Student Learning Outcomes Report

Student Services Area
Admissions and Records

SLO/ SAO Dialogue

The dialogue regarding the move toward fully online applications and an application deadline took place at the district level in the A&R committee. The dialogue regarding dismissals took place informally with the staff in the A&R office.

SLO/ SAO Program Assessment

Technological Competence:

For the fall of 2012, 10,356 students submitted applications. Of those applications submitted, 62% were submitted online and 38% were submitted in-person through a paper application. For the spring of 2013 semester, 7,662 applications were submitted. Of those applications, 53% were online and 47% were submitted in-person.

At first glance, the data may appear to show that the technological competence of our students is both low and declining. However, some students submit paper applications for reasons other than lack of technological competence. For example, paper applications may be entered immediately, while online applications have a longer turn-around time (5-7 business days).

Plan of Action: We planned to push applications fully online and impose an application deadline, but this was recently struck down by the CIOs due to FTES implications.

Civic Responsibility:

For the fall 2011-spring 2012 school-year, 553 students were academically dismissed. Of those students, 76 chose to submit a dismissal appeal. Of those 76, though, only 6 submitted substantiating documentation to support their dismissal appeal.

The failure to appeal a dismissal does not necessarily reflect a lack of civic responsibility. Students may decide to attend another school or may have good reason to stop attending school altogether. However, if students decide to enter the appeal process, there is arguably a civic responsibility to submit the appeal with substantiating documentation, as the process requires. When students fail to submit the substantiating documentation in the appeal, it indicates that the students do not understand the seriousness of a dismissal and expect to be allowed back into the classroom without providing evidence of a good reason.

Students who submit clear and strong substantiating evidence in support of their dismissal appeals signal that they recognize past mistakes, but understand the significance of a dismissal and the importance of following the dismissal process that all students must adhere to. In addition, students who follow the dismissal appeal process properly demonstrate that they are willing to put in the effort it takes to join in the civic communities found in college classrooms and campuses.

Plan of Action:

In response to the low number of students who submitted appeals without substantiating documentation, the Admissions and Records Office plans not to accept dismissal appeals unless they have substantiating documentation attached (as we currently do with residency change forms).

ASO

SLO/ SAO Dialogue

ASO maintains copies of the students SLOs that were presented by the students at the end of their term.

SLO/ SAO Program Assessment

ASO has assessed its SLOs over the last three years, including executive officer self-assessments. In spring 2013, ASO along with the rest of Student Services revamped their SLOs. ASO's new SLOs will be assessed in spring 2014.

Athletics

SLO/ SAO Dialogue

The athletic department will continue discussion on successful student outcomes and enhance services rendered to our students.

SLO/ SAO Program Assessment

In an effort to assess and measure the services of the program, we will continue to monitor and track the academic progress of all student athletes through individual and teams GPA's, course completion, retention, and graduation and transfer rates. We will also continue to seek insight and feedback via the point-of-service surveys, focus groups, and use feedback provided from all student athletes in the end of season exit interviews. Additionally, we will assess the success of the athletic programs by evaluating the number of scholarships awarded to four year colleges and universities at the conclusion of each academic year. Each head coach will continue to monitor, track and provide the appropriate feedback for individual and team skill development for their program. Assessing skill development is a continual qualitative and quantitative measurement; however it will be completed by each head coach for every athletic program. We also assess the level of interest and ability of all incoming students with a sports interest survey that is linked to the CCC Apply system. In this manner we can compile data related to the student¿s interests in athletics and whether that interest is for participation in a competitive sports team, or merely for physical education and intramural participation. We also use this data for our state required Title IX Gender Equity Report each year. NOTE: That data is available upon request from the Athletic Director.

Child Development Center

SLO/ SAO Dialogue

There were informal dialogues regarding assessment results and improvement plans; however, there was no documentation of these discussions. As a result, the CDC Director will ensure that follow-up discussions regarding the Program Review and SLO¿s that are covered during meetings (i.e., listed on agendas as well as reflected in the meeting minutes).

SLO/ SAO Program Assessment

The current Service Level Outcomes (SLO¿s) assessment methods (see below) are difficult to measure. As a result, the CDC Director, CDC Teachers and support staff will reassess measures and goals. Also, The CDC Director will collaborate/coordinate with the CD Faulty to see how some goals/measures can be more in alignment with the Child Development Department SLO¿s.

¿ Technological Competence: As the result of students following promotional instructions on how to apply to the CDC, students will be able to access/navigate support services.

¿ Civic Responsibility: As the result of participating in CDC events and fundraising, students will be able to demonstrate civic responsibility. In addition, students will have the opportunity to be part of CDC¿s Parent Advisory Committee to strengthen their leadership and advocacy.

¿ Ethics: As the result of completing the CDC enrollment documents and participating in the intake/orientation process, students will adhere to the CDC handbook.

¿ Communication: As the result of continuing students completing the renewal application by the posted dates, students will be able to effectively demonstrate the ability to read, comprehend and follow written and verbal instructions.

¿ Critical Thinking: As the result of students participating in parent conferences, student will be able to analyze problems and implement solutions.

¿ Self-Awareness /Interpersonal: As a result of participating in the parent trainings & activities students will be able to implement strategies that support self-awareness and interpersonal skills in order to strengthen their own personal development as well as their children¿s social/emotional skills.

DSP&S
SLO/ SAO Dialogue

New dialogue has not happened yet.

SLO/ SAO Program Assessment

The sample size (N) was 600 current DSPS students. The surveys colleges were n=23.

The data demonstrated that of those who responded, a vast amount of them utilize the computer lab in the DSPS office. Man of the students indicated that they use the assistive technology in the lab. The data also demonstrated that many of the students who responded do not participate in student government activities. Lastly, many of the respondents are comfortable advocating for themselves and peers as it relates to disability.

Based on the data, two areas that need improvement are assistive technology training and student government participation. To address the arisen, DSPS will need to reinstitute the Assistive Technology Learning Skills course and reignite the Students with Disabilities Club.

In order to offer the Assistive Technology course DSPS will need to work with the curriculum committee and hire an instructor to teach the course. To increase student government participation, the department will need to seek students who are willing to participate in a club and coordinate with the Associated Students Organization.

EOP&S / CARE

SLO/ SAO Dialogue

The department continuously evaluates improvements based of student feedback.

SLO/ SAO Program Assessment

We are still in the process of collecting data.

Financial Aid

SLO/ SAO Dialogue

Implementation of the Higher One debit card system to deliver financial aid funds to be disbursed to students are one of the latest changes made to address the SAO components of Critical Thinking Communication, Quantitative Reasoning and Technological Awareness. The implementation of the Satisfactory Academic Progress and loan/financial literacy workshops conducted by the office has effectively assisted with the improvement of communication.

 The Financial Aid Office collects point of service contact surveys from each student that attends any one of these workshops to assess feedback and ways to make improvements.

The surveys are compiled and reviewed by the appropriate staff to make improvements and implement changes based on the survey recommendations mid semester.

SLO/ SAO Program Assessment

The Financial Aid Office must continue to use applicable survey tools available for assessment of the program from the office, interdepartmental surveys, district wide and state level surveys and recommendations to improve the delivery of aid to students.

International Student Center

SLO/ SAO Dialogue

A stakeholders group that includes the leaders of the Study in the USA program, West Language Academy, F1 Visa program, International Support Program, counseling, and other members from Academic Affairs and Student Services is now reinstated. The group began exchanging feedback and developing strategies to provide better referrals, to respond to student inquiries with uniform messages, and to develop a coherent recruitment strategy.

This working group will meet at least once per month and will provide recommendations to other committees on campus to recruit more international students.

SLO/ SAO Program Assessment

An International Student Orientation survey was recently implemented to gauge the informational competence of our incoming students. A second survey will be administered to these same students at the end of the Fall 2013 semester to gauge their confidence level, success rates, and to develop a better understanding of services that may be able to compensate for the challenges of being a first time student in the United States.

Learning Resources

SLO Assessment - Course

 LSK 2A-54 lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery ;Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

 LSK 2B -54 lab hours completed and progress toward 70% mastery Fall 2013; Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery ;Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

 LSK 3C- 54 lab hours completed and progress toward 70% mastery Fall 2013;Time logged on compared with time on-task and content mastery percentage progress Focus needs to shift from seat time to content mastery; Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery; Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

SLO Assessment & Resource Request

The only resource request at this time was to locate available room space to meet face to face with students. The specific rooms have been identified and scheduled accordingly.

SLO Course Changes

During the winter of 2014, learning skills faculty collaborated with Vice President of Student Services (acting chairperson) and Curriculum chair to revised the SLO Assessments. The low enrolled LSK courses 4, 40, 73, 74,75 were cancelled for the spring semester. It is the plan to revised the existing curricula for the remaining LSK courses to better meet the needs of the foundational skills student. LSK 5 and 50 will be paired with ESL 4 and English 21/28 respectively. The overall emphasis will be placed on providing all LSK students more faculty engagement to ensure students success in their academic courses.

SLO Faculty Dialogue

There has been significant discussion with Curriculum Chair person and Learning skills faculty regarding the previous semesters SLO assessments. This semester the learning skills faculty will work more closely with English and Math Faculty to ensure that all LSK courses can benefit all students enrolled in LSK courses.

We anticipate that faculty dialogue regarding assessment results from across the division during Spring 2014 , when data is available and improvement plans can be developed and prepared for implementation in Fall 2014. Each department maintains its own documentation of assessment results, raw data, and planned revision or development of curricula.

SLO Program Assessment & Changes

Re-evaluation of program-level SLOs is currently planned for Spring 2014, with particular focus on aligning course-level SLOs with discipline specific SLOs. Learning Skills faculty will collaborate with the math and English departments to ensure that both curricula are directly aligned to meet the needs of the students. The Languages Arts faculty member will pilot face to face paired class with LSK 5 and ESL 4a and LSK 50 with English 21 and 28. The intention of the pilot is to compare the success rates with the traditional delivery of CAI and face to face interaction with content from English and ESL courses.

School Relations and Outreach

SLO/ SAO Dialogue

Point of contact survey results and feedback from the coordinator and recruiter are conveyed in several of West's committees. Outreach has a regular presence in the Student Services Council, The Student Success/Matriculation committee, and Enrollment Management.

SLO/ SAO Program Assessment

Assessment methods consisted of point of contact surveys. Surveys are made available at the Outreach Office, at the conclusion of campus tours, field trips, and presentations. The surveys, especially the pre/post surveys focus on self-awareness and technological competence with the intent of identifying student's awareness of college services, the matriculation process, and educational goals. Technological competence is addressed by demonstrating electronic resources to answer their questions (e.g. SIS, websites, e-services).

Results reflect a generally perceived comfort with accessing West's online resources. Students initially express a weak awareness of transfer and degree attainment but confidence that the workshops and advisement are addressing those information gaps.

Student Success & Support Programs

SLO/ SAO Dialogue

Yes, there has been discussion in the Student Services Council concerning Service Learning Outcomes and need for improvements.

SLO/ SAO Program Assessment

The SS&SP surveys indicated that students had achieved a level of mastery in :

Admissions:
Student will understand how to navigate through process of enrollment : Information signs, Schedule of classes, Online Information
Results: SS&SP survey indicates students understanding of enrollment process

Assessment:
Student will understand how to complete Assessment test.: Written Booklet , Proctor verbal Instructions, Compass Instructions Completed Assessment Tests
Results: SS&SP survey reveals students satisfaction and understanding of Assessment process

Counseling:
Students will to complete an Electronic Student Educational with a Counselor.: Counselor handouts Printed Educational Plan.
Results:SS&SP surveys reveal that 100% of students that participated in April West Expressway received Student Educational Plans. This is an ongoing effort through SS&SP.

Follow-up:
Students demonstrate help-seeking behaviors by taking advantage of counseling probation appointments when they are contacted by the college.: Counseling Probation Appointments
Results: SS&SP offered Counseling Probation workshops extending from January 2013 to the present.

Admissions:
Student will able to understand and utilize On-line and in-person registration and how to challenge a pre-requisite.: College Orientation , Online and in person registration , Pre-requisite challenge forms.
Results: Students are apprised of challenge process through SS&SP West ExpressWay workshops

Assessment:
Student will be able to understand how to select and effectively plan their Math and English courses following Assessment.; College Orientation, Counseling Orientation Booklet with IGETC/CSU/AA sheets
Results:Students are introduces to general education and graduation requirements through West ExpressWay workshops. Survey reveals high level of student satisfaction.

Orientation:
~~Students will be able to successfully complete College Orientation Suite College Orientation Suite~~

Transfer Center / TAP

SLO/ SAO Dialogue

The Dean of Student Services, Chair of Counseling, and the Transfer Center Director meet on a weekly basis to discuss the areas of concern arisen from survey results. In addition, there are weekly counseling (which includes Transfer Center Services) division meetings where discussions take place regarding needed improvements and implementation of services delivered.

SLO/ SAO Program Assessment

For the Spring 2013 the folllowing two (2) SLOs were assessed using a student survey:

1) Technological Competence - Utilize the appropriate technology effectively for informational, academic, personal and professional needs.
2) Civic Responsibility - Apply the principles of civility to situations in the contexts of work, family, community, and global world.

For technological competency the survey results indicated that 70% of the students was aware of ASSIST.org and how it can assist them in their transfer goals. While only 52% of the respondents had utilized the online transfer related services (eChat, ASSIST, Transfer Computer Lab) to obtain transfer information.

For civic responsibility the survey results found that 57%of the transfer honor students who responded understand the importance of following and maintaining the standards of the Transfer Honors program and contract.