

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

Assessment & Orientation Plan, 2011-12

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

Service Unit:	Team Members
Matriculation: Assessment and Orientation	Gail Pendleton, May Chen, counselors, faculty members, and leaders from all programs designed to support the success for targeted student populations.

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

Assessment Tool. After attending and participating in the Assessment and Orientation portion of the matriculation process, participants (students) will provide feedbacks to BCC by taking a survey.

- Activities.
- (a) Administer the survey at the end of Assessment and Orientation Session.
 - (b) Review, analyze, and report of survey results and receive feedbacks from constituency groups.
 - (c) Based upon survey results, identify strategies to improve BCC Assessment and Orientation.
 - (d) Identify resources, e.g., human, equipment, IT, space, supplies, to implement strategies for improvement.

- (f) SLOs will be integrated into Unit Plan and Program Plan. Assessment results will be based upon when developing new 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 SLOs cycle.

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

Work on streamlining and moving more toward web based student interaction for the assessment and orientation portion of the matriculation process, as well as work continually with the IT department to improve the information access for students and staff in order to provide better accommodations for students who are not able to physically come to the college.

<p>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.</p>	<p>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.</p>	<p>Assessment Results (1) Who will write the report? (2) When will the study conducted? (3) What are the results?</p>	<p>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?</p>
<p>1. Information Competency Incoming Freshman will Understand more about program and services available at BCC Consider using some programs and services, e.g., DSPS, EOPS, PACE, library, to help students meeting their educational goals</p>	<p>(1)Outcomes: Three (3) out of the seven BCC's Core Values: information competency, communication, and self awareness will be assessed. See Survey below. (2) Participants: A randomly selected sample of new incoming students who participate in Assessment & Orientation will be given the survey: 11/1 - 3/11, 12/6-8/11, 1/9 – 11/12. (3) Assessment method: Survey to be administered to a random sample</p>	<p>(1) Gail Pendleton will be the main writer of the draft report, based upon feedbacks from all constituency groups, May Chen will review and finalize the report. (2) The first study will be conducted during the Summer/Fall 2011 semester, and prior to the beginning of each semester term, thereafter in a 3 year cycle. 3. The results are to be</p>	<p>(1) Principal dialogue will be conducted among Gail Pendleton, May Chen, counselors, faculty members, and leaders from all programs designed to support the success for targeted student populations. Report will also be presented to, and feedbacks received from Department Chairs, BCC Academic Senate, Leadership, Roundtable and other major constituency groups. (2) The discussion of survey</p>

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	<p>of Assessment and Orientation participants. Morning, afternoon, evening participants will be coded differently for comparison purpose.</p> <p>Criteria for success: Both longitudinal and cross-sectional comparisons will be applied. Success will be measured and compared among the three groups, and semester-by-semester thereafter. We anticipate survey results will show higher average evaluation numbers in the later semesters than those in the beginning semester. BCC intends to continuously improve Assessment and Orientation based upon SLO assessment findings.</p> <p>The first study will be completed by the end of Fall 2011 and thereafter in a 3 year cycle.</p> <p>BCC will establish a benchmark using results of the first study. The Success measure may be:</p> <ol style="list-style-type: none"> 1. Time of the session will not be a factor: There would be no significant difference among 	<p>collected and analyzed from the Survey.</p>	<p>findings will take place after a draft report has been prepared before the report is finalized.</p> <p>(3) The assessment tool is the survey shown below. Service improved plan will be developed through SLO assessment improvement, Unit Plan, and Program Plan processes.</p>

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	<p>groups from the three "time" session.</p> <p>2. There will be an increase of at least an average of 2% increase from the benchmark: fall 2011 to Spring 2012.</p> <p>(4) First surveys will begin in mid July 2011, and during new student registration periods of each semester term, thereafter in a 3 year cycle.</p> <p>(5) The survey will be conducted for the three different assessment session times (i.e. morning 9am, afternoon 1pm, and evening 5:30pm. sessions). Based upon survey findings, program improvements and/ or changes will be discussed and implemented for the future.</p>		
<p>2. Self Awareness</p> <p align="center">Incoming Freshman will</p> <p>Through placement assessment test results, become more aware of, his/her levels of English/ESL and/or math</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

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<p>Learn more about possible courses, based upon assessment results that s/he may need to take at BCC</p>			
<p>3. Personal Responsibility</p> <p>Incoming Freshman will</p> <p>Learn that it is student's responsibility to follow student rights and responsibilities, e.g., attendance and withdrawal policy</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

BCC Student Services SLOs Assessment

Orientation and Assessment Placement

SURVEY

Please answer a brief survey below to assist BCC in improving Orientation and Assessment Placement. Please write a number that best describes each of the statements below. The numbers are defined as:

5 - Strongly Agree **4** - Agree **3** - Neutral **2** - Disagree **1** - Strongly Disagree **0** - N/A

A. The BCC Orientation and Assessment Placement session has enabled me to:

_____ Understand more about programs and services available at BCC (information competency).

_____ Consider using some programs and services, e.g., DSPS, EOPS, PACE, to assist me in meeting my educational needs (information competency).

_____ Become more aware of, through my placement assessment test results, my levels of English/ESL and/or math (self awareness).

_____ Learn more about adequate courses that I may need to take at BCC, based on my assessment results (self awareness)

_____ Learn that it is my responsibility to follow student's rights and responsibilities, e.g., attendance and withdrawal policy (detailed information will be found in BCC College Catalog on pages 286-319, as well as on PCCD and/or BCC website homepage. (Personal responsibility).

B. Please provide additional suggestions for improvement of Assessment and Orientation Placement (Use space below or the other side of this survey).

Thank you.