CUYAMACA · COLLEGE ·

2011-2012 Student Learning Outcomes

Student Services

Introduction

Cuyamaca College assures the quality of its Student Services through a well-established process of program review that incorporates the assessment of student learning outcomes (SLOs). The program review and SLO process are collaborative and include faculty, staff and administrators with each department. The Student Services Program Review and Planning Committee (SSPRPC), which is comprised of members from each of the Student Services departments and representative from instruction and administrative services, leads the annual effort of program review, planning and SLO assessment. The annual program review and SLO assessment process in Student Services also drives annual planning and resource allocation. Specifically, on completion of the prior year's program review and SLO assessment process, each department identifies annual goals and SLO's for the upcoming year to further improve student learning and achievement, and each department identifies resources to achieve their respective goals and learning outcomes. Finally, SSPRPC offers ongoing opportunity for reflection and dialogue regarding results and how they can be used for improvement. Throughout the year, at meetings of the SSPRPC, faculty and staff are invited to have a dialogue about the results of their program review and SLO assessment data to get feedback and suggestions for the next cycle.

Results of the program review and outcomes assessment processes are also shared with members of Institutional Effectiveness and Resource Council (IERC), allowing for data-informed decisions related to improvement and resource allocations. Thus, the model is a well-constructed, systematic review model that includes outcomes assessment, planning and resource allocation. The pages that follow represent SLO contained in the program review and planning reports for 2011-2012 for the following areas: Admissions & Records, Athletics, Articulation, Assessment, CalWORKs, Career Services, Counseling, Disabled Students Programs & Services (DSPS), Extended Opportunities Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), Unlimited Potential (UP), Financial Aid & Scholarships, First Year Experience (FYE), Health & Wellness, High School & Community Relations, Student Affairs, Transfer Center, and Veterans Services.

Admissions and Records: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	***Outcomes*** *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	***Method of Assessment & Measure of Success*** *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	***Results/Dialogue*** *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:* ● *Student Access* ● *Learning& Student Success* ● *Value & Support of Employees* ● *Economic& Community Development* ● *Fiscal & Physical Resources* *Institutional Learning Outcomes:* ● *Personal Responsibility* ● *Critical& Creative Thinking/Innovation* ● *Career or Transfer Readiness* ● *Environmental Stewardship* ● *Civic Responsibility*	*SLO 1)* *Students will understand and be able to successfully complete the graduation application process with minimal assistance. – aligns with learning and student success, personal responsibility, career or transfer readiness.* *SLO 2)* *Students will understand and have working knowledge of the academic calendar and successfully adhere to those deadlines – aligns with learning and student success, and personal responsibility.*	*SLO 1)* *Method of Assessment:* *Survey* *Measure of Success:* *70% of students will be able to successfully complete the graduation process with minimal assistance* *SLO 2)* *Method of Assessment:* *Survey* *Measure of Success:* *70% of students will demonstrate working knowledge of the academic calendar*	*Results:* *SLO 1)* *71.4% of students were able to successfully complete the graduation process while only 61.9% were able to submit the graduation application without assistance from staff. However among those polled, 80.95% were able to successfully graduate from Cuyamaca College.* *SLO 2)* *76.04% of students surveyed stated they were able to find out where the academic deadline dates are for their classes without staff assistance. However based on two questions that were asked about deadline dates only 63.86% got it correct on semester length courses and 28.65% got it correct on short-term classes.* *Dialogue about Results:* *Results from the SLO assessment were discussed at the A&R Staff*

• *Global Awareness & Cultural Competence*			*Meetings and Student Services Council. Based on these discussions there was an emphasis on the use of technology and ways to make the graduation process more streamlined. This led to the creation of the "Academic Deadlines" page (http://www.cuyamaca.edu/admissions/deadlines), simplifying the graduation application to one form and allow for online submittal (http://www.cuyamaca.edu/admissions/graduation.asp) and the start of the "Graduation Starts Today" campaign.*

Use of Results For Improvement and Planning

a. *How do the results compare to those from the previous year(s)?*
The Admissions and Records Office conducted a program review assessment on the processes surrounding the registration and application process for Cuyamaca College based on the recommendations from the 2009-2010 program review (under the CAS system) Based on the results from the 2010-2011 SLO assessment we saw an increase of 1.8% of students who were able to register for classes using WebAdvisor without assistance from staff (87% to 88.8%) and a 4% increase in "Ease of use" (82% to 86%) We expanded on our SLO assessment through the use of student surveys to determine what would make the registration process easier. A majority of students (22.9%) stated that having "Better, more comprehensive instructions" will help make the registration process easier to complete. Based on the evidence we have created comprehensive handouts and increased the visibility of the online WebAdvisor Tutorial: http://www.cuyamaca.edu/counseling/wa-tutorials/theater/home.html We will continue to assess this SLO for the third cycle in the 2012-2013 program review cycle.

We are currently in progress of conducting second round assessments of our SLOs regarding the graduation process and academic deadlines for the 2012-2013 program review cycle.

b. *How were/will the results used for improving student learning, and how might this drive SLO assessment next year?*
With the assessment results of our SLOs we are able to identify points of improvement that we can incorporate into our SLO assessment next year. Our first SLO, Students will understand and be able to successfully complete the graduation application process with minimal assistance, focused on the process required for a student to apply for graduation from Cuyamaca College. While the Admissions and Records Department did observe a majority of students (80%) were able to successfully obtain their degree and/or certificate, and all those that applied to graduate did so successfully (with 60% of students not requiring staff assistance) we do see a need for improved instructions and learning processes to help students not only apply for graduation but understand when they are ready for graduation. While we will be using the same SLO for next year, we will focus on assessing the learning tools that the Admissions and Records Department will implement to help facilitate successful completion of the graduation process.

Our second SLO, Students will understand and have working knowledge of the academic calendar and successfully adhere to those deadlines, focused on the student's ability to locate and understand the different and various academic deadline dates. While our SLO assessment surveys did observe a strong majority of students who claim to understand academic deadline dates, we saw a large percentage of students (37% for semester length deadlines and 72% for short term deadlines) who answered the question in our survey incorrectly. Our assessment data did observe that the same percentage of students who used our new online academic deadline search tool (24%) was able to successfully answer the questions to both semester-length and short term deadline dates. The Admissions and Records Department will continue to use the same SLO for next year. Our focus will be to create more awareness of our online academic deadline search tool, and provide online workshops and orientations to help facilitate a student's working knowledge of the academic deadline dates, including consequences of failing to adhere to those deadline dates.

Articulation: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	***Outcomes*** *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	***Method of Assessment & Measure of Success*** *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	***Results/Dialogue*** *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:*	*SLO 1)* *Counselors will be proficient in their knowledge of SB 1440 AA-T/AS-T degree information. This aligns with the Learning & Student Success Area of Focus. This aligns with the Career or Transfer Readiness Institutional Learning Outcome.*	*SLO 1)* *Method of Assessment:* *Pre-test & post-test conducted after counselor workshop on SB 1440 degrees.* *Measure of Success: 80% of counselors demonstrate proficiency in knowledge of AA-T/AS-T degrees.*	*Results:* *SLO 1) Results of the pre-test & post-test revealed that knowledge and understanding of SB 1440 degrees increased from 12.5% to 62.5% as a result of the in-service. It was discussed at a Counseling faculty meeting held on December that more workshops on this topic would be needed. Counselors were subsequently invited to attend two more workshops: one at Grossmont College and one at Miramar College, a "Train the Trainer" workshop.*

• *Student Access* • *Learning& Student Success* • *Value & Support of Employees* • *Economic& Community Development* • *Fiscal & Physical Resources* *Institutional Learning Outcomes:* • *Personal Responsibility* • *Critical& Creative Thinking/Innovation* • *Career or Transfer Readiness* • *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*			*Evidence includes:* *Minutes of Counselor meetings* *Attendance at subsequent workshops*

Use of Results For Improvement and Planning

c. *How do the results compare to those from the previous year(s)?*
   For the one SLO that was measured in 2011-2012, data showed that counselors increased their knowledge of SB 1440 degrees by attending a workshop. However, the level of increase was not significant, indicating that counselors still need information. Part of the problem is that SB 1440 is so new, that policies and practices are still being developed. Implementation is occurring in stages, and driven by the CSU.

d. *How were/will the results used for improving student learning, and how might this drive SLO assessment next year?*
   The SLO that was measured in 2012-2013 will be included in the 2012-2013 report. This is because the information is ever-changing; the CSU is still rolling out their policies and procedures, the University of California is considering its involvement, and SDSU is developing guidelines for local community colleges. Thus, this particular SLO will be included in 2012-2013. In addition, the Articulation Officer will measure a new Student Learning Outcome in 2012: "Transfer students will be able to locate and use articulation tools to guide them in transfer planning." Assessment will be done via surveys after Transfer Center workshops, random student sampling in the Counseling Center, and student focus groups. The goal of articulating courses will always be important, as course-to-course agreements benefit the student upon transfer. This directly ties in with the institutional outcome of Transfer Readiness, and Student Success as an area of focus for the Articulation Office. New courses, new requirements and new programs at four-year colleges and universities mean that there will always be courses to articulate. The result is that more students will receive offers of admission, and will have to take fewer lower division courses after transferring to a senior institution. They are better prepared for the major at the senior institution, and have achieved a broad understanding of communication, composition, critical thinking, humanities, social science and science fields of inquiry. The Articulation Officer will continue to look at the following data every year: the number of transfer students, the number of students earning a transfer degree, the number of articulation agreements and the number of transfer degrees at Cuyamaca College. All of these have a bearing on the Articulation Office. The current website will be enhanced, as it has been determined that more visibility to the articulation website would enhance access to the information and the articulation tools.

Assessment: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	**Outcomes** *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	**Method of Assessment & Measure of Success** *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	**Results/Dialogue** *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
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Competence			

Use of Results For Improvement and Planning

e. *How do the results compare to those from the previous year(s)?*
   The SLO is the same as from the last program review; however, the means of accessing the information is completely different. Placement scores are now accessed via WebAdvisor, and in the past, placement "letters" were handed out, and 100% of students were able to know their placement in this manner. However, the access to the results was slow and placement letters were handed out by counselors. Moving to WebAdvisor greatly enhanced the process for students; it allow for speed and ease of access to results.

f. *How were/will the results used for improving student learning, and how might this drive SLO assessment next year? This SLO will continue, as all students need to know how to access their results on WebAdvisor, and therefore explanations and demonstrations will continue, with post-assessment surveys being conducted to assess. It is the expectation that 90% of students will be able to navigate their WebAdvisor to access their placement results without having to ask a staff member for assistance.*

Athletics: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, **Strategic Areas of Focus, & Institutional Learning Outcomes**	*Outcomes* State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:	*Method of Assessment & Measure of Success* State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)	*Results/Dialogue* What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.
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development. *Areas of Focus:* • *Student Access* • *Learning & Student Success* • *Value & Support of Employees* • *Economic & Community Development* • *Fiscal & Physical Resources* *Institutional Learning Outcomes:* • *Personal Responsibility* • *Critical & Creative Thinking/Innovation* • *Career or Transfer Readiness* • *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*	*athletes will learn how to develop an education plan to meet their academic goals.* SLO 3) *Student-athletes will be able to explain their relationship in the recruiting process for continued collegiate athletic opportunities.* SLO 4) *Student-athletes will demonstrate an understanding of CCC Commission on Athletics Rules of Eligibility.*	*Athletic Academic Advisor and the Student-Athlete in which the Athletic Academic Advisor explains/works with student athlete to develop education plan.* . *Measure of Success:* *100% understanding; development of education plan for each student-athlete.* SLO 3) *Method of Assessment:* *One-on-one meetings between the coach and the Student-Athlete in which the coach explains/works with student athlete regarding their role in the recruiting process for continued collegiate athletic opportunities.* SLO 4) *Students will be given a pre-test before the Student-Athlete Orientation, and a post-test afterwards.* *Measure of Success:* *80% pass post-test.*	*counselor; this will be continued in 2012-2013.* SLO 3) *100% understanding.* SLO 4) *New SLO for 2012-2013.* <u>*Dialogue about Results:*</u> *Dialogue occurred at a Student Services Council meeting in spring 2013, and athletic department/coaches meetings during staff development week spring 2013.*

Use of Results For Improvement and Planning

g.   How do the results compare to those from the previous year(s)?
*   All SLO's are new, therefore a baseline is being established.*

h.   How were/will the results used for improving student learning, and how might this drive SLO assessment next year?
The first SLO reinforced the point that athletes need to attend an orientation about student services available to them at the college, so that they will succeed every semester and thereby remain eligible for competition. Student-athlete orientations (in addition to new student orientations) will continue, and COUN 124 classes will be scheduled targeting student-athletes. SLO's 2 and 4 will be assessed in future years. SLO 3 reinforces the fact that individual sessions are absolutely critical for understanding the necessity of having educational plans, and the SLO will continue to be measured in the future.

CalWORKs: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, ***Strategic Areas of Focus, &*** ***Institutional Learning Outcomes***	*Outcomes* *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	*Method of Assessment &* *Measure of Success* *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*Results/Dialogue* *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
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Environmental Stewardship ● *Civic Responsibility* ● *Global Awareness & Cultural Competence*	● *Learning & Student Success* *This SLO aligns with these Institutional Learning Outcomes:* ● *Personal Responsibility* ● *Career or Transfer Readiness* *SLO 3) Students who meet with a CalWORKs counselor will be able to define their career and educational goal.* *This SLO aligns with these Areas of Focus:* ● *Student Access* ● *Learning & Student Success* *This SLO aligns with these Institutional Learning Outcomes:* ● *Personal Responsibility* ● *Critical& Creative Thinking/Innovation* ● *Career or Transfer Readiness*	*SLO 3)* *Method of Assessment: Survey at end of counseling session* *Measure of Success: 50% of students can identify their career and educational goal.*	*SLO 3) new for 2013-2014* *Dialogue about Results:* *SLO 1) Good results. Do not plan to change anything at this point.* *SLO 2) Pre and post-test question needs to be added.*

Use of Results For Improvement and Planning
i.   How do the results compare to those from the previous year(s)?
This is the first year for the assessment of these particular SLO's.
j.   How were/will the results used for improving student learning, and how might this drive SLO assessment next year?
Since the results were good, there is not a plan to change anything at this point with regards to SLO #1. With regards to SLO #2, a pre and post-test question will be added next year.

Career Services: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, *Strategic Areas of Focus, &* *Institutional Learning Outcomes*	*Outcomes* *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	*Method of Assessment &* *Measure of Success* *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*Results/Dialogue* *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
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Thinking/Innovation • *Career or Transfer Readiness* • *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*			some more to help students form a major and career plan.

Use of Results For Improvement and Planning

k.   How do the results compare to those from the previous year(s)?

Career counseling has diminished from previous years with the loss of a full time coordinator. This loss has made the career center unsteady. Administrators are not certain what the career center provides for students. Students do not feel like they are getting career counseling. However, students who do come to a career counseling appointment or take a career counseling class are able to make educational and career goals.

l.   How were/will the results used for improving student learning, and how might this drive SLO assessment next year?

It is important we market career services campus-wide to help students form a career/major goal. Students need a career goal in mind before they can do educational planning. We might want to reword some of our language on educational plans with a line/box that says Career/goal/objective. Continued classes and career counseling in general counseling is a good thing. Tie counseling SLO's (major and educational planning) with Career choice.

Counseling: 2011-2012 Student Learning Outcomes

Cuyamaca College Strategic Plan *Mission Statement, Values, & Areas of Focus*	Outcomes *State each SLO and Department/Program Outcome and how each one aligns with one or more of the Six-Core Values and/or Areas of Focus.*	Means of Assessment & Criteria for Success *State how each SLO and Department/Program Outcome is assessed under "Means of Assessment" (e.g. survey, rubric). State the criteria for success for each outcome that demonstrates a successful outcome*	Results/Dialogue *What are the results of your assessment? Where is there "widespread institutional dialogue" about results& use of results for decision-making (e.g. SSC, IPC)?*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education and basic skills courses; Community education programs and services, and; Programs that promote economic, civic and cultural development. Six Core Values: • Academic Excellence • Student Access and Success • Environmental Stewardship • Strong Community Relations • Innovation and Creativity • Diversity and Social Harmony	**Student Learning Outcomes:** **SLO 1)** Students will report that access to Counseling Center services is available to them.	**SLO 1)** **Assessment:** Question on student survey **Criteria for Success:** 80% of those surveyed will report that they are able to navigate the student intake process & appointment procedures.	Results: **SLO 1)** CSSEE Survey results indicate a 78.4% student agreement to the following statement: "I am able to access the following student support services at Cuyamaca College—Counseling Center." Widespread Institutional Dialogue has happened in various shared governance committees including SSPRPC, SSC & in Counseling Faculty meetings. Continuous improvements have been made to the overall student intake and appointment policies and procedures as a result of these discussions. By having robust conversations with faculty, staff and students, the Counseling Department has made substantial changes to student intake policies and procedures to effectively meet student demand for services. Changes include: 1) Increasing student drop-in opportunities

Areas of Focus: • Student Access • Learning and Student Success			during peak registration times. 2) The Counseling and DSPS Departments have collaborated to facilitate DSPS student appointments with Counselors assigned to general counseling, thus serving the student in a more efficient and timely manner. 3) In response to Financial Aid's need for increased student appointments to handle FA Petitions and/or Consortium Agreements, counselor time is now reserved at specific timeframes to meet this need. Rather than require appointments for these petitions & Consortium Agreements, we now provide this service on a walk-in basis. 4) Managing student wait times by assigning students drop-in timeframes. This allows the student to sign-in early as a drop-in, but return later in the day to see a counselor.
	SLO 2) Students will utilize technology to access counseling services.	**SLO 2)** **Assessment:** Students make appointments for assessment testing, & new student orientation, and continuing student advising via Web Advisor. **Criteria for Success:** Of those surveyed, 75% of students participating in assessment, new student orientation/advising, and continuing student advising will have accessed these appointments online.	**SLO 2)** CSSEE Survey results indicate a 82.1% agreement with the following statement: "I understand the steps necessary to take the math, English or ESL placement tests. In addition, SARS records indicate that 95% of students sign up for assessment & orientation/advising online. And, 74.1% of students agree with, "I am able to access Orientation." This data seems to indicate that communication is key to assisting students to access assessment, orientation & advising services online. Therefore, a complete

			retooling of the Assessment web pages was completed in Summer 2012 to better communicate with students. This was done in collaboration with Admissions & Records. Results of faculty, staff & student discussions point to the need for online orientation & advising. This project is ongoing. Finally, CSSEE Survey results indicate that 57.3% of students agree with the following statement: "I know how to access the online counseling services." Faculty, staff & student discussion resulted in a communication plan aimed at promoting the Ask A Counselor online advising service. Banners, posters, business cards and the development of a QR code (QR Code connects people with each other and to multimedia digital content).
	SLO 3) Students will report increased understanding of their life and career goals.	**SLO 3)** **Assessment**: Survey of students who have participated in counseling services. **Criteria for Success:** 75% of students surveyed will report an increased understanding of their life and career goals based on meetings with counselors.	**SLO 3)** CSSEE Survey results indicate that 63.3% of students agree with the following statement: "As a result of my meetings with counselors, I have an increased understanding of my life and career goals." Results: Wide spread dialogue has taken place in various College committees and meetings concerning career counseling. Due to budget deficits, the College no longer has 1.0 FTE employee assigned to the Career Center. In fact, Cuyamaca offers "career services" through the Counseling Department. Because of this

	Departmental Outcomes/Goals:	Dept. Outcome 1)	change, each full time counselor has been MBTI certified. Addition career training has been schedule for 2012-13 that includes career tools such as CHOICES, Do What You Are, Career Café & Perfect Interview. One hour appointments are also allocated to career counseling.
	Dept. Outcome 1) Increased access to counseling services. Core Value: Student Access & Success, Strong Community Relations, Innovation and Creativity. Area of Focus: Student Access, Learning & Student Success	**Assessment:** Implementation of the student intake process and counseling appointment policies & procedures. **Criteria for Success:** Based on student satisfaction survey, 75 % will report that they can access counseling services.	**Dept. Outcome 1)** CSSEE Survey results indicate a 78.4% student agreement to the following statement: "I am able to access the following student support services at Cuyamaca College—Counseling Center." Based on wide spread dialog with counseling faculty, staff, students hourly, and other Student Service Departments (Financial Aid, DSPS, Admissions), improvements and changes were made to improve access to counseling services. 1) A new student appointment policy has been implemented & communicated to students online & by telephone. 2) An automated appointment reminder system was implemented utilizing SARS CALL. 3) Student appointments, drop-in, walk-in advising are not only distributed throughout the year according to peak demand, but also strategically scheduled. For example, FA Consortium Agreements are not reviewed until after first Census, and FA Petitions are scheduled for review at specific walk-in hours. These discussions have resulted in marked

			improvements in access to counseling services. When budget is at an all-time low, the Counseling Department still manages to see students by appointment, walk-in and drop-in. The difference now is strategy—when is the best time for counselors to see students by appointment, by walk-in, by drop-in.
	Dept. Outcome 2) Technology will be utilized in a more robust manner to serve students. Core Values: Academic Excellence, Student Access and Success, Strong Community Relations, Innovation & Creativity, Diversity and Social Harmony. Area of Focus: Student Access, Learning & Student Success	**Dept. Outcome 2) Assessment:** Implementation of enhanced features of online advising, Online orientation & new student advising program will be vetted, development in progress. **Criteria for Success:** Counseling Department expands online advising tools, including online orientation and advising. Launches WebAdvisor tutorial in other languages.	**Dept. Outcome 2)** At the request of the District Coordinating & Education Council, a taskforce was formed, Enrollment and Student Success Taskforce. Members of this taskforce determined that there was a need for a robust online orientation and advising program. During the summer and fall 2011, counseling faculty, Deans, and Admissions staff at both Cuyamaca and Grossmont Colleges met to discuss and vet various tools and methods for an online orientation and advising program. Results of the study and dialog determined that a vendor, Cynosure New Media, was appropriate to meet both Colleges student needs. Design and implementation will be done in 2012-13.
	Dept. Outcome 3) Counseling faculty will attend staff development and specialized training activities to stay current in their discipline. Core Value: Academic Excellence, Diversity & Social Harmony, Area of Focus: Value and Support of Employees	**Dept. Outcome 3) Assessment:** Number of counselors participating in MBTI certification training. Number of counselors participating in staff development activities throughout the year. Criteria for Success:	**Dept. Outcome 3)** Counseling faculty, Deans and members of support staff continue to discuss the need for ongoing professional development. As discussed earlier, counseling faculty have taken a bigger role in providing career services to students. At the end of 2011-12, all FT counselors are

		7 counselors are MBTI certified. All counselors participate in various training activities that include career, academic and personal counseling.	MBTI certified, and have the necessary supplies to conduct career counseling based on personality assessment. Ongoing training is schedule for 2012-13 with CHOICES, Do What You Are, Career Café & Perfect Interview. The Dept continues to invite robust dialog with Instruction and other SS Departments to improve student services. For example, Evaluators and counselors met in fall 2011 & Spring 2012 to review and discuss degree audits, and various degree related changes. These discussions often result in policy and/or pro-cedural changes with student success in mind. Counselors were concerned that 2xmonth faculty meetings were not sufficient for dialog and program updates; a change was made in Spring 2012 to meet weekly. Weekly meetings are strategically planned in advance to encourage wide spread dialog about counseling services, counseling courses, training needs (transfer, career, articulation), & overall counseling issues.

Use of Results For Improvement, Planning, & Budget

a. How do outcomes compare to those from your last program review?

In 2010-2011, the Counseling Department conducted a program review update using the recommendations from the 2009-10 comprehensive review (CAS System). The 2010-11 SLO pilot project was more about student satisfaction rather than student learning. However, the results of this study established benchmark recommendations for process improvement and resource (both human and budget) allocation. Our 2011-12 SLO study was focused on institutional effectiveness. The new yearly program review process is more engaging and allows for more robust dialog with students, faculty & staff.

b. How will results be used for improvements, planning & resource allocation? The results of this year's program review indicate that even though the College and Counseling Department is experiencing drastic budget reduction, we are still engaged in the process of helping student success and achieve their educational goals. Results will be used to direct the Counseling Department's goals and objectives for the coming year. They will also help us direct our resources in the areas of greatest need.

DSPS: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	*Outcomes* *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	*Method of Assessment & Measure of Success* *State the method of assessment (e.g. survey, pre- post-test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*Results/Dialogue* *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:* *Student Access* *Learning & Student Success* *Value & Support of Employees* *Economic & Community Development* *Fiscal & Physical Resources* *Institutional Learning Outcomes:* *Personal Responsibility* *Critical & Creative Thinking/Innovation* *Career or Transfer Readiness* *Environmental Stewardship* *Civic Responsibility* *Global Awareness & Cultural Competence*	*SLO 1)* Newly verified DSPS students will be able to identify the location of DSPS resources and services on campus. *SLO 2):* Students with disabilities will have the opportunity to improve their academic success by using Academic Accommodations that apply specifically to the HTC, such as Alternate Media, Assistive Technology and Test Proctoring. *SLO 3)* Students with disabilities will demonstrate self-advocacy skills by providing their Academic Accommodation forms to instructors, use their Academic Accommodations, and/or campus resources.	*SLO 1) Method of Assessment:* Pre-questionnaire is given at Orientation. Post-questionnaire is given at the end of the first semester. *Measure of Success:* Students will increase knowledge of DSPS resource locations as measured by pre- and post-questionnaires. *SLO 2) Method of Assessment* HTC & Test Proctoring Orientation. *Measure of Success:* Students will increase knowledge of HTC resources and Test Proctoring as measured by post-survey. *SLO 3)Method of Assessment:* PDSS class survey. *Measure of Success:* Increase number of students demonstrating self-advocacy.	*Results:* *SLO 1) inconclusive. Revised SLO for Fall 2012.* *SLO 2) See chart for SLO 2* *SLO 3) See chart for SLO 3.* *Dialogue about Results:* *Results were formulated during DSPS staff meetings which included faculty & classified staff.* *SLO 3) PDSS instructors will collect student-initiated Academic Accommodation forms in their respective classes.*

Use of Results for Improvement and Planning

m. How do the results compare to those from the previous year(s)?

We improved and altered our SLOs from the previous years. Prior SLO data could not be directly compared.

n. How were/will the results be used for improving student learning and how might this drive SLO assessment next year?

The results of SLO 1, 2, & 3 showed that student learning improved.
- SLO 1: Data available only for Spring 2011.
- SLO 2: The HTC pilot Orientations are planned to facilitate students' use of Academic Accommodations.
- SLO 3: Pre- and Post-tests were administered. Results for Fall 2011 and Spring 2012 consistent.

EOPS: 2011-2012 Student Learning Outcomes

Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	Outcomes	Method of Assessment & Measure of Success	Results/Dialogue
V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, *Strategic Areas of Focus, &* *Institutional Learning Outcomes*	*Outcomes* *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	*Method of Assessment &* *Measure of Success* *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*Results/Dialogue* *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*

The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:* Student Access *Learning& Student Success* *Value & Support of Employees* *Economic & Community Development* *Fiscal & Physical Resources* *Institutional Learning Outcomes:* *Personal Responsibility* *Critical& Creative Thinking/Innovation* *Career or Transfer Readiness* *Environmental Stewardship* *Civic Responsibility* *Global Awareness & Cultural Competence*	*SLO 1):* As a result of attending the EOPS orientation, students will be able to identify three program requirements for success. Area of Focus: Learning and Student Success Supports Institutional Learning Outcomes of Personal Responsibility and Career & Transfer Readiness *SLO 2):* Student to identify educational goal. Area of Focus: Student Access, Learning & Student Success Supports Institutional Learning Outcomes of Personal Responsibility and Career & Transfer Readiness	*SLO 1)* *Method of Assessment:* Pre-Post Assessment at Orientation. *Measure of Success:* 75 out of 100 students will be able to list three EOPS program requirements *SLO 2)* *Method of Assessment:* Tally of those identifying an educational goal via a form completed at each counseling session. *Measure of Success:* 75 out of 100 students will be able to identify their educational goal	*Results:* *SLO 1)* 56% of students were able to name three program requirements, falling short of the goal of 75% being able to do so. *SLO 2)* Forms were not used in 2010-11. No data *Dialogue about Results:* SLO 1): The orientation post-assessment form was poorly designed so that listing the 3 requirements was on the back of the form. Unless the facilitator madd sure that students turned over the paper, large numbers of students left it blank. In other cases, it was clear that language was a barrier as some students attempted to list the requirements or wrote a short statemtnabout how the program would help them. Facilitators may need to take more time ensureing students understand and complete the pre-and post-assessment.s SLO 2): Due to understaffind and lack of atrue program director who had the time and ability to ensure assessments were being completed, this SLO fell through the cracks.

Use of Results for Improvement and Planning

    a. How do the results compare to those from the previous year(s)?

No data to compare.

    b. How were/will the results be used for improving student learning and how might this drive SLO assessment next year*?*
One of our SLO's is to create a semi-automated/automated assessment process that will help to ensure we are collecting data as needed.

Financial Aid & Scholarships: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	*Outcomes* *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	*Method of Assessment & Measure of Success* *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*Results/Dialogue* *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education	*SLO 1)* *Students attending Cuyamaca College will know how to get assistance to apply for financial aid.*	*SLO 1)* *Method of Assessment: Survey* *Measure of Success: 60% of students surveyed will agree.*	*Results:* *SLO 1) 65.5% agree* *SLO 2) 41.3% agree.* *Dialogue about Results:*

programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:* • *Student Access* • *Learning& Student Success* • *Value & Support of Employees* • *Economic& Community Development* • *Fiscal & Physical Resources* *Institutional Learning Outcomes:* • *Personal Responsibility* • *Critical& Creative Thinking/Innovation* • *Career or Transfer Readiness* • *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*	*SLO 2)* *Students attending Cuyamaca College will know how to get assistance to apply for scholarships.*	*SLO 2)* *Method of Assessment:* *Survey* *Measure of Success:* *50% of students surveyed will agree.*	*Discussion of results and strategies to improve were discussed in various staff meetings. Due to reduction in staff and resources, the department has had to reduce efforts on outreach on and off-campus for both financial aid and scholarships. If outreach is considered a top priority, more resources (ex. staff/materials/training/web design) will be needed.*

Use of Results For Improvement and Planning

c.   How do the results compare to those from the previous year(s)?

We embarked upon an SLO pilot in 2010-2011. Our SLO was: Students who pass the Financial Aid and Academic Planning class will identify the maximum completed and attempted units allowed to maintain Financial Aid eligibility. Our goal was 75%, but we achieved a 100% result. Our data collection method was twofold: a) Test given to students prior to Financial Aid and Academic Planning Course, and b) Test given to students after the Financial Aid portion of the FA/AP Course. This related to the CAS Standards of: Intellectual Growth, Realistic Self Appraisal, Clarified Values, Independence, Personal and Educational Goals

d.   How were/will the results used for improving student learning, and how might this drive SLO assessment next year?

SLO1: Although 65% of students agreed they know how to apply for financial aid and the goal was 60%, the next step is to expect students to improve their experience with the financial aid services through the use of on-line services.

SLO2: Increasing the number of students who apply for scholarships is an annual goal of the department. To see positive results for this goal, the department needs to improve services to educate and encourage more students to submit scholarship applications.

First Year Experience (FYE): 2011-2012 Student Learning Outcomes

Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	Outcomes	Method of Assessment & Measure of Success	Results/Dialogue
V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
	State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:	*State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:* • *Student Access* • *Learning& Student Success* • *Value & Support of Employees* • *Economic& Community Development* • *Fiscal & Physical Resources* *Institutional Learning Outcomes:* • *Personal Responsibility* • *Critical& Creative Thinking/Innovation* • *Career or Transfer Readiness*	*SLO 1) Students will take responsibility for their own learning. (Responsibility)* *SLO 2) a. Students will able to develop close social relationships with other students in the program. (Relationships)* *b. Students will be able to develop intellectual relationships with other students in the program. (Relationships)* *SLO 3) Students will improve their critical thinking skills in the program. (Critical Thinking)* *SLO4) Students will be able to make progress toward their career and/or transfer goals. (Career and Transfer Readiness)* *SLO 5) Students will gain a better understanding of perspectives and*	*SLO 1) Method of Assessment: Annual Survey to be administered at end of spring 2012 (1 strongly disagree to 5 strongly agree scale) Measure of Success: 4* *SLO 2) a & b Method of Assessment: Annual Survey to be administered at end of spring 2012(1 strongly disagree to 5 strongly agree scale) Measure of Success: 4* *SLO 3) Method of Assessment: Annual Survey to be administered at end of spring 2012(1 strongly disagree to 5 strongly agree scale) Measure of Success: 4* *SLO 4) Method of Assessment: Annual Survey to be administered at end of spring 2012(1strongly disagree to 5 strongly agree scale) Measure of Success: 4 SLO 5) Method of Assessment:*	*Results:* *(1 strongly disagree to 5 strongly agree scale)* *SLO 1) 4.63* *SLO 2) a. 4.38 b. 4.34* *SLO 3) 4.21* *SLO 4) 4.43* *SLO 5) 4.34* *Dialogue about Results:* *We were delighted to see we reached our measure of success in all of our SLO's. We do see SLO 2, 3, and 5 as areas where we could increase our measure of success outcomes.* *We will accomplish this by modifying our FYE events and aligning them with the classes. We*

• *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*	*cultures that are different their own. (Global Awareness/Cultural Competence)*	*Annual Survey to be administered at end of spring 2012(1 strongly disagree to 5 strongly agree scale) Measure of Success: 4*	*will introduce more critical thinking and cultural competence content to our instruction and via our supplemental instruction.*

Use of Results For Improvement and Planning

 e. *How do the results compare to those from the previous year(s)?*

We are currently in our pilot year therefore no previous data is available.

 f. *How will the results be used for improving student learning and how might this drive SLO assessment next year?*

We are using the results of our SLO assessments to guide us in highlighting areas of improvement for our program in year two. After intense review our outcomes in our SLO's for our pilot year we decided to implement some revisions for improvement in year two. We expect to follow this same method for improvement every year in our program and as long as we find it beneficial to our students.

Health and Wellness Services: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	*Outcomes* *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	*Method of Assessment & Measure of Success* *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*Results/Dialogue* *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
The mission of Cuyamaca College is to serve a diverse community of students who	*SLO 1)*	*SLO 1) Method of Assessment:*	*Results: SLO 1)*

seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:* • *Student Access* • *Learning& Student Success* • *Value & Support of Employees* • *Economic& Community Development* • *Fiscal & Physical Resources* *Institutional Learning Outcomes:* • *Personal Responsibility* • *Critical& Creative Thinking/Innovation* • *Career or Transfer Readiness* • *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*	In the areas of Student Learning and Personal Responsibility, students will be able to describe 3 tools for stress management and why they are effective. *SLO 2)* In the areas of Student Learning and Critical Thinking, students will choose healthy habits consistent with a healthy diet and exercise regime. *SLO 3)* In the areas of Student Access and Personal Responsibility, students will be able to identify 2-3 community resources to meet their sexual/reproductive needs.	Students will take a post survey on Stress management after attending the Health Fair. *Measure of Success:* 75% of students will describe 3 effective ways of stress management; 80% of students will express satisfaction. *SLO 2)* *Method of Assessment:* Students will take a pre/post test during a Body Composition Assessment in the Health Office. *Measure of Success:* 80% of students will correctly complete the post-test of healthy diet and exercise habits; 80% of students will express satisfaction. *SLO 3)* *Method of Assessment:* Personal interviews will be conducted with students seeking information on sexual/reproductive health to identify appropriate community resources. *Measure of Success:* 80% of students will identify at least 2 community resources in their area; 80% of students will be satisfied.	80% of students were able to name 3 tools for stress management after attending the Health Fair; 95% of students were very satisfied. **Appendix A, pages 1-2.** *SLO 2)* 98% of students chose healthy diet and exercise habits on the post test after a Body Composition Assessment; 95% of students were satisfied. **Appendix A, pages 3-4** *SLO 3)* 100% of students were able to identify at least 2 community resources to meet their sexual/reproductive needs. *Dialogue about Results:* Results of SLO 1 indicate that The Annual Health Fair hosted by Health Services is an effective tool for teaching stress management to students. Out of 100 students who

| | | | participated in the survey, 80% demonstrated learning and 95% expressed satisfaction.

Results of SLO 2 indicate that Body Composition Assessment conducted in conjunction with the Fitness Center is a useful tool to instruct students on healthy diet and exercise habits. Out of a sample size of 50 students who participated in the pre/post test, 98% demonstrated learning and 95% were satisfied.

Results of SLO 3 are from a small sample pool of 2 students. The small sample aligns with the data found in the Institutional Effectiveness Survey 2012. This survey indicates that 43% of students are aware of the educational resources offered through Health Services. Other research indicates that college students have increased learning needs in the area of sexual/reproductive health. Although Health Services is adequately prepared to meet this need, there are a small percentage of Cuyamaca students who seek this knowledge through Health |
|---|---|---|---|

			Services. Therefore, Health Services needs to conduct outreach to educate students of available community resources.

Use of Results For Improvement and Planning

    g. How do the results compare to those from the previous year(s)?
There are no results from the previous year to compare as SLO's were conducted and reviewed, but not measured.

    h. How were/will the results used for improving student learning, and how might this drive SLO assessment next year?
As stated in the dialogue of results, the goal of Health services is to conduct student outreach to increase awareness of the educational resources provided through The Health and Wellness Center. The annual Health Fair is also an effective way to increase student learning in a variety of health issue.

High School & Community Outreach: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*

Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	*Outcomes*	*Method of Assessment & Measure of Success*	*Results/Dialogue*
	State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:	*State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	*What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
I. Student Learning Outcomes and Department/Program Outcomes			

Cuyamaca College Strategic Plan *Mission Statement, Values, & Areas of Focus*	Outcomes *State each SLO and Department/Program Outcome and how each one aligns with one or more of the Six-Core Values and/or Areas of Focus.*	Means of Assessment & Criteria for Success *State how each SLO and Department/Program Outcome is assessed under "Means of Assessment" (e.g. survey, rubric). State the criteria for success for each outcome that demonstrates a successful outcome.*	Results/Dialogue *What are the results of your assessment? Where is there "widespread institutional dialogue" about results& use of results for decision-making (e.g. SSC, IPC)?*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education and basic skills courses; Community education programs and services, and; Programs that promote economic, civic and cultural development. Six Core Values: • Academic Excellence • Student Access and Success • Environmental Stewardship • Strong Community Relations • Innovation and Creativity • Diversity and Social Harmony Areas of Focus: • Student Access • Learning and Student Success • Value and Support of	Student Learning Outcomes: SLO 1) 80% of students will learn the matriculation process upon completion of an Outreach activity. SLO 2 Departmental Outcomes/Goals: Dept. Outcome 1) Track students through the completion of their academic goals Dept. Outcome 2)	SLO 1) Assessment: survey Criteria for Success: 80% correct SLO 2) Assessment: Criteria for Success: Assessment: Criteria for Success: Dept. Outcome 1) Assessment: Personal interview Criteria for Success: completion of academic goal Dept. Outcome 2)	Results: SLO 1) 75.025% of students accurately identified steps in the matriculation process. This percentage needs to increase in order to satisfy the departmental goal of 80% SLO 2) Dept. Outcome 1) Dept. Outcome 2) Dept. Outcome 3) Dialogue:

Employees • Economic and Community Development • Fiscal and Physical Resources	Dept. Outcome 3)	Assessment: Criteria for Success: Dept. Outcome 3) Assessment: Criteria for Success:	Discussed at staff meetings in High School & Community Relations in 2012-2013, as well as at Student Services Program Review & Planning in Spring 2013.

Use of Results For Improvement, Planning, & Budget

a. How do outcomes compare to those from your last program review?

Last year, 78.5% of students correctly identified steps in the matriculation process. This year, a lower percentage of students could identify the steps.

b. How will results be used for improvements, planning & resource allocation?

Next year, more emphasis will be placed on educating prospective students about the matriculation process. This will be done in a much different way than in past years as we are moving toward a mandatory matriculation model for the Cuyamaca Link program.

Student Affairs: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year.*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	***Outcomes*** *State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:*	***Method of Assessment & Measure of Success*** *State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)*	***Results/Dialogue*** *What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education programs & services; Programs that promote economic, civic & cultural development. *Areas of Focus:* • *Student Access* • *Learning & Student Success* • *Value & Support of Employees* • *Economic & Community Development* • *Fiscal & Physical Resources* *Institutional Learning Outcomes:* • *Personal Responsibility* • *Critical & Creative Thinking/Innovation* • *Career or Transfer Readiness* • *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*	*SLO 1)* Student committee representatives will be able to describe their role on a campus committee. *Area of Focus*: Learning & Student Success *Alignment with Institutional Learning Outcome*: Personal Responsibility and Critical & Creative Thinking/Innovation *SLO 2)* Student committee representatives will be able to define the purpose of shared governance. *Area of Focus*: Learning & Student Success	*SLO 1) Method of Assessment:* Student committee members completed a pre-test prior to the workshop and then a post-test after the completion of the workshop. *Measure of Success:* Comparing the students pre and post-test to determine if they comprehended their role on a campus committee. *SLO 2) Method of Assessment:* Student committee members completed a pre-test prior to the workshop and then a post-test after the completion of the workshop.	*Results (SLO#1):* *SLO 1)* Based on the pre-and post-tests that were submitted by the workshop participants, the following theme emerged, making it apparent that students perceived the role of a committee representative as (a) serving the student body, (b) representing the interests of all students, and (c) improving the campus. Based on their answers to the post-test after participating in the workshop, students' answers were more comprehensive and demonstrated a clearer understanding of their role as a committee representative. After reviewing and grouping answers from the post-test, it became evident

	Alignment with Institutional Learning Outcome: Personal Responsibility and Critical & Creative Thinking/Innovation

SLO 3) Students will be able to explain in writing the importance of academic integrity in a college environment.

Area of Focus: Learning and Student Success

Alignment with Institutional Learning Outcome: Personal Responsibility and Civic Responsibility

SLO 4) Cuyamaca College students will be able to identify involvement opportunities through leadership programs, student organizations, and student government. | *Measure of Success:* Reviewing the students pre and post-test to determine if they understood the purpose of shared governance.

SLO 3) Method of Assessment: After the Academic Integrity workshop, the student will be asked to provide a written reflection on the importance of integrity in an educational environment.

Measure of Success: Reviewing the student's written reflection to determine if they can articulate what academic integrity means and how they can apply the concept to making good ethical decisions in a college environment.

SLO# 4) Method of Assessment: Students were asked a question on the Institutional Effectiveness Survey. | that students realized that their role was more than only articulating the interests of students. They now wanted to make a difference on campus and utilize student feedback to make changes. (Seven out of nine students successfully completed this assessment. 78%)

SLO 2) Based on the pre-test, it was apparent that students had only a vague understanding of the meaning of "shared governance." Based on the post-tests, it was also apparent that there was still little clarity on their part regarding the definition of shared governance. (As a result of this information, the content of the workshop will be updated to provide a greater focus on shared governance.) |

| | *Area of Focus*: Student Access and Learning & Student Success

Alignment with Institutional Learning Outcomes: Personal Responsibility and Critical & Creative Thinking Innovation | *Measure of Success*: Success will be determined if 75% of the students completing the question are able to identify involvement opportunities through leadership development, student organizations, and student government. | *Dialogue about Results (SLO#2):*
The results from this training assessment will be used for program improvement, and additional content will be added to the training to expand on the role student representatives play on campus-wide committees. These results will be used to continually improve the program. (For example, there was little difference in students' understanding of shared governance based on the pre and post-tests. For that reason, changes will be made to the next workshop on this subject to provide more clarity on the meaning of shared governance. The workshop will be revamped to reflect the areas that need to be stressed. A new pre and post-test will be conducted, and based on the results, more changes to the format and content will be made. Prior to conducting another student committee training, a rubric will be used to evaluate the responses on the student pre and post-tests. |

			SLO #3) Based on the students' reflections, the following themes emerged: (a) students understood the consequences of committing academic misconduct, (b) they comprehended the seriousness of academic misconduct and how these violations could seriously impact their future, (c) students understood the importance of learning the values and rules of the institution, (d) they realized the importance of taking responsibility for one's actions, and (e) they comprehended it is the students responsibility to make good choices when confronted with difficult and scenarios. However, it was also evident that some students still lacked a clear understanding of the importance of making good ethical decisions based on it being the "right" choice instead of making good choices to stay out of trouble. It appeared from the

| | | | reflections, that students understood the academic integrity policies and consequences for violating these rules, but beyond breaking a rule, the students were still lacking an understanding of what ethical decision making really meant. It seemed that they were more focused on not getting in trouble than making a good choice. (Five out of seven students successfully completed this assessment. 71%)

Dialogue about Results (SLO#3): The evidence from the Academic Integrity assessment will also be used to inform program improvement. Changes will be made to the content of the workshop based on the evidence provided from the student assessment. There will be a greater focus on students understanding and describing what "academic integrity" and "making good ethical decisions" means in |
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			the context of a college environment. In addition, there will be some changes made to the delivery of the workshop—students will be asked questions regarding "ethical decision making," which then will be integrated into an academic integrity scenario. The hope is that by adding additional content, which focuses on ethical decision making will allow students to not only understand rules and policies, but also to be able to formulate and understand the reasons behind making good choices in a college environment. SLO#4) Based on the students surveyed (n=687), only 46.9% of the students agreed and were aware of the leadership experiences, student organizations, and student government programs. There were 24.5% neutral responses and 28.6% who disagreed. In addition, there were 201 students who did not respond to the

			question. After reviewing the student responses, it is clear that this outcome was not met and improvements need to be made for the upcoming year. For example, there will be a greater focus during campus-wide events, such as Welcome Week to provide information for students on how to become involved in leadership programs, student organizations, and student government. In addition, there will also be more emphasis on a peer- to-peer model, which includes utilizing the emerging leaders to promote the campus involvement opportunities. There will also be a greater focus on encouraging existing student organizations and their student leaders to develop campus programs that bring awareness to the existing co-curricular opportunities.

			Dialogue about Results (SLO#4):
			The results from this training will be shared and discussed at upcoming SSPRC meetings, InterClub Council meetings, and during the Student Government Council. After these results are communicated and the dialogue is documented, this evidence will be utilized to inform program improvement. This student learning outcome will be assessed again next year to determine if the changes made to the program were successful.

Use of Results For Improvement and Planning

i.   *How do the results compare to those from the previous year(s)?*
(Results not available from the previous year.)

j.   *How were/will the results used for improving student learning, and how might this drive SLO assessment next year?*
The evidence will be utilized to inform program improvement. Changes are being made to the workshops and the delivery method for the content based on the results from the outcomes-based assessment. The evidence from the assessments is also being used to improve the delivery of the content and the assessment tools. For example, for student learning outcomes #1 and #2, the content of the workshop will be expanded to incorporate additional information of the meaning of shared governance. In addition, a rubric will also be developed prior to administering the assessment again to better evaluate the student responses.

Since students understood the policies on academic integrity and the consequences of academic misconduct, the content for the student learning outcome #3 section of the workshop will not be cut, but instead expanded. By including additional content, students will be able to gain a better understanding of good ethical decision making and its connection to academic integrity in a college environment. The evidence from SLO #4 will be used for program improvement. Since a low number of students were aware of (a) campus leadership programs, (b) student organizations, and (c) student government programs, changes must be made to help Cuyamaca students learn about these programs and opportunities. For example, in addition to increasing the advertising of these opportunities to students, Student Affairs will conduct more workshops on ways to get involved. Student Affairs will also increase dialogue opportunities for our student government leaders, enabling them to discuss ways for students to learn about these programs. After the improvements have been made to the program, another assessment will be administered to determine if these changes made a difference in the student learning and development.

Transfer Center: 2011-2012 Student Learning Outcomes

V. Student Learning Outcomes: *Complete this chart to demonstrate how your department or program "closed the loop" relative to student learning outcomes assessment in the last year(2011-2012)*			
Mission Statement, Strategic Areas of Focus, & Institutional Learning Outcomes	*Outcomes* State each SLO. Align each with one or more of the Areas of Focus AND with one or more of the Institutional Learning Outcomes:	*Method of Assessment & Measure of Success* State the method of assessment (e.g. survey, pre- post- test, etc.) and the measure of success for each SLO (e.g. 80% will express satisfaction; 75% will demonstrate learning)	*Results/Dialogue* What are the SLO results? Where is there "widespread institutional dialogue" about results & their use for decision-making (e.g. SSC, IERC)? Include evidence, such as meeting minutes.
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs & services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education & basic skills courses; Community education	SLO 1) Students that utilize TC services such as Counselor appointments and/or drop-ins, will report an increased understanding of the transfer process. SLO 2)	SLO 1) *Method of Assessment:* Observations or conducting pre-test and post-test to assess newly acquired knowledge *Measure of Success:* Students will know minimum requirements to transfer to CSU/UC systems and to Private/Out of State Schools	*Results:* *SLO 1)* 100% of students that utilized Counseling appointments, and/or drop-ins reported increased and clear understanding of the transfer process.

programs & services &; Programs that promote economic, civic & cultural development. *Areas of Focus:* • *Student Access* • *Learning & Student Success* • *Value & Support of Employees* • *Economic & Community Development* • *Fiscal & Physical Resources* *Institutional Learning Outcomes:* • *Personal Responsibility* • *Critical & Creative Thinking/Innovation* • *Career or Transfer Readiness* • *Environmental Stewardship* • *Civic Responsibility* • *Global Awareness & Cultural Competence*	University Link students who will meet with a Counselor will have an educational plan that would identify courses needed to transfer to the university in timely fashion. SLO 3) Students who will attend the Steps to Transfer workshops will report better knowledge of transfer process.	*SLO 2)* *Method of Assessment:* Transfer/Counseling appointments *Measure of Success:* ULink student will follow the Ed Plan and successfully transfer. SLO 3) *Method of Assessment:* Conducting pre-test and post-test to assess newly acquired knowledge *Measure of Success:* The number of successfully completed university application.	*SLO 2)* 100% of students who signed an ULink contract with a Counselor had an educational plan that identified courses need to transfer to UCSD. *SLO 3)* Pre and post-tests results indicated that student who attended the Steps to Transfer workshops had increased knowledge of transfer process. *Dialogue about Results:* The TC Coordinator has dialogues with General Counselors about the results. Also, dialoged with the members of the Transfer Advisory Committee.

Use of Results For Improvement and Planning

    k. *How do the results compare to those from the previous year(s)?*

TC did not assess SLOs last year. This information will be used as the base line.

    l. *How were/will the results used for improving student learning, and how might this drive SLO assessment next year?*

      TC will make sure that SLOs for next year will address the needs of students and improve their student learning process.

Veterans: 2011-2012 Student Learning Outcomes

II.	Student Learning Outcomes and Department/Program Outcomes		
Cuyamaca College Strategic Plan *Mission Statement, Values, & Areas of Focus*	**Outcomes** *State each SLO and Department/Program Outcome and how each one aligns with one or more of the Six-Core Values and/or Areas of Focus.*	**Means of Assessment & Criteria for Success** *State how each SLO and Department/Program Outcome is assessed under "Means of Assessment" (e.g. survey, rubric). State the criteria for success for each outcome that demonstrates a successful outcome.*	**Results/Dialogue** *What are the results of your assessment? Where is there "widespread institutional dialogue" about results& use of results for decision-making (e.g. SSC, IPC)?*
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services. In order to fulfill its commitment to student learning, the college provides: Instructional programs that meet student needs for transfer education; Career technical education, general education and basic skills courses; Community education programs and services, and; Programs that promote economic, civic and cultural development. Six Core Values: • Academic Excellence • Student Access and Success • Environmental Stewardship • Strong Community Relations • Innovation and Creativity • Diversity and Social Harmony Areas of Focus: • Student Access • Learning and Student Success	<u>Student Learning Outcomes:</u> SLO 1) *I have learned to navigate the intake process which includes orientation and assessment.* <u>*Student Access and success, Academic Excellence,*</u> SLO 2) *I have learned the skills to select the appropriate coursework towards my educational goals.* <u>*Student Access and success, Academic Excellence,*</u> <u>Departmental Outcomes/Goals:</u> Dept. Outcome 1) *I can define my life, career and/or educational goal.* Dept. Outcome 2) *I can identify,*	SLO 1) Assessment: Survey Instrument Criteria for Success: Students will have learned to navigate this process. SLO 2) Assessment: Survey Instrument Criteria for Success: Student will learn how to select appropriate coursework. Dept. Outcome 1) Assessment: Survey Instrument Criteria for Success: All students in the VETS program should be able to define their life, career and/or educational	Results: SLO 1)70% of students report either agree or strongly agree learning to navigate the intake process (orientation and assessment) this is the first time measuring this SLO and there was not a specific percentage set as a benchmark in terms of criteria. After discussion, all involved with PR agree that the percentage should be greater. Without mandatory orientation/assessment it has been difficult to get 100% participation. In the future with mandated matriculation, these numbers will certainly increase. SLO 2)77.1% strongly agree or agree they can select appropriate coursework towards their goals. Again, no criteria or benchmarks were set previously. The discussion amongst constituents is that more veteran students need access to counseling. Dept. Outcome 1) 79.7% either agree or

• Value and Support of Employees • Economic and Community Development • Fiscal and Physical Resources	*navigate and manage the processes and procedures required to attain my veteran's educational benefits.*	goals by the end of their second semester in the program. Dept. Outcome 2) Assessment: Survey Instrument Criteria for Success: Success in this case means service to student that is efficient, convenient and accessible.	strongly agree that as a student in the veterans program they can define their life, career and/or educational goal. VA regulations require all students to declare a major, however, 11.6% were neutral and 5.8% disagree or strongly disagree. Dept. Outcome 2) 68.1% agree or strongly agree. This is far less than 2010-2011. Dialogue: Most pressing are the changes needed to improve access for students, not only to classes, counseling and services but to their veteran educational benefits. Students need to have certification in a timely manner and access to counseling. In fall of 2011 there were 223 unduplicated student contacts in counseling. In spring of 2012, there were 103. The total number of student contacts in counseling for fall and spring 2011-2012 were 328 in Fall and 235 in spring. In Fall of 2012, the program changed from 30 minute appointments to 1 hour appointments. More time for appointment should translate into less visits to counseling during the semester thereby providing an opportunity to see more students overall. There were 552 students certified in 2011-12. There were a total of 568 student contacts in counseling. There was discussion about more education for veterans on Financial aid services and application processes. We need more staff for the program to run efficiently and we need to have the certification official available 100% for certification, especially during registration times.

			Counseling is expanding the availability of walk-in advising services for veterans from two weeks before the first day of registration to one month prior to when registration begins. Discussed the need for more streamlined communication to veteran students in the program. Examined registration process, matriculation process, certification process and started exploring alternatives to the current process to foster greater access to all veteran services and education benefits.

Use of Results For Improvement, Planning, & Budget

m. How do outcomes compare to those from your last program review?

Compared to the last review it seems that students feel less likely to be able to identify, navigate and manage the processes and procedures to attain veteran education benefits. In 2010-11 over 80% of students agreed or strongly agreed that they could manage this process. The current data reflects a sharp decline (68.1% agreed or strongly agreed) by the student's report in their own ability to manage the process to attain their benefits. Also worth noting is that a smaller percentage of students reported (79.7% agreed or strongly agreed) they can define their life, career and/or educational goal as compared to 85.3% (agreed or strongly agreed) that said they could in the last program review.

n. How will results be used for improvements, planning & resource allocation?

Improvements in the program processes are underway. More streamlined services and departmental coordination between counseling, admissions and records are needed to assist with clarifying the correct process and procedure required to attain veteran educational benefits to the student. More staffing and resources will make this task easier. The vision is to have a "one-stop" Veteran Resource Center that can provide one place for veterans to go for all their services such as counseling, enrollment certification, financial aid information and general resources and to engage in academics, experience camaraderie and facilitate skills in lifelong wellness.   The VETS program does not have any funding to operate. Veteran students provide support to the program and are paid by the veterans' administration. There is a need for a faculty chair or coordinator position to provide oversight and training to staff, research and apply for funding opportunities, evaluate and revise processes and procedures on a cyclical basis, ensure the health and wellness needs of the veteran students are met, coordinate services between financial aid, counseling, DSPS, and oversee the operations of the Veterans Resource Center.