

Basic Program Information

Department Name: Counseling

Division Name: Student Services

Program Mission(s):

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.

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

Name	Department	Position
Lauren Balducci	Counseling	Dean
Leslye Noone	Counseling	Division Admin Asst.
Counseling Division	Counseling	Faculty and staff

Total number of Full Time Faculty:	19
Total number of Part Time Faculty:	8

Please list all existing Classified positions:
Division Administrative Assistant
Transfer Coordinator
Graduation and Evaluations Coordinator
Evaluations Specialist
Counseling Specialist
Student Success Specialist

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

- a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

Students were tracked using SARS.

This data was obtained via the following sources:

- CCC Apply
- Ask Foothill
- Credentials
- SARS
- Other (List) _____

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

SARS does not do a demographic breakdown of students seen by Counselors.

- c. Please describe services offered off campus and how the effectiveness of these services is assessed.

Students served off campus at Middlefield campus for counseling, transfer, personal, career and disability resources. CNSL 5 orientation courses were also conducted at local high schools and CCOC.

Data for this area is based on services offered at the following locations:

1. Middlefield
2. CCOC
3. Other (List) local high schools

- d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

The staffing structure does not meet the needs of the department in serving all students in a timely manner in that the students need to all have educational plans for the upcoming year according to new state mandated Student Success and Support Program (3SP).

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Counselors and staff assist Basic Skills students directly and help them specifically with personal and academic issues, as well as getting them on a path for career and transfer. Counselors also connect them with programs such as EOPS, PTT and tutoring.

b. Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Counselors and staff play a significant role in serving transfer students. The Transfer Center served 2,700 students this past year, in addition to student counseling appointments and TAG agreements. There is also a Transfer Fair every fall that brings in over 50 colleges and universities from around the country for students to talk with about any interest in transferring to their schools. Workshops on Transfer are held biweekly and as needed depending on transfer due dates (i.e. TAP, TAGs, etc.)

c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Even though there is no longer a Career Center within Counseling, Counselors and counseling staff still assist students with career decision making and make referrals to the Workforce/Internship program on campus as well as utilize the online Eureka system (which 3,698 students logged into and utilized this past year), InternBound, InternMatch and After College online programs..

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College
SA - Counseling

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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Counseling - Barriers - Students will identify their barrier(s) to their educational success. SA-SLO Status: Inactive	Assessment Method: Complete student assessment through testing. Assessment Method Type: Data		
	Assessment Method: SARS report to indicate number of Counseling appointments. Assessment Method Type: Data		
SA - Counseling - Academic Steps - After completing a counseling appointment, a student will be able to articulate the academic steps to reach their educational goals. SA-SLO Status: Active	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.	12/18/2013 - 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: Need additional Counselors to assist students in career, educational and transfer goals GE/IL-SLO Reflection: 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.	

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Section 4: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

- a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

Students receiving services in the Counseling Division are able to obtain an assessment of math and English classes, and counseling on personal, career, transfer and academic issues – all important to the college mission in graduating students, preparing them for careers and transferring.

- b. If your service area has other outcomes or assessments at the program level, comment on the findings.

No other outcomes

- c. How has your service area engaged in dialogue about student learning outcomes?

Yes, at counseling division meetings, in-services, workshops, and in classes (SLOs are clearly posted on each CNSL course syllabus).

- d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

The trend is to do more sharing with how Counselors reflect on their SLOs in classes. Even though they share the process and what they develop for their courses, the sharing of the reflections and analyzing of these SLOs is vital to the program.

- e. What summative findings can be gathered from the Program Level Assessments?

The programs are on the right track with serving students, especially in regards to preparing for the 3SP in which all students must have a comprehensive educational plan.

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Train and institute college wide the Degree Works degree audit system.	Yes.	Yes.	Still needing to train students on how to use DW, and give refresher trainings to Counselors and staff.
Hire more full time Counselors	No.	Yes.	The budget had restricted us in the past from being able to generate any new hires.

New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student	How will progress toward this goal be
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request)		success or respond to other key college initiatives?	measured?
1. Degree Works 4.1.3 implementation	In test mode until spring 2014. We hope to have this in production mode by 2014 spring.	Students must have an electronic educational plan in the DW system so we can count them toward the 3SP initiative in order to have students register.	Count the number of abbreviated vs. completed educational plans in DW (ARGOS report).
2. Hire more Counselors – full time and part-time.	We are generating a candidate pool and hiring process for 2014 winter for p/t.	Need more Counselors to teach part time.	Number of students enrolled and successfully completing CNSL courses.

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Counselor	\$90,000	Need to assist with student academic, career, personal and transfer goals and educational planning.	Yes
Part-time Counselor	\$65/hour	Assist in teaching p/t.	Yes
Office Coordinator– CNSL Front Desk (Level 46)	\$72,000	We need professional coverage at the front desk	No

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) (Yes – see Puente PR)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) Yes – only to supplement Puente program	25%

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 5 and how this resource request supports	Est hours per	% Time

Comprehensive Student Services Program Review Template for 2013-2014

		this goal.	month	
Puente Coordination		Puente program counseling		

One-Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Eureka – Career Services	\$4,000/yr.		Yes

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
30 laptop computers needed for 8330 classroom	\$25,000	For CNSL 5 classes in room 8330 Counseling classroom. 3SP requires all students to have an ed plan. Computers would enable students to develop their ed plan in class as the instructor guides them on how to complete their Degree Works ed plans.	No
Scanners for offices	\$1,500	These will be used for counselors to scan in paperwork (ex: transcripts) brought in by students to attach to their online record	

- a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

All resource requests supported our goals and assisted with student success.

IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
IGETC/CSU	X		

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
<i>IGETC and CSU total</i>	241	445	363	51%

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

N/A

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	4,031	3,690	8,352	107%
Productivity (College Goal 2012-13: 535)	413	337	389	15.4%
Success	369	457	431	79%
Full-time FTEF	5.6	5.6	9.0	62.9%

Part-time FTEF	0	2	54	2.260%
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Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

There is an increase in enrollment over the last 3 years. We have offered counseling classes in the high schools and CCOC as well as offering more online classes to students. With the success of getting students prepped for Foothill prior to many of them coming to the campus, we will continue this trend to offer more classes at various locations and increase online during the early summer session.

- d. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

No noticeable differences. It is mandatory for all students to take CNSL 5, for example, versus students opting out of the class (unless students have had 30 or more units at another college).

- e. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Counseling has fairly good productivity trends in that courses typically fill at 20-35 students for all counseling classes. The only course with decline in activity resulting in cancellations is the CNSL 85A class, which is our Transfer Readiness class. This may have to do more with the need to advertise and entice students to take the course for TAP and TAG assistance, as well as general transfer help.

- f. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how

Since students will need to have an orientation to college class in order to formulate their educational plan for the 3SP, we have needed to increase the unit value of the mandatory CNSL 5 class. In looking at this class and how it was taught in the past, an educational plan was needed for the SLO and student success, but it was not needed to be electronic in nature. Now all educational plans need to be in our Degree Works degree audit system. Given this, CNSL 5 and courses associated with career/transfer and student success will continue with steady enrollment.

your program is addressing this issue.

- g. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

Pre-reqs and co-reqs are not needed for CNSL courses.

- h. Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Counselors keep up to date in the counseling profession by attending workshops, conferences and in-services and bringing back the latest info and skills in the counseling field in order to enhance what they are teaching in their classes.

- i. Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The innovative initiative remains our online degree audit initiative, Degree Works. We are building and testing the latest version in order to help students have 24/7 access to their educational plan and have more control of their educational endeavors.

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The Counseling Division is sensitive to, and respectful of, underrepresented students receiving services in order to help them be successful. This is where counseling is very much needed and goes beyond just formulating the educational plan. It is about assisting the student with life skills, and appropriate decision making and problem solving abilities.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

N/A

c. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The Counseling Division plays a significant role in helping students to transfer. Whether it is working on educational goals and transfer plans for students, to teaching transfer in counseling courses, to individual counseling appointments, one of the major goals of the Division as well as the college are transferring students.

Section 9: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

- b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Course Assessment Report - Four Column			
Foothill College			
Department - Counseling (CNSL)			
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			
Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 1 - Goals - A successful student will develop short and long term goals. (Created By Department - Counseling (CNSL)) Start Date: 09/28/2011 End Date: 12/13/2011 Course-Level SLO Status: Active	Assessment Method: Create goal-setting strategies for effective academic and personal success. Assessment Method Type: Presentation/Performance Target for Success:	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 followed the criteria for writing a goal. May want to integrate careers into the goal discussion and not focus solely on academic. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 3 - Resources - A successful student will identify and use campus resources to improve college success. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Students will participate in a campus resource project. Assessment Method Type: Class/Lab Project	01/16/2013 - Students in the course were broken into groups of 4 or 5 students to conduct the campus resource project. Students had to go around the campus and identify the locations of services and document with a photo to assemble a power point presentation. Students also had a questions about campus specific policies that the individual groups had to respond to. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - Understanding of EOPS Benefits and Student Responsibilities - A successful student will be able to understand EOPS benefits and student responsibilities. Become active in complying with their	Assessment Method: A quiz with multiple-choice and true/false questions were administered to assess EOPS students' understanding of the services and responsibilities that are required of them as a participant in the program. A ten question quiz was provided after extensively covering the topic of EOPS	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 receive a score of 7 out of 10 from a ten-question quiz.	12/11/2013 - EOPS students need to clearly understand the services and responsibilities that are required of them. As there are so much information to be covered on this topic and it is important that the students fully understand the
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Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessment?

1. Based on the impact of Degree Works on the curriculum of several classes, notably CNSL 90 and others student education and career planning is done through Degree Works we have revised CNSL 5 to 1.5 units to address the extra time needed to teach students about Ed. Planning, creating degree/transfer scenarios, GPA calculation and related DW tools.
2. Reflections on students taking CNSL classes with limited English language preparation suggest stronger advisories or prerequisites regarding English level competency of ESLL 237 for CNSL classes. We have formally placed this advisory as part of the CNSL revision.

1. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The core mission of the college – essentially to support students seeking career and transfer preparation and basic skills mastery, is addressed in the Counseling Division’s related core mission - *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.* We firmly believe as a faculty that the time management, transfer and career preparation and planning components in many of our CNSL and CRLP courses works to that core mission. Counseling courses are also intended to drive students to meet with counselors for follow up of individual concerns related to the above.

2. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

The program level student learning outcome of requiring formal educational plans for matriculating students offered a key benefit. Using an automated system for educational planning (Degree Works) had allowed the counseling division to work with the other college divisions through the curriculum committee to keep certificate and degree program requirements in sync. Meeting with students who have program sheets from departments that do not agree with the college’s approved programs can now be scrutinized.

3. If your program has other outcomes assessments at the program level, comment on the findings.

None

4. How has your department engaged in dialogue about student learning outcomes?

1. The Counseling Division Curriculum Committee put on a TracDat training 12/2013 for instructors of record of any division course to facilitate currency in posting SLO’s, reflections and Action Plans. To date all courses taught by the division are current.
2. Members of the Counseling division take an active role in the College Curriculum Committee when reviewing new courses and programs, i.e., the kinesiology ADT was addressed with questions concerning program options and course prerequisites.
3. Instructors with new programs are encouraged to meet with Counseling during their in-service meetings to present and discuss new or revised programs. During those meetings program SLO’s are discussed at length.

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Lack of Counselors and staff	We were able to fill a full-time counselor opening with a transfer from DeAnza. This past year we have hired two full-time classified Specialist positions in the Counseling Dept. and 2 in the Assessment Dept.

a. After reviewing the data, what would you like to highlight about your service area?

The Counselors and staff serve an incredible amount of students. With the 3SP requirements that deem all students will have an educational plan, it means even more students will be utilizing the Counseling Division. This is good for the students but puts a strain on the resources we currently have in place.

Section 12: Feedback and Follow Up

This section is for the Dean of Counseling to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

Areas of strength continue to be the counseling service given to students. We have a high return rate with students and it speaks to the quality of counseling they are receiving. The Counseling Division also works collaboratively with other departments and programs on campus as well with local high schools (Counselors act liaisons to local high schools and as well as campus programs and disciplines).

b. Areas of concern, if any:

In having to rely on student workers for the Counseling Office front desk, there remain inconsistent information given to students at times and we have gaps in coverage at various times, given that we have to coordinate around student schedules.

In addition, the concern remains with the 3SP implementation and having enough Counselors to work with students to complete the educational plan.

c. Recommendations for improvement:

More Counselors and a staff person who is full time at the front desk are needed. In addition, Counselors will need to teach CNSL 5 courses starting in the spring and early summer to try and have an educational plan ready for students by the time the students register in the summer for fall courses. We will also have hired some part-time Counselors to assist with teaching as well by then.

This section is for the Vice President Student Services to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

Under Laureen's leadership the counseling division has done an outstanding job assisting student's with developing educational plans, accessing college services, making career plans and preparing for transfer. There is a serious level of commitment by the counselors that is reflected in their willingness to go above and beyond in helping students, stay current on changes in transfer requirements and participate and support professional development.

e. Areas of concern, if any:

With the mandated 3SP, there is no doubt students will be negatively affected by the shortage of counselors to assist with developing educational plans. I am very concerned that this will affect the students who are unable to register.

Additionally I am concerned with the enormous amount of pre-requisite clearances the faculty and staff in counseling review and process and hope we can develop an online system that can assist with expediting clearances.

f. Recommendations for improvement:

None

Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/7/14

Unit Assessment Report - Four Column

Foothill College SA - Counseling

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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Counseling - Barriers - Students will identify their barrier(s) to their educational success.</p> <p>SA-SLO Status: Inactive</p>	<p>Assessment Method: Complete student assessment through testing.</p> <p>Assessment Method Type: Data</p> <hr/> <p>Assessment Method: SARS report to indicate number of Counseling appointments.</p> <p>Assessment Method Type: Data</p>		
<p>SA - Counseling - Academic Steps - After completing a counseling appointment, a student will be able to articulate the academic steps to reach their educational goals.</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Create and/or update Educational Plan.</p> <p>Assessment Method Type: Data</p> <p>Target: Monitor progress of student educational goals and their understanding of the necessary academic steps.</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Need additional Counselors to assist students in career, educational and transfer goals</p> <p>GE/IL-SLO Reflection: 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.</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Counseling - DegreeWorks - Students seen by counselors will utilize DegreeWorks to assist with academic goals.</p> <p>Start Date: 09/06/2012</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Run query in Argos to pull data from DegreeWorks at the end of each academic year.</p> <p>Assessment Method Type: Data</p> <p>Target: Students will need to each have an educational plan according to the 3SP criteria deemed by the State of CA.</p>	<p>12/16/2013 - 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</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Continuance of DegreeWorks (paid through Banner system)</p> <p>GE/IL-SLO Reflection: This is the only way in which we can keep track of enrollment management of students in regards to when they are scheduled to register.</p>	
<p>SA - Counseling - Resources - After meeting with a counselor, a student will identify college and/or community resources to attain their goals.</p> <p>SA-SLO Status: Inactive</p>	<p>Assessment Method: Through CNSL 50 courses, students will complete a student resource checklist.</p> <p>Assessment Method Type: Data</p> <p>Target: Increase student awareness of available resources.</p>		

Unit Course Assessment Report - Four Column

Foothill College

Department - Counseling (CNSL)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 1 - Goals - A successful student will develop short and long term goals. (Created By Department - Counseling (CNSL))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Create goal-setting strategies for effective academic and personal success.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success:</p>	<p>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 followed the criteria for writing a goal. May want to integrate careers into the goal discussion and not focus solely on academic.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 3 - Resources - A successful student will Identify and use campus resources to improve college success. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will participate in a campus resource project.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>01/16/2013 - Students in the course were broken into groups of 4 or 5 students to conduct the campus resource project. Students had to go around the campus and identify the locations of services and document with a photo to assemble a power point presentation. Students also had a questions about campus specific policies that the individual groups had to respond to.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - Understanding of EOPS Benefits and Student Responsibilities - A successful student will be able to understand EOPS benefits and student responsibilities. Become active in complying with their</p>	<p>Assessment Method: A quiz with multiple-choice and true/false questions were administered to assess EOPS students' understanding of the services and responsibilities that are required of them as a participant in the program. A ten question quiz was provided after extensively covering the topic of EOPS</p>	<p>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 receive a score of 7 out of 10 from a ten-question quiz.</p>	<p>12/11/2013 - EOPS students need to clearly understand the services and responsibilities that are required of them. As there are so much information to be covered on this topic and it is important that the students fully understand the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>student responsibilities so that EOPS requirements are met. (Created By Department - Counseling (CNSL))</p> <p>Start Date: 09/23/2013</p> <p>End Date: 06/27/2014</p> <p>Course-Level SLO Status: Active</p>	<p>benefits and responsibilities through the course of a two class period, which equates to a total of 2 hour session.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A 70% percent success rate was the target for this specific course in Spring 2013 term. As the requirement for an EOPS student to maintain in good standing is a 2.0 GPA, therefore the 70% success rate was used.</p> <p>Assessment Method: A 20-question exam is administered. It consists of multiple choice and fill-in questions.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students should complete exam with at least 15 out 20 answers correct.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>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 the student has follow-through with one of the EOPS responsibilities.</p> <hr/> <p>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's because the course has taught them well.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: none</p>	<p>expectations that are set forth, I will include 3 sessions to address this topic in the future.</p> <hr/>
<p>Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - Understand the various on-campus tutorial center and programs - Identify the tutorial programs and services available on campus (Created By Department - Counseling (CNSL))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 11/24/2014</p>	<p>Assessment Method: The quiz was handed out at the beginning of the class in order for the students to ask questions that were presented on the quiz during the tour.</p> <p>Students will have the opportunity during their visit to the tutorial center and programs to seek answers to the quiz questions. The quiz was consists of 10 questions with 7 matching and 3 short essay questions.</p> <p>Assessment Method Type: Departmental Questions</p>	<p>11/24/2013 - For the Spring term 2013, 80% of students were able to respond to the matching questions with at least 7 correct answers.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>12/11/2013 - In the next SLO cycle, students will have an opportunity to answer questions regarding to their knowledge of the four specific tutorial centers and programs prior to the tour. Thereafter, students will be provided the quiz to compare their level of understanding before and after the tour of the tutorial centers and programs. To be administered in the Winter 2014</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Target for Success: 75% of the students will complete all ten questions on the quiz.</p> <p>Related Documents: Tutorial Resource Tour</p>		<p>term.</p> <hr/>
<p>Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - 3 - Ed Plan - A successful student will be able to develop an education plan. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Create an educational plan that defines the classes to attain their academic goal(s).</p>	<p>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 this system, as not all students are computer savvy. However, we are making it a point to have our students get used to the system, as it will be an integral part of new registration priority regulations in the near future.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>06/25/2013 - Counselors will work together to find best practices for teaching students how to use the DegreeWorks system, as well as how to implement it into the educational plan process.</p> <hr/>
<p>Department - Counseling (CNSL) - CNSL 51 - PASS THE TORCH TRAINING: LEARNING STRATEGIES FOR STUDENTS PAIRED IN ONE-ON-ONE STUDY TEAMS - 3 - Time Management - A successful student will be able to develop effective time management and concentration strategies. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students complete a weekly block schedule that allows them to reflect on academic and non-academic obligations.</p>	<p>06/25/2013 - After completing the weekly block schedule, the majority of students stated that they learned to prioritize, be more productive, procrastinated less, and learned to balance the academic and personal obligations.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>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 indicating what changes they made on their schedules to be more productive.</p> <hr/>
<p>Department - Counseling (CNSL) - CNSL 51 - PASS THE TORCH TRAINING: LEARNING STRATEGIES FOR STUDENTS PAIRED IN ONE-ON-ONE STUDY TEAMS -</p>	<p>Assessment Method: At the end of the quarter, students will complete a Personal Action Plan. This demonstrates that they developed and</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>2 - Study System - A successful student will be able to develop and achieve an effective, efficient personal system of study. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>achieved an efficient personal system of study.</p>		
<p>Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - 1 - Time Management - A successful student will be able to identify time-management strategies. (Created By Department - Counseling (CNSL))</p> <p>Start Date: 09/17/2012 End Date: 06/30/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are asked to keep 6 time management sheets and submit to instructor on a weekly basis. Assessment Method Type: Survey</p>	<p>12/12/2013 - Students were given the assignment of identifying how much time the spent on each activity/commitment for a week. Each student came back with a deficit in time - realizing they spent more time on non-academic activities and realizing that that in order to become academically successful they needed to make changes. Follow-up values clarification and prioritization of life activities enabled students to re-evaluate their activities and change their behavior.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - Online Deliver of 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students who are successful in this class, with it's online format, are able to identify effective study strategies and gain a passing grade for the course. Assessment Method Type: Observation/Critique</p>		
<p>Department - Counseling (CNSL) - CNSL 72 - STRESS, WELLNESS & COPING - 2 - Stress Management - A successful student will demonstrate a reduction in stress symptoms (amount, frequency, or intensity). (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Pre-post test on anxiety/depression inventories and symptom checklist with intensity. Assessment Method Type: Case Study/Analysis Target for Success: 85% of students will demonstrate a significant reduction on their pre-post test on</p>	<p>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</p>	<p>12/10/2013 - 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.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	anxiety/depression inventories and symptom checklist with intensity.		
<p>Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - Higher Education - A successful student will be able to identify the systems of higher education. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: List the systems of higher education.</p>	<p>12/10/2013 - Over a majority of the students in the class demonstrated knowledge of systems of higher education through areas of assessment: Student participation in discussions around transfer reflected a strong understanding of the differences around community colleges, universities and the different degrees that they offer. Also, a majority of students showed improvement on their responses to imbedded questions on systems of higher education from the pre-test to the post-test.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Time to update class to make transferable to UC's, as well meet the CSU Area VII Criteria.</p> <hr/> <p>03/26/2013 - Provided students with a PRE/POST test that had specific questions embedded addressing their knowledge of systems of higher education. 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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <hr/>	<p>12/10/2013 - Add more content around ADTs. Add more virtual resources, such as videos, so that students can have a better experiential understanding of outside universities and graduate schools.</p> <hr/> <p>03/26/2013 - Therefore I am going to continue covering systems of higher education in lecture content and research activities. This process seems to be working by the higher percentage of students who understand Higher Education Systems at the end of the quarter</p> <hr/>
<p>Department - Counseling (CNSL) - CNSL 85H - TRANSFER READINESS - 1 - Higher Ed - A successful student will be able to identify the systems of higher education. (Created By Department - Counseling (CNSL))</p>	<p>Assessment Method: Students will list different post-secondary institutions and be able note the difference between public, private and out of state colleges/universities.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Discussion/Participation</p>		
<p>Department - Counseling (CNSL) - CNSL 86 - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: student will reflect on leadership experiences and group dynamics 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.</p>	<p>11/26/2013 - Target was met with 90% of students' essays reflecting the learning targeted Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Counseling (CNSL) - CNSL 87 - LEADERSHIP: THEORIES & PRACTICES - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will use journals and reflection essays to reflect on leadership experiences and group dynamics as they relate to the group decision-making process Target for Success: 80% of students will show leadership growth through the required journal and reflection</p>	<p>12/11/2013 - 90% of students demonstrated leadership skill development and growth through written reflections highlighting experiences that lead to learning in group decision making. Result: Target Met Year This Assessment Occurred: 2012-2013</p> <p>12/11/2013 - 90% of students showed leadership growth and leadership skill development and an increased awareness of group dynamics and group decision making methods. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>12/11/2013 - Expand course outreach and promotion to reach out to more students campus wide interested in leadership opportunities.</p>
<p>Department - Counseling (CNSL) - CNSL 88 - LEADERSHIP: THEORIES, STYLES & REALITIES - 1 - 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 -</p>	<p>Assessment Method: Students create and present a creative project based on their leadership experiences. Assessment Method Type: Presentation/Performance Target for Success:</p>	<p>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</p>	<p>12/11/2013 - Increase outreach and promotion of leadership courses in order to serve a larger segment of the student population.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Counseling (CNSL) Course-Level SLO Status: Active	80% will succeed	Year This Assessment Occurred: 2012-2013	
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. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Students make presentations focused on group dynamics and civic responsibility Assessment Method Type: Presentation/Performance Target for Success: all	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: 2012-2013 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 presentations. Result: Target Met Year This Assessment Occurred: 2012-2013	12/11/2013 - Increase outreach and promotion of leadership courses in order to serve a larger segment of the student population. 12/11/2013 - Increase outreach and promotion of leadership courses in order to serve a larger segment of the student population.
Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 1 - Events - A successful student will be able to develop and manage annual organizational budgets and events. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Students present budget projections orally in small groups and demonstrate effective event planning skills through careful planning. Assessment Method Type: Presentation/Performance Target for Success: all	12/11/2013 - 100% of students worked on events and presented projects resulting in learning and demonstrated knowledge in event planning and budgeting. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 2 - Communication - A successful student will demonstrate an expanded understanding of how to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation	Assessment Method: students will make presentations demonstrating expanded understanding of communication in a diverse community Assessment Method Type: Presentation/Performance	12/11/2013 - 80% of students successfully presented and showed expanded skills in communication with a focus on diversity. Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: 80% of students will gain expanded communication skills in a diverse community</p>	<p>2012-2013</p>	
<p>Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 1 - Time Management - A successful student will be able to apply time management skills. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student completes a weekly 24/7 time budget in 30 minute intervals covering all activities.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Summary of time budget generates the hours in class and the hours for study. TB reviewed by instructor and feedback given to student. Success is a minimum of a 2:1 ratio of study</p>		
<p>Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 2 - Interaction - A successful student will be able to interact with class members online. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: There are several interaction assignments including a case study noted in another assessment. As a final group collaboration exercise, students are put into groups of 5 and do a group collaboration, i.e., Lost on the moon, where they are required to assign a group leader, group recorder and decide on a group collaboration medium (email, chat, forum, IM, etc. to perform the assignment. All students must interact to get credit. Instructor reviews the notes of the exercise to see each members level of participation.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Minimum of 4 interactions per student and closure of the exercise.</p>	<p>11/21/2013 - Students continue to find this an exciting part of the course. In the Fall, 2012 class students were given several ways to initiate their group activity. the class was divided into 5 people teams. Student volunteered or were drafted to be a team leader and another as a recorder. The leader contacted the group members and they met async or sync to go through the exercises. Once completed I was notified and reviewed the dialog and awarded points for participation and completions. Students were forewarned that mere completion of the exercise does not get them points. They MUST interact and all but 2 did. The 2 that did not may have had English language deficiencies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: N/A</p> <p>Resource Request:</p>	<p>11/21/2013 - Will look to find a more contemporary group collaboration exercise. Will need to address how students with more limited English skills can be more comfortable with online group interaction which requires writing.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>N/A</p> <p>Resource Request: N/A</p> <p>GE/IL-SLO Reflection: 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 since this exercise is over 15 years old.</p> <p>GE/IL-SLO Reflection: 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 since this exercise is over 15 years old.</p> <p>GE/IL-SLO Reflection: 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 since this exercise is over 15 years old.</p>	