Berkeley City College
STUDENT SERVICES, Student Learning Outcomes (SLOs)
Three Year Plan

Transfer & Career Information Center Plan, 2011-12

Direct Measures	Pre/Post Tests Exam/Project	Embedded Question	Performance Assessment	Capstone
	Standardized Test Certification	Portfolio **Student Survey**	Primary Trait Analysis	Professional
Indirect Measures	Focus Group **Transfer/Employment Data**	Grad/Employer Survey	Mapping	

Service Unit:	Team Members
Transfer & Career Information Center	Paula Coil (Center Coordinator), May Chen, various instructional and counseling faculty members, student services staff members and other partners who direct students to the center, and collaborate on center-sponsored activities and events. Included are representatives from partner colleges and universities, and other agencies.
Mission	The Transfer and Career Information Center (TCIC) facilitates a student's transition to work following the completion of a Certificate or Associate of Arts Degree by providing information about the diversity of work opportunities available. The TCIC Center also helps students in the process of transferring to bachelor's degree programs by providing print and on-line resources to assist students to identify a career, a major, and a transfer college, and by providing resources and activities to complete the transfer process. A primary mandate of the Center is to support underrepresented students to identify strategies and resources necessary to realize their transfer and career goal.

A. **List the student learning outcomes that are presently being assessed. Describe the activities that will be or have been implemented to achieve the SLOs.**

   Assessment Tool.   A random sampling of students who have visited and utilized center resources will take a survey to provide feedback.

   Activities.   (a)   Administer the survey during defined periods during the academic year.

   (b)   Review, analyze, and report survey results to the larger college community.

(c)   Based upon survey results, identify strategies to improve services and resources offered by the Transfer & Career Information Center.

(d)   Identify resources, e.g., human, equipment, IT, space, supplies, to implement strategies for improvement.

(f)   SLOs will be integrated into the Center's Unit Plan and Program Review. SLO assessment results will be given priority when developing new unit plans.

B. **What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your unit?**

Additional student learning outcomes may be identified and considered after the first year SLO assessment cycle.

C. **Future goals and methods of assessment of the program, including student learning outcomes.**

Revise and expand feedback mechanisms for students and other stake-holders—for example, solicit input from regular partners who visit the campus and meet with students. The center website needs further development including a mechanism for direct communication with users. More capacity-building features can be built into the website such as video of special workshops offered by the center.

Program/Service Student Learning Outcomes (1) Service outcomes reflect how the service contributes to student learning. (2) The outcome should be stated using a measurable verb (Bloom's Taxonomy) with enough detail to clarify the service requirements. (3) The outcome should describe the context for display of the newly learned skill or behavior.	Assessment Methods and Criteria (1) Which outcome(s) will be assessed? (2) Who will be assessed? (3) What is the assessment method and criteria for success? (4) When will the assessment take place? (5) Describe the research design and analysis plans.	Assessment Results (1) Who will write the report? (2) When will the study conducted? (3) What are the results?	Response Plan (1) Since dialogue is important to the SLO Assessment, list who will discuss the assessment results. (2) When will the discussion take place? (3) What changes will be made to the outcome statement(s), the assessment tool or service plans?
1. Information Competency Students accessing the Transfer & Career Information Center (TCIC) will determine	(1)**Outcomes:** Two (2) of the seven BCC Core Values: information competency, and self awareness will be assessed. See Survey below. (2) **Participants:** A randomly selected sample of students utilizing	(1) Paula Coil will be the primary author of the draft report; May Chen will review and finalize the report. (2) The first study will be	(1) Principal dialogue will occur among key stake holders on campus including Paula Coil, May Chen, instructional and counseling faculty members, student services staff and other partners including

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that they have a better understanding of the transfer process, and understand how to use relevant resources for further research.	the TCIC. (3) **Assessment method:** Students will be requested to fill out the survey during defined periods during the academic year. **Criteria for success:** 50 student surveys will be gathered, with at least 20% offering substantive feedback (tangible suggestions for improvement). (4) First surveys will begin in mid July 2011, and will be solicited during defined periods in the fall and spring semesters. (5) The survey will be requested of all students visiting the center during defined periods. Survey findings will be compiled and analyzed; program improvements and / or changes will be discussed and implemented as part of the assessment cycle outlined here.	conducted during the Summer 2011 term / Fall 2011 semester, and Spring 2012 semester and thereafter in a 3 year cycle. 3. The results will be collected and analyzed; areas for improvement noted and prioritized (where possible incorporated in unit plan and program review).	representatives from partner colleges and universities, and other agencies. Assessment results will be presented to leadership groups on campus. (2) The discussion of survey findings will take place after a draft report has been prepared before the report is finalized. (3) The assessment tool is the survey shown below. The assessment cycle will inform changes to service plans and outcome statements.
2. Self Awareness Students accessing the Transfer & Career Information Center	Same as above	Same as above	Same as above

Program/Service Student Learning Outcomes	Assessment Methods and Criteria	Assessment Results	Response Plan
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(TCIC) will determine that they have a greater self-awareness in relation to developing and identifying career and academic goals. Students will report greater understanding of their decision-making process, including accessing support resources.			

Transfer/Career Information Center
Student Feedback Survey

Thank you for your feedback: let us know what we can do to improve, and what we're doing well. Please use the other side of this sheet if you need more space for your comments.

1. Please circle the number that best describes your experience. "**I felt welcomed and treated with respect in the center**."
   5 - Strongly Agree   **4** - Agree   **3 -** Neutral   **2** - Disagree   **1** - Strongly Disagree   **0** - Does not apply

2. What was the reason for your visit today? Check all that apply.
   □ General information about the transfer process
   □ Specific information about transfer—such as choosing a college or major
   □ General information about career exploration
   □ Specific information about career goals—such as personal abilities and interest inventories and focused research
   □ Other: _____

3. Based on the reason(s) for your visit, please respond: "**I found the assistance I was looking for today."**
   5 - Strongly Agree   **4** - Agree   **3 -** Neutral   **2** - Disagree   **1** - Strongly Disagree   **0** - Does not apply

4. In addition to current services, what would be useful in the center to help you clarify your career and education goals and options?
   _____

Student Learning Outcomes

We are assessing various Student Learning Outcomes in relation to the Transfer and Career Information Center. In your opinion, do you think your work in the Transfer/Career Information Center assists you to:

- better access relevant college information, resources, and services needed for your transfer success
  5 - Strongly Agree   **4** - Agree   **3 -** Neutral   **2** - Disagree   **1** - Strongly Disagree   **0** - Does not apply

- gain useful knowledge of the transfer process
  5 - Strongly Agree   **4** - Agree   **3 -** Neutral   **2** - Disagree   **1** - Strongly Disagree   **0** - Does not apply

- gain useful knowledge of the career development process
  5 - Strongly Agree   **4** - Agree   **3 -** Neutral   **2** - Disagree   **1** - Strongly Disagree   **0** - Does not apply

- better identify academic and career goals
  5 - Strongly Agree   **4** - Agree   **3 -** Neutral   **2** - Disagree   **1** - Strongly Disagree   **0** - Does not apply

- gain insight into your decision-making process with regard to a choice of major, and college or university
  5 - Strongly Agree   **4** - Agree   **3 -** Neutral   **2** - Disagree   **1** - Strongly Disagree   **0** - Does not apply

Demographic Information: my gender is:_____; my ethnicity is:_____

Please put this survey in the student feedback box on the Transfer/Career Information Center sign-in desk: Thank you!