

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:

Name	Department	Position
Lan Truong	Counseling	Dean
Hilary Bacon	Counseling	Adjunct Counselor
Tracee Cunningham	Counseling	Counselor
Leticia Delgado	Counseling	Counselor
Cathy Denver	Counseling	Counselor
Isaac Escoto	Counseling	Counselor
Cleve Freeman	Counseling	Counselor
Evan Gilstrap	Counseling	Counselor
Maritza Jackson Sandoval	Counseling	Counselor
JR (Eleazar) Jimenez	Counseling	Counselor
Fatima Jinnah	Counseling	Counselor
Kimberly Lane	Counseling	Counselor
Andrew Lee	Counseling	Counselor
Debra Lew	Counseling	Counselor
Dokesha Meacham	Counseling	Adjunct Counselor
Brenda Ochoa	Counseling	Adjunct Counselor
Elaine Piparo	Counseling	Counselor
Thuy Quach	Counseling	Adjunct Counselor
Leticia Serna	Counseling	Counselor
Jue Thao	Counseling	Counselor
Voltaire Villanueva	Counseling	Counselor
Adrienne Hypolite	Counseling	Early Alert Program Coordinator II
Liz Lierserson	Counseling	Research Analyst
Yvette Nava Perla	Counseling	TEA
Leslye Noone	Counseling	Division Administrative Assistant
Francis Varela-Ramirez	Counseling	Administrative Assistant I

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/progress 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.

Number of students and total number of plans

Year	Number of students with an ed plan	Total number of ed plans
2013-14	3219	4414
2014-15	6009	9292

*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 through 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, text 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-Dissmissal – 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
- 2 Mixed Race
 - 1 White & Indian and 1 Latino & African American. Both are DRC students
- 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 looked 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 underserved 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).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Revamp & 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.	Winter 2016	Number of students on probation versus the numbers of holds removed. SARS, Banner reports
Expand Early Alert to encompass Math 220, 105 & 1A (Fall 2015); English 110 & 209 (Winter 2016); ESLL 5 & 242 (Spring 2016)	Winter & Spring 2016	Numbers of students on identified & persistence rate
Offer online academic counseling	Winter 2016	Number of students participating
Offer online orientation (Go2Orientation) for new students to FH	Winter 2016	Number of target students who complete orientation

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.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Early Alert/Retention Counselor	70,000	Early Alert/Retention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Alert Student Success	50,000	Early Alert/Retention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist		ion				
Starfish: Early Alert Tracking System	TBD	Early Alert/Retention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

50% reassign time for Isaac Escoto to serve as VP Academic Senate

50% reassign time for Voltaire Villanueva to coordinate Puente

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

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.

A handwritten signature in black ink that reads "Denise Swett EdD". The signature is written in a cursive style.

Denise Swett
Vice President, Student Services
February 1, 2016

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 - 2 - Organization - A successful student will apply organizational and time management strategies. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Inactive	Assessment Method: Students will be able to identify the best use of their time. Assessment Method Type: Discussion/Participation	10/07/2015 - Students were asked to identify events and behaviors during a 168-hour week (24 hour day/7-day 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 one's educational plan was developed to understand prioritization, procrastination and time traps that are self-defeating. Students were assigned to compose 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 oneself 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 student needs and long term goals. Time management tools were introduced including analog and digital calendars. Students were asked to create a calendar electronically or on paper which detailed events/milestones related to short-term 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 over a week prior to class discussion regarding organization. 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>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: Inactive</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>2013-2014</p> <p>10/07/2015 - Students participated in an activity that introduced the concept of goal setting and steps to achieving a specified goal. Following the activity, students debriefed on their thought processes in the activity and its importance in academic and personal development. As in previous review cycles, the SMART(ER) strategy was used to instruct students in understanding and developing short and long term goals. Students were instructed to create 1 long term and 5 short term goals using the SMART(ER) strategy. 100% of the students present for the lesson were able create both short and long term goals using the SMART(ER) strategy and reflect on the activity in a journal. Future lesson plan related to goal setting to scaffold into SMART(ER) Goals should include values clarification.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>11/13/2014 - Students were given a lesson in the differences between short and long term goals and then instructed to submit their goals in written form to the instructor. SMART(ER) goal setting strategy was used to discuss goal setting within the academic context. Students were instructed to create 1 long term and 5 short term goals using the SMART(ER) strategy. 100% of the students were able create both short and long term goals using the SMART(ER) strategy.</p> <p>To achieve 100%, instructional scaffolding was needed in addition to lecture.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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: Inactive	Assessment Method: Students will participate in a campus resource project. Assessment Method Type: Class/Lab Project	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 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	
		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	
		01/23/2012 - Students were grouped to identify different student services on campus and presented their findings in a Power Point presentation. The majority of the students did well on their assignments. Result: Target Met Year This Assessment Occurred: 2011-2012	01/23/2012 - Only 1 section was offered of CNSL 1 this academic year. There was no opportunity to consult with other course instructors. Ideally, groups would have had the opportunity with students in another section of the course to collaborate with and explore the campus. AY 2010-2011 SLO reflection suggested adding a measure to assess how they would use the specific resources, students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 1 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		this time were asked during an in-class discussion on how they would utilize the services. Students were prompted in a final essay to describe their use of campus resources during the quarter.
Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - Goal Setting - Apply a goal setting strategy, such as the SMART (Specific, Manageable, Attainment, Realistic, Time Specific) Method, to create short term and long term goals. (Created By Department - Counseling (CNSL)) Assessment Cycles: End of Academic Year 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))	Assessment Method: List and describe the components of non-verbal communication. Assessment Method Type: Exam - Standardized		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year			
Department - Counseling (CNSL) - CNSL 2 - 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))	Assessment Method: Student will list choices and identify those that promote a positive well-being. Assessment Method Type: Case Study/Analysis		
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 2 - COLLEGE & LIFE MANAGEMENT - 3 - Maslow - A successful student will be able to describe Maslow's Hierarchy of Needs. (Created By Department - Counseling (CNSL))	Assessment Method: List basic needs in order of priority. Assessment Method Type: Exam - Course Test/Quiz		
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - EOPS Responsibilities - Demonstrate the intended level of involvement and commitment to EOPS responsibilities and expectations. (Created By Department - Counseling (CNSL))	Assessment Method: Analyze collected data on percentage of students who submitted progress reports and met with a counselor after they completed the class to demonstrate application of EOPS responsibilities. 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 met 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.	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 six completed none of the 2 that failed, completed none of the responsibilities Or more simple: 16/18 (88%) completed the course successfully 10/16 (63%) completed all of their responsibilities 4/16 (25%) completed at least one responsibility 2/16 (13%) didn't complete any Of the 2 that failed the class, none (100%) completed any of their responsibilities.	
Start Date: 04/13/2015 End Date: 05/20/2015 Course-Level SLO Status: Active		Result: Target Not Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Using this data, we can assume that the class does help student learn about their EOPS responsibilities and comply with them. The majority (63%) who completed the course also completed all of their responsibilities, but target of 70% was not met. There is room for improvement.</p> <p>GE/IL-SLO Reflection: Using this data, we can assume that the class does help student learn about their EOPS responsibilities and comply with them. The majority (63%) who completed the course also completed all of their responsibilities, but target of 70% was not met. There is room for improvement.</p>	
		<p>07/30/2015 - There were 29 students officially registered for Spring 2015 term. The composition for the CNSL 275 concluded with the following results:</p> <ul style="list-style-type: none"> • 23 students successfully completed the course • 2 students withdrew • 2 received an "F" grade • 2 students were non-EOPS and did not need to comply with the EOPS responsibilities; therefore the data collected will not include these students. <p>The data collected from CNSL 275 in accordance with EOPS regulations and requirements is as follows: 25/29 (86%) completed the course successfully.</p> <p>* 25 students are used to measure the outcome in meeting with the EOPS responsibilities, as two students were non-EOPS and two students "withdrew" from the course. This data includes two students who failed the course, but should have also complied with the EOPS regulations.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<ul style="list-style-type: none"> • 18/25 (72%) completed all of their responsibilities • 24/25 (96%) completed at least one responsibility • 1/25 (.04%) did not complete any <p>* 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.</p> <ul style="list-style-type: none"> • 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 <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: It is clear that the CNSL 275 class helps students adhere to their EOPS responsibilities. The EOPS students who successfully completed the course understand that they must abide by the requirements set by the program standard. In the future, non-EOPS students who enroll and completes the course must also fulfill the EOPS requirements by submitting progress reports and meeting counseling contacts.</p>	
Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - Understand the various on-campus tutorial centers and programs - A student who completes the CNSL 275 class will be able to identify the various on-campus tutorial programs and services. (Created By Department - Counseling (CNSL))	<p>Assessment Method: A 20-question multiple-choice and true/false quiz on student responsibilities, EOPS services.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% of student will get at least 15 correct</p>	<p>06/18/2014 - In Fall 2013, 25/37 (68%) students got 15 or more answers correct on the responsibilities and benefits quiz. In the Winter 2014, only 12/20 (60%) and in the Spring 2014, only 16/27 (59%).</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred:</p>	

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	answers on the quiz.	<p>2013-2014</p> <p>GE/IL-SLO Reflection: Only in the Fall 2013, a relevant "pop quiz" was administered resulting in higher number of student achieving target of success. Further review and more in-depth discussions and/or activities (i.e., pop-quiz) on the topics must be incorporated in preparation for the quiz.</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 expectations that are set forth, I will include 3 sessions to address this topic in the future.</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 Target for Success: 70% of students should complete exam with at least 15 out 20 answers correct.</p>	<p>Result: Target Met 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>	
		<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 Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>2012-2013</p> <p>Resource Request: none</p> <p>03/15/2012 - Consistently, 75 to 80% of the students who take the exam, received a score of 15 or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>03/15/2012 - Not sure if the results translate to an increase of students actively complying with their quarterly student responsibilities.</p>	
	<p>Assessment Method: Students were provided a pre-assessment quiz to determine their level of understanding of 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.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>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.</p>	<p>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 based on 23 students showed that 21 students received at least 70% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GEIL-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.</p>	
<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</p>	<p>Assessment Method: Student is presented with a 10 question quiz that they will answer after visiting the tutorial center and programs on campus.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(CNSL) Start Date: 09/26/2011 End Date: 11/24/2014 Course-Level SLO Status: Inactive	<p>Increase understanding of the various tutorial services available on campus.</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. 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>Target for Success: 75% of the students will complete all ten questions on the quiz.</p> <p>Related Documents: Tutorial Resource Tour</p> <p>Assessment Method: As part of the in- class final exam, I have included one true/false and one multiple-choice question regarding to our visit to the tutorial programs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: My target is for 80% of my students to respond correctly to the final questions that pertains to the various tutorial programs available on campus.</p> <p>Assessment Method: Students were presented with a quiz that comprised of 10 questions relating to four specific on campus tutorial centers and programs. The tutorial centers and programs include EOPS, Pass the Torch, PSME and General Tutorial.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</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 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 term.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL</p> <p>275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - Financial and scholarship info - Demonstrate an understanding of basic financial aid and scholarship information (Created By Department - Counseling (CNSL))</p> <p>Start Date: 09/27/2010</p> <p>End Date: 09/29/2014</p> <p>Course-Level SLO Status: Inactive</p>	<p>The target is to help students clearly understand what the four tutorial centers and programs are on campus.</p>		
<p>Department - Counseling (CNSL) - CNSL</p> <p>275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - 3</p> <p>- Identity - A successful student will be able to describe personal cultural identity and experiences and identify potential hurdles to academic success. (Created By Department - Counseling (CNSL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Counseling (CNSL) - CNSL</p> <p>275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - 2</p> <p>- Goals - A successful student will be able to examine and identify personal and academic goals. (Created By Department - Counseling (CNSL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Inactive</p> <p>Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - EOPS SERVICES - Understand the services available in EOPS and create an action plan of how they will apply EOPS service to their academic success. (Created By Department - Counseling (CNSL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/21/2015</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A reflective assignment will be administered to assess their academic needs and create strategic plan as to how they will employ the EOPS services available.</p> <p>Assessment Method Type: Case Study/Analysis</p>		
<p>Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - 2 - Transfer - A successful student will be able to locate and use transfer resources on campus. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Create an educational plan that defines the classes to attain their academic goal(s).</p>	<p>11/19/2014 - During the spring 2014 quarter a total of 291 student registered in a combination of face-2-face and online instruction of CNSL 5. Of the 291 who attempted the course, 243 or 83.5% were successful in developing/creating an education plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: Computers/ smart classroom availability on which all students in face-2-face classes can access the online educational planning system are needed.</p>	<p>11/23/2014 - It is important to look not just at education plan completion as a sign of academic 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 for the 2014-2015 academic year to include a better understanding of the student educational plan and its role in student success.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection:</p> <p>There were 4 online CNSL 5 sections offered. A total of 108 students registered for the online sections with 82 students were successful for a total of 88.6%. For our face -2-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</p> <p>Counseling faculty have in providing students comprehensive and focused attention to academic success regardless of method of instruction.</p> <p>GE/IL-SLO Reflection:</p> <p>Overall success rates of education plan completion are good and reflect that Counseling faculty is attentive to the overall importance of the student education plan for student academic success. That said however, 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 for the 2014-2015 academic year.</p> <p>GE/IL-SLO Reflection:</p> <p>There were 4 online CNSL 5 sections offered. A total of 108 students registered for the online sections with 82 students were successful for a total of 88.6%. For our face -2-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</p> <p>Counseling faculty have in providing</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students comprehensive and focused attention to academic success.</p> <p>GE/IL-SLO Reflection:</p> <p>There were 4 online CNSL 5 sections offered. A total of 108 students registered for the online sections with 82 students were successful for a total of 88.6%. For our face -2-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</p> <p>Counseling faculty have in providing students comprehensive and focused attention to academic success.</p> <p>GE/IL-SLO Reflection:</p> <p>There were 4 online CNSL 5 sections offered. A total of 108 students registered for the online sections with 82 students were successful for a total of 88.6%. For our face -2-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</p> <p>Counseling faculty have in providing students comprehensive and focused</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - 1 - Graduation Requirements - A successful		attention to academic success regardless of method of instruction.	
		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.	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>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2012-2013</p> <p>05/15/2012 - A major focus of Cnsl 50 is to teach students how to be able to construct an accurate educational plan. As with previous quarters, the students who successfully complete an accurate educational plan, are the ones who successfully complete the class. Typically, the students who do not complete the educational plan assignment, do not successfully complete Cnsl 50. This is due to not completing assignments or being absent too many times. In the future, students will be required to complete educational plans on the DegreeWorks system. This will allow for a more seamless and paperless process. Counselors will then be able to review and approve the ed plans online.</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2011-2012</p>	

Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - 1 - Graduation Requirements - A successful

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>student will be able to identify Foothill College graduation requirements. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Inactive</p>			
<p>Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - REQUIREMENTS - Demonstrate an understanding of the requirements for obtaining an AA/AS degree and transfer to CSU/UC Campus by identifying the various components including min gpa, unit count, GE patterns, and major courses. (Created By Department - Counseling (CNSL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/21/2015</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Pre/Post Test - 70% should pass</p> <p>Assessment Method Type: Pre/Post Test</p>	<p>10/26/2015 - 6 sections of Cnsl 5 surveyed Students were given 10 survey questions</p> <p>220 students were in attendance on the 1st day of classes 20 answered 8 or more survey questions correctly</p> <p>208 students remained in attendance on the last day of classes 166 answered 8 or more survey questions correctly</p> <p>Overall 79.8% of students passed.</p> <p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - ED PLAN</p> <p>- Create an individualized educational plan by listing appropriate English and math sequence, major prerequisites, and general education courses based on an academic goal. (Created By Department - Counseling (CNSL))</p>	<p>Assessment Method: Create 3 quarter comprehensive educational plan that is approved and locked in DegreeWorks.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year Start Date: 09/21/2015 Course-Level SLO Status: Active	Assessment Method: At the end of the quarter, students will complete a Personal Action Plan. This demonstrates that they developed and achieved an efficient personal system of study.	04/29/2014 - The personal action plans that were submitted by students demonstrated that the majority of the students improved their study skills and became more effective with their time. Result: Target Met Year This Assessment Occurred: 2013-2014	04/29/2014 - I will continue having students fill out a personal action plan at the end of quarter to assess if they developed and/or enhanced their study skills.
Department - Counseling (CNSL) - CNSL 51 - LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH PROGRAM) - 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)) Course-Level SLO Status: Active	Assessment Method: Students complete a weekly block schedule that allows them to reflect on academic and non-academic obligations.	05/15/2012 - The majority of the class completed a Personal Action Plan. This indicates that the majority of the class demonstrated an understanding and application of an effective personal system of study. Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Counseling (CNSL) - CNSL 51 - LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH PROGRAM) - 3 - Time Management - Learn how to manage their time effectively utilizing a daily, weekly or quarter/semester calendar. Also be able to explain what the pros and cons would be for each planner. (Created By Department - Counseling (CNSL)) Assessment Cycles: End of Academic Year Course-Level SLO Status: Active	Assessment Method: Student will select their preferred planner and write down their academic, work, and personal responsibilities. The student will	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. Result: Target Met Year This Assessment Occurred: 2012-2013	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.
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 51</p> <p>- LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH PROGRAM) - 1 - Information Recall - A</p> <p>successful student will implement and assess effective strategies for understanding/remembering text information.</p> <p>(Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>also assess if this planner is an effective tool to help them manage their time successfully.</p> <p>Assessment Method Type:</p> <p>Survey</p>	<p>academic time. Half of these students prefer the traditional paper calendars and the other half prefer to use their smart phone calendars to get organized. Fall 2015 is the last quarter that this specific course will be offered. This class will be turning into a .5 unit online class that will be taught by math and English faculty members. We will share all of our resources and findings with those instructors.</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2014-2015</p>	
<p>Department - Counseling (CNSL) - CNSL 51</p> <p>- LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH PROGRAM) - Reduce anxiety - Students will be able to distinguish the difference between physical and emotional test anxiety symptoms and find ways to reduce or eliminate (Created By Department - Counseling (CNSL))</p> <p>Assessment Cycles:</p> <p>End of Academic Year</p> <p>Start Date:</p> <p>09/21/2015</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method:</p> <p>Weekly quiz will assess if students are successfully implementing strategies.</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p>	<p>Assessment Method:</p> <p>a test anxiety assessment quiz to determine the level and causes of test anxiety and provide strategies of how to eliminate or reduce. Provide follow up campus resources that can help manage test anxiety.</p> <p>Assessment Method Type:</p> <p>Pre/Post Test</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Counseling (CNSL) - CNSL 52</p> <p>- COLLEGE & LIFE MANAGEMENT - Motivational Theories - Identify and distinguish the differences between extrinsic and intrinsic motivation. (Created By Department - Counseling (CNSL))</p> <p>Assessment Cycles:</p> <p>End of Quarter</p> <p>Start Date:</p> <p>09/21/2015</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Student will identify 3 personal factors related to intrinsic and extrinsic motivation and discuss in a paper that elucidates their personal needs and values.</p> <p>Assessment Method Type:</p> <p>Essay/Journal</p>	<p>10/21/2015 - Students were given a lesson on motivation based on Maslow's hierarchy of needs and the Community Cultural Wealth model. Students were then asked to journal and reflect on identifying elements that contribute to their motivation and then to distinguish what was extrinsic or intrinsic. In future course offerings, perhaps have students use the EUREKA assessment in future classes to identify personal values so that it can help students grasp the ideas of extrinsic and extrinsic motivation.</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2014-2015</p>	
<p>Department - Counseling (CNSL) - CNSL 52</p> <p>- 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))</p> <p>Assessment Cycles:</p> <p>End of Quarter</p> <p>Start Date:</p> <p>09/21/2015</p> <p>Course-Level SLO Status:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Student will identify 3 goals and outline steps towards achieving the goals.</p> <p>Assessment Method Type:</p> <p>Class/Lab Project</p>	<p>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 reflected on their education plans and identified short term goals that would lead to their long term goal of obtaining a college degree.</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2014-2015</p>	
<p>Department - Counseling (CNSL) - CNSL 52</p> <p>- 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))</p> <p>Course-Level SLO Status:</p> <p>Inactive</p>	<p>Assessment Method:</p> <p>List three elements of non-verbal communication</p> <p>Assessment Method Type:</p> <p>Exam - Course Test/Quiz</p>	<p>11/13/2014 - A lesson on non-verbal communication was given at the beginning of the quarter. Students were later quizzed and 80% were able to identify paralanguage, body language, and distance. Distance was what many missed on the quiz and warrants further discussion in future sections of the course.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 52</p> <p>- 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))</p> <p>End Date: 09/19/2015</p> <p>Course-Level SLO Status: Inactive</p>	<p>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..</p> <p>Assessment Method Type: Essay/Journal</p>	<p>11/13/2014 - Students were given a lesson on irrational beliefs and strategies to overcome negative thinking. Following the lecture, students wrote a journal response which required them to identify an instance of irrational thinking and how they reacted. Students were also asked to write how to best approach the same situation given the strategies discussed in class. 85% of the students completed the assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Counseling (CNSL) - CNSL 52</p> <p>- COLLEGE & LIFE MANAGEMENT - 3 - Maslow - A successful student will be able to describe Maslow's Hierarchy of Needs. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: List basic needs in order of priority.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
<p>Department - Counseling (CNSL) - CNSL 53</p> <p>- EFFECTIVE STUDY - 2 - Study Skills - A successful student will be able to identify study skill techniques.</p> <p>Each student will write at least 4 study problem areas that they will need to find a solution to. Once discussed with instructor and a buddy they will submit their plan of action to work on the problem study areas. (Created By Department - Counseling (CNSL))</p>	<p>Assessment Method: Write 4 study problem areas and identify a solution. Discuss with instructor and buddy and submit plan of action.</p> <p>Assessment Method Type: Essay/Journal</p>		

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		Assessment Method: Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - 1 - Time Management - A successful student will be able to identify time-management strategies. Assessment Method Type: Survey	12/05/2014 - For fall 2013 there were two sections for CNSL 53; one face-to-face and one online. In the face to face class students developed their own calendars to keep them on track with academic and personal demands, focusing on rectifying behaviors that have worked to impede their academic progress. Follow-up values clarification and prioritization of life activities enabled students to re-evaluate their activities and change their behavior. Concept maps were also used to assist students in prioritizing their personal and academic goals. Result: Target Met Year This Assessment Occurred: 2013-2014	
(Created By Department - Counseling (CNSL)) Start Date: 09/17/2012 End Date: 06/30/2013 Course-Level SLO Status: Inactive			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. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - Online Deliver of		Assessment Method: Students who are successful in this class,	09/27/2012 - We have found that the online format of this material doesn't work for all students. In	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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: Inactive</p>	<p>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>counseling, we refer students on academic probation to take this class, in order to improve their study habits. The problem seems to be, the average academic profile of a student who we refer to this class, has not been successful in the class, due in large part to it being offered online. We will offer a section of this class in person this quarter and track student performance. Result: Target Not Met Year This Assessment Occurred: 2011-2012</p>	
<p>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))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/22/2014</p> <p>Course-Level SLO Status: Active</p>	<p>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</p>	<p>11/03/2015 - Out of 22 students, 12 grasped note taking strategies (54%). Result: Target Not Met Year This Assessment Occurred: 2014-2015</p>	
<p>Department - Counseling (CNSL) - CNSL 53 - EFFECTIVE STUDY - Study Plan - Design an individualized study plan that includes strategies in each of the following: reading, note-taking, and test taking. (Created By Department - Counseling (CNSL))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/22/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Create an effective study plan that includes these strategies based on the lectures and reading. Assessment Method Type: Case Study/Analysis</p>		
<p>Department - Counseling (CNSL) - CNSL 72 - STRESS, WELLNESS & COPING - 1 -</p>	<p>Assessment Method: Review of final wellness paper to determine</p>	<p>11/13/2015 - 97% (24 out of 27) students who turned in final wellness paper where able to</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>what skills have been implemented and identification of stressors and their effects. Assessment Method Type: Essay/Journal 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.</p>	<p>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. Result: Target Met Year This Assessment Occurred: 2014-2015</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: Active</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 anxiety/depression inventories and symptom checklist with intensity.</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>
		<p>07/30/2012 - 65% of students demonstrated an improvement in either there anxiety or depression scores as well as symptoms, with 45% demonstrating a significant change of 5 points or more. Result: Target Not Met Year This Assessment Occurred: 2011-2012 Resource Request: none at this time</p>	<p>07/30/2012 - Given the results of my assessment, I will alter the point system in the class to encourage more consistent reading and more active participation. I have also reduced the amount of classes that students can miss to encourage more class participation. I also plan to monitor students progress more throughout the class to identify students who may need extra support along the way.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: Evaluation to students at end of the quarter to assess reason for taking course, usefulness of course and if they would recommend course to others. Assessment Method Type: Survey Target for Success: 85% of students would recommend the course to others	11/13/2015 - 100% of students (25 out of 25) who took course survey in Spring 2015 would recommend the course to others. Result: Target Met Year This Assessment Occurred: 2014-2015 11/19/2014 - 90% of students (19 out of 21) who took course survey in Spring 2014 would recommend the course to others. Result: Target Met Year This Assessment Occurred: 2013-2014	
	Assessment Method: 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. Assessment Method Type: Survey Target for Success: 85% of the students who attend Counseling 72 course will indicate on Final Class Evaluation they are better able to identify and manage depression and anxiety.	11/13/2015 - 98% of the students (24 favorable responses with 2 not favorable responses) indicated that they now knew how to manage depression and anxiety better after attending Counseling 72. Result: Target Met Year This Assessment Occurred: 2014-2015 11/13/2015 - 100% of the students (25 out of 25) indicated on the Final Class Evaluation that they now know how to identify what is depression and anxiety. Result: Target Met Year This Assessment Occurred: 2014-2015	
Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - Higher Education - A successful student will be able to identify the systems of higher education.	Assessment Method: List the systems of higher education.	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	12/10/2013 - Add more content around ADTs. Add more virtual resources, such as videos, so that students can have a better

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Counseling (CNSL)) Course-Level SLO Status: Inactive		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. 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 Criteria. 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. Result: Target Met Year This Assessment Occurred: 2012-2013	experiential understanding of outside universities and graduate schools. _____
Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - Transfer Guidelines - The successful student will be able to identify transfer guidelines for public and private colleges/universities. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Inactive	Assessment Method: Complete admissions applications for public and private universities.		
Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - Programs - The successful student will be able to apply and use transfer programs. (Created By Department - Counseling (CNSL))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Inactive	Assessment Method: Students will submit a copy of a completed CSU, UC, or Common App Application Assessment Method Type: Class/Lab Project		
Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - Transfer Choice - Select at least one transfer college of choice that is right for him/her, and complete the required admission application (UC/CSU/Common Application). (Created By Department - Counseling (CNSL)) Assessment Cycles: End of Academic Year Start Date: 09/22/2014 Course-Level SLO Status: Active	Assessment Method: A final project where the student presents on his/her top choice transfer college and why it is their top choice. This 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		
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)) Course-Level SLO Status: Active	Assessment Method: Students will list different post-secondary institutions and be able note the difference between public, private and out of state colleges/universities. Assessment Method Type: Discussion/Participation	06/26/2012 - A discussion regarding the systems of higher education was first discussed along with the unique characteristics of each. The Students were later asked to list and identify post-secondary institutions they were familiar with and how they fit into what was discussed. Result: Target Met Year This Assessment Occurred: 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 85H - TRANSFER READINESS - 2 - Guidelines - A successful student will be able to identify transfer guidelines for public and private college/university. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Counseling (CNSL) - CNSL 85H - TRANSFER READINESS - 3 - Programs - A successful student will be able to apply and use transfer programs. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</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</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% of students' essays reflected learning through group experiences and group decision making.</p>	<p>12/02/2014 - Target met. Students used Essays/Journals to reflect on leadership experiences. This was a useful tool for students to reflect in an introductory setting.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GEIL-SLO Reflection: Community and Global Consciousness are emphasized in this course.</p> <p>12/02/2014 - Target was met with 90% of students' essays reflecting the learning targeted</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>12/02/2014 - Target met. Essays reflect learning and self development through group experiences</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 86</p> <p>- INTRODUCTION TO LEADERSHIP - 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))</p> <p>Course-Level SLO Status:</p> <p>Active</p>		2013-2014	
<p>Department - Counseling (CNSL) - CNSL 86</p> <p>- INTRODUCTION TO LEADERSHIP - 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))</p> <p>Course-Level SLO Status:</p> <p>Active</p>			
<p>Department - Counseling (CNSL) - CNSL 86LX - LEADERSHIP LABORATORY - 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:</p> <p>Active</p>			
<p>Department - Counseling (CNSL) - CNSL 86LX - LEADERSHIP LABORATORY - 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))			
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 86LX - 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 86LY - LEADERSHIP LABORATORY - 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 86LY - 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. (Created By Department - Counseling (CNSL))			
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 86LZ - 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))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Counseling (CNSL) - CNSL 86LZ - LEADERSHIP LABORATORY - 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>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. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Counseling (CNSL) - CNSL 86LZ - 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))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 87 - LEADERSHIP: THEORIES & PRACTICES - 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))			
Assessment Method: Students will present a session on cultural diversity during one of the heritage months			
Assessment Method Type: Discussion/Participation			
Target for Success: Audience will respond with an 90% accuracy rate to questions presented in the session			
Related Documents: AssessmentImpactByCourseObjectives			
Course-Level SLO Status: Active			
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))			
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			
Course-Level SLO Status: Active			
12/02/2014 - Target Met. Students presented in small groups and worked successfully to achieve group communication targets. Result: Target Met Year This Assessment Occurred: 2013-2014			
12/02/2014 - Target met. More than 80% demonstrated leadership growth through the required journal reflection Result: Target Met Year This Assessment Occurred: 2013-2014			
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			
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			
12/11/2013 - Expand course outreach and promotion to reach out to more students campus wide interested in leadership opportunities.			
09/17/2012 - Students showed marked growth and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 - Counseling (CNSL)) Course-Level SLO Status: Active	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	demonstrated knowledge of group dynamics through the required journal and essay. Result: Target Met Year This Assessment Occurred: 2011-2012 GEIL-SLO Reflection: Communication and Global/Community Consciousness are a major emphasis in this course and students acknowledge these skills in their reflections	
		12/02/2014 - Students showed success in ability to demonstrate awareness of one's community Result: Target Met Year This Assessment Occurred: 2013-2014	
		12/02/2014 - Target met. Presentations reflect awareness of community and the role students play. Result: Target Met Year This Assessment Occurred: 2013-2014	
		12/02/2014 - Target met. 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	12/11/2013 - 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
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	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: 2011-2012 GEIL-SLO Reflection: Community and Global Consciousness is the focus of this course and students demonstrate their knowledge through community experiences	
		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	
		12/02/2014 - Group dynamics and civic responsibility reflected in presentations 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:	12/11/2013 - 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
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	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. _____
		12/02/2014 - Target met. Budget successfully presented and approved. Event planning skills perfected and demonstrated through final group presentations Result: Target Met Year This Assessment Occurred: 2013-2014	
		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 09/17/2012 - Students successfully presented their annual budget for approval. Student committees implemented successful leadership events. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: mastering these skills helps build	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL)) Course-Level SLO Status: Active	Assessment Method: students will make presentations demonstrating expanded understanding of communication in a diverse community Assessment Method Type: Presentation/Performance Target for Success: 80% of students will gain expanded communication skills in a diverse community	12/02/2014 - Communication skills within a diverse community successfully demonstrated through group presentations Result: Target Met Year This Assessment Occurred: 2013-2014	
	Course-Level SLO Status: Active	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: 2012-2013	
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)) Course-Level SLO Status: Active	Assessment Method: Student completes a weekly 24/7 time budget in 30 minute intervals covering all activities. Assessment Method Type: Class/Lab Project 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	06/27/2012 - 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% as typical did not follow directions and had to be redirected to complete the bottom portion of the form where they assess the ratio of study time to classroom. some need to understand that an online class also has virtual "meeting" time. Result: Target Met Year This Assessment Occurred: 2011-2012	
	Assessment Method: There are several interaction assignments including a case study noted in another	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	11/21/2013 - Will look to find a more contemporary group collaboration

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>able to interact with class members online. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>	<p>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>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: 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>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
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.		
Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 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.	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 GEIL-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. GEIL-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.	11/05/2015 - 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.
		11/11/2014 - Students did a great job on this assignment though some students has to be redirected to read the lesson module. In the future, remind students that they MUST read the lesson module before posting to replying to posts on group learning strategies.	11/11/2014 - Definitely keep this lesson module and related assignment.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Counseling (CNSL) - CNSL 90</p> <p>- INTRODUCTION TO ONLINE LEARNING -</p> <p>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.</p> <p>(Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status:</p> <p>Active</p>		<p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2013-2014</p> <p>Resource Request:</p> <p>None</p> <p>GEIL-SLO Reflection:</p> <p>ultimate SLO is to get students to interact toward common class goals overcoming the difficulties of doing this in and online classroom. This was achieved.</p>	
<p>Department - Counseling (CNSL) - CNSL 90A - INTRODUCTORY LEADERSHIP INDEPENDENT STUDY - 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:</p> <p>Active</p>	<p>Assessment Method:</p> <p>Journal Reflection/Final paper</p> <p>Assessment Method Type:</p> <p>Essay/Journal</p>	<p>12/02/2014 - Students successfully completed journals with demonstrated learning in conflict resolution and group decisions</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred:</p> <p>2013-2014</p>	
<p>Department - Counseling (CNSL) - CNSL 90A - INTRODUCTORY LEADERSHIP INDEPENDENT STUDY - 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Counseling (CNSL) - CNSL 90A - INTRODUCTORY LEADERSHIP INDEPENDENT STUDY - 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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Essay/ Journal reflection Assessment Method Type: Essay/Journal</p>	<p>12/02/2014 - group dynamics and success in understanding group decisions achieved Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Counseling (CNSL) - CNSL 90B - LEADERSHIP 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))</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs		Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Counseling (CNSL) - CNSL 90B - LEADERSHIP INDEPENDENT STUDY II - 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		Assessment Method: Essay/Journal Assessment Method Type: Essay/Journal	12/02/2014 - Advanced knowledge demonstrated through required journal and essay Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active				
Department - Counseling (CNSL) - CNSL 90C - 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))				
Course-Level SLO Status: Active				
Department - Counseling (CNSL) - CNSL 90C - LEADERSHIP 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 -				

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Counseling (CNSL)			
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 91A - ADVANCED LEADERSHIP INDEPENDENT STUDY I - 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 I - 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			
Department - Counseling (CNSL) - CNSL 91A - ADVANCED LEADERSHIP INDEPENDENT STUDY I - 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 91B - ADVANCED LEADERSHIP			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Counseling (CNSL) - CNSL 91B - ADVANCED LEADERSHIP</p> <p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Counseling (CNSL) - CNSL 91B - ADVANCED LEADERSHIP</p> <p>INDEPENDENT STUDY II - 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))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Counseling (CNSL) - CNSL 91C - ADVANCED LEADERSHIP</p> <p>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))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))			
Course-Level SLO Status: Active			
Department - Counseling (CNSL) - CNSL 91C - ADVANCED LEADERSHIP 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))			
Course-Level SLO Status: Active			

Unit Course Assessment Report - Four Column

Foothill College

Department - Career Life Planning (CRLP)

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	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Career Life Planning (CRLP) - CRLP 55 - LIFELONG LEARNING STRATEGIES - Tutorial Resources - Identify the tutorial programs and evaluate which service is more applicable to meet their academic needs (Created By Department - Career Life Planning (CRLP)) Assessment Cycles: End of Academic Year Start Date: 09/21/2015 Course-Level SLO Status: Active	Assessment Method: Administer a pre- and post-test to identify the basic information on the various tutoring centers and how and when they will utilize them effectively. Assessment Method Type: Pre/Post Test Target for Success: At least 70% will pass the post test	11/05/2015 - FINDINGS: A total of 25 students enrolled in the course, but only sampled from 23 who took both the pre- and post-test. 1. Average Pre-Test score out of a possible 10: 6 2. Average Post-Test score out of a possible 10: 8 3. Number of students who scored a 7 (considered a passing score) or higher on Pre-Test:11 4. Number of students who scored a 7 or higher on Post-Test: 20 5. Percentage of students who improved their score on the Post-Test: 73% 6. Percentage of students who their score remained the same on the post-test: 13% 7. Percentage of students who their score got worse on the post-test: 13% REFLECTION: Overall, one can safely assume that the students learned the necessary material and we met our target for success. The data results do 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 5/6 who did not improved or did worse in the Post-Test had already received a 7 or higher in Pre-Test, which suggests that these particular student already had fair knowledge of the material and their inconsistent results are due to unknown factors (i.e., wording of the questions or how the information was presented). Result: Target Met Year This Assessment Occurred: 2014-2015	11/10/2015 - Given that the results were positive and that this assessment plan has only been administered once, we will continue with the same strategy in order to confirm it's validity and reliability. Minor changes to the wording of the survey have been done to clarify any possible confusion.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Career Life Planning (CRLP) - CRLP 55 - LIFELONG LEARNING STRATEGIES - ACADEMIC STANDARDS - Demonstrate understanding of academic standards and expectations and how to apply them for overall college success. (Created By Department - Career Life Planning (CRLP))	<p>Assessment Method: A pre- and post-test will be administered at the first day and last day of instruction.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 70% pass rate for post test</p>	<p>Resource Request: none</p> <p>GE/IL-SLO Reflection: 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 design 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 their education first priority or a lifelong pursuit. In the presentation of the material, it is mentioned that it's ok to seek help, it's ok to spend more hours than expected studying for any subject, and that there is more than one place to get help. They can use any tutoring program based on their needs or they can use all programs at once if possible. Although it was hard to measure, it was perceived that student realized at higher level what it takes to be a successful student and most importantly that they don't have to do it alone because there is a community at Foothill and EOPS to support them.</p>	

Assessment Cycles:
End of Academic Year

Start Date:
09/21/2015

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Career Life Planning (CRLP) - CRLP 55 - LIFE LONG LEARNING STRATEGIES - 1 - Mnemonic device - Demonstrate an understanding of how to use mnemonic device to enhance memorization. (Created By Department - Career Life Planning (CRLP))	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.	09/27/2012 - The group activity demonstrated that they were all able to understand the concept of using a mnemonic device to help them recall information. Based on the homework assignment, 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. The students who were not able to create their mnemonic sentence were assisted individually to ensure they understand the concept.	
Course-Level SLO Status: Inactive	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 Method Type: Class/Lab Project	One week later, students were asked to write down on a sheet of paper the eight royal houses of England by using the mnemonic device concept they created and 65% of students were able to recall this information. Students wanted to have more time to practice using the mnemonic device for their own purpose. Notes: Another homework assignment can be assigned to have students create their own mnemonic device to recall information that applies to them. Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Career Life Planning (CRLP) - CRLP 55 - LIFE LONG LEARNING STRATEGIES - 2 - Academic - A successful student will analyze and describe areas of academic strengths and weaknesses.	Assessment Method: A student success self-assessment was provided the first week of instruction to gain perspective of what are the areas of	09/27/2012 - 90% of the students completed the self-assessment. However when it came to analyzing their strengths and weakness, 50% of them had a difficult time with the qualitative	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Career Life Planning (CRLP)) Course-Level SLO Status: Inactive	academic strengths and weaknesses that each student brings with them to the EOPS summer readiness program. The self-assessment contains 25 questions and 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	segment of the self-assessment. Notes: Need more time to think through the qualitative segment of the self-assessment. Attach an assignment to the self assessment. Result: Target Met Year This Assessment Occurred: 2011-2012	
Department - Career Life Planning (CRLP) - CRLP 55 - LIFELONG LEARNING STRATEGIES - Identify Learning Style - By the end of the course, students would have assessed their learning style. (Created By Department - Career Life Planning (CRLP)) Assessment Cycles: End of Quarter Start Date: 07/01/2013 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, and several textbook activity and reflection exercises. In addition, the Eureka self-assessment tools were used. Assessment Method Type: Survey 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 weakness, and begin to strategies to make the most of their academic and lifelong learning.	12/03/2013 - Just over 90% completed successfully the relevant assignments. In the past the VARK Inventory was a regular assignment, this time it became a suggested extra credit assignment, which no student submitted for credit. In the reflection exercises and chapter review questions, I perceived an overall well understanding of what students need to do to learn effectively. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Career Life Planning (CRLP) - CRLP 55 - LIFELONG LEARNING STRATEGIES - Understand Personality Preferences - By the end of the quarter, students will have a basic understanding of their personality preferences. (Created By Department - Career Life Planning (CRLP))	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, Meyers-Briggs Type Inventory (short version), and several textbook activity and reflection exercises. In addition, Eureka self-	12/03/2013 - Just over 90% completed successfully the relevant assignments. Result: Target Met Year This Assessment Occurred: 2012-2013	

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 tools were used. 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 - LIFE LONG 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)) Assessment Cycles: End of Quarter Start Date: 07/01/2013 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 weakness. They will begin to explore and choose a career based on this new found information about themselves.	12/03/2013 - Just over 90% completed successfully the relevant assignments. This is based on the grades that they received for the assignments. The Eureka assignment was very helpful to them. In the lab, I noticed at least half of the students took the time to explore the potential careers. There were many questions that hinted on deeper learning and thinking about how one should choose a career. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Career Life Planning (CRLP) - CRLP 55 - LIFE LONG LEARNING STRATEGIES - Reading Comprehension Strategies - A successful student will be informed about the different reading comprehension strategies. (Created By Department - Career Life Planning (CRLP)) Start Date: 06/30/2014 End Date: 12/09/2015 2:50 PM	Assessment Method: A pre/post test was administered to 20 students as 22 students were enrolled at the time the test was provided. The test was consist of 5 multiple choice, 3 true/false and 2 fill-in-the-blank questions. Assessment Method Type: Pre/Post Test Target for Success: The target for success was for students to	09/02/2014 - The result from the 20 students who completed the pre-test showed that only 2 students received a 50% or higher score. A post test administered within the same day demonstrated that there was an increase in the success rate, however students did not receive a 70% or higher score. The result on the post test concluded that 6 students out of 20 received a 69% or lower score. Result:	09/02/2014 - Students will be provided a handout after the lecture session on reading comprehension strategies. The handout will consist of information that is relevant to the lecture and post test questions. Students will have the opportunity to conduct their review session at home. The post test questions will be administered at the next class

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
08/01/2014 Course-Level SLO Status: Inactive	receive at least 70% on the post test.	<p>Target Not Met Year This Assessment Occurred: 2013-2014</p> <p>GEIL-SLO Reflection: Students should be provided the opportunity to take the information from the lecture home to review and conduct their own study session. A post test can be arranged at the next class meeting.</p>	<p>meeting.</p>
<p>Department - Career Life Planning (CRLP) - CRLP 70 - SELF-ASSESSMENT - 1 - Tools</p> <p>- A successful student will demonstrate the use of assessment tools to guide career choice. (Created By Department - Career Life Planning (CRLP))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Complete career interest and personality type inventories.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>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 Assessment Method requires a change to more accurately reflect what is to be assessed.</p>	<p>09/25/2013 - Instructor A: Schedule a meeting with all CRLP 70 instructors to convey these reflections and discuss them as well as refine the Assessment Method.</p>
		<p>Instructor B: I taught CRLP 70 online for three quarters (summer, fall, winter), and during that time, I've found the quality of the essay assignment explaining the MBTI/SII results were generally poor compared to the face to face class. This was perplexing to me because I used the same powerpoint with the same examples that I used during the face to face class. The second and third quarters I edited the powerpoint presentation with no noticeable improvement in the student's essay quality. One of the challenges for students was they did not have MACs that allowed them to view the slides and notes simultaneously so they would have to keep toggling between screens. I'm guessing that made their viewing experience poor thus decreasing the time they spent on the slides ultimately decreasing their understanding of the material.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>Instructor B: Change the format of how the material is presented. Spring 2013, instead of using a powerpoint, I cut and paste each of the 60 slides into Etudes and added my notes on the bottom of each slide. This quarter, if the essays are better, I may have solved the issue. If they are not better, I will have to start from scratch to determine how to best convey this particular material to my class.</p>
		<p>05/16/2012 - 1. Consider adding more information about expectations that students should have about assessments. Information, would allow students to consider additional ways these assessments can be used in an educational yet practical way versus looking at the results in a strictly black-and-white fashion.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Career Life Planning (CRLP) - CRLP 70 - SELF-ASSESSMENT - 2 - Resources - A successful student will identify career-related resources. (Created By Department - Career Life Planning (CRLP)) Course-Level SLO Status: Inactive	Assessment Method: Research and use career resources. Assessment Method Type: Class/Lab Project	07/03/2014 - Students have 2 assignments requiring explication of career resources, including the final career plan which has a section where they summarize the resources. This has worked well. I problem area is that maybe 30% of the students neglect to review potential professional associations that should be part of their career resources in spite of lesson modules indicating their importance. With assignment feedback I typically locate professional associations for them when they should be doing that work. Result: Target Met Year This Assessment Occurred: 2013-2014	07/03/2014 - Reemphasize in some way the importance of professional associations. _____
			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. _____
Department - Career Life Planning (CRLP) - CRLP 70 - SELF-ASSESSMENT - 3 - Action Plan - A successful student will develop a career action plan. (Created By Department - Career Life Planning (CRLP)) Course-Level SLO Status: Inactive	Assessment Method: Create a comprehensive career plan that integrates self-assessments results and career research. Develop strategies to achieve career goals. Assessment Method Type: Class/Lab Project	10/07/2015 - About 95% of students submitted an essay analyzing their assessment results as well as identifying and discussing possible careers and majors. 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 1) the clear directions for taking the online assessments; and 2) the showing of stellar examples of essays from previous classes (with permission to do so from past students). Most students indicate that these assessments are a helpful component in their career exploration and planning, as analyzing the results can lead to the	07/03/2014 - Reiterate and emphasize the differences between an academic and career plan. _____

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>confirmation that their current goals are indeed solid options or can open up new possibilities. Result: Target Met Year This Assessment Occurred: 2014-2015</p>	<p>09/25/2013 - Instructor A: All students submitted a culminating career plan, with varying levels of quality. All reports were either satisfactory or above satisfactory. Would like to convene the CRLP instructors to discuss refining the Assessment Method so that it is clearer.</p>	<p>09/25/2013 - Instructor A: Will continue with the same assignment with minor changes.</p>
	<p>Instructor B: The first time I taught this class, after receiving their final career action plan paper, I realized that the students did not know how to create a plan. For that first class, I did not properly prepare them, I made assumptions that students would be able to put together all the pieces we talked about in class. I was wrong. My first action plan was to include more thorough directions for what I expected would be in the plan. Students did follow that outline but were still not able to make it comprehensive. The next time I taught it, my action plan was to create add a new assignment called a Vision Board. I was hoping that students would be able to pull from their creative/artistic side to create a vision for their future which would help them write their paper. This sort of worked. For Winter 2013, I added better lessons on goal setting and action planning but my assignment for that lesson was only a discussion board post. Those posts were mediocre. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>Instructor B: My current action plan is to think and talk to my colleagues to see what they do. I did not change anything for Spring 2013 because I wanted to give the change mentioned above two quarters to work. I need to do something because these plans are boring for me to read because they aren't really concrete plans so right now, I don't think this particular assignment is helpful to my students. For Fall 2013, I may create an assignment for the goal setting lesson plan to ensure students understand this piece.</p>	<p>05/16/2012 - 1. Consider scheduling a meeting with all CRLP 70 instructors to convey these reflections and to debrief about them. 2. Having the CRLP 70 instructors meet once a quarter to share best practices would make the classes better.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Career Life Planning (CRLP) - CRLP 70 - SELF-ASSESSMENT - Informational Interview - Conduct an informational interview and assess the data collected to determine career choice (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: Students will conduct a 20-min informational interview and submit an essay on their analysis of the interview. Assessment Method Type: Interviews/Focus Groups		
Department - Career Life Planning (CRLP) - CRLP 70 - SELF-ASSESSMENT - Career Inventories - 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		
Department - Career Life Planning (CRLP) - CRLP 71 - EXPLORING CAREER FIELDS - 1 - Assessment - A successful student will assess areas of career interest using several career assessment instruments. (Created By Department - Career Life Planning (CRLP)) Course-Level SLO Status: Inactive	Assessment Method: Students will complete a portfolio which consists of assessment results, resume, and informational interview to be reviewed and graded by the instructor. Assessment Method Type: Portfolio Review Target for Success: Templates are provided in lesson modules and assignments. Did the student follow a template (list or narrative).	09/30/2013 - Students were able to compile a portfolio based on a template given at the beginning of the quarter. Students collected worksheets that identified transferable skills, wrote a narrative on their informational interview, compiled their career assessments, collected printouts on careers, and wrote a personal reflection on anticipated career path. Result: Target Met Year This Assessment Occurred: 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Are there typos.	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. Result: Target Met Year This Assessment Occurred: 2012-2013	
	Assessment Method: Student will use the Keirsey - Bates interest assessment and summarize the results and their impressions of the results as they relate to interests Assessment Method Type: Research Paper Target for Success: A thoughtful paper allowing for instructor feedback.		
Department - Career Life Planning (CRLP) - CRLP 71 - EXPLORING CAREER FIELDS - 2 - Aptitude - A successful student will assess areas of career aptitude using several career aptitude instruments. (Created By Department - Career Life Planning (CRLP))	Assessment Method: Student will write a self-reflection on career path based on assessment instruments, Assessment Method Type: Essay/Journal	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. Result: Target Met Year This Assessment Occurred: 2012-2013 GEIL-SLO Reflection: With the newly developed fee system students could opt out of the MBTI and Strong which led to a less than 100% participation. Fall, 2013 the Testing Center went through a revision to help mitigate the	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, student were required to incorporate their reflections as part of the final career plan. <hr/> 10/17/2013 - With the newly developed fee system students could opt out of the MBTI and Strong which led to a less than 100% participation. Fall, 2013 the Testing Center went through a revision to help mitigate the
Course-Level SLO Status: Inactive			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Career Life Planning (CRLP) - CRLP 71 - EXPLORING CAREER FIELDS - 3 - Action Plan - A successful student will understand the elements of a career action plan for a selected career to include academic experiences, work experiences, career and life goals and a timetable to career goal achievement. (Created By Department - Career Life Planning (CRLP))</p> <p>Course-Level SLO Status: Inactive</p>	<p>Assessment Method: Student will prepare a written career action plan of at least 2 pages. Multiple templates made available to assist in this assignment which is the culmination of the work of the course.</p> <p>Target for Success: Completed plan and positive feedback from the student that the plan has meaning for them.</p>	<p>11/11/2014 - All students who pass the class completed the plan since it was made from the outset that it is required to pass the class. Example templates are definitely essential for student success in this assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: The paramount importance of a student having a college and career plan has juried support in the literature of educational and career development. This would hopefully validate the necessity of including a career plan in EVERY CRLP class.</p>	<p>11/11/2014 - Definitely keep the related modules and plan in the course. Some of the example templates are outdated and need to be updated. What I have done is select the best examples from a class and get permission to use them as templates for future classes. I suggest this practice be used.</p>
<p>Department - Career Life Planning (CRLP) - CRLP 71 - EXPLORING CAREER FIELDS - 4 - Resources - A successful student will use self-study to take advantage of online career resources such as Eureka and Career Builder. (Created By Department - Career Life Planning (CRLP))</p> <p>Course-Level SLO Status: Inactive</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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		
Department - Career Life Planning (CRLP) - CRLP 71 - EXPLORING CAREER FIELDS - Career Exploration - Using Career Exploration resources, understand the differences between the 16 career categories. (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' respective roles in the area of social justice and the students' own narrative of how they considered a career(s) – versus family expectations/traditions for 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 suggested that 85% of the students be able to produce an essay demonstrating their understanding of the 16 career clusters as well as a presentation about their self-reflection through this career exploratory process. 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 basic for	05/23/2012 - For the winter class the students provided a copy of the job ad and produced the 2	

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))		completion of the assignment. Students will create both types of cover letters to be reviewed and graded by the instructor. Assessment Method Type: Class/Lab Project Target for Success: Following the formats for these cover letters in a lesson module - Did the student follow the format? Were there typos?	cover letters. It is noted that students with English as a second language had more difficulty than students who appeared to have stronger English skills. It required one of more iterations before the target of flawless was met. Target met at 80+ % Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: I will keep this assignment	10/17/2013 - Propose an advisory for Engl. competency level. Reiterate the importance to written English skills needed for a correct resume.
Course-Level SLO Status: Inactive				06/20/2013 - Consider a higher level of ESL for the class
Department - Career Life Planning (CRLP) - CRLP 73 - EFFECTIVE RESUME WRITING - 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))				06/20/2013 - Consider raising the ESL level of preparation.
Course-Level SLO Status: Inactive				
Department - Career Life Planning (CRLP) - CRLP 73 - EFFECTIVE RESUME WRITING - 3 - Plan - A successful student will create a written job search plan. (Created By Department - Career Life Planning (CRLP))		Assessment Method: Once a resume is completed the next step would be to consider where to place the resume in the job search process. The student will complete a review sheet on placement options Assessment Method Type: Survey Target for Success: Completion of the review sheet		
Course-Level SLO Status: Inactive				
Department - Career Life Planning (CRLP) - CRLP 73 - EFFECTIVE RESUME WRITING		Assessment Method: Write a 1-2 page reverse chronological		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- Resume - Create a reverse chronological resume using current guidelines for effective resume writing. (Created By Department - Career Life Planning (CRLP)) Assessment Cycles: End of Academic Year Start Date: 09/22/2014 Course-Level SLO Status: Active	resume targeted to a specific job title. Assessment Method Type: Portfolio Review		
Department - Career Life Planning (CRLP) - CRLP 73 - EFFECTIVE RESUME WRITING - Cover Letter - Create a cover letter using current guidelines for effective cover letter writing. (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 a 1-pg cover letter outline why you want the position and how you qualify. Assessment Method Type: Portfolio Review		
Department - Career Life Planning (CRLP) - CRLP 74 - SUCCESSFUL INTERVIEWING TECHNIQUES - 1 - Research - A successful student will be able to perform research on jobs, job market trends, companies, etc. using libraries and librarians. (Created By Department - Career Life Planning (CRLP)) Course-Level SLO Status: Active	Assessment Method: Student will have an assignment to write up a report using EUREKA or related research tools to look at the job/career of interest and report on job trends, salary, professional associations, related occupations, etc. Assessment Method Type: Research Paper Target for Success: A well thought out 1-2 page paper	06/20/2013 - Students did well with this exercise as a whole. Most used the Eureka system while others used search engines. Feedback of the assignment was required to the instructor, not the class allowing for personal issues to be addressed in privacy. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: Keep the Eureka system GE/IL-SLO Reflection: N/A	06/20/2013 - Keep the assignment
Department - Career Life Planning (CRLP) - CRLP 74 - SUCCESSFUL INTERVIEWING	Assessment Method: Students will be given a list of items to bring		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>TECHNIQUES - 2 - Interview - A successful student will prepare for the job interview using a checklist. (Created By Department - Career Life Planning (CRLP))</p> <p>Course-Level SLO Status: Active</p>	<p>to a job interview and review and discuss the relevance of the items on the list.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Class discussion in a class discussion forum if online or in class.</p>		
<p>Department - Career Life Planning (CRLP) - CRLP 74 - SUCCESSFUL INTERVIEWING TECHNIQUES - 3 - Interview Questions - A successful student will be prepared to answer a myriad of interview questions include "tough" questions. (Created By Department - Career Life Planning (CRLP))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: A successful class discussion with full class participation.</p>		
<p>Department - Career Life Planning (CRLP) - CRLP 74 - SUCCESSFUL INTERVIEWING TECHNIQUES - 4. Job Acceptance/Rejection Preparation - Student will be prepared to respond to a job acceptance or rejection (Created By Department - Career Life Planning (CRLP))</p> <p>Assessment Cycles: End of Quarter</p> <p>Start Date: 06/02/2013</p> <p>End Date: 06/20/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will have a 3 part worksheet indicating 20-25 elements of job benefits: salary, overtime, perks, etc. with minimum, preferred and offered. The student will list their minimum expectation for the elements, preferred (desired) benefits and the actual offered job benefits.</p> <p>Assessment Method Type: Survey</p> <p>Target for Success: The goal of the exercise is that the student, if offered a position, will be able to evaluate if the job meets their expectation.</p>	<p>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 offering. Will need to revise the module or create better instructions for the worksheet.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GEIL-SLO Reflection: N/A</p> <p>GEIL-SLO Reflection: N/A</p>	<p>10/17/2013 - Will need to revise the module or create better instructions for the worksheet.</p>

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	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. 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.	12/16/2013 - 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. _____

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>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>	
		<p>09/21/2012 - With new DegreeWorks educational planning software, the Counselors and students have 24/7 access to educational plans</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
		<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Additional counselors and a front desk Admin I would be very helpful to assist the amount of students the counseling division serves.</p>	<p>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.</p>
<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</p>	<p>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</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request:</p>	<p>12/09/2014 - New version of DegreeWorks will enable Counseling to parse out abbreviated verses comprehensive ed plans for the purposes of 3SP reporting.</p>

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	criteria deemed by the State of CA.	Continuance of DegreeWorks (paid through Banner system) 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.	
SA - Counseling - Resources - After meeting with a counselor, a student will identify college and/or community resources to attain their goals. SA-SLO Status: Inactive	Assessment Method: Through CNSL 50 courses, students will complete a student resource checklist. Assessment Method Type: Data Target: Increase student awareness of available resources.	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. Result: Target Met Year This Assessment Occurred: 2011-2012	
		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. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Funding for marketing and program events.	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.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
			<p>09/06/2012 - Continued referrals made to programs and services on and off campus to assist students.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/>