

Summary Assessments for SSLO Outcomes



Dept SS - (A&R) Admissions

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>A&R/ADM_SSLO_1 - Student populations will be able to identify and adhere to important deadline dates to add, drop, and withdraw themselves by accessing the De Anza website.</p> <p>SSLO Status: Inactive Year(s) to be Assessed: 2009-2010 Outcome Creation Date: 11/05/2010 Outcome Inactive Date: 11/17/2016</p>			
<p>A&R/ADM_SSLO_2 - Survey given to in person - This was a follow up post-Banner to an earlier pre-Banner survey.</p> <p>SSLO Status: Inactive Year(s) to be Assessed: 2010-2011 Outcome Creation Date: 06/30/2011 Outcome Inactive Date: 06/29/2012</p>	<p>Survey - First Assessment Cycle - Students seeking in person assistance in Admissions were given this survey.</p> <p>Target for Success: 50% Comments/Notes: As Banner implementation in summer 2010 created new processes and also had bugs, we wanted to compare the results of the old system with the new. We also wanted a chance to identify key areas that needed improvement or better communication.</p> <p>Related Documents: 2012 Faculty Survey</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met</p> <p>As we expected, there was considerable confusion about how to use the new portal, the add process, the set up that caused bugs, etc. This information created additional ways of identifying key areas for improvement to bring to both the Banner CORE committee and the weekly status meetings. (06/30/2011)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Various areas needed additional process review and web information needed to be improved. In the first summer Banner was implemented there were problems in the area of high school/concurrent enrollment set up, registration, and compliance. This resulted in changes to the rules in the system, and better information on the web, for example.</p>	<p>Enhancement: Throughout 11-12, enhancements were made to targeted messaging, online "help" documentation, and adjustments/mods to functionality. (06/30/2011)</p>
<p>A&R/ADM_SSLO_3 - Faculty MyPortal Questionnaire - Faculty will</p>	<p>Survey - First Assessment Cycle - Faculty were surveyed and asked to</p>	<p>Program Review Reporting Year: 2011-2012</p>	<p>Enhancement: We will need to</p>

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be able to access important information about deadlines and MyPortal functionality and meet compliance.

SSLO Status: Inactive

Year(s) to be Assessed: 2011-2012

Outcome Creation Date: 06/30/2011

Outcome Inactive Date: 06/29/2012

respond to questions related to the new Banner faculty roster function.

Target for Success: 50%

Comments/Notes: There were varied levels of success.

Related Documents:

[2011 SSLO Faculty MyPortal Survey.xlsx](#)

[2011 SSLO Faculty MyPortal Survey Results.xlsx](#)

Target : Target Met

This was an update to the original survey regarding Census data, and including a question about summer dates. (07/17/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We have continued to work with faculty, deans, and the web and Luminis teams to improve communication and outcomes. This survey shows that the importance of deadlines and compliance is being successfully communicated; however, the response numbers are very low. Upon further reflection amongst Admissions staff showed that several staff members were not knowledgeable about deadlines as set by Title V. A follow-up SLO should be conducted that includes admissions staff.

Related Documents:

[2012 Faculty Survey](#)

Program Review Reporting Year: 2010-2011

Target : Target Not Met

Overall there was a good response to using the Banner Faculty Roster site over the first year. Because there is a learning curve with new technology, there were a variety of competency levels regarding the use of new technology. (07/06/2011)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Various enhancements were developed in 2011-12 based on faculty input and errors. Furthermore this survey clearly identified a need for technology training for faculty and admissions staff.

continue to work with the divisions to inform faculty of new changes in regulations and compliance issues, especially in the areas of drop deadlines, TBA requirements, etc. Furthermore, admissions staff should be trained to recognize important deadlines delineated by Title V. (07/17/2012)

Enhancement: Over 2011-12 several enhancements occurred in both the Faculty and Student portals. For example, dates for section-level deadlines were added. The Census delivery method was also further enhanced, and the positive attendance data as well. (07/06/2012)

Follow-Up: An additional survey was given in 2012 to see if the results were different. (07/17/2012)

Enhancement: Faculty continue to provide questions and concerns about MyPortal/Active Roster functionality and messaging. We are working with ETS, the web team, and the divisions to improve communication about regulatory changes, compliance and audit concerns, etc.

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(06/30/2012)

Enhancement: Working with the Banner users group, additional enhancements were created on the faculty site, such as reminders. We also did targeted messages on MyPortal with key dates.

(06/30/2011)

Follow-Up: These sorts of surveys will be ongoing as we have new changes in regulations.
(07/17/2012)

A&R/ADM_SSLO_4 - Post Survey for Student Workers - Students who had worked at the front counter and in Admissions for several quarters, and were transferring, were given a post=survey to determine their knowledge of specific Admissions-related functions/rules.

SSLO Status: Active

Year(s) to be Assessed: 2011-2012

Outcome Creation Date: 07/02/2012

Outcome Inactive Date: 07/25/2012

Survey - First Assessment Cycle - A Survey Monkey survey was posted and an email sent to the 10 student staff that were transferring.

Target for Success: 100%

Comments/Notes: Students did very well in answering the questions. There was one question that was not accurately written that caused students some confusion.

Program Review Reporting Year: 2011-2012

Target : Target Met

Students did very well answering the questions. They demonstrated mastery of both the Banner forms and also policies. (07/30/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We were pleased to see the results of this survey; however, we also realize that this sort of training and follow up should be as much on the "front end" as when students are leaving the Admissions office.

Related Documents:

[2012 Student Worker Post Survey Monkey.docx](#)

[Student Worker Post Test Draft.doc](#)

Enhancement: We will follow up by giving new student workers a similar survey and compare the two. (07/30/2012)

Follow-Up: Additional surveys will be developed for both new student workers and those who have worked in the office for a period of time. This will be done to determine if ongoing training is effective. (07/30/2012)

SSLO_A&R_001 - In order to provide equitable and quality service to all constituents, Admissions & Records will provide training to staff members regarding current legislation affecting admissions & records functions. The training shall incorporate changes to existing California Code of Regulations, Title V Education and specific section of California Education Code as they relate to De Anza College admissions & records

Other - This training initiated for Admissions Staff is not an assessment. The training is geared to support the overall assessment of the area learning outcome. A much broader assessment will be conducted once the training is completed for all staff members.

Target for Success: Successful training completion by all admissions staff will support the overall target of success for the current area

Program Review Reporting Year: 2017-2018

Target : Target Met

Training that was conducted was successful in that it instilled new and updated skills to staff in Admissions & Records. The need for continuing training was identified early in this learning outcome cycle, and this outcome will continue into the 2018 - 2019 academic year. (02/27/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): When conducting this training staff identified other training topics that should be explored. Now that the staff training position has been filled again, A&R is going to continue staff training. This new training will include upcoming changes to

Enhancement: This outcome will be extended into the 2018 - 2019 academic school year to include the pending changes to the student information system, along with updated regulatory changes regarding withdrawals and residency. (02/27/2018)

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functions. This training will include the various uses of technology to better assist students and streamline effective work processes.

SSLO Status: Active

Year(s) to be Assessed: 2017-2018, 2018-2019

Outcome Creation Date: 06/09/2017

learning outcome.

Comments/Notes: Training conducted - "Basic Excel" conducted on May 19, 2017; "Excel - Intermediate Formatting" conducted on July 20, 2017; "Excel - Intermediate Formulas and Functions" conducted on July 27, 2017.

Other - Compare baseline SARS data from 2017 - 2018 to SARS data from 2018 - 2019. The data to be compared will be the rate of residency, extenuating circumstance petitions and refund requests.

Target for Success: A reduction of 20% of submitted petitions.

Comments/Notes: The rate reduction should be noticed after staff can fully articulate the necessary information regarding residency reclassification, petition and refund request.

the student information system along with updated technology. New technology training will include Banner 9, BDMS and portal upgrade.

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Dept SS - (A&R) Assessment

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>Assessment_SSLO_1 - Students will make decisions about what placement test to take utilizing information from their educational history.</p> <p>SSLO Status: Active</p> <p>Year(s) to be Assessed: 2009-2010, 2017-2018</p> <p>Outcome Creation Date: 11/05/2010</p>	<p>Survey - First Assessment Cycle of SSLO #1 Spring 2010.</p> <p>Post-placement survey embedded in Accuplacer</p> <p>Target for Success: 75%</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Met</p> <p>In 2014-15, 3,106 students took the English placement test. Four of those students received an ESL Test Recommended result.</p> <p>In 2014-15, 3,410 students took 5,115 mathematics placement tests were administered. Of the students who tested, 35 took four tests, 247 took three tests and 1,462 took two tests. (05/26/2015)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): While taking two tests may be attributed to ambiguities between De Anza and high school curricula, taking three or four tests shows students' limited ability to evaluate their understanding in mathematics. Consequently, most of the 3,410 students were able to use their educational history to make decisions about the mathematics placement test. The same is correct about students choosing English versus ESL tests.</p>	<p>Enhancement: In Fall 2017, the CCCC announced that the CAI Project was discontinued. Therefore, De Anza did not adopt the Common Assessment. De Anza continues to use the Language Arts Survey as a way to provide the student with a recommendation to take the ESL or English test. A request to data analysis request to review the Language Arts Survey data for student enrollment and success results was submitted to Institutional Research in January 2018. This SLO will be updated upon data analysis completion and findings. (02/27/2018)</p> <p>Enhancement: Assessment met the target of 60% of students having the ability to make a decision about course selection based upon information obtained from placement testing. Based on these findings, Assessment maintained the right of the student to self-select their starting math level.</p>

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In 2015-16, a 10-question pre-test Language Arts survey was implemented to provide a student with the ESL or English placement test. With the retirement of the Assessment Center supervisor, the results of the survey have yet to be analyzed. However in 2017-18, the survey data collected will be reviewed for the purposes of further informing Assessment and Language Arts on how to distinguish a student's ESL or English pathway.

Note: With the anticipated adoption of the Common Assessment in Fall 2017, the survey will no longer be utilized as it will be replaced with a CAI student background survey that will branch a student into ESL or English.

(06/07/2017)

Program Review Reporting Year: 2010-2011

Target : Target Not Met

60% make decisions about course selection based on information from placement testing. (05/02/2012)

Enhancement: Work with Admissions and Records about increasing the number of students who take placement tests. (05/02/2011)

Survey - In 2015-16, a 10-question pre-test Language Arts survey was implemented to provide a student with the ESL or English placement test. The data collected from the survey will be analyzed to determine if the student enrolled in the course they were placed into; and also look at the student's success rate in the

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class taken.
Target for Success: 75%
Comments/Notes: In June 2017, the Language Arts Survey data study was requested to Institutional Research. This SLO will be updated with the results of study. Findings will be shared with the Language Arts Division, and survey recommendations will follow. This survey has the potential to be used as an assessment tool and can be considered a multiple measure.

Assessment_SSLO_2 - The percentage of students re-testing within six months will decrease.
SSLO Status: Inactive
Outcome Creation Date: 11/05/2010

Survey - First cycle of SSLO 2 2010-11
Using the district database, we calculated the percentage of students retaking the English and mathematics assessments.
Target for Success: 20%
Comments/Notes: In April 2011, the retest policy changed. The new policy required students to provide documentation of preparation in order to retest.

Program Review Reporting Year: 2015-2016
Target : Target Met
To estimate how many student retake the English and mathematics tests, we looked at the students who tested between June 2015 and October 2015 as these would be the incoming students for the 2015-16 school year. We then looked at how many of these students retested in 2015-16. Of the 3,072 students who took the mathematics placement test in June-October 2015, 264 retested (9%). Of the 2,825 students who tested in English between June and October 2015, 58 (2%) retested. (11/08/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The purpose of the change in the retest policy is to encourage students to enroll in courses instead of retaking placement tests. Based on the data, students are not retesting as often. Other data indicates they are enrolling in courses.

Enhancement: The purpose of the SSLO was to analyze the retest policy for the purposes of encouraging students to enroll in courses, instead of retaking placement tests. After the Fall 2017 census date, the Foothill-De Anza Community College District will adopt a district-wide placement test retest policy (http://www.deanza.edu/admissions/placement/pdf/fhda_retestpolicy10.2017.pdf). This SSLO and goal will change with the implementation of the new retest policy. Further analysis of the impacts and outcomes of the policy change will be sought out to further educate assessment

Program Review Reporting Year: 2014-2015
Target : Target Met
The retest policy limited the number of students retesting. For English, only students who successfully complete an EWRT or Reading course can retest. For mathematics, only

students whose initial score is within 1 SEM of the cut score for the next higher level course can retest, if they successfully complete an online module run through the Math Tutoring Center. So, the restrictions have reduced the retesting. In terms of data, for the English placement test, 22 retested of 3,812 students testing between June 1, 2014 and May 22, 2015. (22 students tested higher when retesting.) For mathematics, 107 students retested of the 3,443 students testing between June 1, 2014 and May 22, 2015. (61 of the 107 students placed higher when retesting.) (05/22/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The changes in the retest policy have reduced the number of students retesting. The English retest policy has improved students' likelihood of a higher placement when retesting.

Program Review Reporting Year: 2013-2014

Target : Target Met

For students who took the English placement test between 6/1/13 and 10/1/13, no student retested between 10/1/13 and 4/1/14.

For students who took the mathematics placement test between 6/1/13 and 10/1/13, 22 of the 3,591 retested between 10/1/13 and 4/1/14. Of the 22, 12 received a higher placement. (04/04/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The current retest policies seem to be encouraging students to enroll in classes as opposed to retesting.

Program Review Reporting Year: 2012-2013

Target : Target Met

We compared the students who tested between Jan. 1, 2012 and March 31, 2012 with the students who tested between April 1 and October 5, 2012. Of the 1,072 students who took the English placement test, one person retested. Of the 1,185 who took the mathematics placement test, five retested. (10/16/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The percentage of students retesting continues to decline.

Program Review Reporting Year: 2009-2010

Target : Target Met

Enhancement: The retest policy seemed to bring about the desired

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In fall 2009, 817 retested in English. In fall 2010, 80 people retested. (05/02/2012)

effect. We will meet with Language Arts faculty to consider if the policy needs revising. (05/02/2012)

Assessment_SSLO_3 - There will be an increase in the percentage of students who prepare before retesting.
SSLO Status: Inactive
Year(s) to be Assessed: 2017-2018
Outcome Creation Date: 11/05/2010

Survey - First Cycle SSLO 3 2010-11
 Embedded survey at the end of each online placement test
Target for Success: 75%

Program Review Reporting Year: 2015-2016
Target : Target Not Met
 Of the 7,197 students who took the placement tests in 2015-16, 3,236 students indicated they had prepared before taking the tests. This number indicates that 45% of students are doing some level of preparation before testing. (11/08/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): While the online and in-person appointment system process is set to promote the need to prepare before taking tests, less than half are preparing. Based on the work of Outreach in the high schools, one possible way to change this is to better inform students about the consequences of placement testing in terms of course enrollment and finances. The challenge, though, is that the current model of matriculation is placement testing then orientation then education plan.

Enhancement: In October 2017, the California Community College Chancellor's Office announced that the Common Assessment Project would be discontinued. Also in October the State passed Assembly Bill 705, which required community colleges to drastically alter assessment for placement models by January 2019. Finally, the College Board announced that the English and Math Accuplacer placement test Classic version would sunset in January 2019. These three major changes in the Community College assessment landscape will require De Anza Student Services and Instruction to reinvent assessment for placement practices. The body overseeing these changes is the Common Assessment Initiative Multiple Measures (CAI/MMAP) Steering Committee. Meeting minutes can be found online: <http://www.deanza.edu/gov/academic/camm.html>

In February 2018, De Anza began piloting assessing high school transcripts (HST) for placement into the English Writing, Reading, and Math course sequences.

This SLO will remain temporarily suspended as the Assessment Center continues to engage in CAI/MMAP Steering Committee conversations and tracks HST pilot progress. (02/14/2018)

Enhancement: While the online and in-person appointment system process is set to promote the need to prepare before taking tests, less than half are preparing. Based on the work of Outreach in the high schools, one possible way to change this is to better inform students about the consequences of placement testing in terms of course enrollment and finances. The challenge, though, is that the current model of matriculation is placement testing then orientation then education plan. With the adoption of the Common Assessment in Fall 2017, Assessment will have to: 1) develop, market and make available the new Common Assessment test preparation materials for students; 2) determine a way to measure student test preparation rates as the Accuplacer platform will be retired; and then 3) measure student test preparation rates. This SLO will temporarily be suspended until the adoption of the Common Assessment is complete. (06/07/2017)

Program Review Reporting Year: 2014-2015
Target : Target Not Met

Between June 2014 and May 2015, 46% of students taking the placement test indicated they had prepared before taking the placement test.

Due to changes in the retest policy, any student to initially tested after July 1, 2013 has to prepare before retesting. For English, students must take a Reading or EWRT course before retesting. For mathematics, if students' initial score was within 1 SEM, then they can retest after successfully completing an online module. If students' initial score is not within 1 SEM, then they cannot retest.

(05/22/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Based on the change in the retest policies for English and mathematics, 100% students retesting after July 1, 2013 have to prepare before taking any placement test again.

Program Review Reporting Year: 2013-2014

Target : Target Not Met

For the students taking placement tests between 6/1/13 and 10/1/13, 42.3% indicated they prepared to take the placement test. (04/04/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): While the target was not met, the percentage of students who are preparing to take the placement tests is increasing. The increase is likely due to the preparation steps which have been added to the appointment process.

Program Review Reporting Year: 2012-2013

Target : Target Not Met

We continued to administer our survey question during the placement testing. For Fall 2012, students who tested between July 1, 2012 and September 21, 2012, 39% (1,201) indicated they had done some type of preparation before taking the tests. (10/16/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The percent of students doing some type of preparation prior to taking a placement test dropped from 45% to 39%. It is possible this change is due to the difference in the students who take the placement tests prior to fall quarter and those testing during the school year.

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Program Review Reporting Year: 2011-2012

Target : Target Not Met

Initial results indicate 70-77% of students were not preparing for placement testing. In fall 2011, we implemented an appointment system and new check-in handout that emphasized preparation. By winter quarter, survey results indicated 55% of students were not preparing. (05/02/2012)

Enhancement: The new online appointment system includes email reminders of when students will test as well as steps they need to take to prepare. The new system was implemented May 1, 2012. (05/02/2012)

Assessment_SSLO_4 - There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.

SSLO Status: Inactive

Year(s) to be Assessed: 2010-2011, 2016-2017

Outcome Creation Date: 11/05/2010

Outcome Inactive Date: 05/02/2011

Survey - First cycle of SSLO 4 Spring 2010

Target for Success: 75%

Program Review Reporting Year: 2015-2016

Target : Target Not Met

Of the 3,072 students who took the mathematics placement test between June 2015 and October 2016, 1,793 (58%) enrolled in the recommended mathematics course during 2015-16. Of the 2,825 students who took the English placement test, 1,899 (67%) enrolled in the recommended English course during 2015-16. (11/08/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Based on the data analysis, it is apparent that students either enroll in mathematics or English courses based on their placement test or they do not. The statistics reported reflect enrollment in the recommended placement course, but the analysis shows that for those students who enrolled in the initial course, they continued on in the sequence. Consequently, enrolling in the first course is critical to enrolling in subsequent courses.

Enhancement: With the October 2017 announcement of the discontinuation of the Common Assessment Project by the California Community College Chancellors Office (CCCCO) alongside the passing of Assembly Bill (AB) 705, De Anza was required to revisit assessment for placement models and processes. Ongoing assessment conversations are overseen by the college's Common Assessment Initiative/Multiple Measures (CAI/MMAP) Steering Committee (<http://www.deanza.edu/gov/academicSenate/camm.html>).

In February 2018, De Anza began piloting high school transcript (HST) assessment for placement into English Writing, Reading and Math course sequences in an effort to meet Title V and AB 705 multiple measures for assessment mandates.

This SLO will remain temporarily suspended as HST pilot progress is tracked. The RP Group has found

that colleges that follow HST assessment for placement models see an increase in student course enrollment. Additional studies will follow, which will help to update this SLO. (02/14/2018)

Enhancement: The SSLO statistics reported reflect enrollment in the recommended placement course, but the analysis shows that for those students who enrolled in the initial course, they continued on in the sequence. Consequently, enrolling in the first course is critical to enrolling in subsequent courses.

Pending the adoption of the Common assessment platform, there is a potential to see an increase in enrollment of students upon assessment completion. The CAI provides placement based on discipline faculty developed competency maps, which will replace the discipline area assessment cut scores. The new CAI assessment diagnostic results coupled with the use of multiple assessment tools for placement could result in the inclusive capturing of the students' skill set, and thus the student will be placed more accurately and more likely to enroll in and complete the course sequence. This SLO will temporarily be suspended until the Common Assessment is adopted. (06/07/2017)

Program Review Reporting Year: 2014-2015

Target : Target Met

Of the 3,410 students taking the mathematics placement test in 2014-15, all but 135 students enrolled in a mathematics class in fall, winter or spring quarter.

Of the 3,106 students taking the English placement test in 2014-15, all but 812 enrolled in an EWRT course during the year. (This means that only 73% of students enrolled in an EWRT course, which is slightly below the target of 75%.)
(05/26/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Students are enrolling in mathematics courses after taking the mathematics placement test. This is likely the result of the change in the mathematics retest policy July 1, 2013.

Program Review Reporting Year: 2010-2011

Target : Target Met

Based on our post-placement test survey, 100% of students plan to enroll in the recommended course. Using the district database, we found that whether students enroll in a course depends on whether they get a recommended course of developmental education or college level classes.
(05/02/2012)

Enhancement: In a follow up using the 2014-15 school year, of the 3,410 students taking the mathematics placement test, all but 135 had enrolled in a mathematics course.
(05/26/2015)

Enhancement: A follow up study was done that looked at students submitting transcripts from other local community colleges. When these students' De Anza id numbers were compared with the id numbers of those taking placement tests, it was found that about 40% of students submitting transcripts had tests. This finding leads to the hypothesis that students are aware of differing placement processes across colleges and so look for the best placements.
(10/16/2012)

Enhancement: Based on the discrepancy between our post-

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placement survey and enrollment data, we are making this assessment inactive. (05/02/2012)

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<p>A&R/Eval_SSLO_1 - Financial Aid students who request an extension will be able to use Degree Works as part of their petition and review process.</p> <p>SSLO Status: Inactive</p> <p>Year(s) to be Assessed: 2011-2012</p> <p>Outcome Creation Date: 10/11/2011</p> <p>Outcome Inactive Date: 09/06/2016</p>	<p>Survey - First Assessment Cycle - A targeted message was sent to all De Anza Financial Aid students requesting that those who had requested an extension complete a Survey Monkey survey.</p> <p>Target for Success: 50%</p> <p>Comments/Notes: There was a very good response to the survey, compared to other surveys we have sent out. Several hundred students had requested extensions, and we had 74 responses. This assessment has been placed on inactive status due to lack of data and staff turnover.</p> <p>Related Documents: 2012 Degree Works Survey Results.docx</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>The number of responses was very good and overall students understood both the functionality of Degree Works and why it was important as part of the Financial Aid extension process (07/24/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Degree Works will continued to be used as part of the extension process. In addition, because of its user friendliness and self-service applications, we are also considering having drop in training for students, or one-day forums for exposing students to Degree Works. Assessment has been placed on inactive status.</p> <p>Related Documents: 2012 Degree Works Survey Results.docx</p>	<p>Enhancement: We will continue to offer this as a tool in both Financial Aid, Counseling, Veterans, and the general population. (07/24/2012)</p> <p>Follow-Up: We plan to offer drop in training on using Degree Works in collaboration with Counseling. (07/24/2012)</p>
<p>A&R/Eval_SSLO_2 - Students will be able to identify the process for petitioning for graduation and the courses necessary for meeting degree requirements.</p> <p>SSLO Status: Inactive</p> <p>Year(s) to be Assessed: 2010-2011</p> <p>Outcome Creation Date: 10/01/2010</p> <p>Outcome Inactive Date: 04/03/2017</p>	<p>Survey - First Assessment Cycle - An email was sent to all students who had graduated in 2011 to see how well they understood the graduation petition process.</p> <p>Target for Success: 50%</p> <p>Comments/Notes: As part of our plan to improve communicating the graduation and transfer GE processes to students during the</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>We emailed approximately 1100 students over the course of the 2010-2011 academic year. 84 students responded to our request to take part in a brief anonymous survey. These responses confirmed our expectation that the majority of the students had the correct knowledge regarding the graduation and certification processes due to interaction with the Counseling department and/or Admissions and Records. However, the survey did reveal</p>	<p>Enhancement: Based on the small number of responses, we will probably not conduct this same survey this year, but will develop one in response to our rollout of Degree Works. (04/09/2013)</p> <p>Follow-Up: As part of our plan to improve communicating the graduation and transfer GE</p>

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coming year, we will develop an FAQ for these processes on both the Admissions and Records web site as well as our new DegreeWorks degree audit system. Additionally, we will work with both the Counseling and Marketing departments to improve the way we communicate these processes through the annually scheduled Graduation Open House and the online class schedule. Another step we are investigating is the use of targeted email announcements to provide current information regarding these processes.

Related Documents:

[2011 Graduation survey responses.docx](#)
[2011 Graduation Survey Analysis.docx](#)

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that additional steps are required to provide better means of communicating these processes to students. (07/30/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): Based on the small number of responses, we will probably not conduct this same survey this year, but will develop one in response to our rollout of Degree Works.

Related Documents:

[2011 Graduation survey responses.docx](#)
[2011 Graduation Survey Analysis.docx](#)
[2011 Graduation SLO Survey.docx](#)

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processes to students during the coming year, we will develop an FAQ for these processes on both the Admissions and Records web site as well as our new DegreeWorks degree audit system. Additionally, we will work with both the Counseling and Marketing departments to improve the way we communicate these processes through the annually scheduled Graduation Open House and the online class schedule. Another step we are investigating is the use of targeted email announcements to provide current information regarding these processes. (04/09/2013)

A&R/Eval_SSLO_3 - Students will be able to identify the process for requesting an IGETC/GE Breadth Certificate to transfer.

SSLO Status: Active

Year(s) to be Assessed: 2015-2016

Outcome Creation Date: 11/23/2016

Survey - First assessment cycle will be conducted Fall 2016. A survey will be sent to all students who applied for a degree or certificate and/or an IGETC/GE Breadth certificates to see how well they understand how to request an IGETC/GE Breadth certificate for transfer.

Target for Success: 50%

Related Documents:

[2017 IGETC-GE Breadth Certification Survey.docx](#)
[2017 IGETC-GE Breadth Cert Questionnaire Results.docx](#)
[2017 IGETC-GE Breadth Analysis.](#)

Program Review Reporting Year: 2015-2016

Target : Target Not Met

Survey indicated that many students weren't well informed on the process. Staff would like to develop a website which would include comprehensive information to inform students about this process. Second assessment cycle will be conducted Fall 2017. A questionnaire will be sent to all students who applied for a degree or certificate and/or an IGETC/GE Breadth certificates to see how well they understand how to request an IGETC/GE Breadth certificate for transfer.

Target for Success 50% (04/03/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We hope to show that communication to our student population has improved.

Enhancement: The development of a website has been postponed due to college wide adoption of a new site. New site will be ready by spring break. A similar survey will be sent out to students with the aim of having students understand the information provided by the new Evaluations web page. (02/27/2018)

*Student Services Learning
Outcomes (SSLOs)*

Assessment Methods

Assessment Data Summaries

Enhancements

[docx](#)

Summary Assessments for SSLO Outcomes



Dept SS - (A&R) Veterans

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>A&R/VETS_SSLO_1 - Veteran students will be able to adhere to deadlines and other certification requirements for receiving benefits. SSLO Status: Inactive Year(s) to be Assessed: 2009-2010 Outcome Creation Date: 11/05/2010 Outcome Inactive Date: 06/08/2017</p>			
<p>A&R/VETS_SSLO_2 - Students will be able to identify and access additional on-campus and Vet-related resources. SSLO Status: Inactive Year(s) to be Assessed: 2009-2010 Outcome Creation Date: 11/05/2010 Outcome Inactive Date: 06/08/2017</p>			
<p>A&R/VETS_SSLO_3 - TBD Will create a different survey to assess. SSLO Status: Inactive Year(s) to be Assessed: 2012-2013 Outcome Creation Date: 04/08/2013 Outcome Inactive Date: 06/08/2017</p>		<p>Survey - First Assessment Cycle - New Vets students were exposed to Degree Works on intake, and told you use it and the Educational Plan when they went to their counseling appointment and to keep track of required classes. This survey assessed their familiarity with Degree Works. Target for Success: 50%</p>	
<p>A&R/VETS_SSLO_4 - To determine if the Vets' handbook and intake</p>			

Student Services Learning Outcomes (SSLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

checklist result in higher numbers of certification without error.

SSLO Status: Inactive

Year(s) to be Assessed: 2009-2010

Outcome Creation Date: 10/01/2009

Outcome Inactive Date: 06/08/2017

A&R/VETS_SSLO_5 - Degree Works Knowledge from Intake - This survey assesses how much new Vets students know about Degree Works.

SSLO Status: Active

Year(s) to be Assessed: 2011-2012

Outcome Creation Date: 06/30/2012

Survey - First Assessment Cycle - This was a survey posted on Survey Monkey. The link was sent to all new veterans who had been exposed to the Degree Works degree audit at intake.

Target for Success: 50%

Comments/Notes: Students did better than expected in understanding the purpose of the degree audit, how to access help, and how Degree Works is used.

Related Documents:

[2012 Vets Survey Monkey.docx](#)

Program Review Reporting Year: 2011-2012

Target : Target Met

See related documents. (07/17/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): We believe Degree Works is a very valuable tool in helping students understand the courses needed for degree or transfer. For vets especially it can help ensure they know which classes are eligible for certification.

Related Documents:

[2012 Vets Survey Monkey.docx](#)

Enhancement: We will continue to highlight the self-service functionality of Degree Works for new vets students and will likely follow up with a general "all-vets" workshop or online reminder to run a degree audit and then meet with a counselor or advisor. We will also use counseling and evaluations staff to provide Ed Plan creation, choosing a major, etc. (07/17/2012)

Follow-Up: Same as above. (07/30/2012)

A&R/VETS_SSLO_6 - The Veterans Services Office program expects to service 10% more students and improve course completion rates by 2%

SSLO Status: Active

Year(s) to be Assessed: 2016-2017

Outcome Creation Date: 03/27/2017

Other - Conducting questionnaires to help determine what interventions we need to help support the students

Target for Success: We will collect the data from the questionnaires and analyze them

Program Review Reporting Year: 2016-2017

Target : Target Not Met

Evaluations/questionnaires were sent out for each Veteran Services Office events that gathered feedback on the success of the events. The specific events that were held were priority certification workshop, DegreeWorks workshop and Veteran counseling workshop. (02/27/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Although the quarter of assessment was noted for Fall quarter the evaluations/questionnaires were sent out for an academic year.

Enhancement: The Veteran Services Office will continue to collect evaluations from students to identify interventions that would help support their student success. The staff would like to identify if the priority certification workshops assist veteran students in a smoother transition to receiving their educational benefits in a timely manner. Also work to identify if the DegreeWorks workshops offer clear assistance to veteran students on how to select courses that support their student success

Student Services Learning Outcomes (SSLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Focus Group - Launch a student focus group that will help our office improve academic services for the Veteran students

Program Review Reporting Year: 2016-2017

Target : Target Met

A focus group was held in collaboration with the office of equity to understand the kinds of support veteran students need on/off campus (careers, resources, funding, book vouchers, instructional support, etc...), issues, and challenges they experience on campus. The veteran services office will also identify and understand the experiences of women veterans and service for women. Students identified the following resources they need to be successful on obtaining a career and outside resources: Interactive Career Services (Tesla, Google, LinkedIn), College Tours, Private Institutions Resource Fair, Women Veterans/Programs and Services for Women Veterans, and Outside Services needed (Homelessness, Food, Book voucher, etc.) (02/27/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The agenda was set in order to have students feel safe and inclusive so they could speak their truth. The student's participated in a Poster Session- Students only and were instructed to walk around to the various posters with questions and write their comments on it. The Questions were the following: What would be a supportive classroom environment? What campus resources are there? What would be helpful? What community resources have you used? If any, which ones have you used? Have they been helpful? How has your experienced in being in the military been gendered?

and decrease barriers. (02/27/2018)

Enhancement: The Veteran Services office will continue to work with the equity office to engage in a second series of Veterans focus group to identify services that will improve their academic services for Veteran students. Through student veteran responses, we would like this to be an ongoing thematic series (monthly or quarterly). For example, if the main themes of the community conversation was resources, instructional support, etc..., we would have the next community conversation just be about accessing resources... (02/27/2018)

A&R/VETS_SSLO_7 - The Veterans counselor expects to service 10% more students by using SARS reports to track the number of students being served and the transfer rate of Veteran students by 100%.

SSLO Status: Inactive

Year(s) to be Assessed: 2016-2017

Other - Make sure that 5% of additional students successfully transfer to an accredited institution or career preparation to obtain gainful employment

Tracked Academic Behavior - This will be measured by tracking our graduation rates and academic

Outcome Creation Date: 03/27/2017 progress

Outcome Inactive Date: 06/09/2017

Summary Assessments for SSLO Outcomes



Dept SS - (Couns) Counseling (Hybrid)

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>Couns/Matr_PLO_1 - As a result of an advising session, students will be able to identify academic, career, and or personal goals, as well as identify course(s) and services on and off campus toward achieving these goals. For those students who may be in crisis, they will be seen by a counselor within 15 minutes. PLO Status: Active Year(s) to be Assessed: 2013-2014, 2016-2017 Outcome Creation Date: 11/05/2010</p>	<p>Underlying Service - Assessment of every course and service will assess PLO Target for Success: 70% of the course outcomes and service have been met</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met See data summary for each course. (03/01/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): See reflections for each course. Related Documents: General Counseling__Student Survey Graph Results 2017.docx #12 Other Comments -- General Counseling.docx</p>	<p>Enhancement: An enhancement would be to articulate to the student they are providing valuable feedback meant to improve the course thereby doing a service to the instructor and future students. (03/01/2018)</p>

Summary Assessments for SSLO Outcomes



Dept SS - (Couns) International Student Program

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>ISP_SSLO_1 - Students will understand the process of international student admission and application SSLO Status: Active Year(s) to be Assessed: 2011-2012 Outcome Creation Date: 11/05/2010</p>	<p>Survey - First assessment cycle of ISP_SSLO_1 conducted in 2011-12 Students were survey about the registration process Target for Success: 70% of the ISP students surveyed will indicate satisfaction with the ISP registration process Comments/Notes: See related documents under Assessment Data Summaries screen to see the survey and the results.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Not Met Over 93% of the survey students expressed an interest in using an online application/registration process in ISP. This result is interpreted as indicating student dissatisfaction with the current paper-laden application process. (10/12/2012) Reflection (CLICK ON ? FOR INSTRUCTIONS): While ISP student generally indicated that they use the current ISP application/registration process and find it easy to use, based on the increased number of applications, agent communications, and requests from prospective students, an online international application and scanned documents are critically needed for ISP prospective students. Related Documents: SAO_Q4_SP12.pdf SAO_Chart_Q4_SP12.pdf SAO_Q2_SP12.pdf SAO_Q3_SP12.pdf</p>	<p>Enhancement: ISP, together with Foothill's ISP, has met with Chien Shih and submitted a proposal to ETS for the development of an online international student application process for FHDA. (10/12/2012)</p>
<p>ISP_SSLO_2 - Incoming new international students will be aware that in ISP orientation program provides information on such topics as: health, banking, transportation, housing, immigration, cultural adjustment, and medical insurance. SSLO Status: Active Year(s) to be Assessed: 2012-2013</p>	<p>Survey - First Assessment Cycle of SSLO #2 to be conducted in 2012-13. Incoming ISP students will indicate their awareness of orientation program topics Target for Success: 70% of the survey students will indicate their awareness of the topics covered in the ISP orientation.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met Almost 80% of respondents are aware of the International Student Orientation Program; 20% were not aware. (02/22/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): ISP will implement a formal survey process after each new student orientation program.</p>	<p>Enhancement: An evaluation survey will be sent out to all students who attended the new student orientation program each quarter. (02/22/2018)</p>

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
<p>Outcome Creation Date: 11/05/2010</p>	<p>Comments/Notes: This survey has been updated as of 02/22/2018.</p>		
<p>ISP_SSLO_3 - International students understand that there are specialized International Student Counselors housed within ISP who can provide personal, academic, career, and transfer counseling. SSLO Status: Active Year(s) to be Assessed: 2013-2014 Outcome Creation Date: 11/05/2010</p>	<p>Survey - First Assessment Cycle conducted in 2013-14</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Not Met 90% knew that counselors are available for personal, academic and other issues.10% was not aware of the role ISP counselors. (02/22/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): An informal survey was conducted during the new student orientation program. A formal survey will be used upon completion of all future orientation program.</p>	<p>Enhancement: A formal survey will be sent out to all student's who have attended the orientation program in order to achieve an accurate count. (02/22/2018)</p>
<p>ISP_SSLO_4 - International students understand that they need to comply with the state rules and regulations mandated by the Department of Homeland Security/SEVIS and maintain full-time enrollment and legal F-1 status. SSLO Status: Active Year(s) to be Assessed: 2013-2014 Outcome Creation Date: 11/05/2010</p>	<p>Survey - First Assessment Cycle conducted in 2013-14</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 97.4% of students know that they need to maintain at least 12 units to maintain full-time status. 2.6% stated they did not know about this requirement. (02/22/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Additional immigration related reminders & workshops have been added since fall quarter 2016 hence the students have more awareness with their status.</p>	<p>Enhancement: Reminders sent through our email list serve and immigration workshops have increased the awareness of F-1 status full-time requirement and other compliance issues. ISP will continue to use the existing model to educate and remind students on immigration issues. (02/22/2018)</p>
<p>ISP_SSLO_5 - International students will complete the transfer process to other U.S. institutions by following SEVIS rules and procedures determined by SEVIS and complete the EXIT form prior to leaving De Anza College for which student data is compiled and recorded. SSLO Status: Active Year(s) to be Assessed: 2013-2014 Outcome Creation Date: 11/05/2010</p>	<p>Survey - First Assessment Cycle conducted in 2013-14</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 99.999% of students are aware of F-1 transfer process. (02/22/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): International students are fully aware of F-1 transfer process because ISP is required to release form I-20 data in SEVIS. Students are instructed by their acceptance schools to seek immigration/transfer advise from ISP. Furthermore, workshops on F-1 Exit have been added to each quarter since fall 2016.</p>	<p>Enhancement: The F-1 Student Exit Form currently used for transfer/exit information will be re-evaluated so that major of study data can be captured. (02/22/2018)</p>

Summary Assessments for SSLO Outcomes



Dept SS - (Couns) Transfer Center

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>TC_SSLO_1 - Students who attended the Transfer Center CSU application workshop, will understand the procedures involved in the online application process, and will submit a completed CSU on-line application.</p> <p>SSLO Status: Inactive</p> <p>Year(s) to be Assessed: 2011-2012</p> <p>Outcome Creation Date: 11/05/2010</p>	<p>Survey - First Assessment of SSLO #1 conducted in Fall 2011. A post workshop evaluation was given out during the Fall Quarter 2011. The evaluation assessed the students' increased knowledge and ability to complete and submit the online CSU application.</p> <p>Target for Success: 70% of the students met the outcome.</p> <p>Comments/Notes: Students were asked if the workshop increased their knowledge of the procedures required to submit the CSU online application.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Met</p> <p>When asked if the workshop increased their knowledge of the procedures required to submit the CSU online application, an overwhelming number 86% marked STRONGLY AGREE or AGREE to that question. (10/23/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): In reflecting on this SSLO assessment two points come clear. One, is the need our students have for concrete answers to their application questions. Two, it is not enough to simply give out the information. Students are looking for a safe place to ask the questions they feel might be too "basic". To be effective with the transfer population, you must offer specific, concrete, and visual advising/counseling and equally important is that safe quickly formed community in which to feel comfortable to ask questions. With the student feedback we know the Application Workshops are doing just that.</p> <p>Related Documents: Transfer Center APRU 2012 SSLO Summary.pdf</p>	<p>Enhancement: No plans to alter the CSU workshops at this time. (10/23/2012)</p>
<p>TC_SSLO_2 - Student will be able to state their transfer goal and complete a Student Educational Plan (SEP) after an appointment with a Transfer Center Counselor and or Advisor.</p> <p>SSLO Status: Inactive</p> <p>Year(s) to be Assessed: 2011-2012</p> <p>Outcome Creation Date: 11/05/2010</p>	<p>Other - First Assessment Cycle conducted in Fall 2011. The TC tracked how many students completed an SEP after an appointment with a TC counselor</p> <p>Target for Success: In theory 100% but no benchmark has been established as yet.</p>	<p>Program Review Reporting Year: 2011-2012</p> <p>Target : Target Not Met</p> <p>Student Educational Plans (SEP) were completed on 44 of the 130 students who had appointments in the TC with the TC counselor (10/23/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Although 130 appointments were held it is clear that not all students required an SEP every time they had an appointment. The SLO does not account for the reasons that students see the</p>	<p>Enhancement: In the coming academic year we will continue to do an SEP on all students seen by appointment, that is essential in tracking their academic progress. (10/23/2012)</p>

TC Counselor on an appointment (personal, academic, career, letter of recommendations, etc.).

Related Documents:

[Transfer Center APRU 2012 SSLO Summary.pdf](#)

TC_SSLO_3 - After completion of a Transfer Center Assist information session, the student will be able to successfully navigate the Assist. Org website for articulation agreements, major requirements, General Education requirements, Course equivalencies, and explore major functions
SSLO Status: Inactive
Year(s) to be Assessed: 2012-2013
Outcome Creation Date: 11/05/2010

TC_SSLO_4 - By attending a UC Application workshop students will report an increase in their knowledge and skills for completing the UC online application.
SSLO Status: Inactive
Year(s) to be Assessed: 2011-2012
Outcome Creation Date: 12/01/2011

Survey - First assessment cycle conducted in Fall 2011. A post workshop evaluation was given out during the Fall Quarter 2011. The evaluation assessed the students' increased knowledge and ability to complete and submit the online UC application.
Target for Success: 70% of the students will meet the outcome.
Comments/Notes: Students were asked if the workshop increased their knowledge of the procedures required to submit the UC online application.

Program Review Reporting Year: 2011-2012
Target : Target Met
 When asked if the workshop increased their knowledge of the procedures required to submit the UC online application, 90% of UC workshop students, marked AGREE or STRONGLY AGREE. Many students who completed the assessment wrote additional comments such as: "informative", "very helpful", "great information", "excellent", one mentioned that the UC Application Workshop went "way beyond my expectations" (10/23/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): In reflecting on this SSLO assessment two points come clear. One, is the need our students have for concrete answers to their application questions. Two, it is not enough to simply give out the information. Students are looking for a safe place to ask the questions they feel might be too "basic". To be effective with the transfer population, you must offer specific, concrete, and visual advising/counseling and equally important is that safe quickly formed community in which to feel comfortable to

Enhancement: No plans at this time. (10/23/2012)

Student Services Learning Outcomes (SSLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

ask questions. With the student feedback we know the Application Workshops are doing just that.

Related Documents:

[Transfer Center APRU 2012 SSLO Summary.pdf](#)

TC_SSLO_5 - By attending a CSU Application workshop students will report an increase in their knowledge and skills for completing the CSU online application.

SSLO Status: Active

Year(s) to be Assessed: 2016-2017

Outcome Creation Date: 09/30/2016

Survey - Post workshop survey asks students to rate on a scale of 1-4 (1= Strongly Disagree, 2= Disagree, 3=Agree, 4= Strongly Agree) the following statement: The application workshop increased my knowledge of the CSU Application process.

Program Review Reporting Year: 2016-2017

Target : Target Met

95.2% of students who attended a CSU Application Workshop AGREE or STRONGLY AGREE that Application submission process increased. (02/28/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey was easy to administer after each CSU Workshop. Data confirms that students feel they have a better understanding of the CSU Application process.

Enhancement: No plans at this time. (02/28/2018)

Summary Assessments for SSLO Outcomes



Dept SS - (DSPS) Adapted Physical Education (Hybrid)

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>APE_PLO_1 - Within the context of their disability, students will state that his/her physical and psycho-social well-being has been positively affected through their participation in the Adapted Physical Education courses.</p> <p>PLO Status: Active</p> <p>Year(s) to be Assessed: 2013-2014</p> <p>Outcome Creation Date: 01/14/2013</p>	<p>Underlying Course - Analysis of the course level SLOACs will be used to assess the curriculum components of the APE Program Level Outcome #1.</p> <p>Target for Success: 75% of the course level SLOACs will meet their targets thus indicating that the APE Program Level Outcome #1 has been satisfied.</p> <p>Comments/Notes: This process will actually begin at the Spring 2013 annual APE retreat and conclude prior to the winter 2014 quarter</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>100% of SLOAC results indicated that APE-PLO #1 target was met. (11/22/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Every assessment conducted since 2009 has indicated that all five APE courses have had a positive impact on the student's physical and psycho-social well being.</p>	<p>Enhancement: The first cycle of outcomes assessment were general in nature. In the next assessment cycle we will drill down for more specific responses. We will call out elements of physical and psycho-social well being instead of just asking the generalized question of has it been positively impacted or not. For example, we could ask specifically if the student feels stronger, more flexible, has more energy, sleeps better, more assertive, etc. For example, we could also ask specifically if the student feels less isolated, part of a group, accepted, more confident, more assertive, etc. (11/22/2013)</p>
<p>APE_PLO_2 - Within the context of their disability, students will state that the accommodations they received in the Adapted Physical Education program have afforded them equal and effective access and participation in Physical Education activities.</p> <p>PLO Status: Active</p>	<p>Underlying Service - Analysis of the SSLOACs will be used to assess the service components of the APE Program Level Outcome #2.</p> <p>Target for Success: 75% of the service level SSLOACs will meet their targets thus indicating that the APE Program Level Outcome #2 has been</p>	<p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>100% of SSLOAC results indicated that APE-PLO #2 target was met. (11/22/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Every assessment conducted since 2009 has indicated that all three APE services/accommodations together have afforded the students with equal and effective access to a</p>	<p>Enhancement: The first cycle of outcomes assessment were general in nature. In the next assessment cycle we will drill down for more specific responses. We will call out which elements specifically contribute to the equal and effective access to the PE</p>

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
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Year(s) to be Assessed: 2013-2014
Outcome Creation Date: 01/14/2013

satisfied.
Comments/Notes: This process will actually begin at the Spring 2013 annual APE retreat and conclude prior to the winter 2014 quarter

Physical Education experience.

experience. For example, we could ask specifically how the adapted equipment provides access, or how the use of an exercise assistant makes their participation equal and effective, or how does the registration grant easier access, etc. (11/22/2013)

Summary Assessments for SSLO Outcomes



Dept SS - (DSPS) Disability Support Services (Hybrid)

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>DSS PLO 2011 - Students will demonstrate effective decision making behaviors in using DSS services and effective communication abilities.</p> <p>PLO Status: Active</p> <p>Year(s) to be Assessed: 2013-2014</p> <p>Outcome Creation Date: 11/05/2010</p>	<p>Underlying Service - As we assess each course and each service we are simultaneously assessing the PLO.</p> <p>Target for Success: 75% of course or service SLO's have been met.</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Met</p> <p>Results demonstrate students' confidence in utilizing more than one resource to help them achieve their academic, vocational, and/or transfer goals. (02/27/2014)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): To Enhance our Program Practices and Procedures:</p> <ol style="list-style-type: none"> 1) As a team, we will continue to strategize on different modes to educate students to utilize Degree Works. The Counselors will continue to: <ol style="list-style-type: none"> a) Demonstrate the use of Degree Works during counseling sessions to help with retrieving GE path for AA, AS, Certificates, and transfer to CSU and UC; this is especially important in the use of the "What If" button, b) Demonstrate the use of Degree Works during counseling sessions to help complete an education plan to help students stay on track of their academic goals. c) Demonstrate how to access the Degree Works tutorial on My Portal so DSS students may have knowledge of the accessible online resource available to assist when utilizing Degree Works. d) Provide a cheat sheet for students on the use of Degree Works and how to enter the Educational Plan <p>To Enhance our SSLO Process:</p> <ol style="list-style-type: none"> 1) To enhance the clarity of our instrument, we will consider focusing exclusively on Degree Works 2) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity. 	<p>Enhancement: To Enhance our Program Practices and Procedures:</p> <ol style="list-style-type: none"> 1) As a team, we will continue to strategize on different modes to educate students to utilize Degree Works. The Counselors will continue to: <ol style="list-style-type: none"> a) Demonstrate the use of Degree Works during counseling sessions to help with retrieving GE path for AA, AS, Certificates, and transfer to CSU and UC; this is especially important in the use of the "What If" button, b) Demonstrate the use of Degree Works during counseling sessions to help complete an education plan to help students stay on track of their academic goals. c) Demonstrate how to access the Degree Works tutorial on My Portal so DSS students may have knowledge of the accessible online resource available to assist when utilizing Degree Works. d) Provide a cheat sheet for students on the use of Degree Works and how to enter the Educational Plan

Related Documents:

[Word Report to Committee.doc](#)

To Enhance our SSLO Process:
1) To enhance the clarity of our instrument, we will consider focusing exclusively on Degree Works

(09/23/2014)

Summary Assessments for SSLO Outcomes



Dept SS - (DSPS) Educational Diagnostic Center (Hybrid)

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>EDC PLO 2011 - The Educational Diagnostic Center (EDC) provides and promotes a motivate and supportive learning environment that encourages students with learning disabilities to be cognitively aware of their learning strengths and weaknesses, to identify and utilize the accommodations and services that are appropriate to their learning needs, and to effectively self monitor their academic acheivement and progress.</p> <p>PLO Status: Active</p> <p>Year(s) to be Assessed: 2013-2014</p> <p>Outcome Creation Date: 11/01/2011</p>	<p>Underlying Service - This is the first cycle to be conducted in 2013-2014</p> <p>Target for Success: 80% of SLOACs and SSLOACs outcome targets or goals have been reached.</p>		

Summary Assessments for SSLO Outcomes



Dept SS - (DSPS) HOPE (Hybrid)

<i>Program Level Outcomes (PLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>HOPE_PLO_1 - The HOPE-DeAnza program challenges students to identify and discuss vocational goals and develop the abilities needed to meet their goals as contributing members of their community.</p> <p>PLO Status: Active</p> <p>Year(s) to be Assessed: 2013-2014</p> <p>Outcome Creation Date: 12/04/2013</p>	<p>Underlying Course and Service assessments - This will be accomplished as we complete the SLOAC and SSLOAC.</p> <p>Target for Success: 70% of SLOAC and SSLOAC have reached their targets.</p> <p>Comments/Notes: New curriculum will be assessed starting fall 2012. All SSLOACs will have been completed as of 2012. The first cycle has been completed on the SLOs for courses 230, 231,232,233 and 234.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Not Met</p> <p>We predicted that 70% of our SLO's would reach their targets. We where very close...64% of our SLO's met their target over 3 full assessment cycles. (11/08/2017)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): We feel good that we came so close to reaching our target. Possibly, we set our individual SLO targets too high for our students.</p> <hr/> <p>Program Review Reporting Year: 2013-2014</p> <p>Target : Target Met</p> <p>We have completed the the first assessment cycle of courses 230, 231, 232, 233, and 234. (12/03/2013)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Continued repetition and discussion has proven to be the key to the students identifying vocational interests, workplace culture and community resources. When a student's career goal is identified, Instructors relate the skills from the workplace production to the student's individual career goals.</p>	<p>Enhancement: Look closer at the abilities of each class and determine a target goal that would be more attainable. (11/08/2017)</p> <hr/> <p>Enhancement: We just completed the assessment cycle for 235 at the end of our winter quarter. We are preparing to review course 230 which is offered in spring 2014. (04/08/2014)</p> <hr/> <p>Enhancement: Encourage the students to ask for work assignments that relate to their career goal. Continued discussion of the skills needed for each job will assist the students in making informed choices for work. Encourage the students to advocate for themselves in their annual meetings pertaining to community inclusion and what is available for them. (12/04/2013)</p>

Summary Assessments for SSLO Outcomes



Dept SS - (SD) College Life

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>CollegeLife_SSLO_1 - Students involved in DASB leadership will identify and improve their leadership styles. SSLO Status: Active Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018 Outcome Creation Date: 11/05/2010</p>	<p>Survey - 2011-2012 (first year) test Target for Success: 80% Related Documents: 2011-2012 Pre and Post survey results.docx Survey - 2017 New Senate Orientation Survey with Followup Survey in June 2017 Target for Success: Improvement in Responses Related Documents: 2017-2018 DASB Senate Survey Results</p>	<p>Program Review Reporting Year: 2010-2011 Target : Target Met test - 85% results (08/15/2011) Reflection (CLICK ON ? FOR INSTRUCTIONS): gsgs</p>	<p>Enhancement: test - no plans at this time (08/15/2011)</p>
<p>CollegeLife_SSLO_2 - Students involved in DASB leadership will demonstrate improved skills in conflict management, meeting management, communication, and budgeting. SSLO Status: Active Year(s) to be Assessed: 2011-2012 Outcome Creation Date: 11/05/2010</p>	<p>Survey - Self assessment survey at beginning and end of year. Related Documents: DA College Life SLO Survey Instrument.doc</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met In early summer a survey instrument was distributed to the newly elected DASB Senate members. The survey was designed to solicit the students? knowledge and comfort levels with aspects of student leadership and knowledge of the Club Program. The Pre survey clearly demonstrated that the students did not have a comfortable understanding of budgets, parliamentary procedures and process for starting a new club. In May 2012, the Post survey was distributed. The Post Survey demonstrated that after approximately one year serving in leadership roles and participating in several workshops/retreats, that the students did gain</p>	

understanding of budgets, parliamentary procedures and have an understanding of how to start a club. (10/01/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): It is considered the programs provided for the students have been successful.

Related Documents:

[2011-2012 Pre and Post survey results.docx](#)

CollegeLife_SSLO_3 - Students will be able to identify the appropriate procedures for joining a student club or starting a new club.

SSLO Status: Inactive

Outcome Creation Date: 11/05/2010

Summary Assessments for SSLO Outcomes



Dept SS - (SD) Extended Opportunity Program and Services

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>EOPS_SSLO_1 - Students will demonstrate and understand EOPS program participation requirements, policies, and procedures (revised 2.23.10)</p> <p>SSLO Status: Active</p> <p>Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012, 2014-2015</p> <p>Outcome Creation Date: 02/23/2010</p>	<p>Survey - 1st assessment cycle: 2009-2010</p> <p>Target for Success: 80% of EOPS/CARE will completed ALL program requirements by the end of spring quarter 2010</p> <p>Comments/Notes: Refer to SSLO Summary Update 2009/2010 for results</p> <p>Related Documents: SSLO Summary Update 2009 &2010.doc</p>	<p>Program Review Reporting Year: 2010-2011</p> <p>Target : Target Met</p> <p>Survey results Fall 09: Q1:70%. Q2: 64%. Q3 68%. Q4:79%. Q5: 35%. Spring 2010: Q1 72%, Q2:67%, Q3: 68%, Q4: 79%, Q5:39%. Demonstration: F09: Update- 98%, 1st C/AA:96%, 2nd C/AA:80%, Sck: 55%. W09: Update:98%, 1st C/AA:98%, 2nd C/AA:86%, Sck. (08/14/2012)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): Discussion occurred regarding the difference between students meeting program compliance and their understanding of program policies and requirements. Refer to related document for more detail</p> <p>Related Documents: SSLO Summary Update 2009 &2010.doc</p>	<p>Enhancement: 2009-2010:Revised the survey to clarify language and terms. Written instructions for administering survey were completed.</p> <p>2010-2011: Revised survey after analyzing results from previous year</p> <p>2011-2012:Reviewed and analyzed results from survey to program statistics.</p> <p>2012: Decided not to administer the survey for 2012-2013. Will focus on problem areas highlighted on survey.</p> <p><u>(10/16/2012)</u></p> <p>Enhancement: Spring 2010:Developed Math Skills component to toolkit to be administered Fall 2011. Fall 2010: Identified elements of Multi-year Plan (MYP) to be implemented during winter term</p> <p><u>(10/16/2012)</u></p> <p>Enhancement: Revised survey. Wrote instructions for</p>

administering survey. Reviewed and revised New EOPS/CARE Student Orientation workshops. (08/14/2012)

Survey - Survey was administered to EOPS participants using Google document. Students were able to complete survey when they came in to use the computers or appointments. Survey was administered during May 25-June 9.

Comments/Notes: Survey was reviewed and updated by EOPS staff to assess SSLO #1 for 2016-2017.

Related Documents:

[Orientation survey data-1.pptx](#)

[Draft SSLO #1 05172017.docx](#)

[EOPS 2015 Orientation](#)

[Presentation.pptx](#)

[SSLO](#)

[Documents_06082017_085329.pdf](#)

EOPS_SSLO_2 - Students will identify and demonstrate essential skills necessary to accomplish their academic goals (Revised 5/17/10)

SSLO Status: Active

Year(s) to be Assessed: 2010-2011, 2011-2012

Outcome Creation Date: 05/17/2010

Survey - 1st assessment cycle: Student Success Toolkit Instrument

Comments/Notes: Administering during EOPS Orientation. See related document below

Related Documents:

[SSLO #2 Update.doc](#)

Program Review Reporting Year: 2010-2011

Target : Target Not Met

Academic plan was identified as assessment tool to be used to determine if student had reached their academic goals. Goal established for program: 90% of students would have MYP by June 30, 2011. Therefore the following things were necessary to identify what was a completed multiple-year plan (MYP).

(10/16/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Elements were identified, reviewed, agreed upon by counselors/advisors and program coordinator. MYP elements were discussed in staff meeting during fall and winter quarters. As of May 2011, 62% of students have MYP.

Program Review Reporting Year: 2010-2011

Target : Target Met

Time management, reading and writing skills were top. See related below (08/08/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Good

Related Documents:

[SSLO #2 Update.doc](#)

Enhancement: Academic plan was identified as assessment tool to be used to determine if student had reached their academic goals. Goal established for program: 90% of students would have MYP by June 30, 2011. Therefore the following things were necessary to identify what was a completed multiple-year plan (MYP).

(10/16/2012)

Enhancement: Spring 2010: Developed Math Skills component to toolkit to be administered Fall 2011. Fall 2010: Identified elements of Multi-year Plan (MYP) to be implemented during winter term. (10/16/2012)

Enhancement: Refer to related document (08/08/2012)

Follow-Up: Included math skills as part of assessment instrument for next cycle (08/08/2012)

EOPS_SSLO_3 - Students will be able to use knowledge and skills to manage financial resources effectively. (10/12)

SSLO Status: Inactive

Year(s) to be Assessed: 2012-2013

Outcome Creation Date: 11/05/2010

Survey - Administer existing survey about financial literacy to CARE student during winter quarter.

Target for Success: CARE students will know how to create and maintain budget.

Comments/Notes: S(ALT) resources.

Program Review Reporting Year: 2012-2013

Target : Target Not Met

98 students completed survey. Question #8: 48 students did not know the interest of credit card(s). Question #13: 49 student did not know what kind of loan they had. (05/21/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): More students knew how to set up budget. Information was surprising.

Related Documents:

[Financial Management Survey Results.docx](#)

[Financial Management Survey final draft.docx](#)

Program Review Reporting Year: 2012-2013

Target : Target Not Met

Questions will be tabulated to determine financial management knowledge and ability. (05/01/2013)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Survey was not administered during winter quarter. Survey was administered in spring quarter to students. It was decided that the survey would be randomly administered to EOPS/CARE student. Sign in sheet was used to determine who would take survey. Every other space was highlighted in yellow. Anyone that signed in will be asked to complete the survey.

Related Documents:

[Financial Management Survey final draft.docx](#)

Enhancement: Consumer Credit will be contacted to conduct a workshop during the week of June 10-14. Changes will be made to the survey 13-14: "you" will be changed to "I", each survey will be given #. Questions 12 and 13 will be revised for clarity. (05/21/2013)

Summary Assessments for SSLO Outcomes



Dept SS - (SD) Health Services

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>Health_SSLO_1 - Students will identify where Health Services is located on campus and identify at least three services provided. SSLO Status: Active Year(s) to be Assessed: 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017 Outcome Creation Date: 11/05/2010</p>	<p>Survey - a single question on survey Target for Success: 80% Related Documents: ClubDayFallSLO2012 (2).pdf</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met 91% correctly identified location (06/22/2017) Reflection (CLICK ON ? FOR INSTRUCTIONS): continuing to improve and new students are arriving each quarter. Related Documents: CHILL CITY SURVEY Fall 2016.docx</p>	<p>Enhancement: improving signage on campus (06/22/2017)</p>
		<p>Program Review Reporting Year: 2012-2013 Target : Target Met 83% of survey participants correctly identified location of Health Services. 97% of survey participants correctly identified services of free condoms; STI testing 54%; free quit-smoking patches 55%; psychological services 49%; birth control pills 53%; MD visits 51%; free flu shots 61%; emergency contraception 43%; free pregnancy tests 55%; well-women exams (pap) 41%; free over the counter meds 45%; immunizations 50%. (11/22/2016) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although a large percentage of students clearly identified location, there is more work to be done in educating what services are available. For example - Emergency contraception, well women exams, free over the counter medications and psychological counseling all rated below 50%. This means that a large number of our students are not aware of these service opportunities.</p>	<p>Enhancement: The survey tool has to be updated to include specificity of services. The survey should ask students if they have ever been to Health Services to identify any barriers. The survey should also include a question that would enhance and perpetuate health lifestyle choices. (11/22/2016)</p>
	<p>Survey - 3rd assessment cycle of SSLO #1 conducted in Winter 2013 Target for Success: 80% Related Documents:</p>	<p>Program Review Reporting Year: 2013-2014 Target : Target Met The survey tool has to be updated to include specificity of services. The survey should ask students if they have ever</p>	<p>Enhancement: Continued to revise survey tool, end goal is to get majority to access and use information and services at Health</p>

Student Services Learning Outcomes (SSLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

[ClubDayWinterSLO2013.pdf](#)
[CHILL CITY SURVEY Fall 2016.docx](#)
[ClubDayWinterSLO2014Jan23.docx](#)
[SurveyResults2016-12-8.docx](#)
[SurveyResults2017-1-26ClubDayOneloveShirts.docx](#)

Survey - 4th assessment cycle;
Winter Club Day 2018
Target for Success: Goal to have 60% correctly identify where Student Health Services is located and correctly list 3 services provided there.
Comments/Notes: Results: 154 respondents
Summary: 151 (98%) students surveyed knew where Health Services is located, though 44% have not visited. Despite not visiting, 98% know we offered all 13 listed services - including 100% listed free condoms. Educational outreach was expanded this year and has been successful in increasing awareness of health services.

been to Health Services to identify any barriers. The survey should also include a question that would enhance and perpetuate health lifestyle choices. (11/22/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): The survey tool has to be updated to include specificity of services. The survey should ask students if they have ever been to Health Services to identify any barriers. The survey should also include a question that would enhance and perpetuate health lifestyle choices.

Services. (11/22/2016)

Health_SSLO_2 - Identify where students learn about Health Services.
SSLO Status: Inactive
Outcome Creation Date: 11/05/2010

Health_SSLO_3 - Students will utilize wellness resources in Student Health Services to allow themselves to make health choices during their current school day.

Student Services Learning Outcomes (SSLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

SSLO Status: Inactive

Outcome Creation Date: 11/05/2010

Health_SSLO_4 - Students will be able to access Student Health Services for information, resources and treatment to stay on campus to complete their school day.

SSLO Status: Inactive

Outcome Creation Date: 11/05/2010

Health_SSLO_5 - Students will improve their ability to recognize suicide contemplation warning signs, and will demonstrate an enhanced understanding of steps they can personally take to help save lives.

SSLO Status: Active

Year(s) to be Assessed: 2011-2012, 2012-2013

Outcome Creation Date: 03/01/2012

Survey - First Assessment Cycle - Winter quarter March 1, 2012. Used pre-post survey targeted toward students.

Target for Success: 90% of the student will meet the outcome

Comments/Notes: Home grown survey instrument

Related Documents:

[SuicidePrevention-outcomesMarch 2012.pdf](#)

[Psychological Services data 2016 2017.docx](#)

Survey - second assessment cycle; Fall quarter 11/13/12 in collaboration with Profession development targeted toward staff and faculty.

Target for Success: 90% of respondents will meet the outcome.

Comments/Notes: same pre/post test used in the 1st study, used in the second study.

Program Review Reporting Year: 2011-2012

Target : Target Met

on average, more than 90% of the students met or exceeded the outcomes (12/04/2012)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Newly learned concepts by attendees: suicides are preventable; they can now recognize warnings signs; they know the tools to use to be active in responding to suicidal behavior; suicidal comments should be taken seriously; students should be sincere when asking/listening to individuals.

Related Documents:

[SuicidePrevention-outcomesMarch 2012.pdf](#)

Enhancement: Staff and faculty need to have same training. (12/04/2012)

Follow-Up: Similar event was offered to staff/faculty 11/13/12, and is the second assessment cycle of this SSLO. (12/04/2012)

Health_SSLO_6 - Students will demonstrate healthy sexual behavior

SSLO Status: Active

Year(s) to be Assessed: 2012-2013,

Survey - 1st assessment cycle of SSLO #6 conducted in Winter 2013

"Safe Sex Survey" on Valentines day

Target for Success: 80% accuracy

Student Services Learning Outcomes (SSLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

2013-2014, 2014-2015, 2015-2016, 2016-2017
Outcome Creation Date: 03/12/2013

with 6 question quiz
Comments/Notes: Survey conducted 250 students

Related Documents:
[SafeSexQuiz.pdf](#)

Survey - Safe Sex Quiz - 4 true/false and 2 check the correct box questions

Target for Success: Goal is to have 80% of the students correctly answer all six questions.

Comments/Notes: Survey 2nd assessment cycle; Winter Classroom visits 2018 (Active)

1. Target for Success: Goal to have : 80% accuracy with 6 question quiz.

Program Review Reporting Year: 2018-2019

Target : Target Met

Summary: 94 students were quizzed during classroom presentations. Students correctly answered 80% or greater with three of the six questions. Answers were correct as follows: question 1 -98%; question 2 -76%; question 3 -82%; questions 4 – 60%; question 5 64%; question 6 88%. Some of the confusion was due to the changes in new HIV testing. Classroom outreach was expanded this year and has been successful in increasing awareness of health issues and services. (02/27/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Target was met.

Enhancement: The current quiz needs slight modification, particularly with the question regarding HIV testing. There are now new testing options, and the questions on the quiz must reflect these new changes. (02/27/2018)

Summary Assessments for SSLO Outcomes



Dept SS - (SD) Psychological Services

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>Treatment Outcome - Improved mental health as a result of receiving psychological counseling provided by the Psychological Services Department.</p> <p>SSLO Status: Active</p> <p>Year(s) to be Assessed: 2014-2015</p> <p>Outcome Creation Date: 10/01/2014</p> <p>Outcome Inactive Date: 08/31/2015</p>	<p>The OQ-45.2: A self-administered, self-report questionnaire assessing current mental health status and functioning over a wide range of domains. The questionnaire will be given twice: once during the first meeting with a therapist in the Psychological Services Department, and again part way through the treatment.</p> <p>Target for Success: A decrease in score total, which signifies a decrease in mental health distress and symptomology.</p> <p>Related Documents: Outcome Questionnaire (OQ-45.2)</p>	<p>Program Review Reporting Year: 2014-2015</p> <p>Target : Target Not Met</p> <p>As determined by the OQ-45.2 scoring guide, a score of 14 or more points in either direction shows a reliable change. For our current SLO, an average decrease of 13 points in the total score was found among students. This means that we are approaching a reliable and significant change (increase in overall mental health) related to our services. Note: A larger sample size would be best to further validate the significance of data collected. (07/28/2015)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The sample size utilized for means of this SLO is small. Upon discussion, the Psychological Services Department has hypothesized that not having a separate building space dedicated to our department impacted the collection of data related to the SLO scores. A designated space would allow for a quiet, stable environment for students accessing our services. An office manager could also be hired to assist in collecting data and paperwork from students. Currently, our students are given the OQ-45.2 by their individual therapist. This interaction has been found in some cases to affect the therapy and relationship with the therapist. Having a separate space with an office manager would help to alleviate this possible negative outcome in the treatment, for the students would fill out paperwork in a main waiting area only. Further, the office manager would keep track of all paperwork so that each student would more regularly complete the OQ-45.2 upon entering treatment, and again each quarter thereafter.</p>	
		<p>Program Review Reporting Year: 2017-2018</p>	

Target : Target Met

h (07/23/2015)

Reflection (CLICK ON ? FOR INSTRUCTIONS): blah

SSLO_PSYCSVS_3 - The Psychological Services Department will create two forms, signed separately by students, that specify the terms under which services are provided to students.

SSLO Status: Active

Year(s) to be Assessed: 2015-2016, 2016-2017, 2017-2018

Outcome Creation Date: 03/04/2015

First Assessment Cycle Completed in June, 2016. Assessment Completed via audit of files at completion of academic year 2015-2016

Target for Success: 90% of forms will have signatures indicating knowledge of terms of treatment and HIPAA policies.

Summary Assessments for SSLO Outcomes



Dept SS - (SSLO) Tutorial Example

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>SSLO_TUT_1 - After completing the TracDat training, students will be able to navigate TracDat and record their outcomes/assessment information into the appropriate fields.</p> <p>SSLO Status: Active</p> <p>Year(s) to be Assessed: 2011-2012, 2013-2014, 2015-2016</p> <p>Outcome Creation Date: 03/26/2012</p>	<p>Exam - First assessment cycle of SSLO Tut #1 conducted in the spring of 2012. Students completing the TracDat Training will be given a 5 question quiz developed by the SSLO Coordinator. This instrument will use multiple choice questions designed to determine if the student can successfully navigate the TracDat system.</p> <p>Target for Success: 80% of the training participants will score 80% correct or better on the quiz questions.</p> <p>Comments/Notes: The test will take approx. 10 minutes to complete. Students will be asked to submit the completed quiz before leaving the training. This is the first time we are using this survey.</p>		

Summary Assessments for SSLO Outcomes



Dept SS - Financial Aid

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>FinAid_SSLO_1 - After visiting the financial aid website students and prospective students should be able to initiate a financial aid application and investigate the various sources of aid available through this office. SSLO Status: Active Outcome Creation Date: 11/05/2010</p>	<p>Directly related to Outcome</p>	<p>Program Review Reporting Year: 2009-2010 Target : Target Met The Financial Aid Website survey was sent out on August 11, 2009 with a reminder on August 18, 2009. There was a 1.7% bounce back rate. It was sent to 7636 financial aid applicants for 2009-10, and 1545 applicants responded for a response rate of 20%. (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Student survey indicated students are able to initiate the financial aid application process after visiting the website</p>	
	<p>Survey - In 2009 a survey was administered to 7,636 with a response rate of 20%, which resulted in 1545 applicatints repsonded.</p>	<p>Program Review Reporting Year: 2009-2010 Target : Target Met 49% of resondents replied that the pirmary reason they first visited the website was tolearn what was ncessary to apply finanioal aid. (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Surevey provided detailed results</p>	<p>Enhancement: This survey was conducted in Spring 2009, however, the information was not officially entered into the system until February of 2018. Because this survey is outdated, many updates have been made to the current website, and a new website is being created. The financial aid staff will develop and create a new student learning outcome that will reflect the enhancements in the updated website. This website will go live in Spring 2018. At that time, we plan to administer methods to assess its relevancy. (02/28/2018)</p>
		<p>Program Review Reporting Year: 2009-2010</p>	<p>Enhancement: Financial aid</p>

Student Services Learning Outcomes (SSLOs)

Assessment Methods

Assessment Data Summaries

Enhancements

Target : Target Met

The Financial Aid Website survey was sent out on August 11, 2009 with a reminder on August 18, 2009. There was a 1.7% bounce back rate. It was sent to 7636 financial aid applicants for 2009-10, and 1545 applicants responded for a response rate of 20%. (02/28/2018)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Based on the survey findings, current and prospective students were able to determine how to apply for financial aid and investigate available resources.

website is currently being revised with a launch in Spring of 2018 (02/28/2018)

FinAid_SSLO_2 - FHDA students seeking additional funding to help pay college costs will find the scholarship offerings, identify scholarships which match their academic qualifications, and successfully complete a scholarship application for consideration.

SSLO Status: Inactive

Outcome Creation Date: 11/05/2010

FinAid_SSLO_3 - FHDA faculty, staff and administrators wishing to participate in the scholarship selection process will volunteer, be trained, and successfully rate student scholarship applicants on their match to advertised criteria.

SSLO Status: Inactive

Outcome Creation Date: 11/05/2010

Summary Assessments for SSLO Outcomes



Dept SS - Occupational Training Institute

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>OTI_SSLO_2 - Upon completion of the CalWORKs program at Foothill and/or DeAnza College, 85% of the students will have participated in one or more employment related activity.</p> <p>SSLO Status: Active</p> <p>Year(s) to be Assessed: 2016-2017</p> <p>Outcome Creation Date: 11/05/2010</p>	<p>Other - OTI has various internships, on and off campus subsidized employment, and regular off-campus employment.</p> <p>Target for Success: 85%</p> <p>Comments/Notes: 85% is a steep target, although the cost of living has increased the number of students who need to work.</p>	<p>Program Review Reporting Year: 2016-2017</p> <p>Target : Target Not Met</p> <p>OTI informs students regarding work opportunities during intake process, orientations, and through county referrals (or referring agency). Job and internships are a crucial resource to help students support their time at the college. (03/01/2018)</p> <p>Reflection (CLICK ON ? FOR INSTRUCTIONS): The larger goal is to have all OTI students employed.</p>	<p>Enhancement: OTI students are typically unemployed, single/primary caregivers, economically disadvantaged families, ranging in age from 19-50 yrs old. Many are first to college, immigrants, and high-school dropouts. We serve the most vulnerable populations who are in dire need of work, as well as those individuals who want to build skills. It is imperative that all OTI students know and understand the internships and job offerings we have. Future goals include plans to increase student contact to introduce to work opportunities. (03/01/2018)</p>
<p>OTI_SSLO_3 - Upon completion of intake and orientation CalWORKs students will be able to demonstrate their ability to identify and access resources and services available to them De Anza College and surrounding community.</p> <p>SSLO Status: Active</p> <p>Outcome Creation Date: 11/05/2010</p>	<p>Survey - Survey during orientation.</p> <p>Target for Success: All entering CalWORKs students</p> <p>Related Documents:</p> <p>0910 calworks needs summary.xls</p> <p>10-11 calworks needs summary.xls</p> <p>11-12 calworks needs summary.xls</p> <p>12-13 calworks needs summary.xls</p>	<p>Program Review Reporting Year: 2015-2016</p> <p>Target : Target Met</p> <p>Students are provided with a “Needs Assessment Survey” to identify their physical, social, financial, and psychological needs at the beginning of each quarter. The data is used to identify potential barriers to success in college and find the resources and develop strategies to meet the identified needs. The data is then compared each quarter to identify trends in resource needs, track progress and used to develop strategies to address needs. (03/18/2016)</p>	

Reflection (CLICK ON ? FOR INSTRUCTIONS): Data is collected each quarter for each new and continuing CalWORKs student. The Needs Assessment Survey is used to identify student's physical, social, financial, and psychological needs. The data is used to identify potential barriers to success in college and find the resources, make referrals and develop strategies to meet the identified needs. For example, many CalWORKs students have challenging transportation issues including unreliable cars and difficulty affording automobile insurance. The CalWORKs staffs use the CalWORKs Resource Guide to make referrals for free and low cost automobile repairs and "non-owners" automobile insurance. Another question that is asked is, "Do you need a computer for college work?" The Occupational Training Institute provides free, refurbished computers and referrals to low-cost internet connectivity services through different service providers.

Program Review Reporting Year: 2015-2016

Target : Target Met

Students are provided with a Needs Assessment Survey to identify their physical, social, financial, and psychological needs at the beginning of each quarter. The data is used to identify potential barriers to be successful in college and find the resources and develop strategies to meet the identified needs. The data is compared each quarter to identify trends in resource needs, track progress and then used to develop strategies to meet the needs.

(03/18/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Data is collected each quarter for each new and continuing CalWORKs student.

Enhancement: The Needs Assessment Survey is used to identify student's physical, social, financial, and psychological needs. The data is used to identify potential barriers to succeed in college and find the resources, and develop strategies to meet the identified needs. For example, many CalWORKs students have challenging transportation issues including unreliable cars and difficulty affording automobile insurance. The CalWORKs staffs use the CalWORKs Resource Guide to make referrals for free and low cost automobile repairs and "non-owners" automobile insurance. Another question that is asked is,

Survey - A "Needs Assessment Survey" is conducted each quarter's Student Orientation.
Target for Success: The goal of the survey is to identify student's their physical, social, financial, and psychological needs.
Comments/Notes: This information is used to determine strategies to increase likelihood of student success.

“Do you need a computer for college work?” The Occupational Training Institute provides free, refurbished computers and referrals to low-cost internet connectivity services through different service providers. Two specific needs that students stated were a need for diapers and for food. The latter has resulted in a now well established food pantry, and the former allowed OTI to seek funding for diapers. The diapers are now available at OTI. (03/01/2018)

OTI_SSLO_1 - Upon completion of intake and orientation CalWORKs students will be able to demonstrate their ability to identify and access services available through the Financial Aid system.
SSLO Status: Inactive
Outcome Creation Date: 11/05/2010

OTI_SSLO_4 - Students will demonstrate the ability to use appropriate interviewing skills, and write a good resume (4/28/11)

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pending DARE decision)

SSLO Status: Inactive

Outcome Creation Date: 11/05/2010

OTI_SSLO_5 - OTI students will learn, acquire, and identify skills necessary to create a plan to achieve a sustainable career.

SSLO Status: Active

Year(s) to be Assessed: 2015-2016

Outcome Creation Date: 03/09/2015

Survey - Review Pre and Post Assessments to cross analyze the outcomes for students reporting their career plans.

Target for Success: Information collected will demonstrate that 80% of OTI students who received services from OTI exit their program with a plan to achieve a sustainable career.

Program Review Reporting Year: 2014-2015

Target : Target Met

Thirty-nine CalWorks students responded to the survey. For questions 1 - 4 dealing with having identified primary career interest, professional goals, short-term goals leading to long-term goals and possible barriers/obstacles, for each question over 90% of students replied in the affirmative.

Question 5 (have solution to each barrier/obstacle) only 61.5% relied in the affirmative.

Question 6 (completed internship or work study experience) only 24.6% replied in the affirmative.

Question 7 (completed resume) 69.2% replied in the affirmative

Question 8 (practiced interviewing skills) 59% replied in the affirmative (03/16/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): The high percentage of students replying in the affirmative to questions 1 through 4 does not correspond to actuality when working with individual students. In general, this discrepancy between responses and actuality exhibits students lack of self-awareness. Students unrealistic self-analysis is a barrier to providing assistance.

Low percentages in the affirmative to questions 5 - 8 point to a lack of soft skills at present.

Related Documents:

[Tally Sheet for Pre-Post Assessment - OTI SSLO 2016.xlsx](#)

Enhancement: Currently the CalWORKs program is in dialog with CTE program coordinators and faculty in order to develop a list of programs/certificates/degrees that can be completely by CalWORKs students given the time constraints imposed.

This survey will be conducted more frequently throughout the quarter. (03/17/2016)

Summary Assessments for SSLO Outcomes



Dept SS - Outreach and Relations with Schools

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>Outreach_SSLO_1 - Application Workshop: Prospects will demonstrate the ability to complete the online college application. SSLO Status: Inactive Year(s) to be Assessed: 2010-2011 Outcome Creation Date: 05/05/2009</p>	<p>Survey - 2nd assessment cycle in 2010-11</p>		
<p>Outreach_SSLO_2 - Classroom Presentation: Students will demonstrate knowledge about the enrollment process: eligibility, application, orientation, placement tests, and registering for classes. SSLO Status: Active Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012 Outcome Creation Date: 05/05/2009</p>	<p>Survey - A survey instrument was used to assess student learning. First assessment cycle conducted in Spring 2009 at local high schools. High school seniors planning to enroll at De Anza were given a pre-survey and a post-survey. Survey results show that the outcomes improved from 65% to 96% after the classroom presentation. Target for Success: 80% Comments/Notes: Results exceeded target. Outcomes indicate that the classroom presentation is effective. Related Documents: SSLO Summary 2009-2010.xls</p>	<p>Program Review Reporting Year: 2009-2010 Target : Target Met Students who participated in pre and post surveys improved their overall knowledge of the general enrollment process by a significant increase of over 30%. See attached statistical data. (11/05/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Although the enrollment information is accessible online, the staff presentation was an ideal tool to promote interaction, clarity, and effectiveness.</p>	<p>Enhancement: For future use, we recommend continued presentations in conjunction with on-line interactive videos. We would also include personal student narratives to enhance connections with prospective students. (11/05/2014)</p>
<p>Outreach_SSLO_3 - Classroom Presentation: Students will demonstrate knowledge about college programs and services SSLO Status: Active</p>	<p>Survey - A survey instrument was used to assess high school seniors in spring 2010. Target for Success: The number of students that will improve their</p>	<p>Program Review Reporting Year: 2009-2010 Target : Target Met A survey was conducted in Spring 2010 in which 130 high school seniors in three high schools were assessed. Survey results showed that 97% of students improved their</p>	<p>Enhancement: We believe, and the results in this survey confirm, that classroom presentations are effective in improving understanding of prospective</p>

<i>Student Services Learning Outcomes (SSLOs)</i>	<i>Assessment Methods</i>	<i>Assessment Data Summaries</i>	<i>Enhancements</i>
<p>Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012 Outcome Creation Date: 05/05/2009</p>	<p>knowledge of about how to apply for financial aid after attending a classroom presentation will increase by 25%.</p> <p>Related Documents: SSLO Summary 2009-2010.xls</p>	<p>knowledge about college programs and services after attending the classroom presentation compared to 65% prior to the presentation. (11/17/2014) Reflection (CLICK ON ? FOR INSTRUCTIONS): Classroom presentations were an effective way to inform current high school students about the process.</p>	<p>students about college programs and services, and will significantly enhance the chance that they will choose De Anza as their college. However, additional outreach staff is needed to schedule more high school presentations and reach out to more students. (02/27/2018)</p>
<p>Outreach_SSLO_4 - Classroom Presentation: Students will demonstrate knowledge about how to apply for financial aid SSLO Status: Active Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012 Outcome Creation Date: 05/05/2009</p>	<p>Survey - A survey instrument was used to assess high school seniors in spring 2010.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met 192 students were surveyed at four high schools. The percent of correct responses in the pre-survey was 76.1%, and in the post-survey was 97.1% for an increase of 15%. (02/27/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to post0survey results, students gained knowledge about financial aid.</p>	<p>Enhancement: The importance of learning about financial is crucial to the success of the students we outreached to; most students are from historically undeserved communities. The Outreach team needs to continue reaching to these marginalized populations, therefore there access to and understanding of financial aid is crucial. (02/27/2018)</p>
<p>Outreach_SSLO_5 - Campus Tour: Visitors will demonstrate knowledge about college programs and services SSLO Status: Inactive Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012, 2016-2017 Outcome Creation Date: 05/05/2009</p>	<p>Survey - Online survey sent to new and prospective students that participated in our campus tour. Target for Success: Target for Success: 50% of students that participated found the tour helpful.</p>	<p>Program Review Reporting Year: 2016-2017 Target : Target Met In total, 39 prospective students were surveyed. The percent of correct responses in the per-survey were 75.9% and the in post-survey 94.4%. An increase of 18.5% (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): Staff surveyed new prospective students prior to campus tour and after. The student showed an increase of knowledge in programs and services after participating in the campus tour.</p>	<p>Enhancement: De Anza has increased programs and services to provide access and support for all students. The Outreach office is committed to educating the local community on the diverse services and resources that De Anza College provides to its student body. (02/28/2018)</p>
<p>Outreach_SSLO_6 - Campus Tour: Visitors will demonstrate knowledge about the enrollment process SSLO Status: Active Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012 Outcome Creation Date: 05/05/2009</p>	<p>Survey - Online survey sent to new and prospective students that participated in our campus tour.</p>	<p>Program Review Reporting Year: 2011-2012 Target : Target Met In total, 4 prospective students were surveyed. The percent of correct responses in the pre-survey were 93.3% and in the post-survey 95% That is an increase of 1.7%. (02/28/2018) Reflection (CLICK ON ? FOR INSTRUCTIONS): According to</p>	<p>Enhancement: The Outreach office assists new and prospective students in understanding the enrollment process to begin their journey into higher education. (02/28/2018)</p>

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post-survey results, student gained knowledge about the enrollment process.

Outreach_SSLO_7 - Campus Tour:
Visitors will demonstrate overall increased awareness about the college
SSLO Status: Active
Year(s) to be Assessed: 2009-2010, 2010-2011, 2011-2012
Outcome Creation Date: 05/05/2009

Survey - Online survey sent to new and prospective students that participated in our campus tour.

Program Review Reporting Year: 2010-2011
Target : Target Met
2010-2011: In total, 17 prospective students were surveyed. The percent of correct responses in the pre-survey were 66% and in the post-survey 93% That is an increase of 27%. (03/01/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): During the campus we discuss the learning communities/cohort programs, assessments, DSPS, Counseling and transfer support, admissions and records, and the bookstore.

Program Review Reporting Year: 2010-2011
Target : Target Met
2010-2011: In total, 17 prospective students were surveyed. The percent of correct responses in the pre-survey were 66% and in the post-survey 93% That is an increase of 27%. (02/28/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): According to the post survey results, students gained knowledge about the college.

Enhancement: The De Anza campus tours strives to educate new and prospective students about the campus, its history, services, and resources. (03/01/2018)