Meeting Minutes  
Thursday February 23, 2012  
10:00-12:00pm  
Student Services A & B

Present: Lyda Beardsley, Cheryl Carlson, Arnulfo Cedillo, David Cook, David Wain Coon, Dee Fraites, Chialin Hsieh, Jason Lau, Ken Meier, Sara Oser, Anna Pilloton, Becky Reetz, Beth Root, Chris Schultz, Gaylene Urquhart, Glade VanLoan

WASC Status Report

Becky and Chialin reported on the recent WASC report that the college has been put on “Warning”. The letter cites 9 recommendations that the college must fully address by October 15th 2012. President Coon has formed an Accreditation Response Team forum where staff and faculty attend weekly meetings to report on progress, or request support for addressing the recommendations. He has also created smaller Response Teams to address each recommendation.

Becky shared the progress report she gave at the last meeting (Attachment 1). If Student Services continues on our current trajectory, we will meet the goal of proficiency by fall 2012. We have now moved ahead of many of the instructional programs, in terms of our SLOs.

Student Services SLO Cycle

Becky and Chialin have been working together to create a graphic representation of the SLO cycle at COM, and how it connects to program review and PRAC (the Planning and Resource Allocation Committee). (See Attachment 2 and Attachment 3, titled ‘The Relationship Between the Student Service SLO Cycle and Program Review).

Right now, we are in the analysis phase (see February and March on the Assessment Cycle chart) going into the time for Mini-Program Review. All areas are strongly encouraged to do a Mini-Program Review, as PRAC will be looking to fund allocation requests that are directly tied to SLO assessments.

In order to stay on track, we ALL need to complete the following 4 steps in the next few weeks:

1) Meet with your area Dean and/or supervisor and/or department to discuss:
   • What you learned from the assessment?
   • How this ties to resource allocation requests (i.e. mini-program review)?
   • What kinds of program changes will you make as a result of your data?
   • What is your SLO for next fall?
   • Send a summary of your conversation to Becky * Critical as evidence for WASC *
     o It can be minutes or an email summarizing the conversation

2) Complete the Program-Level Annual Assessment Report and submit to Becky by March 15th  
   (Attachment 4)

3) Complete the 2-Year Program-Level Assessment Plan and submit to Becky by March 15th  
   (Attachment 5)
4) Complete your Mini-Program Review citing what you found from your SLO data, and how it ties to your resource allocation request. Remember to get a signature from your area Dean/Supervisor before submission. Send an electronic version of your mini-program review to Becky and Chialin and we will submit them all to PRAC by March 20th.

**Mini-Program Review**

We shared the Student Service Mini-Program Review template (please note, signature line for area Dean/Supervisor was added after meeting) (Attachment 6). We will use this template for this round and discuss modifying it in future meetings.

Again, all areas are strongly encouraged to do a Mini-Program Review, as PRAC will be looking to fund allocation requests that are directly tied to SLO assessments.

**Program Review**

We also shared the draft of the Student Services Program Review template (Attachment 7) created by the Student Success committee a few years ago. Everyone is encouraged to review the template in the next few months and give feedback. We would like to be able to have it available as an online form for fall so we will need lead time. Deadline for feedback: May 31st.

The next group of Student Service programs that will be doing a full program review begins in the fall. The group is Outreach, Assessment and Testing, Counseling, Financial Aid, and Admissions and Records. The complete chart can be found on page 17 of the COM Integrated Planning Manual: [http://www.marin.edu/WORD-PPT/COMRevisedIntegratedPlanningManualrev_8_18_2011_ProvedbyPRAC_9_14_11.pdf](http://www.marin.edu/WORD-PPT/COMRevisedIntegratedPlanningManualrev_8_18_2011_ProvedbyPRAC_9_14_11.pdf)

* Please note, this chart is in the process of being revised.*

In discussion with the group about how the SLOs connect to the program review process, one member of the group stated that although initially he was very reluctant to engage in the process, now that we are in the middle of it, he is excited about it and is having more and more ideas. The best part is that it is now truly evident how this SLO work connects to the program review and resource allocation cycle.

**Individual Program Reports**

**Financial Aid**

- David reported the analysis of 1st and 2nd quarter application data shows that their marketing efforts to students to get them to apply before the March 2nd deadline has been extremely effective, more than doubling in the last 5 years.

- Several ideas have come out of this SLO assessment process:
  - What about getting students to apply even earlier? Could FA award earlier? They will discuss possible changes in the process.
  - Could an Argos report be written that states whether certain groups of students (i.e. EOPS/DSPS/Vets) have applied a few weeks before the deadline? Then staff in those areas could do targeted outreach to those who hadn’t applied yet.
  - How does financial aid connect to enrollment? How will the changes in the fee waivers impact our students?

- Submitting mini-program review this year.
DSPS

- Chris reported the student satisfaction survey yielded data that one of the primary concerns the students had was that the department does not consistently answer the phone.
  - In response to this outcome, they are in the process of hiring an additional staff member.
- Official SLO related to measuring if students became better advocates for themselves during their second semester.
  - Data showed that fewer students came in to advocate for themselves (and the services they needed) than expected.
  - Department is in discussion on creating intervention strategies to empower students to become better self-advocates. Strategies will be implemented starting this spring and continue into fall.
- Program SLO for fall will likely be related to E-Text and teaching students to make requests in a timely fashion.
- Submitting mini-program review this year.

Outreach

- Anna reported that they learned a lot from the SLO assessment process, and have already begun designing a new process.
  - In discussions with the student ambassadors, they discovered that the pre/post surveys they were giving to new potential students were not capturing the data they were hoping for. The intention was to measure if students understood the importance of the information shared in the orientation and retained it. They realized that the survey was merely measuring recall because the orientation was so short.
  - In the future, they are going to track contact with students over time and create an SLO related to that. They want it to relate to COM timelines and potential new students hitting those marks.
- Submitting mini-program review this year to request permanent funding for Outreach Coordinator position and the Student Ambassador Program.

Testing

- Dee reported their SLO related to how well students were prepared for the placement test, and whether they knew what the next step was after taking it.
  - Data showed that students were indeed preparing ahead of time, and generally knew what the next step was.
  - What the data did not show was whether students felt that their preparation was effective. They will integrate this into their next SLO by doing a post-placement test survey.
  - They are interested in increasing student awareness about the variety of ways to prepare including Accuplacer practice tests and books in both the IVC and KTD libraries, and getting the phone app for Accuplacer.
  - Ken reported that the college is purchasing Unisol computers that may serve the needs of the program.
  - We discussed the importance of getting students to take their placement tests early
    - Dee would like to see fewer students coming in to take their placement tests when they have already completed most of their other transfer requirements.
    - Possible solutions:
      - Create better links to Outreach and Counseling
      - Require mandatory placement testing at time of enrollment?
      - Use EAP data from high schools to count as placement test scores for new high school students coming to COM
        - Math dept is currently meeting with Novato High School to discuss improving the alignment between their math courses and ours.
  - Another idea for an SLO for the fall- compiling all of the placement test data and integrating that information into the enrollment management plan (i.e. if 250 students test into math 85, we need to offer more than 2 sections or students won’t have a point of entry into the math sequence).
• Submitting mini-program review this year to request new computers that are more reliable and net books for taking out to offsite assessment.

Library
• Initially when we began working on the SS SLO’s last spring, we were not including library services because they are not considered part of Student Services at COM. After we received the WASC report last fall, we included them in the process.
• Initial meeting with Gaylene and Glade generated a list of 10 or more ideas that have been shared with the faculty in the area doing the full program review. They also did a remarkable job of identifying the SLO, creating the Program-Level Assessment Plan, doing the assessment, and beginning work on the Program-Level Annual Report almost simultaneously.
  o The SLO is that students are demonstrating knowledge of the availability of instructor reserve textbooks.
  o ASCOM donated many more last fall and advertised it around campus. Circulation desk stats comparing checkout of these reserve books from this February, compared to February data going back 5 years show a significant increase.
  o This demonstrates a need for these books to be part of the library collection on a more permanent basis.
  o Additional ideas related to this SLO:
    ▪ Use library fines and fees to support purchasing textbooks
    ▪ Ask COMF if book grant money could be used to purchase textbooks for the library.
• Submitting mini-program review this year to request permanent funding for instructor reserve textbooks (or might possibly include it in full instructional program review).

Community Education
• Because of staffing changes in the program, they got a late start on their SLOs. Despite the new Director Jason Lau being hired just last fall, together with his department, he has already identified, assessed, and implemented program changes based on their SLO data.
  o Community Ed is on the quarter system so their SLO cycle may differ slightly from the rest of Student Services.
• Their SLO was related to student’s demonstrating awareness of the registration process. An online survey sent to students yielded a 26% return rate and gave valuable data regarding concerns and feedback about the program, including the registration process. Data indicated the process could be improved.
  o To address this, the program offered a “Preview Day” event where students could meet instructors and register onsite for classes. 46 people registered that day. Post- satisfaction survey data from the event indicated it was a success. The event will continue in the future.
• We discussed how the SLOs would be measured for the Intensive English Program, which is under the umbrella of Community Ed. Sara McKinnon stated that since this is a self-sustaining program that is not part of the credit or non-credit ESL programs, they should do an internal instructional program review.
• Meeting 3/2 to discuss SLO for next fall.

Student Affairs
• Arnulfo reported that his SLO was measured by a survey given to the members of ASCOM and club officers.
• The survey measured how students acquired knowledge about the clubs, participation in student government, etc.
  o Data indicated that students were unclear on the process for starting new clubs and did not find out did not know about it at the time of enrollment.
  o Intervention strategy- ASCOM and the Student Affairs program will work together to do targeted marketing to students before or during enrollment using MyCOM and other electronic means to convey information about how to start clubs, and participate in student government.
• SLO for fall 2012 will look at how students apply planning skills in leadership positions.
• Not doing mini-program review.

Veterans
• Because of unexpected staffing changes in Student Services, the Veterans pre/post survey was not administered in the fall.
• Arnulfo is now responsible for this area and is checking to see if Veterans are somehow identified in Banner.
  o Once we have identified our current population of Vets, Arnulfo will send out a satisfaction survey to gather some data regarding their experience with the college in learning about their benefits, etc. (goal is by March 15th)
  o Data from this survey will be analyzed (goal is by March 30th) and changes will be made this spring and summer to better serve incoming vets in the fall including updating intake forms and streamlining the process.
• Likely submitting mini-program review this year.

Children’s Center
• Lyda reported their SLO was related to student/parents demonstrating progress towards their educational goals.
  o In the process of analyzing the data collected last semester, it was apparent that midterm grades were not collected because the Banner report did not include it. This information is important because it allows for intervention strategies to happen mid-semester.
  o We have identified a different Banner screen that will now provide this information in the future. Lyda is also checking with Matt Markovich to see what the student athletes use to self-report grades throughout the semester.
  o Further conversations will articulate exactly what actions will be taken for students not showing progress.
  o Changes will be implemented this fall.
• Many more ideas have been generated out of meetings around this topic and a new SLO is in development.
• Submitting mini-program review this year.

 Additional Reports Not Presented in the Meeting (due to time constraints and absences)

Admissions and Records
• SLO: students will identify their educational goal at the time of registration.
  o This has not yet been assessed because it was dependent on programming from IT. Director of IT reported in the Accreditation Response Team meeting that this high priority item and the technology should be in place in time for spring registration.
  o If students struggle with identifying their educational goals, intervention strategies such as counselor support may be put into place.
• Potential SLO for next year: Students will be able to utilize the student portal by applying, registering, and accessing their records online.
  o 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.

CalWORKs
• The SLO was that students would demonstrate they understood the program eligibility requirements based on the information they received during the orientation.
Survey data that showed that students went from very little understanding before the orientation to strong understanding after.

We discussed this in a staff meeting (including our County partners) and determined that we are definitely successfully conveying the information to those new CW students who attend the orientation.

- However, what about those who come late and miss the orientation? Investigate creating an online/video orientation for late-comers?
- How do we ensure that even though they know what they need to do, that they do it?
  - Solutions:
    - Immediate solution: Increase Barbara Reagan’s time on both campuses (employment development counselor from the County)
      - Require monthly check-ins with Barbara Reagan to monitor progress more carefully.
    - Long term solution: Bring back CW College Skills class. Cohort from that semester had 100% retention and success (which was unheard of before and is not happening now).

Counseling
- SLO has been assessed and analysis is in progress. Full report pending.

EOPS
- The SLO was to determine if students demonstrated an understanding of the over and above services they would receive as EOPS students, after they participated in the orientation (pre/post)
  - Like CalWORKs, survey data that showed that students went from very little understanding before the orientation to strong understanding after.
  - We discussed this in a staff meeting and determined that while our orientations seemed effective, we believe that it’s time to begin overhauling it to contain other media and make it more interactive. We also want to make an online version for students who join the program late.
  - We also had discussions about how we can get our students to take advantage of the over and above services, and to adhere to the program requirements to maintain eligibility. To that end, we have begun creating new communications systems such calling students who didn’t complete their contracts (rather than sending letters), sending out important reminders via a new EOPS student distribution list, and having the counselor allow for more time to communicate with students via email and phone.

Health Center
- SLO has been assessed and analysis is in progress. June and Arnulfo met last week to discuss outcomes. Full report pending.

Matriculation
- Report on status of SLO development, assessment, and analysis pending.

Transfer Center
- SLO has been assessed and analysis is in progress. Full report pending.

Tutoring
- 2 SLO’s were identified and assessed in the fall. One was students would demonstrate a deeper understanding of the material at hand.
  - Tutors recorded anecdotal evidence throughout the semester of what we called ah-ha! moments their students experienced. Collecting this data served two purposes. It demonstrated that students were indeed reaching a deeper understanding of the material, and it also helped the tutors to reflect on their practice and share it with each other.
The end of the year survey also yielded data that 100% of the 43 students surveyed stated that they agreed or strongly agreed that the tutoring helped them understand their course material better.

- The second SLO was that students would apply new knowledge to improve course grades.
  - While 91% of those who responded said it helped, the comment section on that question clarified that some students felt they couldn’t answer that question until after the semester had finished and they saw their final grades. The question needs to be revised on future surveys.

- These results are being discussed in department meetings and the SLO for next year is being identified.
- Submitting mini-program review this year to request funding for increased staffing and tutors (and tutor pay) to meet the WASC recommendation of increasing online, evening, and IVC services. Data from our own surveys also indicates that students want this too.

**Next Meeting Date**

Next group meeting, April 19th from 10:00-12pm. Location to be determined.

Individual meetings will be set up by request.

### ACTION STEPS

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOW</td>
<td>Meet with your department and dean or area supervisor to discuss</td>
</tr>
<tr>
<td></td>
<td>- What you learned from the assessment?</td>
</tr>
<tr>
<td></td>
<td>- How this ties to resource allocation requests (i.e. mini-program review)?</td>
</tr>
<tr>
<td></td>
<td>- What kinds of program changes will you make as a result of your data?</td>
</tr>
<tr>
<td></td>
<td>- What is your SLO for next fall?</td>
</tr>
<tr>
<td>By March 15th</td>
<td>Send a summary of your conversation with your Dept/Dean/Supervisor to Becky</td>
</tr>
<tr>
<td></td>
<td>* Critical as evidence for WASC*</td>
</tr>
<tr>
<td>By March 15th</td>
<td>Complete the Program-Level Annual Assessment Report and submit to Becky and Chialin</td>
</tr>
<tr>
<td>By March 15th</td>
<td>Complete the 2-Year Program-Level Annual Plan and submit to Becky and Chialin</td>
</tr>
<tr>
<td>By March 19th</td>
<td>Complete your Mini-Program Review and submit to Becky and Chialin (to be submitted to PRAC by March 20th)</td>
</tr>
<tr>
<td>By May 3rd</td>
<td>Complete your Fall 2012 Program Level-SLO Annual Plan and submit</td>
</tr>
<tr>
<td>By June 29th</td>
<td>Submit Fall 2012 Program-Level Assessment tool</td>
</tr>
</tbody>
</table>