



PROGRAM REVIEW – CURRICULUM REVIEW
2015-16

Counseling

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
N/A			

Dual Listed Courses

Course Name	Dual Listed
N/A	

List of Active Courses offered or not offered in the last 3 years

Course ID	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
COUN G100		X	X		X	X		X	X
COUN G103		X	X	X	X	X	X	X	
COUN G104		X	X	X	X	X	X	X	X
COUN G110								X	X
COUN G111								X	X
COUN G199						X			X



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

Counseling

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
COUN G100	5	2	↔
COUN G103	5	4	↔
COUN G104	5	5	↑
COUN G110	3	1	↔
COUN G111	3	1	↔
COUN G199	7	1	↔

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

Courses with cSLOs that still needs to be assessed

Course Name	cSLO #	cSLO
COUN G100	cSLO 2	Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.
COUN G100	cSLO 4	Assess his/her personality, values, interests and abilities to a variety of occupations.
COUN G100	cSLO 5	Define and apply a process of occupational research and exploration.
COUN G103	cSLO 2	Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.
COUN G110	cSLO 1	Identify campus resources that may assist in obtaining educational goals.
COUN G110	cSLO 2	Experience the advantages of selecting a college major and how the major relates to Certificate or Associate Degree achievement.
COUN G111	cSLO 1	Evaluate colleges and college majors utilizing multiple resources that relate to the students' educational, career and life goals.
COUN G111	cSLO 2	Navigate and access on-line resources pertinent to transfer including, but not limited to, ASSIST, CSU Mentor, UC Pathways, AICCU, GWC Transfer Center website, TAP, TAG.
COUN G199	cSLO 1	Students will describe the personal accountability and responsibility they will take in both their college experience and professional development.
COUN G199	cSLO 2	Students will evaluate their self-esteem as it relates to developing a successful career/life plan.
COUN G199	cSLO 3	Students will be able to clarify their values and analyze how their values will motivate them toward meeting their career and life plans.
COUN G199	cSLO 4	Students will evaluate their time management skills and techniques to improve his/her academic, career, and personal success.
COUN G199	cSLO 5	Student will be able identify the key concepts of budgeting in both personal and professional life.
COUN G199	cSLO 7	Students will be able to demonstrate techniques of interviewing.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
COUN G100	cSLO 1	2013 - 2014 (Fall 2013)	When the final project was assigned, an example was presented to the class which they reported was very helpful. Only one student, who missed the class when it was assigned, was confused on the expectation of the final project. This issue can be addressed by providing the examples on Blackboard as reference. In addition, lectures on the theories were from the first half of the term which many students forgot or lost the PowerPoint slides. A reminder to the class to keep all notes and lecture slides throughout the term as they will need them for the final project will address this issue.
COUN G100	cSLO 1	2014 - 2015 (Fall 2014)	When the final project was assigned, an example of the project was reviewed in class and posted on Blackboard for reference. Students were expected to turn in the

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Course Name	cSLO #	Semester Assessed	Action Plans
			PowerPoint 1 week before the presentation for my review and feedback if necessary, however not all students turned in the draft when expected demonstrating a need to stress the importance of having the draft turned in, possibly by assigning points to the draft. Lectures on the theories were from the first half of the term and were also listed on Blackboard to go back to review if necessary but a short review prior to the final presentation week could have proved to be helpful as some of the student's descriptions on how the theory applied to their own life were vague. Herzberg's Theory was not picked by any student to present on which could possibly mean that the theory needed further explanation/review so that students could relate it to their own life and career/goals.
COUN G100	cSLO 3	2014 - 2015 (Spring 2015)	Providing a detailed example of both part 1 and part 2 will be necessary since each assignment varied greatly from one student to the next. Posting these examples for students to view on Blackboard would greatly enhance visibility and student success rates for this assignment. Also, by providing concrete requirements, students will have to include important theories, assessments and information. This will diminish what students feel is important on what to include and what I want to see students to include for a well-rounded career goal project.
COUN G100	cSLO 3	2013 - 2014 (Spring 2014)	Students were provided with detailed instructions of how to organize their paper, where to obtain information and specific questions to address. The instructions were outlined and many of the students were clear on the expectations. Students were taught how to use assist.org, onetonline.org, and eureka.org to obtain a majority of the information needed for their paper. Based on the papers submitted, it appears that they understood how to navigate the websites and apply them to their academic, career and major research process. There were a couple of formatting issues with the students and a handful did not report all of the information required for their paper. In order to improve student learning, perhaps examples of past papers may need to be provided. Additionally, it may also be helpful to have the students present in class on their chosen majors, careers and goals to ensure full understanding of how to incorporate all the information into their lives.
COUN G103	cSLO 1	2013 - 2014 (Fall 2013)	I will emphasize to students to follow directions as instructed – to incorporate S.M.A.R.T. concepts while developing their goals. I may allow students the ability to resubmit their work if they did not initially follow direction so that they could satisfactorily complete the assignment.
COUN G103	cSLO 3	2014 - 2015 (Summer 2014)	I will modify my lectures to help students understand A.A. requirements and Transfer requirements with virtual video lectures and more screen caps to allow students to better understand the process of filling out the requirements on an SEP.
COUN G103	cSLO 3	2014 - 2015 (Fall 2014)	I will use the assessment results to revisit how much tracking I do of my students and their progress. I plan on sending more reminders and following up with students who are not submitting coursework. I plan to reassess this SLO in the future once I implement new ways of contacting and following up with students. I did not receive many questions about how to complete the assessment but I also plan to add a video on how to complete a plan on DegreeWorks.
COUN G103	cSLO 3	2013 - 2014 (Spring 2014)	I will emphasize to students to follow directions as instructed – to incorporate S.M.A.R.T. concepts while developing their goals. I may allow students the ability to resubmit their work if they did not initially follow direction so that they could satisfactorily complete the assignment.
COUN G103	cSLO 4	2014 - 2015 (Summer 2014)	I will modify my question on our Pass/No Pass policy as well as our repetition policy in hopes to make the questions and responses clearer for students to understand. The remaining questions and answers will not be modified.
COUN G103	cSLO 4	2014 - 2015 (Summer 2014)	I will modify the following questions pertaining to Progress Probation, Honor Program and the Pass/No Pass policy to make the questions and responses clearer for students to understand. The remaining questions and answers will not be modified.
COUN G103	cSLO 4	2014 - 2015	I will double check the restrictions on the quizzes to ensure that all answers close

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Course Name	cSLO #	Semester Assessed	Action Plans
		(Summer 2014)	enough to the original are accepted. I may consider making those questions multiple choice as well. The remaining questions and answers will not be modified.
COUN G103	cSLO 4	2014 - 2015 (Summer 2014)	I will modify the questions regarding Pass/No Pass and catalog rights. Additionally I will edit the content of my lecture so that students can receive a clearer definition of both. The other questions that were generally answered correctly appear to be adequately covered in lecture and asked clearly in the quiz.
COUN G103	cSLO 5	2015 - 2016 (Summer 2015)	Most of the instructors will continue to use the quiz to assess the effectiveness of the lectures/presentations on the material. As a group, Counseling 103 instructors may choose to update the information and questions included on the quiz if there are better ways to assess students' knowledge. Several instructors agree there is a need to rephrase questions to be clearer for students to understand and differentiate between degree obtainment and transfer routes.
COUN G104	cSLO 1	2013 - 2014 (Fall 2013)	I will be teaching this class again in Spring 2014 and plan to make some changes to the Discussion section of the class. I will make the interactive discussions worth more points and will increase the level of participation required by students. I will also increase my level of feedback to students.
COUN G104	cSLO 2	2014 - 2015 (Summer 2014)	Since the assessment showed that most students experienced growth from the course, I think that confirms that the course is useful. I would like to include a section for comments in the future to see if I could get more information from the students that reported no growth or only some growth. The biggest issue would be trying to determine why 6 out of 59 students didn't take the final and a total of 19 students dropped the class. The drop rate for online courses is typically high, but I would like to lower this rate for the future.
COUN G104	cSLO 3	2014 - 2015 (Spring 2015)	The assignment is working quite well for the on-line students as they are self-motivated and know that reading detailed directions for assignments are a necessary task to succeed in class. Also, the class process is more personal since this faculty and students were engaged in meaningful weekly written communication towards student's overall success. For in person teaching perhaps more discussion and activities regarding motivation and commitment to one's future may improve success. Adding more quiz's and having the class book available on time will also set a more immediate serious tone for commitment to the class.
COUN G104	cSLO 3	2014 - 2015 (Spring 2015)	I would like to break down the Goal Setting even further. I would like students to define for themselves what "short term" is and what "long term" is. Based on their individual definitions, I will have them work on goals based on their own timeframe.
COUN G104	cSLO 3	2014 - 2015 (Spring 2015)	93% of the students in this course completed the assignment with a 70% or higher of a satisfied outcome. However, the other 7% did. To improve the student learning outcome, students simply will need to be reminded to thoroughly read the outline provided and follow instructions.
COUN G104	cSLO 3	2014 - 2015 (Spring 2015)	Planning changes for this assignment that I'm implementing is finding creative ways to articulate the concept of SMART Goals and to utilize more visual and audio forms of media in lecture.
COUN G104	cSLO 3	2014 - 2015 (Spring 2015)	I will continue the assignment and provide a sample as a reference. Students found this helpful. I plan to make the personal goal setting an in-class assignment where I will be accessible to students if they have any questions or concerns during the development stage. Academic and career goal setting will continue to be a homework assignment.
COUN G104	cSLO 3	2014 - 2015 (Spring 2015)	The main issue is getting more students to stay in class and actually complete all the assignments. Those that do the work seem to understand the information and learn what we are attempting to teach. My goal is to work on a way to make the online class more engaging for students so that they don't stop logging in. I get several students each semester that contact me in the last week stating that they got too busy or simply forgot they were enrolled in the class.
COUN G104	cSLO 3	2014 - 2015 (Spring 2015)	Strategies to keep students engaged in class will be examined. Targeting students who are not participating, attending, or logging into class on a regular basis will become a

Courses Assessed and their Action Plans

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			priority. Possibly making the assignment an in-class activity where students can ask questions and see more samples would help with clarification. With the implementation of new program for Early Alert, we may see a better retention and success rate in our classes if instructors participate.
COUN G104	cSLO 3	2013 - 2014 (Spring 2014)	In the future I will have two separate Goal Setting exercises. One will focus on Long Term goals and steps to take to reach them. The second will focus on benchmarks (Short Term Goals) and viable ways to reach them.
COUN G104	cSLO 3	2013 - 2014 (Spring 2014)	The idea to change the assignment to a 3-year educational and career plan rather than a 5-year plan will be considered. Four coaching and supportive e-mails to encourage the achievement of the assignment will be sent since this is an on-line format. Lastly, a Power-Point with eye-catching visuals outlining how to create the objectives in a more simplified way can be created. Voice directions can be possibly added to the Power-Point as well.
COUN G104	cSLO 3	2013 - 2014 (Spring 2014)	The results show that most of the students have reached a point where they have some goals and know some steps to work towards those goals. The small number of students that could not clearly articulate goals and plans is expected in a class that is designed to assist with career decision making and planning. It is common that continued exploration and planning is required after the class is completed to reach a defined goal. I could move the assignment to a few weeks later in the semester to give students a little longer to think about their career choices and goals.
COUN G104	cSLO 4	2015 - 2016 (Summer 2015)	The assignment is working well and would remain constant in the future as the directions helped guide the students to clear choices. The majority of students understood this assignment with little to no additional directions besides what was provided
COUN G104	cSLO 5	2014 - 2015 (Fall 2014)	The planning changes that I plan to implement to support student learning. Is to prepare a lecture, incorporate group discussion about the research process, and how to write analysis from findings. Also, creating more specific and clearer instructions about how to complete the assignment.
COUN G104	cSLO 5	2014 - 2015 (Fall 2014)	The biggest issue in this course is the high drop rate. The class began with 35 students, and by week 10 when the assignment was due only 20 students were still enrolled. The class is online and the attrition rate is typically high. Another major concern is that two students did not complete the assignment at all. I need to work with other online instructors to find creative ways to stay connected with students so I can provide them with additional motivation when it appears that they are not staying involved in the class.
COUN G104	cSLO 5	2014 - 2015 (Fall 2014)	I will emphasize, for the student athletes taking the course, that the Career Research Project is not only central to the purpose of the course, but an invaluable exercise in information gathering that extends beyond the classroom. The No Pass rate for student-athletes remains persistent unfortunately and I will also be working with coaches to emphasize the importance of completing homework assignments to pass courses.
COUN G104	cSLO 5	2014 - 2015 (Fall 2014)	Fall 2014 was my first semester teaching this class. I would attribute the high F grade due to the fact that I did not drop students who were receiving less than a 50% grade in my class before the W date deadline. I did however sent out an email to all students expressing that they should drop my class if they have earned less than 50% overall. In order to improve my teaching strategy, I will provide students with up to date feedback on their missing assignments. I will contact students who have missing assignments and encourage them to keep up with future assignments. Since, this is my first semester teaching, I will tweak what is necessary to improve students learning outcomes. For example, I will remind students when assignments are due, 3 weeks out, then 2, and then 1. I can use blackboard as a tool to affectively communicate with students who are falling behind as well as complement students who doing well in my class. I can communicate with students on a one to one basis if they show a need for it.
COUN G110	cSLO 3	2014 - 2015 (Spring 2015)	The online interface can be design to be more interactive and engaging to improve student learning. Having the ability to track student's progress, an option to instantly

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Course Name	cSLO #	Semester Assessed	Action Plans
			chat with students when they are signed--on, and providing some type of alert when students are missing assignments. By looking at the data, students did not sign--in as often during finals week. Assignments were turn in on the last day of class (Saturday).
COUN G110	cSLO 3	2014 - 2015 (Spring 2015)	Since this was an online course, I felt that offering a chat feature for my students would increase student engagement and allow for students to ask questions directly. Common mistakes were improper course sequencing; this could be stressed more by updating powerpoints as well as sending out more announcements through blackboard. Overall, the students were able to keep up with the online coursework in a timely manner.
COUN G110	cSLO 3	2014 - 2015 (Fall 2014)	As this was an online course, announcements were sent throughout the course to remind students of the due-dates, and to reinforce that questions should be communicated to me via course messaging or discussion board. Many students would ask their questions after the assignments were due. Common mistakes in the plan included listing OCC or CCC courses, listing all courses in one semester, and not responding back to questions I posed based on the Draft plan. These types of issues can be addressed in future offerings of this course by further stressing the importance of due-dates (perhaps by sending out more announcements), updating the Degree Works PowerPoint to be very specific about course numbers and by having a Live Chat orientation session to address questions and concerns and go over expectations. The chat session would allow for increased student engagement and enable students to feel as though there is a live person to address their questions as it was clear that many of the students were taking an online course for the first time. Another area for improvement is to clarify whether students that register for both COUN G110 and G111 should have a plan for each course as there was some confusion for students who registered for both courses.
COUN G111	cSLO 3	2014 - 2015 (Fall 2014)	The majority of the students who submitted their SEP draft on DegreeWorks appeared to understand how to utilize the class resources to put together course sequencing for the rest of their time at GWC. I did, however, get a few incorrect submissions – students just sending me a list of classes or a copy of the DegreeWorks Program Audit. For future courses to better assist students, I will put together a video that details step by step how to create their plan on DegreeWorks. I provided instructions but I believe a video may be the most beneficial for students. Additionally, I will send more reminders about the upcoming project and better track students who are not completing their coursework. Since this is a new course, I would like to assess this SLO again next semester.
COUN G111	cSLO 3	2014 - 2015 (Fall 2014)	All the students in this course appeared to understand how to use the resources presented in class to create the proper course sequencing for their academic goals at Golden West College. I feel the outcome may be different if there had been a larger sample study for this SLO. The students from this course did well, and it could reflect that a small group setting allows for the students to receive more help. If this class is given to me again with a higher number, I would be curious to see how the results would turn out.
COUN G111	cSLO 3	2014 - 2015 (Spring 2015)	The students who completed the final SEP assignment appeared to have a good understanding on how to utilize the content derived from all assignments to develop a sequenced comprehensive SEP. Though a detailed description with instructions was included, I may consider developing a video as an added resource to assist students with their final SEP assignment.
COUN G199	cSLO 6	2014 - 2015 (Spring 2015)	75% of the students in this course completed the assignment with a 70% or higher of a satisfied outcome where they followed the provided outline of a resume and cover letter. However, the other 25% did not attempt the assignment. These are possible outliers in from the class because the students who did not attempt the assignment simply didn't attend class. Testing a larger sample with random selection of participants would make for a more diverse sample collection in order to look at the effectiveness of this SLO.