## 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

**Division Name:** Counseling

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

| Name | Department | Position |
|---|---|---|
| Fatima Jinnah | Counseling | Counselor |
| Leticia Delgado | Counseling | Counselor |
| Hilary Bacon | Counseling | Counselor |
| Adrienne Hypolite | Counseling | Program Coordinator |
| Leticia Serna | Counseling | Counselor |
| Eleazar Jimenez | Counseling | Counselor |
| Maritza Jackson-Sandoval | Counseling | Counselor |
| Evan Gilstrap | Counseling | Counselor |
| Voltaire Villanueva | Counseling | Counselor |
| Andrew Lee | Counseling | Counselor |
| Laurie Bertani | Counseling | Counselor |
| Dokesha Meacham | Counseling | Counselor |
| Tracee Cunningham | Counseling | Counselor |
| Isaac Escoto | Counseling | Counselor |
| Anabel Arreola-Trigonis | Counseling | Counselor |
| Jue Thao | Counseling | Counselor |
| Cathy Denver | Counseling | Counselor |
| Kimberly Lane | Counseling | Counselor |
| Cleve Freeman | Counseling | Counselor |
| Debra Lew | Counseling | Counselor |
| Elaine Piparo | Counseling | Counselor |
| Lan Truong | Counseling | Dean |

**Number of Full Time Faculty:** 20 **Number of Part Time Faculty:** 3

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

Administrative Assistant I, Division Administrative Assistant, Student Success Specialist (Early Alert/Owl Scholars), Program Coordinator II (Early Alert/Owl Scholars)

## SECTION 1: PROGRAM REFLECTION

**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 is a different division than other Foothill divisions in that its program covers student services support and instruction. As you read through each section, please note the discussion for both, with a particular lens on student access, student equity and retention, and curriculum. For the 2015-2016 school year, the Counseling Division had the following priorities:

1. Increase student access to counseling to meet our State mandate for student educational plans (SEPs).
2. Focus on student equity through retention focused learning communities (Puente, First Year Experience, Umoja) and retention programs (Early Alert, Probation).
3. Adapt technology programs as it supports student services.
4. Decrease the equity gap in Counseling (CNSL) and Career Life Planning (CLRP) courses.

**STUDENT ACCESS**

A student's opportunity to meet with counselors is a primary concern, as it impacts their ability to receive information and help with their personal, career, and transfer needs. Effective Fall 2015, four full-time tenure-track counselors were hired, increasing the number of appointments offered, and consequentially, access to the counselors. The extension of counseling faculty allowed the Division to generate more abbreviated and comprehensive student educational plans (SEPs). The additional hires allowed counselors to become more actively involved on college-wide committees, and participate in campus events. Counselor presence at events is important because it increases students' feelings of being valued and cared for--factors that support student retention.

Varying service delivery for counseling services also expanded student access to counselors, especially for on-line learners. In Winter 2016, the Division began offering online counseling using the FreshDesk program. Students can leave a message on FreshDesk and a counselor will respond to it within 2 business days. The FreshDesk program served 71 students in Spring 2016. This number should rise each academic quarter as students become aware of this new service. Increases in online counseling through FreshDesk will further the need for counselors to send and receive documents like transcripts in an efficient manner. This year, the Division is requesting funding for scanners and document cameras to meet this service need.

In addition to the four full-time counselors who started Fall 2015, we hired two more full-time tenure-track counselors in the Spring 2016 quarter. The six new hires allowed the Counseling Division to meet the State of California Student Success & Support Program (3SP) mandate that all first time college students have abbreviated (1-2 quarters) and comprehensive (3 or more quarters) educational plans. The aim for 2015-2016 was to increase the number of educational plans for the 3SP student population.   By the end of the academic year, the Division successfully met this goal. Foothill's completed abbreviated educational plans increased by 192% from the previous academic year.  Likewise, the completion rate for comprehensive educational plans increased by 126%.

| Foothill College MIS Student Success (3SP): Statistics for California Residents and Non-Special-Admit Students | | | | | | |
|---|---|---|---|---|---|---|
| Service | Quarter or Annual | Prior Acad Year | Current Acad Year | Prior Headcount or Service | Current Headcount or Service | Percent Change |
| SS06: Initial Orientation | 4-Spring | 2015 | 2016 | 234 | 604 | 158% |

| | Annual | 2015 | 2016 | 1,532 | 1,682 | 10% |
|---|---|---|---|---|---|---|
| SS07: Initial Placement | 4-Spring | 2015 | 2016 | 361 | 1,923 | 433% |
| | Annual | 2015 | 2016 | 2,562 | 6,241 | 144% |
| SS08: Counseling/Advising | 4-Spring | 2015 | 2016 | 1,461 | 1,645 | 13% |
| | Annual | 2015 | 2016 | 6,834 | 8,720 | 28% |
| SS09: Abbreviated SEP | 4-Spring | 2015 | 2016 | 7847 | 2,322 | 195% |
| | Annual | 2015 | 2016 | 2,647 | 7,734 | 192% |
| SS09: Comprehensive SEP | 4-Spring | 2015 | 2016 | 711 | 2,457 | 246% |
| | Annual | 2015 | 2016 | 2,850 | 6,432 | 126% |
| SS10: At-Risk Follow-Up | 4-Spring | 2015 | 2016 | 240 | 405 | 69% |
| | Annual | 2015 | 2016 | 768 | 1,308 | 70% |
| SS11: Other Follow-Up | 4-Spring | 2015 | 2016 | 4,487 | 7,172 | 60% |
| | Annual | 2015 | 2016 | 13,797 | 23,791 | 72% |

*Notes: For pre-enrollment services (e.g., placement), during the 2014-15 academic year a large number of students had undeclared or unreported CA residence status; this impacted significantly the number of students in the analysis.* (***From FHDA MIS Quarterly Submission Report***)

It is important to note that Counseling is held to two distinct student groups when providing services: 1) First time college California resident students as mandated by 3SP and 2) Continuing students, international F-1 students, re-entry students, non-resident students, and students with college degrees.

Counselors are also responsible for providing all students relevant updates regarding their major, career, certificate or transfer requirements. Meeting with a counselor continuously is not unusual because of the high percentage of students changing their educational goal throughout the year. Transfer requirements can change, even mid-quarter. Thirty-minute sessions are not always enough to address the student's needs, so additional appointments are necessary. Follow-up counseling appointments help students stay on track, which in turn, supports student retention and persistence at the college.

Counseling services occur via face-to-face, telephone, online platforms (Skype), Quick Questions, international student drop-in sessions, online advising forums and email. The Division understands the importance of offering an array of services and service delivery options to meet the needs of the college's diverse student population. Effective Winter 2017, the Division plans to offer online 30-minute live video counseling appointments through Zoom as a pilot, with full implementation in Spring 2017. This is an expansion of the very limited 30-minute appointments online counseling have offered in the past.

For the academic year of 2015-2016, the counselors served a total of 18,449 students and helped create over 9,883 SEPs. These numbers do not include students seen through the Extended Opportunity Program and Services (EOPS), the Disability Resource Center (DRÇ), the Veterans Resource Center or Athletics.

| Number of Student Appointments and Total Number of Locked Educational Plans | | | |
|---|---|---|---|
| | **Fall 2015** | **Winter 2016** | **Spring 2016** |
| Appointment Attendance | 4621 | 4514 | 4314 |
| Drop In Attendance | 570 | 368 | 475 |
| Educational Plans Created | 3296 | 3373 | 3214 |
| Unduplicated Count of Student Appointments | 4128 | 4082 | 3888 |
| Unduplicated Count of Student Drop In Sessions | 480 | 309 | 448 |
| SOAR Student Attendance | 36 | n/a | 151 |
| Quick Questions | 753 students | | |
| Additional Contacts | 1,343 students | | |
| On-Campus Orientation (Go2Foothill) | 4 students | | |
| Online Orientation (Go2Foothill) | 1,300 students (our online orientation went live Spring 2016) | | |
| Total Student Contacts | 18,449 students | | |

Note: Summer 2015 stats are not provided in this report because they were reported in the 2014-2015 Program Review. We will include summer 2016 in the 2016-2017 Program Review.

*Student Educational Plans*

Counseling appointments allow students to make comprehensive student educational plans. The SEPs exist in an online system called DegreeWorks, which the Division has used since Winter 2012. DegreeWorks is a comprehensive academic planning tool, which helps students track progress towards their educational goal. It is accessible to students through their student portal 24 hours a day. Like any other software educational program, DegreeWorks continually needs updates and customizations to meet programmatic needs. The Counseling Division is currently testing the newest version of 4.1.6; the goal is to implement this version by Winter 2017.

The Division also offers students four different formats for college orientation. Students have the option of attending one of our Student Orientation Assessment & Registration (SOAR) events, completing a CNSL 5 (Counseling) class, or the Go2Foothill orientation offered both on-campus and online. These orientations allow students to complete the 3SP mandate, which helps them obtain a priority enrollment date. In 2015-2016, 187 students attended a SOAR event, 1,705 students enrolled in CNSL 5 (1463 students successfully passed, 140 did not pass, 102 withdrew) and 1,300 students completed Go2Foothill orientation online while four students completed the program on-campus. The Division offered the in-person/on campus orientation because the online orientation was not yet ready. This program was only offered once, which explains the low number. Students wanting an on campus orientation have their choice of SOAR or CNSL 5.

The Counseling Division also works closely with special programs. With the addition of the Dental Hygiene Bachelor's Degree, the Counseling Department has paid close attention to ensure that prerequisites and other program requirements are appropriately communicated and applied to

students. Counseling accurately advises students related to the bachelor's degree by appropriately identifying course sequencing and pathways. In order for students to receive accurate and up to date program information, two counselors have been assigned as liaisons to the Dental Hygiene program and support staff. This way, communication can seamlessly flow from the program, and be disseminated to all counselors through the two liaisons. This approach allows for all counselors to be up to date on the latest program information in order to help students create the most accurate educational plans.

**STUDENT EQUITY AND RETENTION**

*Probation and Disqualification*

Students at Foothill College must maintain good academic standing by earning a cumulative GPA of 2.0 or higher and passing more than 50% of their units attempted. A student who does not meet these standards is at risk of failing and not meeting their academic goals. Students are placed on probation when they have attempted a minimum of 18-quarter units, earned below a 2.0 GPA and/or completed less than 50% of their units attempted.

 There are two types (academic and progress) and five levels of probation—Basic, Moderate, Severe, Pre-dismissal and Dismissal (respectively). According to the 2015-2016 enrollment data, approximately 7% of total students enrolled in courses during regular terms (Fall, Winter, and Spring) were placed on academic and/or progress probation due to their academic performance. This percentage is estimated to average approximately 1,000 students per regular term.

Before the 2015-2016 school year, students on Severe, Pre-dismissal or Dismissal probation status were addressed by placing a registration hold on their account and requiring them to make a counseling appointment to have the registration hold removed. However, data showed that over 70% of students placed on probation were on the first two levels of probation—Basic and Moderate probation. In response to the high number of students on the first two levels of academic or progress probation, a more robust intervention program with expanded counseling services was created in Fall 2015. The new program began Winter 2016.

Below are the revised interventions for the five levels of probation:

Basic – Through a supplemental online course in Canvas, students will watch a probation/success strategy video and take a quiz to demonstrate their understanding of Foothill's probation policy.

Moderate – Through a supplemental online course in Canvas, students will choose one of three student success strategies videos on topics such as time management, discipline, and motivation in online courses, study tips, and note-taking. Students will then take and pass a quiz to demonstrate their understanding of the video content.

Severe – Through a supplemental online course, students will submit an assignment, which guides them to review their transcript and academic standing and identify behaviors that help or hinder their academic success. A probation counselor will review the assignment and send the student recommendations with strategies for academic success and a proposed educational plan. Then the student will complete a student agreement quiz.

Pre-Dismissal – Students will attend a counseling appointment where the counselor and student

will complete an educational plan and student agreement to improve academic standing.

Dismissal – Students are required to sit out one academic quarter, meet with a counselor before the following quarter's registration cycle, create an educational plan, and complete a Petition for Readmission after Disqualification to be reviewed by the Academic Council.

Counseling probation services offered in Winter and Spring 2016 have increased compared to the previous 2014-2015 academic year. In Winter 2016, 627 students received probation services compared to 292 students in Winter 2015. In Spring 2016, 460 students received probation services compared to 264 students in Spring 2015. Data for the 2016-2017 academic year will be collected to compare to the counseling probation services offered in 2015-2016.

*Early Alert*

The Early Alert program is an academic support program for students in foundational courses in English, Math, and ESLL (English as Second Language Learners). The program provides counseling support and connects students to a variety of support services across campus, not limited to academic support. In its pilot year, there were three accomplishments that will guide the future direction of the program: 1) the large number of student and faculty contacts, 2) collaboration with other resources on campus to provide meaningful academic interventions, and 3) course success rates for ESLL students.

Early Alert made contact with 1,192 students in mostly developmental math, English and ESLL courses (the exception being the Calculus classes the program served) during the 2015-2016 academic year. This number is not a distinct headcount of students, as it includes students served numerous times throughout the academic year due to repeating coursework and enrollment in the multiple courses in our program. The Early Alert program saw close to (and sometimes over) a 50% rate of eligible faculty participate in the program. Eligible faculty refers to faculty teaching classes that the program supports. This high rate of faculty participation helped reach a large population of students.

Program staff partnered with the STEM Center to create meaningful academic interventions for Early Alert students. Students in Math 220 and Math 105 courses had access to the entire STEM Center but could also find help on those specific subjects through the Foundations Lab. For the Fall 2015 quarter, an initial 30-minute tutoring session/consultation with specific instructors in the Foundations Lab was created in response to lower attendance rates from Math 220 and 105 students. It was thought to be an ideal way to introduce students to the STEM Center/Foundations Lab and build rapport with the tutors. Early Alert students expressed strong, positive reactions to their individual appointments. However, it was challenging to sustain that excitement and energy with the student because the one-on-one relationship could not continue (due to lack of instructors) and the style of the STEM Center (drop-in tutoring).

In Winter 2016, the STEM Center began to offer individual tutoring to Early Alert students in addition to the drop-in services they previously provided. Advocating for and incorporating individual tutoring into the STEM Center increased the number of Early Alert students seeking tutoring assistance. At the end of the Fall 2015 quarter, Early Alert students completed 1,176 hours of drop-in tutoring through the STEM Center and the Foundations Lab. After including individual tutoring as part of their services, STEM tutoring hours for Early Alert students increased to 1,956 hours by the end of the academic year. The percentage of Early Alert math students using tutoring

services started at 28% in Fall 2015 and grew to 56% in Spring 2016. While trying to get an accurate number of unduplicated students using the variety of tutoring services offered through the STEM Center, it became apparent that individual tutoring precipitated the use of drop-in tutoring for Early Alert students; there was not a significant number of students who were only using one type of tutoring service.

| Early Alert Tutoring Hours 2015-2016 Academic Year | | | |
|---|---|---|---|
| | Fall 2015 | Winter 2016 | Spring 2016 |
| Tutoring Hours | 1,176 hours | 1,206 hours | 1,956 hours |
| Percentage of Early Alert Students Using Tutoring | 28% | 48% | 56% |

Early Alert incorporated the ESLL 25, 249, 236 and 237 courses into the program in Spring 2016. Early Alert students participating in the program categorized into "self-identified," "instructor-referred," and "duplicate" classifications. Self-identified students are those students that reach out to the Early Alert program of their volition. Instructor-referred students are those students referred by faculty based off of current academic performance and behavior exhibited in the classroom. Duplicate students are those that reached out to the program for help but were also later identified by faculty. Thus, instructor-referred students tend to struggle the most with course completion. With the ESLL courses, instructor-referred students and duplicate students had the highest course completion rates (across all subjects) for the academic year at 41% and 78%, respectively.

| Course Completion for Early Alert Students 2015-2016 Academic Year (Instructor-Referred) | | | |
|---|---|---|---|
| | *Fall 2015* | *Winter 2016* | *Spring 2016* |
| **Math** | 29% | 34% | 27% |
| **English** | na | 35% | 35% |
| **ESLL** | na | na | **41%** |
| Course Completion for Early Alert Students 2015-2016 Academic Year (Duplicate) | | | |
| | *Fall 2015* | *Winter 2016* | *Spring 2016* |
| **Math** | 44% | 30% | 38% |
| **English** | na | 55% | 38% |
| **ESLL** | na | na | **78%** |

*First Year Experience (FYE)*

FYE is a learning community for underserved, low income, first-year college students. FYE provides a designated counselor who teaches CNSL 5, provides counseling services and case management for the 44 students in the first cohort, as well as program support and coordination services to increase the retention rates of the cohort in an effort to close the achievement gap. The program preparation began Spring 2015, and the first class began Summer 2015.

Student participants are signed up based on English placement test results of either ENGL 209 or ENGL 1S. The goal of the program is to help students complete their college-level English course and persist to their second year. The program started with 44 students and retained 40 of those students for the winter quarter at a 91% persistence rate. From that group, 29 students enrolled in their second year, Fall 2016, at a 65% persistence rate. These 44 students accessed the FYE counselor for 188 sessions during the year, not including drop-in, follow-up phone calls or emails.

An informal focus group was conducted Winter 2016 with 23 participants.  The college's Instructional Services Coordinator conducted a formal focus group in Spring 2016 (with four participants). Two key observations regarding counseling support emerged from both focus groups. The first observation noted that FYE professors, counselors and coursework improved the positive self-concept of students. The second observation showed FYE established a strong support network for students via instructors, counselors, peers, and financial aid.

The program has grown and expanded. For 2016-2017, a math track has been added and the number of students has grown to 73.  In light of this expansion, we ask the college to help allocate funding for one coordinator position to assist with recruiting, enrollment, resource coordination, and other program coordination duties to support the three retention-focused learning communities.

*Umoja*

The Umoja Program is a year-long learning community at Foothill College dedicated to enhancing the cultural and educational experiences of African-American students. The Umoja community actively serves and promotes student success for its students through African-American centered courses in English, Communications, Math, Psychology and Personal Development.

The transfer rate of African-American students at Foothill College is low, and the need for a supportive learning community is a primary concern. In 2014-15, of the 328 students from Foothill College that transferred to a CSU, only 5 of them were African-American students. In Fall 2015 there were less than 4% of African American students attending Foothill College. Only a third of these students completed their transfer general education requirements to be eligible to apply to a CSU/UC. These findings suggest a need for an Umoja community at Foothill College. The goals of the program are two-fold: to increase the African-American student population at Foothill College, and to attain higher course completion and transfer rates.

The team began working together at the Student Learning Institute for Umoja (SLI) in San Diego this past June 2016. The team learned about the 18 Umoja practices behind student success, how to start an Umoja program and how to empower students from a place of agency, connecting their lived experiences to their academics. Upon return from the SLI Umoja training, Umoja faculty began recruitment and program development for Fall 2016.

To be in the UMOJA cohort, the student must take or have passed an English course in the series (ENGL 209, 110, 1A) and a communications course (COMM 4 Group Discussion) in Fall 2016. In Winter 2017, a student must take ENGL 12 African-American Literature and their corresponding ENGL course in the series. In Spring 2017, a student will finish the English series and enroll in PSYC 22 The Psychology of Prejudice and Discrimination.

After a very active summer recruiting and working with the Athletics program, Umoja began the fall 2016 quarter with 55 students. Several field trips and activities for the program this next year include an opening Umoja ceremony for students and their families, as well as an Umoja student conference in Los Angeles. Future events scheduled include a UC Berkley campus tour, combined events with the De Anza Umoja program, and possibly a college tour of historically black colleges and universities (HBCU). Umoja will continue to create events to meet the needs of the Umoja community and the goals of the program.

**CURRICULUM**

The Counseling Division takes pride in the overall success rates of the counseling courses. Course completion rates were higher than college-wide success rates at 82% for non-targeted groups (versus 79% college-wide) and 78% for targeted groups (versus 73% for targeted groups college-wide) for counseling (CNSL) courses.

The CNSL 5 (Introduction to College) course continues to attract a higher percentage of targeted ethnic groups than the college-wide percentage. For instance, there were 5% of African American students represented in CNSL 5 courses compared to 4% represented college-wide and 28% Latino/a students versus 23% college-wide. Counseling classes attract a higher percentage of the targeted population, therefore, it is especially important that the division work towards lessening the achievement gap.

CNSL 5 Introduction to College increased its overall student success rate from 84% in 2014-2015 to 86% in 2015-2016 compared to the college-wide course success rate of 79% in both academic years. Student success rates in two targeted ethnic groups have also increased—African Americans from 61% to 67% and Latino/s from 77 to 78%. These percentages are all higher than the college's total course success rates among targeted ethnic groups—66% of African Americans, 79% of Filipinos and 73% of Latino/as.

Another accomplishment for the Counseling Division was the UC transferability of our CNSL 85A Transfer Readiness class. The course was revised to make it UC transferable and more attractive to students who want to transfer. The class is now CNSL 8/8H and will be listed in the college catalog for the 2017-2018 academic year. The goal is to offer it every quarter. Counseling's transfer readiness class provides students with a global perspective about the transfer process from a California Community College to a four-year university. It helps students to understand the complexity associated with transferring and fully comprehend the admissions criteria. It also provides students with a clear understanding of General Education (GE) patterns, minimum and competitive transfer eligibility, and how to utilize the college's online transfer resources.

Lastly, the CNSL and CRLP classes have almost closed the gap in success rates between on campus and online sections 67% and 65% respectively. This may be in part to the discussion and write-up of counseling online standards for teaching. In sum, the Counseling Division is pleased with the quality of counseling courses offered in the 2015-2016 academic year.

**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.

The Counseling Division has reviewed multiple sources of student data and recommendations for improvement based on the 2015-2016 Annual Program Review. 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.

**STUDENT ACCESS**

*Technology*

For the 2015-2016 academic year, the main issue around student access dealt with increasing

accessibility to counselors by opening up more appointments in the system and expanding delivery options for counseling services. However, there is still continued work to be done with how the Division provides counseling services online. The implementation of new technology will heighten the quality of service counselors can provide via online tools, in turn, increasing the efficacy of this delivery method for the counselor.

CANVAS – Effective Fall 2015, Foothill College began moving from Etudes to Canvas as the new course management system for all online and hybrid classes. Counseling Faculty (those teaching online) attended the mandatory Certification Training program. The Division is currently in the process of converting existing online/hybrid Counseling and Career Life Planning classes from Etudes to Canvas. The goal is to have a full conversion to Canvas by Spring 2017, if not sooner. A few faculty already use Canvas. The biggest challenge in converting to Canvas is ensuring that classes remain ADA accessible. The Counseling Division is grateful to Dean Judy Baker and her team for their support in assisting faculty to create accessible classes. That team's help was invaluable.

Edunav – Currently in process is the testing of a new academic planning software to capture student educational plans. Edunav is a student academic planner that offers students an optimized educational plan based on their academic goal, major and career path. It automatically aligns classes and generates a personalized, up-to-date education plan for students. It takes into consideration course availability and sequence and also allows students to enter certain parameters regarding their course preference, unit load and time restrictions. The Division has been working consistently with the Edunav team in making sure their software outlines student educational plans that are accurate. Unfortunately, there have been glitches and problem areas regarding course sequence, course availability, and inaccuracy with general education and major courses recommended on the plan. The Division will continue to work with Edunav to correct these problems and provide accurate, up-to-date educational plans for each student.

Zoom – Enrollment in fully online classes is about 30% of total enrollment for Foothill College. While counseling does provide online advising through FreshDesk and has offered online sessions through Skype, the need to enhance counseling services for those students who cannot come to campus is necessary. Therefore, Counseling has incorporated Zoom (a video and webinar conferencing service) for the 30-minute, online sessions. One of the reasons Zoom was selected is because it will allow counselors to upload documents for students to view during their appointment. Students can share documents with their counselors as well. To fully utilize the capabilities Zoom offers, the division is requesting scanners for all counselors and staff for uploading and sharing documents.

The Division is learning how to use Zoom and best incorporate it into counseling appointments. Counselors have noted that sometimes students are not as prepared during telephone appointments, and thus, are not as productive as they can be. Counselors want online sessions to be as productive as possible, so there may have to be some education for students on how to best prepare for online counseling appointments. Counselors have encountered a few integration and privacy errors that need to be addressed and corrected before officially being integrated as an online option for students. The goal is to implement Zoom and offer it as an option to students by Spring 2017, with a small pilot in Winter 2017.

**STUDENT EQUITY AND RETENTION**

*Probation and Disqualification*

The new probation program is still in its pilot phase, so the counseling probation team meets weekly to discuss successes and challenges of the program, resolve problems as issues arise and make adjustments to the program as necessary. For example, in Winter 2016, group-counseling sessions were offered to students on Severe probation. However, the overall attendance in these sessions was low. In response, the probation team provided this intervention in an online format for Spring 2016 using the online course platform, Canvas so that students could complete their tasks at their pace. Data is currently being collected to compare the intervention completion rates for group counseling sessions versus self-paced online assignments.

The probation and disqualification program involves detailed, multistep, complex processes shared between counseling faculty and staff as well as staff from the Admissions and Records, Educational Technology Services (ETS), Online Learning and Institutional Research departments. To illustrate, Admissions and Records works with ETS to run post-term reports to identify students on probation. This list is given to the Counseling Probation Team to analyze and then give to Online Learning to enroll students in Basic, Moderate and Severe probation into their respective Canvas courses. When students complete their probation interventions, the Counseling Probation Team compiles a roster of students and gives it to Admissions and Records to clear their registration holds. The Institutional Research team then extracts this data to report to the state for Student Success and Support Program funding (3SP). These teams communicate and regularly collaborate to improve and streamline the shared processes as issues may arise such as technical glitches in Banner affecting students' probation status, Canvas enrollment or changes in state/college rules and regulations.

*Early Alert*

In the program's pilot year, many realizations around program efficiency, resource offerings, and accessibility (for both students and faculty) came to light. At the end of the 2015-2016 academic year, a number of programmatic and administrative improvements were made to address these issues. The programmatic changes included: program re-branding, revisions of many piece-meal processes developed over the course of the year, focusing intervention efforts on the most critical students, expanding resource services, revising the student referral form, and adding skill-based workshops and study sessions for students in the program.

During the Summer 2016 quarter, the Early Alert staff surveyed a few students who used the program to gain insight into how students perceived Early Alert. A common theme that emerged from those surveys were students' belief that referral to the program meant they were in "trouble". While the case may have been that some of the students referred were in dire academic or personal situations, it was important to program staff that perception did not prevent students from meeting with the staff.

Thus, Early Alert worked to re-brand the program by changing the name to something more affirmative (i.e. Owl Scholars), by developing a mission and values statement that firmly established the core tenets around how the program operates, and creating a website to improve marketing of the program to students in eligible courses. An animated short was made to demystify what occurs

in the initial meetings, and the link to that video sent in the first referral email that goes out to students. While re-branding alone will not eliminate engrained ideas around help seeking, the aim is for students to understand that struggling students can still develop into scholars.

Another improvement came when all of the Early Alert program staff positions were filled in June 2016. Once staffing was finalized, it was easier to determine how the different roles could work in concert with one another. The goal of revising the current program protocols were to: 1) increase efficiency of service delivery to students (i.e. how quickly and frequently should they be contacted after the initial referral), 2) standardize program processes across the team to create commonality between the staff on how the program operates, and 3) redistribute the case load amongst the team so that critical student referrals have contact with and see a counselor right away.

In the 2015-2016 academic school year, the Early Alert program gave students the opportunity to self-identify as wanting help from the program. Usually, this self-identification process happened at the beginning of the quarter during classroom presentations on Early Alert. Students could fill out an information form indicating what kind of help they were seeking and, based on their responses, would receive follow up from staff. Over the course of the year, self-identified students made up the bulk of the population in the Early Alert program. Additionally, self-identified students were more likely to be self-motivated and least likely to respond to program communication and follow up after the student's initial request for help. Once it became apparent that self-identified students were maintaining high levels of course completion without Early Alert support, it was decided to eliminate the interest forms and redirect that effort into focusing on students referred to the program through their instructor due to academic performance or behavioral problems.

Also, by the end of the 2015-16 academic year, it became apparent to Early Alert staff that the current tutoring resources in place were not enough to meet the needs of Math 1A students referred to the program. Early Alert collected a variety of student feedback with regard to their need for more extensive and specified tutoring help and shared that information with the Dean of the Physical Sciences, Mathematics and Engineering Division (PSME) as well as the Director of the STEM Center. It was agreed to start offering individual tutoring for Math 1A students beginning Fall 2016.

At the close of the Fall and Spring quarters, Early Alert staff met with faculty to receive their feedback on the program. Faculty had many comments around the reporting forms. They found them inefficient and difficult to use. There have been continuous adjustments to these forms to make them easier to complete. Previously all forms were on an excel file emailed back and forth between faculty and Early Alert staff. Faculty would have to input information about the student and provide context to that student's case by typing notes into the form. The final iteration of the reporting form (known as the Early Alert Course Roster) has morphed into an excel file with drop-down menus for ease of use. Instead of emailing the files back and forth, the shared network on Office 365 now hosts the course rosters, which provides for more immediate updates and feedback on student progress. Starting in early 2017, the Early Alert Coordinator will begin to work with ETS on developing, and testing the Starfish Early Alert system, which will eventually replace the manual process currently in use.

Lastly, the Early Alert program endeavors to collect feedback from campus constituents involved in the program and suggests recommendations or additions to the program based on that feedback. While the program works to connect students to academic, personal, and social resources that will enable them to perform better in their classes, it was apparent that there were a set of skills that students were missing that would allow them to be successful. The program will develop a series of

workshops to address skill development, as well as study sessions to encourage proactive and strategic planning for class workload and preparation for class tests. These workshops are for all students in Early Alert eligible courses.

*First Year Experience (FYE)*

The College aims to expand the FYE program so more students can be served. One of the challenges the program encountered last year was to provide FYE students the ability to schedule FYE counseling appointments on-line. Students had to schedule appointments in person or by phone only. The goal is to have ETS and SARS create a solution by Winter 2017 that would grant FYE students on-line access to the appointment system.

The FYE Counselor noted that some of the main factors that contributed to student attrition were transportation difficulties, financial limitations, and limited access to affordable housing. These issues are largely systemic and cannot be solved through the FYE program. However, FYE has a robust referral list both on and off campus and the counselor is able to assist students with these outside barriers that impact their ability to successfully complete courses.

Community building is important to collectivist cultures, and FYE's demographic are students from these cultures. Collectivist culture means that certain ethnic cultures emphasize family and group success over personal/individual achievement. The ability to develop a sense of inclusiveness and a home base for students in the program is important to FYE's success. Starting in Fall 2015, the Campus Ambassador Program (CAP) extended their space on campus to FYE students as a way to build community. The aim for this space is for students to commune with their FYE peers as well as students from other learning communities.

**CURRICULUM**

As stated by the Dean of Counseling in last year's program review, CNSL 5 (Introduction to College) is a critical class for new students as the curriculum encompasses orientation to Foothill College and its academic policies, major exploration, educational planning, degree and transfer requirements, time management and resources on campus. This class also helps students receive priority registration and meet the 3SP requirements by declaring their educational goal and major, completing an assessment and creating an abbreviated and comprehensive educational plan. It was a mandatory class during the 2013-2014 and 2014-2015 academic years, but in Summer 2015, the course became voluntary. Since then, enrollment in CNSL 5 decreased 20%, and the number of sections offered has also decreased.

Without taking CNSL 5 first, students may become lost in the college process, particularly for the targeted student groups. A 30-minute counseling appointment cannot sufficiently substitute the knowledge and skills learned in a 1.5 unit class. It also negatively impacts counseling sessions since new students do not have the knowledge base to engage in a meaningful counseling session, particularly about educational planning. Thus, students may need to make multiple counseling appointments to learn the concepts taught in CNSL 5—potentially taking away limited appointment spaces from students who have not yet seen a counselor.

The Counseling Division is thinking of new ways of branding and marketing this class to increase enrollment. Decreasing the unit load so the class will teach only the very basic information students need to graduate and transfer, is under consideration. Analyzing and comparing students who completed CNSL 5 and their time to graduate versus students who have not taken CNSL 5 is also

under investigation. The Division has also discussed the possibility of collaborating with learning communities to incorporate CNSL 5 into their programs to ensure retention and student success within their programs. This is a larger conversation that includes multiple departments across campus.

CNSL 53 Effective Study serves students who are on probation, disqualified, or in general need to improve their study skills. Last year, to be equitable, the Division offered this class both online and on-campus. Only the online class filled, and this has been the trend for the last few years. The faculty will meet this year to talk about if this class is an effective way to support students with improving their study skills.

A curriculum change that took effect in 2015-2016 was CRLP 7 Self Assessment. This class was previously CRLP 70 (3 units, AA degree applicable; CSU transferable) and was changed to CRLP 7 (4-units; UC transferable.) During the 2014-2015 academic year, 446 students were enrolled in this course. In the 2015-2016 academic year, there was a noticeable decrease in enrollment with 404 registered students. Additionally, the course saw a 4% decrease in course success (from 70% to 66%). This decrease could be for two reasons. 2015-2016 was the first year CRLP 7 became UC transferable (it was CRLP 70). Perhaps the increase in course requirements to comply with UC standards impacted student success. Second, the Division offered fewer sections due to instructor availability.

Furthermore, in the CRLP 7 class, there is still a 10% gap between the success rate of targeted and non-targeted groups. The student success rates in the targeted ethnic groups were African-Americans at 57% and Latinos at 55%. These percentages are lower than the college's total course success rates among targeted ethnic groups—66% of African-Americans, and 73% of Latino/as. The faculty who teach CRLP are committed to closing the achievement gap and continue to employ many retention strategies. For example, faculty will call and remind students about late assignments. They are accommodating when students are going through a family, personal, or psychological crisis. Unfortunately, some students do not pass. Perhaps the nature of these classes draws students who are not doing well and need additional support.

Finally, CRLP 74, Successful Interviewing Techniques, was offered for the first time in years. Unfortunately, that class had both low enrollment and low success rates which may bring down the overall success rates of CRLP classes.

Like the campus as a whole, the Counseling Division aims to continue work on increasing course success rates for all students; both by sustaining the positive work in the CNSL courses and continuing to improve course completion rates in CRLP courses.

**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)?

For the Counseling Division, the success of the classes, programs, and services offered are tracked through two commonly used programs across campus: the Student Appointment Reservation System (SARS), and BANNER, Foothill College's enrollment database.

The Student Appointment Reservation System (SARS) can track the number of students the department serves via individual counseling appointments, drop-in sessions for International Students, Quick Questions, and counseling workshops. SARS is recently linked to Banner and able

to update student information on a daily basis.  SARS data will be used to track the number of appointment requests, the reasons for appointments, and the total number of students served. Institutional Research will then analyze the SARS data for student ethnicity, gender, age, and full or part-time status. The MIS District Institutional Researcher provides all the data pertaining 3SP mandate e.g. number of new students with completed orientation, assessment, educational plans and follow up. In light of 3SP and student equity mandates coming from the State, both SARS and BANNER are useful tools for developing outreach toward targeted populations that are disproportionately underrepresented in the population of students Counseling serves.


**STUDENT ACCESS**

While all classes need to move from Etudes to Canvas, the Division will monitor the success of Canvas, by looking at accessibility of the course.  For the Edunav program, tracking the success of that tool may entail looking at how many students complete educational plans in Edunav once implemented. For the Zoom technology, the success of that tool will show the number of students using Zoom for online counseling. To assess these areas, we need to work with Institutional Research to develop student surveys to determine the end user experience. The goal of implementing a variety of online tools is to increase access to all students. There is a particular consideration for distance education students, adult learners who may not be able to leave their full-time job to attend an on-campus counseling appointment, and students whose mobility makes it difficult or impossible for them to attend an in-person counseling session. Both SARS and Banner will allow us to track the increase in online counseling and the demographic data of the students who use online counseling.


**STUDENT EQUITY AND RETENTION**

*Probation and Disqualification*

Early intervention is essential for student retention. The goal of the probation interventions is to engage with students early to help students identify the barriers that are keeping them from completing their classes and teaching them some strategies to cope with those obstacles. The aim is to reduce the number of students on probation. As mentioned in section 1A, there are five levels of probation—Basic, Moderate, Severe, Pre-dismissal, and Dismissal. Scalable interventions start with a Canvas course for Basic probation and add supplemental strategies at higher levels of probation and disqualification.

Data will be extracted from BANNER, the SARS Grid, and Canvas to determine the number of students who received counseling services and completed probation interventions. This data will be compared to the upcoming 2016-2017 academic year. Probation is one of the Division's Service Area Outcomes (SAOs), and the probation team would like additional support with extracting and analyzing the data. The team would like to work with Institutional Research to conduct a longitudinal study of the students placed on probation to examine students' persistence and success rates as well as advancement or clearance from probation status. Support in developing research questions and analyzing data that can guide us in a meaningful self-study of probation services and interventions is needed. The Division hopes to have resources to work with a

researcher who has student services expertise.

*Early Alert*

Data on course completion rates will come from BANNER. However, meaningful data on course persistence, and connecting student success with the application of particular interventions is a more nuanced process and requires direction and assistance from Institutional Research. Currently, Early Alert uses a course roster to extrapolate information on program participants regarding the frequency of contact, type of interventions employed, course completion, withdrawal rates, and program participation. That data is coded and stored in Excel files. With the addition of skill-based workshops and study sessions for students, the program will collect information on the number of students that sign up for and attend these events. At the end of these workshops, program staff will administer and collect evaluations from attendees.

Early Alert will continue to use SARS data to track tutoring hours for students in the program. However, plans to use SARS to track student contact with counseling staff is still under investigation due to the impending implementation of the Starfish Early Alert System. Because this system is designed for integration with many of the student management information systems the campus currently employs, there has been discussion around expending resources to create an infrastructure to serve programmatic needs for data collection that may end up obsolete in a few months time.

*First Year Experience (FYE) and Umoja*

FYE will monitor course completion rates and retention rates of the students in their program. Due to Umoja piloting their program for the 2016-2017 academic year, program faculty will focus on meeting their student learning outcomes (SLOs), as well as collecting baseline data from their first cohort around course completion, retention, and persistence through the Umoja course pathways.

**CURRICULUM**

Using the Course Level Student Learning Outcomes (SLOs), the counseling faculty will measure the success of the courses through meeting the target for each SLO. Also, counseling faculty aim to decrease the 10% gap between student groups (target versus non-target) and will use the Program Review Data tool to track student success rates, paying close attention to the targeted groups.

The Division also uses the Student Success and Support Program (3SP) as a measure of success with meeting State mandates.

**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.

The Counseling Division is one of the initial points of contact for all prospective, new and continuing Foothill College students. Serving all matriculated students to create a culture of equity is vital in supporting student success, especially for underserved populations.

To support the equity goal, the Counseling Division implemented two student success programs in 2015-2016: First Year Experience (FYE) and Early Alert (now Owl Scholars). These programs were developed to address the achievement gap between low-income students and underserved ethnic groups by providing holistic counseling support services and targeted curriculum to increase academic success.

In 2016-2017, the Division continued to provide assistance to underserved populations at Foothill through counseling support for the Umoja learning community. Umoja speaks to African and African-American students through teaching curriculum related to the African diaspora, and retention strategies proven to work for this population of students. The Division will also engage in discussion with the Athletics Department and counselor to provide counseling interventions and support to athletes from disproportionately impacted groups.

Outside of learning communities, the Counseling Division has not specifically outreached to targeted populations. For the 2016-2017 academic year, Counseling wants to work closely with Institutional Research to identify gaps in services and how to better identify needs of the targeted population. Once issues are identified, a plan can be developed to address the gaps.

## 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 |
|---|---|---|
| *Example: Offer 2 New Courses to Meet Demand* | *Winter 2016 Term* | *Course Enrollment* |
| #1. Improve student access to counselors, particularly online students, through technology by implementing live web counseling (Zoom) appointments | Fall 2017 | Offering of Zoom counseling appointments |
| #2. Implement Starfish for the Owl Scholars Program (Early Alert) | Fall 2017 | Utilize Starfish to flag students on early alert |
| #3. Expand the Owl Scholars Program to provide service to all basic skills classes: English, Math, ESLL | Fall 2017 | Implementation of services |
| #4. Support the coordination of the retention focused Learning Communities (Umoja, FYE, Puente) | Summer 2017 | Program Coordinator hired |
| #5. Work with Institutional Research to | Summer 2017 | Reports from IR |

| | | |
|---|---|---|
| disaggregate annual counseling data (SARS, Freshdesk, probation, 3SP MIS) for student demographics to identify gaps in service, especially for disproportionately impacted groups | | |
| #6. Work with special programs (International, Umoja, Puente, FYE, STEM Core, Athletics) to enforce CNSL 5 (Orientation to College) as a mandatory class for new students admitted to the program | Summer 2017/Fall 2017 | Implementation of requirement |
| #7. Revise CNSL 5 curriculum from 1.5 unit to 1.0 unit | Winter 2017 | Submit proposal to College Curriculum Committee |

**2B. Resource Requests:** Using the table below, summarize your program's <u>unfunded</u> 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 |
| Document reader/scanners for all counselors | 7,500 | #1 | ☐ | ☐ | ☐ | ☒ |
| Wireless Headphones & Adapters for Zoom | 3,500 | #1 | ☐ | ☐ | ☐ | ☒ |
| Program Coordinator Position | 56,000 | #4 | ☒ | ☐ | ☐ | ☐ |
| Student Success Specialist (Owl Scholars Program) | 54,000 | #3 | ☒ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |
| | | | ☐ | ☐ | ☐ | ☐ |

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

| |
|---|
| 50% for 1 counselor: Vice President of Academic Senate and College Curriculum Committee Co-Chair |

## SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2015-2016 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 2015-2016 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/Supervising Administrator to provide feedback.**

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

I am very pleased the Counseling Division had achieved many accomplishments during the 2015-16 academic year, as evidenced by:

- Tremendous increase of counseling services provided to first time students, as mandated by 3SP e.g. 192% increase in abbreviated educational plans, 126% increase in comprehensive educational plans.
- 70% increase in providing counseling services to at-risk students as a direct result of the revamping of the academic/progress probation program, which focuses on early intervention and accessible interventions.
- Diversification of service delivery for students to access counseling services:  creation of Freshdesk to serve on-line students, appointments via face-to-face or telephone or Skype, counseling Quick Questions (drop-in) each week throughout the academic year and daily throughout summer and each break between quarters.
- The course completion rates of instructor referred Early Alert classes:  average of 30% for math courses, 35% for English and 41% for ESLL.  As the result of the advocacy from the Early Alert (Owl Scholars) Program, individual tutoring services were offered to Early Alert students.
- 91% persistence rate for First Year Experience (FYE) from the first to the second quarter.  65% persistence rate from Winter 2015 to Fall 2016 enrollment of the second year. The goal of the program is to help students complete their college-level English course and persist to their second year.
- Higher than college-wide success rates for Counseling courses:  82% for non-targeted groups (versus 79% college-wide) and 78% for targeted groups (versus 73% for targeted groups college-wide).
- Support the Equity Plan by creating the Early Alert Program and assign dedicated counselors to two new retention focused learning communities:  FYE and Umoja.
- Increased collaboration and

The Counseling Division has demonstrated innovation, flexibility and a strong commitment to student success.  We strongly believe in providing quality services with integrity.  The Division has worked very hard to meet the mandate of 3SP and at the same time, equally focus on providing services to the diverse continuing students with multiple needs.

**4B. Areas of concern, if any:**

The learning communities (Puente, Umoja, FYE) are important Instruction-Counseling partnership programs that are retention focused and based on a holistic view of helping disproportionately impacted students succeed at Foothill College.  The counselors assigned to these programs do not have enough time or capacity to do the administrative duties that are required to successfully coordinate a program. Such classified duties include but not limited to:  coordinating bus/field trips, reserving rooms for orientations and events, tracking student referrals to campus resources, working with Admissions for class enrollment, completing forms for add/drop/registration holds, collecting and screening paperwork for applications into the program, recruiting students outside of SOAR events, and follow-up on all paperwork needed for the program.  I am really advocating for a coordinator position or at least dedicated classified support to help coordinate the learning communities.

Since CNSL 5 (Introduction to College) is no longer mandatory for all first time college students, the course enrollment has dropped 20%.  This course has been an effective orientation and retention tool. In addition to learning the basics of earning a degree or transfer, students must create abbreviated and comprehensive educational plans with the assistance of the instructor. Based on the "Study Of The Relationship Between Time When SSSP Core Services Are Provided and Student Academic Achievement" by FHDA Institutional Research, the study recommends that the "colleges require all first-time students to receive SSSP core services before they registered in the second term for the academic year. Part of these services must include a comprehensive plan that covers all required courses to achieve their education goal."  The Counseling faculty will revise CNSL 5 to 1.0 unit.  Counseling will aim to work with special programs to make CNSL 5 mandatory as a requirement for their students.

**4C. Recommendations for improvement:**

Utilize 3SP and Equity funds to create and hire a program coordinator to help with all learning communities at Foothill.

Lan Truong
Dean of Counseling Division

**4D. 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.*

# 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 - 3 - 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))<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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<br>**Assessment Method Type:**<br>Essay/Journal | 11/22/2016 - Students were introduced to the Cultural Wealth Model and reflected on how different aspects of the model (aspirational, linguistic, familial, social, navigational, and resistance) contributes to their success to overcome obstacles and persist in college. Students were able to contextualize the model into their own lives and write a self reflection paper. 100% of the students completed the assignment and received a passing grade.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| Department - Counseling (CNSL) - CNSL 1 - COLLEGE SUCCESS - 1 - 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))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Create 2 short term and 2 long term goals using one of the goal setting methods taught in class<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 11/22/2016 - 100% of the students were able to identify short and long term goals on a quiz. Students were also able to compose personal short on long term goals using the SMART(ER). Consider introducing other methods such as DAPPS and reinforcing their goals by utilizing a commitment calendar.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| 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 | **Assessment Method:**<br>Student will list choices and identity those that promote a positive well-being.<br>**Assessment Method Type:**<br>Case Study/Analysis | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>List basic needs in order of priority.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| 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))<br>**Start Date:**<br>04/13/2015<br>**End Date:**<br>06/30/2016<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>To demonstrate application of EOPS responsibilities, we analyzed collected data on percentage of students who successfully completed CNSL 275 and submitted 2 required progress reports and met with a counselor.<br>**Assessment Method Type:**<br>Data<br>**Target for Success:**<br>Of those who completed the CNSL 275 with a "C" or better, at least 70% should have complied with submitting their 2 progress reports and met their counseling contact(s). | 06/30/2016 - Two sections of CNSL 275 were administered during the spring 2016. In the first section 18 students completed the course successfully. Out of these 18, 16 (89%) submitted the 1st progress reports, 16 (89%) submitted the 2nd progress report and 18 (100%) met with a counselor to update his/her educational plan. For the second section 22 students completed the course successfully. Out of these 22, 21 (95%) submitted 1st progress report, 20 (90%) submitted 2nd progress report and 21 (95%) met with a counselor to update his/her educational plan.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>None<br>**GE/IL-SLO Reflection:**<br>It is wonderful to see that we have increased our success rate from our first assessment of this SLO. It's is clear that students who complete CNSL 275 understand  and follow through with completing their responsibilities necessary to maintain good standing with EOPS.<br><br>10/28/2015 - Out of 18 student total that registered for the class, 16 students completed the course | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | successfully.<br>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<br><br>Or more simple:<br>16/18 (88%) completed the course successfully<br>10/16 (63%) completed all of their responsibilities<br>4/16 (25%) completed at least one responsibility<br>2/16 (13%) didn't complete any<br>Of the 2 that failed the class, none (100%) completed any of their responsibilities.<br><br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**GE/IL-SLO Reflection:**<br>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.<br>**GE/IL-SLO Reflection:**<br>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. | |
| | | 07/30/2015 - There were 29 students officially registered for Spring 2015 term. The composition for the CNSL 275 concluded with the following results:<br>• 23 students successfully completed the course | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | • 2 students withdrew<br>• 2 received an "F" grade<br>• 2 students were non-EOPS and did not need to comply with the EOPS responsibilities; therefore the data collected will not include these students.<br><br>The data collected from CNSL 275 in accordance with EOPS regulations and requirements is as follows: 25/29 (86%) completed the course successfully.<br><br>* 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.<br><br>• 18/25 (72%) completed all of their responsibilities<br>• 24/25 (96%) completed at least one responsibility<br>• 1/25 (.04%) did not complete any<br><br>* 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.<br><br>• 18/23 (78%) completed all of their responsibilities<br>• 24/23 (100%) completed at least one responsibility-one student with an "F" grade met with an EOPS counselor for the Spring term.<br>• 1/23 (.04%) did not complete any<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**GE/IL-SLO Reflection:**<br>It is clear that the CNSL 275 class helps students adhere to their EOPS responsibilities.  The EOPS students who | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | successfully completed the course understand that they must abide by the requirements set by the program standard. In the future, non-EOPS students who enrolls and completes the course must also fulfill the EOPS requirements by submitting progress reports and meeting counseling contacts. | |
| Department - Counseling (CNSL) - CNSL 275 - EOPS: THE ROAD TO COLLEGE SUCCESS - MORE THAN JUST BOOKS - EOPS Services - Demonstrate an understanding of all the EOPS services and their procedures. (Created By Department - Counseling (CNSL))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/01/2016<br>**End Date:**<br>06/30/2017<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>A test is administered to assess the level of understanding. The test is composed of multiple choice and/or open-ended questions. The questions are designed to assess basic knowledge of each of the EOPS services available, and to explain or identify the appropriate procedures associated with critical services.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>Students are expected to get at least 70% of the questions correct in order to pass the exam. Success is achieved if over 70% of the students who took the exam passed. | | |
| Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - REQUIREMENTS - Discern the requirements for obtaining an AA/AS degree, ADT, Certificate of Proficiency, and transfer to CSU/UC Campus including minimum g.p.a, unit count, GE patterns, and major courses.  (Created By Department - Counseling (CNSL))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>07/01/2016 | **Assessment Method:**<br>Pre/Post Test - 70% should pass<br>**Assessment Method Type:**<br>Pre/Post Test | 10/26/2015 - 6 sections of Cnsl 5 surveyed<br>Students were given 10 survey questions<br><br>220 students were in attendance on the 1st day of classes<br>20 answered 8 or more survey questions correctly<br><br>208 students remained in attendance on the last day of classes<br>166 answered 8 or more survey questions correctly<br>Overall 79.8% of students passed. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| **Course-Level SLO Status:**<br>Active | | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| Department - Counseling (CNSL) - CNSL 5 - INTRODUCTION TO COLLEGE - ED PLAN - Create a tailored educational plan by listing appropriate English and math sequence, major prerequisites, and general education courses based on the student's academic goal. (Created By Department - Counseling (CNSL))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>07/01/2016<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Create 3 quarter comprehensive educational plan that is approved and locked in DegreeWorks.<br><br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 06/30/2016 - Of the five sections taught in the spring, counselors noted the majority of students (95% or more) completed their SEP's successfully with a B grade or better. Two sections reported 91% or more success.<br><br>Counselors found that grading the SEPs before locking them contributed to success. Others found that students submitted more successful SEP's when they had them complete a SEP on paper first. Counselors graded those paper plans and gave students written suggestions. Having the students enter those SEP's online into DegreeWorks after this feedback was a major factor in students entering them correctly.<br><br>There was a consensus that the challenges faced by students who did not earn a B grade or better was their lack of participation in the SEP assignment. These students either missed the class in which the educational plans were taught, or they did not turn in the ed. plans.<br><br>Counselors were surprised that students were excited and eager to learn about creating SEP's and reached out during classes to help their peers with their ed plans as well. Counselors were satisfied that students were able to make | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | appropriate course selections. Two counselors submitted that they gave extra credit or bonus points to students who completed two or three year SEP's. They were also surprised and satisfied by the number of students who completed them.<br><br>Common mistakes made by students were: 1) not reading courses descriptions which in turn caused them to not include prerequisite courses into their SEP's, 2) not including English or Math assessment courses, and 3) not including GE or major coursework.<br><br>Changes counselors would make based on the results are: 1) to capture more students who were either absent or late the day the SEP assignment was taught or due, 2) to add a higher score value to the abbreviated ed. plan assignment in order to facilitate students having a more comfortable grasp of it, and 3) putting both the abbreviated and comprehensive plan assignments closer to one another to prevent errors like mistakenly saving each quarter of a comprehensive plan in separate ed. plans.<br><br>All counselors believed the outcome was met.<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 06/08/2016 - testing<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| Department - Counseling (CNSL) - CNSL 51 - LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH | **Assessment Method:**<br>At the end of the quarter, students will | 04/29/2014 - The personal action plans that were submitted by students demonstrated that the | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | complete a Personal Action Plan. This demonstrates that they developed and achieved an efficient personal system of study. | majority of the students improved their study skills and became more effective with their time.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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. |
| | | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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))<br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students complete a weekly block schedule that allows them to reflect on academic and non-academic obligations. | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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. |
| | **Assessment Method:**<br>Student will select their preferred planner and write down their academic, work, and personal responsibilities. The student will also assess if this planner is an effective tool to help them manage their time successfully.<br>**Assessment Method Type:**<br>Survey | 11/16/2015 - After completing the weekly block schedule and/or and using a planner, 95% of students stated that they learned to create, analyze, and effectively manage personal  and 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | instructors.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | | |
| Department - Counseling (CNSL) - CNSL 51 - LEARNING STRATEGIES FOR COLLEGE STUDENTS (PASS THE TORCH PROGRAM) - 1 - Information Recall - A successful student will implement and assess effective strategies for understanding/remembering text information. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Weekly quiz will assess if students are successfully implementing strategies.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | | |
| Department - Counseling (CNSL) - CNSL 51 - 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))<br><br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/21/2015<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Pre/Post Test | | |
| Department - Counseling (CNSL) - CNSL 52 - COLLEGE & LIFE MANAGEMENT - Motivational Theories - Identify and distinguish the differences between extrinsic and intrinsic motivation. (Created By Department - Counseling (CNSL)) | **Assessment Method:**<br>Student will identify 3 personal factors related to intrinsic and extrinsic motivation and discuss in a paper that elucidates their personal needs and values.<br>**Assessment Method Type:**<br>Essay/Journal | 11/22/2016 - 86% students were able to identify personal factors related to intrinsic and extrinsic motivation in a personal reflection paper. A kinestetic lesson on values clarification can help contextualize the lesson so students can better understand the role of values in finding one's motivation. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| **Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>09/21/2015 | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| **Course-Level SLO Status:**<br>Active | | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | | | |
| Department - Counseling (CNSL) - CNSL 52 - COLLEGE & LIFE MANAGEMENT - Self-Management Concepts and Practices - Compose short-term and long-term college and life goals to construct a prioritization and time management plan. (Created By Department - Counseling (CNSL))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>09/21/2015<br>**Course-Level SLO Status:** | **Assessment Method:**<br>Student will identify 3 goals and outline steps towards achieving the goals.<br>**Assessment Method Type:**<br>Class/Lab Project | 11/22/2016 - Students were given a lesson on time management and how values affect their short and long term decisions. Students were asked to identify 3 short or long term goals and juxtaposed it against their education plan and their identified values (through EUREKA). Students shared out in class their challenges and steps to fulfill their goals.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| Active | | 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. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| 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))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Class/Lab Project | 06/20/2016 - As I reflect back on this topic of note taking methods I realized that I generally grade the students on their preferred method of note taking, and did not ask for a sample of each method to make sure they are learning the various methods that I want them to learn. I am pleased to say that after doing my final grades there were approximately 11 students out of 21 who did better on the note taking than the Winter quarter. I will incorporate all methods of note taking to be considered for TracDat. When asked the question if the students use their notes from other classes when studying for a quiz or test the average answer was "it takes too much time to take full notes for every class." Since my class is an online class trying to identify who is learning from notes they are asked to take when studying is generally a guess for now.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | 06/29/2016 - I think at this point I will add information on all methods of note taking but will focus on the students outlining their texts and taking notes during homework when they study since this class is on line for now.<br><br>———————————————— |
| | | 11/03/2015 - Out of 22 students, 12 grasped note taking strategies (54%).<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| 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 | **Assessment Method:**<br>Create an effective study plan that includes these strategies based on the lectures and reading.<br>**Assessment Method Type:** | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Counseling (CNSL))<br><br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | Case Study/Analysis | | |
| Department - Counseling (CNSL) - CNSL 72 - STRESS, WELLNESS & COPING - 1 - Coping Skills - A successful student will be able to identify 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)) | **Assessment Method:**<br>Review of final wellness paper to determine what skills have been implemented and identification of stressors and their effects.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>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. | 06/24/2016 - Of the 21 wellness papers handed in, 100% of students were able to identify 3 coping skills from the class, personal stressors, and describe the effects in their lives.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| **Course-Level SLO Status:**<br>Active | | 11/13/2015 - 97% (24 out of 27) students who turned in final wellness paper where able to identify their personal stressors and at least three coping skills they were beginning to implement to improve their overall functioning and wellness after attending this class.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | | 11/21/2014 - 100 % (23 out of 23) students who turned in final wellness paper where able to identify their personal stressors and at least three coping skills they were beginning to implement to improve their overall functioning and wellness after attending this class.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| Department - Counseling (CNSL) - CNSL 72 - STRESS, WELLNESS & COPING - 3 - Management of Depression & Anxiety - | **Assessment Method:**<br>Students will indicate in Final Class Evaluation whether they have learned how | 11/13/2015 - 98% of the students (24 favorable responses with 2 not favorable responses) indicated that they now knew how to manage | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | to identify and how to manage depression and anxiety better after attending Counseling 72.<br>**Assessment Method Type:**<br>Survey<br>**Target for Success:**<br>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. | depression and anxiety better after attending Counseling 72.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015<br><br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Pre-post test on anxiety/depression inventories and symptom checklist with intensity.<br>**Assessment Method Type:**<br>Case Study/Analysis<br>**Target for Success:**<br>85% of students will demonstrate a significant reduction on their pre-post test on anxiety/depression inventories and symptom checklist with intensity. | 12/10/2013 - Over 85% of the students demonstrated a significant reduction on their pre-post test around stress related symptoms.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br><br>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.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**Resource Request:**<br>none at this time | 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.<br><br>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. |
| | **Assessment Method:**<br>Evaluation to students at end of the quarter | 11/13/2015 - 100% of students (25 out of 25) who took course survey in Spring 2015 would | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | to assess reason for taking course, usefulness of course and if they would recommend course to others.<br>**Assessment Method Type:**<br>Survey | recommend the course to others.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| | **Target for Success:**<br>85% of students would recommend the course to others | 11/19/2014 - 90% of students (19 out of 21) who took course survey in Spring 2014 would recommend the course to others.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Counseling (CNSL) - CNSL 8 - 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))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 8 - TRANSFER READINESS - College Choice - Evaluate transfer college choices based on academic interests and personal compatibility.  (Created By Department - Counseling (CNSL))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Presentation/Performance | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | | |
| 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))<br><br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students will submit a copy of a completed CSU, UC, or Common App Application<br>**Assessment Method Type:**<br>Class/Lab Project | | |
| Department - Counseling (CNSL) - CNSL 85A - TRANSFER READINESS - College Choice - Evaluate transfer college choices based on academic interests and personal compatibility.  (Created By Department - Counseling (CNSL))<br><br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students will list different post-secondary institutions and be able note the difference between public, private and out of state colleges/universities.<br>**Assessment Method Type:**<br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012 | |
| Department - Counseling (CNSL) - CNSL | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>student will reflect on leadership experiences and group dynamics through a Final Project/Essay and regular weekly journal reflections<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>90% of students' essays reflected learning through group experiences and group decision making. | 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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014<br>**GE/IL-SLO Reflection:**<br>Community and Global Consciousness are emphasized in this course. | |
| | | 12/02/2014 - Target was met with 90% of students' essays reflecting the learning targeted<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/02/2014 - Target met.  Essays reflect learning and self development through group experiences<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | | |
| Department - Counseling (CNSL) - CNSL 86 - 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 86 - 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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 community, through an understanding and | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 86LY - LEADERSHIP LABORATORY - 3 - | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 86LZ - LEADERSHIP LABORATORY - 2 - Communication - A successful student will be able to communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:** | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Active<br><br>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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br> Students will present a session on cultural diversity during one of the heritage months<br>**Assessment Method Type:**<br>Discussion/Participation<br>**Target for Success:**<br>Audience will respond with an 90% accuracy rate to questions presented in the session<br><br>**Related Documents:**<br>AssessmentImpactByCourseObjectives | 12/13/2016 - Students successfully presented with 90% accuracy<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br><br>12/02/2014 - Target Met.  Students presented in small groups and worked successfully to achieve group communication targets.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students will use journals and reflection essays to reflect on leadership experiences and group dynamics as they relate to the group decision-making process<br><br>**Target for Success:**<br>80% of students will show leadership growth throught the required journal and reflection | 12/13/2016 - 85% of students showed leadership growth through reflection, goal setting and journal<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br><br>12/02/2014 - Target met.  More than 80% demonstrated leadership growth through the required journal reflection<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014<br><br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br><br>12/11/2013 - 90% of students showed leadership growth and leadership skill development and an | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | increased awareness of group dynamics and group decision making methods.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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 demonstrated knowledge of group dynamics through the required journal and essay.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>Communication and Global/Community Consciousness are a major emphasis in this course and students acknowledge these skills in their reflections | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students create and present a creative project based on their leadership experiences.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>80% will succeed | 12/13/2016 - target met 85% success rate in creative project presentation<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 12/13/2016 - 85% success rate<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 12/13/2016 - 85% of students demonstrated an awareness of one's community and their role through creative projects and presentation<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 12/13/2016 - 90% succeeded.  Creative projects were presented based on leadership experience for the quarter<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 12/02/2014 - Students showed success in ability to demonstrate awareness of one's community<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/02/2014 - Target met.  Presentations reflect awareness of community and the role students play.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/02/2014 - Target met.  Creative projects reflect learning and the opportunity to reflect on experiences in a creative way.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | 12/11/2013 - Increase outreach and promotion of leadership courses in order to serve a larger segment of the student population. |
| | | 09/17/2012 - Presentation showed demonstrated learning in leadership and awareness of their role in the community.<br>**Result:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | Target Met<br>**Year This Assessment Occurred:**<br>2011-2012<br>**GE/IL-SLO Reflection:**<br>Community and Global Consciousness is the focus of this course and students demonstrate their knowledge through community experiences | |
| | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students make presentations focused on group dynamics and civic resposibility<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>all | 12/13/2016 - 90% of students successfully demonstrated their proficiency in group dynamics and civic responsibility through class presentations<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 12/02/2014 - Civic responsibility reflected in presentations.  Group dynamics demonstrated through group presentations.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/02/2014 - Presentations reflect student learning in civic responsibility and group dynamics<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/02/2014 - Group dynamics and civic responsibilty reflected in presentations<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| | | 12/11/2013 - 100% of students demonstrated expanded learning in group dynamics through successful presentations documenting experiences and growth. | 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 |
|---|---|---|---|
| | | **Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | 12/11/2013 - Increase outreach and promotion of leadership courses in order to serve a larger segment of the student population. |
| | | | |
| Department - Counseling (CNSL) - CNSL 89 - ADVANCED LEADERSHIP REALITIES - 1 - Events - A successful student will be able to develop and manage annual organizational budgets and events. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students present budget projections orally in small groups and demonstrate effective event planning skills through careful planning.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>all | 12/13/2016 - target met. Students successfully presented their organizational budget for approval<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| | | 12/02/2014 - Target met.  Budget successfully presented and approved.  Event planning skills perfected and demonstrated through final group presentations<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>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.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013 | |
| | | 09/17/2012 - Students successfully presented their annual budget for approval.  Student committees | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | implemented successful leadership events. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** mastering these skills helps build community, critical thinking and computation skills through budgeting. | |
| | | | |
| 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 | 12/13/2016 - students demonstrated expanded communication skills **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 | |
| | | 12/13/2016 - 85% demonstrated expanded understanding and knowledge through communication skills **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 | |
| | | 12/02/2014 - Communication skills within a diverse community successfully demonstrated through group presentations **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 | |
| | | 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 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
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| Department - Counseling (CNSL) - CNSL 8H - HONORS TRANSFER READINESS - Educational Plan - Create an education plan that lists appropriate transfer general education requirements and major prerequisites for the student's identified academic goal. (Created By Department - Counseling (CNSL))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Start Date:**<br>09/26/2016<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Create two quarter educational plan<br>**Assessment Method Type:**<br>Class/Lab Project | | |
| Department - Counseling (CNSL) - CNSL 8H - HONORS TRANSFER READINESS - Deadline dates - Create a spreadsheet that lists the important deadlines and special admissions criteria for different transfer applications including but not limited to TAG, TAP, ADT, UC, CSU and Common Application. (Created By Department - Counseling (CNSL))<br><br>**Assessment Cycles:**<br>End of Academic Year<br><br>**Start Date:**<br>09/26/2016<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Create a spreadsheet that lists all important dates<br>**Assessment Method Type:**<br>Research Paper | | |
| Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 2 - Interaction - A successful student will be able to interact with class members online. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>There are several interaction assignments including a case study noted in another assessment. As a final group collaboration exercise, students are put into groups of 5 and do a group collaboration, i.e., Lost on the moon, where they are required to assign a group leader, group recorder and decide on a group collaboration medium (email, | 11/30/2016 - This quarter, I had students in groups of 3 research "Digital Citizenship" and write a paper. They each had to also write a paragraph on how the group process worked. The challenges with the group projects are 1. students withdraw and the group is left with one less member 2. students don't yet know how to use Canvas so they have a hard time contacting each other. I have to get involved and give students each | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | 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.<br>**Assessment Method Type:**<br>Class/Lab Project<br>**Target for Success:**<br>Minimum of 4 interactions per student and closure of the exercise. | others email addresses (which might have FERPA implications?) 3. students keep wondering how to break up the group work despite my suggesting how they do it.<br>While the majority of the class completed the group assignment, it seemed like it was harder than it needed to be. I have to think about how to make this process smoother.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2016-2017 | |
| | | 11/21/2013 - Students continue to find this an exciting part of the course. In the Fall, 2012 class students were given several ways to initiate their group activity. the class was divided into 5 people teams. Student volunteered or were drafted to be a team leader and another as a recorder. The leader contacted the group members and they met async or sync to go through the exercises. Once completed I was notified and reviewed the dialog and awarded points for participation and completions. Students were forewarned that mere completion of the exercise does not get them points. They MUST interact and all but 2 did. The 2 that did not may have had English language deficiencies.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2012-2013<br>**Resource Request:**<br>N/A<br>**Resource Request:**<br>N/A<br>**Resource Request:**<br>N/A<br>**GE/IL-SLO Reflection:**<br>I will continue to offer this final group exercise as long as I continue to get positive feedback from the students. What I would | 11/21/2013 - Will look to find a more contemporary group collaboration exercise. Will need to address how students with more limited English skills can be more comfortable with online group interaction which requires writing. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | like to do is find a more contemporary since this exercise is over 15 years old.<br>**GE/IL-SLO Reflection:**<br>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.<br>**GE/IL-SLO Reflection:**<br>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. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>Timely completion of the assignment to include an evaluation of the components. | | |
| Department - Counseling (CNSL) - CNSL 90 - INTRODUCTION TO ONLINE LEARNING - 4 - Learning Strategies - Critically evaluate and discuss online group learning strategies. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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<br>**Assessment Method Type:**<br>Case Study/Analysis<br>**Target for Success:**<br>Minimum of one discussion forum posting of a case; 1 reply to a posting of another class member. | 05/03/2016 - I was very impressed at the level of performance of this class this quarter. Students discussed their preferred strategies for online learning like time management and organization. 98% of the class participated in the discussion.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br><br>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 | 11/05/2015 - A full time faculty should teach the class once a quarter and do assessments. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | so we do not have any assessments for this course for this year. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** A full time faculty should teach the class once a quarter and do assessments. Fatima Jinnah will teach it Spring 2016 which will be the only time it is offered in the 2015-2016 school year. **GE/IL-SLO Reflection:** A full time faculty should teach the class once a quarter and do assessments. Fatima Jinnah will teach it Spring 2016 which will be the only time it is offered in the 2015-2016 school year. | 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** 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. | 11/11/2014 - Definitely keep this lesson module and related assignment. |
| Department - Counseling (CNSL) - CNSL 90A - INTRODUCTORY LEADERSHIP INDEPENDENT STUDY  - 1 - Group Dynamics - A successful student will provide | **Assessment Method:** Journal Reflection/Final paper **Assessment Method Type:** Essay/Journal | 12/02/2014 - Students successfully completed journals with demonstrated learning in conflict resolution and group decisions **Result:** | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| leadership with an understanding of group dynamics including conflict resolution and group decision making processes. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>Active | | Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| 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 appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 90B - LEADERSHIP 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))<br><br>**Course-Level SLO Status:** | **Assessment Method:**<br>Essay/ Journal reflection<br>**Assessment Method Type:**<br>Essay/Journal | 12/02/2014 - group dynamics and success in understanding group decisions achieved<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Active<br><br>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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 90C - LEADERSHIP 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Essay/Journal<br>**Assessment Method Type:**<br>Essay/Journal | 12/02/2014 - Advanced knowledge demonstrated through required journal and essay<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2013-2014 | |
| Department - Counseling (CNSL) - CNSL 90C - LEADERSHIP INDEPENDENT STUDY III - 2 - Communication - A successful student will be able to communicate effectively in a variety of | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community. (Created By Department - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>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 - Counseling (CNSL))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:**<br>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))<br><br>**Course-Level SLO Status:** | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Active<br><br>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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 91B - ADVANCED LEADERSHIP 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 91B - ADVANCED 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))<br><br>**Course-Level SLO Status:**<br>Active | | | |
| Department - Counseling (CNSL) - CNSL 91B - ADVANCED LEADERSHIP INDEPENDENT STUDY II - 3 - Community - A successful student will be able to | | | |

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

# 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 - Probation - Students on probation level 2 will identify strategies to improve their academic performance.<br>**Year(s) to be Assessed:**<br>End of Academic Year<br>**Start Date:**<br>09/21/2015<br>**SA-SLO Status:**<br>Active | **Assessment Method:**<br>Students watch a video in Canvas on three success strategies: Time Management, Study Tips and Note Taking Strategies and How to Stay Motivated and Disciplined in an Online Course. Then, students will take a quiz. Passing is 8/10.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target:**<br>90% of students who take the Canvas class will pass with 8/10. | 06/22/2016 - 200 students enrolled in the first probation level 2 cohort. 169 of these students successfully passed a level 2 intervention and passed the course. This is an 85% pass rate.<br><br>However, this number seems too high. Next year, we will double check each of the 169 students for final confirmation.<br><br>One of the problems with the previous probation course set up was that we didn't separate the levels into their own respective course. All levels were accessible to everyone in the probation course. Some students took the wrong test. After realizing this poor way of gathering and maintaining data, we created a separate probation course for each specific level. Moving forward, the data will be much more accurate.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| SA - Counseling - SOAR - At SOAR events, new students will interpret their math and English assessment results and select the appropriate entry level course.<br>**Year(s) to be Assessed:**<br>End of Academic Year<br>**Start Date:** | **Assessment Method:**<br>Students create an abbreviated educational plan that includes their math, English, and/or ESLL assessment sequence.<br>**Assessment Method Type:**<br>Class/Lab Project | | |

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|---|---|---|---|
| 09/21/2015<br><br>**SA-SLO Status:**<br>Active | | | |
| SA - Counseling - CNSL Appointment - During a Counseling appointment, students will articulate an educational goal, collaborate with a counselor to design a concise educational plan that reflects their educational goal. The goal may include transfer, earning an Associate degree (AA/AS or ADT), a certificate or all of the above.<br><br>**Year(s) to be Assessed:**<br>End of Academic Year<br><br>**Start Date:**<br>09/21/2015<br><br>**SA-SLO Status:**<br>Active | **Assessment Method:**<br>Students will create an abbreviated and/or comprehensive educational plan based on their goal and enter into DegreeWorks.<br>**Assessment Method Type:**<br>Class/Lab Project | | |

# 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))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/21/2015<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Pre/Post Test<br>**Target for Success:**<br>At least 70% will pass the post test | 08/30/2016 - There were 16 students who officially enrolled in the course.  Of the 16 students, 2 students withdrew and 1 student dropped and they did not complete the tutorial service tour assessment.  A total of 14 students from the course completed both the pre and post assessment test.  A pre-test was administered and was done in class before the tutorial service tour commenced.  The results from the pre-test are as follow: 9 out of 14 students received a score of less than 70%. There were 5 students who received exactly 70% on the pre-test and not a single student received an 80% or better score. Our target for success was to have students receive a 70% or better on the post-test.  After the tutorial service tour along with a presentation about each service area, the post-test was provided on the same day.  The results were impressive with only 1 student who received a score of less than 70%.  The data collected include the following results: 1 student who received 70%, 5 students who received 80%, and 5 students who received 90% and 2 students who received 100%.  This data clearly demonstrates that students who received the tour service tour understand the information that was presented.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2016-2017 | 08/30/2016 - Based on the successful results of the assessment test, it is important to continue to provide the tutorial service tour to ensure that students are receiving the essential information of these service areas. |
| | | 11/05/2015 - FINDINGS:<br>A total of 25 students enrolled in the course, but only sampled from 23 who took both the pre- and post-test. | 11/10/2015 - Given that the results were positive and that this assessment plan has only been |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 1. Average Pre-Test score out of a possible 10: 6<br>2. Average Post-Test score out of a possible 10: 8<br>3. Number of students who scored a 7 (considered a passing score) or higher on Pre-Test:11<br>4. Number of students who scored a 7 or higher on Post-Test: 20<br>5. Percentage of students who improved their score on the Post-Test: 73%<br>6. Percentage of students who their score remained the same on the post-test: 13%<br>7. Percentage of students who their score got worse on the post-test: 13%<br>REFLECTION:<br>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).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2014-2015<br>**Resource Request:**<br>none<br><br>**GE/IL-SLO Reflection:**<br>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 | 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 |
|---|---|---|---|
| | | 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. | |
| 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)) | **Assessment Method:** A pre- and post-test will be administered at the first day and last day of instruction. **Assessment Method Type:** Pre/Post Test **Target for Success:** 70% pass rate for post test | | |
| **Assessment Cycles:** End of Academic Year | | | |
| **Start Date:** 09/21/2015 | | | |
| **Course-Level SLO Status:** Active | | | |
| Department - Career Life Planning (CRLP) - CRLP 7 - SELF-ASSESSMENT - Career Inventories / Assessments - Analyze career inventory results and apply those results to identify possible majors and careers (Created By Department - Career Life Planning (CRLP)) **Assessment Cycles:** End of Academic Year | **Assessment Method:** Write a 3-pg essay analyzing the official MBTI and Strong Interest Inventory results to determine if results match self-reported results. Compare official results with your self reported results. Identify possible careers from the MBTI and Strong lists **Assessment Method Type:** Essay/Journal | 05/03/2016 - In order to earn maximum points for my Strong Interest Inventory and Myers-Briggs Type Indicate Writeup assignment, students need to show that they successfully took the online assessments and demonstrate their ability to effectively analyze and reflect on their assessment results in connection to their respective career planning stage. For my face-to-face section this Winter 2016 quarter, four out of 25 students did | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| **Start Date:**<br>09/20/2015<br><br>**Course-Level SLO Status:**<br>Active | | not receive at least a C or better on this assignment (which amounts to a 84% success rate). Two did not submit work, and three submitted their write-up late and consisted of work that lacked the in-depth analysis and reflection that are spelled out in the instructions - these students received marks of 62.5%. For my online section this quarter, four out of 21 students did not receive a C or better on this assignment (for an 81% success rate). Two did not submit any writeup, while two submitted late work that lacked the requisite in-depth analysis and reflection - these students also received marks of 62.5%. Overall, I am pleased with the success rates for this assignment. I believe that sending reminders to students about the assignment in general is helpful, and that emphasizing quality, in-depth analysis and reflection in their writeup is particularly important. I'm considering providing examples of successful writeups along with the assignment instructions and am currently thinking about the best way to do so. - AL ------- I find that my face-to-face students do much better on the MBTI and SII paper than my online class does. This is even after I've updated my modules on the MBTI and SII to include most of the real life examples I give my students in the face-to-face class. I think this happens for two main reasons. 1. Students in the face to face ask can keep asking clarifying questions to ensure maximum comprehension. Moreover, I'm looking at the class and can immediately attend to students who look confused. Out of my 26 face-to-face students, 9 have anxiety, depression, or ADD, and 3 are international students whose native language is not English so some of the words I use may not be common vocabulary words. 12 out of 26 students, so more than half, need additional support that I can provide when looking at them. I know that my online classes have the same percentages of people who need additional support. This quarter alone I have 2 students in Juvenile detention so | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | they do not have the level of Internet access they need. I have a mom who just gave birth. International students, and half of the other students working a 40-hr work week. The online format does not allow the same type of high touch that some students need. I try to screen students out but not all students know their limitations. 2. The other issue some students have with the MBTI and Strong is that their vocabulary is not high enough to meet the requirements of the MBTI and Strong. The assessment vocabulary is supposed to be at a middle school level but my students don't know what "tenacity" or "discernment" means, two words that show up on the MBTI. In a face-to-face class, I can sit with the students while they are taking the assessment and provide them definitions when they get stuck. For the online class, I tell them to use a dictionary but I'm not sure that they do. Both these factors contribute to the difference between the online and face-to-face success rates. 12/21 (57%) online students passed the MBTI/Strong assignment whereas 20/26 (77%) passed in my face-to-face class. (I count students who did not turn in an assignment as not passing) Lastly, in both classes students complain about not knowing they had to pay for the assessment. The note is in the schedule of classes, in Banner, on my syllabus, said out loud the first day of class, written in an announcement a week before class starts, and yet students are surprised and can't pay. They don't want to drop the class and elect to forfeit the grade for that assignment. This also impacts the success rate for this assignment. -fj<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |

| | | | |
|---|---|---|---|
| Department - Career Life Planning (CRLP) - CRLP 7 - SELF-ASSESSMENT - | **Assessment Method:**<br>Students will conduct a 20-min informational | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Informational Interview - Conduct an informational interview and assess the data collected to determine career choice (Created By Department - Career Life Planning (CRLP)) | interview and submit an essay on their analysis of the interview.<br>**Assessment Method Type:**<br>Essay/Journal | | |
| **Assessment Cycles:**<br>End of Academic Year | | | |
| **Start Date:**<br>09/20/2015 | | | |
| **Course-Level SLO Status:**<br>Active | | | |
| Department - Career Life Planning (CRLP) - CRLP 7 - SELF-ASSESSMENT - Career Plan - Formulate a holistic career plan where students synthesize career and life goals with their interests, skills, values, and personality traits. (Created By Department - Career Life Planning (CRLP)) | **Assessment Method:**<br>Create a 5-pg comprehensive career plan that synthesizes career and life goals wit their interests, skills, values, and personality traits.<br>**Assessment Method Type:**<br>Essay/Journal | | |
| **Assessment Cycles:**<br>End of Quarter | | | |
| **Start Date:**<br>09/20/2015 | | | |
| **Course-Level SLO Status:**<br>Active | | | |
| 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 Method:**<br>Students will conduct a 20-min informational interview and submit an essay on their analysis of the interview.<br>**Assessment Method Type:**<br>Interviews/Focus Groups | | |
| **Assessment Cycles:**<br>End of Academic Year | | | |
| **Start Date:**<br>09/22/2014 | | | |
| **Course-Level SLO Status:**<br>Active | | | |
| Department - Career Life Planning (CRLP) - CRLP 70 - SELF-ASSESSMENT - Career Inventories - Analyze the MBTI and Strong | **Assessment Method:**<br>Write an essay analyzing the official MBTI | 03/24/2016 - In order to earn maximum points for my Strong Interest Inventory and Myers-Briggs | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Interest Inventory results and apply those results to possible majors and careers (Created By Department - Career Life Planning (CRLP))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | and Strong Interest Inventory results and compare them with your self reported results. Identify possible careers from the MBTI and Strong lists<br>**Assessment Method Type:**<br>Essay/Journal | Type Indicate Writeup assignment, students need to show that they successfully took the online assessments and demonstrate their ability to effectively analyze and reflect on their assessment results in connection to their respective career planning stage.<br><br>For my face-to-face section this Winter 2016 quarter, four out of 25 students did not receive at least a C or better on this assignment (which amounts to a 84% success rate). Two did not submit work, and three submitted their write-up late and consisted of work that lacked the in-depth analysis and reflection that are spelled out in the instructions - these students received marks of 62.5%.<br><br>For my online section this quarter, four out of 21 students did not receive a C or better on this assignment (for an 81% success rate). Two did not submit any writeup, while two submitted late work that lacked the requisite in-depth analysis and reflection - these students also received marks of 62.5%.<br><br>Overall, I am pleased with the success rates for this assignment. I believe that sending reminders to students about the assignment in general is helpful, and that emphasizing quality, in-depth analysis and reflection in their writeup is particularly important. I'm considering providing examples of successful writeups along with the assignment instructions and am currently thinking about the best way to do so. - AL<br>-------<br>I find that my face-to-face students do much better on the MBTI and SII paper than my online class does. This is even after I've updated my modules on the MBTI and SII to include most of the real life examples I give my students in the face-to-face class. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | I think this happens for two main reasons. 1. Students in the face to face ask can keep asking clarifying questions to ensure maximum comprehension. Moreover, I'm looking at the class and can immediately attend to students who look confused. Out of my 26 face-to-face students, 9 have anxiety, depression, or ADD, and 3 are international students whose native language is not English so some of the words I use may not be common vocabulary words. 12 out of 26 students, so more than half, need additional support that I can provide when looking at them.<br><br>I know that my online classes have the same percentages of people who need additional support. This quarter alone I have 2 students in Juvenile detention so they do not have the level of Internet access they need. I have a mom who just gave birth. International students, and half of the other students working a 40-hr work week. The online format does not allow the same type of high touch that some students need. I try to screen students out but not all students know their limitations.<br><br>2. The other issue some students have with the MBTI and Strong is that their vocabulary is not high enough to meet the requirements of the MBTI and Strong. The assessment vocabulary is supposed to be at a middle school level but my students don't know what "tenacity" or "discernment" means, two words that show up on the MBTI. In a face-to-face class, I can sit with the students while they are taking the assessment and provide them definitions when they get stuck. For the online class, I tell them to use a dictionary but I'm not sure that they do.<br><br>Both these factors contribute to the difference between the online and face-to-face success rates. 12/21 (57%) online students passed the MBTI/Strong assignment whereas 20/26 (77%) | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | passed in my face-to-face class. (I count students who did not turn in an assignment as not passing)<br><br>Lastly, in both classes students complain about not knowing they had to pay for the assessment. The note is in the schedule of classes, in Banner, on my syllabus, said out loud the first day of class, written in an announcement a week before class starts, and yet students are surprised and can't pay. They don't want to drop the class and elect to forfeit the grade for that assignment. This also impacts the success rate for this assignment. -fj<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>none. | |
| 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))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br><br>**Assessment Method Type:**<br>Essay/Journal | | |
| Department - Career Life Planning (CRLP) - CRLP 71 - EXPLORING CAREER FIELDS - Career Exploration - Using Career | **Assessment Method:**<br>Using the career resources outlined in class, identify two career clusters you find | 12/01/2015 - 12/1/2015 - The students did not understand the 16 career clusters. This SLO was | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Exploration resources, understand the differences between the 16 career categories. (Created By Department - Career Life Planning (CRLP))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | interesting.<br><br>**Assessment Method Type:**<br>Class/Lab Project | 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.<br><br>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.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2014-2015 | |
| Department - Career Life Planning (CRLP) - CRLP 73 - EFFECTIVE RESUME WRITING - Resume - Create a reverse chronological resume using current guidelines for effective resume writing. (Created By Department - Career Life Planning (CRLP))<br>**Assessment Cycles:**<br>End of Academic Year<br>**Start Date:**<br>09/22/2014<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Write a 1-2 page reverse chronological resume targeted to a specific job title.<br>**Assessment Method Type:**<br>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 | **Assessment Method:**<br> Write a 1-pg cover letter outline why you want the position and how you qualify.<br><br>**Assessment Method Type:** | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Life Planning (CRLP)) | Portfolio Review | | |
| **Assessment Cycles:**<br>End of Academic Year | | | |
| **Start Date:**<br>09/22/2014 | | | |
| **Course-Level SLO Status:**<br>Active | | | |
| Department - Career Life Planning (CRLP) - CRLP 74 - SUCCESSFUL INTERVIEWING TECHNIQUES - 3 - Interview Questions - Create a script to answer commonly asked interview questions<br> (Created By Department - Career Life Planning (CRLP))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>09/20/2016 | **Assessment Method:**<br>Submit an essay listing 5 interview questions and your answers. Then, present their answers in front of class.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>Students will speak for approx. 2 minutes per question. Answers will include elements discussed in class. | 12/04/2015 - This was the first time teaching the class and I did not adequately prepare students to speak for 2 min per answer. Most students spoke for 30-45 seconds per question. Next time I teach this class, I will know to better prepare students to write a lenghty enough response that it will last two minutes.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016 | |
| **Course-Level SLO Status:**<br>Active | | | |
| Department - Career Life Planning (CRLP) - CRLP 74 - SUCCESSFUL INTERVIEWING TECHNIQUES - Research - Research one company's mission, products, and services, and company performance using online resources (Created By Department - Career Life Planning (CRLP))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>09/20/2015<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Research a company you want to work for using online resources, like glassdoor.com. Write a 1-pg paper stating the company's contact information, mission, description of products and services, and performance of the company. Come up with 5 question a company could ask you about their products and services or the industry as a whole. Develop answers. Share with group.<br>**Assessment Method Type:**<br>Case Study/Analysis | | |