

# RUSTLER'S RESEARCH

GWC OFFICE OF RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

FALL 2014

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**Welcome** to the start of a new academic year, and to the first issue of Rustler's Research. With this quarterly newsletter, we hope to keep the campus informed about projects we are working on, provide interesting data about our students and community, and highlight efforts on campus to improve institutional effectiveness and support student success. We hope that reading this newsletter will spark curiosity about how your area may be able to utilize data more effectively and how we can help!

As many of you are aware, ORPIE has gone through some significant changes in the past year, including the hiring of a new director (Kay Nguyen) and senior research analyst (Elizabeth Rush). Now that we have settled in, one of our first goals for this year is to improve our communication and service to the Campus. In service of that goal, you will read in this newsletter about improvements to the research website, including implementation of our new Research Request Form, which will become your primary means of communicating data requests to ORPIE. Also in this issue, we will give an update on the College's accreditation status, Student Learning Outcomes efforts at Golden West College, and a summary of the 2012-2013 Student Success Scorecard published by the state Chancellor's Office.

Cheers,

Office of Research, Planning, and Institutional Effectiveness

***"[The mission of ORPIE] is to support student learning by providing services that help campus leaders to make more informed decisions. ..."***



## In This Issue

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# Accreditation Status

The Accrediting Commission for Community and Junior Colleges (ACCJC) announced its decision in July 2014 to sustain a Warning sanction to Golden West College in response to the College's Follow-Up Report with ACCJC representative visit. Warning is the least severe of the four sanctions that ACCJC can issue when an institution has not met or in Golden West College case, partially met standards.

According to the report, although the College has addressed and made significant progress in all areas of improvements by developing plans and processes to address the Commission's concerns, these plans and processes were not fully approved and implemented at the time of the accreditation visit.

Since the visit from the Commission representative, the College has finalized and approved all plans and documents relating to concerns addressed by the Commission recommendations. The College takes the recommendations and the Warning status seriously and will continue to stay on course with our strategy to address the recommendations. We are confident that we will get our Warning status removed in Spring 2015.

While on Warning, Golden West College remains fully accredited and continues to provide strong academic programs and resources that prepare students for future careers and transfer to four-year colleges and universities. The Warning status has no impact on students earning credits toward degrees, certificates, or transfers, and Financial Aid continues to be available for eligible students. Based on the visiting team report, the College's status on each recommendation is as follows:

**Recommendation 2. Goals and Key Performance Indicators:** The College has clearly made significant progress in responding to this recommendation and is in the process of addressing the recommendation.

## **Recommendation 3. Student Learning Outcomes**

The College has made significant progress on addressing this recommendation and is in the process of addressing the recommendation.

**Recommendation 4. Syllabi Posting.** The College has fully addressed the recommendation, corrected the deficiencies, and the Accreditation Standard is met.

**Recommendation 5: College Catalog:** The 2014-2015 Catalog has been published and the College now meets the standard.

**Recommendation 6: Planning.** With the approval of the Enrollment Management Plan, the Long-Range Financial Plan, and the revised Planning and Decision-Making Guide at the end of Spring 2014, the College has addressed this recommendation and expects to have the recommendation removed in Spring 2015. The next step is to follow through with our plan and perform an annual assessment to evaluate our fidelity to the Enrollment Management and Long-Range Financial Plans.



# ORPIE Website Updates

*New and improved website coming October 2014!*



**A**long with the many changes in the structure and staffing of the Office of Research, Planning, and Institutional Effectiveness (ORPIE), our website is also undergoing a major overhaul. Users will benefit from an improved

layout and more easily navigable sub-pages, and we are also introducing some new features that will help the campus community to more easily access data and services from ORPIE.

One of these new features is a research request form, which will be required for all research requests starting in fall 2014. The research request form is already available on our home page. The benefits of the research request form are two-fold: First, the request form will reduce confusion and need for clarification by providing a structure that will help the requestor to specify the exact nature of the request as well as the types of metrics needed and ideal time frame. Second, the request form will help ORPIE to track, assign, and prioritize requests across research staff, resulting in more efficient and timely request fulfillment.

The second exciting feature soon to be added to the website is the GWC Fact Book. The Fact Book will provide current and historical data on many indicators of interest to the campus community, including student and employee demographics, enrollment, success and retention, basic skills progress, and more! Check for these and other updates to our website at <http://goldenwestcollege.edu/wpmu/oir/>.



**T**he California Colleges Board of Governors has established a performance measurement system to track student success at 112 California community colleges. The Student Success Scorecard is available on the web in an easy to access format. The scorecard data is reported by college, gender, age, and ethnicity and is designed to help support the BOGs' commitment to increase student transfer rates to four-year colleges and universities and the number of degree and certificates attained. Students, parents, and the public can use data available to determine how well colleges are doing in meeting student needs.

## STAY INFORMED!

**Golden West College data:**

<https://www.youtube.com/watch?v=wWldPGxGkuE>

**Student Success Scorecard**

<http://scorecard.cccco.edu/scorecard.aspx>

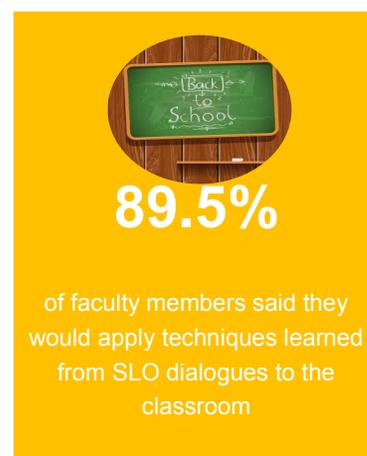
### Student Information (2012-13)

Students		15,798	
GENDER		RACE/ETHNICITY	
Female	53.0%	African American	1.9%
Male	46.4%	American Indian/Alaska Native	0.3%
Unknown Gender	0.6%	Asian	27.5%
AGE		Filipino	1.9%
Under 20 years old	28.3%	Hispanic	27.6%
20 to 24 years old	40.1%	Pacific Islander	0.5%
25 to 39 years old	23.6%	White	32.5%
40 or more years old	8.1%	Two or More Races	4.0%
Unknown Age	0.0%	Unknown Ethnicity	3.8%

Golden West College Scorecard for 2012-2013 <http://scorecard.cccco.edu/>

## Student Learning Dialogue Survey

A total of 129 faculty members participated in the Student Learning Dialogue survey at the end of Spring 2014. The results from this survey were compared to results from the same survey conducted at the end of Fall 2013. The purpose of the survey is to obtain feedback from faculty on their experiences with SLOs. Ninety-one point five percent (91.5%) of faculty members indicated that they participated in SLO discussions at least once or twice over the semester, an increase of 10% from Fall 2013. One-on-one and small group discussions with colleagues of the same discipline were again considered the most useful form mode in discussing SLOs. Faculty members still believed that they did not benefit much from campus committee meetings. Faculty reported that SLO dialogues were the most valuable for sharing of teaching ideas, colleague's feedback, creating consistency among courses within the same department, and acquiring general understanding of SLO assessment. Eighty-nine point five percent (89.5%) said that they would apply newly learned SLO techniques to their own classroom. New techniques may include aligning SLOs to the syllabus or lab manual, creating standardized SLOs across departments, and revising teaching methods away from traditional in-class lectures to incorporate more student feedback. This survey has helped us understand the strengths and weaknesses of SLO assessments and where we can improve in the future.



## Student Learning Outcome Assessment

A total of 453 courses were assessed for Fall 2013 and 323 courses were assessed in Spring 2014, which accounts for 82% of the courses offered at GWC since Fall 2011. For Fall 2013, the average proficiency rate of all 8 Intentional SLOs (iSLOs) was 82%, and this increased to 87% in Spring 2014. ISLO 5, Quantitative Skills, had the biggest improvement in proficiency, jumping from 77% in Fall 2013 to 92.8% in Spring 2014.

Average Percent of Students Reaching Competency per Institutional SLOs (iSLOs) Assessed								
Term	1	2	3	4	5	6	7	8
Fall 2013	86.9	82.8	80.4	86.8	77.0	87.6	88.5	86.4
Spring 2014	87.3	87.7	87.1	85.5	92.8	85.8	87.8	84.6

1. Specialized Subject Knowledge (Majors), 2. Broad Knowledge, 3. Analytic skills, 4. Information competency skills, 5. Quantitative skills, 6. Oral and written communication skills, 7. Applied Learning, 8. Lifelong Learning