

Women's Program

January 2007

Transitions to Success Assessment Plan

This plan will assess the effectiveness of Transitions to Success, the instructional component of the Women's Program.

Four criteria have been identified for assessing program effectiveness:

- student attainment of program learning outcomes
- student retention and success
- student satisfaction
- student persistence term to term and over time

Student Attainment of Program Learning Outcomes

Process:

Transitions faculty across the learning community, the program director and program advisor met spring term 2006 to discuss and agree on common program learning outcomes.

Transitions faculty from the Women's Program plus learning community faculty from Academic Learning Skills, Business, and Language, Literature, and Communication and the Transitions Program advisor designated agreed overall Transitions program learning outcomes and mapped the program course progressions and connections. They planned systems for increased integration of all faculty who teach in the learning community.

Next Steps:

Winter and spring 2007:

Women's Program Transitions faculty are meeting to identify common elements and outcomes across all sections of the required seven credit core Transitions classes.

Agreements will be formed on

- Common course outcomes across sections
- How these course outcomes meet program outcomes
- How course outcomes fit with college general education outcomes.

Fall 2007

Faculty will further review agreed course outcomes to ensure outcomes that are clear and measurable.

Winter 2008

Select outcomes to measure and design assessment of these outcomes.

Spring 2008

Implement assessment of agreed outcomes

Note: this process will take time since program has only one full time faculty, other faculty are part time.

Transitions to Success Intended Program Learning Outcomes
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June 2006

Program Description

The Transitions to Success Program empowers women in transition to become economically self sufficient and improve their lives through access to education.

Intended Learning Outcomes

What do students need to do in their future education/life roles that we are responsible for in the Transitions to Success program?

- Develop a proactive approach to body awareness, health and well-being.
- Demonstrate open- mindedness, appreciation of difference and the capacity to build community.
- Enhance and apply career development skills to achieve economic self sufficiency.
- Utilize learning strategies for problem solving, critical thinking and communication.
- Negotiate new situations with confidence and self efficacy.
- Find and activate own voice to create personal power.
- Increase self knowledge, reflect on values and identify the components of a thriving life.

Student Retention and Success

Research indicates that structuring students' first year learning experiences as a set of integrated classes increases retention and academic performance. The Transitions program follows this model and connects those classes with services and a student home base in the Women's Center. Transitions students should show high course completion and success rates in their first term. Student completion and success data from the office of Institutional Research and Planning are analyzed each term and compared to retention and success rates for other programs and classes.

- 2005 -2006 Class retention/completion rate and success rate for all Transitions' offerings from IRAP data was very high, 91.72% completion rate and 90.02% success rate.

This is used as an ongoing measure of effectiveness. Completion and success rates are posted on the Women's program shared drive each term..

Student Satisfaction

- Student evaluations of the Transitions to Success program are done each term in addition to the online course evaluations. This includes questions on whether students have met self-identified goals such as completing a career plan. Students are highly satisfied with the program. Sample data from fall 2005 indicates that 100% of students report they achieved or made progress on personal/career goals, and an average of 95% plan to continue education at Lane. The majority of students indicate they would not have enrolled at Lane without the Transitions program.
- CCSSE satisfaction data have been collected for students in the Transitions Program summer 2006. This will be repeated fall 2007 and the results compared to the results for the general student population.

Student Persistence

An identified Transitions program outcome is to provide students the knowledge and skills to succeed in their educational and career goals. One measure of this is persistence and achievement in academic programs. Transitions' students have been assigned a code in the college data system. The intent is for Institutional Research and Planning (IRAP) to be able to provide persistence data from term to term and fall to fall and distribute this data to the department. Comparisons can be made between the fall to fall Transitions students' persistence rate with that of the general population of first term/first time students. Average GPA for fall 2005 Transitions students one year after entry can also be

calculated. At present this data is not available because of systems and staffing limitations.

Additional Women's Program Assessment

Student learning takes place in many ways through Women's Program services.

Assessment of services is continuous.

Women Starting College workshops – group entry services were provided to 405 students through Women Starting College workshops in 2005 -2006. These are orientation/advising workshops for entering students that are focused for women's needs. These workshops were also offered in Spanish. The workshops are evaluated on a 5 point scale. Pre and post tests of participants indicate:

- 72% improvement in confidence
- 81% improvement in knowing where to get help
- 71% improvement in answering questions about financial aid correctly
- 85% improvement in knowledge about study/homework required per credit
- Overall workshop rating 82% excellent & 18% very good

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- *Women's Center visitor/student user assessment.* Center services are assessed by an annual survey
 - The 2006 Women's Center visitor survey shows that Center services are rated highly by visitors.
 - Services day of visit: 98 % of visitors ranked the services they received as very good to excellent, with fully 80% indicating an "excellent" rating.
 - Services in general: 100% very good to excellent with 82% excellent
 - 72% of the visitors use the Center frequently, at least several times a week
- *Transiciones.* Transiciones offers non credit classes for Spanish speaking women. The program advisor is developing a pre and post test format to assess student satisfaction and whether class content is effective.