Student Services

Student Learning Outcomes/Program Area Outcomes

As of June 2014

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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: |  |  |  |
| 2013-14: A&R will **communicate** to students aboutthe new Student Success and Support Program regulations. | | Chosen: Yes  Run: Yes  Analyzed: Yes | The director of A&R utilized key publications and the Web to inform students about the new college regulations pertaining to the Student Success Initiatives. | Yes | New regulations are on the Web, Student Portal, catalog, and schedule of classes. **Sustained** |
| 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** |
| **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”?** |
| 2013-14: Develop a DSPS **FERPA form** for 2014-15. | | Chosen: Yes  Run: No  Analyzed: No | In the Spring 2014, the director of CSD has consulted with the District’s attorney in developing this form. | Not Yet | Several key legal items were added to the form to be officially used in the summer 2014. Sustainability is not yet determined until the director of CSD gets feedback from the counselors. |
| 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 from survey results.  2. Reassess survey structure and delivery methods to increase number of respondents. Develop and conduct another survey. |
| 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”?** |
| 2014-15: EOPS will **enhance** and implement new **e-File** system features for additional services. | | Chosen: Yes  Run: Yes  Analyzed: Yes | After analysis of the data currently available through e-File, EOPS determined the need for the additional data pertinent to counseling and program admission. | Yes | Enhancements have been recommended to capture data from the following: Assessment, Student Course History, SEP and Transcripts to facilitate counseling services and program admission. **Work in progress.** |
| 2013-14: EOPS will implement **new features** in the **e-file** to allow paperless environment. | | Chosen: Yes  Run: Yes  Analyzed: Yes | After analysis of the data of the required EOPS documentation, we have come to a conclusion that we needed to convert EOPS Mutual Responsibility Contract (MRC) to an electronic version in the e-file and capture students’ signature electronically. | Yes | We converted the EOPS MRC to an electronic version in the e-file, and introduced new sign-with-a-PIN to students. This has allowed us to move towards a paperless environment.  **Sustained.** |
| 2013-2014: EOPS will integrate EOPS **admission application** with PeopleSoft. | Chosen: Yes  Run: Yes  Analyzed: Yes | The analysis of admission data indicated a need to move from standalone online admission application to one that is integrated with PeopleSoft. | Yes | The integration of admission application with PeopleSoft has simplified program admission process for both, students and staff.  **Sustained.** | |
| 2012-2013: **SLO—**Students without a clear goal/major who **take career inventory** followed by counseling will be able to make a decision on their goal/major, and develop an updated SEP. | Chosen: Yes  Run: Yes  Analyzed: Yes | Analysis from the data indicated that students who took advantage of career inventory and counseling were able to declare a goal and major and had an updated SEP on file. | Yes | The analysis of this assessment helped our program make a decision to maintain the financial support for students’ career assessments.  **Sustained** | |
| 2011-12: **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 instructional 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** |
| 2010-11: **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% 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** |
| **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”?** |
| 2013-14: Financial Aid will purchase **Financial Aid TV** and place on its website to inform students about every aspect regarding financial aid policies and regulations. | | Chosen: Yes  Run: Yes  Analyzed: No | Financial Aid at the end of the spring 2014 semester placed the software program on its website. The office is waiting for student feedback. | No | Waiting for feedback… |
| 2012-13: Students will file their **FAFSA electronically** | | Chosen: Yes  Run: Yes  Analyzed: Yes | More students filing electronically… | Yes | Students are filing the FAFSA electronically and accessing *MyGCC* to monitor their financial aid status resulting. **Sustained** |
| 2011-12:Students will become independent and use ***MyGCC*** to check Financial Aid status. | | Chosen: Yes  Run: Yes  Analyzed: Yes | Students are using My GCC | Yes | 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”?** |
| 2013-14: Students will frequently access the health center **website** for health information and Student Health 101 e-magazine. | | Chosen: Yes  Run: Yes  Analyzed: Yes | Assessment of visits to the Health Center website indicates that students are frequently accessing the website and the Student Health 101 e-magazine. | No | Monthly emails sent to remind faculty and staff of the current edition of Student Health 101 and other health information including links to websites they may access as needed during and outside college hours. |
| 2012-13**: SLO**—Students will define a course of **personal action plan.** | | Chosen: Yes  Run: Yes  Analyzed: Yes | Reports from ClinxMd have indicated that each student has selected a plan of action upon leaving the Health Center. | 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** |
| 2011-12:Students will recognize HC as a resource for **mental health** counseling. | | Chosen: Yes  Run: Yes  Analyzed: Yes | Reports from ClinixMd indicate that students are continuing to schedule mental health intern counseling appointments. Presentations by interns have also increased student awareness of the counseling services available. | Yes | Mental health interns are graduate students who have completed their coursework and are counseling students as part of their clinical rotation. They are supervised by the health center Marriage and Family Therapist. The Mental Health interns are able to offer needed counseling to GCC students. **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”?** |
| 2013-14: Contract with a consultant to redesign the library in the future. | | Chosen: Yes  Run: Yes  Analyzed: Yes | Will Baty was contracted to conduct several workshops to gather information of how best to redesign the library. This also included a major “weeding” project in the library. | Yes | Will Baty will be presenting the vision and proposed redesign of the library at the end of June. More information to follow. |
| 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 | 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 | 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 program evaluation. | Yes | 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.  **Sustained** |
| 2010-11: Student will recognize the availability of **textbooks** at Circulation/Reserve Desk. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 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. The assessment process is well-developed, but implementation of changes in order to make the necessary improvements is very difficult given the budget situation. **Sustained** |
| 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. | Yes | 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.  **Sustained** |
| **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: **SLO1**—Students will understand the **importance** for taking **assessment tests**. | | Chosen: Yes  Run: Yes  Analyzed: Yes | According to the Assessment **Survey** results, 57% of students “strongly agreed” and 38% “agreed” that they understood the purpose for taking the assessment tests. | Yes | There was an increase of students who “strongly agree” they understood the purpose for taking the assessment tests. The staff will continue to explain the purpose of the assessment tests and how they are related to pre-requisites for courses. **Sustained** |
| Fall 2013: **SLO2**—Students will **prepare** themselves before taking the assessment tests. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 84% of students either “agreed” or “strongly agreed” they had prepared themselves by studying or reviewing materials: 17 % felt they were very well prepared, 51% felt they were adequately prepared, 29% felt they were somewhat prepared, and only 4% felt they were not well prepared.  22% stated that they had accessed the study guides “well”, while 39% stated that they had reviewed/used them “somewhat.” | Yes | The office staff saw an increase in the number of students who took the time to prepare for the assessment tests by studying or reviewing the materials. Additionally, the Math Division provided Saturday tutoring for the math assessment tests which factored into the increase. That staff will continue to refer students to the Saturday tutoring as well as advise them to complete the study packets that are available in print or online. The web address was updated to [www.glendale.edu/studypackets](http://www.glendale.edu/studypackets) to make it easier for students to access them. Staff will also continue to explain the consequences of a lack of preparation (e.g. lower course placement, taking longer to transfer) and the benefits of preparing for the assessment test (e.g. proper placement, shorter time to transfer, etc.). **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”?** |
| 2012-2013:**SLO1**—Student athletes understand the importance of establishing a formal student educational plan (**SEP**). | | Chosen: Yes  Run: Yes  Analyzed: Yes | 1) 80% of first year athletes completed their SEP prior to their first season of competition in 2012-2013 compared with 73% in 2011-2012 – a 7% increase. 2) 99% of second year athletes completed their SEP prior to their second season of competition in 2011-2012 compared with 100% in 2012-2013 -- a 1% increase. | No | The SEP completion rate for first and second year athletes increased. This was due in part to new CCCAA rules and deadlines for SEP completion for first and second year athletes. However, the improvement can also be attributed to the expanded academic advising efforts described below. **Sustained** |
| 2012-2013: SLO2—Student athletes understand and follow established standards for **athletic eligibility**. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 1) 100% of first year athletes met all academic eligibility requirements in 2011-2012 compared with 91% in 2012-2013 -- a 9% decrease. 2) 94% of second year athletes met all academic eligibility requirements in 2011-2012 compared with 88% in 2012-2013 -- a 6% decrease. | Yes | As a result of the increase in the number of student athletes who did not fully meet the academic eligibility requirements for intercollegiate competition in 2012-2013 as specified in section 1.2, we have initiated the following improvements to our academic counseling/advising services starting in fall 2013:  1) Increased the weekly athletic counseling load from .50 to .75.  2) Additionally, trained two adjunct counselors to work with student athletes during peak periods or when the athletic counselor is not available. 3) Initiated special registration counseling and advising days for student athletes during priority registration.  4) In support of our counselor, our student services technician provides a variety of registration advising services during these sessions such as assisting student athletes with MyGCC and the online enrollment process, ensuring their course selections are consistent with their SEP, and helping them navigate other online services such as setting up their email accounts or figuring out their course book lists.  5) Worked on strengthening communication between our coaching, counseling, and eligibility/compliance staffs:   * The Dean of Student Affairs and Athletics Director held a special coaches’ in-service to review academic eligibility requirements and the eligibility certification process. * Our coaches have asked for additional meetings to include our athletics counselor to help them gain a better understanding of the academic requirements for NCAA/NAIA transfers, academic planning for student athletes and other eligibility concerns for student athletes. * Our eligibility specialist has started informing coaches about the academic progress of their student athletes prior to the eligibility certification process so they can encourage them to participate in our special priority registration counseling/advising services.   6) Additionally, planned special matriculation events for “new” student athletes in spring 2014 to ensure their early completion of the 3SP priority registration requirements for the fall 2014 semester. **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”?** |
| 2013-2014: Gauge sponsor satisfaction with student awardees as follows:  **Sponsor Satisfaction**  Scholarship candidates and recipients are selected consistent with donor established criteria. | | Chosen: Yes  Run: No  Analyzed: No | No – Year One | No – Year One | We have engaged in ongoing dialogue about PLO development to increase the effectiveness and relevancy of our program evaluation and assessment efforts. For example, student participation in the application and interview workshops was always very weak as was their feedback on the usefulness of the workshops. Therefore, we have stopped offering group workshops and switched to individual advising to prepare those who are specifically selected for interviews with scholarship sponsors rather than offering workshops to all applicants. We will then survey our scholarship sponsors to get their feedback on and gauge their level of satisfaction with the students we send to them for interviews and/or application review and selection. |
| 2012-13: Students are **aware** of the Scholarship Program at GCC.  We completed the sixth evaluation and assessment cycle. | | Chosen: Yes  Run: Yes  Analyzed: Yes | The number of scholarship applicants has increased over the past three academic years as follows:  2010-2011: 860  2011-2012: 1459  2012-2013: 1506  Students report that they have learned about our program with the following:  19% GCC staff  16% GCC website  15.3% Scholarship Office  12% ads  8.5% MyGCC  6.7% other resources  5% friends  1.6% Facebook/Twitter | Yes | Staff has worked with IT to make the necessary programming modifications on the electronic application to strengthen our data collection capabilities. IT has a new tool that provides a more accurate report compared to previous years. In addition, students have more options or links.  We have expanded our efforts to educate faculty and staff about the program in order to reach more students. We have also expanded our students outreach efforts by increasing our marketing initiatives (e.g. email blasts, social media, print advertising, etc.), scheduling scholarship info booths in Plaza Vaquero, and making classroom presentations whenever possible.  ***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”?** |
| 2012-2013: **SLO1**—Prospective students will understand the **five-step enrollment process**, the transfer education options, and CTE, degree, and certificate options at GCC. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 551 prospective students were surveyed and the results indicated that students better understand the transfer education (78%). Due to the success of SOS sponsored programs, 95% of students can identify the 5-step enrollment process. 72% of prospective students can name at least one career and technical education (CTE) program. | Yes | We **sustained** the number of students who indicated they better understand the transfer education process. We see an increase in the number of students who can identify the 5-step enrollment process and CTE programs. |
| 2010-11: **SLO1**—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”?** |
| 2012-2013: Student leaders will provide active and **effective representation** of student interests on **governance committees**. | | Chosen: Yes  Run: Yes  Analyzed: Yes | Attendance at governance committees, records of actions taken, and reports given at ASGCC legislature meetings Survey Results:   * 93% of student leaders serve on at least two governance committees. * 76% have a **strong** understanding of what shared governance is. * 79% believe governance to be an important part of the Glendale College. | Yes  ***Rick’s use Share Point*** | 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** |
| 2012-2013: Student leaders will **participate effectively** in teams, committees, etc. to seek consensus and make decisions. | | Chosen: Yes  Run: Yes  Analyzed: Yes | ASGCC Legislature meetings and records of actions taken.  Survey Results:   * 89.4% of students feel they have gained skills/knowledge they can apply to their personal life. | Yes | Students are provided with more extensive training & leadership intervention. 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** |
| 2012-2013: **SLO1**—Student leaders will **learn** how to conduct meetings according to the **rules of parliamentary procedure**. | | Chosen: Yes  Run: Yes  Analyzed: Yes | ASGCC Legislature meetings, standing committee meetings, ad-hoc committees, and IOC meetings.   Results:  91% feel they can comfortably facilitate group meetings.  64% feel they can comfortably facilitate group meetings in accordance with parliamentary procedure. | 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.We will continue to provide extensive training to IOC representatives. We will also begin to survey ASGCC Officers & Club members separately to get more specific results for this SLO. **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”?** |
| 2012-2013: **SLO1**—Students will indicate that they have **improved communication skills** as a result of participating in CSI activities.  2012-2013 was our fifth 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.  **Sustained** |
| 2012-13: **SLO2**—Students will indicate that they have gained a **greater appreciation of diversity** as a result of participating in CSI activities. | | Chosen: Yes  Run: Yes  Analyzed: Yes | The survey response that addressed this SLO was highly positive (in the 70-90% positive response rates). | Yes | Survey results indicate that our students experience and learn from diversity, understand their contribution to the community, and improve their problem solving skills. 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 added new questions to measure whether service learning and volunteerism assists students with gaining workplace skills and if they learned about themselves. These new questions, related mostly to career skills, were added for the 2011-2012 academic year survey which measures our SLOs.This effort has been **sustained** and the results show that students are reporting they are gaining valuable workplace skills while doing service projects.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. This effort has been **sustained** but somewhat, we had many new students who started working at the Center for Student Involvement and it was difficult to train them on time so they could do orientations properly. This impacted the results a little bit. We will improve this in the spring 2014 semester. |
| 2012-2013: **SLO3**—Students will report an increase in **understanding their role** in the community and their contribution to society. | | Chosen: Yes  Run: Yes  Analyzed: Yes | The survey response that addressed this SLO was highly positive (in the 70-90% positive response rates). | Yes | Please see statement aboveand these efforts have been **sustained** for the current year. |
| 2012-2013: **SLO4**—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 | The survey response that addressed this SLO was highly positive (in the 70-90% positive response rates). | Yes | Please see statement above and these efforts have been **sustained** for the current year. |
| **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”?** |
| ***2013-14 Any?*** | | 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?*** |
| 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 – 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 2014: The Center will **mandate** automatic health insurance. | | Chosen: Yes  Run: Yes  Analyzed: Yes |  | Not yet determined. |  |
| Spring 2014: Students will be notified at least three times of **outstanding balances** and if they do not make a payment plan, holds will be placed on their records. | | Chosen: Yes  Run: Yes  Analyzed: Yes | We identified and communicated to those students with outstanding balances about making a payment plan. | ? |  |
| 2010-11: **SLO1**—Students will **understand** critical elements of living and studying in the USA. | | Chosen: Yes  Run: Yes  Analyzed: Yes | The survey results indicate that more information was necessary to inform students of the consequences of not providing proof of health insurance coverage in a timely manner. | Yes | Additional questions have been added to the on-line survey.  The production of an on-line newsletter added to the understanding of their responsibilities in this area. |
| 2010-11: **SLO2**—Students will demonstrate an **understanding** of immigration **regulations** and take responsibility for maintaining their F-1 Visa status. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 92% of students who planned to travel outside of the U.S.A., during school breaks or for other reasons, understood the required documentation needed to return to GCC. | No | 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. |
| 2010-11: **SLO3**—Students will **explain** the college’s **academic regulations**. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 84% indicated they knew how to find their priority registration date and time. | No | Please see statement above |
| 2010-11: **SLO4**—Students will **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. |
| **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 2011: **SLO1**—Assess students’ **knowledge** of the transfer process and support services. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 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 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.  ***Sustained?*** |
| **Garfield Student Services –**  **Mental Health “Presentations”** | | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2012: **SLO1**—Students will gain **knowledge** about **ways to improve** their mental health. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 96% 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, 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. **Sustained?** |
| Fall 2012: **SLO2**—Students will feel better equipped to **manage stressors** that are impacting their personal and or academic functioning. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 97% strongly agreed or agreed that students felt better prepared to deal with the stress in their lives. | Yes | See above |
| Fall 2012: **SLO3**—Students will **gain awareness** that Garfield Campus offers mental health counseling for students. | | Chosen: Yes  Run: Yes  Analyzed: Yes | It was interesting to note that before the presentation, 52% of the students did not know that we had a mental health counselor on campus. | Yes | See above |
| Fall 2012: SLO4—Students will understand the various ways in which mental health counseling would be **beneficial** in his or her life. | | Chosen: Yes  Run: Yes  Analyzed: Yes | The results indicated that students learned some new ways in which to improve their mental health. | Yes | See above |
| **Garfield Student Services – Career Center** | | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Fall 2013: SLO1—Students will be **aware** of available **resources** to help them reach their employment and/or career goal. | | Chosen: Yes  Run: Yes  Analyzed: Yes | Of the 12 areas assessed: 100% noted the information/ assistance was very helpful or helpful; 63% agreed that the resources and services met job and career needs; Half requested more job leads and updated materials in the Career Center; and several 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 were trained on the use of online career resources including vocational assessments and received additional career training in Spring 2014. |
| **Garfield Student Services – “Welcome Packets”** | | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Spring 2013: **SLO1**—Students will gain **knowledge** of noncredit programs and services available to them through GCC continuing and community education. | | Chosen: Yes  Run: Yes  Analyzed: Yes | Assessments indicate that students became aware of programs and services of which they were not previously aware. The students were least aware of the ESL, Lifelong Learning, and Parent Ed classes and most aware of the remainder of the academic programs. | Yes | The Welcome Packet presentation assessments indicate that we have met the expectations for all the SLOs being assessed. We are going to create a PowerPoint presentation using wording specifically designed for lower level English language learners. Also, we plan to create a survey for the lower level English language learners translated into the four languages in which the Welcome Packets are already translated (i.e., Armenian, Spanish, Korean, and Farsi). |
| Spring 2013: Students will be interested in **registering** for classes in another noncredit academic department. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 93% indicated that they were interested or very interested in registering for classes in another noncredit academic department. | Yes | (see above) |
| Spring 2013: Students will be interested in **making use of student services** available to them. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 93% indicated that they would be very interested or interested in receiving one or more of the services mentioned. | Yes | (see above) |
| Spring 2013: **SLO2**—Students will be **aware** of the **next steps** he or she should take regarding his or her education. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 98% indicated they were aware of the next steps that should be taken regarding their education and 97% indicated that they know which program is best for their education/career. | Yes | It is interesting to note that the ethnicity numbers did not reflect our general overall population demographics but the gender numbers did. In an attempt to increase students’ awareness regarding programs/services, counselors will provide Welcome packets to first time students in individual counseling appointments. In order to increase referrals to counselors by faculty, counselors will announce their services during Garfield information and noncredit Division meetings. |
| **Garfield Student Services – Academic Counseling** | | **Assessment** | **Assessment Data Results?** | **Plans Made?**  **Program Improvement?** | **If Yes: What is the learning or program improvement and is it “sustained”?** |
| Spring 2013: Students will be **interested** in **registering** for GCC **credit classes** in the future. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 81% indicated that they would be very interested or interested in participating in the Continuing to Credit Classes process in the future. | Yes | **Sustained?** |
| Fall 2012: **SLO1**—Students will **identify resources** in the community to help his/her achieve his/her personal and/or academic goals. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 100% felt that the referral information that they received would be very helpful in their efforts to get the assistance. | No | The assessment results did not reveal a need for service improvement at this time. SLO assessment will need to be carried out in the Spring semester so that the data would be available during the Fall Planning Review process. |
| 2010-2011: **SLO1**—Students will i**dentify resources** in the community to help him or her achieve his or her personal and academic goals. | | Chosen: Yes  Run: Yes  Analyzed: Yes | 100% indicated that the referrals they received were either helpful or very helpful. | No | The assessment results did not reveal a need for service improvement at this time; however, the number of students completing the assessment was low. The plan is to increase the number of students who take the assessment. |
| Summer 2009: **SLO1**--Students will be **aware** of the **next steps** he or she should take regarding his or her education. | | Chosen: Yes  Run: Yes  Analyzed: Yes | The majority of students indicated that they were aware of what their next steps should be after the counseling session as well as the programs and services available to them through noncredit. | Yes | Counselors will: revise the survey to use a Likert scale and include gender, age, and ethnicity; add an item about the source of the student’s referral to academic counseling; review SARS codes to ensure that all counseling services are captured; and, utilize PeopleSoft and SARS to determine percentages of students that matriculate to credit or cross-register in other academic departments. |
| Summer 2009: **SLO2**—  Students will be **aware** of what **programs and services** are offered through Noncredit continuing and Community Education. | | Chosen: Yes  Run: Yes  Analyzed: Yes | See above | Yes | See above |