



STUDENT LEARNING/DEPARTMENT OUTCOME AND ASSESSMENT PLAN

Program: Counseling Department

Assessment Team: Counseling staff

Date: 2012-2013

Outcome and Assessment Definitions				Assessment and Data Collection			
	Condition of Outcome	Target Performance Level	Student Learning or Department Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	After counseling staff conduct a search of their assigned major for student completers, higher numbers of students completing certificates and majors will be identified for completion.	Increase number of CTE program completers from last year.	Students will be awarded certificates or degrees they have earned, or be advised as to how many more classes they need to complete their certificate or degree.	Counseling staff, using capstone classes and identified groups of classes in a major, will complete searches within CTE programs with the goal of finding students who have completed certificates but have not filed graduation evaluations to increase CTE program completion rates. Staff will call students close to completion to inform them of remaining coursework left to complete certificate or degree and the process for finalizing completion.	<p>Description: Search for completers in CTE programs.</p> <p>Timeline: October 2012 through April 2013.</p> <p>Sample: CTE students enrolled in capstone classes or have completed groups of courses within major.</p> <p>Pending Tasks: Completed.</p>	<p>Data compiled and awards submitted to A&R by end of academic 12-13 year. Results were an increase of 55 CTE awards (36% increase) compared to previous year. This is the highest number of CTE awards in the past 10 years.</p> <p>Search by counseling staff for CTE certificate completers demonstrated that there were greater numbers of completers than the number of those students who elected to request an evaluation to complete their program. Counseling staff contacted those students not initiating completion and award process to encourage and facilitate process for students. Counseling staff also contacted those students close to completing awards, certificates and degrees to go over the remaining courses they needed to complete goal.</p>	<p>Counseling staff was able to identify additional completers in their search and found that some students were:</p> <ul style="list-style-type: none"> •not aware they had completed program or •not interested in requesting an evaluation (didn't care about the certificate) or •did not know what classes were needed to finish certificate <p>Counseling staff and CTE faculty are now more aware of the need to communicate to students regarding award, certificate and degree requirements and the process of finalizing awards. This can be accomplished with counseling staff presentations within CTE capstone classes, through targeting messaging to students,</p>



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							and eventually once Degree Works is fully implemented, using a Degree Works search for completers within majors. Counseling will continue to develop processes to encourage student completion of programs.
B.	After students complete the Pilot program, Smarter Measure assessment, they will have an increased awareness of their computer skill level and their ability to take an online course successfully with their current skill level. Students will use resources presented by assessment tool to increase skill level before taking online class.	Increase student online/computer skills before they sign up for an online course.	Provide screening assessment that will assist students in self-identifying gaps in computer skills necessary to take online classes.	Counseling staff customized Smarter Measure assessment with information specific to Cerro Coso College including Cerro Coso resources such as PDEV C52 course. Students were encouraged to take Smarter Measure when they reviewed the steps for new students wanting to enroll at Cerro Coso for the 2013 semester. Data from those students completing the Smarter Measure assessment tool as compiled.	Description: New students directed to complete Smarter Measure assessment. Timeline: October 2012 through January of 2013 Sample: New students needing to complete orientation, assessment and counseling before registering for spring 2013 classes. Pending Tasks: Completed.	353 students completed the assessment. Only 137 of those students identified as new students. 222 students enrolled in spring classes district wide (either BC, CC or PC). Of those, 117 dropped before the start date of classes, 70 dropped after the 20% date. No apparent correlation between completing the assessment and retention or success in online courses was found. Data analysis was not comprehensive in determining definitive correlation. Data insufficient to assess due to the varying factors of mixed course loads of on ground and online, and the inability to obtain qualitative data of course readiness. Overall, it was agreed upon that the assessment tool was too staff intensive to successfully implement, and did not achieve the goal of preparing students	Currently there is no required assessment tool available to determine student readiness to take online classes at Cerro Coso. Instructional services have requested a tool be made available to provide feedback to students regarding skill recommendations to improve student success in online classes. Online courses have lower retention and success rates and there is concern that this may be due to lack of student skills to navigate online environment. There was no evidence that Smarter Measure effectively provided guidance to students as to their ability to successfully take online classes. Smarter Measure did not have a learning component so no additional learning occurred as a result of



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						for online classes.	students completing Smarter Measure. Students were provided with resources to increase their skills if they chose to do so, but there was no requirement for them to follow through. Recommendation to find other method to assure student is prepared to successfully navigate online course environment.
C.	New students will have completed orientation, assessment, counseling and developed an educational plan by the end of their first semester at Cerro Coso College.	Increase number of students participating in orientation, assessment, student educational planning and counseling and increase number of fully matriculated students compared to last academic year.	More students will complete all matriculation components so that they are better prepared for their coursework, understand college processes and resources, and have set an educational goal upon entering college classes.	Fully implement all group workshops (Extended orientation, SEP, Probation/Disqualification, Athlete and Veteran). Increase overall participation by increasing incentives for students to participate in workshops. The goal of the workshops is to provide more students the same quality of information and service as individual appointments would. Information regarding matriculation steps developed and delivered via various methods to new and continuing students. Total number of	Description: Offer more group orientations and SEP workshops to provide more students' more opportunities for completing matriculation components. Develop process to encourage students to complete all matriculation components. Timeline: 2012-2013 academic year Sample: All new students and continuing students wanting priority registration. Pending Tasks: Completed	Goal achieved in increasing the number of students serve through workshops for the year. The goal of the Counseling staff was to provide consistent, efficient workshops to students that provide them with good information they can use in their educational planning and classroom success. Two new athlete orientations were offered in the fall and spring semesters and were well attended. These will continue as developed. One VA orientation was offered but only one student attended. Incentive for VA student compliance with the matriculation components is needed. Discussion is focused on an online orientation to best serve	Counseling staff have determined that using incentives is not feasible to promote student participation in workshops. Instead, a more direct method for the use of workshops to deliver services is being developed. This will be managed through an intake process for students coming to the counseling office for services. Students will be scheduled for workshops after reception staff determine what needs they have related to matriculation components or probation issues, etc. Counseling will also do individual outreach to students who by pass counseling



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				students participating in the matriculation components during 2012-2013 compared to 2011-2012 academic year.		this population. Workshop participation did increase compared to the previous two years. Students served in academic years: 2010-2011 = 172 students 2011-2012 = 211 2012-2013 = 314	services. The counseling department will develop a culture of expectation that students will need to attend workshops in order to complete full matriculation and obtain priority registration.
D.					Description: Timeline: Sample: Pending Tasks:		

Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.