) -

CRLP 71 - EXPLORING CAREER FIELDS -

Assessment - Analyze the MBTI and Strong Interest Inventory results and apply those results to possible majors and careers.

(Created By Department - Career Life Planning (CRLP))

Assessment Cycles:
End of Academic Year

Start Date: 09/22/2014

Course-Level SLO Status: Active

Assessment Method:
Write an essay analyzing the official MBTI and Strong Interest Inventory results and compare them with your self-reported results. Identify possible careers from the MBTI and Strong lists.

Assessment Method Type:
Essay/Journal

Career Exploration - Using Career Exploration resources, understand the differences between the 16 career clusters.

(Created By Department - Career Life Planning (CRLP))

Assessment Cycles:
End of Academic Year

Start Date: 09/22/2014

Course-Level SLO Status: Active

Assessment Method:
Using the career resources outlined in class, identify two career clusters you find interesting.

Assessment Method Type:
Class/Lab Project

12/01/2015 - 12/1/2015 - The students did not understand the 16 career clusters. This SLO was not listed on the course syllabus. In addition, as this class was designated for the Puente Project cohort, an emphasis on the students' roles in the area of social justice and the students' own narrative of how they considered a career(s) -- versus family expectations (first gen) -- became the leading direction of the course. In order to remedy this, the SLO must be written on the course syllabus to serve as the focal point for the instructor and students to follow. While providing the opportunity for cohort-based programs to stay true to their spirit and program model, it is not realistic for 100% of the students to follow the course syllabus to the letter. Therefore, the course must be modified to meet the needs of the students rather than the other way around.

In order to remedy this, the SLO must be written on the course syllabus to serve as the focal point for the instructor and students to follow. While providing the opportunity for cohort-based programs to stay true to their spirit and program model, it is not realistic for 100% of the students to follow the course syllabus to the letter. Therefore, the course must be modified to meet the needs of the students rather than the other way around.

Result:
Target Not Met

Year This Assessment Occurred:
2014-2015

Department - Career Life Planning (CRLP) -

CRLP 73 - EFFECTIVE RESUME WRITING

Assessment Method:
Students will locate a job ad as a basis for creating a resume

05/23/2012 - For the winter class the students provided a copy of the job ad and produced the resume. Students will locate a job ad as a basis for creating a resume.
Course-Level SLOs

Means of Assessment & Targets for Success / Tasks

Assessment Findings/Reflections

Action Plan & Follow-Up

- 1 - Cover Letter - A successful student will create a flawless solicited and unsolicited cover letter for a desired position description using posted guidelines. (Created By Department - Career Life Planning (CRLP))

Course-Level SLO Status: Inactive

Completion of the assignment. Students will create both types of cover letters to be reviewed and graded by the instructor in the job search process. The final assignment is submitted by the student.

Assessment Method Type: Class/Lab Project

Target for Success: Following the formats for these cover letters

- Were the formats followed correctly?
- Were there typos?

Assessment Method: Survey

Target Met: 80% Result: Target Met

Year This Assessment Occurred: 2012-2013

GE/IL-SLO Reflection:

I will keep this assignment. It is noted that students with English as a second language had more difficulty than students who appeared to have stronger English language skills. It required one more iteration before the target of flawless was met. Target met at 80%.

06/20/2013 - Consider raising the ESL level of preparation.

06/20/2013 - Consider a higher level of ESL for the class.

06/20/2013 - Propose an advisory for Engl. competency level.

Reiterate the importance to written English skills needed for a correct resume.

- 2 - Resume - A successful student will be able to create a flawless targeted resume using guidelines established in the class. (Created By Department - Career Life Planning (CRLP))

Course-Level SLO Status: Inactive

Department - Career Life Planning (CRLP) - CRLP 73 - EFFECTIVE RESUME WRITING

Assessment Method:

Write a 1-2 page reverse chronological resume.

Assessment Method Type: Survey

Target for Success: Following the resume formats for these positions

- Will the student follow the formats?
- Will the student complete a resume sheet?

Assessment Method: Survey

Target Met: Application Met

Year This Assessment Occurred: 2012-2013

GE/IL-SLO Reflection:

Where will I apply?

Did the student follow the format?

Following the formats for these positions.

06/20/2013 - Propose an advisory for Engl. competency level.

10/17/2013 - Propose an advisory for Engl. competency level.

Consider raising the ESL level of preparation.

Reiterate the importance to written English skills needed for a correct resume.

- 3 - Plan - A successful student will create a written job search plan. (Created By Department - Career Life Planning (CRLP))

Course-Level SLO Status: Inactive

Department - Career Life Planning (CRLP) - CRLP 73 - EFFECTIVE RESUME WRITING

Assessment Method:

Write a 1-2 page reverse chronological resume.

Assessment Method Type: Survey

Target for Success: Following the job search plan

- Did the student follow the plan?
- Was the plan challenging?

Assessment Method: Survey

Target Met: Application Met

Year This Assessment Occurred: 2012-2013

GE/IL-SLO Reflection:

What was the plan? Was the plan completed?

Was the student successful in the job search process?

06/20/2013 - Propose an advisory for Engl. competency level.

Reiterate the importance to written English skills needed for a correct resume.

06/20/2013 - Propose a higher level of ESL for the class.

06/20/2013 - Consider a higher level of ESL for the class.

06/20/2013 - Consider raising the ESL level of preparation.
<table>
<thead>
<tr>
<th>Assessment Method:</th>
<th>Students will be given a list of items to bring for research. Students will be able to perform research on job market trends, companies, etc. using libraries and librarians. (Created By Department - Career Life Planning (CRLP))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method Type:</td>
<td>Research Paper</td>
</tr>
<tr>
<td>Target for Success:</td>
<td>A well thought out 1-2 page paper report on potential employers, salary, professional associations related occupations, etc.</td>
</tr>
<tr>
<td>Result:</td>
<td>N/A</td>
</tr>
<tr>
<td>Year This Assessment Occurred:</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Resource Request:</td>
<td>Keep the assignment</td>
</tr>
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<td>GETIL SLO Reflection:</td>
<td>N/A</td>
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TECHNIQUES - 2 - Interview - A successful student will prepare for the job interview using a checklist. (Created By Department - Career Life Planning (CRLP))

Course-Level SLO Status: Active

Assessment Method Type: Discussion/Participation

Target for Success:
- Students will be given a list of 20-30 interview questions and review and discuss 5 that they would find particularly troubling to answer and why to the instructor (if personal issues) and post 2 answers of the 5 (that would not be personal) in a discussion forum and replying to the posts of other students.

Assessment Method: Discussion/Participation

Assessment Findings/Reflections:

Action Plan & Follow-Up:

10/17/2013 - Course was taught Spr 2013 and the worksheet was given as an assignment. 80% of the class completed the worksheet correctly while the rest were vague on what they were looking for in a position or what they were seeking. The rest were vague on what they were looking for in a position or what they were seeking.

Assessment Cycles:
- End of Quarter

Start Date: 06/02/2013
End Date: 06/20/2013

Assessment Method Type: Survey

Target for Success:
- The goal is for the student, if offered a position, to be able to evaluate if the job meets their expectations.

Assessment Findings/Reflections:

Action Plan & Follow-Up:

10/17/2013 - Will need to revise the module or create better instructions for the worksheet.
**Mission Statement:** The mission of the Counseling Division is to help students make appropriate and successful educational decisions, set achievable and realistic goals, adjust to changing roles in a global society and resolve academic, transfer and career concerns that can interfere with the ability to succeed in their college experience.

**Primary Core Mission:** Transfer  
**Secondary Core Mission:** Workforce  
**Tertiary Core Mission:** Basic Skills

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<tr>
<th>Service Area SLOs (SA-SLOs)</th>
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</table>
| **SA - Counseling - Barriers** - Students will identify their barrier(s) to their educational success. | **Assessment Method:** Complete student assessment through testing.  
**Assessment Method Type:** Data | **06/22/2012 - 20% of students overcame barriers learning about financial, educational (basic skills level) and personal barriers.**  
**Result:** Target Met  
**Year This Assessment Occurred:** 2011-2012  
**Resource Request:** Additional Counselors available to serve students. | **09/06/2012 - We were able to offer more Counseling appointments versus drop-in, allowing 75% more Counselor's time was solely devoted to discussing barriers, goals, transfer and career issues.** |
| **Assessment Method:** SARS report to indicate number of Counseling appointments.  
**Assessment Method Type:** Data | **09/06/2012 - Counselors had over 10,000 individual appts. with student.**  
**Result:** Target Met  
**Year This Assessment Occurred:** 2011-2012  
**Resource Request:** Need more Counselors | **09/06/2012 - We had more quality appointments versus quantity appointments, in that we eliminated drop-in sessions with Counselors and added counseling appts.** |
| **SA - Counseling - Academic Steps** - After completing a counseling appointment, a student will be able to articulate the academic steps to reach their educational goals. | **Assessment Method:** Create and/or update Educational Plan.  
**Assessment Method Type:** Data  
**Target:** Monitor progress of student educational goals and their understanding of the necessary academic steps. | **12/16/2013 - Based on the educational plans in DegreeWorks generated by students and Counselors, students will have access to their educational plan at all times.**  
**Result:** Target Met  
**Year This Assessment Occurred:** 2012-2013  
**Resource Request:** | **12/09/2014 - This SAO is not measurable and will be revised in 2014-2015.** |
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<td>Need additional Counselors to assist students in career, educational and transfer goals</td>
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<td>GE/IL-SLO Reflection:</td>
<td>09/21/2012 - With new DegreeWorks educational planning software, the Counselors and students have 24/7 access to educational plans</td>
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<td>With the 3SP implement by the State of CA, it is clear that we will need more counseling assistance in order to help the students achieve their educational goals.</td>
<td>Result: Target Met</td>
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<td>Year This Assessment Occurred: 2011-2012</td>
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<td>06/22/2012 - Counselors need to have 100% counseling appointments versus Drop-In to accommodate the students who need an educational plan to achieve their goals of obtaining a degree or transfer.</td>
<td>11/21/2011 - Continue with 100% counseling appointments versus Drop-In and utilize SARS data gathering and student surveys to assess completion of educational plan within 30-minute counseling appointment.</td>
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<td>Result: Target Met</td>
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<td>Year This Assessment Occurred: 2011-2012</td>
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<td>Resource Request:</td>
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<td>Additional counselors and a front desk Admin I would be very helpful to assist the amount of students the counseling division serves.</td>
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<td>Assessment Method: Run query in Argos to pull data from DegreeWorks at the end of each academic year.</td>
<td>12/09/2014 - We have relied on and will continue to rely on ARGOS to download from DW and interface with Banner which students completed an educational plan</td>
<td>12/09/2014 - New version of DegreeWorks will enable Counseling to parse out abbreviated verses comprehensive ed plans for the purposes of 3SP reporting.</td>
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<td>Assessment Method Type: Data</td>
<td>Result: Target Met</td>
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<td>Target: Students will need to each have an educational plan according to the 3SP</td>
<td>Year This Assessment Occurred: 2013-2014</td>
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<td>Resource Request:</td>
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SA - Counseling - DegreeWorks - Students seen by counselors will utilize DegreeWorks to assist with academic goals.

**Start Date:** 09/06/2012

**SA-SLO Status:** Active

**Assessment Method:** Run query in Argos to pull data from DegreeWorks at the end of each academic year.

**Assessment Method Type:** Data

**Target:** Students will need to each have an educational plan according to the 3SP

**Year This Assessment Occurred:** 2013-2014

**Result:** Target Met

**Resource Request:**
Additional counselors and a front desk Admin I would be very helpful to assist the amount of students the counseling division serves.
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<td>criteria deemed by the State of CA.</td>
<td>Continuance of DegreeWorks (paid through Banner system)</td>
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<td>GE/IL-SLO Reflection: 2013-14 ed plan data was derived from DegreeWorks. Total number of ed plans was 5680. 3921 of those ed plans were approved which is 69%. This percentage indicates the number of students that met with a counselor and had a complete ed plan. New version of DegreeWorks will enable Counseling to parse out abbreviated verses comprehensive ed plans for the purposes of 3SP reporting.</td>
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<td>SA - Counseling - Resources - After meeting with a counselor, a student will identify college and/or community resources to attain their goals.</td>
<td><strong>Assessment Method:</strong> Through CNSL 50 courses, students will complete a student resource checklist.  <strong>Assessment Method Type:</strong> Data  <strong>Target:</strong> Increase student awareness of available resources.</td>
<td>09/25/2012 - Students that took CNSL 50 learned information regarding career, transfer, matriculation, tutorial and psychological services. It was helpful to have guest speakers in the CNSL 50 class from various campus programs and the students were able to find out first hand about available services.  <strong>Result:</strong> Target Met  <strong>Year This Assessment Occurred:</strong> 2011-2012</td>
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<td>SA-SLO Status: Inactive</td>
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<td>06/22/2012 - Students were introduced to resources both on campus and off that would assist them in obtaining their goals. Resources such as Career and Transfer Center, Tutorial Center, Psychological Services, etc.  <strong>Result:</strong> Target Met  <strong>Year This Assessment Occurred:</strong> 2011-2012</td>
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<td>Resource Request: Funding for marketing and program events.</td>
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<td>09/06/2012 - Continued referrals made to programs and services on and off campus to assist students.</td>
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<td>11/04/2011 - Through CNSL, CRLP classes, Career and Transfer center workshops and events, students remain aware of services in Counseling and throughout the campus.</td>
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<td>10/14/2011 - More marketing of programs and services since students indicated to Counselors through conversations that they were unaware of many of the services available to them.</td>
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