

**Excerpts from  
Student Services 2012-2013 Program Plans  
Appendix 4**

**Student Learning Outcomes (SLO)**

**I. Outreach and Application**

1. Assessment of 2011-2012 SLOs

SLO 1 was assessed using a survey administered during PEP workshops. The survey asked students to identify three of the 10 Steps for Success (matriculation components). There were 41 surveys. 61 percent of students were able to identify at least three of the 10 Steps for Success, while 15 percent of students were unable to identify any of the Steps to Success. SLO 2 was assessed using a survey administered at four separate Financial Aid Workshops. Students were asked to name two strategies they learned from the workshop. 41 surveys were collected. 70 percent of students were able to name two strategies and 14 percent were not able to name any.

2. Dialogue About Student Services SLOs

With changes to California's educational standards, more students will apply to community colleges. The demand for services will only increase. Outreach will have to provide more financial aid information. With the partial passing of the Dream Act for January 2013, we will have to identify which students qualify. High school students also can now take the EAP exam, the equivalent to our placement tests. New information suggests that students who choose a major immediately upon starting college are likelier to succeed. The college must focus on this new reality. The changes are numerous.

3. 2012-2013 SLO

Due to the results of SLO1 the department will continue with this SLO. However, SLO2 will be discontinued since financial aid is distinct and separate department from outreach. SLO1 aligns with the EMP's objective 2.1 which promotes higher education as well as increase enrollment numbers in First-Time Students from the feeder schools.

Students will be able to identify three of the 10 Steps for success (during PEP).

## **II. Assessment, Orientation & Registration**

### **1. Assessment of 2011-2012 SLOs**

The pre and post survey results demonstrate that there was an increase in the student success rate based on the orientation.

The results for the pre-survey on April 2, 2011 were 83% and post was 95%. On April 13, 2011 the pre-survey results were 90% and the post was 94%.

### **2. Dialogue About Student Services SLOs**

The SLO “Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation” supports Cañada College’s strategic goal #4 “Improving success, retention, and persistence of students who are in basic skills classes, including English as a second language”.

Team #2 decided to keep last year’s SLO with a couple changes. Students will be able to identify 5 of the 10 steps to College Success instead of 3 and the survey would be given at all college orientations instead of just PEP.

Based on the survey results from last year, it was decided that we would identify the steps that are less familiar to students and revise the orientation accordingly for the Summer/Fall 2011 registration cycle. We will continue using the pre and post surveys to measure the success rate.

### **3. 2012-2013 SLO**

Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation.

The SLO “Students will be able to identify 5 of the 10 steps to College Success once they have completed the college orientation” supports Cañada College’s strategic goal #4 “Improving success, retention, and persistence of students who are in basic skills classes, including English as a second language”.

### III. Articulation and Transfer

#### 1. Assessment of 2011-2012 SLOs

In order to streamline the students' transition to a four-year university and in order for them to reach their transfer goal, it is crucial to improve the current articulation agreements, and to develop new agreements with the four year universities. ASSIST.org is one of the main tools utilized by students and counselors to streamline the transfer path and to develop a Student Educational Plan (SEP) for transfer programs to CSU and UC Campuses. Within the last year, the number of students who completed an SEP has increased by 82%. AS a result, Students who completed SEPs become transfer focused and learned the necessity of the courses needed to be prepared (pre-requisite) to transfer to CSU and UC campuses. This reflected on a number of transfer ready students who participated in the Student Achievement Ceremony, Transfer related workshops such as CSU/UC application workshop, number of students who applied for

TAG with UC and AA-T/AS-T with CSU campuses. Table 1 reflects an increase in students' awareness in the transfer option as there is a 52% increase in students participating in the Student Achievement Award Ceremony. In addition, considering the changes in the UC TAG by posing higher standards and limitations, and removal of Transfer Admission Agreements (TAA) by CSU campuses due to budget cuts at their campuses, the number of students seeking TAG/TAA reflects students' knowledge of transfer options.

#### 2. Dialogue About Student Services SLOs

Although students were able to identify the courses required to transfer as one of the steps toward their transfer goal, students did not fully understand the importance of planning to secure funding the cost of attendance at the university. Base on a survey, 52% of students may not transfer due to a financial barrier.

These data reflects that there is still a greater need to change the culture among students to be proactive in transfer planning.

#### 3. 2012-2013 SLO

The SLO for 2012-13 year will be: "Students who utilize Transfer Center and Articulation Services are able to retrieve information from ASSIST.ORG, and able to identify the Admission policies to universities." This is similar to the last year SLO, because the transfer process and planning is complicated and is constantly changing.

This SLO has a direct relation with the College Strategic Direction of "Teaching and Learning" that is equipping students with the knowledge to reach their educational goal, and "Completion" which empowers students to find their pathways to the universities which support their persistence in reaching their goals. This is also aligns directly with Completion objective of 2.11 of the Educational Master Planning (EMP).

#### **IV. Financial Literacy**

##### **1. Assessment of 2011-2012 SLOs**

Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays (assessed again in current cycle)

Sign-in sheet were used to document participation at two Cash for College workshops in February 2011 however we did not go back to see if these same students required our assistance to complete the FAFSA for the following year at our weekly FAFSA Tuesday workshops.

##### **2. Dialogue About Student Services SLOs**

Students who successfully submit the FAFSA are provided with a message once they have submitted their FAFSA; however, it does not indicate if corrections are required. They may believe they have done all they need to do when, in fact, they may have hit a roadblock that needs be addressed before any further processing can occur. They are alerted if their application has been selected for verification and that the Financial Aid Office will be communicating with them about supporting documents and/or additional requirements.

In retrospect, participation in Cash for College does not necessarily translate to student follow- through and competency regarding Financial Aid. As a stand-alone data measure, it does not necessarily indicate financial learning.

Financial Aid provides ongoing FAFSA Tuesday workshops. These drop-in clinics are designed to help students submit and make corrections to their FAFSAs and to reinforce their understanding of the need to annual apply for Financial Aid.

EOPS helped spear-head the effort to provide savings workshops hosted by Opportunity Fund. The Individual Development Account and Women's Achievement Network and Development Alliance. EOPS kept documentation of students who attended, but also students enrolled in the savings program once they deemed themselves eligible and interested.

##### **3. 2012-2013 SLO**

Our Program Team will continue to improve and refine our data instrument. Secondly, we intend to refine the content in the financial literacy offerings.

Outside of program review, recent collaborations between Financial Aid, Outreach, TRiO and offsetting from Measure G allowed two distinct colleagues, Che Rodriguez and Manuel Delgado to facilitate a well-received workshop to high school students in April 2012. The positive response alludes to the need of continued workshops to engage new students in Financial Literacy in an intentional way. This partnership and work should be institutionalized; therefore, we need to explore the possibilities of expanding this as a first- semester offering for all new students and potentially refresher workshops for continuing students.

Expanded partnership possibilities include orientation, learning communities, mentorship programs, student life, community-based workshops, Neighborhood Colleges, and other venues.

We kept the same two SLOs from 2011 into the 2012 SLO cycle because we wanted to improve our data measurement.

Students should be able to complete a Financial Literacy Workshop to successfully define key terms such as grants, loans, work-study, scholarship, and EFC.

Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays (assessed again in current cycle).

## **V. Counseling and Career**

### **Counseling**

#### 1. Assessment of 2011-2012 SLOs

The prior cycle's SLO was reviewed and revised. The SLO will be implemented during the 2011-12 academic year.

The current SLO is as follows: Students will be able to articulate the content of the student educational plan and the benefits of creating and following the SEP.

#### 2. Dialogue About Student Services SLOs

This SLO is a revision from the prior cycle and aligns with the strategic plan objective 1.5 which focuses on promoting student retention and success.

#### 3. 2012-2013 SLO

The counseling department plans to promote the third annual SEP campaign "Spring into Fall – It's SEP Time!" campus wide to increase the number of students who have a current SEP on file at the counseling department.

The survey will be distributed during the Spring 2012 and the data will be collected on going through the Fall 2012 semester. The survey will be used to measure what students have learned as a result of creating an SEP with a counselor (attachment #1). Our goal is to increase student awareness of the benefit of having an SEP to assist them in reaching their academic, career and personal goals.

Students should be able to articulate the content of the student educational plan and the benefits of creating and following the SEP.

## **Career**

### 1. Assessment of 2011-2012 SLOs

Did not assess due to delay of Career Center

### 2. Dialogue About Student Services SLOs

The prior cycle's SLO "create a high level of student awareness of the Career Center and the services it provides" was unable to be implemented due to a delay in the construction of the Career Center in Building 5.

### 3. 2012-2013 SLO

The current SLO will be to "create a high level of student awareness of the Career Center and the services it provides". This SLO is a carryover from the last cycle due to construction delays of the Career Center. This SLO aligns with the strategic plan objective 2.10 which among other goals, lists promoting career resources to Cañada students.

Create a high level of student awareness of the Career Center and the services it provides. This SLO aligns with the strategic plan objective 2.10 which among other goals, lists promoting career resources to Cañada students.

## VI. Student Support: Student Life, Academic Support and Wellness

### Student Life

#### 1. Assessment of 2011-2012 SLOs

In discussion and planning, it was agreed that the Student Life goal for 11-12 would be to encourage all of the Student Service departments to participate in the Fall 2011 CLUB RUSH Day. **Results of this Goal** showed 11 of the 13 departments were represented either in person or by providing information at one of the display tables. Students got to learn about areas they may not have utilized before.

#### 2. Dialogue About Student Services SLOs

**Upon reflection**, having this event also in the evening was especially beneficial for this population of students. Many evening students only go to class, and remain unaware of what is available to them. (See 11-12 Tracdat Report)

#### 3. 2012-2013 SLO

As part of the ASCC Leadership Completion Program, ASCC board members will describe in writing what they learned while attending ASCC weekly meetings and leadership workshops, organizing a Spirit Thursday event, attending a campus committee meeting, and how they mentored another board member to stay in ASCC and in school.

*This SLO corresponds to the EMP's Strategic Directions*

1. Teaching and Learning: (Benchmark Leadership is all about students learning leadership skills at conferences, workshops and in ASCC mtgs.)
2. Completion: (Mentorship benchmark is all about helping each other complete classes and finish school)
3. Community Connections: (Hosting spirit Thursdays builds community)
4. Global and Green (Partnering and providing financial support for the Social Justice Series Planning committee)

## Academic Life

### 1. Assessment of 2011-2012 SLOs

In discussion and planning, it was agreed that the Academic Support goal for 11-12 would be to increase the number of students either completing or updating SEP as a requirement. This requirement was facilitated within each student support department. **Results of this Goal** showed that 8 out of 13 made it a requirement.

### 2. Dialogue About Student Services SLOs

**Upon reflection**, 3 departments now highly recommend students update their SEP while enrolled in their programs. (See 11-12 Tracdat Report)

### 3. 2012-2013 SLO

Students will evaluate their tutoring needs and use appropriate tutorial assistance. SLO will be evaluated by tracking the number of students who seek tutoring assistance.

*This SLO corresponds to the EMP's Strategic Directions*

- 1: Thinking & Learning (tutoring is a pathway to their educational goal);
  - 2: Completion (tutoring will assist in student's completing their course(s)).
- Additionally, it aligns with College SLOs: 1, 2, & 4.

## Wellness

### 1. Assessment of 2011-2012 SLOs

In discussion and planning, it was agreed that the Wellness goal for 11-12 would be a Health Fair held in the Fall and helped students learn two things: where Psych Services, DRC, and the Wellness Center are now located, and information about what these three departments provide. **Results of this Goal** showed 150 students attended which is an excellent turnout for the inauguration.

### 2. Dialogue About Student Services SLOs

**Upon reflection**, since the Wellness Center and Psych Services has only part-time staffing, it is important for students to share in this event. Hopefully, an evening event can be staged next Fall as well

### 3. 2012-2013 SLO

Disability Resource Center will continue to monitor and track the number of students who complete SEPs in Counseling, TRiO SSS and DRC. This aligns with the College SLOs for retention and completion. (It is also required by Title V for DRC students)

The SLO is the same and we continue to track the availability of appointments for students new to DRC who need SEP completion.

## **Disability Resource Center**

### 1. Assessment of 2011-2012 SLOs

Upon the addition of a part time (6 hrs/week) academic counselor as a member of the DRC staff, it was deemed necessary to partner with the broader Counseling goal of having a written SEP for all DRC students. Thus, the SLO for the 2011-2012 academic year was: *DRC students will be able to identify an educational goal and develop/update an SEP.* Both the Counseling Department and TRiO SSS sponsored SEP completion events on campus. Because the DRC is a main referral source for TRiO, TRiO has approximately one-third of enrolled students dual enrolled with DRC, and because the part time DRC counselor is also a part time counselor with the TRiO SSS, a large number of DRC students were able to identify to complete this SLO.

Specifically, 79% of enrolled DRC students in Fall 2011 were able to identify an educational goal and completed SEPs. In Spring 2012, 80% of DRC students identified an educational goal and completed an SEP.

### 2. Dialogue About Student Services SLOs

Upon reflection it was found that while DRC students took advantage of DRC, Counseling and TRiO SSS services to meet with an academic counselor, there were not enough available 30 min appointments for students to meet with a counselor.

### 3. 2012-2013 SLO

Disability Resource Center will continue to monitor and track the number of students who complete SEPs in Counseling, TRiO SSS and DRC. This SLO will continue for the 2012-2013 academic year.

## **Student Health Center**

### 1. Assessment of 2011-2012 SLOs

Written information on the prevention of the flu is given at the time the student signs in. Prior to receiving the Flu shot, the student is asked to state ways of preventing the spread of the flu.

### 2. Dialogue About Student Services SLOs

75% of the students were successfully able to verbal the appropriate information.

### 3. 2012-2013 SLO

SLO: The student will verbalize at least 3 ways to prevent the spread of influenza.