



Los Angeles Southwest College - Student Services SLOs

This table includes current SLOs and SLO measures for each Student Services area. Past SLOS, whether measured, revised, or dropped, are tracked through the Non-Instructional Program Review process.

DEPARTMENT	DATE IMPLEMENTED	SLOs	ALIGNs WITH ISLO	WHAT IS THE MEASUREMENT USED	RESULTS	USE OF RESULTS FOR PROGRAM IMPROVEMENT	DATE COMPLETED
ADMISSIONS & RECORDS	Fall 2011	As a result of communication from and interaction with Admissions & Records staff, continuing students will register during the continuing student appointment period.	5	Numbers of continuing students utilizing their appointment period.	Expected outcome: 20% more continuing students will register during the continuing student registration appointment period, using academic year 2010-11 as a baseline.	To continue to improve the information given to students to increase their self-management of enrollment processes and deadlines.	Ongoing
ADMISSIONS & RECORDS	Spring 2012	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.	5	Survey results from revised Admissions & Records survey protocol.	Expected Outcome: At least 50% of surveyed students will indicate they have used the FAQ web-page.	To continue to improve the online information provided to students and to increase student information competency.	Ongoing

DEPARTMENT	DATE IMPLEMENTED	SLOS	ALIGNS WITH ISLO	WHAT IS THE MEASUREMENT USED	RESULTS	USE OF RESULTS FOR PROGRAM IMPROVEMENT	DATE COMPLETED
ASO	September 2011	As a result of being involved in ASO, students will demonstrate a working knowledge of Parliamentary Procedure and the Brown Act.	4	A student survey will be administered. Advisor will observe ASO meeting and evaluate students' use and familiarity with Parliamentary Procedures and the Brown Act. (A rubric will be used)	ASO Board, Commissioners and ICC members will demonstrate knowledge of Parliamentary Procedures and Brown Act.	ASO is mandated as a Brown Act organization to fully implement its mandates: access to public meeting and minutes, recording of minutes, the posting of agenda and meetings. This will ensure compliance with Brown Act and LACCD regulations	Ongoing
ASO	September 2011	As a result of being involved in the ASO, students will be able to utilize good communication skills to effectively chair/participate in meetings.	1	A student survey will be administered. Advisor will observe ASO meetings and evaluate communication skills and participation. (A rubric will be used)	ASO students will demonstrate good communication skills to chair and participate in public Brown Act meetings.	Good communication skills and the ability to run effective meetings is a desirable trait for college students. This experience will extend to professional careers.	Ongoing

ASO	September 2011	As a result of being involved in the ASO, students will demonstrate awareness of the shared governance process at LASC.	4	<p>A student survey will be administered.</p> <p>ASO Board and Commissioners will be placed on various campus committees and report findings during general ASO board meetings.</p> <p>ASO will rewrite and pass their ASO Constitution and Bylaws during elections in the spring semester through a shared governance process.</p>	<p>Students will learn shared governance, advocacy on behalf of constituents, and civic responsibilities such as running for public office and voting in elections.</p> <p>ASO members will contribute during LASC committee meetings</p> <p>Approved ASO Constitution and Bylaws</p>	Increase students' awareness of issues of engagement in shared governance process of the campus.	Ongoing
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BRIDGES TO SUCCESS	Fall 2010	New noncredit students will attend Student Orientation and be able to successfully identify services available to meet their personal goals.	5	A quiz is given at the end of Student Orientation.	Expected Outcome: 70% of the students will answer 70% or more of the questions on the quiz correctly. 75% of students (26 students out of 37 total) passed the quiz, correctly answering 7 or more of 10 questions.	Upon item analysis, it was determined that question #8 was most often answered incorrectly. The question was re-worded for clarity. The Spring 2011 results then showed that with the rewording of question #8, the success rate of answering question #8 increased to 83%.	Spring 2011 (Ongoing)
BRIDGES TO SUCCESS	Spring 2011	Credit ESL and noncredit ESL 3 students will access the LASC website to register for classes and print-out their schedules on BTS computers without visiting the Admissions or Business offices.	5	Successful registration as documented by printed schedule.	Expected Outcome: At least 90% of students will successfully register. Outcome: 100% of the students that attempted to register and print out their schedules were successful.	The amount of staff assistance was not documented but was integral in the student success. In the future, orientations will include a hands-on demonstration in the computer lab or BTS Center.	Spring 2011 (Ongoing)

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CALWORKs/ GAIN	Spring 2011	As a result of completing the CalWORKs intake orientation and follow-up process, students will successfully matriculate into LASC as CalWORKs students.	5	Student files; MIS reports	Expected Outcome: 75% of participating students will successfully matriculate into LASC. Outcome: Of the 238 students who initiated the CalWORKs intake process, 200 students (or 84%) successfully matriculated into LASC as CalWORKs students.	Although we met our goal, the program staff follow-up could improve by making additional calls to those students whose file we have on hold to complete the intake process. We will ensure that the follow-up process is completely implemented for this SLO moving forward.	Fall 2011 (Ongoing)
CALWORKs/ GAIN	Spring 2011	As a result of CalWORKs academic advisement and tutorial services, students will achieve a grade of C or better (or of CREDIT) for their English classes.	2	Tutoring log sheets; final grade reports	Expected Outcome: 60% of students receiving tutorial services for English will achieve a grade of C or better (or of CREDIT).	Will use outcomes to determine success of academic advisement and English tutorial services.	Ongoing

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CAREER CENTER	2010-2011	Work Readiness Sessions: To assist undecided students to make a meaningful decision regarding their career goals.	5	Track students by sign-in-sheets, feedback from employers and students on the jobs	95% - of students receive the training and information ready and prepared to assist them getting a job and during the job interviews in selling themselves.	Always improving with updated and new materials and training seminars, workshops and conferences	2011-2012 Ongoing
CAREER CENTER	2010-2011	Workplace Readiness Sessions: Provides instruction focused on developing students skills in maintaining successful employment, addressing ethical issues in business, self-management, succeeding in a diverse workplace, financial management and test-taking	5	Track students by sign-in-sheets, feedback from employers and students on the jobs	95% - of students that receive the training and information are ready and prepared to getting a job and do better during the job interviews and selling themselves.	Always improving with updated and new materials and training seminars, workshops and conferences	2011-2012 Ongoing
CAREER CENTER	2010-2011	Character Building Sessions: Teaching students how to be independent critical thinkers, how to get motivated and understand the difference types and styles of leadership	5	Track students by sign-in-sheets, feedback from employers and students on the jobs	95% - of students that receive the training and information are ready and prepared to getting a job and do better during the job interviews and selling themselves.	Always improving with updated and new materials and training seminars, workshops and conferences	2011-2012 Ongoing

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COMMUNITY SERVICES	November 2010	Student who sign up for SAT preparation workshop complete and take the test	2	Students will have a pre test to measures were the student is and they will take weekly test to gauge progress until test date	Expected Outcome: 60% of students will take the test. Outcome: 100% of students took the SAT test after attending prep. Workshop.	SLO was met. We recognized that students needed more time for the workshop and it needed to start earlier in the evening.	Ongoing, until June 30, 2012
COMMUNITY SERVICES	November 2010	To increase business development courses for not for credit students by five workshops		Students will sign up for new courses for business development	We will increase income for classes in that area.	This will allow us to offer more new classes for new fiscal year	Ongoing, until June 30, 2012
COMMUNITY SERVICES	November 2010	To offer C-Best and C-Set preparation classes for first time teachers To increase number of teachers able to pass the test in south Los Angeles area.	5	Enrollment of new teachers just out of college	Expected Outcome: 100% of students will take the C-Best and C-Set.	This will be the first time that we offer the class.	Ongoing, until June 30, 2012

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COUNSELING	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.	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. Measures were not attained for Spring 2011 or Fall 2011. Outcomes are still to be determined.	To assess initial and follow-up counselor-student meetings and referrals to the Career Center.	Ongoing
COUNSELING	Spring 2012	After participating in a Counseling Session New Students will learn: (a) to select appropriate classes for their major and placement level; (b) they will be able to add all classes using the Student Information System (SIS) online.	5	Count of <i>New Student Information</i> sheets complete with signatures, and Assessment Registration Ed Plan Worksheet.	Expected Outcome: 75% of New Students will be registered in assessment and major appropriate classes.	To assess effectiveness of counseling sessions for new students.	Ongoing

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DSPS	July 2010	Students will learn to access the Student Information System on the LACCD district website.	3	DSPS student surveys, focus groups, interviews.	63.7% of students who completed surveys stated they know how to access the SIS system.	DSPS staff will continue assisting students with and modeling for the how to utilize the SIS. DSPS will utilize new measurement tools to ascertain whether more students are learning to use SIS.	June 30, 2011 (Ongoing)
DSPS	July 2010	Students will communicate academic accommodations with professors.	1, 5	DSPS survey, focus groups, interviews, LASC faculty survey.	1) 70.7% of students who completed surveys stated they communicate their academic accommodations with their professors. 2) Faculty responded to "DSPS students communicated their accommodations" with: *38.9% ALWAYS *22.2% OFTEN *27.8% SOMETIMES *11.1% NEVER	1) DSPS will continue to use faculty survey to ascertain whether students are communicating their accommodations to their professors. 2) DSPS staff will continue helping students be more assertive in negotiating their accommodations with their professors.	June 30, 2011 (Ongoing)

DEPARTMENT	DATE IMPLEMENTED	SLOs	ALIGNs WITH ISLO	WHAT IS THE MEASUREMENT USED	RESULTS	USE OF RESULTS FOR PROGRAM IMPROVEMENT	DATE COMPLETED
DSPS	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.	Faculty responded to “DSPS students communicated their accommodations in a timely manner” with: *27.8% ALWAYS *33.3% OFTEN *33.3% SOMETIMES *5.6% NEVER	DSPS will communicate with faculty regularly to ensure students are requesting accommodations early in semester. DSPS staff will continue assisting students prepare for classes early in semester.	June 30, 2011 (Ongoing)

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EDUCATIONAL TALENT SEARCH	9/1/2011	College ready participants (seniors) will demonstrate knowledge in using web based sites to research financial aid information, colleges and universities.	5	The ETS 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.	100% of ETS Seniors informed of on-line college and financial aid resources.	The project will obtain student data to identify student success rates and awareness of pertinent college going information. Talent Search will assess if its post secondary enrollment (using 2010 as a baseline) has increased as a result of more information for seniors.	Ongoing, until August 31, 2012
EDUCATIONAL TALENT SEARCH	7/1/2012	Students who complete the ETS Middle School Collegiate Program at LASC will successfully identify each of the A-G college course requirements by the end of the three-week summer program.	5	The ETS will provide a pre- and post-assessment to assess students understanding and identification of A-G requirements. Students will conduct classroom presentations	100% of ETS students who complete the ETS Middle School Collegiate Program at LASC demonstrate understanding and identification of the A-G requirements as evidenced from survey results and in-class assessments.	The project will develop new tools to measure if its students understand the A-G college requirements. This will consist of the use of on-line surveys and focus groups after the summer program.	Ongoing, until August 31, 2012

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EOPS	Spring 2012	As a result of meeting with an assigned EOPS/CARE counselor, students will identify a major no later than their second semester	5	Student Education Plans are developed and reviewed every semester. Major will be listed on education plans and noted in file	Expected Outcome: At least 75% of students will have identified a major by the end of their second semester	Progress toward goal/major will be reviewed every semester and courses student will take will be picked from student education plan. Will reduce the chances of student taking unnecessary courses.	On-going
EOPS	Spring 2012	As a result of meeting with an EOPS counselor (prior to registering each semester) students will enroll in courses listed in their student education plan	5	Will review EOPS student enrollment each semester to determine which courses they are taking and compare to their education plan	Expected Outcome: At least 75% of students will register in courses listed in their education plans	Students who enroll in courses listed in their education plan will complete their goals quicker than those who do not	On-going

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FINANCIAL AID	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 nd deadline date.	<p>Expected Outcome: At least 30% of applicants will meet the March deadline.</p> <p>Outcome: The number of students who adhered to the March 2nd priority deadline increased from 2008-2009 (28%) to 2009-2010 (31%). The number of students who adhered to the March 2nd priority deadline in 2010-11 was 34.13%, so we believe we are making some progress in this area</p>	We will continue to improve the application process and the information given to students to assist in increasing their knowledge of enrollment and registration deadlines.	Fall 2011 (Ongoing)
FINANCIAL AID	September 2011	After participating in a Financial Aid Loan Workshop, students will understand loan rates, repayment procedures, deferrals, and how to avoid defaulting.	3	Online post-test following workshop	<p>Expected Outcome: 100% of students will answer at least 8 out of 10 questions correctly.</p> <p>Outcome: 100% of Loan Workshop participants were able to answer at least 8 out of 10 questions correctly on the post-test.</p>	We will continue to examine the content of the Loan Workshops as well as our assessment of student understanding of major loan concepts.	Spring 2012 (Ongoing)

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INTERNATIONAL STUDENT SERVICES	Fall 2007	Students will apply regulations to maintain F-1 status.	5	07-08 (4 students transferred —25 enrolled, 4 leaving, all 29 or 100% in status.)	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 (4 students transferred —25 enrolled, 4 leaving, all 29 or 100% in status.)	07-08 Spring 2008
				08-09 (4 students transferred, 2 on OPT, 2 who became US residents—28 enrolled, 4 leaving, all 32 or 100% in status.)		08-09 (4 students transferred, 2 on OPT, 2 who became US residents—28 enrolled, 4 leaving, all 32 or 100% in status.)	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, 52 or 96% in status.)		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, 52 or 96% in status.)	09-10 Spring 2010
				10-11 (5 students transferred out, 2 obtained green cards, 6 on OPT, 4 on terminated status, 5 did not enroll--33 enrolled, 3 leaving, (33 or 95% in status)		10-11 (5 students transferred out, 2 obtained green cards, 6 on OPT, 4 on terminated status, 5 did not enroll--33 enrolled, 3 leaving, (33 or 95% in status)	10-11 (Ongoing)

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INTERNATIONAL STUDENT SERVICES	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.	5	Pre-test/Post-test.	For Spring 2011 and Fall 2011 82% of the relevant questions asked on the pre/post test were answered correctly.	The 82% Result is slightly below the 90% Expected Outcome. We will continue to assess content of ISS New Student Orientation and any related handouts regarding SIS and campus services.	Fall 2011 (Ongoing)

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MATRICULATION / ASSESSMENT	Spring 2011	After receiving placement test results from Assessment Center staff, students will be able to articulate their specific placement level.	5	Data from post-test given after being advised by Assessment Center staff.	<p>Expected Outcome: AT least 75% of students will articulate their placement level in relation to their placement results.</p> <p>Outcome: This SLO was not assessed. This SLO was established by the previous Assessment/Matriculation Coordinator and there has not been follow-through on measuring outcomes.</p>	To determine if advisement techniques are effective and/or if any changes are needed.	<i>Ongoing</i>
MATRICULATION / ASSESSMENT	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	5	Data from post-test given after being advised by Assessment Center staff.	<p>Expected Outcome: At least 75% of students will correctly indicate the needed English and Math classes.</p> <p>Outcome: This SLO was not assessed. This SLO was established by the previous Assessment/Matriculation Coordinator and there has not been follow-through on measuring outcomes.</p>	To determine if advisement techniques are effective and/or if any changes are needed.	<i>Ongoing</i>

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OUTREACH & RECRUITMENT	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.	Expected Outcome: 80% of students surveyed will indicate their interest in enrolling in and/or taking classes at LASC or a similar school. Results: 85% of students indicated their interest in enrolling in and/or taking classes at LASC or a similar school.	We are generally succeeding in reaching the goal of encouraging students to enroll at LASC or a similar school. We will continue to place emphasis on this in our presentations and to monitor this SLO..	Spring 2012 (Ongoing)
OUTREACH & RECRUITMENT	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.	Expected Outcome: 80% of students surveyed will answer positively to prompts regarding their ability to attend and succeed at a college. Results: 85% of students surveyed answered positively to prompts regarding their ability to attend and succeed at a college.	We are generally succeeding in reaching the goal of encouraging students to exhibit confidence in their abilities as college students. We will continue to place emphasis on this in our presentations and to monitor this SLO.	Spring 2012 (Ongoing)

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PASSAGE PROGRAM	Spring 2011	After creating an Educational Plan with their counselor, students will successfully register for the classes detailed on the plan.	5	Program coordinator will track the number of students who successfully follow their Educational Plan each semester.	50% of the students followed through with registering for the courses on their Ed. Plan. This is below the 70% Expected Outcome.	Each student will be given a laminated card with the date, registration procedures, and a list of Passage Program linked courses.	Fall 2011 (Ongoing)
PASSAGE PROGRAM	Spring 2011	As a result of communication from and interaction with Passage Program staff, students will utilize the available early registration date.	5	Number and percentage of Passage Program students that do/do not register by the early registration date.	35% of the students registered on the early registration date. This is below the 60% Expected Outcome.	Passage Coordinator will work with Admissions Office to clear any account holds two weeks before registration begins. Improve the information given to students to increase their self-management of enrollment processes and deadlines.	Ongoing
PASSAGE PROGRAM	Spring 2012	As a result of participating in Community Service events, students will demonstrate an increase in civic engagement and personal responsibility over the course of two semesters.	4	Program coordinator and counselors will complete an assessment instrument containing 5-6 Yes/No items to identify traits indicative of civic engagement and responsibility.	Expected Outcome: At least 75% of students will increase their scores across two time points. We will begin measuring this SLO in Spring 2012.	To assess Community Service component of the Passage Program and to ensure students experience increases in civic engagement and personal responsibility.	Ongoing

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PUENTE PROGRAM	Spring 2011	As a result of classroom instruction, students will be able to make counseling appointments (walk-in, phone, online).	5	The number of appointments made by Puente students enrolled in the Puente Learning Community during the Fall and Spring semesters.	Completed successfully. 100% of Puente students were able to make counseling appointments	We will revise this SLO to assess effectiveness of counseling appointments.	Ongoing
PUENTE PROGRAM	Spring 2011	Students will work with Puente counselor to develop an IEP for an AA degree and/or transfer plan (to 4 year university).	5	Matriculation data; IEP records	Completed successfully for 100% of Puente students	Since 2008, 9 students have transferred to a University, 12 have earned an AA, and 2 have earned certificates. 64 are still enrolled at LASC. To maintain a connection to Phase III students, we will invite them to participate in events and activities with current cohort.	Ongoing
PUENTE PROGRAM	Fall 2011	As a result of their participation in the annual Puente Fall Transfer Motivational Conference, students will target UC campuses for transfer.	5	Attendance Sheets; university application and matriculation data	<i>Unable to assess. Due to financial reasons, students in cohort were unable to attend the Motivational Conference.</i>	<i>More effort will be taken to ensure attendance at the Motivational Conference.</i>	<i>Will initiate this SLO in Fall 2012</i>

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TRANSFER CENTER	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.	<p><i>Unable to assess yet. Program Objective will allow SLO to be measured Spring 2012.</i></p> <p>Expected Outcome: At least 80% of students will indicate that they were able to work independently and navigate relevant websites.</p>	Outcomes will assess whether one-on-one counseling sessions adequately prepare students to navigate school websites and the ASSIST website.	Ongoing
TRANSFER CENTER	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.	5	Pre/Post test will determine the number of students who attain this knowledge as a result of the transfer workshop.	<p><i>Unable to assess yet. Program Objective will allow SLO to be measured Spring 2012.</i></p> <p>Expected Outcome: At least 80% of workshop participants will correctly answer all post-test questions.</p>	Outcomes will establish what specific information students acquired from the workshop.	Ongoing

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TRIO SCHOLARS	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	Student educational plans -Counseling notes in program files which are recorded in Blumen database -Survey with TRIO Scholars students to determine if they received this service from project	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	08/31/2012 (Ongoing)
TRIO SCHOLARS	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 -Blumen database -Annual Performance Report	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%. Thus, 75% will be the Expected Outcome.	08/31/2012 (Ongoing)

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TRIO STEM	March 2011	After meeting with a TRIO STEM 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 Online Survey for TRIO STEM students to determine if they received this service from project and evaluate their knowledge of transfer institutions.	Survey results indicated 84% of respondents strongly agreed that after meeting with the counselor, they are now able to identify multiple four-year institutions that offer their major options.	New SLO for new TRIO STEM Project. Expected Outcome: 90% of TRIO STEM participants will report awareness of four-year institutions after meeting with a counselor for transfer assistance. This is a six point increase over 2010-11 survey results. This expected outcome is directly linked to the goals of the TRIO Stem program.	On-going
TRIO STEM	March 2011	Transfer-bound students enrolled in TRIO STEM 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 Survey Results	The survey results indicated that 80% of respondents indicated that after meeting with the counselor, they gained a better understanding of the transfer process.	TRIO STEM will use online survey results to assess this SLO and measure progress during monthly meetings in order to increase transfer-bound student awareness of four year institutions that offer their major. Expected Outcome: 85% of TRIO STEM participants will report a better understanding of the transfer process after meeting with a	On-going

						counselor for transfer assistance. This is a five point increase over 2010-11 survey results. This expected outcome is directly linked to the goals of the TRIO Stem program.	
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UPWARD BOUND	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.	5	<ul style="list-style-type: none"> - Program reviews acceptance letters from colleges and verifies enrollment through the Financial Aid Clearinghouse database. - Surveys at the end of summer program to evaluate if students learned college admissions process. 	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 funding from DOE.	December 2011 (Ongoing)
UPWARD BOUND	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"> - Quizzes used in the workshops to test students understanding of financial literacy - Surveys to received financial literacy. - Sign-in sheets for all activities. - Blumen database. - Student testing and assessments to ascertain if students are meeting HEOA Financial Literacy benchmarks and outcomes. 	Financial Literacy component was incorporated in Spring and Summer term of 2010. 100% of summer participants received the Financial Literacy curriculum; assessments indicate that 100% of student 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.	UB will evaluate the relationship with the organization that provided the financial literacy to find ways to improve and make program more effective for the next cohort; and develop an advanced curriculum for the Summer 2010 cohort which will begin in Summer 2011.	September 2011 (Ongoing)

DEPARTMENT	DATE IMPLEMENTED	SLOs	ALIGNs WITH ISLO	WHAT IS THE MEASUREMENT USED	RESULTS	USE OF RESULTS FOR PROGRAM IMPROVEMENT	DATE COMPLETED
UPWARD BOUND	Spring 2011	Upon completion of the summer academic enrichment program, Upward Bound participants (rising 10 th and 11 th 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.	100% of Upward Bound students were knowledgeable of the college admissions requirements, thus enhancing their potential to graduate from high school and enter a program of post secondary education.	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 funding from DOE.	September 2011