

# Assessment Report - Annual Update

## Program Assessment (focus on most recent year)

<b>Department:</b>	Delano Campus
<b>Program:</b>	
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### A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

- 1 Increase course offerings and enrollment.
- 2 Enhance student support services.

### B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

In past years, the primary focus on outcomes for Delano Campus has been on FTES. Through our expansion of courses, work in dual enrollment, and expansion of inmate education program we have seen an increase in enrollment numbers for the campus. Now we are ready to build off and support the growth in Delano:

\* Increase course offerings and enrollment: We strive to offer more sections each year. In 2016-2017 we offered a total of 415 sections, compared to the 336 sections the prior year. Our FTES increased from 1,092.9 to 1,310. The goal is to continue to this trend and continue to increase both areas. As part of the planning process we have to take into consideration a need for more instructors, counselors/advisors, management, and support staff.

\* Enhance student support services: As our campus continues to grow, our counseling and advising services are being met with a greater demand. In past years, the percentage of students on our campus without completed educational plans has remained steady between 30-40%. In the past year with the support of additional adjunct counselors, that number has dipped to 27%. However, as we add more classes, there will be a need for additional support services. That includes counselors and advisors, as well as the support staff that help facilitate the support services process.

**C. How do course level student learning outcomes align with program learning outcomes?  
Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).**

\*N/A- While this particular outcome assesment isn't directly managed by our administrative unit, it does help us plan for the courses that we offer on our campus. In addition, it helps guide our support of faculty members on our campus.

**Institutional Learning Outcomes:**

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

**D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.**

\* As we strive to offer not just more sections, but also a diverse array of courses, our goal is to better align with the Institutional Learning Outcomes. We want to ensure that the courses that we offer on our campus help students to enhance their critical thinking skills, improve their communication skills, and be overall better prepared to engage in the labor market and in the community. For many students on our campus, their first courses are taken in Delano. We want to ensure that they have a strong start to their college experience in Delano, before they move on to main campus courses, transfer to a university, or enter the workforce. In addition, the majority of students in Delano get their advising and counseling support on our campus. We want to ensure that those services match the quality of those on the main campus.

**E. How do you engage in collegial dialog about student learning outcomes?**

\* Our campus leadership is actively involved in campus committees that deal with student learning (i.e. FCDC and EAC). We want to make sure that the Delano student experience is represented in discussions that deal with student learning. Although the majority of our students will also take classes on the main campus, many will seek to accomplish as much as they can in Delano. We want to make sure that they are received the same quality level education and services that students on the main campus receive.

**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

**\*How has the objective or project impacted equity in your department or program?**

**\*What areas have you identified for program improvements that relate directly to equity in the coming year?**

\*In previous program reviews, male students and students over 30 were identified as target student populations that needed additional support. Our goal was to begin to work with local area high schools to help students be better prepared for college prior to starting. Since then, there has been an increase in partnerships with the local high schools and adult schools. Through our work in Dual Enrollment and the Adult Education Block Grant, we have helped students in the area get a jump start on a college education. While the retention and success rates for male students and students over 30 have improved in the past year, we will continue to monitor these groups to ensure that they are receiving adequate support. In the coming year, we have identified returning students, older adults, and students with disabilities as groups we would like to support.