



## Modesto Junior College Student Services

**To:** Student Services Staff

**From:** Bob Nadell

**Date:** January 13, 2010

**Subject:** Summary of Student Services Student Learning Outcomes (SLOs)

In an effort to bring in each of you into the conversation regarding SLOs, I invite you to review the following table. It describes the work of our unit over the past two years in establishing SLOs, measuring their effectiveness while providing future recommendations. In completing this first round of SLOs it has been concluded that SLOs do not fit the workings of our units. The Program Review template has been updated to eliminate duplicate information and the SLOs have been altered to Service Area Outcomes or SAOs. As we move into phase two of Program Review and SAOs, the experiences we have encountered and the adjustments made have strengthened our process and made the documents more useful for the future. Further, as we move forward additional adjustments may become necessary, but will be completed with great care to make the process helpful and doable. I hope you find this summary informative.

<b>Program Unit – CalWORKs</b>
SLO – After meeting with a counselor, students will identify the support services available to them through the CalWORKs program.
Assessment Method – Pre- and post-survey.
Results- Of 644 students surveyed, 217 (34%) identified support services in the pre-test and 324 (50 percent) in the post test. This is an increase of 16 percent.
Recommendations – Continue with present operations of counselor information exchange.

<b>Program Unit – Career Development and Transfer Center</b>
SLO – Given transfer requirements, students will successfully follow the necessary step for transfer.
Assessment Method – Evidence of acceptance to a four-year university.
Results – Sixty seven students completed a Transfer Admission Guarantee (TAG), 49 were accepted. This represents a success rate of 73 percent
Recommendations – Increase the number of TAGs written by MJC counselors.

<b>Program Unit – Career Development and Transfer Center</b>
SLO – After orientation to the CD/TC, students will be able to list the services that are available.
Assessment Method – Pre- and post-test.
Results – For each area examined the post-test results improved. The range of improvement varied from 8 percent to 43 percent.
Recommendations – Coordinate administration of the survey with visiting class instructors.

<b>Program Unit – Counseling</b>
SLO – Given guidance and counseling, student will develop education plans.
Assessment Method – Tally of results.
Results – A random sample of results comparing student files for 2008 spring and 2008 fall demonstrated an 8 percent increase over the designated time period.
Recommendations – Continue to monitor the completion of SEPs to insure students have direction.

<b>Program Unit – International Student Program</b>
SLO – Given orientation and ongoing training/updates, international student will accurately follow federal regulations.
Assessment Method – Evidence of maintenance of F-1 student status.
Results – Over the period of spring 2008 and fall 2008, all international students maintained their F-1 status.
Recommendations – Objective fully met.

<b>Program Unit – Disability Services</b>
SLO – Given a student educational contract recommending extended testing time, a student will identify whether the time was sufficient to complete his/her exam.
Assessment Method – Post exam survey.
Results – Over 700 surveys were collected over a three semester span. Nearly 90 percent of students indicated sufficient time.
Recommendations – Examine additional data to determine if a pattern exists among the different disability groups.

<b>Program Unit – Enrollment Services (Evaluation)</b>
SLO – Given graduation application information, students will be able to identify their graduation application status.
Assessment Method – Tally of phone inquiries.
Results: Over the examination period the data showed a drop of 118 phone calls or a decrease of 94 percent.
Recommendations: Retest the post card graduation application information method.

<b>Program Unit – Enrollment Services (Admissions)</b>
SLO –After registration, students will be able to identify critical registration information.
Assessment Method – Tally of phone inquiries.
Results –Calls received were reduced 42 percent.
Recommendations – Staff need to continue to provide clear information students.

<b>Program Unit – Enrollment Services (Admissions)</b>
SLO – Given completion of an admissions application, students will be able to identify their next steps in the enrollment process.
Assessment Method – Staff will tally incoming phone calls.
Results – During the test period, phone calls increased by .02 percent.
Recommendations: Admissions will continue to review information provided to students who do not understand the matriculation process.

<b>Program Unit - Enrollment Services (Matriculation)</b>
SLO – Upon completion of the StartSmart Program new, first-time students will demonstrate the success of the StartSmart Program.
Assessment Method – Examination of completed units. Via DataTel reports, compare new, first-time students whose goals are transfer, degree, certificate, undecided, and job skills to those who participate in StartSmart and those who did not.
Results – Students in the StartSmart program compared favorably to the non-attendees in terms of successful course outcomes. StartSmart sessions and the MJC Guidance courses, contributed to student success.
Recommendations – Expand the StartSmart program to include new students who begin their MJC enrollment in Spring.

<b>Program Unit – Enrollment Services (Testing)</b>
SLO – Upon completion of assessment, students will follow the college retest and prerequisite challenge processes.
Assessment Method – Pre and post surveys will be administered to students who take the Accuplacer, MDTP, and CELSA tests.
Results – Inconclusive results; may be due to test anxiety and an overload of oral information prior to the assessment test.
Recommendations – Improve the information on the web, package the oral information into a brochure and give to student before testing so that they can “follow along” while the information is being presented.

<b>Program Unit – Enrollment Services (Records)</b>
SLO – Given transcript request information on PiratesNet and distributed to students in Records, students will be able to identify transcript costs, processing times, and delivery methods.
Assessment Method – Tally the number of returned and unclaimed transcripts.
Results – Of the 3,511 transcripts ordered only 24 were unclaimed or less than one percent.
Recommendations – Staff recommend revamping the present webpage and creating a mechanism where students can order transcripts online.

<b>Program Unit – EOP&amp;S</b>
SLO – After attending an EOPS group application workshop, students will identify eligibility criteria, application procedures, and program goals/objectives.
Assessment Method – Pre and post survey.

Results – Based on a four question survey, students improved to nearly 100 percent for all four questions.
Recommendations – Consider a pre and post survey that examines the service delivery method.

<b>Program Unit – Student Financial Services (Financial Aid)</b>
SLO – After attending probation workshops, students will be able to identify financial aid satisfactory academic progress (SAP) standards.
Assessment Method – Pre and post survey.
Results – For the examination period (fall 2007, 2008) students increased their knowledge by 30 percents as they correctly identified the SAP standards.
Recommendations – No recommendation at this time; however, staff will continue to conduct the pre- and post-tests to assure students understand how academic progress is measured.

<b>Program Unit – Student Financial Services (Financial Aid)</b>
SLO – Given financial aid awareness activities, student will recognize the value of applying early for financial aid.
Assessment Method – Comparison will be made by the number of FASFA (ISIR) records received during the month of January in 2006 and 2007.
Results – 1,173 FAFSAs were filed in January of 2009; 1,679 FAFSAs were filed in January 2009.
Recommendations – Financial Aid will continue to utilize the outreach recruiter to disseminate information and inform students the importance of filing early. Staff will also utilize the college’s email system.

<b>Program Unit – Student Financial Services (Veterans)</b>
SLO – After receiving information, veterans will recognize the benefits of submitting recertification documentation a timely manner.
Assessment Method – Tally the number of recertification documents over 2007 and 2008.
Results – Comparing the number of documents received in 2007 to those received in 2008 shows a 3 percent increase (from 67 percent to 70 percent).
Recommendations – Expand efforts to communicate to veterans of the importance of submitting recertification documents early. Email reminders will be send to veterans.

<b>Program Unit – Health Services</b>
SLO – After reading an informational pamphlet(s) and speaking with a nurse, students will identify why they should be tested for TB and how it is contracted.
Assessment Method – Pre- and post-surveys.
Results – Seven hundred and thirty-seven (737) students visited the health services clinic during three semesters: Statement #1: Pre-survey 88 percent, Post-survey 92 percent; Statement #2: pre-survey 64 percent, post-survey 92 percent; Statement #3: pre-survey 86 percent, post-survey 92 percent; Statement #4: pre-survey 77 percent, post-survey 90 percent; Statement #5: pre-survey 46 percent, post-survey 56 percent.
Recommendations – Continue to utilize the same survey tool and informational pamphlet for an additional semester. Nurses will focus the discussion (with student) and specifically elaborate on Statements 2 and 5 to improve their knowledge and understanding.

<b>Program Unit – Pre-College Programs</b>
SLO – Give workshops, students will recognize successful test-taking strategies.
Assessment Method – Pre and post test. Inconsistency in the outcomes of surveys because students received different ones and needs improvement that will relate to the communication within the staff that perform the workshops.
Results – Inconsistent surveys made the results unreliable. A miscommunication with staff caused the difficulty.
Recommendations – Program staff has developed a better communication within its staff and will implement the pre- and post-surveys for the next academic year.

<b>Program Unit – Pre-College Programs</b>
SLO – Given college application information, students will utilize the steps to enroll in postsecondary education.
Assessment Method – Track enrollment records of pre-college students who enroll in higher education.
Results –Based on the enrollment records 85 percent of high school seniors enrolled in a postsecondary program.
Recommendations – Documents should be collected earlier in the years which will include summer enrollments.

<b>Program Unit – Pre-College Programs</b>
SLO – Given financial aid workshops and assistance, students will complete and submit their FAFSAs.
Assessment Method – Collection of the Federal Student Aid Report (SARs).
Results – Out of 136 high school seniors, 134 applied for financial aid.
Recommendations – Expand the range of documentation available needed to verify, i.e., FAFSA/fee waiver applications.

<b>Program Unit – Student Development &amp; Campus Life</b>
SLO – After a series of budget training workshops, the ASMJC Executive Council will develop and monitor an annual budget.
Assessment Method – Reviewing the monthly trial balance reports.
Results – Three trainings sessions were offered to a total of 67 students. Not all students participated in each session.
Recommendations – Students should receive budget training at the beginning of the semester. ASMJC should implement a Business & Finance Committee that would have the charge of screening all budget requests, monitor revenue and expenditures, while forwarding recommendations to the ICC. Students should be required to attend at least one budget training as an eligibility requirement when voting on expenditures.

<b>Program Unit – Student Success</b>
SLO – Given a Student Success Office Guide, students will identify the programs within the Office.
Assessment Method – End of the semester survey.
Results – Twenty-two students were surveyed during the third week of May. Forty percent were

able to identify all of the programs within the unit; 100 percent were able to identify which program offered the book loan; 95 percent identified which program offered free one-to-one or group tutoring; 90 percent identified which program offers students academic and personal counseling; 70 percent knew that Supplemental Instruction is part of tutoring; 75 percent identified which area handled petitions; 95 percent identified which area handled student conduct issues.

Recommendations – The survey forms needs to be adjusted.

**Program Unit – Student Success/TRIO**

SLO – Given an educational plan workshop, students to select a GE pattern that relates to their graduation and transfer goals.

Assessment Method – Pre- and post-surveys.

Results – Based on survey results students felt more informed with their educational goals, including graduation and transfer requirements after completion of the workshop.

Recommendations – No changes.

**Program Unit – Student Success/TRIO**

SLO – Gave a FAFSA workshop, student will explain the FASFA application process.

Assessment Method – Pre- and post survey.

Results – Based on the data, students reported they gained a lot of information and knowledge of the FAFSA requirements and deadlines once they completed the workshop.

Recommendations – Provide two presenters (one for demonstration and one for answering questions) and increase the workshop time. Have classroom equipped with the correct equipment.

**Program Unit – Student Success/Tutoring**

SLO – Given a class presentation on tutoring services, students will register for tutoring.

Assessment Method – Examination of SARS tutoring records.

Results – A total of 20 classroom presentations to over 800 students brought 106 students into the Tutoring Center. The presentations increased participation in tutoring by 13 percent. Although small, these data seem to indicate that classroom presentations are time well spent.

Recommendations – Visit more “academic classrooms”, follow-up with students hearing the presentation, track students for a longer period of time, and work more closely with classroom faculty.

**Program Unit – Welcome Center**

SLO – Students who attend a new student orientation will be able to identify resources that will assist them in becoming successful.

Assessment Method – Pre- and post-survey.

Results – The Research & Planning Office assisted in the compilation and analyzing the 887 pre-surveys and the 869 post-orientation surveys. Overall it appeared that student were more knowledgeable after completion of the post-survey.

Recommendations – Continue to provide student success information to students. In spite of funding restrictions, continue to publish the Student Handbook.