

2.8 Are you seeing trends that are not reflected above? If yes, please explain.

2010/2011 Academic Year (Basic Skills)

- **1838** students, out of **2326**, placed into Basic Skills **English** courses (**79.02%**)
- **1325** students, out of **1770**, placed into Basic Skills **Math** courses (**74.84%**)
- **744** students, out of **2678**, placed into Basic Skills **Reading** courses (**27.78%**)

See attached page...(Placement Trends)

PART 3: Learning or Service Outcomes

3.1 Summarize any key student learning or service outcomes (SLOs) since the last review.

100% of our students know the outcomes of their test results. We explain to them how they scored on the test, and which classes they qualify for. We advise them of their options for retesting (for those who wish to retest), and we advise them to make an appointment with Counseling, and to take the Orientation Classes.

3.2 Identify how you have used the assessment of student learning or service outcomes to update or make changes to the delivery of content/services, or the development of new goals.

We have looked at ways to service our students better, by looking at new “state of the art” placement tests. These new tests are adaptive, more accurate, and less time consuming than our current tests. The English, ESL, Reading & Math Departments are reviewing these tests, and we hope to adopt them in the near future.

Please insert a copy of your SLO Assessment and Report form.

Student Learning Outcomes Assessment and Report Form

Program: Assessment Center

Division: Student Services

Year: 2010/2011

Author: John Spencer/Daniel Peck

Course (if applicable): N/A

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the Program
Students will learn their own computerized or hard copy assessment strengths and weaknesses for improving their future assessment success as a result of assessment services.	N/A	70% of students will rate the student satisfaction survey questions one (1) and three (3) using a yes response.	Sample of students each semester	Sp & Su 2009 N = 14 Q1 = 50% Q3 = 50%	Following the extensive time spent in placement tests, few students are willing to complete surveys. Unable to use as planned.	Few students completed survey leading to unusable results. As a result, this SLO is being replaced with a new one.
New (09-10) Center students will rate the level of satisfaction with their overall experience, thus assuring the Center of its supportive nature.		New (09-10) (revision of 08-09 criteria). 50% of students will rate the assessment Center Services Survey question three (3) at an "Agree" level or above. 50% of students will rate the Assessment Center Services Survey question six (6) at an "Agree" level or above.	Sample of students each semester.	(Sample too small to report)	Following the extensive time spent in placement tests, few students are willing to complete surveys. Unable to use as planned.	Few students completed survey leading to unusable results. As a result, this SLO is being replaced with a new one.

NEW SLO: Students will demonstrate their understanding of the placement process by registering for the class in which they were placed.	N/A	Use of student IDs to identify enrollment in the classes students are placed; 75% will enroll in courses as placed	Annual review based on prior year's placements and enrollment records			
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PART 4: Strategic Planning Goals

College Goals:

- Culture of the Institution: Create a student-centered institutional culture of professionalism, discovery, inclusion and success.
- Teaching and Learning: Shape the academic program to meet community needs, emphasize student learning, and foster instructional excellence.
- Comprehensive Student: Promote academic success and create dynamic, innovative student services programs that address the richness of Mission College's student population and community.
- Community Connections: Strengthen Mission College's function as a community resource to preschool through 12th grade institutions, businesses and industry, and community based organizations.
- High Performance Educational Institutions: Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness, and excellence.
- Diversity: Create an institutional climate of full enfranchisement and participation for all students, faculty, and staff.