

Student Service	Point Person	Student Learning Outcomes	Assessment Method	2021-2022 Analysis: Analyze your data including looking at results by gender, ethnicity, and modality. What did you learn from the data, and what actions will you take to close gaps and improve student learning? Did prior actions improve student learning?	2022-2023	2023-2024	2024-2025	2025-2026
Academic Counseling	Jodi Dickey	1. identify which English and math courses on their education plan/program map must be completed in the first year. 2. identify courses needed to achieve their goal for at least the following semester. 3. (students on academic probation) identify two success strategies that will help them achieve satisfactory academic progress.	Survey	In reviewing the registration rocks survey data, about 65% of students met the SLO related to thier program template and 76% met the SLO related to registering for classes. SLO data for English and Math was not measured in this survey explicitly but will be added for the future survey. To improve the rates on these SLOs, the counseling department plans to launch mapper and templates in degree works. Based on these new two tools, we expect a higher percent of students to understand their program template and what courses they need to register for. Data was not reviewed by modality since it was all online. If offered on ground in the future, data will be reviewed by modality. In reviewing the data by gender, Males were more likely to meet the SLOs. We're not sure why but will review if this gap persists after implementing mapper and degree work templates. Hispanic students were more satisfied than white students. 74% of students met the probation SLO.	Planned	Planned	Planned	Planned
ACCESS	Silva Arzunyan	1. increase knowledge to promote greater independence and self-advocacy.	Survey	In reviewing the survey data, 77% of students met the SLO (having more confidence in being able to be successful in college after joining ACCESS). To increase this rate, we plan to increase the number student success strategy workshops offered. Data was reviewed by minority status, and there were no significant gaps between minority and non-minority students (79% vs 76%). Data was not available by modality, but a survey question on modality will be added next year. That said, due to COVID the majority of students recieved services online so the data would be moot.	Planned	Planned	Planned	Planned
Admissions & Records	Dave Anter	1. receive accurate and timely information regarding their academic records. 2. access to enrollment opportunity by meeting the Admissions policy requirements of VCCCD, receiving acceptance emails with CA Residency status and next steps to address it if applicable; 3. enjoy a smooth onboarding experience with support from Admissions & Records in the office, on the phone, or via email.	Survey	72% of students met the SLO related to residency reclassification. To increase this rate, the form itself cannot be modified so instead A&R will focus on customer service to assure that students understand the next steps for reclassification. Data was also reviewed by gender, ethnicity, and modality. However, the survey sample sizes were too small for there to be any statistically significant differences.	Planned	Planned	Planned	Planned
Athletics	Matt Crater	1. complete the matriculation process as a student athlete. 2. identify and engage with campus resources as applicable to their needs and goals as a Student Athlete.	Survey	In reviewing the survey data, over 90% of students met both SLOs which I am satisfied with. There were no significant differences when data was reviewed by modality, gender, or ethnicity.	Planned	Planned	Planned	Planned
BookStore	Amy Kennedy	1. identify the materials they need for their classes when visiting the bookstore in person or online	Survey	81% of students responded in the survey that they were able to find everything the needed in person, and 85% were able to find what they needed online. The 4% gap by modality was not statistically significant. While we are happy with the results, we believe they could be higher. A larger driver of the results is that only 87% of courses submitted thier required materials information. In years past it was over 90%. We will more aggressively follow up with missing instructors in future semesters. Data for gender and ethnicity was collected, but not provided in a disaggregated manner by the third party vendor that owns the bookstore. We will work with them next year to see if they can provide us with the data	Planned	Planned	Planned	Planned
CalWORKS	Marnie Melendez	1. develop a Student Education Plan. 2. find and utilize effectively available campus and community-based resources. 3. Students placed in CalWORKS work-study program will demonstrate <u>essential workplace skills</u> .	Survey	SLO data was measured by a survey. However, due to the low response rate for this population the data was inconclusive. Data was also available by modality, gender, and ethnicity but as stated the response rates were too low. We will explore ways next year to increase response rates to this survey, as well as review whether some of the <u>questions should be revised</u> .	Planned	Planned	Planned	Planned
Career Transfer Center	Giselle Ramirez	1. Students who attend an application workshop will submit their university application by the designated deadline.	Survey	89% of students attended an application workshop and 100% submitted their university application. Data was reviewed by gender and ethnicity but since 100% of students met the SLO there were no gaps. Since all students were 100% online data was not reviewed by modality. What we notice with the data is that 55% of the students are white and 81% are female indicating that more outreach needs to be done to our DI students in particular our male population during application season. The CTC plans to partner with programs such as EOPS, SYE, Veterans and ACCESS to increase numbers within our DI and male students.	Planned	Planned	Planned	Planned
Child Development Center	Johanna Pimentel	1. The Child Development Center demonstrates quality practices and procedures recognized by the National Association for the Education of Young Children 2.The Child Development Center meets the needs of students using the Center as a learning laboratory	Survey	SLO data was measured by a survey, in the survey 100% of students met the SLO which we are happy with. As a result, there were no gaps by modality, gender, and ethnicity.	Planned	Planned	Planned	Planned

Course Embedded Tutors (CET)	Deb Brackley	Teaching and Learning Center (TLC) 1. apply learning strategies to succeed in college. 2. Assess learning needs and identify individual strengths and learning needs in subject area 3. Improve understanding and competence in the subject area 4. Apply skills from tutoring sessions to other assignments or courses 5. Use strategies gained from tutoring to be a more confident, successful college student	Survey	We reviewed SLO data as measured by Survey. Over 95% of students met the SLOs and we are happy with these results. There were no gaps by modality, ethnicity, or gender.	Planned	Planned	Planned	Planned
Dreamers	Karla Montenegro Gonzalez	1. identify the student success services that are available to them at Moorpark College regardless of immigration legal status 2. describe the next steps they need to take in order to successfully register at MC.	Survey	78% of students met the SLO related to knowing which courses to take. I am satisfied this figure. In terms of the SLO related to identifying services, I am satisfied the the various rates (e.g. 63% of Dreamers are considering EOPS, 100% were considering CHES). Data was reviewed by gender and ethnicity but the sample size was too low for meaningful analysis.	Planned	Planned	Planned	Planned
Dual Enrollment	Sergio Gonzalez	1. understand the registration process 2. register for their dual enrollment classes	Survey	71% of students met the SLO (found the enrollment process straightforward and simple to navigate). When reviewing data by modality, 100% of students who attended the workshops met the SLO compared to email at 69%. Phone and in-person responses were too low to analyze. The data suggests that the workshops should be strongly encouraged for students. We will explore ways to get more students to attend workshops and report on progress next year. We also plan to roll out an improved enrollment process with a new MOU web form. Data reviewed by gender found no differences between male and female, and data reviewed by ethnicity found no differences between the two largest groups (white and hispanic). Response counts were too low for the other ethnic groups.	Planned	Planned	Planned	Planned
Extended Opportunity Programs & Services (EOPS) and Cooperative Agencies Resources for Education (CARE) Program	Marnie Melendez	1. Identify the range of EOPS/CARE services available for underrepresented, economically, and educationally disadvantaged students. 2. Navigate the college's educational resources, and financial aid. 3. Describe their comprehensive student educational plan; identify skills for success and wellness.	Survey	A survey was used to measure these SLOs, and for all SLOs over 80% of students met them. Data was also reviewed by modality, gender, and ethnicity and there were no gaps.	Planned	Planned	Planned	Planned
Financial Aid	Kim Korinke	1. Students who attend an application assistance session will be able to identify financial aid resources for which they may qualify, know the importance of applying early, learn how to complete & submit applications, and meet deadlines.(Problem Solving & Decision Making) 2. Students who complete the online SAP counseling session will demonstrate knowledge and understanding of the Satisfactory Academic Progress "SAP" standards for maintaining financial aid eligibility and apply that knowledge to their academic situation and/or circumstances. (Problem Solving & Decision Making) 3. Students who take out a loan will gain understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan. (Problem Solving & Decision Making and Civic Responsibility)	Survey	1. Pleased that 86% of students understood different grants and process of determining eligibility. To address the 14% of students surveyed that felt a need to better understand different grants suggests a need for more information to be provided to students before they leave the application assistance workshop. Will develop a flyer and post a link to that specific information available on our website during the application assistance sessions. There were no gaps by gender or ethnicity, or modality. 2. 77% met the SLO, which we are ok with. It was all completed online so there is no modality measurement. There are no gaps for ethnicity. Females performed slightly higher than males. We will monitor to see if this continues into next year. 3. 87.5% of surveyed students know the process of completing the loan application and submitting the entrance exam. 100% of surveyed students met the SLOS for understanding the process of obtaining federal loans, determining eligibility for the different federal loans, understand requirements, rights and responsibilities and repayment obligations as well as perceived the presentation as credible & easy to follow. There were no gaps by gender or ethnicity, modality was the same.	Planned	Planned	Planned	Planned
First Year Experience	Claudia Sitlington	1. Demonstrate knowledge of Moorpark College academic and student support services. 2. Demonstrate competence in academic major selection. 3. Demonstrate increased motivation, persistence, and enhanced academic performance leading to their second year of college.	Survey	Over 90% of students met the SLOs as measured by a survey, and we are satisfied with those results. Data were also reviewed reviewed by gender, ethnicity, and modality and there were no gaps because the sample sizes of the groups were too small.	Planned	Planned	Planned	Planned
Guardian Scholars	Yvonne Sandoval	1. identify the academic and student support services and resources our College offers 2. explain the various food and housing insecurity resources 3. summarize how to apply for FAFSA, CADAA or CHAFFE grants, Cal Fresh and other social services. 4. describe the campus and community support services.	Survey	Data was collected via a survey. Given the small size of the population, the response rate was too low to analyze. The population size is only 16 students and analysis may not be possible in the future as well. We will try again next year. Will explore a canvas shell in the future which will hopefully increase response rates for survey communications.	Planned	Planned	Planned	Planned
Honors Program	Nathan Bowen	1. demonstrate exposure to and engagement in extracurricular events. 2. give a presentation before instructor and body of peers. 3. meet with counselors every semester while in the Program to monitor academic progress and goals.	Survey	75% of students met the SLO, as measured by a survey question on whether they felt prepared to transfer to a competitive institution. We are happy with this figure. Data was also reviewed by gender and ethnicity and there were no statistically significant gaps.	Planned	Planned	Planned	Planned

International Student Center	Claudia Wilroy	<ol style="list-style-type: none"> 1. improve their english skills 2. understand their F1 guidelines 3. Form friendships with other students 	Survey	Over 90% of students met two of the SLOs, and I am happy with these results. For the SLO related to forming friendships 77% met the SLO, however as we were remote during COVID I believe that had an impact on this SLO. Once we return on campus post COVID will survey again to see if this figure improves. Data was reviewed by ethnicity, gender, and modality but given the low sample size of this population there were no significant differences	Planned	Planned	Planned	Planned
Library	Danielle Kaprelian	<ol style="list-style-type: none"> 1. have a greater understanding of library services after attending a library instruction session. 2. locate or find resources for your research assignments after attending a library instruction session 	Survey	As measured by survey data, nearly 100% of students met the SLO. Data was also reviewed by gender, ethnicity, and modality and there were no equity gaps.	Planned	Planned	Planned	Planned
Makerspace	Clare Sadnik	<p>Students who use the MakerSpace will be able to:</p> <ol style="list-style-type: none"> 1. Identify the MakerSpace equipment and resources 2. Apply problem solving techniques to both personal and class projects 	Survey	Reviewed survey data, SLO performance was 86% for identifying makerspace equipment and 100% for problem solving. We are happy with those results. There were no gaps by ethnicity and gender, all students attended in person.	Planned	Planned	Planned	Planned
Math Center	Deb Brackley	<p>Teaching and Learning Center (TLC)</p> <ol style="list-style-type: none"> 1. Assess learning needs and identify individual strengths and learning needs in subject area 2. Improve understanding and competence in the subject area 3. Apply skills from tutoring sessions to other assignments or courses 4. Use strategies gained from tutoring to be a more confident, successful college student 	Survey	On survey questions measuring SLOs related to the Math center, 80+% met the SLOs. We are satisfied with these results. This survey did not include questions on gender and ethnicity, it will be added next time. Data was reviewed by modality and there were no significant gaps.	Planned	Planned	Planned	Planned
Outreach	Claudia Wilroy	<ol style="list-style-type: none"> 1. learn about the different campus services and programs by taking a campus tours. 2. understand their academic options and their educational goals. 	Survey	Based on survey data, 100% of students met the SLO! Data was also disaggregated by gender, ethnicity, and modality and there were no differences among those groups since 100% of all students met the SLO.	Planned	Planned	Planned	Planned
Program for Accelerated College Education (PACE)	Jennifer Lawler	<ol style="list-style-type: none"> 1. understand the scope of the PACE program and coordinate with a PACE team member to support their educational success. 2. understand recommended courses to reach their individual educational goals. 3. identify college resources and financial aid to support their educational goals. 	Survey	We reviewed SLO survey data. Based on the survey data, 90%+ of students met all the SLOs and we are happy with those results. Data was also reviewed by gender, ethnicity and modality and there were no statistically significant gaps.	Planned	Planned	Planned	Planned
Raider Central	Johnny Conley	<ol style="list-style-type: none"> 1. identify the services and resources Raider Central offers 2. explain the various food and housing insecurity resources 3. summarize how to apply for Cal Fresh and other social services 4. describe the campus and community support services. 	Survey	Using a survey question about needs being met as a proxy for the SLOs, 100% of students met the SLOs for raider central. We are satisfied with these results. Data were reviewed by ethnicity and gender but there were no differences because 100% of students met the SLO. Data by modality was not needed because all services were provided in person. Questions will be revised for the next survey to more accurately measure the SLOs	Planned	Planned	Planned	Planned
Scholarship Office	Maria Perez-Medeiros	<ol style="list-style-type: none"> 1. identify scholarship opportunities that they qualify for 2. successfully apply for scholarships 3. identify additional campus resources to improve their applications (such as Financial Aid, Writing Center) 	Survey	Questions related to SLOs were reviewed. Most questions received an agreement rate of 80% or higher so I am satisfied with these results. Data was also reviewed by gender, ethnicity, and modality. For gender, there were not enough responses for males to make a determination of gaps. For white vs hispanic students, there were no significant gaps. For modality, most students last year interacted via email because COVID so there were not enough responses from in person for comparison.	Planned	Planned	Planned	Planned
Second Year Experience	Claudia Sitlington	<ol style="list-style-type: none"> 1. demonstrate knowledge of career, transfer, and leadership opportunities and resources. 	Survey	Over 85% of students met the SLOs as measured by a survey, and we are satisfied with those results. Data were also reviewed reviewed by gender, ethnicity, and modality and there were no gaps because the sample sizes of the groups were too small.	Planned	Planned	Planned	Planned
Student Activities Office - Associated Students of Moorpark College (ASMC)	Kristen Robinson	<ol style="list-style-type: none"> 1. Show an improvement in the following skills: Advocacy, Public speaking, Networking , Meeting, project, and/or event management. 2. improve their understanding of the following: (a) Moorpark College's shared governance process; (b) The Brown Act and Parliamentary Procedure/Robert's Rules of Order; (c) Moorpark College's administrative departments and resources. 	Survey	SLO data was reviewed via survey, and for most of the items the rate was 100%. We are happy with these results. SLO data was also reviewed gender and ethnicity but the population size was too low to show any gaps. Data by modality was not reviewed because everyone had the same modality.	Planned	Planned	Planned	Planned
Student Activities Office - MC LEADS (Leadership Education and Development for Students) Program	Kristen Robinson	<ol style="list-style-type: none"> 1. Gain a greater understanding of their own personal identities and how their identities shape their leadership and followership; 2. Learn to explore and actualize their personal values; 3. Develop practical skills and tools such as effective communication, relationship building, conflict resolution, and cultural competency. 	Survey	SLO data was reviewed via survey, and for most of the items the rate was 100%. We are happy with these results. SLO data was also reviewed gender and ethnicity but the population size was too low to show any gaps. Data by modality was not reviewed because everyone had the same modality. We may revise the language for some of the questions next year as they may not recognize certain words like actualize.	Planned	Planned	Planned	Planned
Student Activities Office - Student Club and Organizations	Kristen Robinson	<ol style="list-style-type: none"> 1. Explain the importance of member attendance tracking and generating meeting minutes. 2. Convey how to plan on-campus meetings, events and activities. 3. Articulate protocol for fundraising, requesting, and spending club/org funds. 4. Describe off-campus travel procedures and policies 	Survey	SLO data was reviewed via survey, and for most of the items the rate was above 80%. We are happy with these results. SLO data was also reviewed gender, ethnicity, and modality but the response rate was too low to show any gaps. We will explore mandatory training to see if we can raise the SLO performance to 100%.	Planned	Planned	Planned	Planned

Student Business Office	Lindy Chau	<ol style="list-style-type: none"> 1. access their portal to pay tuition & fees or set up a payment plan. 2. understand and navigate their student/scheduled bill. 3. request a refund and waive optional fees. 	Survey	84% of students met the SLOs (more familiar with account). A review of data by modality found no differences in percent SLO met, and a review by gender and ethnicity was inconclusive due to low sample sizes. Overall, I am satisfied with these results. For the fall 2022 evaluation, I may revise the survey question as currently some students who are already familiar with their account may answer no to the question of whether the interaction improved their knowledge of the account. Need to fine tune question so it captures mastery rather than improvement for the SLO.	Planned	Planned	Planned	Planned
Student Health Center	Allison Barton	<ol style="list-style-type: none"> 1. indicate the physical/mental health services offered through the Student Health Center helped/will help them in reaching their educational goals. 2. indicate a willingness to make changes in their life to improve health and/or academic success based on health/wellness promotion activity. 	Survey	Over 80% of students met each of the SLOs as measured by a survey and we are happy with this result. We also reviewed the data by modality, gender and ethnicity and there were no gaps.	Planned	Planned	Planned	Planned
Veterans Resource Center	Johnny Conley	<ol style="list-style-type: none"> 1. identify the services and resources the VRC offers 2. explain the College's registration process. 3. describe the GI Bill requirements. 4. summarize the academic counseling information about educational plans, completion, and transfer. 	Survey	100% of students met the SLO as measured by a survey. There were no gaps by gender or ethnicity because 100% of students met the SLO. Modality was not captured since 95% of students received services online, however modality will be captured in next year's survey.	Planned	Planned	Planned	Planned
Writing Center	Beth Gillis-Smith, Tracey Tennenhouse	<p>Teaching and Learning Center (TLC)</p> <ol style="list-style-type: none"> 1. Assess learning needs and identify individual strengths and learning needs in subject area 2. Improve understanding and competence in the subject area 3. Apply skills from tutoring sessions to other assignments or courses 4. Use strategies gained from tutoring to be a more confident, successful college student 	Survey	On survey questions measuring SLOs related to the Writing center, 90+% met the SLOs. We are satisfied with these results. This survey did not include questions on gender and ethnicity, it will be added next time. Data was reviewed by modality and there were no significant gaps.	Planned	Planned	Planned	Planned