

LMC Comprehensive Program Review

Student Services Programs & Units

2017-2018

Report Name: Assessment Report – Teaching & Learning Committee

The following report contains the responses to Question #1.2 (Assessment Summary) and #3.3 (CSLO Update) extracted directly from the submitted Comprehensive Program Reviews for Student Services Programs and Units. The information contained has not been altered, it was extracted exactly how it was written.

1.2 Assessment Summary

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

Admissions & Records/Veterans

YEAR	SLO	DESCRIPTION	WHAT WE LEARNED
2013-2014	Early Graduation Application	We wanted to see if the students understood that this was a one-time option and to see if they used their earlier date, got the classes they needed and graduated	We learned that many students used the early grad app to get their needed science courses. We need to get better information out to students to let them know about the early grad app.
2014-2015 2015-2016	New Applicants Late Add Petitions	We wanted to verify that the students knew the next steps We wanted to look at the students who were turning in late add petitions, to see how they did in their classes, so we could determine if adding late was hindrance to their final grade.	We have no information on how this SLO was finalized. Most students did well and were just not aware of the deadlines to add. We need to encourage the faculty to get their students registered in a timely manner. NOTE: In 2017, the VP has changed the process so that Instructional Deans will approve or deny the late add petition after the posted deadline. The purpose for this is for the deans to have a conversation with the instructor, so they do not repeat this behavior.
2015-2017	Veterans Resource Center	We wanted to make sure that veterans knew they had a place to study, use the computer, see a counselor and interact with fellow veterans.	We found that all the veterans knew about the center and most of them were appreciative. We determined that we need a full-time staff member to assist when there are disruptive students.

Athletics

N/A

CalWorks

The CalWORKs Program continues to offer workshops for our students to assist them with creating a professional resume, mock-interviews, business etiquette and overall preparing them for entering the workforce. Students will develop and demonstrate self-advocacy skills and strategies to be able to navigate both the college system as well as the County CalWORKs Program.

CARE

EOPS and CARE focused on increasing the development of Education plans, student – instructor engagement and developing an academic network. A review of the academic network maps revealed that students that had more than 5 people in their network had higher success rates. We are now strongly encouraging all of our students to expand their academic network. Ed-planning has increased due to policy changes that were supported by the advisory committee and welcomed by EOPS and CARE students. The combined three PSLOs align with the 6 college goals listed below:

1. ACCESS: increase access through enrollment of students currently underserved in our community.
 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.
 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.
 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.
 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
 6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.
- The current PSLOs are fairly new and will remain the same for the next academic year.

Career Center

Career Services has defined two PSLOs for program activities:

1. Students who attend a workshop or meet with a career coach regarding the job/internship search process will learn techniques to improve their potential to find employment.
2. After attending a resume workshop or meeting with a career coach on how to develop a resume, students will gain information on how to create well-written and effective resumes.

Due to lack of staffing and staff transitions, a very small number of workshops have been held over the past four years, and PSLOs have not been assessed in previous program reviews for Career Services. However, moving forward, pre and post tests have been created to assess PSLO objectives, and will be assessed and evaluated beginning Fall 2018.

Counseling

The Counseling department recently updated our Program Student Learning Outcomes (PSLOS), after reviewing the previous PSLO assessment. The department has agreed up the following PSLOs:

1. Students will be able to clarify their educational, personal, and/or vocational goals after meeting with a counselor.
2. Students will understand how to reach their educational, personal, and/or vocational goals after meeting with a counselor.

The Counseling department conducted a student survey during fall 2014 semester, in which students were given a pre-appointment and post-appointment questionnaire to determine the students' level of clarity regarding their educational goals. This survey was conducted twice, once for scheduled Counseling Appointments (30 minutes-1 hr.) and once for Express Counseling sessions (5-15 minutes.) The surveys conducted during fall 2014 were a great starting point for the Counseling department to assess their level of impact on student success.

What the department learned from this study:

- That students could directly benefit from implementing a more in-depth Intake process at the onset in the Counseling reception area, whether for a traditional appointment with a Counselor or an Express Counseling session.
- Hiring Student Ambassadors for group counseling, registration assistance, initial intake process, assisting with open course sections selection, assisting with access to Insite portal, and identification of 3SP steps (orientation and assessment/multiple measures).
- Identify and secure a consistent staff members to oversee the ongoing training and supervision of Student Ambassador program.
- Developing SLOs for the various student counseling appointment types (ie. Financial aid appeals, comprehensive ED plans, abbreviated ED plans, express counseling, probation and dismissal counseling, DSPS counseling, EOPS and CalWORKS counseling, and distance counseling).
- Creating evaluation and assessment measures for effectiveness and improvement of student services deliverables and SLOs in the Counseling department.

The Counseling department has determined that it would be beneficial to implement a similar study, with more frequency throughout a given semester, over the course of an academic year to assess the effectiveness of Counseling sessions in general, confirm that students have clarity regarding their educational, personal, and/or vocational goals and next steps. For example, DSPS will begin surveying students to determine student satisfaction.

Disabled Students Programs & Services

DSP&S is in the process of updating our PSLOs for 2018.

Previous assessments conducted for orientation sessions lead to changes in scheduling of sessions, increased orientation curriculum, partnering with Admissions to have students enroll with webadvisor during the orientation session. Previous assessment for alternate media increasing course content knowledge assessment found that students felt their understanding of content knowledge was high, that the technology such as Kurzweil supported their learning. Students did report that they wanted increased access to alternate media such as audio cds of their texts in addition to Kurzweil.

Extended Opportunities Programs & Services/Foster Youth

EOPS and CARE focused on increasing the development of Education plans, student – instructor engagement and developing an academic network. A review of the academic network maps revealed that students that had more than 5 people in their network had higher success rates. We are now strongly encouraging all of our students to expand their academic network. Ed-planning has increased due to policy changes that were supported by the advisory committee and welcomed by EOPS and CARE students. The combined three PSLOs align with the 6 college goals listed below:

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- The current PSLOs are fairly new and will remain the same for the next academic year.

Financial Aid

The Office of Financial Aid & Scholarship had the following Student learning Outcomes (SLO):

1. Students who attend the FAFSA Workshops will understand how to interpret their Institutional Student Information Record (ISIR).

The program assessed was the FAFSA Workshop that included a focus on the Student Aid Report (SAR), which is also known as the Institutional Student Information Record (ISIR). Students completed a pre-test and a post-test before and after the workshops to assess their levels of understanding in regards to the SAR/ISIR. The results were quantified and scored based on the *SAR Workshop Evaluation SLO Rubric*. The rubric indicates levels of below proficiency, proficient and above proficiency as key indicators for assessment. Of the seven total students who attended a spring 2015 workshop and completed the pre- and post-test, 43% were below proficiency, 29% were proficient and 29% had high levels of proficiency. Looking at improvement levels between pre- and post-tests, 57% of students had better scores after the presentation than before. 86% of students queried stated they felt they had a better understanding of the SAR after attending the workshop.

In review of this SLO, we determined it is an outdated learning outcome. There was a distinct lack of students attending these workshops. We had offered two workshop formats; one with a presentation followed by hands-on assistance in completing a FAFSA, and one without a presentation. Most students opted for the non-presentation workshops and so were not given a presentation or questionnaire. Some students who did attend the presentation did not complete the questionnaires at the end, and some left during the presentation. When this SLO was originally created, students were often mailed a paper copy of the SAR for review, and being able to understand it was of much higher importance than today. At this time, the FAFSA and SAR are both completed and accessible online, with no SAR being mailed to a student unless the student requests it. The low level of proficiency achieved by students indicates they no longer receive and review a paper SAR. The Office of Financial Aid will review the ISIR and contact students if we feel there are corrections to be made, which makes this SLO obsolete. As a result of this assessment and Department of Education's transition to make SAR electronically available, we will be abandoning this SLO and spend our resources on an SLO regarding teaching students how to complete the FAFSA.

2. Students who access the mandatory online video will demonstrate understanding of the Satisfactory Academic Policy (SAP).

The program assessed was the SAP online workshop and quiz. Students with a financial aid academic suspension status are required to complete the two online components. Students are placed on academic suspension due to their cumulative or semester grade point average being below 2.0, or semester completion rate of less than 67% for more than one consecutive term. The online SAP workshop consists of fifteen informational slides followed by a ten-question quiz prior to submitting an appeal for reinstatement of financial aid. The quiz was made available through Google forms, and students were required to enter in their first and last name, student ID number, email address, and select a "Yes" or "No" answer to each question. The results were quantified and scored

based on the attached SAP Quiz SLO Rubric. The rubric indicates levels of below proficiency, proficient and above proficiency as key indicators for assessment.

Based on the assessment results, the workshop and quiz proved successful in the goal to educate students in regards to the SAP policy. 69% of the students who took the SAP online workshop and quiz were scored at proficient. However, we determined the Google form platform had limitations and lacked the ability to grade the quizzes and generate students' scores. For all 170 students who took the SAP quiz, a financial aid staff member reviewed and graded each quiz by hand. We determined the process was outdated and too time consuming. In Fall 2016, we transitioned to Comevo, an online orientation software purchased by the college. Through Comevo, we created an SAP Online Module that consists of ten sections. The quiz results are tracked using a report system, which gives us the ability to download the quiz results, eliminating the manual scoring and assessment process of the current SAP workshop and quiz. Additionally, we discussed rephrasing some of the questions and having students answer a combination of multiple choice and true/false questions. Currently, the SAP quiz consists of all true/false questions, which gives students a 50% chance of getting the correct answer. However, requiring students to answer multiple-choice questions will provide a more accurate assessment of students' comprehension level. We will keep this SLO so we can assess the effectiveness of the new assessment tool and the new question format.

3. Students who attend the scholarship workshop will demonstrate understanding of the scholarship application process.

The program assessed was the Scholarship application workshop series that was offered to students in the spring 2016 semester. Students interested in applying for an LMC Foundation Scholarship were encouraged to attend a workshop to learn about the eligibility requirements and application process. At the end of the 2016-2017 LMC Scholarship application cycle, we sent a Survey Monkey, which consisted of nine multiple-choice questions and one unrated, open-ended question. Students were not asked to provide any personally identifiable information, and participation was voluntary. Another assessment method we used was collecting data on the number of students that participated in the scholarship workshop, compared to the number of students who was awarded a scholarship award as a result of attending a workshop. After we reviewed the survey results, we determined that 59.62% of students answered 6 out of 9 questions correctly. Over half of the students who took the survey were determined to be proficient. This is an indication that overall students did benefit from attending a scholarship workshop, since they were able to demonstrate an understanding of the application requirements and process. Since we did not ask survey completers to provide personal identifying information, there was no way for us to verify that all the survey respondents actually attended a scholarship workshop, which can skew our results. Out of the 33 students that attended a scholarship workshop, only 48% of students submitted an application ($16/33 = 48\%$). 51% of students did not submit an application ($17/33 = 51\%$). These results may indicate a need for us to reevaluate the content and format of the workshop, since over 50% of the students that attended failed to submit an application. Additionally, there may be a need for the scholarship coordinator to follow up with the students after the workshop to do a check in. With this data, we do not feel confident drawing a conclusion that 51% did not benefit from the workshop, since these students may not have submitted an application as a result of learning from the workshop that they did not meet the eligibility requirements to apply. For our next assessment, we plan to ask students who attended the workshop why they failed to submit an application. We recognize that students who respond to the survey might not be representative of our target population as a whole. We discussed improving the assessment method for next time by only sending the survey to students that actually attended a workshop instead of to all currently enrolled students.

4. Students that attend the Federal Work Study Orientation will have an understanding of eligibility criteria and application procedures for the Federal Work Study (FWS) Program.

In fall of 2014, the Student Employment Specialist offered a series of Federal Work-Study (FWS) orientations to educate students on program eligibility and job placement requirements. In years past, the college had a difficult time spending FWS funds. We thought that by offering student orientations, it would be an opportunity to recruit students for the program. The Student Employment Specialist made it mandatory for students to attend an orientation so that students understood the steps they needed to follow in order to successfully be placed in a work-site on campus. However, due to a lack of student participation in the orientations, we were unable to assess this SLO. Most students were connecting with their prospective employers in the various departments on campus first before making contact with the financial aid office. Students found out about the program from their prospective employers, which demonstrated to be an effective way of recruiting students. Students were not responsive to the orientation invitations we sent out via email. Students were more engaged with learning about the eligibility criteria and application procedures for FWS after they have been offered a position on-campus.

In addition, we learned that lack of student participation in the orientations was not a contributing factor to the college's under-usage of FWS funds. It was the college's restricted list that prohibited certain departments from being able to use the funds. Ever since the college eliminated the list and gave all departments on campus access to request funds, under-usage of funds was no longer an issue. Since there is no interest or need for students to attend an orientation, we have decided to abandon this SLO.

International Students

There were no previous Program Outcomes for International Students therefore below are the targeted outcomes developed during this process.

PSLO #1: International students who participate in the New International Students orientation will demonstrate knowledge and understanding of how to maintain their F1 visa status.

Library/Learning Resources

The library's PSLOs address the library user in the broadest sense and address desired student, faculty and staff learning outcomes:

PSLO 1: Access appropriate information resources available through the library in support of class assignments and course instructional objectives.

PSLO 2: Utilize a broad range of library resources and services available (i.e.: interlibrary loan, remote access to databases, eBooks, Ask a Librarian

PSLO 3: Identify and appreciate libraries and library services as a valuable source of information for future academic pursuits, independent study and lifelong learning.

Assessment of learning outcomes related to information literacy is done primarily in conjunction with other disciplines and can be course specific, topic specific, or outcome specific. Examples of different assessments include:

Kinesiology – All PE 100 sections include library instruction and follow up assignment. Now in its third year the lesson content, delivery, and assignment have been reviewed and evaluated at least yearly, more often if needed. Student assignments are collected and reviewed by the librarian teaching the lesson.

Communication Studies – library and information literacy instruction is delivered in all SPCH 110 sections with most sections also incorporating a library assignment. The assignment is reviewed and updated each semester. In fall 2017 an assessment project was completed.

English/Critical Thinking – information literacy learning outcomes and written in to the ENGL 100 and ENGL 221 course outlines of record. Each section lesson is tailored to that particular instructor and while some assessment of each has been completed, there has not been a systematic review.

Information Ethics – Each spring semester beginning with Spring 2015 the library co-teaches the Honors Seminar class (PHIL 122). Exercises and assignments that address information literacy outcomes are reviewed and assessed by the librarian teaching the course. These include source identification and evaluation exercises, in class worksheets and discussion, and a final paper.

Academic and Career Success – Library instruction has been implemented in all sections of ACS 10. Students in some sections are required to write short library reflection essays and some were collected and reviewed in Spring 2017.

Assessment of the use of resources and service, as well as understanding the role libraries play in the world of information is done primarily through the collection and review of usage statistics. Assessment projects have included group study room usage and an annual print journal use project.

Office of Student Life

The PSLOs of the Office of Student Life from fall 2012-fall 2016 were as follows:

PSLO1: Students who participate in LMCAS (student government) will be able to effectively use LMCAS bylaws and parliamentary procedure during senate meetings

PSLO2: Students who participate in LMCAS (student government) will be able to actively engage in the shared governance process, through committee involvement

PSLO3: Students who participate in IMPACT (student leadership retreat) will develop an understanding of their own leadership style and how it relates to others.

PSLO 4: Students who participate in IMPACT (student leadership retreat) will learn skills and strategies for becoming effective leaders in their programs, clubs, and organizations.

The PSLO #3 and #4 were assessed in fall of 2013 and spring 2014

Students completed an event evaluation form administered at the end of the conference. The evaluation included assessment questions with quantitative responses for the SLO #1 and qualitative responses for SLO #2.

For SLO #1, a total of 38 students completed the evaluation and 50% of the participants were determined to be above proficient with material presented.

For SLO #2, a total of 38 students completed the evaluation and 60% of the participants were determined to be above proficient with material.

Upon evaluation and discussion amongst Student Life staff, it was determined that further concentration will be on the development and improvement of SLO #1.

Due to restructuring in the office and direction of focus within the Office of Student Life the following goals have been identified for the next comprehensive review period.

PSLO #1: Student Life Associates will be able to demonstrate strong leadership skills in planning and implementation of sponsored events by the Office of Student Life.

PSLO #2: Students who participate in the Impact Conference will learn skills and strategies for being effective leaders in their clubs, communities, organizations and programs.

PSLO #3: LMCAS students will understand shared governance by participation on committees and be able to engage in thoughtful discussion regarding funding initiatives and programs.

To date, Office of Student Life has actively evaluated PSLO #2- IMPACT student leadership conference.

What we have learned thus far based on feedback from conference evaluations and follow up discussions, students communicated a strong interest to continue seeking out opportunities to practice

strategies to be more active on campus and to have conversations that may lead to understanding and change.

Prior to fall 2016, the IMPACT conference was focused on learning about leadership styles through activities such as leadership colors and the Myers-Briggs Personality Test. Prior to the 2016 IMPACT conference, students asked for a conference that focused more on providing them tools and resources to make a difference in their community. Due to their responses, the activism concept was born.

Evaluations from fall 2016 conference reflect the following:

Of the 51 students who registered, 43 students attended at least one of the two day sessions offered. 92% stated 'Agree' or 'Strongly Agree' with the statement, "I learned skills/strategies for becoming more involved in my community"

92% stated 'Agree' or 'Strongly Agree' with the statement, "I would be interested in attending a follow up, more advanced workshop on this subject"

Evaluations from fall 2017 conference reflect the following:

Of the 97 individuals who registered for the conference, 75 students participated in the event. Email and phone call reminders were sent and made prior to event to increase participation numbers. 93% stated 'Agree' or 'Strongly Agree' with the statement, "The conference information was relevant and useful"

82% stated 'Agree' or 'Strongly Agree' with the statement, "The conference stimulated my learning around change"

Areas for further development

An evaluation form will also be constructed with assistance of the SLO committee to determine if we are asking appropriate questions to meet the needs of the SLO created for this activity.

Exploration of presenter and workshop content will continue for the fall 2018 conference. A survey will be put out to the campus community to determine focus of interest as we begin planning. It is our experience that when students are interested in the subject matter presented, they are more likely to retain the information presented and be more involved in the scheduled activities.

Evaluation has begun for PSLO #1 Student Life Associates will be able to demonstrate strong leadership skills in planning and implementation of sponsored events by the Office of Student Life

Prior to each semester, Student Life Associates are provided training in successful event planning along with Los Medanos College policies and procedures.

Associates are evaluated by the Director and Coordinator of Student Life at the end of each activity or event facilitated or lead by an Associate. Associates are evaluated on the following criteria:

- Initiative
- Accountability
- Communication
- Follow through
- Time Management
- Budget
- Marketing Strategies
- Implementation of event/activity

Since the development of this PSLO, we have been able to evaluate two events lead by our Associates. Halloween 2016 and 2017 were evaluated using the above mentioned criteria. In 2016 the event was deemed successful as a result of meeting the criteria mentioned above. Areas of improvement for 2017 included development of marketing strategies and accountability. In 2016, the responsibility of the event fell upon one associate to not only get the word out about the event by to ensure that the event met budget and timeline requirements.

In 2017, the Halloween event was evaluated once more using the above criteria. Changes were made to include a committee with a lead associate. This resulted in more work being completed prior to the actual event. Marketing strategies expanded beyond the LMC campus and appeared to increase participation from 2016 event. Based on feedback from clubs participating in the event indicated that the 2017 event was more organized and structured.

Areas for further development include continued training and development in event planning for Student Life Associates, and consistent “post event” survey amongst participants and associates for all events going forward.

PSLO #3 LMCAS students will understand shared governance by participation on committees and be able to engage in thoughtful discussion regarding funding initiatives and programs

A retreat is held for LMCAS senators and representatives regarding Parliamentary Procedures, Brown Act, and Los Medanos College policies and procedures at the beginning of every semester. LMCAS senators are evaluated by the LMCAS Advisor throughout the semester based on their ability to utilize parliamentary procedures to facilitate their meetings and make informed decisions.

Additional advising and coaching has been provided in LMCAS meetings as needed when questions or issues arise from student representatives.

LMCAS senators and representatives participate in the shared governance process through participation in various campus committees.

Areas for further development

Going forward, a focus will be directed towards assessment by committee chairs regarding student’s ability to represent student body and contributing to conversations and decision making process. In addition a pre and post semester evaluation will be administered to student representatives to determine areas of development and improvement. We will also work towards building the number of student participants through outreach and recruitment.

The Office of Student Life will continue to work with LMCAS on strategies to improve participation and retention.

Outreach

All the Student Outreach PSLOs have been evaluated at least once in the past 5-year cycle except for one PSLO which was eliminated. The eliminated PSLO addressed Spanish speaking students and parents receiving enrollment support services at the Welcome Center. The end of the HSI Exito Grant, staffing restrictions and inability to track data required the elimination of the PSLO. A new PSLO that addresses the creation of Ed Plans during the New Student Ed Planning Workshops has been created. The new PSLO5 will be evaluated during the fall ’18 registration cycle.

Existing PSLO:

PSLO1: High school students who participate in the pre-orientation outreach workshops will be given college information and will be able to complete the college application, English and math assessment, and the new student orientation. This PSLO was evaluated in 2012 and will be evaluated in 2018.

PSLO2: Students who attend the High School Senior Saturday orientation will be provided with the available campus resources to connect with a student support program. This PSLO was evaluated in 2017.

PSLO3: Students who visit the Welcome Center for admission questions will be provided with information to complete the Student Success and Support Programs services: application, orientation, assessment, and educational planning. This PSLO was evaluated in 2015.

PSLO4: Students who access the Welcome Services will learn to navigate the college online services. This PSLO was evaluated in 2012 and 2015.

New PSLO:

PSLO5: Student who attend the New Student Ed Planning Workshop will develop a first semester educational plan. This PSLO will be evaluated in 2018 for the fall '18 enrollment cycle.

The results from the evaluation of the unit's PSLOs have provided instrumental feedback to make changes to how Outreach, the Welcome Services and Assessment provides service to our students. The Outreach PSLO evaluations are available on the Planning and Student Services webpages.

Professional Development

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success.

Much of the professional training that Outreach has sponsored has been in the area of technical training. We have had training in technical areas such as SARS and Hobsons Starfish software. There has been workshop that focused on working with students in the area of difficult people with emphasis on behavior issues and students with disabilities. The staff have been encouraged to participate in the professional workshops sponsored by the Equity and Inclusion Dean. More work is needed to provide a more comprehensive professional development in the department. Efforts on in place to increase the number of trainings conducted on communication, student development and cultural humility and equity facilitation.

Collaboration

Student Outreach works in collaborative efforts campus-wide across all areas of Student Services and Instructional areas. There are several signature events where Outreach is in collaboration with other campus departments to provide direct and indirect services to students.

High School Counselor Conference: For the past several years, the office works with Student Services and Instructional Departments to host the Counselor Conference. Counselors and staff from our local high schools attend the conference to learn what's new, what's changed and what new programs have been created at LMC. The conference has become an excellent venue for student service and instructional departments to introduce changes and to communicate the innovative work being done at the college via workshops or presentations.

High School Senior Saturday: These HS Senior Saturday have become the de facto College Preview Day. The day serves as a day for Student Services to show incoming students how their services will assist them in their college success. The day has also evolved in to a Learning Community instruction and recruitment day. Instructional departments are invited and many have attended specially areas in CTE, math, English and STEM. For the past 3 years, we have average 600-700 incoming freshmen to these Senior Saturday. The impact that the college has had on new students in all areas of student services, Learning communities and instruction has been gratifying. An added component to these Senior Saturdays has been the parent participation. An average of 250 parents attend these days and are similarly exposed to the support systems available to students.

Career Focus Friday: AS described earlier, Career Focus Friday is a partnership between CTE faculty, STEM programs and faculty, and Student Services. The days show case up to 200 students programs at LMC (grouped by industry clusters e.g. Health and Service fields) by providing workshops from faculty in their areas as well as workshop general student support areas.

Math and English Assessment Work: Student Outreach has provided the leadership to bring together English and math faculty leads to address the new course placement protocols with the onset of common assessment and multiple measure initiative. The assessment staff has work closely with math and English faculty to establish placement rules and policy. Procedures were developed by the office to satisfy college and State requirements. This work have foster additional work outside student assessment in the area of high school and college faculty relationship building. The office schedule meetings for LMC faculty to meet with high school teachers to discuss math and English acceleration and placements. Outreach has also play a role with Deer Valley High CAAP grant work with LMC's math department.

Reading, Writing & Tutoring Center

Reading and Writing Consultation Learning Outcomes

In spring 2014, the Center conducted an assessment project to assess the Center's three SLOs:

#1: Demonstrate preparedness by planning for consulting session and arriving with relevant materials.

#2 Apply knowledge learned to LMC coursework by actively participating in a consulting session.

#3 Plan for the next steps in the writing process by understanding the main feedback given in the consulting session.

The data collected after conducting the assessment project showed that:

1. 40% of first time student users were fully prepared, participated and planned for next step, achieving all SLOs
2. The largest successful group were students who visited the Center six to ten times with 80% achieving all three SLOS
3. Of those student who attend the Center between two and five times, 54% achieved all three SLOs
4. The least successful group for SLO achievement were those who attended more than 11 times.

The results support the hypothesis that with sustained exposure and support, students appear to be more acclimated to the overall protocol, thus achieving the three SLOS. However, students who visit the Center over eleven times in a semester appear to be more dependent on the consultant versus self-dependent.

Assessment Plan

Since the Center's goal is to support learning and encourage self-advocacy and inter-dependence leading to independence, we decided to keep the current SLOS. Our next assessment cycle is planned for spring 2018.

Peer Tutoring Learning Outcomes

The Peer Tutor Program has two sets of learning outcomes, Student Learning Outcomes and Tutor Learning Outcomes. The two sets of outcomes allow us to assess tutors working with students outcomes for tutor training

Student Learning Outcomes

Updated and adopted August 2016

Students using the various tutoring services on campus will (be able to):

1. Describe and locate the most appropriate tutoring services for their need(s)
2. Describe and give examples of tutoring has helped develop skills of:
 - Thinking flexibly
 - Striving for accuracy
 - Willingness to ask questions
3. Develop self-reliance by articulating next steps following a tutoring interaction

Tutor Learning Outcomes

Adopted April 10th, 2014

As a result of tutor training and tutoring experience, a tutor will be able to:

- 1a. Utilize appropriate methods of inquiry during a tutoring session (first semester).
- 1b. Modify a tutoring session/inquiry method according to student's need(s) and learning styles (second semester).
2. Model ethical and professional behavior of an employee at LMC (first and second semester).
 - 3a. Recognize the role of cultural competence in building academic confidence and performance (first semester).
 - 3b. Reflect on how their personal story, experience, background, etc. affects their tutoring sessions (second semester).

Assessment Plan

Since the initial creation of both the SLOs and TLOs in 2012, the Tutor Support Team (TST) have adjusted the learning outcomes to reflect changes in training, relevancy, and ability to assess. The campus-wide tutoring program has done much work in creating and assessing the SLOs and TLOs. The SLOs were updated in August 2016 after the TST recognized our SLOs were not assessable as written. The team used Habits of Mind to help form two new SLOs. Additionally, the TST felt that the idea of cultural competence was not attainable; therefore, we changed this term to “humility.” Furthermore, the TST recognized that tutors gain so much more knowledge and ability through experience. Therefore, we modified TLO 1 and 3 to reflect different expectations of a first semester tutor and an experience tutor.

Assessment Summary

Prior to 2014 the college-wide tutoring program had assessed all previous SLOs. With the changes, the program has assessed all the TLOs and assessed SLO #1 and SLO #2. An Assessment was for SLO #3 was planned to be conducted in 2017; however, at this time, the team are behind on this. A revised assessment plan is to assess in spring 2018. Because the assessments for both SLOs and TLOs for the campus-wide tutoring program have proven to be complicated and time consuming, the TST have discussed creating an assessment tool that assesses all three SLOs and all three TLOs at once, the Team will meet in 2018 to plan this and create a new assessment cycle.

Assessment Projects

SLO#1 and previous SLOs 3 and 4 were assessed prior to 2014.

SLO#2: Students using the various tutoring services on campus will explain and give examples of how tutoring has helped him/her to think flexibly, strive for accuracy, and willingness to ask questions was conducted fall 2016 through spring 2017.

The results from this assessment show 70% of students in each department surveyed found that they were helped “a lot” when it came to thinking flexibly; 68% felt that tutors effectively helped them strive for accuracy and finally 72% of respondents reported that tutors helped them “a lot” in the willingness to ask questions.

When students were asked to provide explanations and examples, the responses were sparse. Only 36 to 40 % of respondents could provide explanations for the first two categories, but a higher percentage, 56% of respondents provided explanations for willingness to ask questions. Although the assessment provide positive feedback for the tutors, it is worrisome that they tutees could not provide examples/explanations. However, this may also be due to the students not understanding the question. It is believe then that we do not have a conclusive result. During out next cycle, the team will conduct a focus group to hopefully garner more accurate results.

TLO #1: A tutor will be able to 1a. Utilize appropriate methods of inquiry during a session (1st semester). 1b. Modify a tutoring session/inquiry method according to student’s needs(s) and learning styles (returning tutors).

The data from our assessment show that 82% to 98% of tutors meet expectations (proficient) when it comes to incorporating the Socratic Method/Inquiry into tutoring sessions. The range accounts for the differing perspectives from all groups, supervisors, tutors and tutees. These numbers support supervisors’ observations that LMC tutors do a very good job of incorporating inquiry into sessions and, for the most part, give answers when students appear/become frustrated. The results also show growth from the first semester tutors to second/returning semester tutors. This suggests that the completion of training and the extra experience helps tutors to learn to modify tutoring sessions based on needs.

TLO#2: A tutor will model ethical and professional behavior of an employee at LMC (All tutors).

Data garnered from the assessment show a range of 65% to 79% of tutors exceed expectations of professional behavior compared to only 1-2% need additional support. The range accounts for the differing perspectives from supervisors, tutors, and tutees. The numbers suggest that training on professional behavior is effective. Interestingly, tutors were harder on themselves than supervisors and

tutees when they were asked to self-reflect. Comments show that overwhelming positive interaction between tutors and students. Tutors demonstrate positive behaviors such as being friendly, encouraging, eager, being punctual and prepared. However, some comments reveal that improvement is needed, tutors tend to focus on one person not the group; tutors were not able to do the assignment but did not “own” up to it; sometimes tutoring became a social club. These comments indicate that tutor training must do more work on group tutoring.

TLO 3a. To evaluate results for both 3a and 3b, a rubric was designed that looked at a 4 level scale that reflected ideas presented in tutor training: Level 1.) Tangibles, Level 2.) Reflection of Differences, Level 3.) Power Relationships, Change and Level 4.) Empathy and Develops Partnerships.

As expected, most first semester tutors attempted to address level 1 and 2. Most tutors scored in level one and could reflect on some differences. Although the first semester tutors attempted to answer the questions they were not successful. 71% of respondents were able to address level 1 while 60% could answer level 2 questions; however, 64% could not adequately answer questions for level 3 and level 4. Although the percentage rates were low, they were expected.

TLO3b. (Returning tutors)

To evaluate results, rubric for TLO3a was also used. The results for this assessment show that 37% of returning tutors show empathy towards others and have changed viewpoints as a result of tutoring at LMC. When levels 3 and 4 are joined together, 48% of our returning tutors show growth and understanding of the cultural humility elements. A total of 70% of returning tutors were aware and able to reflect on the elements of cultural humility and scored in the proficient range. However, 14% of our returning tutors could not answer the questions adequately and reflected that they did not see what the questions had to do with tutoring. The same 14% could be said to be at a level one and only recognize the tangibles.

A comparison between first and second semester tutors show a marked decrease 64% to 4% in not answering the questions. This comparison confirms the hypotheses that continued reinforcement of cultural humility elements through training provides tutors with the necessary tools to work with a diverse population. Moreover, experience “in the field” of tutoring helps our tutors to become proficient in cultural humility.

Student Retention & Support Services Program

The department of Student Success & Retention Programs has been in continuous development since its inception in July 2015. In September 2016, the department reached a place of stability with a restructure that included giving oversight of the department to the Director of SSSP. Now with a more clearly outlined mission and objectives that align with institutional goals we have established the following PSLOs that we will be assessing beginning Fall 2017. Please note that we will be adding additional PSLO’s over the course of the year. Our goal is to ultimately have a total of 3-4 PSLO’s.

Student Services Themes	Student Learning Outcomes	Means of Assessment	Criteria for Success
<ul style="list-style-type: none"> ➤ Demonstrate proficiency in self-advocacy. ➤ Be able to identify and set goals to guide their educational and career plans. 	As a result of attending a counseling workshop, students will be able to identify academic, career, and/or personal goals, as well as identify course(s) and services	Student survey at initial intake (workshop) and upon completion of required counseling appointment.	End-of semester survey results will indicate that students have increased their knowledge and access of services available to them.

	on campus toward achieving these goals.		
➤ Be able to identify and set goals to guide their educational and career plans.	All program participants will complete an updated Educational Plan that supports their identified educational objective.	A report will be requested from district identifying current and prior year numbers of updated educational plans among program participants.	Reports will indicate an increase in the number of updated educational plans among program participants when compared to the prior year.

Transfer Center

Transfer Services PSLOs remained unchanged from 2014-2017. SLOs have focused one two areas of Transfer Services: university tours and application workshops.

University Tours

All students that participate in a university tour are required to complete a University Tour Evaluation Form. This evaluation form includes a variety of questions designed to assess the SLO’s above. Forms are administered on the return trip to campus following the tour. While evaluation distribution has been refined over the past four years, assessment and SLO evaluation has largely remained the same, and evaluations have shown a significant increase or stability in PSLO student proficiency.

1. Students participating in university tours will increase their knowledge of the universities they visit:
 - a. Spring 2014: 97 evaluations received, 59% proficient/above proficient
 - b. Spring 2017: 240 evaluations received, 94% proficient/above proficient
2. Students participating in university tours will be able to make a decision about whether or not to apply to a university
 - a. Spring 2014: 97 evaluations received, 87% proficient/above proficient
 - b. Spring 2017: 240 evaluations received, 86% proficient/above proficient

Application Workshops

To assess PSLOs related to application workshops, workshop participants are provided with a pre-test prior to workshop, and post-test at the end. The test questions were designed to address information covered in the workshop in regard to transfer admission process information and minimum eligibility requirements for the CSU and UC systems. Evaluation numbers have been low, with inconsistent tracking over the past four years. Below is a comparison of Fall 2015 workshop evaluations to Fall 2017 workshop evaluations.

1. Students will increase their knowledge of the university (CSU/UC/Private) transfer admission application process.
 - a. Fall 2015:

Pre-Test	Post-Test	Change
70% proficient	15% proficient	-55%
15% above proficient	85% above proficient	+70%

- b. Fall 2017:

Pre-Test	Post-Test	Change
82% proficient	1% proficient	-81%

18% above proficient	70% above proficient	+52%
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2. Students will be able to define the minimum eligibility requirements for transfer to the UC and CSU systems.

a. Fall 2015:

Pre-Test	Post-Test	Change
40% proficient	32% proficient	-8%
0% above proficient	28% above proficient	+28%

b. Fall 2017:

Pre-Test	Post-Test	Change
50% proficient	0% proficient	-50%
25% above proficient	75% above proficient	+50%

Improvement Plan:

Transfer Services has moved toward offering more drop-in application assistance opportunities to LMC students, in lieu of static workshops, with the intention of offering more opportunities for students to receive application assistance, and more flexibility to address individual student needs and questions. Transfer Services is in the process of adjusting PSLOs and assessment to reflect this change in services.

Transfer Services is also changing assessment and evaluation methods to capture student demographic and population information, with the intent of disaggregating student feedback by race, gender, and ethnicity, as well as specific student populations identified in the Student Equity Plan.

3.3 CSLO Update

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

Athletics

No changes

Counseling

Sophia

Disabled Students Programs & Services

CSLO assessments showed that the majority of students were meeting the learning objectives of Learning Skills 50 and 81 during this assessment period. Learning Skills 82 was not able to be assessed due to cancellations for lack of enrollment.