

Student Success Department/Program Assessment Report for Student Learning Outcomes

Department or Program: Evening and Weekend
Semester/Year: Spring 2018

Director & Preparer: Stephanie Marshall

All Boxes Expand

<p style="text-align: center;"><u>Close the Loop</u> Please list any changes that you have made since last assessment/survey. (If this is your first assessment of Student Learning Outcomes in Your Program, Leave Blank.)</p>	<p style="text-align: center;">1. <u>Student Learning Outcomes</u> List what students are expected to know or to demonstrate in your program</p>	<p style="text-align: center;">2. <u>Survey Questions Aligned to SLO's</u> If You Are Using a Survey, Questions Must Reflect Student Learning Outcomes</p>	<p style="text-align: center;">3. <u>Survey Pool Size</u></p>	<p style="text-align: center;">4. <u>Results</u> Numbers & Percentage</p>	<p style="text-align: center;">5. <u>Action Plan</u> Based on Survey Results What Actions You Will Take To Improve Student Learning</p>
<p>No changes since last survey</p>	<p>1. Students will articulate a clear understanding of the services that the Evening and Weekend Office provides</p>	<p>a. I take classes in the day b. I take classes in the evening c. I take classes on the weekend d. I am familiar with the following academic and student support services offered in the Evening and Weekend Office: Second Saturdays Advisement/Registration Transfer Planning Workshops Career Development Workshops</p>	<p>64% 71% 36% 37% 49% 3% 12%</p>	<p>The evidence supports that students take classes in the day, evening and/or weekend in varying combinations such as day/evening, evening/weekend, evening or weekend only The evidence supports that students are generally familiar with Second Saturdays and Advisement/Registration and less familiar with transfer planning and career development.</p>	<p>Will provide orientation, workshops and support services to day, evening and weekend students. Will create initiatives for evening and weekend students.</p>

	<p>2. Students should be able to identify and to use Evening and Weekend campus resources for academic and/or transfer opportunities</p>	<p>a. I use the following services in the evening and/or weekend:</p> <p>Academic Success Center 0%</p> <p>Library 78%</p> <p>Cafeteria 11%</p> <p>Writing Center 0%</p> <p>Math Center 11%</p> <p>Learning Commons 0%</p> <p>Academic Computer Labs 0%</p> <p>b. I use the following services on Second Saturdays:</p> <p>Admissions Office 7%</p> <p>Career Development 9%</p> <p>Financial Aid 30%</p> <p>Registrar's Office 22%</p> <p>Student Life</p>		<p>The evidence does not support the widely utilized of the Academic Support Center which is available to students in the evenings and on Saturdays.</p>	<p>Will continue to provide academic support services and transfer opportunities for evening and weekend students.</p> <p>Will maintain Second Saturdays in fall and spring.</p>
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		Transfer Services	9%		
		Technology Service Center	2%		
			22%		
	3. Students will stay informed of their academic responsibilities and progress by using various academic tools available on campus.	a. I understand how to use the following tools to develop an academic plan and select courses every semester: CUNYfirst Degree Works OSSES Blackboard	72% 7% 8% 13%	The evidence supports that students have limited use of Blackboard, Degree Works and OSSES.	Will provide orientation and workshops to increase awareness of Blackboard, Degree Works and OSSES.

Please forward to Loida.Cedeno@bcc.cuny.edu

Questions, comments, assistance: Richard.LaManna@bcc.cuny.edu

Due dates for reports: December 15th for Fall semester; June 15th for Spring semester. Please contact us with any questions, concerns, or change in reporting plans or dates.

Revised: 6/8/2017