

Student Services Learning Outcomes (SSLOs)

2016-2017

Many of the learning outcomes below are objects or goals of the area, for the area. Definition of a SSLO(s) is as follows:

*Student Services Learning Outcomes are **overarching, clear, and assessable statement(s)** that **identifies and defines what a student will be able to know, do, or feel at the successful completion of a specific procedure, activity, or service.***

Any goal or objective below that is focused on the area and not on the student needs to be revised. Example, A&R's main focus is on what they will do for their own area. When revising please do not delete the previous LO we would like to show the changes being made in these areas. When revising use track changes (see Student Services-Intercollegiate Athletics). If you need help developing your SSLO(s) please contact Yvette Ybarra at yybarra@glendale.edu.

Each manager should review the services in their area to ensure we have captured all instrumental student services. As soon in red below, DSPS was missing 3 critical areas of student services. If you need to add in areas please do so in red.

Technically, each area will only need to have one SSLO(s) (see Student Services-scholarships). However, many areas dealing with students services will have more than one.

Once the SSLO(s) has been developed you will need to review the 6 ILOs below and attach at least ONE ILO to each SSLO. If your SSLO connects with more than one please make sure to list the other ILOs as well. Finally, list the ways in which your SSLO will be assessed (see Student Services-Intercollegiate Athletics).

1) Communication

communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting and other modes of communication;

2) Mathematical Competency/Quantitative Reasoning

apply, interpret, and understand mathematical and quantitative concepts;

3) Information Competency (literacy)

recognize an information need, or define a research topic using library and other resources to locate, evaluate, and use information or data in an ethical and legal manner;

4) Critical Thinking

analyze problems and apply knowledge; collect, synthesize, and evaluate ideas, information and data to develop arguments and derive conclusions;

5) Global Awareness and Appreciation

recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives, and to appreciate similarities and differences among cultures;

6) Personal Responsibility

demonstrate and apply decision making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being.

Upon completion of the following student services at Glendale College for 2016-17, the student will be able to:

| Admissions & Records | ILOs Connection | Assessment Method |
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| Utilize the Veterans Resource Center to make improvements for student-veterans success rates. | 1 Communication | - Annual student survey |
| CalWORKs | ILOs Connection | Assessment Method |
| demonstrate an understanding of the mission and rules of the GCC CalWORKs Parents Program after new student orientation. | 6 Personal Responsibility | "CalWORKs Quiz," given after orientation |
| connect to a CalWORKS support network through CalWORKS events. | 6 Personal Responsibility | - Annual surveys - Participation in CalWORKs events - Participation in CalWORKs social media |
| recognize the link between the completion of their educational goals and the future prosperity of their families. | 6 Personal Responsibility | - Annual surveys - "CalWORKs Quiz" given after Orientation |
| Access resources that will help them achieve their academic and vocational goals. | 6 Personal Responsibility | - Assess resources provided, and query the CalWORKs database for term services - Assess resources that are needed but were not provided with an annual survey and focus groups |
| Disabled Students Programs and Services (DSPS) | ILOs Connection | Assessment Method |
| identify and utilize effective accommodations, including technology, to complete their goals. | 1 Communication 6 Personal Responsibility | Student Surveys |
| demonstrate the importance of physical activity in the promotion of personal well-being. | 6 Personal Responsibility | Pre and post tests |
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| EOPS/CARE | ILOs Connection | Assessment Method |
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| Access and monitor their EOPS counseling contact information made available through MyGCC. | 1 Communication 6 Personal Responsibility 3 Information Competency | Annual Survey Second cycle |
| Use EOPS book voucher for ONLINE shopping with GCC bookstore. | 6 Personal Responsibility 3 Information Competency | Annual Surveys Bookstore and EOPS staff monitoring First Cycle |
| Experience a more comprehensive and streamlined support services plan tailored to individual needs. | 3 Information Competency 6 Personal Responsibility | Annual Surveys Communication and Collaboration Across Student Services |
| Financial Aid | ILOs Connection | Assessment Method |
| demonstrate an understanding regarding financial aid loan regulations after participating in the Loan Workshop | 6 Personal Responsibility | Short quiz at the end of each loan workshop |
| Health Center | ILOs Connection | Assessment Method |
| recognize the availability of the health center services and other resources to promote personal health and wellness. | 1 Communication 4 Critical Thinking 6 Personal Responsibility | Stats from electronic health record – Education & Plan |
| recognize the tuberculin skin test as a method of screening and prevention of a communicable disease. | 1 Communication 4 Critical Thinking 6 Personal Responsibility | Review of Tuberculosis information sheet and signed consent form |

| Student Affairs – Intercollegiate Athletics | ILOs Connection | Assessment Method |
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| complete the necessary steps required for priority registration. | 6 Personal Responsibility | Completion stats from counseling |
| complete athletic orientation and demonstrate an understanding of Glendale College and the California Community College Athletic Association regulations. | 1 Communication 4 Critical Thinking 6 Personal Responsibility | On-line quiz |
| Student Affairs – Scholarships | ILOs Connection | Assessment Method |
| Aware of the Scholarship Program at GCC and application process. | 1 Communication 3 Information Competency | On-line Survey |
| Student Affairs – Student Outreach Services | ILOs Connection | Assessment Method |
| demonstrate an understanding of the four-step enrollment process. | 1 Communication | Complete short quiz and satisfaction survey after every College Overview presentation. |
| Student Affairs – Student Activities | ILOs Connection | Assessment Method |
| demonstrate an understanding of foundational leadership models and theories and apply these theories in the practice of leadership. | 4 Critical Thinking 6 Personal Responsibility | <ul style="list-style-type: none"> - Surveys of student government members - Surveys of students that are enrolled in the Leadership Academy - Surveys of club and organization leaders |
| define one’s identity in relation to cultural and social differences and demonstrate skills that allow for effective functioning in diverse groups. | 5 Global Awareness and Appreciation | <ul style="list-style-type: none"> - Surveys of student government members - Surveys of students that are enrolled in the Leadership Academy - Surveys of club and organization leaders |
| participate and understand the formal governance system, while advocating for positions that promote student success. | 1 Communication 4 Critical Thinking | <ul style="list-style-type: none"> - Surveys of students who serve as representatives in governance committees - Document Analysis: ASGCC Minutes |

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| engage and collaborate effectively in multicultural teams while using effective communication skills. | 1 Communication 4 Critical Thinking 5 Global Awareness and Appreciation 6 Personal Responsibility | <ul style="list-style-type: none"> - Surveys of student government members - Surveys of students that are enrolled in the Leadership Academy - Surveys of club and organization leaders - Document Analysis: ASGCC Minutes - Document Analysis: IOC Minutes - Document Analysis: Activity Requests - Comparative Analysis: Growth in measurements of students engagement |
| Student Affairs – Center for Student Involvement | ILOs Connection | Assessment Method |
| demonstrate improved communication skills as a result of participating in CSI activities. | 1 Communication | Anonymous surveys completed by students at the end of their service learning experience. |
| demonstrate a greater appreciation of diversity as a result of participating in CSI activities. | 5 Global Awareness and Appreciation | Anonymous surveys completed by students at the end of their service learning experience. |
| recognize and understand their role in the community and their contribution to society. | 6 Personal Responsibility | Anonymous surveys completed by students at the end of their service learning experience. |
| Demonstrate and report an increase in problem-solving skills as a result of being involved in service learning activities. | 6 Personal Responsibility | Anonymous surveys completed by students at the end of their service learning experience. |
| Student Services – Assessment Center | ILOs Connection | Assessment Method |
| recognize the importance of good test preparation. | 1 Communication 6 Personal Responsibility | Surveys completed by students after taking the assessment test |
| Student Services – Counseling | ILOs Connection | Assessment Method |
| identify barriers to their academic success and identify strategies and necessary services/resources. | 1 Communication | Survey a sample population of students utilizing general academic counseling services |

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| navigate online counseling resources. | 3 Information Competency | Survey a sample population of students utilizing general academic counseling services |
| Student Services – International Student Center | ILOs Connection | Assessment Method |
| Gain and increase knowledge of U.S. culture, classroom expectations, and how to maintain their student status, after completion of Student Development 103. | 1 Communication 5 Global Awareness 6 Personal Responsibility | Successful “Pass” completion of Student Development 103 class for International Students. Attendance and workshops at New Student Orientation Days prior to start of each Semester. |
| develop greater campus awareness and appreciation of student’s cultures, customs and nationalities by increasing campus activities with global themes. | 1 Communication 5 Global Awareness and Appreciation | Attendance and student involvement in campus-wide activities highlighting and celebrating multi-culturalism and the multi-nationalities of our student population. |
| Student Services –Transfer Center | ILOs Connection | Assessment Method |
| identify a personal transfer timeline to their selected university. | 1 Communication 4 Critical Thinking 6 Personal Responsibility | Survey a sample population of transfer students |
| identify appropriate general education pattern for a given university or system. | 1 Communication 4 Critical Thinking 6 Personal Responsibility | Survey a sample population of transfer students |
| identify transfer goal to develop a Student Educational Plan (SEP). | 1 Communication 4 Critical Thinking 6 Personal Responsibility | Survey a sample population of transfer students |
| Student Services – Job Placement | ILOs Connection | Assessment Method |
| perform academically at a higher rate as a result of an on-campus job. | 4 Critical Thinking | Enrollment and Grade data provided by Institutional Research dept. |
| improve course completion and persistence rates with on campus employment vs. off campus employment. | 6 Personal Responsibility | Retention Data by Institutional Research |

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| improve communication skills and increase critical thinking as a result of working on campus. | 1 Communication | Survey |
| develop a greater appreciation of diverse populations as a result of on campus work experience. | 5 Global Awareness | Survey |
| Increase student participation in college job fairs. | 5 Global Awareness | Survey |
| Student Services – Career Center | ILOs Connection | Assessment Method |
| increase an understanding of resume writing principles and interviewing techniques after attending a job-search workshop. | 1 Communication | Demonstrated ability/final product Survey |
| demonstrate an understanding of how to choose a major based on their unique qualities and preferences after attending an Undecided major workshops and participating in career assessments. | 4 Critical Thinking | Survey |
| discover major selection and career direction after enrolling in the Career Planning Class. | 3 Information Competency 6 Personal Responsibility | Survey |
| Garfield Student Services – Mental Health “Presentations” | ILOs Connection | Assessment Method |
| increase knowledge about ways to improve their mental health. | 6 Personal Responsibility | Survey |
| Garfield Student Services – Career Center | ILOs Connection | Assessment Method |
| increase knowledge of available resources to help them reach their employment and/or career goal. | 6 Personal Responsibility | Survey |

| Garfield Student Services – “Welcome Packets” | ILOs Connection | Assessment Method |
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| increase knowledge of noncredit programs and services available to them through GCC continuing and community education. | 6 Personal Responsibility | Survey |
| Garfield Student Services – Academic Counseling | ILOs Connection | Assessment Method |
| increase knowledge of the steps that should be taken regarding his or her education. | 6 Personal Responsibility | Survey |

Sustained SLOs/PAOs

Admissions & Records

2013-14: A&R communicates to students about the new Student Success and Support Program regulations via Web, Student Portal, catalog, etc.

Assessment Center

Fall 2013: **SLO1**—Students understand the importance for taking assessment tests. There was an increase of students who “strongly agree” they understood the purpose for taking the assessment tests.

Fall 2013: **SLO2**—Students prepare themselves before taking the assessment tests. 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. The web address was updated to www.glendale.edu/studypackets to make it easier for students to access them. Staff 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.).

DSPS

2010-11: DSP&S students identify and utilize effective accommodations, including technology, to complete their goals. 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. 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).

2008-09: DSP&S maintains a well-developed program of interactive communications and mutual support with faculty and staff, in order to maximize learning opportunities for students with disabilities. 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.

EOPS

2013-14: EOPS implemented new features in the e-file to allow paperless environment. 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.

2013-2014: EOPS integrated EOPS admission application with PeopleSoft.

2012-2013: **SLO**—Students without a clear goal/major take a career inventory followed by counseling appointment to make a decision on their goal/major, and develop an updated SEP. The analysis of this assessment helped our program make a decision to maintain the financial support for students' career assessments.

2011-12: EOPS requires students to activate their GCC email to help students gradually adapt to new ways of communication. 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. 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.

2010-11: **SLO**—Students on probation complete probation contract with a counselor understand the reason why they are on probation, define their academic standing, and list ways to get out of probation. 70 percent 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.

Financial Aid

2013-14: Financial Aid purchased Financial Aid TV and placed on the website to inform students about every aspect regarding financial aid policies and regulations. During May – Dec, 2014, 5,074 Videos were watched by 6,599 distinct visitors to the site. As of Nov 2015, 4553 videos have been watched.

2012-13: Students are filing the FAFSA electronically and accessing *MyGCC* to monitor their financial aid status.

2011-12: Students use *MyGCC* to check Financial Aid status. We are sending all group and mass communications by email. Students' inquiries indicate that students are using *MyGCC*.

Health Center

2013-14: Students will frequently access the health center website for health information and Student Health 101 e-magazine.

2012-13: **SLO**—Students define a course of personal action plan through Smoking Cessation Workshops, eZine and medication, and assessing community health care sites and working with the public health department/health fairs on campus.

2011-12: Students recognize HC as a resource for mental health counseling. 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. Marriage Family Therapist (MFT) along with MFT Interns are making classroom visits with counseling appointment information as well as posters are located throughout the GCC campus with health center information.

Library

2013-14: Contracted with Will Baty to propose a vision and redesign of the library. Plans in place and currently being implemented.

2011-12: **SLO**—Developed of information competency skills made to workshops and changes were implemented in Fall 2011 and Spring 2012 based on regular assessment of SLOs.

Fall 2011: As of Fall 2011, the library operation is funded 18 hours per week and staffed by one librarian at the Garfield Campus.

2010-11: Student recognized the availability of textbooks at Circulation/Reserve Desk.

Since Spring 2007: Use of the library/satisfaction surveys have indicated 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.

Student Affairs: Athletics

2012-2013: **SLO1**—Student athletes understand the importance of establishing a formal student educational plan (SEP). 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.

2012-2013: **SLO2**—Student athletes understand and follow established standards for athletic eligibility. 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 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) 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.

Student Affairs: Outreach

2012-2013: **SLO**—Prospective students understand the five-step enrollment process, the transfer education options, and CTE, degree, and certificate options at GCC. We see an increase in the number of students who can identify the 5-step enrollment process and CTE programs.

2010-11: **SLO**—Prospective students understand the four-step enrollment process, the transfer education options, and CTE, degree, and certificate options at GCC. We see an increase in the number of students who indicated they better understand the transfer education process.

Student Services: Assessment

Fall 2013: **SLO**—Students will understand the importance for taking assessment tests.

Fall 2013: **SLO**—Students will prepare themselves before taking the assessment tests.

Student Services: Counseling

Fall 2014: **SLO**—Students attending counseling sessions will have increased knowledge of what courses to enroll in to match their educational goal.

Fall 2009: **SLO**—Student demonstrates an understanding of their values & career interests.

Fall 2009: **SLO**—Student understands which career services are available to them.

Student Services: International Student Center

Fall 2014: The Center will mandate automatic health insurance.

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.

2010-11: **SLO**—Students will understand critical elements of living and studying in the USA.

2010-11: **SLO**—Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 Visa status.

2010-11: **SLO**—Students will explain the college's academic regulations.

2010-11: **SLO**—Students will demonstrate knowledge of student services.

Student Services: Transfer Center

Fall 2011: **SLO**—Assess students' knowledge of the transfer process and support services.

Garfield Campus Student Services: Mental Health

Fall 2012: **SLO**—Students will feel better equipped to manage stressors that are impacting their personal and or academic functioning.

Fall 2012: **SLO**—Students will gain awareness that Garfield Campus offers mental health counseling for students.

Fall 2012: **SLO4**—Students will understand the various ways in which mental health counseling would be beneficial in his or her life.

Garfield Campus Student Services: Welcome Packets

Spring 2013: Students will be interested in registering for classes in another noncredit academic department.

Spring 2013: Students will be interested in making use of student services available to them.

Spring 2013: **SLO**—Students will be aware of the next steps he or she should take regarding his or her education.

Garfield Campus Student Services: Academic Counseling

Spring 2013: Students will be interested in registering for GCC credit classes in the future.

Fall 2012: **SLO**—Students will identify resources in the community to help his/her achieve his/her personal and/or academic goals.

2010-2011: **SLO**—Students will identify resources in the community to help him or her achieve his or her personal and academic goals.

Summer 2009: **SLO**—Students will be aware of what programs and services are offered through Noncredit continuing and Community Education.