Present: Bob Balestreri, Chialin Hsieh, Becky Reetz

Discussion Summary
Bob explained that currently, new students only identify their goals at the time of registration. Before now, there was no other way to gather data on students emerging educational goals.

New Banner programming will now create a pop-up window when students register asking them to identify their educational goal before they register. Students will be able to choose from a list, based on current MIS data elements (i.e. Associates degree, transfer, etc). This system will be piloted this fall when student begin registering for the spring 2012 semester.

The hope is that by using this new technology, the college will see an increase in the numbers of students who are able to identify their educational goals.

The 2011-2012 PLSLO is: Students will identify their educational goals during the registration process. This falls under division-wide SLO #2. This will be assessed using data from the Dashboard.

A future SLO that is related to this one might be to identify students who still state “undecided” as their goal after two semesters, and provide targeted counseling outreach to help those students.

Bob also identified a PLSLO for 2012-2013: Students will be able to utilize the student portal by applying, registering, and accessing their records online. The cohort for the assessment will be both credit and non-credit students. The assessment will be to determine the number of students who applied, registered, and accessed their records online versus those who did it in person. Possible intervention strategies to support targeting those who are still not using online services include informational posters, onsite student support, and training workshops.

Next Steps
Bob will submit his request to the IT department for programming development of the pop-up window during registration.

Bob will complete the Annual Assessment plan and email it to Becky and Chialin.
Child Development Center PLSLO Meeting  
September 12, 2011  
Meeting Summary

**Present:** Beth Root, Chialin Hsieh, Becky Reetz

**Discussion Summary**
Lyda Beardsley, the program Director, is out for a few months with an injury. Beth Root has stepped in to keep the program going in her absence.

We met with Beth to determine the PLSLO. However, Beth will keep Lyda in the loop via email.

The Child Development Center will focus on Division-Wide SLO #2: Identify and commit to educational goals.

The PLSLO is: Students who receive state subsidized childcare will demonstrate academic progress towards their educational goal.

Students’ progress will be measured in the following ways:
1) Student must state educational goal.
2) Student must show proof of enrollment.
3) Midterm grade check
4) Final grade check

**Next Steps**
- Beth will complete the Annual Assessment Plan Template and email it to Becky and Chialin.
- Beth will create a system for tracking and reporting of students progress towards educational goals.
Program Level SLO Meeting

DSPS PLSLO Meeting
July 7, 2011
Meeting Summary

Present: Chris Schultz, Chialin Hsieh, Becky Reetz

Discussion Summary
We discussed how DSPS has been informally doing this SLO for a long time. This project will give them a chance to formalize and analyze the outcomes.

Chris confirmed that DSPS will focus on DW SLO #4 this year: Demonstrate self-advocacy.

The PLSLO is: Students will demonstrate knowledge of how to advocate for accommodations and how to work with staff to realize them.

Next Steps
- Chris will complete the Annual Assessment Plan Template and email it to Becky and Chialin.
- Chris will design assessments and send them to Becky and Chialin.
Financial Aid PLSLO Meeting
June 29, 2011
Meeting Summary

Present: David Cook, Chialin Hsieh, Becky Reetz

Discussion Summary
After a brief discussion, David identified two important things students need to know about Financial Aid. The first is the importance of applying by the March 2\textsuperscript{nd} deadline. The second is totally completing all parts of the FAFSA.

The department already has many interventions in place to notify, support, and encourage students to do these two things. They include a checklist given to the student at the window, online reminders, and posters around campus. Data shows that these interventions have already had a significant impact on students meeting the March 2\textsuperscript{nd} deadline (aka applying within the first quarter).

However, despite these interventions, many students are still not completing their FAFSAs in a timely manner before the semester begins, and by the March 2\textsuperscript{nd} deadline. David has observed that this particularly impacts disadvantaged student populations such as EOPS students.
David suggested partnering with the EOPS Department to create joint program-level SLOs that would target new and continuing EOPS students, and measure the impact of ‘over and above’ interventions towards getting this population of students to complete their FAFSAs during the first few weeks of school, and meeting the March 2nd deadline in the spring.

Results from the impact of these interventions might inform the best ways for targeting other potentially at-risk populations.

This is the draft of the PLSLOs we discussed:

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</th>
</tr>
</thead>
</table>
| AY 2011-2012      | Identify and use college resources that support student success | PLSLO #1: Students will demonstrate their understanding of the importance of completing their FAFSA during the first few weeks of school.  
PLSLO #2: Students will demonstrate their knowledge about applying by the March 2nd deadline. | Measures: PLSLO 1  
(a) Argos report: how many have incomplete FAFSAs the week before the semester begins  
(b) Track how many complete it within 2 weeks after interventions  
Measures: PLSLO 2  
(a) Argos report: new EOPS students  
(b) Track how many apply by the March 2nd deadline after interventions. |

**Next Steps**

David will:

- Work with the EOPS Director to submit requests for development of two Argos reports
- Confirm final wording on drafted PLSLOs by email
- Complete the Program Level SLO Assessment Plan and email it to Becky and Chialin.
Program Level SLO Meeting

Library PLSLO Meeting
February 9, 2012
Meeting Summary

Present: Glade VanLoan, Gaylene Urquhart, Becky Reetz

Discussion Summary
Gaylene and Glade identified that they would like to focus on Division-Wide SLO #1 (Identify and use college resources that support student success). Based on our discussion, I also included D-W SLO #4 on the master chart, based on some other potential future SLOs they identified that would relate to students demonstrating self-initiative.

We discussed many areas for potential improvement in the libraries both on the Kentfield and the IVC campus. While some of the ideas could be tied to SLOs, many were ideas that should be included in program review.

The program-level SLO is:

Students will demonstrate knowledge of the availability of textbooks on reserve in the library.

This SLO will be assessed by comparing circulation desk data from one month during a previous fall semester, to the data from the same corresponding month last fall. Chialin has agreed that this will be a meaningful sample.

Last semester, ASCOM donated $2000 worth of new textbooks to the library. Prior to that semester, there were many fewer textbooks available on reserve. Based on the data on how often textbooks were being checked out compared to previously, we will be able to demonstrate whether students know the textbooks are available and whether they are taking advantage of the new resource.

If, as we suspect, they are checking them out more frequently, this will illustrate the need to do a mini-program review to request a permanent resource allocation. Another idea on how to continue to fund future textbook purchases is to have all library fees and fines go directly into a budget line specifically designated for buying textbooks.

Other points we discussed might also warrant resource allocation. However, in order to be funded, they will need to be included in the current program review. The following are the issues/ideas we discussed:

- **Library cards.** The current process for getting them is cumbersome. A universal card that could be used in multiple depts. on campus would make it easier for students and be more efficient for the college overall. Other departments have also expressed interest in this kind of system.
- **Fines and fees.** The current system in place is not as student-friendly as it could be. Students are notified late and often discover that they owe a fine when it negatively impacts them during registration or some other process where they have been encumbered. The timeline for notification needs to be shorter so students can take steps to rectify the situation more quickly. The process could also be more streamlined for staff.
- **Student account access.** Using the current Millennium software, students are unable to view the status of their library account. They are unable to see what fines they owe and they are unable to renew their books.
Marin Net would allow students to this, and would align our library with what other libraries in the area are doing.

- **Student computers.** The current computers in the library are getting old and need to be replaced. As in other college libraries, the computers should have Word processing capabilities so students can take notes as they are doing research. If students had to log-in using their library card number, we suspect that usage will always be appropriate because the user is identified. Also, it would require public users to go the circ desk to request a special public log-in. This would also clearly highlight how often the public is using the computers, and whether it is negatively impacting our students.

- **Computers in reference area.** Designating 1 or 2 new computers in the area near the reference librarians would allow them to be used strictly for research, and would give the librarians a quiet, dedicated area to work with students.

- **Signage.** The library needs new modern signage, as does the rest of the LRC building.

- **Laptop study areas.** There are areas in the library that already have power routed to them. If these plugs were made available, it would be relatively inexpensive to get some tables and chairs and designate the area as an area where students can “plug-in”.

- **Staffing.** With the re-opening of the IVC library last year, staffing needs on both campuses needs to be re-evaluated.

- **IVC library.** The space the library is in at IVC was not designed to be a library. However, if it is used in a more dynamic, non-traditional way, we agreed that it could serve the needs of the IVC students (because the room by nature is not a quiet space). We need a place to put reference books (and more books). Assessing the library-related needs of the IVC students should directly relate to how the services are improved. Visiting the new transfer-path courses, as well as the vocational courses, might raise awareness of the services (if this happens, it should be somehow recorded as evidence for WASC). The librarian needs an office. One of the two underutilized ASCOM offices was suggested.

### Next Steps

Gaylene will search for her circulation data from several semesters ago, to compare to data from last semester.

Becky will work with Gaylene and Glade to summarize the data.

Becky will send out the assessment plan to be finalized and returned ASAP.

The entire library staff will have a meeting with Susan to discuss the SLO data and it’s implications (minutes from this meeting will be CRITICAL evidence for WASC).

The annual report will be completed and submitted.

A mini-program review will be completed if resources are required.
Outreach PLSLO Meeting
June 20, 2011
Meeting Summary

Present: Anna Pilloton, Chialin Hsieh, Becky Reetz

Discussion Summary
Anna confirmed she will be focusing on the #1 and #4 division-wide SLOs.
The program objectives listed in the 2008 program review included leveraging college resources, indentifying staff resources, and community resources to create a multi-layered support system for students.

We discussed the multiple points of contact the Outreach Dept. has with potential students. 10th graders in local high schools receive a orientation/presentation, then later tour the campus with 10,000 Degree representatives, then meet with Outreach representatives once again to complete their college application.

Potential assessments included tracking a cohort of 10th graders through 12th grade (do they actually come to college?), and pre/post surveys during the initial orientation.

10,000 degrees brought a cohort of around 25 students to campus this spring. They did a pre/post survey with the students to determine if they increased their knowledge of campus resources etc. Anna has those results and will see how they fit in with potential SLOs.

A final potential assessment we discussed would be to do a pre/post survey at Alexandra’s high school orientation that she offers in the fall.

Next Steps
Anna will identify 2-3 program-level SLOs that are related to the #1 division-wide SLOs, and determine the best assessment tools after that.

Becky will send out templates and Bloom’s taxonomy to the group.
Program Level SLO Meeting

Student Affairs PLSLO Meeting
June 22, 2011
Meeting Summary

Present: Arnulfo Cedillo, Chialin Hsieh, Becky Reetz

Discussion Summary
After a brief discussion, Arnulfo identified the most important things students learn by participating in student government and clubs: leadership and planning.

These are the PLSLOs discussed in the meeting:

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Identify and utilize college resources that support student success.</td>
<td>PLSLO #1: Students will demonstrate knowledge of college resources.</td>
<td>Measures: (a) Pre/Post survey</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Develop effective planning skills that support educational goals and lifelong success</td>
<td>PLSLO #2: Students will demonstrate planning skills while participating in student government.</td>
<td>Measures: (a)?</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Develop effective planning skills that support educational goals and lifelong success</td>
<td>PLSLO #3: Students will demonstrate leadership skills while participating in student government and clubs.</td>
<td>Measures: (a) Pre/Post Survey</td>
</tr>
</tbody>
</table>

We discussed how students can demonstrate leadership skills by articulating their ideas (verbal and written) and planning events. We also discussed that it would be meaningful to measure the transfer of planning skills demonstrated in student government to planning life as a student.

Next Steps
Arnulfo will:
1) Draft the survey questions for PLSLO #1 and email them to Chialin.
2) Complete the Program Level SLO Assessment Plan and email it to Becky and Chialin.
Testing PLSLO Meeting  
June 22, 2011  
Meeting Summary

Present: Dee Fraites, Chialin Hsieh, Becky Reetz

Discussion Summary
We discussed the variety of ways placement exam information is shared with students. Students receive a flyer advising them of steps they should take to prepare for their tests. This information is also posted on the website and is summarized on a flyer on the door.

In an effort to further clarify the purpose of placement tests and what they actually mean, we worked together to craft a sentence to add to the beginning of the flyer:
“ A placement test is designed to place you into a math and/or English course. Depending on your placement, you may need to successfully complete 4 to 5 math and 4 to 5 English courses before you are eligible for a degree or transfer.”

After some discussion about the most important aspects of placement testing, Dee suggested the following PLSLOs:
1) Students demonstrate readiness to take the placement test exam.  
   (Relates to DWSLO #3)
2) Students can articulate the next steps they need to take after the placement exam.  
   (Relates to DWSLO #1)

To assess PLSLO #1, we drafted the following survey questions, to be given to students before students take their placement tests:
  1) Did you know you can only take the placement test 2 times in 2 years?
  2) Did you visit the practice test website?
  3) Did you read the “Getting the Most out of Your Placement Test” flyer?
  4) Are you feeling rested and well today?
  5) Do you feel prepared to take your test today?

To assess PLSLO #2, we discussed doing an informal verbal survey of students when they complete their placement tests. Testing office staff would ask students if they know what their next step is towards getting registered for classes and record results. As this will be the PLSLO for 2012-2013, we will work on refining the assessment over the course of the next year.

Next Steps
Dee will work on:
1) Refining the draft survey questions and send the next version to Chialin via email,
2) Be sure that all information referenced in the survey questions is already included in the “Getting the Most out of Your Placement Test” flyer
3) Complete the program level assessment plan template (sent out by Becky last week) and send it to Becky and Chialin.
Veterans PLSLO Meeting
July 7, 2011
Meeting Summary

Present: Greta Siegel, Chialin Hsieh, Becky Reetz

Discussion Summary
We discussed some new intervention strategies that we will be trying in the fall to help veterans who are new students get certification for their educational benefits.

Greta confirmed that the Veterans program will focus on Division-Wide SLO’s #1 and #3.

The PLSLO for this year is related to DW SLO #1: Identify and use college resources that support student success

The PLSLO is: New students who are veterans will demonstrate knowledge of the steps necessary to get certified for educational benefits.

Next Steps

- Greta will develop a checklist of what veteran students need to do in order to get certified.
- Greta will develop a set of survey questions to be given to new veteran students to assess their knowledge of the steps necessary for getting certified for educational benefits (“pre” to be given at the first point of contact- peers?, “post” to be given later in the semester by a veterans counselor?). Questions will be emailed to both Becky and Chialin.
- Greta will complete the Annual Assessment Plan Template and email it to Becky and Chialin.