Service Area Outcomes (SAOs)

Phase I: Department Mission Statement <u>or</u> Program Description & Identification of Outcome(s)

Date:	**June 30, 2011**
The Department Name:	**Academic Services**

Contact Person & Others Involved in Process:	**Lead:**	**Others:**
	Kathy Berry, CIO	**Linda Amidon, Dixie Krimm, Martha Navarro, Matthew Thale**

Mission Statement or Description of the Department or Program:	

Institutional Learning Outcomes Supported: Please check the ILOs that are supported by your program:

_X__**ILO1** = communication skills; ____**ILO2** = critical thinking skills;_X__ **ILO3** = personal responsibility;

_X__**ILO4** = information literacy; ____**ILO5** = global awareness

Please identify at least one outcome and assessment method, and estimated date for the completion of Section II. Please keep in mind the Comprehensive Program Review Schedule.

<u>Service Areas</u> (Student Services, Financial Aid, Student Affairs, etc.): Please analyze at least one Outcome per year.

1.Outcome #1: **Improve the timely submission of final grades**

Est. Completion Date:	Way(s) to assess:
June 30, 2012	**Document (1) the dates that grades are entered into WebStar and (2) the dates that final grades and supporting documents are submitted to the Instruction Office, for fall and spring terms in 2010-2011 and 2011-2012 academic years, and compare the data.**

2.Outcome #2: **Post all SLOs in CurricUNET**

Est. Completion Date:	Way(s) to assess:
June 30, 2012	**SLO status report**

3.Outcome #3: **Determine student opinion concerning the online schedule and online catalog**

Est. Completion Date:	Way(s) to assess:
June 30, 2012	**Student Survey**

Once Section I is completed, please send e-copy & mail hard copy to SLO Coordinator. Then at the end of the data collection/assessment period, please analyze data with co-workers and other members of the IVC community, and complete Section II.

Service Area Outcomes

Phase II: Assessment of Service Area Outcomes

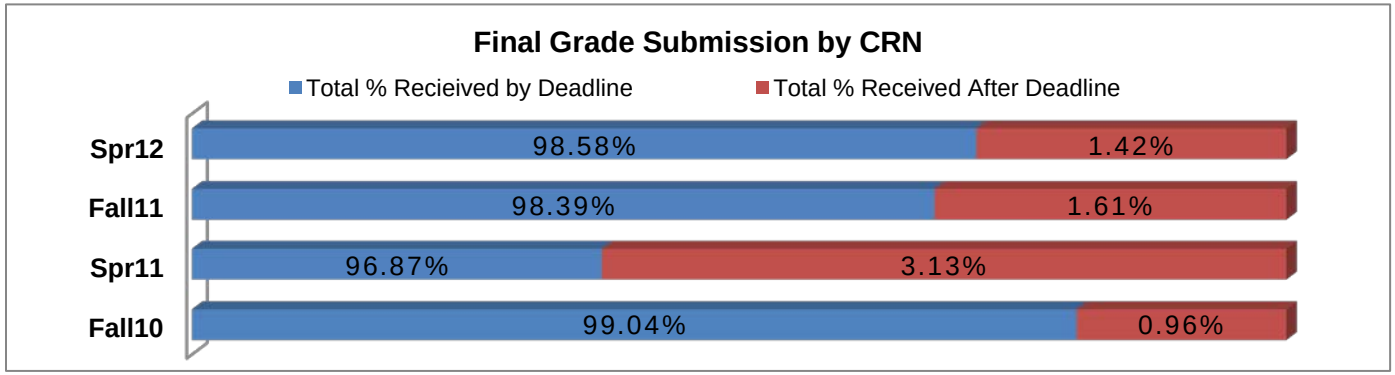
In this section, please re-state each outcome and indicate the method(s) of assessment, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have at least one Method of Assessment. To encourage collaboration and the sharing of ideas, you are encouraged to share your outcomes, assessment data, and findings with all available members of your department or program. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. The names may differ from those on Section I.

Date:	**July 18, 2012**

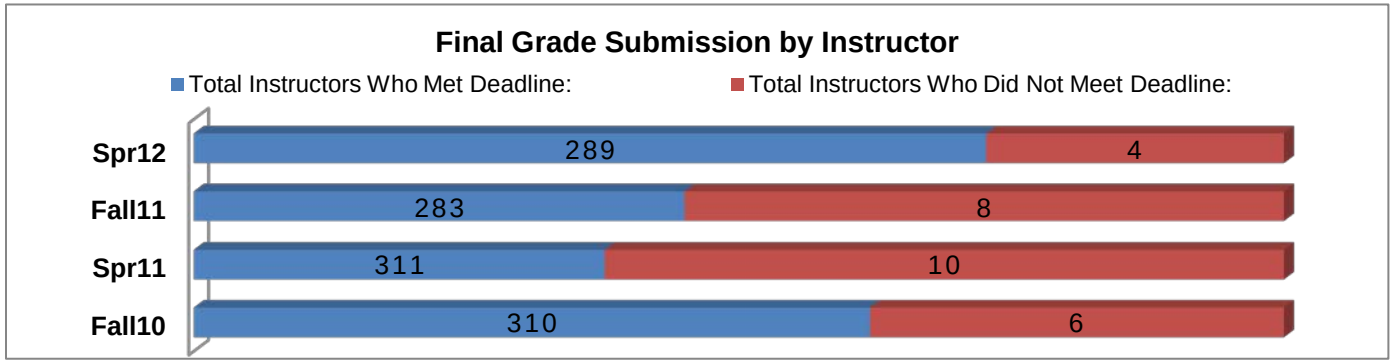
Contact Person/Others Involved in Process:	**Lead: Kathy Berry, Vice President for Academic Services** **Others: Instructional Office Staff – Linda Amidon, Dixie Krimm, Martha Navarro, Melody Chronistor**

<u>Outcome #1 (please repeat here)</u>: *Improve the timely submission of final grades*

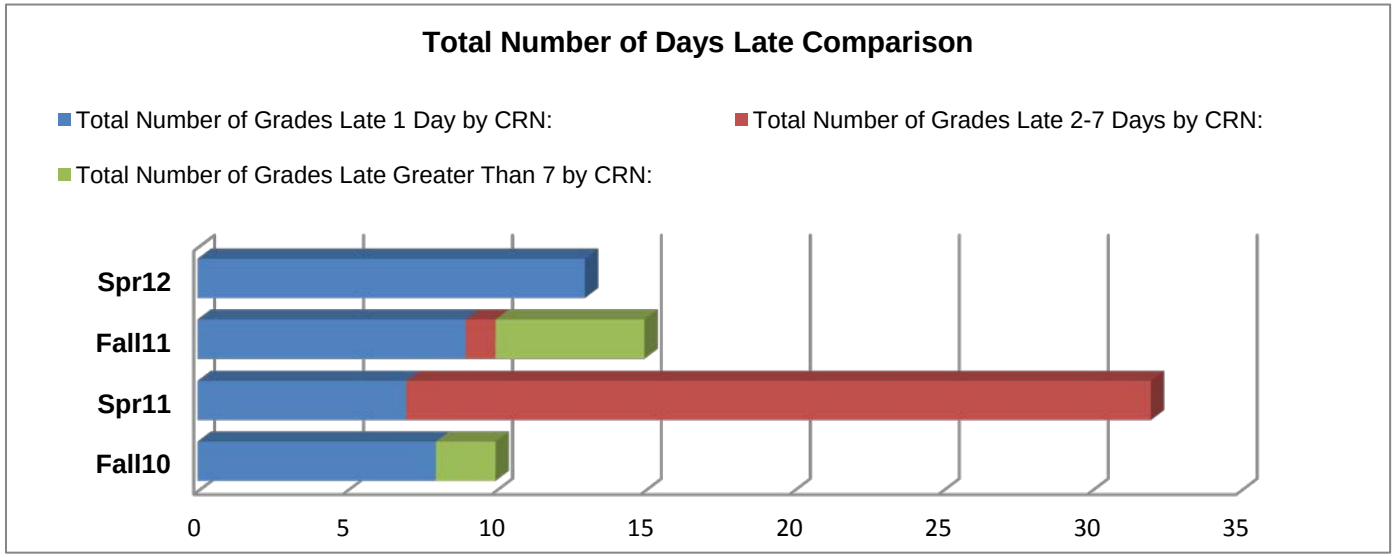
1. **First Method of Assessment:**
   a. How did you assess Outcome #1?
   Conducted a comparison of final grade submissions for 2010-2011 and 2011-2012 (fall and spring)
   b. Provide a summary of results:



GRADE DATA BY CRN	Fall10	Spr11	Fall11	Spr12
Total CRNs	1044	1023	933	918
Total Grades Received by Deadline	1034	991	918	905
Total Grades Received After Deadline	10	32	15	13
Total % Received by Deadline	99.04%	96.87%	98.39%	98.58%
Total % Received After Deadline	0.96%	3.13%	1.61%	1.42%



GRADE DATA BY INSTRUCTOR	Fall10	Spr11	Fall11	Spr12
Total Instructors:	316	321	291	293
Total Instructors Who Met Deadline:	310	311	283	289
Total Instructors Who Did Not Meet Deadline:	6	10	8	4
Total F/T Faculty Who Did Not Meet Deadline:	2	5	3	1
Total P/T Faculty Who Did Not Meet Deadline:	4	5	5	3



TOTAL NUMBER OF DAYS LATE COMPARISON	Fall10	Spr11	Fall11	Spr12
Total Number of Grades Late 1 Day by CRN:	8	7	9	13
Total Number of Grades Late 2-7 Days by CRN:	0	25	1	0
Total Number of Grades Late Greater Than 7 by CRN:	2	0	5	0

c. How will your program use this information to improve student learning or services?

While issuance of a grade answers the obvious question for a student, "Did I pass the course?" grades serve a variety of other needs including the following:

- ***to determine grade point average***
- ***to determine initial and continued eligibility for financial aid or other program benefits***
- ***for transfer to another educational institution***
- ***to determine eligibility for a course, i.e., prerequisite(s) met***
- ***to determine qualifications for initial and continued employment***

Thus, it is important that instructors submit grades timely in order for grades to be processed for inclusion in official and unofficial transcripts.

The results of our comparison of final grade submissions for fall and spring in 2010-2011 and 2011-2012 show that grades by course (CRN) received by the deadline is consistently above 95%, and the number of instructors who turned in grades after the deadline each term was ten or fewer. However, the total number of grades turned in one day after the deadline increased in fall and spring of 2011-2012.

At the beginning of the last week of the semester (finals week), a memo from the Vice President of Academic Services is distributed electronically notifying faculty of the grade submission deadline (i.e., four days after the last class meeting or Thursday following the last Saturday class meeting). In addition, during the four-day final grade submission period, Academic Services staff checks the database to determine whether grades have been entered into the system. In most cases, the grades have been entered but the official paperwork has not been delivered to the Academic Services office. Staff provides status reports to division deans, department chairs, and division secretaries listing the names of instructors who have not yet turned in grades. These reports are provided on a daily basis throughout the four-day submission period so that the deans, chairs and secretaries can contact the instructors individually to remind them to turn in their grades. Beginning with the fall 2012 semester, in addition to providing the daily status reports during the four-day submission period, the final grades memo will be distributed four weeks before the deadline and reminders will be distributed weekly.

d. What is your Timeline for Program Modifications or Response to Data?

Beginning with the fall 2012 semester and ending with 2013 Summer Session 1, notification regarding the deadline to submit final grades will be sent four weeks before the deadline and reminders will be distributed weekly. Assessment of whether these efforts are successful will be conducted following the summer session

2. **Second Method of Assessment**: ***N/A***
   a. How did you assess Outcome #1?
   b. Provide a summary of results:

c. How will your program use this information to improve student learning or services?
d. What is your Timeline for Program Modifications or Response to Data?

3. **Third Method of Assessment**: ***N/A***
   a. How did you assess Outcome #1?
   b. Provide a summary of results:
   c. How will your program use this information to improve student learning or services?
   d. What is your Timeline for Program Modifications or Response to Data?

Outcome # 2 (please repeat here): *Post all SLOs in CurricUNET*

1. **First Method of Assessment**:
   a. How did you assess Outcome # 2?

      Tracked/Monitored the status of SLOs entered in the CurricUNET system.

   b. Provide a summary of results:

      See attached report. (Note: Of the 709 active courses for fall 2012, 12 courses have not had SLO's identified. These courses were up for inactivation but the department(s) decided to look at them again so they are going to input them so that they can be approved at the beginning of the fall 2012 semester. Basically less than 2 percent do not have SLO's identified.)

   c. How will your program use this information to improve student learning or services?

      Having the course SLOs centralized makes them readily available and easily accessible to faculty, which we anticipate will make the assessment process easier.

   d. What is your Timeline for Program Modifications or Response to Data?

      September 30, 2012 for either identification of the remaining 12 courses, or inactivation of the courses.

2. **Second Method of Assessment**: ***N/A***
    a. How did you assess Outcome # 2?
    b. Provide a summary of results:
    c. How will your program use this information to improve student learning or services?
    d. What is your Timeline for Program Modifications or Response to Data?

3. **Third Method of Assessment**: ***N/A***
    a. How did you assess Outcome # 2?
    b. Provide a summary of results:
    c. How will your program use this information to improve student learning or services?
    d. What is your Timeline for Program Modifications or Response to Data?

Outcome # 3 (please repeat here): *Determine student opinion concerning the online schedule and online catalog*

1. **First Method of Assessment**:
    a. How did you assess Outcome # 3?

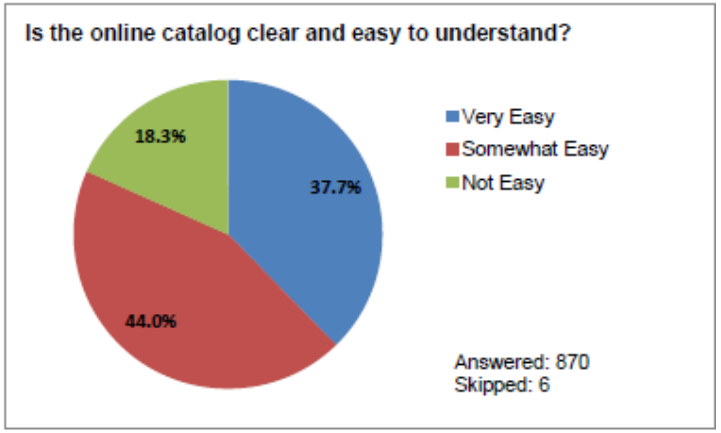
        Conducted an online student survey in which 870 students responded.

    b. Provide a summary of results:

        Please see below.

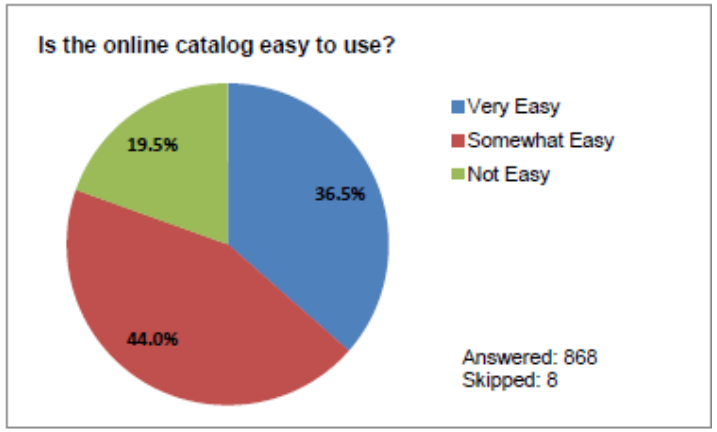
Is the online catalog clear and easy to understand?

Answer	%	#
Very Easy	37.7	328
Somewhat Easy	44	383
Not Easy	18.3	159
Answered	870	
Skipped	6	



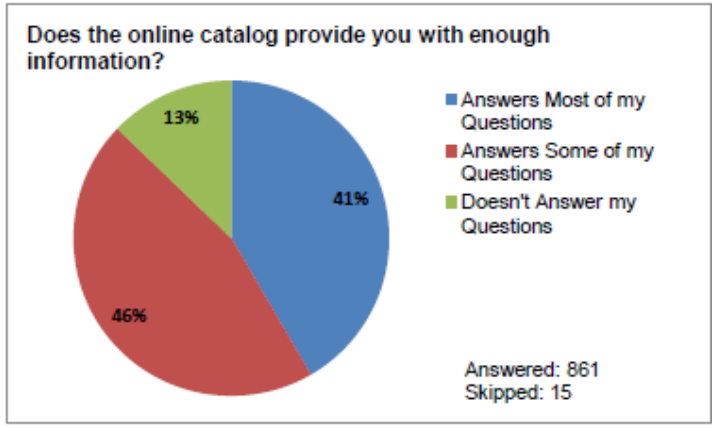
Is the online catalog easy to use?

Answer	%	#
Very Easy	36.5	317
Somewhat Easy	44	382
Not Easy	19.5	169
Answered	868	
Skipped	8	



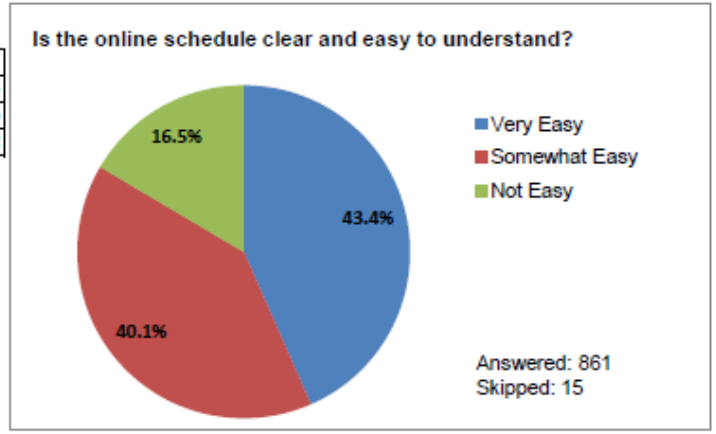
Does the online catalog provide you with enough information?

Answer	%	#
Answers Most of my Questions	41.6	358
Answers Some of my Questions	45.6	393
Doesn't Answer my Questions	12.8	110
Answered	861	
Skipped	15	



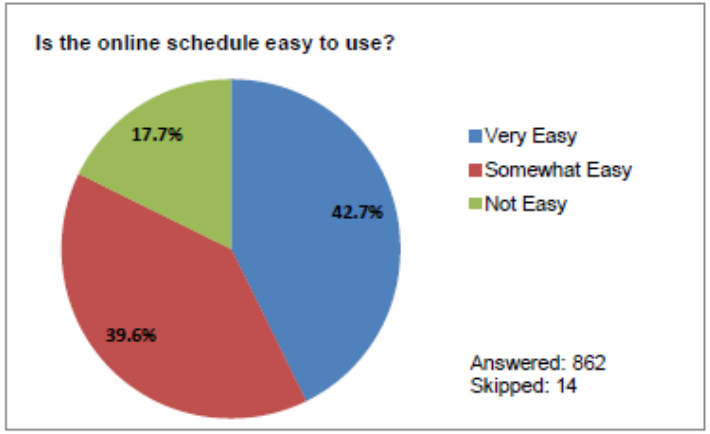
Is the online schedule clear and easy to understand?

Answer	%	#
Very Easy	43.4	374
Somewhat Easy	40.1	345
Not Easy	16.5	142
Answered	861	
Skipped	15	



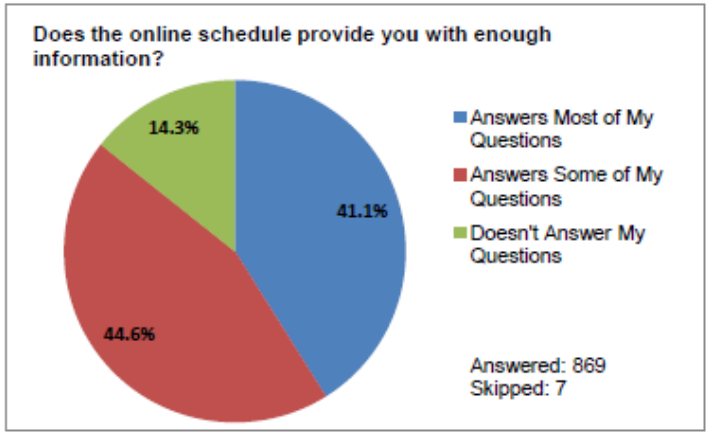
Is the online schedule easy to use?

Answer	%	#
Very Easy	42.7	368
Somewhat Easy	39.6	341
Not Easy	17.7	153
Answered	862	
Skipped	14	



Does the online schedule provide you with enough information?

Answer	%	#
Answers Most of My Questions	41.1	357
Answers Some of My Questions	44.6	388
Doesn't Answer My Questions	14.3	124
Answered	869	
Skipped	7	



Comparison:

Is the online CATALOG clear and easy to understand?

Answer	%	#
Very Easy	**37.7**	328
Somewhat Easy	**44**	383
Not Easy	**18.3**	159

Is the online SCHEDULE clear and easy to understand?

Answer	%	#
Very Easy	**43.4**	374
Somewhat Easy	**40.1**	345
Not Easy	**16.5**	142

Is the online CATALOG easy to use?

Answer	%	#
Very Easy	**36.5**	317
Somewhat Easy	**44**	382
Not Easy	**19.5**	169

Is the online SCHEDULE easy to use?

Answer	%	#
Very Easy	**42.7**	368
Somewhat Easy	**39.6**	341
Not Easy	**17.7**	153

Does the online CATALOG provide you with enough information?

Answer	%	#
Answers Most of my Questions	**41.6**	358
Answers Some of my Questions	**45.6**	393
Doesn't Answer my Questions	**12.8**	110

Does the online SCHEDULE provide you with enough information?

Answer	%	#
Answers Most of My Questions	**41.1**	357
Answers Some of My Questions	**44.6**	388
Doesn't Answer My Questions	**14.3**	124

Summary of Comments:

Question One

Is the online catalog clear and easy to understand?

No. Comments	Catagories	%
27	Prefer Hard-Copy Book	**3.1%**
15	Website Navigation Needs Work	**1.7%**
14	Not Easy to Use/Understand	**1.6%**
10	Prefer Book Format	**1.1%**
10	Other	**1.1%**
8	Like/Love It - Positive Feedback	**0.9%**
4	Insufficient Marketing	**0.5%**

* % Based on number of responses to question one: 870

Question Two

Is the online catalog easy to use?

c.
d.
D

No. Comments	Catagories	%
18	Not Easy to Use/Understand	**2.0%**
16	Prefer Hard-Copy Book	**1.8%**
15	Website Navigation Needs Work	**1.7%**
9	Other	**1.0%**
4	Too Slow	**0.4%**
3	Like/Love It - Positive Feedback	**0.3%**
1	Insufficient Marketing	**0.1%**

* % Based on number of responses to question two: 868

Question Three

Does the online catalog provide you with enough information?

No. Comments	Catagories	%
12	Not Easy to Use/Understand	**1.3%**
8	Other	**0.9%**
4	Prefer Hard-Copy Book	**0.4%**
3	Website Navigation Needs Work	**0.3%**
3	Like/Love It - Positive Feedback	**0.3%**

* % Based on number of responses to question three: 861

Question Four

Is the online schedule clear and easy to understand?

No. Comments	Catagories	%
16	Not Easy to Use/Understand	**1.9%**
8	Other	**0.9%**
5	Website Navigation Needs Work	**0.6%**
4	Prefer Hard-Copy Book	**0.5%**
3	Like/Love It - Positive Feedback	**0.3%**
1	Except Waitlisting	**0.1%**

* % Based on number of responses to question four: 861

Question Five

Is the online schedule easy to use?

No. Comments	Catagories	%
13	Not Easy to Use/Understand	**1.5%**
11	Prefer Hard-Copy Book	**1.3%**
6	Other	**0.7%**
2	Website Navigation Needs Work	**0.2%**
4	Like/Love It - Positive Feedback	**0.5%**
3	Too Slow	**0.3%**
2	Prefer Book Format	**0.2%**

* % Based on number of responses to question five: 862

Question Six

Does the online schedule provide you with enough information?

No. Comments	Catagories	%
11	Not Easy to Use/Understand	**1.3%**
9	Like/Love It - Positive Feedback	**1.0%**
8	Other	**0.9%**
7	Prefer Hard-Copy Book	**0.8%**
1	Website Navigation Needs Work	**0.1%**

* % Based on number of responses to question six: 869

c. How will your program use this information to improve student learning or services?

The results of the survey indicate a preference for the hard-copy book format for both the catalog and schedule. In order to accommodate all students, the catalog and schedule will be made available in both online format as well as a downloadable PDF file.

d. What is your Timeline for Program Modifications or Response to Data?

The goal is to have both formats of the schedule available on the IVC website for students effective with the spring 2012 semester.

The catalog will be available to students in the current format and as a PDF file effective with the 2012-2013 catalog, which will be available on the IVC website by July 31, 2012. In addition, printed copies of the catalog will be available for purchase in the bookstore.

2. **Second Method of Assessment**: ***N/A***
   a. How did you assess Outcome # 3?
   b. Provide a summary of results:
   c. How will your program use this information to improve student learning or services?
   d. What is your Timeline for Program Modifications or Response to Data?

3. **Third Method of Assessment**: ***N/A***
   a. How did you assess Outcome # 3?
   b. Provide a summary of results:
   c. How will your program use this information to improve student learning or services?
   d. What is your Timeline for Program Modifications or Response to Data?

Once Section II is completed, please send e-copy & mail hard copy to SLO Coordinator. Thank you very much for taking part in outcomes and assessments.