

# RUSTLER'S RESEARCH

GWC OFFICE OF RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

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## Welcome to the Spring semester

Dear GWC colleagues,

We hope you enjoyed our Fall 2014 newsletter where we discussed results from the Accreditation visit, our new and improved website, Student Learning Outcome results, Spring 2014 Student Learning Dialogue Survey, and the Student Success Scorecard.

Since the last accreditation follow-up visit, the College has done a remarkable job in ensuring that we have exceeded the commission's standards. I am so proud of the achievements that we accomplished, including finalizing and implementing the resource allocation process, increasing our commitment and engagement to all levels of assessment from the classroom to our service counters, and connecting planning to the financial viability of our institutions to support student learning and institutional effectiveness.

This newsletter issue will highlight some of the great work that we accomplished relating to student engagement and student learning outcomes. We will also talk about the newly improved resource allocation process, results from All College Meeting, and finally we'll conclude the newsletter with a summary of the accreditation follow-up report.

Warm wishes,

Kay Nguyen  
Administrative Director  
Office of Research, Planning, and Institutional Effectiveness



***“Since the last accreditation follow-up visit, the College has done a remarkable job in ensuring that we have exceeded the commission's standards.”***



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# All College Meeting

**G**olden West College (GWC) had its first All College Meeting on September 12, 2014. The purpose of the meeting was for faculty and staff to plan for the academic year ahead. The morning program focused on updating the College on GWC accreditation status, campus safety, new student services and facilities, and strategies for student success. The afternoon was dedicated for departments to discuss student equity, educational planning, student learning outcomes planning, and/or strategic planning for the year. A survey was sent out to all college employees to collect feedback on the All College Meeting event, and this is what we learned:

TOP 3 VALUABLE ASPECTS OF MEETING:	TOP 5 SUGGESTED TOPICS FOR FUTURE MEETINGS:	
1. CAMPUS SAFETY/FACILITIES UPDATE	1. STUDENT SUCCESS	4. UPDATES ON COLLEGE BUDGET
2. INTERACTIONS WITH GWC COLLEAGUES	2. PROFESSIONAL DEVELOPMENT	5. DEVELOPING AND SUSTAINING POSITIVE WORK ENVIRONMENT
3. STUDENT SUCCESS PRESENTATION	3. COLLEGE LONG-TERM PLANS AND GOALS	

**Overall, the All College Meeting was rated positively by GWC employees.** In our continued effort to improve student learning at GWC, feedback from the survey will be used in planning discussion topics and activities for the next All College

## Student Learning Dialogue Survey

**A**t the end of the Fall 2014 semester, a Student Learning Dialogue survey was conducted to acquire feedback from faculty on their experiences with student learning. A total of 96 faculty responded to the survey, with an even distribution of full-time and part-time faculty. The results from the survey were compared to Fall 2013 and Spring 2014 surveys.

Across all three semesters, one-on-one conversations with colleagues of the same discipline were rated as most useful in facilitating student learning discussions. An open ended question asked faculty what they thought were most helpful about their SLO discussions with colleagues during the semester. Of the faculty that responded, over half indicated that conversations relating to teaching techniques and teaching experiences were most helpful. Other SLO related discussions also focused on motivating and engaging students in learning activities or dealing with behavioral issues in the classroom. About one-fourth of faculty said that discussions relating to the assessment process, how to quantify assessment data, and how to improve SLO assessments were helpful. Roughly 84% of faculty applied or somewhat applied what they learned from SLO discussions to improve student learning in their classroom.

When asked what changes faculty will make to improve student learning in the classroom, responses from Fall 2013 and Spring 2014 included the desire for uniformity in SLO assessments within departments and across same courses. Faculty said they would like to work with department chairs and colleagues to standardize the process. When prompted with the same question in Fall 2014, responses differed from past semesters. Instead, the top responses were: (1) they will change or improve their teaching methods to include more engaging activities and lectures, (2) they will encourage different learning modalities to increase student understanding, motivation and participation, and (3) they will make changes relating to actual student learning outcomes.

Results from all Student Learning Dialogue surveys show a positive trend of GWC faculty participating in SLO discussions with their colleagues and making pedagogical changes to improve to student learning.

**GWC Faculty's Point of View**

**MOST HELPFUL DISCUSSIONS:**  
discussions about teaching techniques and teaching experiences

**84%** Applied, to some degree, what they learned from discussions with colleagues in their own classroom

**TOP 3 CHANGES TO IMPROVE STUDENT LEARNING:**

- 1 change or improve teaching methods to include more engaging activities and lectures
- 2 Include different learning modalities
- 3 General changes: assessment process, quantifying data, improving assessment methods

**If you are interested in the full Student Dialogue Survey report, please click [HERE](#).**

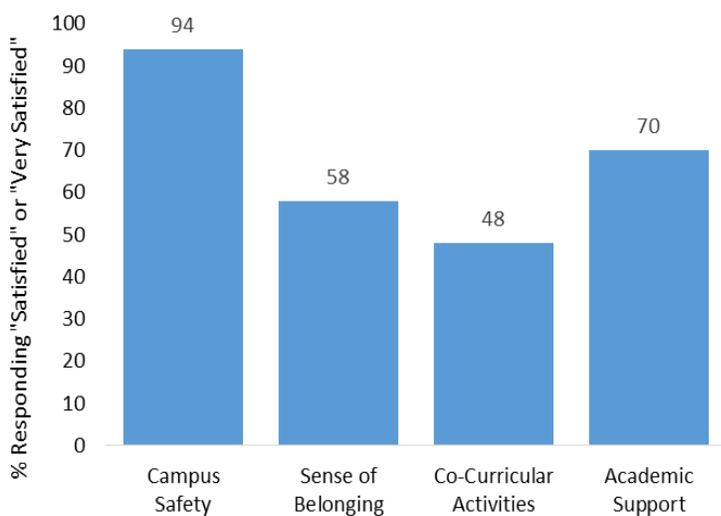
# Community College Survey of Student Engagement

**G**olden West College (GWC) administered the Community College Survey of Student Engagement (CCSSE) for the second time in Spring 2014. This survey provides campuses with key indicators of student engagement. GWC added 15 custom survey items to this administration of the CCSSE to address issues particularly important to the campus at this time. Results revealed several positive trends. **Students indicated a very high level of satisfaction with campus safety**, with 94% indicating that they were “satisfied” or “very satisfied.”

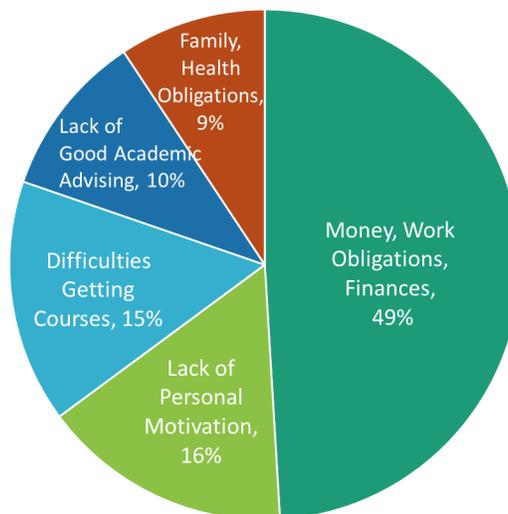


Additionally, **70% of students indicated satisfaction with academic support services on campus**. Finally, the vast majority of students indicated that faculty members did a good job of explaining SLOs and assessment and giving motivational support. These results represent an enormous accomplishment for GWC faculty, administrators, and staff, who all work tirelessly to provide a supportive campus environment for our students. The survey also revealed some areas for improvement. **Over 40% of students indicated low sense of belonging on campus** and there was evidence of low levels of engagement with co-curricular activities and certain academic support options. For example, students reported low rates of office hour visitation and only 22% and 15% of students reported seeking out help from a professor or counselor, respectively, when struggling with their overall academic progress. Additionally, nearly 50% of students reported that **money, work, and family obligations were the most significant barrier** to their academic progress.

**STUDENT'S SATISFACTION WITH THE CAMPUS**



**OBSTACLES TO ACADEMIC PROGRESS**



Last December, GWC President, Wes Bryan, VP of Instruction and Student Learning, Omid Pourzanjani, and ORPIE\* hosted a Campus Conversations event to present the results of the CCSSE custom items survey and solicit feedback from constituents across the campus regarding strategies for addressing the more concerning portions of the results. Faculty, staff, and administrators provided much useful insight. Attendees expressed concern about the findings regarding students' sense of belonging on campus and suggested measures that could be taken in order to help students feel connected to the campus. These included sending positive affirmation letters to students demonstrating achievement outcomes, utilizing social networks to engage students, and conducting follow-up surveys and/or focus groups with students to determine reasons for low participation in campus activities. Attendees also discussed ideas for encouraging students to reach out to their professors for help. Suggestions included training for faculty on how to better engage students and increasing incentives for students to utilize office hours. The meeting was a great success in bringing together diverse voices from the campus community and shed light on several important areas to target before our next administration of the CCSSE.

If you are interested in the full CCSSE report, please click [HERE](#).

\*ORPIE: Office of Research, Planning, and Institutional Effectiveness

# Resource Allocation Process

**H**ave you ever had an awesome idea on how to improve your areas, whether it is in the classroom or at the service counter, but did not have the budget or know how to implement the idea? This last fall, the College has finalized and implemented the resource allocation process. While the resource allocation process has been around at GWC, this process has been improved to ensure that our decision making is transparent and consistent. The process allows (1) individual departments with identified needs based on program review and outcomes assessment to (2) request for resources that will enable them to improve their programs and services and assist the College in meeting its goals. (3) These requests will then be rated by college committees and planning groups to determine funding priorities. In November, departments were solicited to submit requests for funding on items such as equipment, facilities improvement, or professional development. Individual requests were submitted to our office (Office of Research, Planning, and Institutional Effectiveness) before the break for review and processing. This spring, these requests will be rated and prioritized through different planning groups, planning and budget committee, and the president office. What that means, is by the end of this semester, many departments will receive the funding needed to make their programs even better. If you missed out for this round, don't fret, as this is an annual process. So the next time you have a great idea on how you can improve your classroom or area of service, submit a resource request form! It is as easy as 1 2 3.



For more information about the resource allocation process, please click [HERE](#).

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## Accreditation Update

**W**e are in the final stage of completing the March 2015 Follow-Up Report to the Accrediting Commission for Community and Junior Colleges (ACCJC). The final report along with evidence demonstrating our commitment to institutional effectiveness and student success will be up and running toward the end of this month. For a sneak peek of the Follow-Up Report, please click [HERE](#) to access it through our SharePoint portal.

For many of us who do not have the luxury of time to read the full report during the first week of Spring semester, below are some key points:

- The College still needs to address 4 recommendations pertaining to institutional effectiveness, student learning outcomes, college catalog, and planning.
- With the final approval of the planning and decision making guide, the enrollment management plan, and the long range financial plan, the College has fully addressed recommendations 2, 3, and 6 on institutional effectiveness, student learning outcomes, and planning.
- With the publication of the 2014-15 catalog, the College has fully addressed recommendation 5 on college catalog.

Through the contribution and hard work of many College members (staff, faculty, and managers), the College is in a much better place, and we should be off of warning after this next visit in April.

On behalf of the Research, Planning, and Institutional Office, I wish you a happy spring semester and thank you for reading our newsletter.

Best,  
Office of Research, Planning and Institutional Effectiveness Team  
(Kay Nguyen, Elizabeth Rush, and Uyen Tran)

**SUCCESS**  
It won't happen  
without **U**

### RESEARCH REQUEST

If you would like to request a research project, please fill out a research request form available [HERE](#).

Our office will send a confirmation within 24 hours of submission, and a staff may contact you with any follow-up questions.