Student Services

Student Learning Outcomes/Program Area Outcomes

As of December 2013

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| **Admissions & Records Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Spring 2014: A&R will survey Student-Veterans about the services in the Veterans Resource Center to make improvements. | Chosen: Yes  Run:  Analyzed: | Survey results? |  |  |
| Spring 2011: A&R will **reduce** the number of **student complaints** to the VPSS and President’s Office. | Chosen: Yes  Run: Yes  Analyzed: Yes | The VP for Student Services registered student complaints on a log sheet since January 2011 and analyzed the data. The vast majority of complaints were related to other areas such as Instruction or the Business Office. But for those pertaining to A&R, the “petition” form was utilized to further analyze students’ issues. | Yes | The *Petition to Waive College Requirements* is effectively being used to address student complaints. As such, a couple of major changes took place in alignment with Title 5 regulations (e.g., drop for No Show policy). College regulations are now being synchronized with Title 5 and permissive language such as “may” has been changed to “shall”. **Sustained** |
| A&R will **reduce** the number of student **petitions** for waivers of college requirements. | Chosen: Yes  Run: Yes  Analyzed: Yes | The director of A&R publicized college polices in key strategic areas to informed students of college policies and regulations in order to reduce the number of petitions. | Yes | New regulations are on the Web, Student Portal, catalog, and schedule of classes. **Sustained** |
| **Center for Students with Disabilities**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: ***Develop and conduct another survey in 2013-14.*** | Chosen: Yes  Run: No  Analyzed: No |  |  |  |
| Spring 2012: DSP&S students will be able to demonstrate the importance of **physical activity** in the promotion of personal well-being. | Chosen: Yes  Run: Yes  **Analyzed: No** | Data is being gathered and SLOAC is scheduled to be completed in Spring 2012. |  |  |
| Fall 2011: DSP&S students will be able to devise and implement **courses of study** that effectively move them toward realistic and purposeful life goals. | **Chosen: No**  Run:  Analyzed: | Data is being gathered and SLOAC is scheduled to be completed in Spring 2013. |  |  |
| 2010: DSP&S students will be able to identify **and utilize effective accommodations**, including technology, to complete their goals. | Chosen: Yes  Run: Yes  Analyzed: Yes | 2010 DSPS Student Survey Student survey was web-based and utilized “Survey Monkey” platform. The survey included questions that addressed Disabled Students Programs and Services (DSPS) in general, as well as the services provided by individual DSPS departments including: Academic & Disability-related Counseling, Adapted Physical Education, Instructional Assistance Center, and High Tech Center. | Yes | Although students indicated an overall high level of awareness and satisfaction with DSPS services, close attention was given to comments made by individual students who made suggestions for improvements and steps have been taken to address those related issues. For example, because one student reported that the time frame required for him/her to get a wheelchair accessible table placed in a classroom was too long, the procedure was changed to make the counselor the only point of contact for these types of requests.  This change in procedure has streamlined the process and resulted in a 50% decrease in time required to fulfill this type of request. ***Sustained?***  Also based upon student input, substantive changes were made to 3 DSPS-based classes. These changes included changes to course content and changing the length of those courses (e.g., CABOT 92 was changed from an 8-week course to a late-start 13-week course). ***Sustained?***  Plan:  1. Members of individual DSPS departments will review and assess survey results specific to their area of concentration. Each DSPS department will report on any changes to policies, procedures or delivery methods made as a result of survey results.  2. Reassess survey structure and delivery methods to increase number of respondents. Develop and conduct another survey in 2013-14. Surveys will be conducted on a tri-annual basis, possibly focusing on one DSPS department per year instead of all DSPS services and departments. |
| Spring 2008/Fall 2009: DSP&S will maintain a well-developed **program of interactive communications and mutual support with faculty** and staff, in order to maximize learning opportunities for students with disabilities. | Chosen: Yes  Run: Yes  Analyzed: Yes | After analysis was completed for the first cycle (Spring 2008), DSPS concentrated on increasing the availability of support materials for faculty and staff regarding working with students with disabilities (Fall 2009). | Yes | In the fall of 2010 DSPS launched ***Options and Opportunities:*** an online in-service to increase disability awareness in faculty and staff. In the first year of offering our online faculty in-service, 72 faculty completed at least one of the five modules. Pre- and post-test measures indicated a significant increase in participants’ knowledge of all of the topics covered in the in-service. ***Sustained?*** |
| **EOPS/CARE**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| 2011-2012: **SLO—**Students without a clear major or goal who are referred to the career center and take career inventory will be able to make a **more informed decision on their goal and major.** | Chosen: Yes  Run: Yes  **Analyzed:** **No** | Data will be gathered through the end of 2011-2012 and analyzed. Currently EOPS makes career assessment referrals for students whose goal and/or major have not been clearly established. The program pays for student assessment fees unless waived. Based on data analysis the program will make appropriate decisions as to whether to continue maintaining financial support for this service or not. | No | N/A |
| ***TERM?*** Students will enroll in appropriate classes as stipulated in the **Study List**. | Chosen: Yes  Run: Yes  Analyzed: Yes | A random sample of student data was examined. Courses listed on student Study List were compared with registered courses for the term in question. Only 67% of students in this sample were able to register for courses per study list; 33% of students were not able to follow the prescribed study list: class scheduling conflicts, classes not being offered, personal scheduling issues, and others. | Yes | Based on data results, students need more course options on their study list to select from. Redesigned Study List to allow more room for additional courses and comments section. ***Sustained?*** |
| ***TERM?* SLO—**Students on probation who **complete probation contract** with a counselor will understand the reason why they are on probation, define their academic standing, and list ways to get out of probation. | Chosen: Yes  Run: Yes  Analyzed: Yes | Pre and Post counseling surveys were collected. In the pre-counseling stage 30% of students indicated that they did not know their probation type and needed help to understand it.  In the post counseling stage all students were able to list the probation type they were placed on and three things they needed to do to get out of probation.  80% of students in this group were either registered in SD 141 or SD 100 during that semester, or they had already completed one of these courses. | Yes | 70% of students who understood their academic standing were those who were either registered or have completed SD 100 or SD 141. In addition, some have also attended EOPS success workshops, have previously completed a probation contract, and have seen an A&R counselor after having received a dismissal notice. In all instances, information about academic standing including different types of probation is discussed.  ***Sustained?*** |
| ***TERM?* Requiring** **GCC email** activation and regular EOPS website visits, while providing individualized support when needed, will help students gradually adapt to new ways of communication | Chosen: Yes  Run: Yes  Analyzed: Yes | 1. Although majority of students who responded to the survey welcomed this requirement, those with limited or no computer skills felt uncomfortable using this type of communication.  2. After step-by-step instructions on email activation were mailed to students and also posted on the website, student responses indicated that those with limited or no computer skills still needed individualized guidance and support to comply with this new requirement. | Yes | 1. In response to the initial cycle we designed a step by step instruction manual for students to follow and made presentations in SD 100 and 141 classes. ***Sustained?***  2. In response to the second cycle we conducted email activation workshops; offered one-on-one support; SD instructors assigned email activation as homework assignment for extra points; front desk staff was assigned to answer questions and assist students with email activation process.  Newly admitted students are informed of this requirement during the orientation process. Currently, our students feel confident with the system and look forward to our email communication. ***Sustained?*** |
| ***TERM?* SLO—**Students who complete a **probation contract** with counselor will **improve their GPA.** | Chosen: Yes  Run: Yes  Analyzed: Yes | The assessment validated the importance of individual counseling appointments and the need for preparation of probation contracts with counselors. Based on the assessment results the program maintained its current policy of requiring all students on probation to meet with EOPS counselors on appointment basis to prepare probation contracts. | Yes | 92% of students on probation who were contacted responded and had probation contracts prepared with a counselor. 91.3% of these students have improved their GPA. 63% of these students have raised their GPA to 2.0 and above.  Student data consistently supports the affirmation that one-on-one counseling on appointment basis with a written action plan, record monitoring and student follow up helps students improve their academic standing. ***Sustained?*** |
| **Financial Aid**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| ***TERM?*** Students will file their **FAFSA electronically** | Chosen: Yes  Run: Yes  Analyzed: Yes | More students filing e  lectronically… | Yes | Students are filing the FAFSA electronically and accessing *MyGCC* to monitor their financial aid status resulting in applications being completed on a more timely basis. ***Sustained?*** |
| ***TERM?*** Students will become independent and use ***MyGCC*** to check Financial Aid status | Chosen: Yes  Run: Yes  **Analyzed: No** | – although students are using My GCC | No | We are sending all group and mass communications by email. Students’ inquiries indicate that students are using *MyGCC.*  We have not been able to do a full assessment yet. ***Sustained?*** |
| **Health Center**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| ***TERM?* SLO**—Students will define a course of **personal action plan.** | Chosen: Yes  Run: Yes  Analyzed: Yes | The Health Center has been successful in assisting students make informed health care decisions by ensuring they have a plan prior to leaving the Center. Yearly reports give the percentage of student professional contacts with plans of action. | Yes | Promotion of student service outcomes through Smoking Cessation Workshops, eZine and medication. Assessing community health care sites and working with the public health department/health fairs on campus. ***Sustained?*** |
| ***TERM?*** Students will recognize HC as a resource for **mental health** counseling. | Chosen: Yes  Run: Yes  Analyzed: Yes | ***What was the assessment instrument used to reach out to students about mental health services?***  There is greater utilization of our mental health interns. | Yes | ***What does this mean when we state?***  Mental Health Interns ***Sustained?*** |
| **Library**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| 2010-11: Student will recognize the availability of **textbooks** at Circulation/Reserve Desk. | Chosen: Yes  Run: Yes  Analyzed: Yes | **How were students made aware of the textbooks in the Reserve area?**  In 2010/2011, the checkout of reserve textbooks increased 52.3% over checkout during 07/08; many students rely exclusively on the library for access to their course textbook. | Yes | Measures have been implemented to increase efficiency at the Circulation Desk and other employees have been reassigned during certain hours of the day to assist circulation staff. Until additional classified staff can be allocated to the Circulation area, staff schedules have been adjusted and lab technicians have been reassigned in the evenings to assist at the Circulation Desk.  ***Sustained?***  The assessment process is well-developed, but implementation of changes in order to make the necessary improvements is very difficult given the budget situation. |
| Since Spring 2007:Use of the library/satisfaction **surveys** | Chosen: Yes  Run: Yes  Analyzed: Yes | The Student Survey of Library Services has been conducted each Spring since 2007, and the Student Views survey, which includes Student Services programs every 3rd year. Based on information from these surveys, the library makes adjustments in its services. Currently, there is demand for additional services not currently provided. ***What additional services???*** Restoration of the adjunct librarian budget and a new tenure-track librarian are needed in order to meet these demands. | Yes | General Library Services: Students have indicated, through the annual Student Survey of Library Services, an interest in specific services not currently offered. In order to provide these additional services (and maintain current services) in the future, more librarians are needed.  ***What specific services???***  ***Sustained?*** |
| 2011-12: **SLO**—Development of **information competency skills** | Chosen: Yes  Run: Yes  Analyzed: Yes | In the library workshop program, SLO data has been used to evaluate and improve the workshops. Each year revisions are made to selected workshops in order to incorporate information gathered from assessment of SLOs. These changes are designed to improve student engagement in the workshops and to promote the building of information competency skills. Schedule changes to workshops have been made to accommodate the block schedule and the frequency with which the most “popular” workshops are taught is determined by demand in past semesters. | Yes | Workshops: Revisions are regularly made to workshops (changes were implemented in Fall 2011 and Spring 2012) based on regular assessment of SLOs. ***Sustained?*** |
| Fall 2011: Benefit of librarian consultations for the **Garfield Campus** | Chosen: Yes  Run: Yes  Analyzed: Yes | Garfield Library: Assessment of the Garfield Library has occurred as part of the Basic Skills grant project and changes were made to the program based on the assessments. Librarian consultations replaced workshops in this program, based on student need as determined through evaluation of the program. | Yes | Garfield Library: Changes have been implemented, based on assessments, since the opening of the Garfield Library in 2006. As of Fall 2011, the library operation is funded only 18 hours per week and staffed by one librarian. Assessment will now be based on the new standalone library model. |
| 2009-10: Use of databases  **Need complete sentence explaining this PAO** | **Chosen: No**  Run: No  Analyzed: No | With the loss of library database funding at the state level in 2009-2010, the GCC Library experienced a reduction of 45% in its database budget. Cuts to other materials budgets were made to compensate for the database cuts. All cuts were made based on usage statistics. Restoration of the database budget is needed in order to provide the necessary level of database access for students. | Yes | Databases: Materials budgets (periodicals, books, continuations) have been cut in order to replace a portion of the $45,000 cut to state categorical funding library databases. The Council of Chief Librarians and the Community College Library Consortium are working with the Chancellor’s Office to dedicate other funds statewide for a common database purchase for community college libraries (completed 2012).  Library Expansion: Statistical data shows that student use of the library increased significantly over the past 4 years. 18.1% more students are using the library; more space and more staffing are needed in order to accommodate and serve these students. Jim Spencer, campus architect, has brought forward data related to future library expansion and library expansion was placed on the college’s Five Year Plan at the state level. |
| **Student Affairs –**  **Assessment Center**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| ***TERM?* SLO**—Students **understand the importance** for taking assessment tests. | Chosen: Yes  Run: Yes  Analyzed: Yes | According to the Assessment **Survey** results, 55.3% of students strongly agreed that they understood the purpose for taking the assessment tests, while 38% agreed they clearly understood. | Yes | The Assessment Center will continue to inform students about the importance of taking the assessment tests. If more students understood the importance of the assessment tests, they would be more likely to take the test seriously and prepare themselves accordingly. The staff will continue to explain the purpose of the assessment tests and how they are related to pre-requisites for courses. ***Sustained?*** |
| ***TERM?* SLO**—Students **prepare themselves** before taking the assessment tests. | Chosen: Yes  Run: Yes  Analyzed: Yes | A majority of 63.6% of students agreed they had prepared themselves by studying or reviewing materials. Students understood the importance of taking the time to review materials in order to cut down on remedial coursework. Only 20.9% strongly agreed they studied or reviewed materials. When asked about their preparedness, 50.8% felt they were adequately prepared while only 29.7% felt they were somewhat prepared.  When asked about the use of Assessment Center preparation study guides, 21.1% stated that they had accessed the study guides and reviewed/used them well, while only 40.0% stated that they had accessed them and reviewed/used them somewhat. | Yes | Staff refers students to complete the study packets online, explain the consequence of taking longer to transfer if they don’t prepare, and prepared students transfer sooner due to proper course placement. ***Sustained?*** |
| **Student Affairs – Intercollegiate Athletics Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| ***TERM?*** Student athletes **understand the importance** of establishing a formal student educational plan (**SEP**). | Chosen: Yes  Run: Yes  Analyzed: Yes | 97% of second-year student athletes completed their SEPs as required by the CCCAA. Although student athletes are not required to complete their SEPs during their first year of competition for eligibility purposes, 55% of our first-year athletes did meet with our athletics counselor and completed an SEP earlier than mandated. | No | These results are consistent with those from the previous assessment cycle. However, we would like to increase the number of first-year student athletes who complete their SEPs during their first semester of attendance. The athletics counselor, athletics eligibility specialist, and athletics director are reviewing intervention strategies to increase SEP completion among first-year student athletes. ***Sustained?*** |
| ***TERM?* SLO**—Student athletes **understand and follow** established **standards for athletic eligibility**. | Chosen: Yes  Run: Yes  Analyzed: Yes | 94% of all first and second-year student athletes met all academic eligibility requirements. | No | These results are consistent with those from the previous assessment cycle. The athletics counselor, athletics eligibility specialist, and athletics director are reviewing intervention strategies to increase the percentage of student athletes who satisfy all eligibility standards. ***Sustained?*** |
| **Student Affairs – Scholarships**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| 2010-11: We completed the fourth evaluation and assessment cycle…  **Resource Awareness**  Students are aware of the Scholarship Program at GCC.  **Applying for Scholarships**  Students learn to successfully  complete scholarship applications.  **Interview Skills**  Students learn to express themselves clearly and concisely during interviews and to communicate their equalities and accomplishments. | Chosen: Yes  Run: Yes  Analyzed: Yes | Data shows that the program’s outreach goals are being met as the number of students has increased over the past five academic years. However, the number of students participating in application and interview workshops continues to be small (less than 5%).  Student scholarship applications have increased. Student feedback on the interview workshops has been positive with over 90% of participants reporting that they helped improve their interview skills. The application workshops have not been effective with less  than half of the participants indicating that they were useful in helping them strengthen their application skills.  As indicated by the 37% increase in applications over the past year and the improvement in student recognition of the Scholarship Program according to the spring survey, more students are aware of the program and are participating in the application and selection processes. | Yes | Student participation in the application and interview workshops has been weak. Additionally, the overall student feedback on the helpfulness of these workshops has been mixed. Therefore, we are developing new strategies to communicate to students what skills they need to succeed in the scholarship application and interview process.  ***Have new strategies been applied?***  We have discussed modifications to our online scholarship application that will help improve our data collection on our program outreach/marketing efforts. Staff has already worked with IT to make the necessary programming modifications on the electronic application to strengthen our data collection capabilities. ***Sustained?*** |
| **Student Affairs – Student Outreach Services**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| 2010-11: **SLO**—Prospective students will understand the four-step enrollment process, the transfer education options, and CTE, degree, and certificate options at GCC. | Chosen: Yes  Run: Yes  Analyzed: Yes | 230 prospective students were surveyed and results indicate that students better understand the transfer education (86%) and the student enrollment process (almost 78%) due to the success of SOS sponsored programs. 57% of prospective students can name at least one career and technical education program. | Yes | We see an increase in the number of students who indicated they better understand the transfer education process. ***Sustained?*** |
| **Student Affairs – Student Activities**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| ***TERM?*** Student leaders will provide active and effective representation of student interests on governance committees.  ***This PAO does not match the communication paragraph to the right…*** | Chosen: Yes  Run: Yes  Analyzed: Yes | Student Activities has increased communication to the campus community with the various student sponsored events and activities both on- and off-campus. We have been working with ITS to increase communication with the student body through access to the new student emails.  We have increased student workers for the Student Activities Office and student club offices which have helped us be more effective in the services and resources we offer our student leaders, clubs, and other campus organizations. | Yes | Student leaders participated in various trainings to better prepare themselves for student advocacy efforts. Shared governance training was offered during the ASGCC Orientation, ASGCC Leadership Retreat, California Community College Student Affairs Association Student Leadership Conference, and Student Senate for California Community Colleges Fall/Spring Assembly. These workshops prepared them for involvement on the campus, regional, and statewide levels. Student leaders are notified of their scheduled governance meetings through the Governance Board in the ASGCC Student Center conference room. Agendas and minutes for each governance meeting are placed in a student representative’s mailbox seventy-two hours prior to each meeting. Student leaders also use resource binders to keep track of monthly meetings and help future representatives better understand the history of each governance committee by archiving of committee documents. ***Sustained?*** |
| ***TERM?*** Student leaders will participate effectively in teams, committees, etc. to seek consensus and make decisions.  ***Can this be incorporated with the PAO above since it mirrors almost identical goals?*** | Chosen: Yes  Run: Yes  Analyzed: Yes | ***Missing intervention/methodology and data outcome?*** | Yes | Student leaders participated in numerous leadership and team building workshops throughout the semester. These are evident through various agendas, rosters, sign-in sheets, etc. at the ASGCC Orientation, Inter- Organizational Council Orientation, ASGCC Leadership Retreat, California Community College Student Affairs Association Student Leadership Conference, and Student Senate for California Community Colleges Fall/Spring Assembly. ***Sustained?*** |
| ***TERM?*** Student leaders will conduct meetings according to the rules of parliamentary procedure. | Chosen: Yes  Run: Yes  Analyzed: Yes | ***Missing intervention/methodology and data outcome?*** | Yes | Student government leaders receive procedural training during the ASGCC Orientation and the Inter-Organizational Council Orientation. Student government leaders also receive further training at various conferences including the California Community College Student Affairs Association Student Leadership Conference and the Student Senate for California Community Colleges Fall/Spring Assembly workshops. Throughout the course of the semester, students also received advanced training in parliamentary procedure – this is also available to student clubs and organizations upon request. ***Sustained?*** |
| **Student Affairs – Center for Student Involvement Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| 2011-12: **SLO**—Students will indicate that they have improved communication skills as a result of participating in CSI activities.  2011-2012 will be our fourth year of completing the assessment cycle. | Chosen: Yes  Run: Yes  Analyzed: Yes | Survey data on communication skills has shown that while students highly utilize and report improving their speaking and listening skills, the use and improvement for reading and writing skills improvement is much lower. | Yes | To remedy this, we have changed the survey to address this and have implemented a short writing requirement for certain programs. If the writing requirement works in the programs that have incorporated it, we will expand it to all students.  ***Did it work?***  While many students experience and learn from diversity, understand their contribution to the community, and improve problem solving skills, these are not reflected in the questionnaire that measures the SLOs.  There are areas that can be improved, but most of our measurements show that students are “getting” the purpose of the program  Since the program outcomes reflect learning connected to other Institutional SLOs, we will be working on adding new questions to measure whether service learning and volunteerism assists students with gaining workplace skills. These new questions, related mostly to career skills, will be added for the 2011-2012 academic year survey which measures our SLOs. ***Sustained?*** |
| 2011-12: **SLO**—Students will indicate that they have gained a greater appreciation of diversity as a result of participating in CSI activities.  2011-2012 will be our fourth year of completing the assessment cycle. | Chosen: Yes  Run: Yes  Analyzed: Yes | The responses to the other three SLOs were highly positive (in the 70-90% positive response rates). | Yes | However, there is still more that can be done to improve those numbers. Our student orientation, which is given to 90% of students in our program, will more fully integrate the reflection component so that students will think about the specific SLO related issues which should improve responses further. ***Sustained?*** |
| ***TERM?*** **SLO**—Students will report an increase in understanding their role in the community and their contribution to society. | Chosen: Yes  Run: Yes  Analyzed: Yes | Please see statement above | Yes | Please see statement above ***Sustained?*** |
| ***TERM?*** **SLO**—Students will report an increase in problem-solving skills as a result of being involved in service learning activities. | Chosen: Yes  Run: Yes  Analyzed: Yes | Please see statement above | Yes | Please see statement above ***Sustained?*** |
| **Student Services – Counseling**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| 2011-12? | Chosen:  Run:  Analyzed: |  |  |  |
| Fall 2009: **SLO**—Student demonstrates an understanding of their values & career interests | Chosen: Yes  Run: Yes  Analyzed: Yes | 344 students were sent emails and 50 responded to the Career Counseling Student Survey (also online).  Quiz results showed that 32% were correct. | Yes | The results from the assessment survey and feedback has led to improved career counseling sessions, greater understanding of themselves and the career decision-making process.  Additional questions have been added or deleted from the online survey and we modified the SLOs.  We revised the SLO’s based on the data results in a Spring 2011 Counselor Retreat. ***Has this modified SLO been implemented?***  ***Sustained?***  The Career Center has gone through 1 full cycle of SLO assessment. We are currently preparing for the second round of SLO assessment for the 2011-2012. ***I added a row above if this was implemented…*** |
| Fall 2009: **SLO**—Student understands which career services are available to them. | Chosen: Yes  Run: Yes  Analyzed: Yes | 344 students were sent emails and 50 responded to the Career Counseling Student Survey (also online).  Quiz results showed that 32% were correct. | Yes | See statement above ***Sustained?*** |
| **Student Services – Counseling**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| ***TERM?*** **SLO**—Students attending counseling sessions will have increased knowledge of what courses to enroll in to match their educational goal. | Chosen: Yes  Run: Yes  Analyzed: Yes | Generally, students seem satisfied with the counseling services and indicated that the student educational plan developed with their counselor has proved to be helpful. | Yes | We are currently looking at doing some revision of the questions in the assessment survey. ***Has the revision taken place?***  ***Sustained?*** |
| **Student Services – International Student Center**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: | Fall 2013: |  |  |
| ***TERM?*** SLO—Students will understand critical elements of living and studying in the USA. | Chosen: Yes  Run: Yes  Analyzed: Yes | An analysis of the responses to the International Student Survey indicated that more information was necessary to inform students of the consequences of not providing proof of health insurance coverage in a timely manner. The production of an on-line newsletter added to the understanding of their responsibilities in this area. | Yes | Additional questions have been added to the on-line survey.  The International Student office has gone through one full cycle of SLO assessment and is currently preparing for the second round of SLO assessment for the 2011-2012 academic year.  ***Was anything incorporated for 2011-12?***  ***Sustained?*** |
| ***TERM?*** SLO—Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 Visa status. | Chosen: Yes  Run: Yes  Analyzed: Yes | Greater than 92% of students who planned to travel outside of the U.S.A., during school breaks or for some other reason, understood the required documentation needed to return to GCC. | Yes | Evidence from assessments shows that students have demonstrated an understanding of immigration regulations and take responsibility for maintaining their F-1 Visa status. They are also aware of the college’s academic regulations. ***Sustained?*** |
| ***TERM?*** SLO—Students will explain the college’s academic regulations. | Chosen: Yes  Run: Yes  Analyzed: Yes | Greater than 84% of students indicated they knew how to find out their priority date for registration and the best time to register for classes. | No | Please see statement above ***Sustained?*** |
| ***TERM?*** SLO—Students demonstrate knowledge of student services. | Chosen: Yes  Run: Yes  Analyzed: Yes | A change to the format of the International Student Orientation has clarified the steps necessary to enroll in a timely manner. | Yes | Early enrollment trends. ***Sustained?*** |
| **Student Services –Transfer Center**  **Written SLO/PAO** | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: | Chosen:  Run:  Analyzed: |  |  |  |
| ***TERM?*** SLO—Assess students’ knowledge of the transfer process and our support services. | Chosen: Yes  Run: Yes  Analyzed: Yes | With the exception of a couple of students, we were effective in teaching transfer requirements and providing quality service. Results made us aware that our efforts to inform students of the minimum transfer requirements are working, but we need to continue to educate students on transfer strategies such as GPA requirements. | Yes | We need continued support of our programs such as college fairs, college tours, in-class presentations, workshops, and individual counseling. All of these methods of transfer instruction are the essential elements to maintain a culture of transfer on this campus.  We are always looking to improve our services. We added a visual display in the hallway to our offices to catch the attention of more students about the transfer process. We have also added that presentation to our Transfer Center website.  We will send out another survey in the spring 2012 semester to our students. We are scheduled to assess every other year. ***Sustained?*** |
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| **Library – Learning Center**  **SLO/PAO** | **Assessed?** | **Analyzed?** | **Assessment Data Results?** | **Program Improvement?** | **If Yes: What is the program improvement?** |
| SLO1: Students recognize individual areas in need of improvement. | Yes | Yes | Tutor logs have provided us with better data, although more subjective. After each tutoring session tutors rate six SLO/PAO’s using a five point scale with 1 being “No, not at all” and 5 being “Yes, very well.”  For math tutoring, in Fall 2009 all six areas averaged a 4 rating, “Yes, adequately.” We saw an average of 3, “Somewhat” in Math 102, 103, and 104. These numbers held steady through Spring 2010, but ratings improved in Math 102, 103, 104, which received a 4 rating. From Fall 2010 to Spring 2011 all six areas averaged a 4.5 rating, “Yes, adequately.” | Yes | We have compiled two years worth of SLO data thus far results are being used to improve our program.  Lack of referral forms from faculty impacts our ability to analyze data in specific SLO/SAO’s because students will not recognize areas in need of improvement or be able to solve errors identified by faculty if faculty do not provide guidance via the referral form. We receive referral forms for approximately 1% of tutoring sessions. Even when faculty submit referrals, students do not always schedule time to meet with a tutor. Also, many faculty do not fill out referrals correctly, either providing very general goals for a tutoring session (i.e. “student needs help with problems in chapter 4”) or asking tutors to cover too much material in one session (i.e. “student needs help with fragments, run-ons, organization, thesis, conclusion, commas”).  Although we do a lot of outreach to both faculty and students informing them of the referral process, it is still difficult to get faculty to fill out referrals. We recognize that the process can be arduous, and we have tried to streamline the process, providing multiple ways referrals can be submitted (PeopleSoft, Learning Center website, hardcopy forms). We are currently working with ITS to have referrals automatically emailed to students when faculty submit them electronically. In our Fall 2010 Faculty Survey, 60% indicated they would like referrals linked to early alert within PeopleSoft. We plan to implement this in the future.  Tutors overwhelmingly support the referral process, as referrals provide guidance and structure to a tutoring session, and lead to fewer conflicts about the role of the tutor and the Learning Center. In our Fall 2010 Faculty Survey, 69% indicated that referrals are helpful in their disciplines. We will continue to need faculty and institutional support for the referral process.  We plan to create a student exit survey that students will complete at the end of a tutoring session. This will allow us to gauge what students think they learned in the tutoring session. We will then be able to compare tutor/student perceptions of tutoring and make improvements to tutor training and Learning Center policies.  In order to analyze SLO data more effectively, it will be necessary to create electronic versions of tutor logs and student exit surveys that can be saved in a database. This will allow us to easily chart student progress during a semester. We will need to make sure tutors have laptops so they can input this data. We are currently working with ITS to create electronic forms and a functional database. The ultimate goal is for faculty to receive feedback from tutoring sessions, so they can monitor student progress. Hopefully, this will also increase the number of tutoring referrals we receive and further invest faculty in the Center and our mission. This will also improve are data in the first and second SLO’s listed above.  Further collaboration with faculty will help us improve our SLO’s, improve tutoring training, and show a stronger correlation between tutoring and student success. This collaboration will also help integrate the Learning Center in the larger campus community and help communicate our mission to instructors and students.  It should be noted that most tutoring sessions are 30 minutes in length and many issues cannot be addressed in that limited timeframe. It is also difficult to see individual student improvement with the data we have collected. We do sometimes receive anecdotal data from students but not quantitative data.  We will improve our tutor training to address deficient areas in writing tutoring. Various modules have been added to Student Development 150: Tutor Training including areas on reading and working with students with hidden disabilities.  (Note: These comments apply to all Learning Center SLOs/SAOs) |
| SLO2: Students solve errors identified by instructors, counselors, or tutors | Yes | Yes |  | Yes | (see above) |
| SLO3: Students compose assignments independent of a tutor’s help | Yes | Yes |  | Yes | (see above) |
| SLO4: Students explain successful study habits and memory techniques | Yes | Yes |  | Yes | (see above) |
| SLO5: Students organize large assignments into manageable tasks | Yes | Yes | For tutoring in subjects other than math and writing, from Fall 2009 to Spring 2010 all six areas averaged a 3.8 rating, “Somewhat.” From Fall 2010 to Spring 2011 all six areas averaged a 4.2 rating, “Yes, adequately.” | Yes | (see above) |
| SLO6: Students illustrate verbal and written communication and/or computational skills | Yes | Yes | For writing tutoring, from Fall 2009 to Spring 2010 all six areas averaged a 3.75 rating, “Somewhat.” From Fall 2010 to Spring 2011 all six areas averaged a 4 rating “Yes, adequately.” Ratings tended to be higher in English 101, 104, 120, and Writing Across the Curriculum which averaged 4.2, “Yes, adequately.” There was a slight decline in ESL classes which averaged a 3.7 rating “Somewhat.” In ESL classes, for the fourth item in the chart above, we saw an average of 3.5 “Somewhat” in Fall 2010 and Spring 2011. | Yes | (see above) |
| **Garfield Student Services –**  **Mental Health Counseling** | **Assessment?** | **Analyzed?** | **Assessment Data Results?** | **Plans Made? Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2012 – SLO1: Student will gain knowledge about ways to improve his or her mental health. | Yes | Yes | The results for the questions that were assessing knowledge of the content of the presentation ranged from 42% to 82%. Some questions had answers of “all of the above” and the percentages may not accurately reflect student knowledge. Ninety-six percent either strongly agreed or agreed with the statement that students learned some new ways to improve their mental health. | Yes | Based on the results summarized above, the action plan will include the following – Consult with an ESL instructor about the level of English used in the questionnaire and in the PowerPoint presentation handout and make edits accordingly. |
| Fall 2012 – SLO2: Student will feel better equipped to manage stressor that are impacting his or her personal and or academic functioning. | Yes | Yes | Ninety-seven percent strongly agreed or agreed that students felt better prepared to deal with the stress in their lives. | Yes | See above |
| **Garfield Student Services – Career and Counseling Center** | **Assessment?** | **Analyzed?** | **Assessment Data Results?** | **Plans Made? Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013 – SLO1: Student will be aware of what resources are available to help him or her to reach their employment and/or career goal. | Yes | Yes | Of the 12 areas assessed, awareness ranged from 28.6% to 75%; usage ranged from 14.3% to 54.5%; and satisfaction ranged from 50% to 100%. One hundred percent noted the information/ assistance was very helpful or helpful. When asked if the resources and services met job and career needs, 63.6% sayd yes. Approximately half of the respondents requested more job leads and updated materials in the Career Center. Several people asked for more counselors in the Center as well as for the Center to be open after 5pm. | Yes | Overall, our expectations were met with students being aware of what resources are available. To better serve students our plan is to increase job leads in the Center by identifying new sources and posting them. The Academic and Mental Health Counselors are being trained on the use of online career resources including vocational assessments and will receive additional career training in Spring 2014. |
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| Fall 2012 – SLO2: Student will feel better equipped to manage stressor that are impacting his or her personal and or academic functioning. | Yes | Yes | Ninety-seven percent strongly agreed or agreed that students felt better prepared to deal with the stress in their lives. | Yes | See above |
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