Student Services – Service Area Outcomes
Each service area will select TWO service area outcomes to assess each year beginning with 2014-2015.

Part I: Description of Program Services, Goals, and Alignment with Educational Master Plan

1. Name of Program/Service Area: **Student Success and Support Program**
2. List services and their alignment with program review goals and educational master plan goals and strategic directions.

<table>
<thead>
<tr>
<th>List each of the services that you offer</th>
<th>Program Goals (from Program Review)</th>
<th>Relationship to Educational Master Plan Strategic Goals</th>
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<tbody>
<tr>
<td>The Student Success and Support Program provides critical services to new to the college non-exempt students to include: orientation, assessment, counseling and follow-up services. Provide assessment placement services to new/at risk students for English, math, and ESL placement.</td>
<td>Provide increased access to assessment, orientation, counseling and follow-up services to all new non-exempt and at risk students enrolled in the college.</td>
<td>Sample: Ed Master Plan Strategic Direction 3.2 - Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them.</td>
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Part II: Development and Assessment Planning of Service Area Outcomes

1. Indicate the TWO Service Area Outcomes (SAOs) you would like to assess for the current academic year of 2014-2015 and their respective benchmarks, assessment methodology, timeline, and report of findings.

| Service Area Outcomes (SAO): Based on the goals for program review, what do you want students to learn or do as a result of the service or intervention? | Benchmark: What is the accepted level of student achievement that would demonstrate the student has met the outcome? | Assessment Method: a. What population or subgroup of students will you assess? b. What type of data will you collect (qualitative or quantitative)? c. What instrument will you use to collect the data? d. How will you administer the assessment? | Assessment Timeline: a. When do you plan to administer the assessment? b. When do you plan to collect and analyze the data and report your findings? | Alignment with Institutional Learning Outcomes (ILOs): Does this SAO align with any of the following ILOs? If so, please explain. 1. Critical Thinking 2. Communication 3. Self-Awareness/Interpersonal Communication 4. Civic Responsibility 5. Technological Competence 6. Cultural Diversity 7. Ethics |

Revised: July 13, 2015 by Dr. P Banday
| SAO 1:  | SAO 1: Benchmark: All non-exempt first-year students will take the placement test before the end of their first year of college. | Assessment Method: Benchmark: 70% of first-year non-exempt students will take the placement test before the end of their first year of college.  
  a. Subgroup: first-year, new to college non-exempt students.  
  b. We will use quantitative data.  
  c. We will use data from the Assessment Placement and Management System (APMS) and web-focus reports.  
  d. We will use APMS reports from the previous academic year to check the number of first year students who took the placement test within their first year. We will assess if there is an increase in new student assessment from the previous year. If the numbers are below 70%, we will conduct a follow-up survey to assess why students did not test. | Timeline:  
  a. We plan to collect the data on APMS results from previous year during fall 2014. We plan to administer any needed follow up surveys during spring 2015.  
  b. We plan to collect and analyze the fall 2014 data during winter 2015 and collect and analyze the spring 2015 data during summer 2015. | Alignment with ILOs:  
  ILO’S 1, 3 and 5. Future analyses may show that students may not be aware of the importance of testing (self-awareness) or may not feel technologically competent to take the computerized assessments. |
| SAO 2:  | All new -non-exempt students will have access to complete the college Orientation in their first year.  
  Benchmark: 70% of new to the college - non exempt students will complete the West Expressway where the College Orientation is hosted. | Assessment Method:  
  a. Subgroup: first-year, new to college non-exempt students.  
  b. We will use quantitative data.  
  c. We will use data from the West Expressway and District web-focus reports.  
  d. We will use West Expressway and District Reports from the previous academic year to check the number of first year students completed orientation within their first year. We will assess if there is an increase in new non-exempt students oriented from the previous year. If the numbers are below 70% we will conduct a follow-up survey to research why students did not complete the orientation. | Assessment Timeline  
  a. We plan to collect the data on APMS results from previous year during fall 2014. We plan to administer any needed follow up surveys during spring 2015.  
  b. We plan to collect and analyze the fall 2014 data during winter 2015 and collect and analyze the spring 2015 data during summer 2015. | Alignment with Institutional Learning Outcomes (ILOs):  
  Critical Thinking  
  Self-Awareness  
  Civic Responsibility  
  Cultural Diversity  
  Ethics |
Part III: Reflection, Dialogue, and Action Planning –
Please complete this section after you have collected data from your assessment(s).

SAO 1:
   a. What were the most important results or findings from the data and analysis?
      According to the "District Strategic Plan Metrics Goal 1/Access & Preparation for Success" under the Objective/Measure 1.2.1 New Students Completing English in first term or before 70% West three year change is up 8% /Math Assessment in 1st term or before 72% West is up by 8%.

b. What changes can be made to address these implications and improve services? (e.g. changes to the unit, work flow, communication, and facility)? Based on the Student Satisfaction surveys improvements to communication surrounding assessment process can be improved.

c. What resources are needed to address these changes?
   Additional personnel support, additional Proctors will allow for more support to students before, after and during the assessment process.

d. For the next assessment cycle, what changes (if any) need to be made to the SAO, assignment, assessment tool, and/or the rubric or criteria, improve or refine your results?
   We would benefit from more clarification between reports offered by the LACCD research division / LACCD web-focus and local reports.

e. Hire additional Proctors in the Assessment Center to assist more students one-on-one.

f. How do you plan to communicate and share the results of the assessment results with the campus community, colleagues, and students?
   Through college committee meetings and SS&SP bulletins and reports.

g. What documentation or evidence will you have to show that you engaged in robust dialogue and communication about your assessment results?
   Multiple presentations to include: Academic Senate, College Council. PIE, Divisional Council and Mid-Year and Year –End Reports and SS&SP Plan.

h. Additional Comments and Conclusions and improvements:

SAO 2:
   a. What were the most important results or findings from the data and analysis?
      There was a significant increase in the number of students that completed Orientation from the previous year.

b. What changes can be made to address these implications and improve services? (e.g. changes to the unit, work flow, communication, and facility)? Students would prefer a shorter Orientation. We are in the process of re-designing the Orientation now.

c. What resources are needed to address these changes?
   We need additional staffing to support students through the Orientation process online and on-ground.

d. For the next assessment cycle, what changes (if any) need to be made to the SAO, assignment, assessment tool, and/or the rubric or criteria, improve or refine your results?
   We will continue to expand our reach to increase the number of new students to the college that are to be assessed.

e. How do you plan to communicate and share the results of the assessment results with the campus community, colleagues, and students?
   Through college committee meetings and SS&SP bulletins and reports.

f. What documentation or evidence will you have to show that you engaged in robust dialogue and communication about your assessment results?
   Multiple presentations to include: Academic Senate, College Council. PIE, Divisional Council and Mid-Year and Year –End Reports and SS&SP Plan.

g. Additional Comments and Conclusions and improvements: