



## Los Angeles Southwest College - Student Services SLOs

DEPARTMENT	DATE IMPLEMENTED	SLOS	ALIGNS WITH ISLO	WHAT IS THE MEASUREMENT USED	OUTCOME	USE OF OUTCOME FOR PROGRAM IMPROVEMENT	DATE COMPLETED
<b>ADMISSIONS &amp; RECORDS</b>	Spring 2011	As a result of communication from and interaction with the Admissions & Records staff, students will meet all enrollment deadlines.	5	Number and percentage of students that petition to add classes after the deadline.	<i>Outcome to be determined – will use measure from Spring 2011 semester as a baseline.</i>	<i>To continue to improve the information given to students to increase their self-management of enrollment processes and deadlines.</i>	<i>Ongoing</i>
<b>ADMISSIONS &amp; RECORDS</b>	Spring 2011	As a result of communication from and interaction with the Admissions & Records staff, students will more frequently access information at the FAQ page of the Admissions & Records website.	3	Number of students visiting the FAQ page of the Admissions & Records website.	<i>Outcome to be determined – will use measure from Spring 2011 semester as a baseline.</i>	<i>To continue to improve the online information provided to students and to increase student information competency.</i>	<i>Ongoing</i>

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<b>BRIDGES TO SUCCESS</b>	Fall 2008	Students served by the BTS will successfully complete the entire matriculation process.	5	The number of students enrolled in noncredit classes.	Increased enrollment.	Compare retention and persistency rates.	Spring 2009
<b>BRIDGES TO SUCCESS</b>	Spring 2011	<i>SLO #2 TBA</i>					<i>Ongoing</i>

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<b>CALWORKS/ GAIN</b>	Spring 2011	<i>SLO #1 TBA</i>					<i>Ongoing</i>
<b>CALWORKS/ GAIN</b>	Spring 2011	<i>SLO #2 TBA</i>					<i>Ongoing</i>

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<b>CAREER CENTER</b>	Winter 2009	Student will evidence an increased knowledge of, and ability to apply, job searching strategies.	5	Pre and post survey/evaluation	Assessment to be conducted in the Fall 2009 semester.	Outcomes will be integrated into CTE 3-yr plan for continuous improvement.	Fall '09
<b>CAREER CENTER</b>	Fall 2010	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	5	Pre and post survey/evaluation	Assessment to be conducted in the Spring 2011 semester.	Outcomes will be integrated into CTE 3-yr plan for continuous improvement.	Ongoing

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<b>COMMUNITY SERVICES</b>	November 2010	After attending the SAT Preparation Workshop, students will take the SAT test and improve their scores in relevant subject area(s).	2	<ul style="list-style-type: none"> <li>- Pre-test for baseline scores.</li> <li>- Weekly test to gauge progress until test date.</li> <li>- Report of SAT scores.</li> </ul>	<p>100% of students took the SAT test after attending the Preparation Workshop.</p> <p>25% of those students improved their test scores.</p>	<p>We successfully encouraged our students to take the SAT.</p> <p>We will continue to assess the successful delivery of this workshop.</p>	<i>Ongoing</i>
<b>COMMUNITY SERVICES</b>	Spring 2011	After taking the GED Preparation Course, students will pass all (or specific) subject matter.	2	Follow-up phone contact with students to track the number of students taking the GED test and the number who pass the test or certain subject areas of the test.	<i>Expected Outcome: 30% of students in the course will take and pass the GED test or targeted subject areas of the test.</i>	<p><i>We will use the Outcomes to assess the successful delivery of the course.</i></p> <p><i>We may request GED reports to more easily follow-up on student results.</i></p>	<i>Ongoing</i>

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<b>COUNSELING</b>	Spring 2011	Students who have previously indicated 'Undecided' for their major and who return for follow-up services from the Counseling Center will select or identify a major of their choice.	5	The number and percentage of students who switch from unidentified majors to identified majors on their Educational Plans.	<i>Outcome to be determined – the number of students who have gone from unidentified majors to identified majors will be tracked from February 2011 through August 2011. Desired outcome: 50% of 'Undecided' students will select a major.</i>	<i>To assess initial and follow-up counselor-student meetings and referrals to the Career Center.</i>	<i>Ongoing</i>
<b>COUNSELING</b>	Spring 2011	SLO #2 TBA					

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<b>DSPS</b>	July 2010	Students will learn to access the Student Information System on the LACCD district website.	3	DSPS student surveys, focus groups, interviews.	88% of students who participated in focus groups stated they know how to access the SIS system.	DSPS will utilize a new student survey format to ascertain whether more students are learning to use SIS. Staff will continue assisting with and modeling for students how to utilize the SIS.	June 30, 2011 (Ongoing)
<b>DSPS</b>	July 2010	Students will communicate academic accommodations with professors.	1, 5	DSPS survey, focus groups, interviews, LASC faculty survey.	100% of students who participated in focus groups stated they communicate their accommodations to their professors.  (This percentage does not include recent surveys as the results of the surveys were unattainable due to personnel change.)	DSPS will utilize a new student survey format to ascertain whether more students are communicating accommodations with their professors.  Staff will continue helping students be more assertive in negotiating their accommodations with their professors.	June 30, 2011 (Ongoing)

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<b>DSPS</b>	July 2010	Students will request appropriate academic accommodations during first three weeks of semester.	1, 5	Number of scheduled and completed appointments with counselor.  Student Educational Contract.	95 DSPS students (35%) requested accommodations during the first 3 weeks of the semester. (Many DSPS students require services other than classroom accommodations.)	DSPS will use count of completed accommodations and SECs to determine when students request accommodations. Staff will continue helping students prepare for classes early in the semester.	June 30, 2011 (Ongoing)

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<b>EDUCATIONAL TALENT SEARCH</b>	September 2010	College ready participants (seniors) will demonstrate knowledge in using web based sites to research financial aid information, colleges and universities.	3	Program provides an assessment for its seniors to determine their awareness of college and financial aid sites and pertinent college-going information. This assessment is usually administered after workshops and one-on-one sessions.	<i>Expected Outcome: 100% of college-ready seniors will demonstrate knowledge in using on-line college and financial aid resources.</i>	<i>The project will obtain student data to identify student success rates and awareness of pertinent college-going information.</i>	Ongoing
<b>EDUCATIONAL TALENT SEARCH</b>	Spring 2011	SLO #3 TBA					Ongoing

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<b>EOPS</b>	Spring 2011	As a result of attending an EOPS/CARE orientation and/or advisement session, students will be able to identify EOPS support services available to them at LASC.	3, 5	EOPS/CARE staff will assess the SLO by providing a post test after the orientation and/or advisement session.	<i>Outcome measures/data will be available Spring 2011.</i>	<i>The outcomes will assist us with improving the marketing of the student support services. Additionally, the data will assist with determining the subjects for tutors to meet student needs.</i>	<i>Ongoing</i>
<b>EOPS</b>	Spring 2011	As a result of participating in the EOPS/CARE Orientation, students will be able to identify and understand the requirements necessary to remain eligible for EOPS.	3, 5	Post test will be administered after EOPS/CARE Orientation sessions.	<i>Expected Outcome: At least 70% of students will correctly answer all post-test questions regarding EOPS eligibility.</i>	<i>Assess content of EOPS/CARE Orientation and any related materials regarding maintaining program eligibility.</i>	<i>Ongoing</i>

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<b>FINANCIAL AID</b>	July 1, 2009	Through communication and interaction with the Financial Aid staff, students will plan more effectively and meet FA deadlines.	5	Number of applicants that meet the March deadline date versus the number of students who apply after the March 2 <sup>nd</sup> deadline date.	The number of students who adhered to the March 2 <sup>nd</sup> priority deadline increased from 2008-2009 (28%) to 2009-2010 (31%).	To continue to improve the process and information given to students to assist in increasing their knowledge of enrollment and registration.	Spring 2010 <i>(Ongoing)</i>
<b>FINANCIAL AID</b>	July 1, 2009	<i>SLO #2 TBA</i>					<i>Ongoing</i>

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<b>INTERNATIONAL STUDENT SERVICES</b>	Fall 2007	Students will apply regulations to maintain status.	3, 5	LASC transcript and SEVIS record of status each semester.  Desirable outcome: At least 90% maintain status during time at college.	07-08 (4 students transferred —25 enrolled, 4 leaving, all 29 or <i>100% in status.</i> )	To continue to discuss regulations with new students stressing new policies; to require each new student to sign a contract each Fall reviewing most salient requirements, including changes; to continue updating educational plans with each student to stress compliance; to continue to distribute progress reports to each teacher of each student's classes; to continue to review results with each student in order to help them maintain the minimum GPA.	07-08 Spring 2008
					08-09 (4 students transferred, 2 on OPT, 2 who became US residents—28 enrolled, 4 leaving, all 32 or <i>100% in status.</i> )		08-09 Spring 2009
					09-10 (13 students transferred, 1 became a US resident, 3 returned home, 2 on OPT, 5 transferred out, 2 did not enroll, or out of status—41 enrolled, 13 leaving, <i>52 or 96% in status.</i> )		09-10 Spring 2010
							10-11 (Ongoing)
<b>INTERNATIONAL STUDENT SERVICES</b>	Spring 2011	After attending New Student Orientation international students will know how to: (1) utilize the SIS system for adding and dropping courses, viewing fees, and making payments; (2) locate on campus services that are useful for student success.	3, 5	Pre-test/Post-test.	<i>Expected outcome: 90% of students will correctly answer post-test questions regarding SLO items (1) and (2).</i>	<i>Assess content of ISS New Student Orientation and any related handouts regarding SIS and campus services.</i>	Ongoing

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<b>MATRICULATION/ ASSESSMENT</b>	Spring 2011	After receiving placement test results from Assessment Center staff, students will be able to articulate their specific placement level.	3, 5	Data from post-test given after being advised by Assessment Center staff.	<i>Post-test results will indicate how well students understand their placement results.</i>	<i>To determine if advisement techniques are effective and/or if any changes are needed.</i>	<i>Ongoing</i>
<b>MATRICULATION/ ASSESSMENT</b>	Spring 2011	After receiving placement test results from Assessment Center staff, students will understand the number of classes needed to meet English and Math graduation requirements.	3, 5	Data from post-test given after being advised by Assessment Center staff.	<i>Post-test results will indicate whether students understand their advancement towards graduation requirements.</i>	<i>To determine if advisement techniques are effective and/or if any changes are needed.</i>	<i>Ongoing</i>

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<b>OUTREACH &amp; RECRUITMENT</b>	Spring 2011	Based on workshop, tour, and/or one-on-one interaction with Office of Outreach and Recruitment staff, students will exhibit the intention to attend a college such as LASC.	5	Workshop Survey, Campus Tour Survey, Educational Awareness Tour Survey, Student Survey.	<i>Expected Outcome: 80% of students surveyed will indicate their interest in enrolling in and/or taking classes at LASC or a similar school.</i>	<i>Outcomes will allow us to assess whether our presentations, tours, and advising sessions motivate students to consider applying to college.</i>	<i>Ongoing</i>
<b>OUTREACH &amp; RECRUITMENT</b>	Spring 2011	Based on workshop and one-on-one interaction with Office of Outreach and Recruitment staff, students will exhibit confidence in their ability to succeed in college.	5	Educational Awareness Tour Survey, Student Survey.	<i>Expected Outcome: 80% of students surveyed will answer positively to prompts regarding their ability to attend and succeed at a college.</i>	<i>Outcomes will allow us to assess whether our presentations and advising sessions effectively build student confidence and promote the idea of student success.</i>	<i>Ongoing</i>

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<b>PUENTE PROGRAM</b>	Spring 2011	SLO #1 TBA					<i>Ongoing</i>
<b>PUENTE PROGRAM</b>	Spring 2011	SLO #2 TBA					<i>Ongoing</i>
<b>PUENTE PROGRAM</b>	Fall 2011	SLO #3 TBA					<i>Ongoing</i>

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<b>TRANSFER CENTER</b>	Spring 2011	After meeting with a Transfer Center Counselor, students will know how to navigate university & college websites and the ASSIST website.	3	Sign-in/assessment sheet will determine the number of students who successfully used the office computers to access and navigate relevant websites.	<i>Expected Outcome: At least 80% of students will indicate that they were able to work independently and navigate relevant websites.</i>	<i>Outcomes will assess whether one-on-one counseling sessions adequately prepare students to navigate school websites and the ASSIST website.</i>	<i>Ongoing</i>
<b>TRANSFER CENTER</b>	Spring 2011	After attending a Transfer Center transfer workshop, students will understand the differences between transfer, attaining an Associate degree, Plans A and B, and certificates.	3	Pre/Post test will determine the number of students who attain this knowledge as a result of the transfer workshop.	<i>Expected Outcome: At least 80% of workshop participants will correctly answer all post-test questions.</i>	<i>Outcomes will establish what specific information students acquired from the workshop.</i>	<i>Ongoing</i>

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<b>TRIO SCHOLARS</b>	September 2010	After meeting with a TRIO Scholars Counselor, transfer-bound students will be able to identify 2 to 3 four-year institutions that offer their major for future career goals.	5	Educational Plans  Counseling Notes  Survey with TRIO Scholars students to determine if they received this service from project and evaluate their knowledge of transfer institutions	65% of current TRIO Scholars students identified four-year institutions that offered their major	Increase student awareness of four year institutions that offer their major by 5% (transfer – bound students enrolled in TRIO Scholars). Thus, 70% of TRIO Scholars transfer bound students will be able to identify four-year institutions that offer their major.	08/31/2011
<b>TRIO SCHOLARS</b>	September 2010	Transfer-bound students enrolled in TRIO Scholars will be able to successfully complete the transfer application process for four-year colleges before the required deadline.	5	College acceptance letters  National Student Clearinghouse  Counseling Notes	70% of current TRIO Scholars students completed applications to four-year institutions before the required deadline.	Increase percentage of students' completion of UC/CSU and private applications by 5% using 09-10 as a baseline.	08/31/2011

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<b>UPWARD BOUND</b>	September 2009	After completion of the five-week summer academic enrichment program, graduating seniors will demonstrate knowledge of the college application process by applying to 2-3 colleges/universities before the required admissions deadline.	3	<ul style="list-style-type: none"> <li>- Program reviews acceptance letters from colleges and verifies enrollment through the Financial Aid Clearinghouse database.</li> <li>- Surveys at the end of summer program to evaluate if students learned college admissions process.</li> </ul>	100% college-going rate for UB graduation seniors who participated in the summer academic enrichment program.	UB will maintain a 100% college-going rate for graduating seniors. Outcome demonstrates program's successful attainment of objectives outlined in the grant. Lends credibility to the program and strengthens the case for continued and/or additional DOE funding.	August 2010 (Ongoing)
<b>UPWARD BOUND</b>	May 2010	Upon completion of the summer academic enrichment program, all UB students will demonstrate knowledge of financial and economic literacy.	2, 5	<ul style="list-style-type: none"> <li>- Quizzes used in the workshops to test students understanding of financial literacy</li> <li>- Surveys to received financial literacy.</li> <li>- Sign-in sheets for all activities.</li> <li>- Blumen database.</li> <li>- Student testing and assessments to ascertain if students are meeting HEOA Financial Literacy benchmarks and outcomes.</li> </ul>	Financial Literacy component was incorporated in Spring and Summer term of 2010. Students have demonstrated increased knowledge of basic principles of Economics (i.e. saving, managing funds, financial planning and decision-making) and gained an awareness of its correlation to success in post-secondary education.	<ul style="list-style-type: none"> <li>- UB will continue to ensure all participants receive financial aid or economic literacy workshops.</li> <li>- UB will evaluate the relationship with the organization that provided all financial aid workshops to determine the interest in bringing them back for the spring and summer sessions.</li> <li>- UB will meet new TRIO regulations.</li> </ul>	August 2010 (Ongoing)

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<b>UPWARD BOUND</b>	Spring 2011	Upon completion of the summer academic enrichment program, Upward Bound participants (rising 10 <sup>th</sup> and 11 <sup>th</sup> graders) will demonstrate knowledge of the A-G Admissions Requirements to the University of California and California State University systems.	3	-Weekly Quizzes. -Students conduct presentations at the end of the summer. -Surveys.	<i>Expected Outcome: 100% of Upward Bound students will be knowledgeable of the college admissions requirements, thus enhancing their potential to graduate from high school and enter a program of post secondary education.</i>	<i>Outcome will demonstrate program's successful attainment of objectives outlined in the grant. Outcome will lend credibility to the program and strengthen the case for continued and/or additional funding from DOE.</i>	<i>Ongoing</i>