MENDOCINO COLLEGE - SERVICE AREA OUTCOMES

Service Area	SA Outcome	When Assessed	How Assessed	Assessment Result
Admissions & Records	#1 - Increase the use of online services		CCC Apply online application service	CCC Apply is a viable and effective process for applying to the college with an 86% user satisfaction rating and 96% of the responders willing to recommend it to other students.
	#2 - Student awareness and compliance with state and federal regulations including read and following directions and completion of a standardized form.	4/1/11 - 3/31/12	At the conclusion of in person services, students may complete a standardized questionnaire developed with the guidance of the Institutional Researcher. The questionnaire asks students about the time it took to register, and the rate of overall service received.	Time to register: Under 5 minutes, 67; 6-10 minutes, 20; 11-15 minutes, 10; 16-20 minutes, 1; over 20 minutes, 1. Overall service: 10-Excellent, 76; 9-7 respondees; 8-13 respondees; 7, 6, and 5 - no respondees; 5-okay, 1 respondee; 4 and 3 - 1 respondee; 1 - no respondees
Articulation	#1 - Ensure that courses are articulated with the UC and CSU systems in a timely manner	June 30, 2013	Compare last year to this year C-110 listings and assist articulation	
CAMP Program	#1 - At least 86% of the CAMP cohort will complete their first academic year with at least 24 units completed	Every June at the end of the fiscal year	Number of units completed per student	2009/2010 - 75%; 2010/2011 - 93%; 2011/2012 - 89%
	#2 - At least 85% of CAMP first year completers will enroll for their second year	Every November before final census prior to CAMP federal reporting	Number of student who enroll for their second year	2009/2010 - 100%; 2010/2011 - 100%; 2011/2013 - 98%
Child Development Center	#1 - By giving enrollment priority to student-parents for class instruction, the number of students served will increase despite funding cutbacks	2 weeks after census date to allow for class drops	Count number of student-parents enrolled each semester	Spring 2012 - 24 students enrolled (down from 31 in Fa11); Fall 2012 - 29 students enrolled (up from 24 in Sp12); Spring 2013 - 34 students enrolled as of week two, highest number in three years
	#2 - By utilizing high quality, subsidized child care services provided by the Child Development Center, student-parents have the opportunity to successfully complete their educational goals	7/31/12 for Sp12; 1/31/13 for Fa12	Determine student-parent GPAs	Spring 2012 - 24 students earned GPA of 3.0 with an 87.5% completion rate

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Community Extension	Better publicize ComEx courses			
Counseling	#1 - Students will be able to identify and develop personal, career and educational goals	Spring 2009	Number of completed Ed Plans	Increase of over 5% in the number of students with Ed Plans
	#2 - Students with an undeclared major will be able to select a college major by the end of three full-time semesters	End of Spring 2014 semester	Number of changes of academic program no major listed to a major listed from WebAdvisor data	
	#3 - Students will be able to locate Associate Degree requirements in the college catalog	Spring 2009	Attendance at an on-campus orientation were given a quiz which asked them to identify the page number for this information	All students correctly identified the page number
Disability Resource Center	It is the goal of the DRC staff to successfully support students' transition from a passive uninvolved recipient of accommodations and services to a strong advocate for their needs. Student should be able to design their own need plan, arrange for implementation, and use strategies to advocate and communicate in academic and social environments.		A rubric is used during counseling meetings and identifies levels of independence and self-advocacy. This is a form of summative reporting as it is meant to demonstrate a student's overall abilities regarding self-advocacy.	Results were unclear as we have students that start with us that will not continue meeting with the DRC for a variety of reasons. Examples may include; academic probation, illness, financial hardship, no show for appointments, students choosing to forgo academic accommodations, etc. However, approximately 10% of student that do continue with us become strong self-advocates. The biggest influence is retention of students. Those that are retained and actively engaged in designing a realistic schedule and an accommodation plan to facilitate access to curriculum demonstrate a high level of self-advocacy. A challenge that is seen is that the SLO portion of the counseling meeting is often left blank as the time for meeting was spent on problem-solving rather than evaluating a student's level of independence/advocacy. This is an area that the department is willing to revisit and determine if there is a better way to collect data. A revision of the rubric to clearly identify advancement by students may allow them to demonstrate their increasing independence.

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Duplicating/Mailroom				
Financial Aid				
Fiscal Services				
Foundation Office	Demonstrate the impact on students who receive scholarships and ESL book awards. on their success and retention rates	June 2013 after grades are posted for Spring 2013 semester	Review, compare and contrast a cohort of student GPAs	Draw conclusion between success rate of students receiving financial incentive and those not receiving financial incentive
Heath Awareness & Student Activities	#1 - Health/Nutritional speakers #2 - Drunk/Text Driving Simulator #3 - Tuesday Night Health Awareness Films #4 - Dodge ball games #5 - Memory seminar #6 - Coaches vs. Cancer Night	After each activity	Student participation and involvement	20-50 people attended each event, the Memory seminar was a favorite
Human Resources	Through student employee payroll process, students will learn to accurately complete payroll forms		Track students with forms returned due to errors	
Information Technology	#1 - Train and support faculty in Smart classroom technology #2 - Up-to-date technology in computer labs and classrooms to support curriculum	After Program Review cycled (Dec.-Feb.)	Conduct focus groups and survey faculty for feedback on what did and didn't work Review of technology section in program reviews; feedback from technology groups; review of hardware inventory	Planning & Budgeting Committee fund annual Technology Plan for upcoming academic year
Institutional Research	In support of student success, provide faculty and staff with research to assist them in planning and budgeting of resources	7/1/13 for the 2012/2013 academic year	Track reports of data, type up data, follow-up	Assess how well we are meeting the needs of our students through growth/decline/use
Instruction Office				
Lake Center				

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Learning Center	#1 - Students enrolled in a math and/or English class at MC will be aware of the availability of tutoring at the Learning Center			
	#2 - Students will demonstrate knowledge of the availability and applicability of assessment testing			
	#3 - Students will develop the habit of utilizing the Learning Center as a location for independent and group study			
Library	#1 - Students will be able to recognize the MC library's services and resources that include the following: online catalog, computers, research databases, eBooks, circulating library material collections, reserve books, as well as off-campus services that are available to support new or existing courses, both on and off campus		Students use research/study tools effectively in the library as measured by reference librarian observation through statistics from the library's online catalog, through student surveys, statistics on computer use, and statistics on research database/eBook usage	
	#2 - Student will be able to demonstrate the ability to successfully use library services and resources after attending class orientations, workshops, and individual instruction to satisfy their information needs		Reference librarian observations, workshop evaluations, and a student survey	
	#3 - Student will be able to successfully provide citations for works used in research, writing or projects after attending library orientations, workshops, or one-on-one instruction		Survey of faculty who required library orientations for their classes, and student surveys	
Native American Outreach	#1 - Students learn requirements to complete a certificate and/or associates degree, and/or to transfer to a four-year school	Assess by Fall 2013	Student surveys and workshop evaluations	
	#2 - Native American Motivational Day - Increase attendance by 5%	Spring 2013	Student surveys and workshop evaluations	

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Student Life	#1 - By participating in Student Government, students will be able to facilitate a group meeting using parliamentary procedure	Fall 2012	Meeting minutes from ASMC 8/28/12 to approve purchase of text message software	
	#2 - By enrolling in our voluntary text message program, student will have the ability to receive important reminders about campus events and activities		Number of participants enrollment in voluntary text message program	Text message program was implemented on a voluntary basis and enrollment has climbed to 175 participants as of 1/23/13
Veteran Educational Services	#1 - To provide a VA educational benefits application process online for veterans and their eligible dependents		During initial meeting, veterans and dependents are asked to provide a copy of the certificate of eligibility issued by the VA. This can only be received upon completing an application for benefits with the VA and is currently completed online through the VA VONAPP service. Students who have not applied are assisted during the appointment with the application process or are provided directions to complete the process at home.	All students used the VA VONAPP online application to apply for benefits
	#2 - Provide an evaluation process for veterans, and their eligible dependents receiving veteran educational benefits, that ensures all previously earned credit at institutions of higher learning is evaluated for applicability to benefits for their current VA approved program and included in the VA mandated educational plan prior to the VA deadline of the third semester of attendance at MC.		The evaluation process is timely and accurate. The intake interview gathers all needed information to carry this outcome to a satisfactory conclusion	100% completion
Willits Center				