

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College

Institutional SLO	Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Communication Critical Thinking and Information Competency	By accessing the Fullerton College website - students who apply online and register via MyGateway will be able to successfully complete the application process, receive a student identification number, and a permit to register (Admissions and Records)	Compile reports to review the number of students that successfully applied to the college	Reports will indicate that an increased amount of students applied to the college via CCCApply; Reports indicated that an increased amount of students applied to the college via CCCApply – 18,667 applicants in Fall 09 as compared to 16,686 applicants in Fall 08	A&R will continue to enhance and improve the application process by clarifying application instructions on the website; Instructions were reviewed and updated as needed.
Critical Thinking and Information Competency	By accessing the Fullerton College website - students who apply online and register via MyGateway will be able to successfully register for classes, pay fees, and obtain a schedule/bill without coming to the Admissions and Records Office.	Compile reports to review the amount of students who registered, paid fees, and printed their electronic schedule/bill	Reports will indicate that an increased amount of students registered, paid fees, and printed their electronic schedule/bill; Reports indicated an increased amount of registered students – 22,630 students in Fall 09 as compared to 22,168 in Fall 08	Each registration cycle, A&R will review the registration process and work with district IS to simplify and improve the registration process. In an effort to reduce the load on the district servers and improve the registration process for students, registration appointment times were spread out into more time slots and schedule/bills were emailed to students.
Critical Thinking and Information Competency	After completion of the online New Student Orientation (NSO), students will be aware of the enrollment process, including using the class schedule.	At the conclusion of the online NSO, all students are directed to take a quiz based upon orientation contents.	During 2008-2009, a total of 8,802 students successfully completed the NSO quiz. 7,217 (81%) of those students passed the NSO quiz and demonstrated increased awareness of the enrollment process, including using the class schedule.	The success rate 81% is good; however, the plans are to continue to evaluate the NSO to further improve learning outcomes. Worked with the software vendor to create additional analytical functionality to the software (e.g., item analysis, statistical analysis capability, etc.).

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Personal Responsibility and Professional Development	Presentations by staff in the Cadena/Transfer Center (CTC) will assist students in understanding the role of general education (IGETC) and major preparation through the website www.assist.org for transfer students.	Students will receive a copy of the IGETC form and the website for www.assist.org during each presentation.	Revised SLO to change measurement tool from pre/post test to include IGETC form.	The assessment showed that many students who come into the Transfer Center are familiar with the IGETC form but unaware of the ASSIST.ORG website. More needs to be done to promote major preparation.
Personal Responsibility and Professional Development	Students who attend Cadena/Transfer Center diversity events will be able to relate the topic to their personal life.	Students will develop understanding and appreciation for diversity topics as determined by event survey with a question asking how the student can apply the information to their own life.	The CTC surveyed students during all workshops and collected 77 completed surveys. 100% of students surveyed indicated that the topic was useful and that it increased their awareness of the topic. Students were able to give an example of how topic related to their life.	The assessment showed that many students are unfamiliar with critical issues of diversity for example LGBT student were unfamiliar with historical events in LGBT history.
Critical Thinking and Information Competency Personal Responsibility and Professional Development	Students will be able to demonstrate knowledge of and ability to access on and off-campus resources. (CalWORKS)	Student surveys at initial intake and upon completion of first semester.	End-of-semester survey results will indicate that students have incorporated ability to access and utilize on and off-campus resources.	Results indicated that students demonstrated an increased awareness of available resources and a capacity to access resources, either independently or with the assistance of the CalWORKS Program staff. Variables which could skew results were taken into consideration (e.g. attrition).

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Personal Responsibility and Professional Development	Students will be able to identify their rights, responsibilities, and the Dept. of Social Services supportive services available to them as a CalWORKs recipient.	Student surveys at initial intake and upon completion of first semester.	End-of-semester survey results will indicate that students have increased their working knowledge of Dept. of Social Services regulations relevant to their approved education/training program, as well as the supportive services available to them.	Results indicated that students increased their knowledge of their rights & responsibilities and available supportive services. Variables which could skew results were taken into consideration.
Critical Thinking and Information Competency	Accessing services at the Career and Life Planning Center, students will gain awareness of the necessary career resources and assessments to assist them in the career planning process.	Pre- and Post-Survey will be presented to students receiving orientation to center's resources and services.	Prior to the Career & Life Planning Center orientation, 699 Students were given a pre-survey where 66% of students indicated that they were aware of career-related resources and assessments to assist them in the career planning process. At the end of the orientation, 663 students were given a post-survey where 96% of students indicated that they were aware of career-related resources and assessments to assist them in the career planning process, exhibiting a 30% increase in overall student awareness.	Since the majority of students being oriented to the Career & Life Planning Center are in Career Counseling classes, it is likely that the students were made previously aware of some career resources and assessments based upon instructors' syllabi, lectures, and thus timing of the orientations skewing results. While increase in success rate exists, this SLO may be too general in nature and was eliminated for spring 2010.
Critical Thinking and Information Competency	By visiting the Career and Life Planning Center, students will learn how to obtain occupational information (e.g. job outlook/growth, annual average wages, and necessary skills).	Pre- and Post-Survey will be presented to students receiving orientation to center's resources and services.	Prior to the Career & Life Planning Center orientation, 699 Students were given a pre-survey where only 46% of students indicated that they knew how to obtain occupational information such as job outlook/growth, annual	Disparity in the number of students who were given the pre-survey to the number of students who were given the post-survey is due to fact that students left after the orientation before completing post-survey. Post-survey was

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			average wages, and necessary skills. At the end of the orientation, 663 students were given a post-survey where 95% of students indicated that they knew how to obtain occupational information such as job outlook/growth, annual average wages, and necessary skills, exhibiting a 49% increase in overall student knowledge.	made accessible online for students, which is stated at the beginning of orientation, however paper-pencil surveys will be offered to students to complete prior to exiting the center for next academic year.
Critical Thinking and Information Competency	First time Fullerton College students who participate in a counseling group advising session will be able to demonstrate knowledge of the matriculation process. (Counseling)	Pre and post tests will be given to students to determine learning in areas of the registration process, assessment & placement, GE options, support resources, and course planning.	In Spring 2009, an analysis of the Group Advising tests was conducted. From the post-test, 89.25% of test takers scored 4 or 5 (out of 5), an increase of 30.84% for this score range from the pre-test.	<p>The assessment tool (pre/post quiz) are still being administered but have not been modified as of yet, the presentation content and online orientation content has not yet been combined into a singular delivery tool (web based).</p> <p>A recent upgrade of the online orientation web tool has resulted in complications related to validation of student ID from myGateway – a fix is in progress. Furthermore, current economic challenges have resulted in discussions of the development of a “homegrown” online tool with Cypress College – this project is still in process.</p>

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Critical Thinking and Information Competency	Through the Disability Support Services intake/update process, students will define their educational goals on their Student Educational Contract (SEC).	100% of DSS Student Educational Contracts are now being reevaluated each academic year through our revised update process. Updated Student Equity data currently unavailable.	Completed through student appointments with LD Specialists and Para - professionals. Approved by Director.	Updated educational goals are developed on SECs. All DSS registered students now have updated educational goals which will now assist them in selecting appropriate coursework and academic/vocational programs. This will in turn lead to higher student equity data results.
Personal Responsibility and Professional Development	Students will communicate appropriate and timely requests for services in relation to their educational accommodation needs. (DSS)	DSS Accommodation request forms will be completed in a timely fashion so as not to affect course success.	When students do not follow accommodation policies and procedures they meet with the Director who reviews student progress.	Policies and procedures related to accommodation requests have been reviewed and revised as needed. Policies include meeting with the Director when procedures are not adhered to. This strategy has reduced the number of instances where students break policy or procedure related to acquiring or using accommodations. Refining policies and procedures will continue.
Critical Thinking and Information Competency	By attending tutoring and academic workshops students will learn to access services important to their success as students. (EOPS)	Every student is informed to attend 3 hours of tutoring and/or a workshop; attendance will be logged via database.	Attendance validates students are learning how to access student services. Fall 09: Out of 1,030 Fall 09 students, 313 attended at least three hours of tutoring and 194 attended a workshop.	EOPS will continue offering tutoring and workshops to assist students with retention, persistence and knowledge on how to access services.

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			<p>Spring 10: Out of 802 Spring 10 students, 218 attended at least three hours of tutoring and 292 attended a workshop.</p>	
Critical Thinking and Information Competency	By attending 2 counseling and at least 1 specialist appointments students will learn how to reach their academic goal. (EOPS)	The front desk and the specialists will monitor student academic appointments.	<p>Fall 09: Out of 1,030 Fall 09 students, 3,183 counseling and/or specialist appointment were attended.</p> <p>Spring 10: Out of 802 Spring 10 students, 2,855 attended a counseling and/or specialist appointment.</p>	It is evident that students are attending their counselor and specialist appointments
Critical Thinking and Information Competency	Students will demonstrate knowledge of entire financial aid process, budgeting skills, and available assistance. (Financial Aid)	Financial Aid Workshop series will be offered, along with evaluations completed by students at the end of the workshops.	Using the survey results, will prepare reports that will track these students and assess their level of understanding and feedback on the usefulness of the workshop.	Workshop evaluations are overwhelmingly positive, and attendance has picked up at the end of the spring semester, with 20-30 students attending each workshop.
Communication	Students will be able to conduct a full range of financial aid services and access applicable information on line. (Financial Aid)	New features, such as the FA Facebook and Twitter page, can be monitored for student feedback, as well as how many students are accessing information in this fashion.	Figures will be provided from launch of service to the end of the survey date, to determine how many students take advantage of social networking and alternate delivery modes.	<p>The Facebook page and general email have taken off. To date, we have over 135 followers on Facebook and receive between 10-20 emails per day on the general email account.</p> <p>Recently, MyGateway was modified to allow direct access to 10/11 forms, saving the student a step.</p>

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Personal Responsibility and Professional Development	Students will make use of services offered by Health Services.	Compile utilization statistics and compare to previous years.	Statistical analysis will indicate a yearly increase in utilization.	2009/10 statistics continue to show a significant increase in utilization of health education services, as well as, physical and mental health services each year since 2005-2006.
Personal Responsibility and Professional Development	Students who make use of smoking cessation services will alter their smoking behavior by identifying triggers and developing coping strategies. (Health Services)	During their first appointment, students will be asked to identify triggers & coping strategies then document in a daily journal.	Journal will contain written identification by the student of triggers and coping strategies to support smoking cessation. Journal entries indicate that a majority of students who return after the first appointment are able to identify increasing numbers of triggers and coping strategies over the course of the usual eight week cessation training.	Through MedPro software, the number of visits per student will be tracked. Those who return at least 3 times will have met the outcome. 2009/10 statistics show that 12 of 15 cessation clients met the outcome.
Personal Responsibility and Professional Development	Students who are involved on campus as part of the Associated Students (A.S.) Executive Council, as Student Trustee and Inter-Club Council (ICC) Board will learn how to be effective, responsible student leaders.	Assess the leadership techniques utilized in A.S. Senate Meetings, A.S. Standing Committees, ICC Meetings or an event planning process, as pre-identified through each student leader's pre-assessment/objective process and evaluated by each Student Leader and Advisor through a post assessment process.	Assessment results will determine if each A.S. Executive, Student Trustee and ICC Board Member achieved his/her desired pre-assessment objective and/or learned from the processes involved.	End of year post-assessment reports from student leaders indicated that the overwhelming majority met the individual student learning outcome for their leadership position.
Critical Thinking and Information Competency	Student Leaders will learn proper meeting procedures and Roberts Rules of Order by participating in Student	A pre-assessment will be conducted within the first half of the semester/year during an A.S. Senate Meeting and ICC	Assessment results will determine if A.S. and ICC Student Leaders are knowledgeable of proper	Post-assessment quizzes indicated that student leaders' knowledge and application of Robert's Rules of Order

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	Government (A.S.) and Inter-Club Council (ICC).	Meeting to determine knowledge upon joining A.S. and ICC. A post- assessment will be conducted during the second half of the semester/year to determine learning, while serving, in areas of Robert's Rules of Order, meeting protocol and meeting processes.	meeting processes, are able to appropriately participate during a meeting and/or are adequately prepared to conduct a meeting using Roberts Rules of Order.	increased due to participation in student government.
Communication	Students will be able to create an effective resume. (Workforce Center)	By providing structured handouts prior to a one-on-one appointment or group workshop, students will be able to give thought to, and hopefully identify, their skill sets and accomplishments. A comparison between their original and updated resume will indicate an improvement in their ability to develop content and articulate their strengths.	On an individual and case-by-case basis, the pre and post resume will be analyzed for effectiveness.	Evaluations were mixed depending on the age and work experience of the student. Results showed that students needed further assistance (expanding or focusing) when verbalizing skill sets, accomplishments or job duties based on where they are in their life and work experience. Optimal Resume, a new software program, is expected to help students develop first draft resumes that are more effective and focused. Data indicate that some students have difficulty identifying their skills and accomplishments and require several appointments to complete a functional resume that speaks of their strengths and experience; therefore, blocks of time will be set aside each week for individual student appointments.

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