West Los Angeles College
Program Review: 2014-2015
Student Services and Administrative Services: SLO Report

Row Labels

Administrative Services Area

Business Office

SLO/ SAO Dialogue

not applicable

SLO/ SAO Program Assessment

There were none.

Information Technology

SLO/ SAO Dialogue

Educate users to log all their problems via college IT help Desk system to keep track of the problems. Train users on using the campus Help Desk system on college website. Provide many Technology Workshops during the year.

SLO/ SAO Program Assessment

To Constant/regular monitor of help desk ticket queue by IT supervision to ensure that customer problems are being addressed in timely manner. Random follow up from IT supervision to ensure customers were satisfied with the IT services. Constantly reminding IT staff in regular staff meetings about the importance of resolving the users¿ computer problems in professional in timely fashion.

The Info Tech department also present data from IT online help desk system. It indicates how well Info Tech performance response to user¿s technology requests.

Those results are below.

Total number of user tickets requested from Info Tech online help desk system in 2013 is 890. Number of requests completed and resolved within 3 business days is 644

Personnel

SLO/ SAO Dialogue

N/A.

SLO/ SAO Program Assessment

The last SAO assessment was done in Spring 2013. In the next survey we would like to modify the rating scale to provide better feedback to our department. In our Spring 2013 survey, 81.8% of respondents rated the services of our office as "satisfied" or "very satisfied."

Plant Facilities

SLO/ SAO Dialogue

Student Services and Administrative Services: SLO Report

Facilities has attended to all assessment needs by communicating, purchasing of necessary supplies and reporting final results via phone call, work order system updates, or email.

SLO/ SAO Program Assessment

Self assessment, surveys, phone call tallies, work orders received and actioned by Facilities.

Student Services Area

Admissions and Records

SLO/ SAO Dialogue

The dialogue takes place in the following forums:

1. Weekly deans meetings
2. Collaboration among admissions staff, particularly between the Sr. Office Supervisor and the Dean
3. SSC council meetings
4. The A&R district deans meetings

SLO/ SAO Program Assessment

Service Level Outcome: Increase "online-only" services in A&R.

Our graduation petition submissions process went completely "online" in the spring 2014 semester and it is now much more easy to track submitted graduation petitions. 100% of submissions are now made online.

Our application service should be exclusively online. For the fall 2013-spring 2014 school year, XXXXXXX applications were submitted. Of those applications XXXXX were submitted online and XXXX were submitted in person; this represents a XXXXXX increase in XXXX submissions over the previous year. For reasons described above, it may be difficult to push applications exclusively online.

Service level outcome: Increase phone response rate and explore reasons for phone calls.

In anticipation of the fall 2014 semester, we hired a part-time student assistant to answer phones in our busiest time of year. In making notes on the types of calls received, the assistant found that the overwhelming majority of students are calling for guidance on information, processes, or requests that can be made and completed online.

The dean of admissions discussed these findings in college forums such as the Student Services Council. The question was raised: are students simply ignoring instructions or do they struggle to read and follow written directions? According to data from Assessment services, approximately half of our students fall below English 28, meaning that they would have a hard time following the online instructions found on our website.

Since we now know that students will need in-person assistance to complete online processes, we have developed a plan to address this, described later in the report.

Service Level Outcome: Increase the speed and reliability with which old (pre-1998) records may be retrieved.   The state of our older records is found elsewhere in this review.

ASO

Student Services and Administrative Services: SLO Report

SLO/ SAO Dialogue

Since the Associate Dean was not in the position for the program review cycle, I (Celena Alcala) cannot comment on the dialog that has taken place over the last year. There was a focus group and the results were typed and shared with the student service areas. ASO officers and senators who wished to receive stipends at the end of the year also submitted self-assessments of all of ASO's SLOs.

SLO/ SAO Program Assessment

A focus group was conducted on May 24th, 2013 of a variety of students from ASO, Athletics, and different categorical programs. The focus group consisted of 10 students. Focus group assessments were conducted to collect qualitative data to assess any potential trends with technological competence and civic engagement..

ASO Focus group
Student engagement has been an important goal for West LA College and Student Services. A smaller focus group assessment was conducted with ASO students to get a sense of how engagement in ASO impacted the two SLOs: Technological Competence and Civic Engagement.

While technological competence is an outcome that most Student Services areas attempt to address, it is has been difficult to address civic engagement. However with ASO, the majority of students all seemed ready to be engaged with some kind of activity prior to their involvement with ASO, either by being involved with their categorical programs, by their CTE programs, or by searching out opportunities because of experiences they had earlier like in high school. It also seems that faculty, staff, students, and administrators can really encourage even active and engaged students to participate in ASO. All of the ASO students indicated that it was someone from the college who made them take the leap.

In terms of technological competence, ASO members were asked how they like to communicate with their constituency. The most common response was ¿texting¿. When asked how they like to receive information, they responded ¿email¿. ASO Senators may be using quick messages like texting to get information out quickly to students but to remain informed, they preferred email. It¿s something that staff struggle with in Student Services in terms of the best way to communicate with students.

Main focus group
In looking at the broader group of students for the focus group, there was a mix of students with the majority of students participating in services offered by the Counseling Office, followed by ASO, EOP&S, the Transfer Center, and Athletics. Here is a summary of the results for technological competence and civic engagement:

Technological Competence
- When asked what online services they use, half of the students mentioned Etudes as the online service they used the most frequently. The athletes mentioned the career café because of a counselor who showed them how to use the site. Other students noted that the library and learning lab tools were and the district¿s registration system, SIS.
- When asked how often they use online services, only four students mentioned everyday, two mentioned as needed, and the others were varied in their responses.
- When asked where they access the online services, at home or computer and whether they use a computer or mobile device, they all mentioned access on cell phones and they all mentioned accessing a computer on campus mostly in the library.
- When asked where they would prefer to have access, all students mentioned they wanted easy access to online services wherever they were, be it on campus or home.
- When asked if they wanted assistance from staff to help them access online services, most students indicated they would like to have personal assistance using online services.

Athletics

SLO/ SAO Dialogue

There is always continued dialogue in college athletics as each year bring new opportunities to assess what was done and prepare for the next season. Coaches will research and examine successful programs to identify new techniques that may be implemented to enhance successful student outcomes. Each coach will have a pre- and post-season meeting with the Athletic Director to share what has been learned from the past season and what are the goals and expectations in the upcoming season.

West Los Angeles College
Program Review: 2014-2015
Student Services and Administrative Services: SLO Report

SLO/ SAO Program Assessment

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

Child Development Center

SLO/ SAO Dialogue

As stated on the previous question, the CDC Director worked with the Interim Vice President of Student Services to help revamp the Service Learning Outcomes and through this process, it was determined that it would be beneficial to create Service Area Outcomes (vs. SLO¿s) in order for the plans to be more meaningful. This year, Student Services will discuss and monitor how the new plans are working during the Student Services monthly meetings and make any necessary modifications.

SLO/ SAO Program Assessment

The CDC Director worked with the Interim Vice President of Student Services to help revamp the Service Learning Outcomes and through this process, it was determined that it would be beneficial to create Service Area Outcomes (vs. SLO¿s) in order for the plans to be more meaningful. This year, Student Services will discuss and monitor how the new plans are working during the Student Services monthly meetings and make any necessary modifications.

Based on the parent survey data (April 2014), the CDC completed a plan of action in order to enhance services and student success/outcomes. Below are the key areas/items the CDC is addressing.
¿ Providing parents/students with additional information regarding school/campus and community resources
¿ Provide parent/students with additional information regarding discipline
¿ Provide parent/students with additional information regarding the experience & training of program staff

West Los Angeles College
Program Review: 2014-2015
Student Services and Administrative Services: SLO Report

Counseling

SLO Assessment - Course

Updated information and data will be forwarded prior to final Program Review approval.

The Personal Development Division assessed the course sections offered in the prior year 2013-2014. During Fall 2013 we completed Phase 1 of the PD Course SLO Assessment calendar. Phase 1 included individual course assessments for each section offered. Faculty met in work groups and in individual meetings with SLO division team lead and Division Chair for support and dialogue.

During Spring 2014 we worked on Phase two of SLO 1. Phase two involved detailed multiple meetings with PD faculty. We set division goals for each PD course offered, developed an additional SLO for each PD course and discussed common assessment tools and the development of rubrics.

SLO Assessment & Resource Request

Updated information and data will be forwarded prior to final Program Review approval.

SLO Faculty Dialogue

Updated information and data will be forwarded prior to final Program Review approval.

Faculty dialogue regarding the various phases have been documented by PD SLO team lead and Division chair. Handouts have been developed to document work that had been done for each SLO phase.

SLO Program Assessment & Changes

Updated information and data will be forwarded prior to final Program Review approval.

DSP&S

SLO/ SAO Dialogue

Currently working on a new SAO process that will more closely align with Student Services.

SLO/ SAO Program Assessment

The sample size (N) was 600 current DSPS students. The surveys colleges were n=23. Survey from 2013.

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

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

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

EOP&S / CARE

SLO/ SAO Dialogue

The department continuously evaluates improvements based of student feedback.

SLO/ SAO Program Assessment

In progress of collecting data

Financial Aid

SLO/ SAO Dialogue

Implementation of the Higher One debit card system to deliver financial aid funds to be disbursed to students is one of the latest changes made to address the SAO component of Technological Awareness. The implementation of the Satisfactory Academic Progress and Direct Loan/financial literacy workshops conducted by the office has effectively assisted with the improvement of critical thinking and communication as an outcome for students.
The Financial Aid Office collects point of service contact surveys from each student that attends any one of these aforementioned workshops to assess feedback and ways to make improvements in communication.
The survey are compiled and reviewed by the appropriate staff to make improvements and implement changes based on the survey recommendations mid semester.

SLO/ SAO Program Assessment

The Financial Aid Office must continue to use applicable survey tools available for assessment of the program from the office, interdepartmental surveys, educational service center (ESC) and state level surveys and recommendations to improve the delivery of aid to students.

International Student Center

SLO/ SAO Dialogue

Service Area Outcomes for in the ISP are currently being reevaluated to determine the better measures for measuring service to students.

SLO/ SAO Program Assessment

An end of year email was sent to all students requesting feedback about how ISP services can be improved. Response was low, but the few that responded requested more assistance with course selections. Each of the students that replied were called and asked to provide more explanation. The students indicated that there needed to be better communication with the Counseling division and on a timely basis. The students requested that ISP staff take a more active role in ensuring that students were connected to the requested service.

Learning Skills

SLO Assessment - Course

LSK 2A-54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 2B -54 lab hours completed and progress toward 70% mastery Fall 2013

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

LSK 3C- 54 lab hours completed and progress toward 70% mastery Fall 2013;

Course credit based on achievement of minimum 70% content mastery, rather than seat time or "progress toward" 70% mastery;

Extensive publicizing of change in basis for course credit and drafting of course-level SLOs to cue content-mastery focus

SLO Assessment & Resource Request

A major request is for a computer lab with 30 computers be made available to meet face to face with students as well as annual renewal for PLATO subscription for students to work with CAI learning skills courses.

West Los Angeles College
Program Review: 2014-2015
Student Services and Administrative Services: SLO Report

SLO Faculty Dialogue

There has been some discussion with the Curriculum chair and the Learning skills faculty regarding the previous semesters SLO assessments. This semester the learning skills faculty will work more closely with the Math and English faculty to ensure that all LSK courses pedagogically effective to promote student success. By the end of the fall 2014, success data will be available and improvement plans can be developed and prepared for implementation in Spring 2015.

SLO Program Assessment & Changes

Re-evaluation of program-level SLOs is currently planned for Fall 2014, with a particular focus on aligning course-level SLOs with discipline specific SLO's. In addition to using the student success data,Learning Skills faculty will collaborate with the math and English departments to ensure that both the curricula are directly aligned to meet the needs of the students.

School Relations and Outreach

SLO/ SAO Dialogue

N/A

SLO/ SAO Program Assessment

Outreach focused on student's ability to access/navigate support services. A pre-post survey survey instrument was developd and is being used to determine visitor's familiarity with West's student support program locations and services prior and subsequent to campus visits. The Outreach staff determined that this was an important SAO because it can enable students to access services before experiencing setbacks and serves as a sort of quality control of Outreach's effectiveness in communicating information to students. This instrument will be used for the remainder of the academic year and for special events, like High School Day.

The results indicate that students indicate a greater awareness and familiarity with West's support services (Financial Aid, Counseling, DSPS, EOPS, foster care services, transfer assitance, and instructor office hours following campus presentations and especiallly following a campus tour.

Student Success & Support Programs

SLO/ SAO Dialogue

Yes, there has been discussion and distribution of materials concerning SS&SP SLO's in the Student Services Council, the SEAC committee, College Council, Academic Senate, and the Student Success and Support Advisory Committee concerning Service Learning and Service Area Outcomes and need for improvements.

SLO/ SAO Program Assessment

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

Admissions: Student will understand how to navigate through process of enrollment/registration process: Information signs, Schedule of classes, Online Information

Results: SS&SP survey indicates students have obtained a level of understanding the enrollment process through college resources.

Assessment/Placement: Student will understand how to complete Assessment test and the implication of placement results: Written instructions, Proctor verbal Instructions, COMPASS Instructions (Web based), Completed Assessment Tests, West ExpressWay Pre-Assessment module and Assessment module and SS&SP webpage/Assessment.

Results: SS&SP survey reveals students satisfaction and understanding of Assessment process.

Counseling: Students will to complete an Electronic Abbreviated Student Educational with a West ExpressWay Counselor: Counselor provides online and printed Student Educational Plan.

Results: SS&SP surveys reveal that 100% of students that completed the West Expressway received Abbreviated Student Educational Plans. This is an ongoing effort through SS&SP.

Follow-up: Students demonstrate help-seeking behaviors by taking advantage of counseling probation appointments when they are contacted by the college.

Results: SS&SP surveys indicate student satisfaction with probation workshops.

Orientation: Student will able to understand and utilize On-line and in-person registration and how to challenge a pre-requisite

Results: Students indicate an increase in understanding the registration and pre-requisite challenge process through the Orientation survey.

Assessment: Student will be able to understand how to select and effectively plan their Math and English courses following Assessment; College Orientation, all Counseling articulation is available through West ExpressWay.

Results: Assessment survey indicates students increased understanding of assessment / placement process.

Counseling: Students will be able to complete the Electronic Student Educational Plan that is maintained in the college database, with a Counselor each semester and effectively plan coursework for transfer, AA degree or certification in a Vocational area: Counseling Appointment, Electronic Student Educational Plan.

Transfer Center / TAP

SLO/ SAO Dialogue

The Dean of Student Services, Chair of Counseling, and the Transfer Center Director continue to meet on a regular basis to discuss the areas of concern arisen from all survey results. Discussions also take place in the Transfer Committee meeting on improvements that can be made to address assessment results.

In addition, there are weekly counseling (which includes Transfer Center Services) division meetings where discussions take place regarding needed improvements and implementation of services delivered

SLO/ SAO Program Assessment

SLO/SAO has not been conducted for the Transfer Center & Honors Program