

COUNSELING

College Learning Outcomes Matrix: Rate each course from 1 to 5 with 5 being the most important.

COUNSELING	Year of SLO Review	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning:	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:	GENERAL EDUCATION
COUN 114 College Success Investigations	Sp 2013	5	1	4/4	4	
COUN 115 Planning for Success in College	Fall 2013	5	1	3	4	
COUN 125 How to Study Effectively	Fall 2013	5	1	3	4	
COUN 130 Career Life Skills Planning	Sp 2013	Ranked 3.5	Ranked 1	C=3.5 P=5	Ranked 4	X CSU
COUN 133 - Career Exploration	Sp 2013	3	1	5	4	

COUNSELING

COLLEGE WIDE/ GENERAL EDUCATION SLOS

WHAT ASSIGNMENTS DO YOU GIVE IN THESE CLASSES THAT ASSESS THE FOLLOWING GE SLOS?

COUNSELING	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning:	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:
COUN 114 College Success Investigations	1) Career Performance Portfolio 2) Info Interview 3) Student Bill of Rights 4) College Responsibilities to the students 5) Personal Statement Assignment the same as what is required for the UC Application 6) Compare and contrast college level curriculum vs. High School Curriculum		1) Assessing Time Mgmt/ 2) Identifying V.A.R.K. Learning Styles/ 3) “Who Moved My Cheese” Required Text 4) Skip Downing – “On Course” Self Assessment Test (Pre and Post) 5) Personal Mission Statement 6) Understanding the different academic categories identified as General Education for a Four year degree.	1) www.assist.org 2) College Websites for Career Links and Job Placement 3) College Major Finder 4) Navigating various College websites for research on what to look for in a college. 5) Research, Compare, Identify Scholarship Opportunities for students.

COUNSELING

COUNSELING	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning:	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:
COUN 115 –Counseling for Success in College	Students will write up a personal statement paper in preparation for the University of California personal statement prompts. After visiting various four-year colleges or universities students will write up a summary of this experience. A write up is also done by the student in regards to their major, potential transfer campuses, and also educational goals.			Research major and/or career goal through the utilization of the “Eureka” personality interest inventory assessment, visitations to the career/transfer center, utilization of COM catalog and schedule of classes, and accessing relevant websites such as www.assist.org. Creating a student education plan (sep) by utilizing their “MyCOM” student portal, schedule of classes, and college catalog.

COUNSELING

COUNSELING	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning:	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:
COUN 125 How to Study Effectively	After assessing the various learning modalities students will write up a summary of their individual style. While learning tools and techniques of time management students will write a paper describing their plans for implementing these strategies for managing their time efficiently. Students will give an oral presentation on their note taking and chapter summarizing			To research note taking and time management skills students will use the world wide web and the library catalog search engines to gain better knowledge in these fields. Students will use the career center to set up an account with “Eureka” interest inventory to gain a better knowledge of their and other learning modalities

COUNSELING

COUNSELING	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:
COUN 130 Career Life Skills Planning (Counts for GE)	Ranked 3.5 Students must write 9 papers in response to the required text reading; students must complete resume/cover letter and make a class presentation with overhead Students must make 6 total oral presentations in class		Prioritizing Grid/Critical Thinking Decision-Making Model. Career Research Profile: Assess 3 Career/College Major Options; 5 Year Plan for Education/Career; Assessment of Interests; Personality; Transferable Functional Skills; Self-Management Skills. Work/Career Values Clarification; Identify Barriers/Obstacles to Attaining Education/ Career Development and College Resources; Identify motivational patterns for succeeding in career/college major; Pre/Post assessment done through intake forms, testing and evaluation of outcomes. Student must identify 3 careers and 3 corresponding educational tracks relevant to the 3 career options	Self Assessment through multiple measurements; Labor Market analysis; Eureka Career Information; CSU/UC College major and career Web research; Information Interviews; Workforce Job Search Skills / Adult Developmental Stages/LifeLaunch papers due each week. Compare and contrast results from multiple assessments (Strong Interest Inventory; Myers Briggs; Eureka Assessment; Workbook and Text Assessment Identify a pattern through use of information resources of interests, values, skills, and personality preferences for lifestyle, and work style directed at decision-making for a career / college major. Employer Research /Work Environment Research. Prepare Resume/Cover Letter utilizing Susan Irelands on-line web account. Identify networking methods through advanced search; USA Research; professional society; and utilizing both COM resources/Marin Employment Center Resources.

COUNSELING

COUNSELING	1. Written, Oral and Visual Communication	2. Scientific and Quantitative Reasoning:	3. Critical Thinking / 4. Problem Solving	5. Information Literacy:
COUN 133 - Career Exploration	Students will meet by MBTI type to write a and present a description of their ideal work environment. Students will create their future job description utilizing multiple assessment results from the course.		Using the Skillscan Card sort, students will identify skill proficiency, patterns and priority. Students will identify origins of values, while defining and prioritizing their importance to their career choice and job satisfaction.	Students will create a Career Research Profile compiling all course assessments, then use it to rate two career fields of interest. Using two electronic career databases (Eureka and O'net) students will identify conduct labor market research on appropriate careers and majors.

COUNSELING

PERSONAL COUNSELING SLOs

- Each student will receive professional counseling in the identification of educational goals, choice of courses, assistance with academic and/or personal difficulties, leading to their retention and academic success.

GLOBAL COUNSELING SLOs

- The counseling process will enhance students' knowledge of campus policies, procedures, and resources and enable students to function more autonomously in academic institutions and in life.

EDUCATIONAL/ACADEMIC COUNSELING SLOs

- New students will identify college resources, procedures, and policies that support their academic success.
- The student will be able to make critical decisions about their academic decisions based on accurate and timely information provided by the Counseling department.

CAREER COUNSELING SLOs

- The student will be able to use the on-line Eureka system to conduct labor market research. Explore relevant college majors, and compare and contrast academic programs and universities.
- The student will assess and organize personal information about their values, interests, skills, and work styles which will enable them to select a college major or career to investigate independently.

COUNSELING

These are the intended specific outcomes of our program level SLOs in Counseling:

Students will be able to:

- Read and use the Course Schedule and catalog.
- Understand campus policies and procedures relating to academic progress (e.g., drop deadlines, Petition for Course Line Out, and Academic Renewal).
- Contact their faculty, and set up an appointment to address academic performance/expectations in the course.
- Navigate on-line courses.
- Examine time management skills and address issues surrounding over-commitment (e.g., 112 hours committed of 168 hours in a week).
- Calculate their GPA and/or use an on-line GPA calculator.
- Interpret their transcript.
- Analyze and apply the contents of the catalog to their situation.
- Use Eureka Career/Academic Information System to research majors, universities, and compare and contrast options.
- Use Assist.org to prepare for UC and CSU major preparation, general education, and more.
- Understand how to transfer to a four year university, to complete AA/AS degree, and to earn a Career Certificate.
- Clarify goals (education, personal and career) and write it out in the process.
- Develop study skills by utilizing resources (such as Coun 125, EOPS workshops, and workbook, etc.).
- Utilize on-line Orientation to College.
- Utilize Probation Workshop/Workbook (to be developed in future).

--- Discipline Problem Solving and Critical Thinking SLOs

Counseling: The Counseling Department educates and facilitates student's problem solving ability so that students become self-directed and responsible for making informed educational, career, and personal decisions.

COUNSELING

COUN_114	College Success Investigations	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Identify their educational goals 2. Employ tools to begin their career planning 3. Design their own study skills strategies 4. Appraise and gain a better perspective of their accountability in the academic, social and personal environments 5. Examine and compare the various test results in relation to the most productive academic path and/or area of study.		
COUN_115	Planning for Success in College	Revise Course
Expected Outcomes for Student:		
Statements of what students are expected to know and be able to demonstrate as a result of taking this course: 1. Develop an Student Education Plan(SEP)that defines an educational goal. 2. Understand the minimum requirements involved in meeting one's academic goal (e.g. COM certificate, degree, and general education pathways, requirement for upper-division transfer to a UC, CSU or private university, lower division major preparation, GPA requirements, and minimum units required for upper-division transfer.) 3. Learn to use the resources available to assist in academic planning and success (e.g. www.assist.org, CSU Mentor, UC Pathways, the COM Transfer Center, Counseling, tutoring, etc.), as well as printed resources such as the COM catalog, advising sheets and more. 4. Know the various COM and community resources available to help support academic success (e.g. Disability Support Services and Programs, Financial Aid, EOPS, Puente, etc.) 5. Take personal responsibility for knowing and fulfilling the requirements involved in meeting one's academic goals.		
COUN_125	How to Study Effectively	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Demonstrate knowledge of standard note-taking formats and communicate the advantages and disadvantages of each verbally and in writing. (Self-awareness and communication) 2. Convert classroom instruction and inventories to identify their learning style and develop learning approaches appropriate to their individual needs.(Self-awareness) 3. Demonstrate accountability for their actions relating to time and stress management in the educational environment. (Personal actions and civic responsibility) 4. Demonstrate critical thinking in the analysis of study skills materials in textbooks and online and the development of sample test questions. (Critical thinking and technological awareness)		

COUNSELING

COUN_130	Career Life Skills Planning	Revise Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Identify specifically their own abilities, skills and interests in relation to choosing a career path, identifying job titles, and linking it to selection of relevant College Majors.(Self-Awareness) 2. Develop and demonstrate intra/interpersonal skills, attitudes, and competencies that are necessary for successful implementation of career planning, adjusting to risk factors involved in selecting college majors, educational planning and entering the workforce. (Self-Awareness and Interpersonal Skills) 3. Demonstrate critical thinking in the analysis of labor market data, personal job fit, researching career pathways, analyze personal and external barriers in pursuing academic and career objectives, weigh evidence of occupational options, derive conclusions from the research of academic options and related career pathways. (Critical Thinking) 4. Communicate effectively one's own set of values, belief systems and how that relates to the similarities and contrasts among workplace multi-culture environment, academic multi-culture environment. Demonstrate this through writing and/or speaking or other modes of communication (i.e. ASL)(Self-Awareness, Communication, Global Awareness/Cultural Sensitivity) 5. Demonstrate effective communication and technological awareness through the use of technologies (internet, e-mail and telephone) in ways appropriate to the course and the individual's needs relevant to the career field of interest. (Technological Awareness) 6. Demonstrate accountability for their personal actions in the academic environment and the workplace as a result of the choices/decisions made with the resulting consequences. (Personal Actions and Civic Responsibility)		

COUN_133	Career Exploration	New Course
Expected Outcomes for Student:		
Upon completion of this course, students will be able to: 1. Identify and categorize their career-related skills and match them with potential college majors and career titles.(self-awareness) 2. Communicate effectively both verbally and in writing their knowledge of their individual work-related values and how these influence job satisfaction.(self-awareness/communication) 3. Demonstrate critical thinking through the analysis of labor market research. (critical thinking) 4. Demonstrate decision-making utilizing self-assessment results gathered in the course to determine appropriate career and educational pathways. (critical thinking) 5. Increase awareness of current technology through course assignments involving specific computer programs and internet resources related to career planning. (technological awareness) 6. Work in teams and groups to develop a personal career profile, identify potential careers and assess appropriate action steps. (interpersonal skills, self-awareness, civic responsibility)		