1. Please document results of strategies from your 2009-2010 Planning Document using the following template:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategies</th>
<th>Intended outcomes (those listed in the Planning Document)</th>
<th>Unintended/ Other outcomes (not listed in the Planning Document)</th>
<th>Evidence of whether or not outcomes were achieved*</th>
<th>How will your assessment data shape this strategy in the future?</th>
<th>How did this strategy support the Strategic Plan? The Vision for Students?</th>
<th>If you did not undertake the strategy please explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform students of strategies of conflict resolution and connection to personality type.</td>
<td>Provide outreach presentations for student groups on conflict resolution and personality types. Discuss in small groups how personality types serve as both an asset and obstacle to effectively apply conflict resolution models.</td>
<td>Expectation that students would be able to name at least two strategies for resolving conflict in response to scenarios and would be able to understand how personality types influence conflict resolution strategies and responses.</td>
<td>From one of the outreach programs with athletes, we were invited to do additional programming the following semester.</td>
<td>Evaluation form completed by participants at these workshops indicated that 95% were able to satisfy the expectations for the stated learning outcomes. Small group participation by members, as facilitated by CPCC staff, also indicated learning of positive responses to conflict.</td>
<td>We will continue to focus on outreach as a way to connect with students and the campus community. We also are finding that breaking participants into smaller groups and processing with them has been a useful way to do the outreach programs in general.</td>
<td>STUDENT AFFAIRS VISION: Understanding and maintaining Self: enhancing the physical, psychological, interpersonal, and spiritual well being. STRATEGIC PLAN: Sense of Place: Welcoming, safe and secure campus Student Success:</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Increase student understanding of issues and stereotypes in relationship to diversity.</td>
<td>Outreach presentation focusing on issues of stereotype and effects of superficial perception. Use group classification activity along with discussion in small groups regarding looking beyond stereotypes and superficial categories in order to find out what makes each individual who they are in respect to similarities and differences.</td>
<td>Students were expected to identify 3 aspects which made them similar and 3 which made them different. In group discussion format, students were expected to articulate their awareness of stereotypes and the effects of classification.</td>
<td>None</td>
<td>Students completed 5-point Likert-type Scale to assess awareness of diversity and stereotypes. Ninety percent indicated awareness and understanding of diversity and classification. Group discussion also indicated student awareness and understanding of issues of diversity and stereotypes.</td>
<td>Our center will continue to emphasize outreach programming as well as using, whenever possible, small group formats as part of the outreach presentations.</td>
<td>STUDENT AFFAIRS VISION: Engaging others in a diverse world; developing an understanding of and respect for others. Help students to communicate and interact with people from cultures and ethnic groups that are different from their own. STRATEGIC PLAN: Access and Diversity: Promote and sustain a campus community that values diversity</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
*Evidence should include results from the assessment plan from your 2009-2010 Planning Document, along with any other data you would like to present - qualitative or quantitative (participation numbers, income generated, etc). If you did not complete the assessment plan outlined in your Planning Document, please explain. You should also include participant quotes here.

2. Please include results from programs/services not included in your 2009-2010 Planning Document below:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Encounters Job Shadowing Program</td>
<td>Increase each year the number of student participants; increase number of evaluations submitted.</td>
<td>Participation increased by more than 300% from 26 participants the previous year to 82 participants this year. Eight of the 82 students who participated completed evaluation forms. We did not have any evaluation forms completed the previous year.</td>
<td>Increased participation of students and student responses on feedback forms indicate that the program is being supported and received well by students. Our increased advertising efforts including visiting ACAD classes and campus-wide e-mails were helpful in increasing our numbers. We will continue with more advertising this year and continued focus on obtaining evaluation forms from students who participate.</td>
</tr>
<tr>
<td>Counseling Center Sessions</td>
<td>Maintain or increase # of counseling sessions provided</td>
<td>5,022 counseling sessions compared to 4,591 previous year</td>
<td>Continue promotion of our services so that anyone who needs</td>
</tr>
<tr>
<td>CPCC Assessments Revenue</td>
<td>Maintain or increase monies gathered through assessment</td>
<td>Generated $10,028 this year as compared with $8,452 previous year.</td>
<td>our service will be able to be assisted at our center.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>

3. Report any additional data that demonstrates how your department supports the persistence and graduation of students. Tables or charts are appreciated. (Please see below after question #6 for four pie-charts relating to this item)

**CPCC Study: Investigation of the correlation between students who sought psychological counseling services at CPCC and university retention.** Purpose of study was to examine whether students who utilized psychological counseling at CPCC (six or more sessions) have persisted in their pursuit of a degree rather than dropping out. Participants were 147 randomly selected students from our Titanium database of students who have used CPCC for psychological counseling. Variables included GPA, Gender, Ethnicity, Number of Counseling Sessions, and Class Level. Results indicated a strong correlation between the number of counseling sessions and continued enrollment and graduation: 72% positive correlation. We will follow up on this study during the upcoming year and report additional data when it is available.

4. What is your BHAG? List evidence that supports that you are making progress toward it. **CPCC does not have a BHAG currently.** We are a part of the Center for Counseling, Learning & Testing (CCLT) and when the BHAG was chosen for CCLT, most recently, it was articulated for the Educational Support Program (ESP). ESP’s BHAG: Ninety-five percent of Early Intervention Students will re-enroll at this university the semester following their initial contact with the Educational Support Program.

5. List any awards or other notable accomplishments by the department, individual staff or students: **Jane Clement was nominated for the Outstanding Administrator of the Year Award for the third time.** Jane Clement, Lorna Horishny, and Robert Maichrowicz were nominated for the Pyramid Award. Lorna Horishny obtained a second Masters of Arts degree in Catholic Studies from Christian Brothers University. **Kim Collins passed the Examination for the Professional Practice in Psychology (EPPP).**

6. Photos suitable for publication should be placed in YOUR O Drive and notify Pat of the location.

***Please see below for pie charts pertaining to Question #3***

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**Pie Chart:**
- **Gender:**
  - Caucasian: 60%
  - African American: 22%
  - Other: 10%
  - Native American: 2%
  - Latino: 3%
  - Asian: 3%

**Graduation and AP/AS:**
- **Yes:** 70%
- **No:** 30%
- **Graduated:** 10%
- **AP/AS:** 4%
Pie charts listed below pertain to question #3 on Retention Efforts:

**CLASS**  
Figure 1

**GENDER**  
Figure 2

**ETHNICITY**  
Figure 3

**ENROLLMENT**  
Figure 4  
AP = Acad. Probation, AS=Acad. Suspension