STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Department: **CalWORKs**

Participants: **CalWORKs students**

Date: 2008-2009

Goal 1- To retain CalWORKs students so they can complete their educational goal									
Student Learning Outcome	**Target Population**	**Intervention**	**Plan Overview**	**Target performance level**	**Data Collection: Assessment methods and tools**	**Student sample to be assessed**	**Timeline for data collection**	**SLO data analysis**	**Recommended improvement/ Continuation**
As a result of maintaining compliance with DHS requirements, CalWORKs students will remain enrolled at Cerro Coso for two consecutive semesters from their start date in the CW program (To be referred to as persistence)	All eligible CalWORKs students	Meet with CW counselor minimum of one time during semester/Verify class & study hours applicable to DHS compliance requirements Develop educational goal and plan Provide opportunities to assist students in meeting work related activity hours	Track and compare retention rate with previous academic years	Increase persistence rates of 2008-2009 CW student population	BANNER data collected by CW staff and comparison or 2008-2009 rates to 2009-2010 rates	All eligible CalWORKs students from the current and past academic year	End of academic year, June 30, 2010	Use the persistence rate from spring 09 - fall 09 or fall 09 - spring 10 . 2006-2007 persistence was 75%; 2007-2008 persistence was 52%; 2008-2009 persistence was 81%	Continue to monitor persistence rates each academic year, fall semester to spring semester or spring semester to fall semester of next academic year .

STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Department: **CalWORKs**

Participants: **CalWORKs students**

Date: **2008-2009**

Goal 2- Increase number of work study/internship placements of CalWORKs students

Student Learning Outcome	Target Population	Intervention	Plan Overview	Target performance level	Data Collection: Assessment methods and tools	Student sample to be assessed	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
As a result of completing a CalWORKs intake and work study orientation, students will be employed or placed in work study/internship opportunities.	All eligible CalWORKs students requesting work study or internship opportunities	Work Study orientation completed with CW student. Job readiness skills developed and work ethics discussed. Necessary paperwork for on and off campus placement completed with Job Developers assistance. Interviews set up with employer and student for potential placement.	Compare number of work study placements in 2007-2008 and 2008-2009 with 2009-2010 academic year.	Continue increase in on and off campus work study placements in 2009-2010.	Job Development Specialist will collect data for end of the year reporting	All eligible CalWORKs students during the academic year of 2009-2010	End of academic year, June 30, 2010.	In 07-08 there were 20 CW job placements (14 on campus, 6 off campus) compared to 08-09 of 31 job placements (22 on campus, 9 off campus)	There was an overall increase in job placements from 07-08 to 08-09 in both on and off campus jobs. Continue to monitor on and off campus work study/internship placements.

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Department: ___**Counseling**_____   **Participants:** Counseling Coordinator, Counseling Faculty and Staff, Assessment Assistant____

Date: ___08-09_____

Goal/Strategy/Activity 1A- Strengthen Instructional Programs and Services

Student Learning Outcome	Target Population[1] (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
Students will be able to demonstrate understanding of enforced placement for English, reading, and math.	Students who participated in the assessment process in preparation for Spring 2008/Fall 2008 semesters	Participation in orientation prior to and counseling subsequent to the placement exam.	Students will respond to questions added to the annual Satisfaction with Placement Survey regarding the enforcement of placement. class?	90% of students will answer questions correctly regarding enforced placement	Students will be asked: 1. What grade must be earned in this class in order for you to move on to the next level class? 2. Stated prerequisites are enforced for all English, reading, and math classes. True/False	All students who participated in placement during the identified time-period and who respond to the Satisfaction with Placement Survey	Spring 2008 and Fall 2008	Question 1- 83% of students responded correctly Question 2- 90% of students responded correctly See attached chart for more information	With the exception of Question 1 in the spring 2008 semester, the target performance level was met. The orientation has been slightly revised to further emphasize these concepts.

Student Learning Outcome	Target Population[2] (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
Students who receive an Early Alert intervention will have more successful outcomes and behaviors, demonstrated by dropping or successfully completing the class in which they received the Early Alert	Students who received Early Alerts during the Fall 2007 and Fall 2008 semesters.	Instructors will submit Early Alert forms to students about whom they have concerns. The counseling department and, possibly other departments, will follow-up with these students to offer support, assistance, and make referrals to appropriate resources.	The counseling Department will look at the final outcomes for the students who received Early Alerts for the class(es) in which the alert was submitted (final grades, drops, etc.)	75% of the students who received an Early Alert will have successfully passed or dropped the class for which they received the Early Alert.	Records in Banner and database or of Early Alerts received	All students who received an Early Alert in Fall 2007 and Fall 2008	Fall 2007 and Fall 2008	For the two semesters 60% of the students who received an Early Alert had what we consider a successful outcome (A,B,C,or W).This did not meet our target, but has lead to the development of a new Student Learning Outcome.	After discussion, it has been decided that a more accurate reflection of the effectiveness of the Early Alert process would be to compare the outcomes of students in classes in which the Early Alert process is used the outcomes of students in classes in which the Early Alert process is not used.

Student Learning Outcome	Target Population3 (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
Prospective high school students will demonstrate a greater likelihood to attend Cerro Coso as a result of participation in Preview Day.	High school students who participate in the Preview Day activities	Visit to the college, information about programs and departments, demonstrations, and tours of the campus	Participating students will be asked a question at the conclusion of Preview Day 1.As a result of your participation in Preview Day, are you more likely to choose to attend Cerro Coso after you graduate from high school?	95% of students who respond will indicate that they are more likely to choose to attend Cerro Coso as a result of participation in Preview Day	Students will receive an evaluation to submit for a drawing at the conclusion of the activity. The question will be included on the evaluation form.	All students who participate in Preview Day	Fall 2008	98% of students indicated that they were more likely to attend Cerro Coso as after attending Preview Day.	We exceeded our target performance level, indicating that the event results in the intended outcome. We will now focus on increasing the number of students who participate in the event.

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STUDENT LEARNING OUTCOMES AND ASSESSMENT PLAN

Department: ___Counseling_____ **Participants:** Counseling Coordinator, Counseling Faculty and Staff, Assessment Assistant____
Date: ___08-09_____

Goal/Strategy/Activity 1A- Strengthen Instructional Programs and Services									
Student Learning Outcome	**Target Population[1]** (Which students will be effected?)	**Intervention** (What did you do or will you do to assure that the desired learning outcome takes place?)	**Plan Overview** What will you do to assess whether learning has occurred?	**Target performance level** (What would you consider success?)	**Data Collection: Assessment methods and tools**	**Student sample to be assessed** (Which students will you review?)	**Timeline for data collection**	**SLO data analysis**	**Recommended improvement/ Continuation**
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Student Learning Outcome	Target Population[2] (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
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Student Learning Outcome	Target Population3 (Which students will be effected?)	Intervention (What did you do or will you do to assure that the desired learning outcome takes place?)	Plan Overview What will you do to assess whether learning has occurred?	Target performance level (What would you consider success?)	Data Collection: Assessment methods and tools	Student sample to be assessed (Which students will you review?)	Timeline for data collection	SLO data analysis	Recommended improvement/ Continuation
Prospective high school students will demonstrate a greater likelihood to attend Cerro Coso as a result of participation in Preview Day.	High school students who participate in the Preview Day activities	Visit to the college, information about programs and departments, demonstrations, and tours of the campus	Participating students will be asked a question at the conclusion of Preview Day 1.As a result of your participation in Preview Day, are you more likely to choose to attend Cerro Coso after you graduate from high school?	95% of students who respond will indicate that they are more likely to choose to attend Cerro Coso as a result of participation in Preview Day	Students will receive an evaluation to submit for a drawing at the conclusion of the activity. The question will be included on the evaluation form.	All students who participate in Preview Day	Fall 2008	98% of students indicated that they were more likely to attend Cerro Coso as after attending Preview Day.	We exceeded our target performance level, indicating that the event results in the intended outcome. We will now focus on increasing the number of students who participate in the event.

SLO/PLO assessment/outcome cycles for 08-09-Taken from Counseling Unit Plan 09-10

STUDENT LEARNING OUTCOMES

2009-2010 SLOS

<u>ORIENTATION/EXTENDED ORIENTATION CLASS</u>

SLO: After successful completion of COUN C101 or PDEV C101 or PDEV C052 students will demonstrate higher success and persistence rates in following year.

There is no comparative data for student success with students that have not taken a student success course at this time. This Student Learning Outcome will be reviewed for feasibility after consulting with the newly hired full time, college dedicated Institutional Researcher. Once the Institutional Researcher confirms a process by which we can obtain this information we will collect the comparison data, review the results and report out.

SLO: 90% of students who participated in the orientation/assessment process in preparation for Fall 2008/Spring 2009 semesters will be able to demonstrate understanding of enforced placement for English, reading, and math.

What grade must be earned in this class in order for you to move on to the next level class?

Stated prerequisites are enforced for all English, reading, and math classes.

True/False

Percentage of Students Who Responded Correctly

2008	83%	90%
2009	91%	93%

The strategies used in orientation to improve student understanding of the placement process seems to have been successful. Over 90% of the students surveyed were able to demonstrate an understanding of the enforced placement process.

<u>OUTREACH</u>

SLO: Given participation in Preview Day, 85% of participating high school students, 90% of participating high school students will indicate a greater likelihood of attending Cerro Coso.

Preview Day Statistics

While the percentages for some of the questions have gone down (Particularly, the question, "After attending this event, are you more likely to attend Cerro Coso? from the 07-08 responses (82%). this represents a relatively small number of students. However, this does indicate a need to evaluate the format and content for the event. Suggestions will be gathered from faculty, CTE representatives, counseling participants, high school students and high school counselors to improve the event.

It has been challenging to recruit faculty to participate in the Information Fair portion of the event, which is reflected in the response that indicates that the Campus Tour was significantly more helpful than the Information Fair. Discussion is taking place to consider whether the scope of the event needs to be expanded to include community employers who connect with our degree programs and certificates. This may improve the event and draw connections for students that might make the event more comprehensive and meaningful.

Overall, Preview Day seems to continue to be a positive, informative and effective recruitment event. However, the Preview Day event, with adjustments will be evaluated during our SLO assessment cycle again next year.

SLO: After participating in the K-16 Bridge Program 90% of the participating high school students will be able to describe opportunities available to them at the community college.

The K-16 Bridge program has taken more time than expected to implement at service area high schools. There were significant delays in the readiness of the site for implementation and limited use at the partner high schools; Burroughs, Lone Pine, Bishop, Mammoth, Mojave, California City, Big Pine, and Immanuel. It is too early in the process to assess the outcomes for K-16 Bridge. There are trainings planned with each site for further the implementation process. Additionally, the counseling department is developing resources to use to interact with students using the MyMentor site, including comprehensive information sheets for students who have indicated interested in a particular major or career areas. This Student Learning Outcome will be assessed during the 09-10 academic year when K-16 has been more fully implemented.

FOLLOW UP SERVICES

Early Alert

SLO: After receiving an Early Alert intervention and subsequent follow up services students will be 10% more likely to earn an A,B,C, or W in the class than students who did not receive an Early Alert intervention and follow up.

Result: Data was gathered for the Fall 2008 and Spring 2009 semesters for success rates for classes in which the Early Alert process was used. This success rate data was compared to the institutional success rate for the same discipline on the California Community College Chancellor's Datamart site.

SUCCESS RATES FOR CLASSES IN WHICH THE EARLY ALERT PROCESS WAS USED

Fall 2008

Discipline   Success Rate in Early Alert Courses-counseling   Success Rate in Early Alert Courses-Chancellor   Cerro Coso Average Success Cerro Coso Average Success Rate for Same Discipline/Same Mode of Delivery   Statewide Average Success Rate for Statewide Average Success Rate for Same Discipline/Same Mode of Delivery

Math-Online (6 classes) 73.72% 43.48% 40.39% 53.01%

Math-Onsite (6 classes) 68.75% 41.35% 52.53% 53.80%

Nutrition

(1 class)88.10   77.27   56.02   82.87

Spring 2009

Discipline   Success Rate in Early Alert Courses-counseling   Success Rate in Early Alert Courses-Chancellor   Cerro Coso Average Success Rate for Same Discipline/Same Mode of Delivery   Statewide Average Success Rate for Same Discipline/Same Mode of Delivery

Math-Online (5 classes) 83.83% 56.20% 46.51% 43.49%

Math-Onsite (2 classes) 64%   14.81% 58.01% 53.28%

Philosophy-Online

(2 classes)   70.59   51.52   47.37% 57.54%

Psychology-Online

(3 classes)   76.47% 51.52% 47.37% 57.54%

Success Rate in Early Alert Courses-counseling- success rate calculated with Ws in the numerator, Is and DRs excluded. Part of advising students who have been referred via the Early Alert process is to remind them of the option to drop and, at times, recommend that a course be dropped, instead of receiving a substandard grade. Consequently, from a counseling and advising perspective, a W is considered a positive outcome.

Success Rate in Early Alert Courses-Chancellor- success rate calculated using the same methodology as the State Chancellor's Office, with Ws, Is, and DRs calculated in the denominator. This success rate is provided to be more consistent with the comparative data.

 Cerro Coso Average Success Rate for Same Discipline/Same Mode of Delivery-Cerro Coso average success rate available through Datamart for the same discipline and mode of delivery as the Early Alert courses being compared.

Statewide Average Success Rate for Same Discipline/Same Mode of Delivery- statewide average success rate available through Datamart the same discipline and mode of delivery as the Early Alert courses being compared.

While the results do not meet the target percentage of the Student Learning Outcome, in most cases, the average success rate for Early Alert courses are better than the Cerro Coso average for courses in the same discipline, same mode of delivery. There is not enough data, at this point, to determine if this difference is due to the use of the Early Alert process in the courses. There are too many variables to determine if this is a direct result, however, does appear that there is a positive relationship between Early Alert and student success. We will continue to track this data to further assess this relationship. Additionally, a survey will be developed to gain student and faculty perspective and feedback on the Early Alert intervention process. This will add narrative data on the usefulness of the process and potentially suggestions to improve the process. Below are the success rates for other courses in which the Early Alert process has been used. These courses are not included above, as there is not comparative data available.

On average, the success rate for courses in which the Early Alert process was used was better than the average institutional success rate for the same discipline area. While this is not conclusive evidence that the Early Alert process positively impacts course success rates, it seems to indicate that there is a positive relationship. In addition to continuing to gather this data, a survey will be developed to illicit input from both the faculty members who use Early Alert to provide feedback and the students who receive feedback and follow up via Early Alert.

BASIC SKILLS

SLO: After receiving counseling intervention Basic Skills students will be more likely to successfully complete (with an A,B,C, or Cr grade) Basic Skills classes than those who did not receive intervention.

Term	Number of Classes in which Smartgrades was Administered	Number of Basic Skills instructors who Participated	Number of students who took SmartGrades	Number of at-risk students (Students who fell below the watch line in four or more Areas)	Number of at-risk students who received one-on-one intervention
Spring 2009	12 of 14	7 of 8	154	22	16

Spring 2009 was the first semester in which Smartgrades was administered in most of the Basic Skills classes on the IWV Campus. It is too early to gather and evaluate Success Rate data.

This data will be collected for the 2009-2010 cycle. Additionally, surveys will be developed to illicit feedback from both students and faculty on the Smartgrades information and the Smartgrades process. This will add narrative data on the usefulness of the information gained from Smartgrades, the usefulness of the process and, potentially, suggestions to improve the process. Additionally, as a result of the examination and discussion resulting from this Student Learning Outcome, strategies are being developed for more intensive intervention for Basic Skills Students and a higher level of collaboration with Basic Skills Faculty. This will be reflected in the goals for the Basic Skills Initiative and in a revised Student Learning Outcome assessment for 09-10. Some examples include:

1.   Required long-term education plans for Basic Skills Students.

2.   The pilot of a co-facilitation with the Basic Skills faculty from reading and English and the Basic Skills Counselor during the first week of classes.

3.   Greater involvement of the Basic Skills Counselor during the school year in Basic Skills classes. This may include the co-facilitation of activities associated with the information yielded from Smartgrades.

SLO/PLO assessment/outcome cycles for 09-10 -Taken from Counseling Unit Plan 11-12

a. Review of Previous Goals (of last completed academic year)

ORIENTATION/EXTENDED ORIENTATION CLASS

SLO: After successful completion of COUN C101 or PDEV C101 or PDEV C052 students will demonstrate higher success and persistence rates in following year.

In order to obtain comparative data to assess this SLO, the initial SLO has been modified. The new SLO reflects that **following successful completion of COUN C101/PDEV C101 and PDEV C052 students will demonstrate higher levels of success as compared to rates of student progress and achievement rate as defined and provided in the Cerro Coso ARCC report for general population students**.

PDEV C101	CC-Year	Success	ARCC-Year	achievement
	07-08	54.9%	03-04 to 08-09	50.5%
	08-09	51.2%	04-05 to 09-10	52.8%
	09-10	47.8%	05-06 to 10-11	50.4%
COUN C101	07-08	52.9%		
	08-09	61.3%		
	09-10	62.0%		
PDEV C052	08-09	61.3%		
	09-10	59.7		

The comparison of success rates of Cerro Coso student success courses taught between 2007 through spring semester 2010 with the ARCC report Student Progress and Achievement Rate (as defined in ARCC report: "percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to four-year; or earned an AA/AS; or earned a Certificate; or achieved transfer directed status; or achieved transfer prepared status) in corresponding years demonstrates mixed results. Overall, the success rates for the Cerro Coso student success courses were higher than the ARCC success rates. The PDEV C101 course had the lowest success rates, and had two years of rates that were lower than the ARCC success rates. The COUN C101 and PDEV C052 courses had notably higher rates of success compared to the corresponding ARCC years.

The data does not reflect the success rates that the counseling department was hoping for. The Counseling staff have been working together to coordinate strategies and practices in the orientation classes to maximize effectiveness and student engagement. Course syllabi will be aligned for all orientation classes, identifying and requiring specific essential components such as long term educational plans. Counseling will increase the number of orientation classes as staffing permits.

As a result of a discussion with the Basic Skills committee, group consensus was to develop a degree applicable, nontransferable student success course to better serve Basic Skills students. This group of students needs the learning strategies, resources, and college information early in their college career to provide better opportunities for course success. The counseling department is tasked with the development of the course, using current student success courses as a model.

SLO assessment cycle for PDEV/COUN courses

The counseling department will work together to complete a full cycle of SLO assessment for active courses. Counseling faculty will coordinate the assessment process by identification of SLO outcomes to be assessed and follow a scheduled pattern of assessment resulting in all active courses reflecting a full SLO cycle by the end of the 2011-2012 academic year. Analysis of the data will be addressed in department meetings and reflected in the next annual unit plan and or program review for 2011-2012. The following charts outline the scheduling of assessment and the artifacts or data to be assessed.

					Sections	Retention Rate	Success Rate
PDEVC101	Becoming a Master Student	2010-2011	201070	Fall 2010	3	75.0%	53.7%
			201050	Summer 2010	1	63.6%	45.5%
			Annual Yr Sum		4	71.7%	51.3%
		2009-2010	201030	Spring 2010	5	73.9%	43.9%
			200970	Fall 2009	4	69.0%	44.4%
			200950	Summer 2009	2	71.8%	63.4%
			Annual Yr Sum		11	71.6%	47.8%
		2008-2009	200930	Spring 2009	3	72.6%	43.2%
			200870	Fall 2008	4	74.2%	48.3%
			200850	Summer 2008	3	91.7%	64.3%
			Annual Yr Sum		10	78.6%	51.2%

						Sections	Retention Rate	Success Rate

2007-2008 200830 Spring 2008 3 71.3% 50.0%

200770 Fall 2007 6 85.3% 55.1%

200750 Summer 2007 2 89.4% 63.8%

Annual Yr Sum 11 81.2% 54.9%

2006-2007 200730 Spring 2007 5 78.4% 53.6%

200670 Fall 2006 6 82.9% 48.1%

200650 Summer 2006 4 89.9% 72.2%

Annual Yr Sum 15 83.2% 55.4%

2005-2006 200630 Spring 2006 5 83.3% 47.1%

200570 Fall 2005 5 79.7% 39.0%

200550 Summer 2005 4 89.3% 66.7%

Annual Yr Sum 14 83.3% 48.7%

		Sections	Retention Rate	Success Rate

COUNC101 Tools for College Success 2010-2011 201070 Fall 2010 1 93.9% 60.6%

201050 Summer 2010 1 61.3% 51.6%

Annual Yr Sum 2 78.1% 56.3%

2009-2010 201030 Spring 2010 1 79.2% 62.5%

200970 Fall 2009 3 85.1% 58.4%

200950 Summer 2009 2 77.4% 67.7%

Annual Yr Sum 6 81.8% 62.0%

2008-2009 200930 Spring 2009 3 81.5% 60.2%

200870 Fall 2008 3 80.0% 63.1%

Annual Yr Sum 6 80.9% 61.3%

2007-2008	200830 Spring 2008	2	73.9%	47.8%	
	200770 Fall 2007	2	96.6%	56.9%	
	Annual Yr Sum	4	86.5%	52.9%	
2006-2007	200730 Spring 2007	1	86.7%	53.3%	
	200670 Fall 2006	2	86.8%	54.7%	
	Annual Yr Sum	3	86.7%	54.2%	
2005-2006	200630 Spring 2006	2	90.2%	58.5%	
	200570 Fall 2005	2	80.3%	53.0%	
	Annual Yr Sum	4	84.1%	55.1%	

		Sections	Retention Rate	Success Rate	
PDEVC052	Becoming Successful ONL Student	2010-2011	201070 Fall 2010	4	98.6% 76.6%
	201050 Summer 2010	2	100.0%	66.0%	
	Annual Yr Sum	6	99.0%	73.7%	
2009-2010	201030 Spring 2010	4	61.9%	55.8%	
	200970 Fall 2009	3	75.6%	63.0%	
	200950 Summer 2009	2	85.1%	64.9%	
	Annual Yr Sum	9	70.3%	59.7%	
2008-2009	200930 Spring 2009	4	76.3%	61.3%	
	Annual Yr Sum	4	76.3%	61.3%	

COUN C101

Student Learning Outcomes & Assessments

Upon successful completion of the course, the student will be able to:

SLO   Learning Outcome Description   Outcome Assessment Definition

A   Articulate an educational goal and describe the requirements and courses to meet this educational goal. This will be measured by a student project portfolio, be evaluated by a rubric.
    This will be measured by a student project portfolio, to be evaluated by a rubric.

B   Evaluate educational and career options and obstacles and develop educational and career action plans.   This will be measured by a student project portfolio, to be evaluated by a rubric.

C   Utilize college and community resources in the planning and implementation of their educational and career action plans.   This will be measured by a student project portfolio, to be evaluated by a rubric.

D   Develop and apply academic and study skills necessary for success in their classes and everyday living   This will be measured by an essay exam or term paper to be evaluated by a rubric.

E   Assess personal strengths and weaknesses and develop strategies for increasing individual success towards life goals.   This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.

F   Recognize issues of diversity and be able to discuss impacts of diversity within the student's community.   This will be measured by a term paper and/or oral presentation to be evaluated by a rubric.

INSTRUCTOR	SITE NUMBER ENROLLED	SLO PERCENTAGE	ARTIFACT	DATA UNIT	DATA
M. GROSS term ed plan	IWV 26	A* 0%	LTEP		# of students who completed a long
P. Godfrey term ed plan	IWV 29	A*	LTEP		# of students who completed a long
K. Hamilton term ed plan	IWV 29	A*	LTEP		# of students who completed a long

P. Talley term ed plan	IWV 41	A*	LTEP	# of students who completed a long
M. GROSS	IWV	B*	Career Café	
P. Godfrey	IWV	B*	Career Café	
K. Hamilton	IWV	B*	Career Café	
P. Talley	IWV	B*	Career Café	
M. GROSS	IWV	C*		
P. Godfrey	IWV	C*		
K. Hamilton	IWV	C*		
P. Talley	IWV	C*	Library Treasure Hunt	
M. GROSS	IWV	D*		
P. Godfrey	IWV	D*		
K. Hamilton	IWV	D*		
P. Talley	IWV	D*		
M. GROSS	IWV	E*	Pre/Post Skills Assessment	
P. Godfrey	IWV	E*	Pre/Post Skills Assessment	
K. Hamilton	IWV	E*	Pre/Post Skills Assessment	

P. Talley	IWV	E*	Pre/Post Skills Assessment
M. GROSS	IWV	F*	
P. Godfrey	IWV	F*	
K. Hamilton	IWV	F*	
P. Talley	IWV	F*	
Gayle Whitlock	KRV		
Greg Kost	ESCC		
Wendy Adams	Online		
Jamie Flatebo	Online		

PDEV C052   Becoming a Successful Online Student

Student Learning Outcomes & Assessments

Upon successful completion of the course, the student will be able to:

SLO	Learning Outcome Description	Outcome Assessment Definition
A	Describe the basic differences between online courses and traditional face-to-face courses.	This will be assessed by a paper, scored with a rubric.
B	Demonstrate knowledge of the process of taking an online course.	This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)
C	Demonstrate the ability to use web pages, email, discussion groups, and submit a written assignment in online classes.	This will be assessed by a performance, scored with a rubric.

D   Evaluate readiness for taking online classes.   This will be assessed and scored by a pre- and post-test.

E   Identify the general equipment needs for taking online courses. This will be assessed and scored by an exam. (Use for multiple choice, matching, and T/F exams.)

F   Demonstrate ability to work in and navigate the Cerro Coso course environment.   This will be assessed by a performance, scored with a rubric.

INSTRUCTOR	SITE	SLO	ARTIFACT	DATA UNIT	DATA
	NUMBER ENROLLED	PERCENTAGE			
M. GROSS	IWV	A*	Instructors to		
P. Godfrey	IWV	A*	Define and		
K. Hamilton	IWV	A*	Provide		
P. Talley	IWV	A*	Info by 11/15/11		
M. GROSS	IWV	B*			
P. Godfrey	IWV	B*			
K. Hamilton	IWV	B*			
P. Talley	IWV	B*			
M. GROSS	IWV	C*			
P. Godfrey	IWV	C*			
K. Hamilton	IWV	C*			
P. Talley	IWV	C*			
M. GROSS	IWV	D*			

P. Godfrey	IWV	D*
K. Hamilton	IWV	D*
P. Talley	IWV	D*
M. GROSS	IWV	E*
P. Godfrey	IWV	E*
K. Hamilton	IWV	E*
P. Talley	IWV	E*
M. GROSS	IWV	F*
P. Godfrey	IWV	F*
K. Hamilton	IWV	F*
P. Talley	IWV	F*
Gayle Whitlock	KRV	
Greg Kost	ESCC	
Wendy Adams	Online	
Jamie Flatebo	Online	

<u>Outreach/Preview Day</u>

SLO: Given participation in Preview Day, 95% of participating high school students will indicate a greater likelihood of attending Cerro Coso. Results compared to last year's data are as follows:

What is your Grade level?

08-09 42% Seniors, 41% Juniors, 17% Other

09-10 64% Seniors, 32% Juniors, 4% Other

Comment: Greater percent of seniors attended in 09-10.

Were you made aware of any services or programs?

08-09 55% yes, 44% no, 1% no response

09-10 61% yes, 33% no, 6% no response

Comment: Higher percentage of students indicated more awareness of college programs.

Which part was most informative?

08-09 24% Information, 48% campus tour, 8% both, 20% no response

09-10 61% career fair,   25% campus tour, 5% both, 9% no response

Comment: The new feature of the career fair had significant effect on increased information students felt they heard about during   Preview Day.

Was this event helpful?

08-09 83% yes, 12% no, 5% no response

09-10 93% yes, 1% no, 6% no response

Comment: Increase in students relating event helpful to them.

After attending this event are you more likely to attend Cerro Coso?

08-09 72% yes, 18% no, 6% maybe, 4% no response

09-10 80% yes, 13% no, 3% maybe, 4% no response

Comment: Significant increase in responses related to the event and the likelihood of students attending Cerro Coso. The response does not meet the initial goal set in the SLO but there has been significant

increase in the response rate to the degree that we continue to see a clear positive impact from the event as recruitment and outreach activity.

In the 2010-2011 year Preview Day incorporated a career fair for the visiting High School students. This addition to Preview Day resulted in very favorable feedback from the students who identified the career fair as the most informative component of the overall activity. The career fair focused on CTE majors and provided students the opportunities to explore how educational programs relate to the world of work. The overall rating for the event was 93% positive and resulted in 80% of the attending High School students considering attending Cerro Coso College. Overall, Preview Day continues to be a positive, informative and effective recruitment event for the local area seniors.

Due to continued favorable responses of Preview Day, counseling will continue to offer the event to local area High School seniors as budget permits. This SLO is considered completed and counseling will next follow participating students in Preview Day to see what percentage of students actually enroll at Cerro Coso the following fall semester.

As a result of the successful career fair component, this part of the Preview Day activity has been expanded and extended to Cerro Coso students later in the day.

Follow Up Services/Early Alert

Early alert services continue to be offered through the counseling department. There continues to be an increase in instructor use of the program. Past evidence suggests that the Early Alert process positively impacts course success rates, indicating a positive relationship. In addition to continuing to gather this data, a survey will be developed to illicit input from both the faculty members who use Early Alert to provide feedback and the students who receive feedback and follow up via Early Alert.   This is a continuing goal from last year due to a reduction in available staffing time.

	Number of Instructors	Number of Alerts
Spring 2008	11	145
Fall 2008	20	295
Spring 2009	13	231
Fall 2009	23	312
Spring 2010	18	357
Fall 2010	17	324

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			5	167	33.4	15.8	0.8	0.2	19.8	152	145	95.4%	137	90.1%
	200750		1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%
		Family & Consumer Education	1	42	42.0	3.8	0.2	0.0	19.2	39	37	94.9%	36	92.3%
	200770		1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%
		Family & Consumer Education	1	46	46.0	4.3	0.2	0.0	21.4	41	39	95.1%	37	90.2%
	200830		3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%
		Family & Consumer Education	3	79	26.3	7.7	0.4	0.2	19.3	72	69	95.8%	64	88.9%
2008-2009			3	119	39.7	11.5	0.6	0.2	19.1	115	100	87.0%	88	76.5%
	200850		1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%
		Family & Consumer Education	1	40	40.0	3.7	0.2	0.0	18.6	40	36	90.0%	35	87.5%
	200870		2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%
		Family & Consumer Education	2	79	39.5	7.8	0.4	0.2	19.4	75	64	85.3%	53	70.7%
Sum			8	286	35.8	27.3	1.4	0.4	19.5	267	245	91.8%	225	84.3%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:EDUC	Top_Code:<All>	Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			4	72	18.0	3.4	0.4	0.0	8.4	69	65	94.2%	48	69.6%
	200770		1	19	19.0	0.8	0.1	0.0	8.4	18	18	100.0%	12	66.7%
		Education	1	19	19.0	0.8	0.1	0.0	8.4	18	18	100.0%	12	66.7%
	200830		3	53	17.7	2.5	0.3	0.0	8.4	51	47	92.2%	36	70.6%
		Education	3	53	17.7	2.5	0.3	0.0	8.4	51	47	92.2%	36	70.6%
2008-2009			12	283	23.6	11.9	0.8	0.0	15.4	277	263	94.9%	195	70.4%
	200850		1	37	37.0	1.7	0.1	0.0	17.2	35	33	94.3%	24	68.6%
		Education	1	37	37.0	1.7	0.1	0.0	17.2	35	33	94.3%	24	68.6%
	200870		3	99	33.0	4.8	0.3	0.0	15.8	104	98	94.2%	76	73.1%
		Education	3	99	33.0	4.8	0.3	0.0	15.8	104	98	94.2%	76	73.1%
	200930		8	147	18.4	5.5	0.4	0.0	14.6	138	132	95.7%	95	68.8%
		Education	8	147	18.4	5.5	0.4	0.0	14.6	138	132	95.7%	95	68.8%
2009-2010			15	271	18.1	9.9	0.6	0.0	15.3	271	227	83.8%	179	66.1%
	200950		1	37	37.0	1.7	0.1	0.0	17.2	35	29	82.9%	25	71.4%
		Education	1	37	37.0	1.7	0.1	0.0	17.2	35	29	82.9%	25	71.4%
	200970		7	116	16.6	4.0	0.3	0.0	14.7	119	103	86.6%	79	66.4%
		Education	7	116	16.6	4.0	0.3	0.0	14.7	119	103	86.6%	79	66.4%
	201030		7	118	16.9	4.1	0.3	0.0	15.1	117	95	81.2%	75	64.1%
		Education	7	118	16.9	4.1	0.3	0.0	15.1	117	95	81.2%	75	64.1%
2010-2011			10	177	17.7	5.4	0.3	0.0	15.6	169	131	77.5%	88	52.1%
	201070		7	126	18.0	4.6	0.3	0.0	16.7	123	110	89.4%	72	58.5%
		Education	7	126	18.0	4.6	0.3	0.0	16.7	123	110	89.4%	72	58.5%
	201130		3	51	17.0	0.8	0.1	0.0	11.3	46	21	45.7%	16	34.8%
		Education	3	51	17.0	0.8	0.1	0.0	11.3	46	21	45.7%	16	34.8%
Sum			41	803	19.6	30.6	2.2	0.0	14.1	786	686	87.3%	510	64.9%

Program Review Data for Academic_Period BETWEEN '200750' AND '201130', Section_Status_Code = 'A', CC College

Subject:CHDV	Top_Code:<All>	Campus_Desc:<All>

ACAD YEAR	TERM	SUBJECT	Sections	Enrollment	Students / Section	FTES	FTEF	Adjunct FTEF	FTES/FTEF	Total Grades	# Retained	% Retained	# Succeeded	% Succeeded
2007-2008			50	1,521	30.4	140.1	9.2	6.6	15.2	1,433	1,267	88.4%	949	66.2%
	200750		12	388	32.3	35.5	2.4	2.2	14.8	378	343	90.7%	281	74.3%
		Child Development	12	388	32.3	35.5	2.4	2.2	14.8	378	343	90.7%	281	74.3%
	200770		17	506	29.8	46.7	3.1	1.8	15.2	475	429	90.3%	301	63.4%
		Child Development	17	506	29.8	46.7	3.1	1.8	15.2	475	429	90.3%	301	63.4%
	200830		21	627	29.9	57.9	3.8	2.5	15.4	580	495	85.3%	367	63.3%
		Child Development	21	627	29.9	57.9	3.8	2.5	15.4	580	495	85.3%	367	63.3%
2008-2009			69	2,201	31.9	204.5	13.4	9.1	15.3	2,173	1,788	82.3%	1,346	61.9%
	200850		15	459	30.6	41.8	2.8	2.0	14.8	456	395	86.6%	327	71.7%
		Child Development	15	459	30.6	41.8	2.8	2.0	14.8	456	395	86.6%	327	71.7%
	200870		25	778	31.1	74.8	5.1	3.2	14.6	792	612	77.3%	450	56.8%
		Child Development	25	778	31.1	74.8	5.1	3.2	14.6	792	612	77.3%	450	56.8%
	200930		29	964	33.2	87.9	5.4	3.9	16.3	925	781	84.4%	569	61.5%
		Child Development	29	964	33.2	87.9	5.4	3.9	16.3	925	781	84.4%	569	61.5%
2009-2010			80	2,499	31.2	231.7	14.7	11.5	15.8	2,485	2,070	83.3%	1,581	63.6%
	200950		23	758	33.0	69.7	4.4	3.8	15.7	753	641	85.1%	501	66.5%
		Child Development	23	758	33.0	69.7	4.4	3.8	15.7	753	641	85.1%	501	66.5%
	200970		28	777	27.8	71.7	4.6	3.7	15.7	768	625	81.4%	482	62.8%
		Child Development	28	777	27.8	71.7	4.6	3.7	15.7	768	625	81.4%	482	62.8%
	201030		29	964	33.2	90.3	5.7	4.0	15.8	964	804	83.4%	598	62.0%
		Child Development	29	964	33.2	90.3	5.7	4.0	15.8	964	804	83.4%	598	62.0%
2010-2011			94	3,297	35.1	303.8	18.7	13.5	16.2	3,248	2,622	80.7%	1,883	58.0%
	201050		32	1,043	32.6	96.3	6.4	5.0	15.0	1,053	910	86.4%	674	64.0%
		Child Development	32	1,043	32.6	96.3	6.4	5.0	15.0	1,053	910	86.4%	674	64.0%
	201070		31	1,098	35.4	102.8	6.2	4.0	16.7	1,094	813	74.3%	561	51.3%
		Child Development	31	1,098	35.4	102.8	6.2	4.0	16.7	1,094	813	74.3%	561	51.3%
	201130		31	1,156	37.3	104.8	6.2	4.4	17.0	1,101	899	81.7%	648	58.9%
		Child Development	31	1,156	37.3	104.8	6.2	4.4	17.0	1,101	899	81.7%	648	58.9%
Sum			245	9,518	38.8	880.1	56.1	40.6	15.7	9,339	7,747	83.0%	5,759	61.7%

STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

Program:

Assessment Team:

	Outcome and Assessment Definitions				Assessment and Data Collection		
	Condition of Outcome	**Target Performance Level**	**Student Learning or Admin. Unit Outcome**	**Assessment Tool/Scoring Method**	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**
A.	Upon successful completion of requesting a transcript;	20% of students will rely on the electronic version of e-trans.	Demonstrate technical and behavioral understanding of applying and completing transcript requests, and relying on quicker turnaround	This SLO will be assessed with the amount of usage that students will attain on e-transcripts.	**Description:** As soon as students find out about e-trans, demand will increase. **Timeline:** Throughout 2010, utilization will be analyzed **Sample:** E-trans began in 2009 and it was estimated that demand would increase significantly. **Pending Tasks:** • Calculate /Tally the amount of usage in 2010 • Determine awareness issues for this program	Less than 7% of transcript requests involved e-trans Utilization of e-trans increased over 6 times from 2009 to 2010	Develop a Survey that poses an awareness question about e-trans
B.	Upon implementation of wait listing (WL)	50% of the problems in notifying students about being in a class will go away	Demonstrate technical understanding of completing registration	This SLO will be assessed indirectly by the number of calls received from students about not being notified	**Description:** Monitor the # of calls received in A&R and Counseling **Timeline:** 1/18/10 to Census 2/1/10 **Sample:** Online classes represent 65% of enrollment; expect difficulties **Pending Tasks:** Identify and describe the type and amount of issues as a result of implanting wait lists	50% of the problems went away however additional problems were identified	*Passwords for Moodle not distributed *Email for going from WL to registration not received *Students not using college email *Late start classes – an issue **Re-asses** More

Transcripts and Wait Listing

1

						debriefing sessions planned
C.				Description: Timeline: Sample: Pending Tasks:		
D.				Description: Timeline: Sample: Pending Tasks:		

Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.

STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

Program:

Assessment Team:

		Outcome and Assessment Definitions			Assessment and Data Collection		
	Condition of Outcome	**Target Performance Level**	**Student Learning or Admin. Unit Outcome**	**Assessment Tool/Scoring Method**	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**
A.	Veteran Outreach issues require counselor time and access to veteran resource agencies	50% of veterans will seek more counseling time and requests for links to veterans resources	Veterans will demonstrate their education-seeking capabilities	This SLO will be assessed with an online survey.	**Description:** Survey questions are designed to analyze varieties of issues that counselors can suggest; also the degree of outside agencies where veterans may have an interest. **Timeline:** An online survey concerning the veteran's links was completed during the month of August 2010. **Sample:** The online survey allowed veterans to put an emphasis on where they needed help. **Pending Tasks:** • Analyze survey results to determine solutions for realizing more counselor time. • Assess what partnerships need to be established to offer vet/students more services.	There was only a 10% response rate to the survey questions	40% of respondents wanted more counseling time, to examine time management and life issues ✓ An extended orientation is being planned for veteran students 40% of respondents wanted access to other agencies that provide other solutions. ✓ Vets Recognition Day will be expanded to recognize these issues that also provide solutions
B		Outcome and Assessment Definitions			Assessment and Data Collection		
	Condition of Outcome	**Target Performance Level**	**Student Learning or Admin. Unit Outcome**	**Assessment Tool/Scoring Method**	**Detailed Description of Assessment Plan**	**Results**	**Plan for Improvement and Reassessment**

Veteran SLO Assessment

				Description: **Timeline:** **Sample:** **Pending Tasks:**		
C.				Description: Timeline: Sample: Pending Tasks:		
D.				Description: Timeline: Sample: Pending Tasks:		

Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.

Veteran SLO Assessment

Veteran SLO Assessment