

Woodland Community College: iSLO Assessment Results for 2011-2013

OVERVIEW

WCC Student Learning Outcomes (SLO) committee administered four institutional SLO surveys between fall 2011 and spring 2013 – each targeting two of the eight iSLOs in a [rotation](#) that ensured equity among the courses being surveyed. Students were asked to share their opinions and experiences regarding the [eight iSLOs](#) as well as to provide feedback via open-ended questions. A total of 936 surveys were collected (face-to-face, online and CCOF), and the completed surveys results can be found [here](#).

On the completion of the first cycle of assessing the eight iSLOs, the SLO committee commenced a period of review and reflection on assessment methodology and results during fall 2013. The narratives below summarize the committee's findings, proposed modifications, and next steps.

This report will be disseminated widely via the website, shared with the Academic Senate, College Council and Board of Trustees. Further, the results will be forwarded to the Budget and Planning Committee in order to inform the college planning process.

FINDINGS

Communication

Overall, students reported they frequently communicate with other students, and sometimes communicate with WCC faculty/staff/other individuals outside of the campus about things they learn at WCC. These communications were found to be helpful.

Computation

The highest percentage of students reported they use mathematical concepts and methods often at school, sometimes at work and home, and never in other situations. 43% of students surveyed felt that courses at WCC have helped them understand and use math in their everyday life.

Critical Thinking

The highest percentage of students reported they analyze data in one of more of their courses, and apply critical thinking strategies to their everyday life (> 55%). 70% of students said that they were able to develop an educational plan after meeting with a counselor.

Global Awareness

The highest percentage of students surveyed reported their coursework often encourages global awareness and respect towards people of different cultures. Half of the respondents did not attend any events or activities that increased their understanding of other cultures.

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Information Competency

Overall, students reported they research, conduct data analyses and make presentations 3-5 times per semester. They also engage in academic reading and writing more than 10 times per semester. Finally, students gave many examples of research projects they completed within the last year (i.e. how to prevent teen pregnancy and gang violence in Yolo County.) Students cited access to the library, tutoring center, and computer labs as vital for their success as a student in achieving their project/goal.

Personal and Social Responsibility

More than half of the students surveyed (56%) agreed that WCC encourages personal and social responsibility.

Scientific Awareness

The highest percentage of students reported they use scientific concepts and methods often at school, sometimes at work and home, and never in other situations. 43% of students surveyed felt that courses at WCC have helped them understand and use scientific concepts in their everyday life.

Technological Awareness

The highest percentage of students reported that email and Webadvisor were “very helpful.”

Keys to student success:

Peer support
Faculty and Staff
Library
WAM Center
Computer Lab
Online content (You Tube, class websites, etc.)

Commendations:

Students are demonstrating various levels of proficiency within all eight iSLOs across multiple disciplines and courses. To a lesser extent, students are also demonstrating mastery of the iSLOs outside of their academic work and environment.

Limitations:

Insufficient data captured for student services and administrative units

Students Are Asking For:

- Workshops on how to write APA style, reading and writing
- Gym
- Performing Arts Center
- More food choices

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- More access to counseling
- More access to A&R
- Career Development and other services at Williams
- More courses at Williams (science, psychology, etc.)
- Quiet place to study and a library at Williams
- Drop in tutors for Statistics
- Improved access for handicap people (i.e. wheelchairs being able to fit through the doors)
- More cultural events

Administrative unit Outcome Assessment

- Students prefer communication from the Administrative Office via email and flyers
- Students said it is important that information be timely, consistently shared and relevant

PROPOSED MODIFICATIONS

- In regards to computation, follow up with the question that asked students if they use math at “work/home” – this would allow us to investigate how and where students are using math and give us a better idea of applied mathematics and an avenue to explore learning strategies or communities that may foster applied math skills.
- In regards to Personal and Social Responsibility expand options to include the following:
 - Campus Activities
 - Class instruction
 - Student-instructor Office Hours
 - Tutoring
 - DSPS
 - Administration, etc.
- In regards to Critical Thinking (specifically targeted for student services), expand the survey to test students’ knowledge of the importance of Student Educational Plans (SEP). The benefit for students to have this knowledge and an SEP is that they will have a better direction on what courses they need to meet their academic goal, and this will reduce the likelihood that students take courses they don’t need, risk losing their financial aid due to accumulating too many units and/or an excess of “W” grades (withdrawals.) The financial aid office processes multiple appeals for T-90 (attempting more than 90 units and not able to obtain an associate degree and/or transfer to a four year college.) Ensure that students are aware of and use:
 - Counselors at orientations
 - Online orientations
 - Flyers at welcome week (first week of school)
 - Portal
 - Access student e-mail (receive and read information)

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- There appears to be a lack of consistent awareness and use of student services across the campus. For example, the Career Center could be utilized to a greater degree, however students do not seem to be aware of the services available or they are choosing not to participate.
- Only 36% of students said they agree that they have a better understanding and effective application of specific course concepts after using the tutoring and/or WAM center. We need to figure out why only 36%, and follow up with some questions.

CHANGES MADE AS A RESULT OF iSLO ASSESSMENTS

Students Asked For:

Changes or Improvements Made:

Workshops on how to write APA style, reading and writing

The Academic Reading Center (ARC) was launched in March 2011 and has since built a variety of reading and writing workshops and trainings.

<http://wcc.yccd.edu/academics/reading-center/default.aspx>

<https://www.facebook.com/ARCatWCC>

More food choices

Currently conducting a food services survey (fall 2013) and working with the District Food Services Committee to recommend strategies to meet the needs of our district.

Quiet place to study and a library at Williams

Established a kiosk in CCOF that allows students to search the public library database for text and periodicals.

Drop in tutors for Statistics

Hired a math IA for the WAM.

More cultural events

Established the Multi-Ethnic (ME) Center in the 100 building, which is used to display various works related to ethnic studies as well as a meeting place for the ethnic studies student organization (ESSO). ESSO hosts many events and speakers throughout the semester.

<https://www.facebook.com/pages/WCC-Ethnic-Studies-Student-Organization/436686563119087>

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NEXT STEPS

Based on the results from the 2011-2013 surveys, the SLO committee has determined that:

- The process of rotating through two iSLOs per semester over the course of two years was very effective, and will be continued for another [cycle](#).
- While the questions asked were meaningful and informative, they did not allow for the areas of administration or student services to be fully captured. We will expand questions relative to administrative unit outcomes for the upcoming cycle.
- Audit programs and recommend a more equitable spread of iSLOs across the campus.
- Refine general education (GE) SLOs
- Work with the curriculum committee to establish a process for automating communication between SLO and curriculum, especially when it pertains to changes, additions and deletions of courses. This will allow us to update TracDat to reflect what is active in the catalog.
- Link iSLOs with SSSP (Student Support Services Program) initiatives, especially in regards to how the data can be used to support student education plan development, orientation, and assessment.