STUDENT DEVELOPMENT AND SERVICES
SLO PILOT PROJECT RESULTS
2010-2011

Admissions and Records

In the fall semester of 2009, the Admissions and Records Office conducted a survey to assess the student's ability to register successfully on WebAdvisor and their overall satisfaction with the software. The survey was sent electronically to all currently enrolled students at Cuyamaca College for the 2009 fall semester. Of the approximately 10,000 students, 708 students completed the survey. Below are the responses. The overall results demonstrate that in general students are able to successfully complete the registration process on their own and that they are satisfied with WebAdvisor.

WebAdvisor
Survey Title: WebAdvisor User Satisfaction Survey
Responses By Question Analysis

1. Based on your experience using WebAdvisor, please indicate your level of satisfaction with your ability to:

- **Successfully login to WebAdvisor without the assistance of Cuyamaca College staff.**

Very Satisfied	58.05% (411)
Satisfied	28.95% (205)
Neutral	6.92% (49)
Dissatisfied	2.68% (19)
Very Dissatisfied	3.25% (23)
Don't Know/ N/A	0.14% (1)
Response Total	**708**

- **Search the class schedule.**

Very Satisfied	47.18% (334)
Satisfied	33.9% (240)
Neutral	10.31% (73)
Dissatisfied	5.79% (41)
Very Dissatisfied	2.12% (15)

Don't Know/ N/A	0.71% (5)
Response Total	**708**

- **Add and/or drop classes.**

Very Satisfied	48.02% (340)
Satisfied	33.05% (234)
Neutral	9.18% (65)
Dissatisfied	5.65% (40)
Very Dissatisfied	2.54% (18)
Don't Know/ N/A	1.55% (11)
Response Total	**708**

- **Locate your student ID number?**

Very Satisfied	33.9% (240)
Satisfied	26.27% (186)
Neutral	17.8% (126)
Dissatisfied	6.64% (47)
Very Dissatisfied	5.08% (36)
Don't Know/ N/A	10.31% (73)
Response Total	**708**

Total Respondents 708

2. Overall, my experience using WebAdvisor has been positive.

	Response Total	Response Percent
Strongly Agree	289	41%
Agree	284	41%
Neutral	67	10%
Disagree	42	6%
Strongly Disagree	16	2%

Total Respondents 698   **Average 4.13**   **Weighted Average 4.13**
(skipped this question) 10

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<u>**Assessment**</u>

SLO Pilot in 2009-2010: "Students who question their current placement status will be made aware of the college's challenge process."

Result in 2009-2010: **100%.** All students falling into this category were made aware of the challenge process by counselors, instructors and/or Assessment Specialist. In the fall semester of 2009, a Student Services Specialist began tracking on SARS the number of Prerequisite Challenge Forms processed by the college, including Math, English and ESL prerequisite challenges. It is easy to track the number of Prerequisite Challenge Forms processed each year, and this SLO was achieved at the level of 100%. However, it was determined that this was a poorly written SLO, and not achieving what is really important. What is really important to the college is that students understand the requirements of each Math, English or ESL course, thereby gaining a better understanding of their skill levels, and knowing exactly why they placed into a given course. English seems to be the major subject matter that is challenged by students. As a result, this SLO is being discontinued in 2010, and replaced with the following: "Students who question their English placement status will understand specific course requirements." In order to achieve this, counselors will explain ENGL 98 and 110 course requirements and course descriptions at Advising and/or Orientation sessions, and in addition, a handout will be developed by the English Department and given out at the Advising and/or Orientation sessions. The handout will clearly delineate the differences between ENGL 98 and 110. The goal is a 10% decrease in the number of students challenging their placement in English.

CalWORKs

ROLE OF DEPARTMENT:
Academic counseling and Individual Training Plan (ITP) management

EXPECTEDSTUDENT LEARNING OUTCOMES:
Students who attend a counseling session will select courses each semester to meet their educational goals and meet the weekly hourly requirement of the ITP.

GOAL: 65%

MEASUREMENT/ASSESSMENT:
- Number of Student Educational Plans (SEP) & six semester plans written
- Measurements of student appointment attendance (SARS data)
- Number of program enrolled students vs. non-enrolled

END OF YEAR RESULTS (7/1/09 – 3/12/10)				
Credit Students	**Summer**	**Fall**	**Spring**	**Total**
1. # of SEP/ITP written	119	280	326	725
2. # of six semester plans written				56
3. # of student appointments				1,238
4. # of student appointments (unduplicated)				661
			Enrolled	**Non-Enrolled**
5. # of enrolled vs. non-enrolled students			413	248*
* # of unduplicated appointments minus # of enrolled				

RESULT: 63% of students with an appointment were enrolled in program.

Goal was not totally met for the following reasons:
- Unduplicated count of student appointments does not include couples who met with a counselor. There were many of these types of appointments.

- Many who met with a counselor were not qualified to take credit courses mostly because of a low ESL assessment score. These students were referred to Continuing Education (CE). If they enrolled in CE classes, a staff member wrote an ITP (see below) for them. Several students chose to stay in credit courses without the support of the CalWORKs Department.

CalWORKs was not serving CE non-credit students at the time this SLO was written. ITPs were written on a non-appointment basis for these students.

Non-Credit Students	Summer	Fall	Spring	Total
# of ITP's written	352	223	30*	505**
* still in the process of completing ITPs needed – expect to write about 50+ more ** ** unduplicated count has not been determined but expect it to be about 300				

100% of enrolled credit students met the weekly hourly participation requirement. We did not keep this statistic on non-credit students.

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Counseling

In the fall semester of 2009, the Counseling Department conducted a survey to assess Student Learning Outcomes. The survey was developed with the help of Pamela Wright of Institutional Research. The survey was paper based, and depended upon the counselor to distribute and collect. The number of students who responded to the survey was ninety-seven. This is far below what was anticipated, but it is still important to note their responses. The overall results demonstrate that students are satisfied with services received in the Counseling Center. In addition, students prefer appointments with a counselor verses walk-in, online and/or telephone advising. In future surveys, an electronic version will be utilized in order to get a better sample size.

1. SLO #1 Students receiving counseling services will report increased knowledge of available resources to meet their educational goals.

   Survey Question: I have increased knowledge of campus resources that will assist me with my academic success at Cuyamaca College.
   96.9 agree or strongly agree with the above statement.

2. SLO #2 At the conclusion of a new student advising session, students in attendance will have a one semester class schedule.

   Counselors collected copies of one semester educational plans for each student attending a new student advising session. The results were 100% of students who attended a new student advising session had a one semester class schedule.

3. SLO #4 As a result of attending a transfer advising appointment, students will be able to identify one general education transfer pattern appropriate to his/her educational goal.

   Survey Question: I can identify the appropriate general education pattern that fits my transfer goal, i.e. CSU GE Breath, IGETC, Private/Independent University.

   83.9 percent agree or strongly agree with the above statement.

4. SLO #5 As a result of attending a counseling appointment, students who are undecided about their educational goal, will report increased awareness of PDC 124, and Career Center Services.

   Survey Question: I am aware of the class, PDC 124, "Life Long Success" and how it can assist me to determine an educational goal.

   80.4 percent agree or strongly agree with the above statement.

5. SLO #6 As a result of attending a personal counseling appointment, students will report knowledge of community resources available to assist them.

   Survey Question: I am aware of community resources available to assist me with my personal growth and development.

   87.7 percent agree or strongly agree with the above statement.

Students were also asked about their service preferences. Although these were not part of the SLO project, it is still useful information regarding the ways in which the Counseling Department delivers services.

Question	Agree/ Strongly Agree	Neutral	Disagree/ Strongly Disagree
I would prefer to see a counselor on a walk-in basis.	64.9	26.3	8.8
I prefer to see a counselor on an appointment basis.	81.3	14.1	4.7

I prefer to speak with a counselor over the phone.	15.1	41.5	42.6
I prefer to seek counseling assistance online.	17.3	38.5	44.3
I would prefer to attend a workshop designed to meet my specific educational needs.	47.2	32.7	20

The following are responses to survey questions that ask about the student's satisfaction with counseling services.

Question	Satisfied Very Satisfied	Neutral	Dissatisfied/ Very Dissatisfied
How satisfied are you with the counselor's ability to identify academic resources to help you achieve your goals	98.2	1.8	0
How satisfied are you with the helpfulness of staff	100	0	0
How satisfied are you with the amount of information provided	94.7	5.3	0
How satisfied are you with the usefulness of information	98.3	1.7	0
How satisfied are you with the clarity of information	98.2	1.7	0
How satisfied are you with the convenience of	93.1	6.9	0

office hours			
How satisfied are you with the overall quality of services	98.3	**0**	1.7

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Disabled Students Programs and Services (DSP&S)
Disabled Student Programs and Services (pilot) student learning outcome is to provide supportive services to students with disabilities. This includes but not limited to disability management, academic counseling, personal counseling, learning disability assessment, speech and language assessment, registration assistance, cart service, alternate media, assistive technology, adaptive equipment, specialized tutoring and test proctoring. Access is our traditional student success indicator. Currently, DSPS is serving over 800 students, with limited resources (staff) and end of the year results show we have exceeded our goal.   DSPS currently cannot cap our student population due to Federal and State Title V regulations. The measurement tool we use in Student Services is our student appointment record system. This is a software program used by both Cuyamaca and Grossmont Community College.

Role of Department	Expected Student Learning Outcomes	Goal	Activity	Measurement /Assessment	End of Year Results	Follow-Up Strategies and Goal	Traditional Student Success Indicators	CAS Student Learning and Development Outcome Domains
Provide supportive services to students with disabilities	Students will identify their own specific learning challenges, strengths, & needs	75%	Student appointment with DSP&S Department	Student Appointment Record Systems- Data report for number of student contacts	5,383 student contacts per SARS DATA.	Annual updates of accommodations and support services.	Access	Personal & Educational Goals, Career Choices

STUDENT DEVELOPMENT AND SERVICES
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Extended Opportunity Programs and Services (EOPS)

The EOPS Orientations for new students were selected for assessment. The expected student learning outcome was that students would be able to identify at least three program requirements for successful program participation.

Goal

60% of the students attending will be able to demonstrate this information and understanding.

Results:
- 164 new students attended orientation sessions. All orientations were delivered in English and translated into Arabic.
- Orientations were scheduled from approximately two weeks prior to the beginning of the Fall 2009 semester, to two weeks after the beginning of the term.

Survey Results
A random sample of 51 students who attended the orientations was taken. The following were the answers we received by the following categories-

- Students who accurately identified three program requirements. -   24
- Students who understood at least one of the program requirements -   9
- Students who were unable to identify none of the requirements.   -   18

Conclusions / Critique of Survey Methods and Results:

- 47% of students sampled accurately identified three program requirements.
- 18% of students were able to identify at least one program requirement
- 35% of students were unable to identify any program requirements.
- According to this survey we failed to reach our goal by 13%, based on the sample taken.

- The survey should have been administered immediately after the orientations were held
- All students who attended the orientations should have completed the survey.
- The Arabic translation should have been cross-validated, (there were reports that content in the first translation that may not have been accurate).
- The learning outcome goal should be increased to a minimum of 85% of students in attendance, unless the students were validated by DSPS as needed different learning accommodations.
- The Fall to Spring term return rate (persistence) was 160 out of the 164 students- this was an astounding 98% persistence rate!

Financial Aid & Scholarships

In the fall semester of 2009, the Financial Aid Office handed out tests to students attending the Financial Aid and Academic Planning course to begin the measuring process of one of their SLO's. The tests were used to determine a student's knowledge of the unit limit requirement for financial aid purchases at Cuyamaca College prior to and after the financial aid portion of the class. At the beginning of the class, students were given up to 10 minutes to complete and submit the test. After the financial aid portion of the class finished, the students were given up to 10 minutes to complete and submit the same (blank) test again. The instructor collected all the tests and forwarded them to the Financial Aid Director. Below are the test questions, the results of the pre-class and post-class tests, and an analysis of the findings.

SLO: Students who pass the Financial Aid and Academic Planning class will identify the maximum completed and attempted units allowed to maintain Financial Aid eligibility.

Pre and Post Class Test Questions:
1. What is the maximum number of completed units allowed to maintain Financial Aid eligibility at Cuyamaca College? (Check only one)
   a. 62
   b. 71 (correct answer)
   c. 84
   d. 93
   e. Do not know/Unsure

2. What is the maximum number of attempted units allowed to maintain Financial Aid eligibility at Cuyamaca College? (Check only one)
   a. 70
   b. 80
   c. 90 (correct answer)
   d. 100
   e. Do not know/Unsure

Results:

Pre-Class Test:
- Question #1:
  - 4 out of 30 answered correctly (13%)
  - 2 out of 30 answered "d. 93"
  - 24 out of 30 answered "e. Do not know/Unsure" (80%)
- Question #2:
  - 5 out of 30 answered correctly (17%)
  - 25 out of 30 answered "e. Do not know/Unsure" (83%)

Post-Class Test
- Question #1:
  - 30 out of 30 answered correctly (100%)

Note: The "Do not know/Unsure" answer was provided so that students do not guess at an answer.

Analysis: The target success rate for the post-class test was 75% percent. One hundred percent of the students who passed the Financial Aid and Academic Planning class were successful in identifying the maximum completed and attempted units allowed to maintain financial aid eligibility at Cuyamaca College.

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The High School and Community Relations Department
The High School and Community Relations Department Student Learning Outcome was based on the new Cuyamaca LINK program that was implemented in Cuyamaca College's top four feeder high schools. The Student Learning Outcome projected that, by going through the Cuyamaca LINK process student would learn the steps to the matriculation process.

A survey was given to each Cuyamaca LINK student at the end of the 1 year process. Below are the survey results.

Cuyamaca College Link Program Student Survey
Fall 2009

1. **Based on what you learned while participating in the Cuyamaca LINK Program, what is the first step in the enrollment process at Cuyamaca College?**

	Frequency	Percent
Filling out an application	95	78.5
Taking the Math and English assessment exams	24	19.8
Registering for classes	2	1.7
TOTAL	**121**	**100.0**

2. **Based on what you learned while participating in the Cuyamaca Link Program, what is the second step in the enrollment process at Cuyamaca College?**

	Frequency	Percent
Filling out an application	92	76.7
Taking the Math and English assessment exams	22	18.3
Registering for classes	6	5.0
TOTAL	**120**	**100.0**
No Response	1	
TOTAL	121	

3. **Based on what you learned while participating in the Cuyamaca Link Program, what is the third step in the enrollment process at Cuyamaca College?**

	Frequency	Percent
Filling out an application	113	94.2
Taking the Math and English assessment exams	6	5.0
Registering for classes	1	0.8
TOTAL	**120**	**100.0**
No Response	1	
TOTAL	121	

4. Based on your experience, how helpful was the Cuyamaca College Link Program to you?

	Frequency	Percent
Very helpful	92	78.0
Helpful	23	19.5
Neutral	3	2.5
TOTAL	**118**	**100.0**
No Response	3	
TOTAL	121	

5. Based on your experience, how enjoyable was the Cuyamaca College Link Program to you?

	Frequency	Percent
Very helpful	51	42.5
Helpful	53	44.2
Neutral	16	13.3
TOTAL	**120**	**100.0**
No Response	1	
TOTAL	121	

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Personal Development Counseling (PDC)
The Personal Development Counseling program wanted to find out…
1. If students were closer to choosing a career or major while of taking a PDC course.
2. If students chances for success improved while taking PDC course.
3. If students chances for success in their future career improved while taking a PDC course.
4. If their understanding of campus resources improved while taking a PDC course.

These are important student learning outcomes in PDC courses. The Student Learning Outcome projected that, by taking a PDC course, students were have a better understanding of their career and major goals and students' study skills will have improved.

A survey was given to 497 PDC on campus (290) and high school/off campus (207) students during Fall 2009 while they were enrolled in the course. Below are the total results.

Please indicate how helpful this course is with choosing a major or career or confirming your choice of a major or career

	Frequency	Percent
Extremely Helpful	114	24.1
Very Helpful	123	26.0
Helpful	140	29.6
Somewhat Helpful	66	14.0
Not Helpful	30	6.3
TOTAL	**473**	**100.0**
No Response	24	
TOTAL	497	

Please indicate how helpful this course is with your chances for success in college

	Frequency	Percent
Extremely Helpful	124	29.0
Very Helpful	202	47.3
Helpful	72	16.9
Somewhat Helpful	23	5.4
Not Helpful	6	1.4
TOTAL	**427**	**100.0**
No Response	70	
TOTAL	497	

Please indicate how helpful this course is with your chances for success in your future career

	Frequency	Percent
Extremely Helpful	97	27.9
Very Helpful	144	41.4
Helpful	75	21.6
Somewhat Helpful	27	7.8
Not Helpful	5	1.4
TOTAL	**348**	**100.0**
No Response	149	
TOTAL	497	

Please indicate how helpful this course is with understanding campus services and resources available to you

	Frequency	Percent
Extremely Helpful	182	46.1
Very Helpful	75	19.0
Helpful	86	21.8

Somewhat Helpful	40	10.1
Not Helpful	12	3.0
TOTAL	**395**	**100.0**
No Response	102	
TOTAL	497	

We also looked at these survey questions separately for on-campus and off campus/high school students. For the questions, "Please indicate how helpful this course is with choosing a major or career or confirming your choice of a major or career", it is significant to note that 82.6 percent of 290 on campus students and 84.9 percent of 207 off campus students indicated that PDC was helpful to extremely helpful in helping them to choose a major or career and/or confirming their major and career choice. This is important as most of these on-campus students are first year students and almost all of these off-campus students are juniors and seniors in high school. PDC significantly helps guide students in selecting a career and major. This leads to the fact that students are more successful in college if they have a career guidance plan.

We wanted to look at the results of on campus and off campus/high school students for two additional questions. The survey asked students to indicate how helpful this course is with improving their chances of success in college and in their future career (we combined the average of these two questions based on the data above). It is significant to note that an average 92.5% of 207 off campus students indicated that the course is helpful to extremely helpful at improving their changes for success in college and their future career and an average of 86% of 290 on-campus students indicated that the course is helpful to extremely helpful at improving their changes for success in college and their future career. The majority of these on-campus students are first year students and the off-campus students are juniors and seniors in high school. It is clear that PDC greatly improves students' *College and Career Success* from the student perspective.

Looking at further data, we have found that taking a PDC course will lead to significant higher success, retention and persistence rates. College-wide data shows that students will persist a year later (stay in college) more than 20% than non-PDC students. Lastly, we did look at this data in PDSS courses and a survey was administered.

University Transfer Center

The SLO that University Transfer Center (UTC) was piloting was: "Students that attend the UTC Application Workshops will report the necessary knowledge to successfully navigate though the universities transfer admission process." During the months of October and November of 2009, the UTC provided numerous CSU application workshops. UTC had 130 completed surveys. The results below indicate that the workshops were useful and provided needed information for students to successfully navigate through the universities transfer admission process. Thus, more than 90% of students completed the survey accurately and would feel comfortable with universities transfer admissions process.

Cuyamaca College
University Transfer Center
Spring 2010
N=130

1. The fall admission application filling for all CSU schools is:

	Frequency	Percent
Oct 1- Oct 31	1	.9
Oct 1- Nov 30	107	91.5
Oct 1- Nov 30	9	7.7
Total	**117**	**100.0**
No Response	13	
Total	130	

2. How many CSU transferable units are required for a transfer student to be eligible to transfer?

	Frequency	Percent
60 Units	120	92.3
65 Units	4	3.1
70 Units	2	1.5
90 Units	4	3.1

Total	130	100.0

3. What is the minimum GPA required to be eligible to transfer to a CSU school?

	Frequency	Percent
2.5	38	29.9
3.0	4	3.1
Varies by Major	85	66.9
Total	**127**	**100.0**
No response	3	
Total	130	

4a. Rate your agreement with the following statements. Indicate N/A if the item is not applicable: The UTC steps to Transfer Workshop increased my knowledge of the transfer process.

	Frequency	Percent
Strongly Agree	58	47.2
Agree	51	41.5
Neutral	11	8.9
Disagree	3	2.4
Total	**123**	**100.0**
N/A	7	
Total	130	

4b. Rate your agreement with the following statements. Indicate N/A if the item is not applicable: The annual UTC Fain has increased my knowledge of the transfer process.

	Frequency	Percent
Strongly Agree	30	40.5
Agree	20	27.0
Neutral	21	28.4
Disagree	3	4.1

Total	**74**	**100.0**
No Response	1	
N/A	55	
Total	130	

4c. Rate your agreement with the following statements. Indicate N/A if the item is not applicable:
The UTC application workshops have provided me with the necessary knowledge to successfully navigate through the university transfer admission process.

	Frequency	Percent
Strongly Agree	56	44.1
Agree	58	45.7
Neutral	12	9.4
Disagree	1	.8
Total	**127**	**100.0**
No Response	1	
N/A	2	
Total	130	

5. Which best describes you?

	Frequency	Percent
I definitely want to transfer to a university	122	100.0
No Response	8	
Total	**130**	

6. Gender

	Frequency	Percent

Male	50	41.0
Female	72	59.0
Total	**122**	**100.0**
No Response	8	
Total	130	

7. Age

	Frequency	Percent
Under 20	21	17.2
20-24	65	53.3
25-29	20	16.4
30-49	14	11.5
50 or older	2	1.6
Total	**122**	**100.0**
No Response	8	
Total	130	

8. Ethnicity

	Frequency	Percent
White	45	38.1
Hispanic	40	33.9
Middle Eastern	24	20.3
Black	5	4.2
Asian	1	.8
Pacific Islander	1	.8
Native American	1	.8
Other: "White and Hispanic"	1	.8
Total	**118**	**100.0**
No Response	12	

Total	130	

9. Primary Language

	Frequency	Percent
English	95	77.9
Spanish	11	9.0
Arabic	9	7.4
Chaldean	7	5.7
Total	**122**	**100.0**
No Response	8	
Total	130	

10. Have you ever taken an ESL course?

	Frequency	Percent
Yes	14	11.7
No	106	88.3
Total	120	100.0
No Response	10	
Total	130	

Comments
1. Amalyia was awesome.
2. Good, clear advice.
3. Great job counselor.
4. Great tool to help students with the difficult and extremely confusing process of transferring to a CSU
5. I'm glad Cuyamaca offers this workshop. It is helpful.
6. The workshop gave a broader view of all the process of filling out an application.
7. Very informative, change nothing of this workshop
8. Very useful information