

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

COUNSELING

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
COUN G100	x	x	x	
COUN G103	x	x	x	x
COUN G104	x	x	x	x
COUN G110	x			
COUN G199	x	x	x	

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
COUN G100	5	0 out of 5	No Assessment	↓ Fall 2016
COUN G103	5	5 out of 5	Fully Assessed	↑ Spring 2019
COUN G104	5	5 out of 5	Fully Assessed	↑ Spring 2019
COUN G199	4	0 out of 4	No Assessment	↓ Spring 2015

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
COUN G100	cSLO 1	Complete various personality and occupational inventories and analyze self-concept as they relate to career and life planning.
COUN G100	cSLO 2	Demonstrate understanding of major psychological and career theories and apply them to life-long learning strategies for personal development.
COUN G100	cSLO 3	Construct and outline goals through counselor assisted analysis of their educational, career and personal objectives.
COUN G100	cSLO 4	Identify and examine personal values related to career choice.
COUN G100	cSLO 5	Investigate and analyze career options through research to generate potential career paths.
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 time and money management skills and techniques to improve personal and professional success.
COUN G199	cSLO 3	Students will identify guidelines for and write an effective professional resume.
COUN G199	cSLO 4	Students will describe and demonstrate techniques of interviewing.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
COUN G100	cSLO 2*	Spring 2016	One section was offered. Of 18 enrolled at census, 10 (55%) completed the survey. Survey results reported that a majority of students believed they gained a better understanding of how their personality effects career choice, what personal & work values are and how they related to their career choice, and were able to identify a potential career or educational goal. 30% were undecided on whether they identified personal/work values and their relationship to career choice during the course
COUN G100	cSLO 4*	Fall 2016	Students who completed the career research project and turned it in on time received full credit and demonstrated they used the in-class activities and outside the class textbook reading and other assignments to help them understand, collect, analyze and report their results as part of the career research project. Students missed class/classes or failed to complete reading and assignments, were more like to not successfully complete the assessment.
COUN G103	cSLO 1	Summer 2017	95% of the students that took the quiz successfully passed it and 85% of the students that completed the assignment passed it. Overall, there is a strong correlation between students who completed the assignment related to understanding time management theories and passing the quiz. The one student that did not pass the quiz is one of the students that did not pass the assignment.
COUN G103	cSLO 1	Summer 2017	95% of the students that took the quiz successfully passed it and 85% of the students that completed the assignment passed it. Overall, there is a strong correlation between students who completed the assignment related to understanding time management theories and passing the quiz. The one student that did not pass the quiz is one of the students that did not pass the assignment.
COUN G103	cSLO 2	Fall 2015	A total of 45 students were enrolled in the three sections. Of the 45 students enrolled in the sections, 33 (73%) completed the assignment. All students who completed the assignment received at least 90% or higher. The assignment is out of 50 points. 12 students (26%) did not attempt the assignment and received a 0. Of the 12 students who did not attempt the assignment, 4 had not been active participants in the courses.
COUN G103	cSLO 2	Spring 2016	A total of 36 students were enrolled in the two sections. Of the 36 students enrolled, 28 students (77%) completed the assignment. The assignment was out of 50 points and all students who attempted the assignment (100%) passed with a C or better. The 8 (22%) who did not pass were students who did not attempt the assignment and received a 0.
COUN G103	cSLO 2	Fall 2017	For the time management activity, 16 of the students assessed completed the assignment and successfully passed and received an A. Four students received a B and two received a C. Three students did not submit an attempt and did not receive credit for the assignment. For the draft student educational plan, all the students that submitted the assignment earned A's.
COUN G103	cSLO 3	Fall 2016	Students were provided a lecture on goal setting and were to use the material in addition to what they had been learning in class to complete a Goal Setting assignment. The assignment asks them to list related educational, career and personal goals and the steps they will take to achieve these goals. They use concepts learned from lecture related to SMART (Specific, Measureable, Attainable, Realistic and Timely) goal setting. A total of 23 students were assessed. 22 of the students assessed successfully completed the assignment. 19 of the students assessed completed the assignment and successfully passed and received an A. 1 student received a B and 2 received a C. Only one student did not

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			submit an attempt and did not receive credit for the assignment. Students who did not receive an A either did not provide details in their goals or did not fill out all the requested information.
COUN G103	cSLO 4	Summer 2016	98% of the students that took the quiz/final project successfully passed it. Overall, there is a strong correlation between students who completed the assignment related to understanding regulations and policies and passing the quiz.
COUN G103	cSLO 4	Summer 2016	9 students completed the assignment related to academic rules and regulations and all 9 passed. 98% of the students that took the quiz/final project successfully passed it. Overall, there is a strong correlation between students who completed the assignment related to understanding regulations and policies and passing the quiz.
COUN G103	cSLO 5	Summer 2015	A total of 72 students were enrolled in the classes. 60 students took the quiz.A total of 53 students passed the quiz.Because the quiz used wasn't exactly the same for each section, each instructor reported one or two questions on their version of the quiz that had a high fail rate. The quiz has been used before and the majority of the students pass this quiz after PowerPoints on Certificate vs. Degree programs and explanations of the transfer programs to UC and CSU campuses.This session 88% of the students that took the quiz successfully passed it.
COUN G103	cSLO 5	Spring 2017	100% of the students that took the quiz passed it.100% demonstrated their knowledge of degrees, certificates, and transfer programs offered and were able to explain these in their own words.
COUN G103	cSLO 5	Summer 2016	This session 74% of the students that took the quiz successfully passed it.
COUN G104	cSLO 1	Summer 2017	Because of the potential of multiple submissions by the same students, the analysis is based on percentages overall.Over 95% of students reported that they strongly agreed or agreed with questions a, c, and d.Over 92% agreed with question b.Based on this self-reported information, we can infer that students are learning some of the basic concepts we are trying to teach them in this course.Based on the data, over 96% reported that they felt responsible for their own grade in the class and over 94%reported that they either logged on to or attended their class regularly
COUN G104	cSLO 1*	Fall 2015	78% of all the students that submitted the assignments completed them successfully.This data suggests that most students understood the assignment and were able to integrate the information successfully in writing.About 22% of students appear to have either found the assignment too difficult or simply did not clearly understand how to complete the assignment correctly.
COUN G104	cSLO 2	Fall 2017	a. As a result of taking this course, I have identified theories, tools and career research techniques that I can use in my personal and professional development.58% Strongly Agree, 39% Agree, 2% Disagree b. After taking this class, I was able to identify my current stage in Maslow's Hierarchy. 35% Strongly Agree, 43% Agree, 20% Undecided, 1% Disagree c. After taking this class, I have a better understanding of why career theories are important to the career development process. 59% Strongly Agree, 35% Agree, 3% Undecided, 3% Disagree d. As a result of this class, I was able to gain a better understanding of my personality and make a connection with how my personality may affect my personal and professional life choices.65% Strongly Agree, 28% Agree, 7% Undecided e. On campus:Did you attend most class meetings (did not miss more than 2 classes)? 87 – Yes, 19- No Online:Did you log in at least once a week if you are taking an online class?36 – Yes, 1 – No Overall, the results show the majority of students report successfully understanding the psychological and career development theories taught in the course.The only area of concern is that 21%

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
COUN G104	cSLO 2*	Spring 2016	<p>of students were either undecided or disagreed with being able to identify their current stage in Maslow's Hierarchy.</p> <p>1. Did the information in this class help you gain a better understanding of your unique personality and how that could affect your career choice? 97% Strongly Agree or Agree 2 % Undecided 1% Disagree or Strongly Disagree 2. Do you believe that you are responsible for your own grade in this class? 99% Strongly Agree or Agree 1% Undecided 0% Disagree or Strongly Disagree 3. Have you been able to identify your personal and/or work values and how they relate to your career choice as a result of the class? 92% Strongly Agree or Agree 6% Undecided 2% Disagree or Strongly Disagree 4. After taking this class, have you been able to identify a potential career or educational goal? 88% Strongly Agree or Agree 10% Undecided 2% Disagree or Strongly Disagree 5. Did you attend or log on regularly? 90% Strongly Agree or Agree 5% Undecided 5% Disagree or Strongly Disagree Overall, the data shows that most students gained a better understanding of factors that affect their career choices. The majority were able to identify values related to career choice and formulate potential career or educational goals. Almost all students report that they believe they are responsible for their own grades and attend or log on to their class regularly.</p>
COUN G104	cSLO 3	Fall 2016	<p>The lower completion rate for this assignment is mainly due to students who stopped attending class in person or on-line. Thus, these students dragged the completion rate down by not even submitting the assignment. A total of 182 (66%) students received a passing grade on the Goals assignment. Most students seemed to have a general idea of what they wanted for a long term goals. Some students did not appear to take the assignment as seriously as instructors would like.</p>
COUN G104	cSLO 3	Spring 2018	<p>Overall, the students assessed showed understanding of the concept and purpose of goal setting. The students that completed the assignment were able to adequately articulate both long and short term goals. Goals for areas such as educational goals, career goals, and personal goals were addressed. A very small percentage of students that attempted the assignment did not receive a satisfactory score. 95% of the students that submitted the assignment showed adequate understanding of goal setting. Only 89% of the students enrolled at the time of the assignment attempted the assignment.</p>
COUN G104	cSLO 4	Summer 2015	<p>48 out of 60 students enrolled in two sections of the course completed the assignment. Of those 48, 44 were able to clearly articulate their values, why they were chosen as important, and describe how those values would relate to their chosen career and college major. Students had a firm grasp of what was important and where they learned their values, and how their value system was developed. Moreover, the overwhelming majority of individuals were clear about how their values would impact their career choice and lifestyle in the future. On average, students were able to identify their top 15 values then narrowed down the list to their top 3 values. Students were able to describe the influential impact on their value development from parents, family, friends, religion, experience and self. Lastly, students were able to apply how their values play an important role in the major and career decision making process.</p>
COUN G104	cSLO 5	Spring 2017	<p>216 students were enrolled in the classes at the time of the Career Research Paper/Project. Of those 216, 176 students turned in the assignment. 10 students earned less than a C or better on the assignment. 40 students, which is 18% of the total enrolled, did not submit the assignment. The majority of the students who completed the assignment followed instructions and appeared to put effort into their paper. The students who received less than "C" grades did not follow instructions and were missing parts of the paper. Those who received less than an "A" grade had formatting issues, not enough information included in the</p>

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			research, or did not complete a portion of the reflection associated with the research. The biggest issue, however, is the students who did not complete the assignment at all and simply stopped coming to class and/or stopped doing their work online.
COUN G104	cSLO 5	Summer 2016	54 students were enrolled in the course, and 13 did not complete the assignment. 3 students struggled with the assignment earning less than a 70%. The remaining 39 were able to clearly identify a career pathway, explore the minimum educational requirements and skills necessary for entry level positions into that field.
COUN G104	cSLO 5	Summer 2016	69% of students met the SLO.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
COUN G100	cSLO 2*	Spring 2016	Collecting data using an electronic survey was good but I would like a higher participation rate. Instructor will encourage greater participation in taking survey next time by exploring offering the survey as part of an in class exercise. Instructor will review course content related to understanding personal/work values and their relationship to career choice to develop teaching strategies to increase student understanding in that area.
COUN G100	cSLO 4*	Fall 2016	The career research project was explained to students the first class meeting. Class assignments & reading related to gaining information to help them complete this assignment. The class visited the career center and worked on a draft of the career research project at that time. I did not have them turn that draft in. I will have them submit a draft next semester at that time to review and return with feedback for improvement. This will help confirm their understanding of the assignment and offer additional help to successfully complete it.
COUN G103	cSLO 1	Summer 2017	The instructors will continue to use the assignment and quiz to assess the effectiveness of the lectures/presentations on the material. Counseling 103 instructors may choose to update the information and questions included on the quiz to seek other ways to assess students' knowledge. There may be a need to rephrase questions on the quiz to incorporate more application of time management theories for professional pursuits.
COUN G103	cSLO 1	Summer 2017	The instructors will continue to use the assignment and quiz to assess the effectiveness of the lectures/presentations on the material. Counseling 103 instructors may choose to update the information and questions included on the quiz to seek other ways to assess students' knowledge. There may be a need to rephrase questions on the quiz to incorporate more application of time management theories for professional pursuits.
COUN G103	cSLO 2	Fall 2015	The time management assignment will be edited for future terms. It was found that a few students may have gotten confused and completed just the grids initially and missed the questions for the assignment. The format will be updated. All the students did well, students who do not submit the assignment will be contacted to see if they need clarification or further assistance.
COUN G103	cSLO 2	Spring 2016	The Goal Setting assignment was edited from previous semesters. Some student required further explanation of the instructions. Students were sent reminders every week of upcoming assignments due and were sent individual emails if they were not turning in work. In the future, we plan to use chat session tools to get more students engaged and provide more explanation of assignments. We will continue to reach out to students who do not attempt the assignment or who

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			appear to not have fully understood the instructions to see how they can be assisted.
COUN G103	cSLO 2	Fall 2017	We will continually review information and questions included on the time management assignment to determine if there are better ways to translate these activities to lifelong learning strategies. In addition, a reflection on personal responsibility related to creating their student educational plan could be added to the assignment.
COUN G103	cSLO 3	Fall 2016	We will continually review information and questions included on the assignment to determine if there are better ways to assess students' knowledge. This semester a little more clarity was added in the instructions but there may be a need to rephrase questions for better understanding and so that students provide more specific answers.
COUN G103	cSLO 4	Summer 2016	The instructors will continue to use the quiz/final assignment 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 to seek other ways to assess students' knowledge. Several instructors agree there is a need to rephrase questions on the quiz for better clarity.
COUN G103	cSLO 4	Summer 2016	The instructors will continue to use the quiz/final assignment 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 to seek other ways to assess students' knowledge. Several instructors agree there is a need to rephrase questions on the quiz for better clarity.
COUN G103	cSLO 5	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 G103	cSLO 5	Spring 2017	I will continue to use the quiz to assess the effectiveness of the lectures, videos, reading and materials. I will continue reviewing the information and questions included on the quiz to maintain their accuracy and keep them up to date in case of changes. I may also rephrase questions or include additional questions to maintain clarity and understanding of the information for the students.
COUN G103	cSLO 5	Summer 2016	No action plans provided
COUN G104	cSLO 1	Summer 2017	First, we will correct the issue with multiple survey entries. The next time we assess this SLO and use this survey, we will compare the results to determine if they are similar. Based on the results from this survey, students are reporting that they are understanding the larger concepts and information we are teaching. We could look at the high percentages of agreement with the survey questions and determine if they correlate with final grades in the course.
COUN G104	cSLO 1*	Fall 2015	Instructors agree that being more clear in the directions could increase the rate of success. Posting assignments earlier in the semester and/or reminding students in class or via email could also be helpful. Possibly having students submit a rough draft would give instructors a chance to give feedback and allow the students to improve the final paper.
COUN G104	cSLO 2	Fall 2017	Instructors will assess their Maslow's Hierarchy presentations and determine if they need to be augmented and improved. Possibly including a more interactive activity for Maslow's Hierarchy and how it relates to career development. A quiz on Maslow's theory could also help students retain the information. One instructor has students watch a movie and identify the different stages so they gain a better understanding. This theory is presented early in the class and the survey was given towards the end of the class, so it is possible students simply did not retain the

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			information after that much time. Since almost 18% of students in the on campus classes reported that they missed more than 2 class meetings, we can also look at ways to maximize student attendance. Possibly pop quizzes at the beginning of in-person classes to encourage students to attend and show up on time. Including Participation and Attendance points may help motivate students to attend.
COUN G104	cSLO 2*	Spring 2016	When creating the survey, instructors discussed how we could use the results of our survey to both improve the course and also standardize the information we provide across the sections. We plan to meet in fall to review the survey results and share strategies and tools we can use to improve the outcomes. The overall results of the survey were very positive and support the efficacy of the course. The high percentage that agreed to attending regularly and taking personal responsibility may be correlated with the type of student that completed the survey. Next semester, instructors will attempt to get a higher percentage of students to participate in completing the survey. This was the first semester a survey was used and only about 72% of the enrolled students completed the survey.
COUN G104	cSLO 3	Fall 2016	The main issue is getting more students to stay in class and actually complete all the assignments. Over 33% of students were not present during the day of the assignment or did not submit the assignment on time. Those that do the work seem to understand the information and learn what we are attempting to teach. One goal for the online sections is to work on a way to make the class more engaging for students so that they don't stop logging in. Instructors will be more diligent in dropping students who stop attending or logging on, which will improve completion rates. To improve student learning, reminders and alert tools will be utilized to help students remember important dates.
COUN G104	cSLO 3	Spring 2018	Instructors discussed finding more directly applicable goal setting systems to improve students' mastery of goal setting. As a group, they decided to try the DAPPS (Dates, Achievable, Personal, Positive, Specific) system. We are currently working on an OER text for this class and will include both DAPPS and SMART. Following the assignment with an activity that engages other learning styles will also be explored. Based on the results, one instructor will conduct a follow-up meeting with students that scored low to evaluate the student's knowledge on the topic, and provide more one-on-one assistance on goal setting. Another instructor provided a sample of the assignment to students as a reference. The students received in-class assistance from the instructor and the course intern as the students worked on the project. The analysis of the data was positive in nature. Focusing on the particular students that did not understand the assignment, and providing them with feedback would result in the improvement of student learning. There is an issue with the percentage of students enrolled in the class that did not submit the assignment. This is typical and instructors continue to implement a variety of techniques to keep students engaged and participating in class.
COUN G104	cSLO 4	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	Spring 2017	Instructors agree that this is a valuable assignment and will continue to use the research paper to assess the effectiveness of the various assessments, lectures, videos, reading and materials. We will continue reviewing the information and the instructions and guidelines provided to the students for completing the research paper to maintain their accuracy and assure they are still effective learning tools for the students to be successful in doing their research. We will continue to improve wording in the instructions or include additional resources to maintain clarity and understanding of the information for the students. For future sections,

Course Name	cSLO	Semester Assessed	cSLO Data Planning
COUN G104	cSLO 5	Summer 2016	providing more reminders to students to ask for assistance may be helpful to ensure no student misses any part of the paper.
COUN G104	cSLO 5	Summer 2016	The assignment is working well and would remain constant in the future as the directions helped guide the students to clear choices.
COUN G104	cSLO 5	Summer 2016	Planning piece was not provided - ORPIE