Assessment: Course/Service Four Column

De Anza College

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

PEA 1 (& X - Z):Adapted Total Fitness

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
PEA1_SLO_1 - Within the context of a student's disability, he/she will be able to demonstrate that his/her physical being has been positively affected through the Adapted Total Fitness course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall, 2011-12 2-Fall **Outcome Creation Date:** 11/05/2010			
PEA1_SLO _2 - Within the the context of a student's disability, that his/her psychosocial well being has been positively affected through the Adapted Total Fitness course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010			

PEA 2 (& X - Z):Adapted Strength Development

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
PEA2_SLO_1 - Within the context of a student's disability, he/she will be able to demonstrate that his/her physical being has been positively affected through the Adapted Strength Training course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010	**Survey -** First Assessment Cycle conducted in Fall 2010. Random students were given a simple survey. **Target for Success:** 80% will agree that the outcome has been met.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met In general, 85% agreed that the outcome is being met. (10/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** There needs to be a deeper assessment of what physical well-being means at an individual level.	**Enhancement:** A new assessment instrument will be developed for the next assessment cycle. (10/23/2012)
PEA2_SLO_2 - Within the context of a student's disability, his/her psychosocial well being has been positively affected through the Adapted Strength Training course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010	**Survey -** First assessment cycle of SSLO #2 conducted in 2010-11. Home grown survey with few questions **Target for Success:** 80% will agree that the outcome has been met **Comments/Notes:** Given to randomly selected students	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met In general 80% of the students felt the outcome was met (10/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Although it is gratifying to see good results, the survey was too simple and didn't really dig deep enough to get at the heart of what Psycho-social well-being might entail **Related Documents:** APE SLO Survey Questions 2010.pdf	**Enhancement:** For the next assessment cycle a new assessment instrument will be developed. A focus group or exit interview may work better than a survey. The APE department will explore the possibilities. In either case, the questions need more detail and need dig deeper. (10/23/2012)

PEA 4 (& X - Z):Adapted Cardiovascular Training

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
PEA4_SLO_1 - Within the context of a student's disability, he/she will be able to demonstrate that his/her physical well-being has been positively affected through the Adapted Cardiovascular Training course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010	**Survey -** First assessment cycle for PEA4_SLO_1 assessed in the fall 2010 quarter. We used a home grown survey to directly ask the students if they felt that their physical well-being was improved after taking the class. **Target for Success:** The majority of student will agree that the outcome has been met. **Related Documents:** ECMS - SLOAC for PEA 4	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Most of the students surveyed felt the outcome was met. Some students commented about needing more training on the use of the electronic equipment. (08/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Most students found the class to be excellent for their needs. The staff feels the questions might have biased the answers and were not complete enough to solicit a meaningful response. faculty will need to be encourage to spend more time teaching the proper usage of electronic exercise equipment. **Related Documents:** ECMS - SLOAC for PEA 4	**Enhancement:** During the opening ay meetings on Sept.21, the faculty will discuss better ways to teach students about the use of electronic equipment. (08/15/2012) **Enhancement:** We need to develop and better survey instrument that has more detail when addressing what we mean by physical well-being. This SLO is not going to be re-assessed until after the comprehensive program review year (2013-14). At that time we will explore using a better instrument. (08/15/2012)
PEA4_SLO_2 - Within the context of a student's disability, he/she will be able to demonstrate that his/her psycho-social well-being has been positively affected through the Adapted Cardiovascular Training course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010	**Survey -** First assessment cycle for PEA4_SLO_2; assessed in fall 2010. The survey was short and direct consisting of yes/no responses **Target for Success:** The majority of students survey will indicate that the target has been met.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The vast majority of surveyed student indicated that their psycho-social well-being had been improved through this class. (08/15/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The topic of psycho-social well-being is too complex to get meaningful responses with yes/no questions. Although the responses were mostly positive, we're not sure we really learned anything. It was noted that students felt the number and quality of the in-class assistants contributed to their positive experiences. **Related Documents:** ECMS - SLOAC for PEA 4	**Enhancement:** The program will continue to recruit and train student assistants from the Massage Therapy program and the rest of the college. (08/15/2012) **Enhancement:** The next time we assess this SLO (sometime after the 2013-14 comprehensive program review year), we will use a better, more detailed survey instrument that breaks down the term "psycho-social" into its basic components. (08/15/2012)

PEA 5 (& X - Z):Adapted Aquatic Exercise

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
PEA5_SLO_1 - Within the context of a student's disability, he/she will be able to demonstrate that his/her physical well-being has been positively affected through the Adapted Aquatic Exercise course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010	**Exit Interview -** First assessment cycle of PEA5_SLO_1 assessed in fall 2010. During finals week students were randomly selected to answer a few oral questions about their experience in the PEA 5 class. **Target for Success:** The majority of students will indicate that their personal physical well-being had improved.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The majority agreed that their physical well-being had improved as a result of taking the class. Additional comments: they were unaware that physical training could yield such positive affirmations; reports of a sense of positivity and new joy in their life; students who normally do not swim in the winter months were thinking of enrolling all year round. (08/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students seem quite satisfied with the PEA 5 experience. More detail is needed in the future. **Related Documents:** ECMS - SLOAC for PEA 5	**Enhancement:** Next assessment cycle (sometime after the comprehensive program review in 2013-14) we will use a more formal assessment method like a survey or focus group. The new assessment will attempt to isolate the components of "physical well-being" to solicit a more detailed response from students. (08/16/2012)
PEA5_SLO_2 - Within the context of a student's disability, he/she will be able to demonstrate that his/her psycho-social well-being has been positively affected through the Adapted Aquatic Exercise course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010	**Exit Interview -** First assessment cycle of PEA5_SLO_2 assessed in fall 2010. During finals week students were randomly selected to answer a few oral and written questions about their experience in the PEA 5 class. **Target for Success:** The majority of students will indicate that their psycho-social well-being was positively affected by their PEA 5 experience	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met The majority of students indicated that their psycho-social well-being was positively affected by their PEA 5 experience. Students noted that they especially enjoyed: being introduced to other members of the class; special care; individual recognition; consistent positive reinforcements. Students felt the cleanliness, safety, and temperature of the pool to be very important. (08/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results seem to indicate that the students are very satisfied with the PEA 5 course. We need to continue to encourage students to be supportive of each other. We should ask more detailed questions in the future to fully understand the components of psycho-social well-being. **Related Documents:** ECMS - SLOAC for PEA 5	**Enhancement:** Next assessment cycle (sometime after the comprehensive program review in 2013-14) we will use a more formal assessment method like a survey or focus group. The new assessment will attempt to isolate the components of "psycho-social well-being" to solicit a more detailed response from students. (08/16/2012)

PEA 6Y:Adapted Outdoor Education

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
PEA6Y_SLO_1 - Within the context of a student's disability,he/she will be able to demonstrate that his/her physical well being has been positively effected through the Adapted Outdoor Education course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2011-12 4 - Spring **Outcome Creation Date:** 11/05/2010	**Exit Interview -** First assessment cycle of PEA 6X_SLO_1 assessed in fall 2010. Students were given exit interviews asking about their experiences in PEA 6X. **Target for Success:** The majority of students would agree that their physical well-being had been positively affected.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met 90%+ reported increased level of esteem, 100% reported an increased sense of social connectedness. 100% of the students indicated they would recommend the program to others because of its emphasis on local SF Bay Area parks and outdoor areas. (08/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students primarily responded to the psycho-social aspects of the program but some comments were made about knowing what the physical expectations and degrees of difficulty were for each trip. **Related Documents:** ECMS - SLOAC for PEA 6X	**Enhancement:** The instructor will include more DVD presentations about the local areas and will seek additional funds to cover Bus entry fees into the parks. (08/16/2012) **Follow-Up:** More DVDs have been added to the class. (08/16/2012) **Enhancement:** Students will be given the degree of difficulty of each outdoor area. To increase student knowledge of the local environments they will be instructed and tested on the their specific knowledge of the local areas including the flora and fauna. (08/16/2012) **Follow-Up:** The students are now informed of the degree of physical difficulty for each area and the new teaching points have been incorporated into the curriculum (08/16/2012)
PEA6Y_SLO_2 - Within the context of a student's disability, he/she will be able to demonstrate that his/her psycho-social well being has been positively affected through the Adapted Outdoor Education course. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 4- Spring **Outcome Creation Date:** 11/05/2010	**Exit Interview -** First assessment cycle of PEA 6X_SLO_2 assessed in fall 2010. Students were given exit interviews asking about their experiences in PEA 6X. **Target for Success:** The majority of students would agree that their physical well-being had been positively affected.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met 90%+ reported increased level of esteem, 100% reported an increased sense of social connectedness. 100% of the students indicated they would recommend the program to others because of its emphasis on local SF Bay Area parks and outdoor areas. (08/16/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students primarily responded to the psycho-social aspects of the program but some comments were made about knowing what the physical expectations and degrees of difficulty were for each trip. **Related Documents:** ECMS - SLOAC for PEA 6X	**Enhancement:** Students will be given the degree of difficulty of each outdoor area. To increase student knowledge of the local environments they will be instructed and tested on the their specific knowledge of the local areas including the flora and fauna. (08/16/2012) **Follow-Up:** The students are now informed of the degree of physical difficulty for each area and the new teaching points have

been incorporated into the curriculum (08/16/2012)

Enhancement: The instructor will include more DVD presentations about the local areas and will seek additional funds to cover Bus entry fees into the parks. (08/16/2012)

Follow-Up: New DVDs have been added to the curriculum (08/16/2012)

SSLO - APE:Services

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
APE_SSLO_1 - Within the context of their disabilities and educational need, the students will be able to register in the APE courses using their priority registration status and the APE registration process. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 2-Fall, 2010-11 3-Winter **Outcome Creation Date:** 05/05/2009			
APE_SSLO_2 - Within the context of their abilities and educational need, the students will be able to successfully participate in their APE courses with a trained exercise assistant. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010			
APE_SSLO_3 - Within the context of the student's disability the students will demonstrate the ability to properly use the adapted equipment. **SLO/SSLO Status:** Active **Assessments Conducted:** 2012-13 2-Fall **Outcome Creation Date:** 04/20/2012	**Focus Group -** First assessment cycle of APE_SSLO_3 to be conducted In the fall 2012 quarter. We will assess the APE students ability to use the adapted equipment. We will randomly select 10% of the students in each PEA 1 or 2 course using the equipment in the PE 13 classroom. **Target for Success:** 80% of the focus group students will indicate the proper use and maintenance of the adapted equipment. **Comments/Notes:** Selected students filled out a survey and discussed the equipment with their instructors.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 90% of the student could properly use and maintain the equipment and they provided valuable input on which equipment was most popular and what new equipment they would like to see in the program. (01/14/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students indicated the overall effectiveness of the adapted equipment but they also identified some areas for improvement. We need to maintain the equipment on more regular basis. New equipment is needed and some equipment needs to be taken out of the room. For the most part the students that filled out the questionaire were independent users. **Related Documents:** [SSLO #3 - First Survey Results 2012](#)	**Enhancement:** APE needs to develop a better survey instrument. The first assessment had too much narrative and was difficult to tabulate. The new survey needs to be more pointed to the desired outcome - proper use of the equipment. (01/14/2013) **Enhancement:** The APE program will explore ways to keep machines available for use. (no loitering rules?) (01/14/2013) **Enhancement:** The APE program will explore the purchase of an Universal Designed rowing machine. (01/14/2013)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
			Enhancement: The APE program will set-up a regular cleaning and maintenance schedule for all equipment in PE 13. (01/14/2013)

Assessment: Course/Service Four Column

DeAnza College

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

SPED 240:Technology Access Evaluation for Special Needs Students

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED240_SLO_1 - Students will identify which assistive computer technology tools and configurations work most effectively for their functional limitations. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring **Outcome Creation Date:** 05/05/2011	**Survey -** First Assessment: A five question survey was conducted at the end of the Spring 2010 quarter to track knowledge and experience over the quarter. Students checked the appropriate column for their level of experience. See Documents for file. **Target for Success:** 80% of students will determine which assistive	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met As should be expected, most of these second quarter students are very comfortable with basic computer use and knowing what assistive technology is appropriate for them. About a quarter of the students surveyed still need additional assistive technology training to feel very confident in its use. (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As with the first quarter SPED 240 students, I plan to emphasize the online tutorials we have for each of the assistive technology applications we use as I work with students throughout the quarter. I plan to incorporate an assistive technology proficiency requirement for completion of this class in the future.	**Enhancement:** I plan to emphasize the online tutorials we have for each of the assistive technology applications we use as I work with students throughout the quarter. I plan to incorporate an assistive technology proficiency requirement for completion of this class in the future. (04/27/2012)
	Survey - A five-question anonymous online survey using the Survey Monkey tool was conducted to assess students' proficiency and familiarity with using various Assistive Technology (AT), options to support their specific disability/ learning needs. **Target for Success:** 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 90% of students were able to complete basic assigned lab tasks using identified AT. 80% of students found it Easy/Very Easy to create course-related reports and projects using AT specific to their disability/learning style or requirements. 60% used Text-to-Speech and scanning software; 40% used memory/cognitive training and learning tools; 40 % reported using note-taking software and tools to support learning and retention. 10% used Screen-reading software. Additionally, 88.89 % of students reported being able to work independently on coursework on computers and devices outside of De Anza College. (06/29/2017)	**Enhancement:** 1. Add new resources and tutorials for student use 2. Continue to assess new AT and stay updated on accessibility and AT best practices (06/29/2017)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		Reflection (CLICK ON ? FOR INSTRUCTIONS): New students enrolled at De Anza report feeling more confident by having access to the Computer Accessibility Lab and AT related to their specific needs. New note-taking software and related training appears to have been effective and has brought up notetaking use to 40%. Since Target Success goals have been met, I will continue using existing training practices and will continue to explore other AT as needed.	
SPED240_SLO_2 - Students will develop proficiency in applying assistive computer technology to compensate for their functional limitations. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring **Outcome Creation Date:** 05/05/2011	**Survey -** First Assessment: A five question survey was conducted at the end of the Spring 2010 quarter to track knowledge and experience over the quarter. Students checked the appropriate column for their level of experience. See Documents for file.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Most students were confident about performing the basic tasks of using the lab. As expected with students new to the technology some still feel they need more progress using the USB drive and some of the assistive technology in the lab. (04/27/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** I plan to emphasize the great online tutorials we have for each of the assistive technology applications we use as I work with students throughout the quarter. File management with the USB storage device has become the standard method of portable information storage, yet many students still are not comfortable with its use. I plan to look for an existing tutorial or develop one to address this issue.	**Enhancement:** I plan to emphasize the great online tutorials we have for each of the assistive technology applications we use as I work with students throughout the quarter. File management with the USB storage device has become the standard method of portable information storage, yet many students still are not comfortable with its use. I plan to look for an existing tutorial or develop one to address this issue. (05/29/2013)
	Survey - A five-question anonymous online survey using the Survey Monkey tool was conducted to assess students' proficiency and familiarity with using various Assistive Technology (AT), options to support their specific disability/ learning needs.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students were able to use Assistive Technologies specific to their disability/learning style or requirements, to complete coursework. 88.89 % of students reported being able to work independently on coursework on computers and devices outside of De Anza College.	**Enhancement:** 1. Add new resources and tutorials for student use 2. Continue to assess new AT and stay updated on accessibility and AT best practices (06/29/2017)

Target for Success: 75%

60% used Text-to-Speech and scanning software; 40% used memory/cognitive training and learning tools; 40 % reported using note-taking software and tools to support learning and retention. 10% used Screen-reading software. (06/29/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Newly-enrolled students report feeling better-equipped and more confident by having access to the Computer Accessibility Lab and AT related to their specific needs. New note-taking software and related training appears to have been effective. I plan to continue using existing training practices and will continue to explore other AT as needed.

SPED 245:Technology Access for Special Needs Students (Windows)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED245_SLO_1 - Students will develop the ability to independently employ assistive computer technology appropriate to their needs in the context of basic computer management, word processing, and Internet browsing. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 2-Fall	**Survey -** A 29 question survey was conducted at the end of the quarter to track knowledge and experience over the quarter. Students checked the appropriate column for their level of experience. See Documents for survey.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met All students reported significant improvement in nearly all skill areas. (05/29/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The two points that some students did not feel confident with were typing without looking and some of the most complicated sections like setting tab stops and using graphics. Assistive technology skills did not make as dramatic improvements. They generally improved only slightly.	**Enhancement:** As touch typing is almost a prerequisite for this class I will strongly recommend students become better typists either by taking a CAOS typing class or by using the typing tutor in the lab. The SPED 240 class is prerequisite or co-requisite for this class and is where students learn to use the assistive technology appropriate to their disability. There is not time to both learn to use their assistive technology and the course content at the same time in this class. Some students who should take SPED 240 before this class do not do so and so suffer the consequences. I should try to better screen students at the beginning of the quarter who should first take SPED 240 before taking this class. I should also make the counselors more aware of this issue when they are scheduling students for this class. (05/29/2013)
	Exam - Course Test/Quiz - Six enrolled students took the survey. A Final Exam (ten-question online quiz) was used to assess students' skills. Students performed above the 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Average score on Final Exam was 80%. Content included locating online resources to locate information, identifying specific tools and options used for proofing and editing	**Enhancement:** 1. I plan to continue to use strategies that have been successful 2. Students found Multiple Choice Questions easier to process

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	Target Success criteria. Areas assessed included ability to identify and use various types of AT, basic computer skills including identifying system properties, file management, formatting word documents using Microsoft Word's various tools and features, and ability to use online search/ help tools and features. **Target for Success:** 75%	word documents. 83.33% were able to identify various applications of Word templates; 83% were able to identify specific AT types and uses. (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students in the program have a wide variety of skills and abilities, as the last two quarters included students from the HOPE Services. This student population includes students with significant intellectual disabilities that include conditions such as Downs' Syndrome, Autism, and Cerebral Palsy. Small class sizes and differentiated instruction have helped facilitate greater student engagement and retention. Pedagogical strategies include application of Universal Design for Learning strategies, hands-on projects, scaffolding strategies. Directions on hands-on projects are kept simple and short as some students have trouble processing instructions.	and answer, and since it has proved to be an effective assessment method, I plan to integrate more online quizzes into course curriculum and will continue to experiment with designing assessments that reflect Universal Design for Learning guidelines for this student population. (06/29/2017)

SPED 290X,Y:Technology Access Practice for Special Needs Students

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED290X_SLO_1 - Students will become proficient in using individually identified assistive computer technology at a level that supports their academic needs. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring	**Survey -** A five question survey was conducted at the end of the quarter to track knowledge and experience over the quarter. Students checked the appropriate column for their level of experience. See Documents for survey.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Only half of the students surveyed feel confident about their plans for use of their assistive technology outside the campus setting. (05/29/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This could partly be due to the prohibitively high cost of some assistive technology applications.	**Enhancement:** 1. Research more low or no cost assistive technology applications for students to use outside the campus. 2. Emphasize the built-in assistive technology to the Windows and Mac operating systems. 3. Develop an assistive technology plan requirement for students to complete as a course requirement (05/29/2013)
	Survey - five-question anonymous online survey using the Survey Monkey tool was conducted to track and assess students' proficiency and familiarity with using various Assistive Technology (AT), options to support their specific disability/ learning needs and also assessed on their independent use of assistive technologies outside the campus. **Target for Success:** 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met A total of 14 students were responded to the online survey. 92.86% of students reported being very aware of available Accessibility Lab technologies and listed specific AT used to support their identified learning needs. 57.14% of students used Text-to-Speech and scanning software (21.43%). 14.29% used Screenreaders: NVDA, JAWS, Narrator, or VoiceOver. 78.57 % of students used writing software and online research tools (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** A high number of student (92.86%) surveyed were very aware of Assistive Technology training and tools available at the Computer Accessibility Lab. This could be due to new and returning students, increased referral by DSS counselors leading to greater student awareness of training and access to variety of Accessibility Lab AT options. Students have attributed success in their coursework to lab AT and support. Students are also introduced to low cost/free options, including greater awareness of built-in operating system accessibility options. 92.86% of students were able to work independently outside the De Anza College Campus. About 28.57% students found it Somewhat Difficult to access and interact with their online	**Enhancement:** 1. Perform continued assessment of student learning requirements 2. Explore newer Assistive Technologies and tools, and training methods to support students 2. Provide organizational skills, resources, and specific online learning strategies needed to support student online course success for all students and especially to students 33.33% found it Somewhat Difficult to access and interact with their online coursework. (06/29/2017)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		coursework. This could due to first-time online learners taking online classes, or students transitioning from Catalyst (Moodle-based LMS), to recent institutional adoption of Canvas LMS.	
SPED290X_SLO_2 - Students will develop a plan for further use of assistive computer technology outside the campus setting. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring	**Survey -** A five question survey was conducted at the end of the quarter to track knowledge and experience over the quarter. Students checked the appropriate column for their level of experience. See Documents for survey.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Only half of the students surveyed feel confident about their plans for use of their assistive technology outside the campus setting. (05/29/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This could partly be due to the prohibitively high cost of some assistive technology applications.	**Enhancement:** 1. Research more low or no cost assistive technology applications for students to use outside the campus. 2. Emphasize the built-in assistive technology to the Windows and Mac operating systems. 3. Develop an assistive technology plan requirement for students to complete as a course requirement (05/29/2013)
	Survey - A five-question anonymous online survey using the Survey Monkey tool was conducted to track and assess students' proficiency and familiarity with using various Assistive Technology (AT), options to support their specific disability/ learning needs and also assessed on their independent use of assistive technologies outside the campus. **Target for Success:** 75%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met The Survey also assessed students' being able to plan and use AT independently outside of the De Anza College Campus and 92.86% of students surveyed reported using the Assistive Technologies independently outside the De Anza College setting at work, home, public library and other setting. Online Course Completion: 64.29% found online courses Easy/Very Easy. (7.14% N.A /didn't enroll in Online Courses); 28.57% students found it Somewhat Difficult to access and interact with their online coursework. (06/29/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students have attributed success in their coursework to Computer Accessibility Lab AT tools and support. Students have also been introduced to low cost/free options, including built-in operating system accessibility options. 92.86% of students were able to work independently outside the De Anza College Campus. About 28.57% students found it Somewhat Difficult to access and interact with their online coursework. This could due to first-time online learners taking online classes, or students transitioning from	**Enhancement:** 1. Perform continued assessment of student learning requirements 2. Explore newer Assistive Technologies and tools, and training methods to support students 3. Explore organizational skills, resources, and specific online learning strategies needed to support student online course success for all students and especially to students 28.57% that found it Somewhat Difficult to access and interact with their online coursework. (06/29/2017)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		Catalyst (Moodle-based LMS), to recent institutional adoption of Canvas LMS.	

SSLO - DSS:Services

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
DSS_SSLO_1 - Phase 1 Student will demonstrate effective decision making behaviors in using DSS services as demonstrated in the following areas: knowledge, comprehension and application of DSS policies and procedures, and through adaptive performance. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 3-Winter **Outcome Creation Date:** 11/05/2010	**Survey -** 1st cycle designed in Fall 09 and conducted in Winter 10. A home grown instrument whereby 40 students answered a series of ten (10) questions. The questions assessed various areas within the DSS department and the students knowledge of accessing them. Please refer to attached Assessment for further details. **Target for Success:** Please refer to attached Tallied Assessment for further details. How long have you been receiving DSS Services? 50% or 20 students of the students have been at DSS for 6 or more quarters. Whereas, 37.5% or 15 students have attended DSS for at least 6 quarters. Only 10% or 4 students of those who completed the assessment have been receiving our services for at least 4 quarters. 3) Do you know how to contact Disability Support Services (DSS)? 87.5% or 35 students indicated that they were ?very knowledgeable? in contacting our services. Whereas, 10% or 4 students indicated that they were ?somewhat knowledgeable.? Only 2.5% or 1 student indicated ?unsure.? **Comments/Notes:** While the majority of students were able to identify important sources of DSS policies and procedures information, only a smaller minority were aware of the most comprehensive official	**Program Review Reporting Year:** 2009-2010 **Target :** Target Not Met Students demonstrated knowledge of accessing DSS Services. While the majority of students were able to identify important sources of DSS policies and procedures information, only a smaller minority were aware of the most comprehensive official information source?the DISH. The concern is then, how do we enhance student awareness and increase the use of the DISH by students. (09/19/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To Enhance our Program Practices and Procedures: 1) As a team, we will strategize on different modes to educate students to utilize the DISH. A few ideas were shared: a) Add the DISH link to our e-mail signature, b) create fliers and post throughout office, c) try to utilize DISH during counseling session and demonstrate to students how some of their questions can be answered through the DISH. To Enhance our SSLO Process: 1) To enhance the clarity of our instrument, we will consider using N/A, when items may not be applicable for students? needs. 2) Will consider indicating ?check all that apply? in case a student uses more than one mode of service. This type of clarity in the instrument will make students aware that some items are seeking more than one possible choice of option for an item. 3) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity. 4) To ensure the demographic and background of students is representative of our disability categories in the DSS environment, we will try to establish a more detailed list about specific disabilities to be listed on the assessment. 5) Important input was provided by DSS Senior Secretary, where several students indicated directly to her that certain Multiple Choice questions indicated A&B that they were	**Enhancement:** To Enhance our Program Practices and Procedures: 1) As a team, we will strategize on different modes to educate students to utilize the DISH. A few ideas were shared: a) Add the DISH link to our e-mail signature, b) create fliers and post throughout office, c) try to utilize DISH during counseling session and demonstrate to students how some of their questions can be answered through the DISH. To Enhance our SSLO Process: 1) To enhance the clarity of our instrument, we will consider using N/A, when items may not be applicable for students? needs. 2) Will consider indicating ?check all that apply? in case a student uses more than one mode of service. This type of clarity in the instrument will make students aware that some items are seeking more than one possible choice of option for an item. 3) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity. 4) To ensure the demographic and background of students is representative of our disability categories in the DSS environment, we will try to establish a more detailed list

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	information source the DISH (Disability Information Student Handbook). The concern is then, how do we enhance student awareness and increase the use of the DISH by students. Several ideas were noted through team discussion with staff. During our meeting with the entire DSS Staff, the following ideas were generated to establish different ways of promoting use of DISH: a) post fliers throughout DSS, b) demonstrate the use of the DISH during counseling sessions, and c) practical approaches such as adding the DISH link to our e-mail signature areas. **Related Documents:** 09-10 Tallied Assessment w results.doc 09-10 Access Draft SSLO Report in Word.doc	automatically circled. Students assumed it was the correct answer. **Related Documents:** 09-10 Access Draft SSLO Report in Word.doc	about specific disabilities to be listed on the assessment. 5) Important input was provided by DSS Senior Secretary, where several students indicated directly to her that certain Multiple Choice questions indicated A&B that they were automatically circled. Students assumed it was the correct answer. (09/19/2012)
DSS_SSLO_2 - Phase 1 Student will demonstrate effective communication abilities as demonstrated in the following areas: clarity, timeliness, and choice of communication method. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 2-Fall **Outcome Creation Date:** 11/05/2010	**Survey -** 1st assessment cycle designed in Fall 09 and conducted in Winter 10. An instrument of a series of 6 questions was designed. Forty student answered the instrument. The questions within assessment demonstrated students' knowledge and ability to communicate clearly, in a timely manner, while using an appropriate mode of communication of their choice i.e. telephone, e-mail, and in-person when requesting DSS services / accommodations. Please refer to attached assessment for further details. **Target for Success:** Please refer to tallied assessment for further details.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Not Met Results outcome indicated that DSS students who completed the questionnaire demonstrated knowledge of how to communicate with clarity, timeliness, and utilizing the appropriate communication mode of their choice. (09/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To Enhance our Program Practices and Procedures: 1) As a team, we will continuously strategize on different modes to educate students how to best contact and communicate with DSS. For example, we hope to encourage students to visit http://www.deanza.edu/dss/ to access our drop-in schedule and other contact information. The website will provide students the necessary information on how to contact DSS staff and faculty via telephone, via e-mail, and will provide our drop-in schedule for an in-person meeting.	**Enhancement:** To Enhance our Program Practices and Procedures: 1) As a team, we will continuously strategize on different modes to educate students how to best contact and communicate with DSS. Our goal is: a) To keep encouraging students to visit http://www.deanza.edu/dss/ to access our drop-in schedule and other contact information. The website will provide students the necessary information on how to contact DSS staff and faculty via telephone, via e-mail, and will

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	How long have you been receiving DSS Services? 50% or 20 students have been at DSS for 6 or more quarters. Whereas, 37.5% or 15 students have attended DSS for at least 6 quarters. Only 10% or 4 students of those who completed the assessment have been receiving our services for at least 4 quarters; Do you know how to contact Disability Support Services (DSS)? 87.5% or 35 students indicated that they were ?very knowledgeable? in contacting our services. Whereas, 10% or 4 students indicated that they were ?somewhat knowledgeable.? Only 2.5% or 1 student indicated ?unsure.? **Comments/Notes:** As a team it was decided that we will continuously strategize on different modes to educate students how to best contact and communicate with DSS. For example, we hope to encourage students to visit http://www.deanza.edu/dss/ to access our drop-in schedule and other contact information. The website will provide students the necessary information on how to contact DSS staff and faculty via telephone, via e-mail, and will provide our drop-in schedule for an **Related Documents:** Communication For Staff Meeting.doc 09-10 Communication_Draft SSLO Report in Word.doc	To Enhance our SSLO Process: 1) To enhance the clarity of our instrument, in the future we will consider using N/A, when items may not be applicable for all students. 2) ?Mark all that apply? will be added to the instrument to promote clarity and allow students to select more than one option. 3) We will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity. 4) To ensure the demographic and background of students is representative of our disability categories in the DSS environment, we will try to establish a more detailed list about specific disabilities to be listed on the assessment. **Related Documents:** 9-10 Communication_SSLO.doc 09-10 Communication For Staff Meeting.doc	provide our drop-in schedule for an in-person 10-15 minute meeting. b) Remind students to expect important e-mails from DeAnza and DSS and to not ignore any type of messages from DeAnza. c) Encourage students to feel free to discuss any issues affecting their academic performance and personal success. d) Share copy of DISH flier with Alternate Media Specialist to be embedded into students? books on cds, tape, etc... e) Senior Secretary will include access of her DISH as a link in her signature for all e-mail communication. f) Test Proctor will help remind students to check-in with Senior Secretary to complete SSLO assessment. To Enhance our SSLO Process: 1) Simplify assessment questions. For example, use book on tape or book on cd instead of alternate media, which will help all students understand. 2) To enhance the clarity of our instrument, we will consider not using as many ?check all that apply.? 3) Consider using the best possible answer rather than using several correct answers to help prevent too many multiple answers. 4) Consider adding a question

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			along the lines of the following ?How can we improve our services?? This will help the team and the staff hone on a common theme for us to address. (09/19/2012)
DSS_SSLO_3 - DHHS - Counselors and students from local high schools that serve the deaf will be able to state at least one benefit of attending De Anza College due to resources provided by DHHS. **SLO/SSLO Status:** Active **Assessments Conducted:** 2012-13 4-Spring **Outcome Creation Date:** 11/05/2010	**Survey -** First assessment cycle of SSLO # 3 conducted in Spring 2013. Used homemade survey. Had 25% of DHHS students fill it out. **Target for Success:** 70% of those survey agree that the outcome has been met. **Comments/Notes:** Anything that makes this unique.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met 74% of the student felt the outcome was being met. (11/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Good results but not sure we learned anything. maybe we need a better survey instrument.	**Enhancement:** We'll assess again next year but use Survey Monkey online Survey (11/08/2013) **Follow-Up:** We reassessed in Spring 2014 (11/08/2013)
DSS_SSLO_6 - Phase 2 Students will demonstrate effective decision making behaviors in using DSS services as demonstrated in the following areas: knowledge, comprehension and application of DSS policies and procedures, and through adaptive performance. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 01/13/2011	**Survey -** Team revised the 10 question assessment previously used during academic 2009-2010. Ten (10) multiple choice questions were used to assess students' knowledge of DSS policies and procedures and their ability to access DSS services. Seventy (70) assessments were administered to DSS students. Please refer to attached assessment for further details. **Target for Success:** Please refer to tallied results below. How long have you been receiving DSS Services? 53% or 37 students of the students have been receiving DSS services for less than two (2) years. 27% or 19 students have received DSS services between 2-4 years. Twenty percent (20%) or 14 students have received DSS services for five (5) years or more; Do you know how to contact Disability Support Services (DSS)?	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Results outcome indicated that by and large DSS students who completed the assessment demonstrated an overall knowledge of how to access DSS resources. Knowledge was demonstrated by the percentage of students who had answered the questions correctly. (09/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In assessing the results, it appears that most students use a variety of methods to access our services. These results indicate that our students are quite resourceful in getting their academic needs met. Please refer to attached tallied assessment for further details. As a team, we decide for the need strategize further on different modes of educating DSS students to utilize the DISH. At this time, the team proposes the following: a) To enhance students' knowledge of the DISH, it recommended for counselors to demonstrate the use of the DISH during sessions whenever possible. b)We discussed possible future fund request for large professional poster done by printing services, bookmarks, and double sided business cards with more information related to DSS resources. c) Share copy of DISH	**Enhancement:** 1) As a team, we will strategize on different modes to educate students to utilize the DISH. At this time, the team proposes the following: a) To enhance students? knowledge of the DISH, it recommended for counselors to demonstrate the use of the DISH during sessions whenever possible. b) We discussed possible future fund request for large professional poster done by printing services, bookmarks, and double sided business cards with more information related to DSS resources. c) Share copy of DISH flier with Alternate Media Specialist to be embedded into students? books on cds, tape, etc... d) Senior Secretary will

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	70% or 49 students indicated that they were ?very knowledgeable? in contacting our services. 24% or 17 students indicated that they were ?somewhat knowledgeable.? 4% or 3 students indicated that they were ?unsure? of how to contact our services. 1% or 1 student indicated that they did not know how to access our services. **Comments/Notes:** Results outcome indicated that DSS students who completed the assessment demonstrated an overall knowledge of how to access DSS resources. It was brought to our attention during the SSLO staff meeting that some students needed simpler wording of our questions. **Related Documents:** 10 -11 Tallied Access Revised Assessment.doc 10-11 Access Draft SSLO Report in Word Phase II.word.doc	flier with Alternate Media Specialist to be embedded into students? books on cds, tape, etc... **Related Documents:** 10 -11 Tallied Access Revised Assessment.doc 10-11 Access Draft SSLO Report in Word Phase II.word.doc	include access of her DISH as a link in her signature for all e-mail communication. e) Test Proctor will help remind students to check-in with Senior Secretary to complete SSLO assessment. To Enhance our SSLO Process: 1) Simplify assessment questions. For example, use book on tape or book on cd instead of alternate media, which will help all students understand. 2) To enhance the clarity of our instrument, we will consider not using as many ?check all that apply.? 3) Consider using the ?best? possible answer instead of several correct answers ? would prevent too many multiple answers 4) Regarding question #9. It is possible that question was not clear, which might have resulted in 14 blank answers. Thus, rephrasing question in the future i. e. what barriers have you encountered when resolving accommodation issues. 5) Consider adding a question along the lines of the following ? How can we improve our services?? This will help the team and the staff hone on a common theme for us to address. (09/19/2012)
DSS_SSLO_7 - Phase 2 -- students will demonstrate effective communication abilities as	**Survey -** Team revised the 6 question assessment previously used during academic 2009-2010. Six (6)	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met Please refer to attached tallied information for further	**Enhancement:** 1) As a team, we will continuously strategize on different modes to educate

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demonstrated in the following areas: clarity, timeliness, and choice of communication method. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 01/19/2012	multiple choice questions were used to assess DSS students knowledge and ability to communicate / contact DSS. Seventy (70) assessments were administered. Please refer to attached assessment for further details. **Target for Success:** In assessing the results, it appears that most students use a variety of methods to communicate with DSS. These results indicate that DSS students are quite resourceful in contacting our services to get their academic needs met. Please refer to attached tallied assessment for further details. **Comments/Notes:** As a team we decided to a) keep encouraging students to visit our website http://www.deanza.edu/dss/ to access our drop-in schedule and for other contact information. The website will provide students the necessary information on how to contact DSS staff and faculty via telephone, via e-mail, and will provide our drop-in schedule for a 10-15 minute in-person meeting. b) remind students to expect important e-mails from DeAnza and DSS and to not ignore any type of messages from DSS and De Anza College. **Related Documents:** 10-11 Tallied Communication Revised Assessment.doc 10-11 Communication Draft SSLO Reportin Word Phase II.doc	details. 2) How long have you been receiving DSS Services? 53% or 37 students of the students have been receiving DSS services for less than two (2) years. 27% or 19 students have received DSS services between 2-4 years. Twenty percent (20%) or 14 students have received DSS services for five (5) years or more. 3) Do you know how to contact Disability Support Services (DSS)? 70% or 49 students indicated that they were ?very knowledgeable? in contacting our services. 24% or 17 students indicated that they were ?somewhat knowledgeable.? 4% or 3 students indicated that they were ?unsure? of how to contact our services. 1% or 1 student indicated that they did not know how to communicate with DSS. (09/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To Enhance our Program Practices and Procedures: 1) As a team, we will continuously strategize on different modes to educate students how to best contact and communicate with DSS. Our goal is: a) To keep encouraging students to visit http://www.deanza.edu/dss/ to access our drop-in schedule and other contact information. The website will provide students the necessary information on how to contact DSS staff and faculty via telephone, via e-mail, and will provide our drop-in schedule for an in-person 10-15 minute meeting. b) Remind students to expect important e-mails from DeAnza and DSS and to not ignore any type of messages from DeAnza. c) Encourage students to feel free to discuss any issues affecting their academic performance and personal success. d) Share copy of DISH flier with Alternate Media Specialist to be embedded into students? books on cds, tape, etc... e) Senior Secretary will include access of her DISH as a link in her signature for all e-mail communication. f) Test Proctor will help remind students to check-in	students how to best contact and communicate with DSS. Our goal is: a) To keep encouraging students to visit http://www.deanza.edu/dss/ to access our drop-in schedule and other contact information. The website will provide students the necessary information on how to contact DSS staff and faculty via telephone, via e-mail, and will provide our drop-in schedule for an in-person 10-15 minute meeting. b) Remind students to expect important e-mails from DeAnza and DSS and to not ignore any type of messages from DeAnza. c) Encourage students to feel free to discuss any issues affecting their academic performance and personal success. d) Share copy of DISH flier with Alternate Media Specialist to be embedded into students? books on cds, tape, etc... e) Senior Secretary will include access of her DISH as a link in her signature for all e-mail communication. f) Test Proctor will help remind students to check-in with Senior Secretary to complete SSLO assessment. To Enhance our SSLO Process: 1) Simplify assessment questions. For example, use book on tape or

| | | with Senior Secretary to complete SSLO assessment.

To Enhance our SSLO Process:
1) Simplify assessment questions. For example, use book on tape or book on cd instead of alternate media, which will help all students understand.
2) To enhance the clarity of our instrument, we will consider not using as many ?check all that apply.?
3) Consider using the best possible answer rather than using several correct answers to help prevent too many multiple answers.
4) Consider adding a question along the lines of the following ?How can we improve our services?? This will help the team and the staff hone on a common theme for us to address.

Related Documents:
10-11 Meeting Revised Assessment.doc
10-11 Communication_Draft SSLO_Reportin Word Phase II.doc | book on cd instead of alternate media, which will help all students understand.
2) To enhance the clarity of our instrument, we will consider not using as many ?check all that apply.?
3) Consider using the best possible answer rather than using several correct answers to help prevent too many multiple answers.
4) Consider adding a question along the lines of the following ?How can we improve our services?? This will help the team and the staff hone on a common theme for us to address.
 (09/19/2012) |
| **DSS_SSLO_8 -** Phase 1: Students will demonstrate information competency related to the achievement of their academic goals, basic skills, and vocational or transfer goals as demonstrated in the following areas: resource identification, resource utilization, and educational planning.
SLO/SSLO Status: Active
Assessments Conducted: 2011-12 2-Fall
Outcome Creation Date: 04/15/2011 | **Survey -** A 10 question multiple choice assessment was designed to assess fifty (50) DSS students knowledge of accessing Disability Support Services and other on-campus resources to help achieve their academic, vocational, and transfer goals through the following: : resource identification, resource utilization, and educational planning. Please refer to attached assessment for further details.
Target for Success: Upon revision of tallies and calculation of percentages, it was noted that students demonstrated knowledge of accessing DSS and other on-campus resources to help them achieve their academic, vocational, and transfer goals. However, as | **Program Review Reporting Year:** 2011-2012
Target : Target Not Met
Please refer to attached tallied assessment for further information.
How long have you been receiving DSS Services?
Less than 2 years 23 = 46%; 2 to 4 years   17 = 34%; 5 years or more 10 = 20%
3. What is your goal here at De Anza College? Also, refer to tally for this question
a.   Receive AA/Certificate 12 = 24%
b.   Transfer to a 4-year Univ. 14 = 28%
c.   Change / Prepare of career 1 = 2%
d.   Undecided on a major 4 = 8%
e.   Upgrade my job skills 1 = 2%
f.   Physical development 3 = 2%
g.   Personal development 3 = 6%
h.   Other   0%
 (09/11/2012)
Reflection (CLICK ON ? FOR INSTRUCTIONS): To Enhance our Program Practices and Procedures: | **Enhancement:** 1)   As a team, we will strategize on different modes to educate students to utilize Degree Works. A few ideas were shared on how to promote the use of Degree Works:
    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 |

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	Degree Works is a relatively new online instrument available to De Anza College students, it is clear that more work is needed to enhance DSS students awareness and to increase DSS students use of this instrument. Please refer to attached tallied assessment for further details. **Comments/Notes:** As Degree Works is a relatively new instrument for students and faculty at De Anza College, as a team we decided to 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 so students may 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 resources available to assist when utilizing Degree Works, and d) DSS Counselors need to receive more training in utilizing Degree Works. **Related Documents:** [11-12 Tallied Vocational Assessment.doc](#) [11-12 Vocational SSLO in Word.doc](#)	1) As a team, we will strategize on different modes to educate students to utilize Degree Works. A few ideas were shared on how to promote the use of Degree Works: 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) DSS Counselors need to receive more training in utilizing Degree Works. To Enhance our SSLO Process: 1) To enhance the clarity of our instrument, we will consider adding the BOG along with Financial Aid for question #5. 2) To enhance the clarity of our instrument, we will consider changing Registration Assistance to Priority Registration question #5. 3) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity **Related Documents:** [11-12 Tallied Vocational Assessment.doc](#) [11-12 Vocational SSLO in Word.doc](#)	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) DSS Counselors need to receive more training in utilizing Degree Works. To Enhance our SSLO Process: 1) To enhance the clarity of our instrument, we will consider adding the BOG along with Financial Aid for question #5. 2) To enhance the clarity of our instrument, we will consider changing Registration Assistance to Priority Registration question #5. 3) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity. (09/19/2012)
DSS_SSLO_9 - Phase 1: Students will demonstrate knowledge of DSS policies and procedures to	**Other -** This observation was to rate 30 random students who receive test accommodation services of their	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met 50% of students did not bring a copy of their syllabus to	**Enhancement:** Assessment enhancement 1. The need to specify ?only

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initiate the quarterly testing accommodations as demonstrated by the following: meeting with their counselor to complete a Test Accommodation Verification (TAV) form, providing the proctor a copy of the syllabus along with a signed TAV. **SLO/SSLO Status:** Active **Assessments Conducted:** 2011-12 2-Fall **Outcome Creation Date:** 02/28/2012	preparedness when meeting with the test proctor for their first quarterly meeting. The Test Proctor observed and documented whether students came to their initial test proctoring meeting with a) a signed Test Accommodation Verification (TAV) by counselor, student, and instructor and b) a copy of the syllabus. Having the syllabus allows the proctor to have the exam/quiz dates in order to schedule them accordingly. Please see attached form for further details. **Target for Success:** Please see attached form for further details. Upon review of tally and calculations, results indicated that half of the surveyed students knew what they needed to do in order to have their exams proctored. A total of 15 students or 50% came with both their syllabus and TAV. 80% of students who brought in TAV and syllabus were able to schedule their appts for the quarter; 27 students or 90% brought their TAVS; 27 students or 90% met with their counselors to get their TAVs done early in the quarter; 15 student or 50% brought in both their TAV and syllabus; 12 students or 40% were able to schedule their exams with the proctor; 27 students or 90% completed their TAVs during the first week of the quarter; 3 students or 1% met with proctor once they obtained their syllabi and before they met with their counselor to complete TAV. **Comments/Notes:** While 50% of students brought both their TAV and	their 1st quarterly meeting with proctor. (09/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The need for counselors to review and re-educate students on the process of extended accommodations. **Related Documents:** 11-12 Rose syllabus questionnaire.doc	students who come in with TAV? 2) DSS Counselors to review the extended time for testing accommodation process with students when setting up accommodations for the quarter (09/19/2012)

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	syllabus, other students faced some difficulties. For example, 4 students or 13% did not know what a syllabus or a green sheet was; 1 students or .03% noted that their instructor did not have syllabus; 2 students or .06% noted that their instructors did not have dates listed on the syllabus; 2 students or .06% who have been at DAC for quite some time still did not know what a syllabus or a green sheet is. As a team, we decided that counselors will need to reemphasize / educate students of the significance of bringing both the TAV and the syllabus or green sheet during the 1st meeting when scheduling of their extended time on exams and/or quizzes with the proctor. **Related Documents:** 11-12 Rose syllabus questionnaire.doc		
DSS_SSLO_10 - Phase 1: Students will demonstrate knowledge of accessing and appropriately utilizing DSS on-campus mobility services. **SLO/SSLO Status:** Active **Assessments Conducted:** 2011-12 4 - Spring **Outcome Creation Date:** 04/27/2012	**Survey -** A four (4) question home grown instrument was administered to six (6) students who utilize DSS Mobility Services. The designed assessment evaluated how DSS mobility services relates to attendance and impacts academic success. Next, we assessed students' experience when using Mobility Services to get around campus. Lastly, we assessed students' knowledge of how to contact the Driver, for service cancellation. Please refer to the attached assessment for further details.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met Designed a nine (9) question assessment using multiple choice, yes/no, and fill in the blank to assess students' knowledge of proper utilization Mobility Services provided by our Mobility Shuttle Driver. Students' responses could be interpreted as having the feeling of clarity when utilizing and communicating with mobility services, whether via email, via telephone, or in person. Results demonstrate that students' who use the service have the knowledge of how to properly access the service and maintain communication with Greg. Please refer to report below for more detailed information -- thank you (03/15/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To Enhance our Program Practices and Procedures: 1) As a team, we will continue to strategize on	**Enhancement:** In order to enhance our SSLO process for mobility services, we will develop an online version of the questionnaire for easier student access (08/15/2018)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: Students indicated that services met their needs Please refer to results of assessments below for further details. **Comments/Notes:** Students noted throughout questionnaire that they were able to get to where they needed to go and always got there on time and were comfortable when requesting services. **Related Documents:** 11-12 Henry mobility questionnaire.doc 11-12 Results Henry mobility questionnaire.doc	different modes to educate students on the use of Shuttle Services. a) Upload "Responsibility of the Student" form online for student review and mark off that they have read the form and agree to its provisions by checking a box **Related Documents:** 2017- 2018 Mobility Services Questionnaire.docx 2017-2018 Mobility Services Questionnaire p2.docx 2017-2018 Mobility Services SSLO.docx 2017-2018 Mobility Tally.doc 2017-2018 Mobility Word Report to Committee.doc 2017-18 Mobility	
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met Students indicated that Mobility Services met their needs. (09/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** To consider adding in future assessment a question related to ?Anything about this service you would like to be added?; ways in which we can meet all need i.e. evening service, time, and their assessment of cultural competence. **Related Documents:** 11-12 Results Henry mobility questionnaire.doc 11-12 Assessment.doc	**Enhancement:** In future assessment we will consider adding "Anything about this service you would like to be added." It is a way in which we can meet all needs i.e. evening service, time, and their assessment of cultural competence. (09/19/2012)
		Program Review Reporting Year: 2011-2012 **Target :** Target Not Met Students noted that services met their needs. (09/11/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We will consider adding to assessment "Anything about this service you would like to be added"; ways in which we can meet all need i.e. evening service, time, and their assessment of cultural competence. **Related Documents:** 11-12 Results Henry mobility questionnaire.doc 11-12 Henry mobility questionnaire.doc	
DSS_SSLO_11 - Phase 2: Students will demonstrate information competency related to	**Survey -** A 12 question multiple choice assessment was designed to assess fifty (50) Disability Support	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met	**Enhancement:** To Enhance our Program Practices and

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the achievement of their academic goals, basic skills, and vocational or transfer goals as demonstrated in the following areas: resource identification, resource utilization, and educational planning.
SLO/SSLO Status: Active
Assessments Conducted: 2011-12 2-Fall
Outcome Creation Date: 03/04/2013
Outcome Inactive Date: 04/05/2013
	Services (DSS) students' knowledge of accessing DSS and other on-campus resources to help achieve their academic, vocational, and transfer goals through the following: resource identification, resource utilization, and educational planning. Please refer to attached assessment further details. Please refer to assessment attachment
	Target for Success: Upon revision of tallies and calculation of percentages, it was noted that students demonstrated knowledge of accessing DSS and other on-campus resources to help them achieve their academic, vocational, and transfer goals. However, it must be noted that students did not indicate Degree Works as an electronic resource they utilize to help them keep track of their academic progress. For more detailed information, please refer to assessment attachment bellow.
	Comments/Notes: As Degree Works is a relatively new instrument at De Anza College, as a team we decided to 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; In addition, there are online resources to help student learn how to utilize the technology -- both in PDF and in video.
	
	Related Documents:
	[Phase 2 Vocational Assessment.doc](#)
	[Tallied Phase 2 Vocational Assessment.doc](#)
		Please refer to attached tallied assessment for further information.
		2) How long have you been receiving DSS Services?
		    Less than 2 years 26 = 52%
		    2 to 4 years13 = 26% r
		        5 years or more 11 = 22%
		
		3) What is your goal here at De Anza College?(see addendum answers)
		a. Receive AA/Certificate 12=24%
		b. Transfer to a 4-year Univ. 17 = 34%
		c. Change or Prepare for career 0%
		d. Undecided on a major 8 = 8%
		e. Upgrade my job skills
		f. Physical development 0%
		g. Personal development 1 = 2%
		h. Other: HS concurrent 1 = 2%
		Please refer to tally and to assessment for more detailed information
		 (06/14/2013)
		Reflection (CLICK ON ? FOR INSTRUCTIONS): To Enhance our Program Practices and Procedures:
		1) As a team, we will continue to strategize on different modes to educate students to utilize Degree Works. Again, more ideas were shared by the staff on how to promote the use of Degree Works. The Counselors will continue to:
		    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) create a cheat sheet for students on the use of Degree Works and how to enter the Educational Plan
			Procedures:
			1) As a team, we will continue to strategize on different modes to educate students to utilize Degree Works. Again, more ideas were shared by the staff on how to promote the use of Degree Works. The Counselors will continue to:
			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) create a cheat sheet for students on the use of Degree Works and how to enter the Educational Plan
			
			To Enhance our SSLO Process:
			1) To enhance the clarity of our instrument, we will consider reducing the amount of choices listed; current range 7, 8, 9, 12, and 14.
			2) To enhance the clarity of our instrument, we will consider focusing exclusively on Degree

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	Vocational SSLO Report.doc	To Enhance our SSLO Process: 1) To enhance the clarity of our instrument, we will consider reducing the amount of choices listed; current range 7, 8, 9, 12, and 14. 2) To enhance the clarity of our instrument, we will consider focusing exclusively on Degree Works 3) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity. **Related Documents:** Tallied Phase 2 Vocational Assessment.doc Vocational SSLO Report.doc	Works 3) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity. (06/28/2013)

Works
3) Will consider using pilot project in future to get staff input for enhancement of instrument and refine questions and reassure clarity.
 (06/28/2013)

Enhancement: To Enhance our Program Practices and Procedures:
1)   As a team, we will continue to strategize on different modes to educate students to utilize Degree Works. Again, more ideas were shared by the staff on how to promote the use of Degree Works. The Counselors will continue to:
    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) create a cheat sheet for students on the use of Degree Works and how to enter the Educational Plan

SLOs/SSLOs	*Assessment Methods*	*Assessment Data Summaries*	*Enhancements*

(06/14/2013)
Follow-Up: The following two (2) cheat sheets in progress for students: 1) how to utilize the "What If" button and 2) how to input courses into Degree Works (06/14/2013)

003A - Students will demonstrate information competency related to the achievement of their educational goals and vocational or transfer goals as demonstrated in the following areas: utilization of resources for educational planning and utilization of online, on-campus, and community resources for career planning.
SLO/SSLO Status: Active
Assessments Conducted: 2013-14 3-Winter
Outcome Creation Date: 10/01/2013
Outcome Inactive Date: 06/27/2014

Survey - Designed a 13 question assessment using multiple choice, yes/no, and fill in the blank to assess students' knowledge in utilization of resources for educational planning and utilization of online, on-campus, and community resources for career planning.
Target for Success: To see whether DSS students know how to on and off-campus resources for educational and career planning.
Comments/Notes: Questions within assessment demonstrated students' knowledge and ability to present resourceful behavior in using on-campus and community resources for career planning.
Related Documents:
Student Questionnaire.docx
Word Report to Committee.doc
Tallied Student Questionnaire.docx
Tally 2014.doc
Student Questionnaire.docx

Program Review Reporting Year: 2013-2014
Target : Target Met
Please refer to attached tallied assessment for further information. (03/22/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): To Enhance our Program Practices and Procedures:
1)   As a team, we will continue to strategize on different modes to educate students to utilize Degree Works. The Counselors will continue to:
    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

To Enhance our SSLO Process:
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.

Related Documents:

SLOs/SSLOs	*Assessment Methods*	*Assessment Data Summaries*	*Enhancements*

Tally 2013.doc

Word Report to Committee.doc

004B - Students will demonstrate information competency related to accommodations in order to meet their educational goals as demonstrated in the following area: proper utilization of accommodations provided at the DSPS Tutoring/Testing Center in LCW 110.
SLO/SSLO Status: Active
Assessments Conducted: 2016-17 2-Fall
Outcome Creation Date: 01/16/2017
Outcome Inactive Date: 06/30/2017

Survey - Designed a 12 question assessment using multiple choice, yes/no, and fill in the blank to assess students' knowledge of proper utilization of the testing accommodations provided at the Tutoring / Testing Center in LCW 110. Please refer to the 2017 comprehensive report and to the tally for detailed information related to the assessment.
Target for Success: Results demonstrated students' knowledge of test accommodation procedures and protocols and of students' responsibilities. In addition, it helped demonstrate that the new test environment was helpful in reducing test anxiety and distractibility. Please refer to the 2017 comprehensive report and to the tally for detailed information related to the assessment.
Comments/Notes: Students' responses could be interpreted as having the feeling of clarity and some level of uncertainty when utilizing the DSPS Testing / Tutoring Center at LCW 110. Results demonstrate students' knowledge of test accommodation procedures and protocols and of students' responsibilities. Please refer to the 2017 comprehensive report and to the tally for detailed information related to the assessment.
Related Documents:
2016-2017 Student Questionnaire.

Program Review Reporting Year: 2017-2018
Target : Target Met
Designed a 10 question assessment using multiple choice and yes/no to assess students' knowledge and proper utilization of the note-taking accommodation and in contacting with issues related to the note-taking process. Students' responses could be interpreted as having the feeling of understanding the note-taking process and the alternatives available to best accommodate students' needs. In addition, students need to be clear on the necessary steps to take when they are not receiving clear notes or are having any concerns with the notes they receive. Please refer to detailed report below -- thank you, Esther (03/16/2018)
Reflection (CLICK ON ? FOR INSTRUCTIONS): To Enhance our Program Practices and Procedures:
1.   As a team, we will continue to strategize on different modes to educate students on the use of note-taking technologies. The following steps will be taken by Counselors and Staff beginning spring 2018:
a.   Will discuss strategies to increase student knowledge of note-taking technologies
b.   Counselors will refer students to ATC 203 for a demonstration of Sonocent and other available technologies to increase students' knowledge and make them aware of other available options
c.   Consider raising awareness of assistive technology through a fair
d.   Develop an online video demonstrating assistive technology
e.   Consider offering non-credit courses on how to develop note-taking skills and include assistive technology
Related Documents:
2017-2018 Notetaker Tally.doc
2017-2018 Notetaker Word Report to Committee.doc
2017-2018 Tallied Student Questionnaire.docx

Enhancement: In order to enhance our SSLO process, we will consider reducing the number of questions on the SSLO, give the SSLO in one location only, and try to administer assessment during priority registration period, as more students frequent DSS at the time (08/15/2018)

Program Review Reporting Year: 2016-2017
Target : Target Met

Enhancement: To Enhance our

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	docx 2016-2017 tallied Student Questionnaire.docx 2016-2017 Word Report to Committee.doc	Results indicate that the LCW 110 has helped in reducing the level of testing distractability and anxiety. Results demonstrate students' knowledge of test accommodation procedures and protocols and of students' responsibilities. (06/11/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students' responses could be interpreted as having the feeling of clarity and some level of uncertainty when utilizing the DSPS Testing / Tutoring Center at LCW 110. New results demonstrate that the original results from the 1st cycle have demonstrate an increase of understanding and reduction of distractability and reduced anxiety in the LCW 110 testing environment. Please refer to detailed information within attachments located in the general folder **Related Documents:** 2016-2017 Student Questionnaire.docx 2016-2017 tallied Student Questionnaire.docx 2016-2017 Word Report to Committee.doc	Program Practices and Procedures: 1) As a team, we will continue to strategize on different modes to educate students on the use of test accommodations. The following steps by Counselors and Staff are taking the spring 2017 a) Test Proctors developed a new student test accommodations student contract whereby at the beginning of every quarter, students will review and sign their contract. The contract highlights a variety of student responsibilities related to test accommodations at the LCW 110 – please refer to attached form. b) Counselors will highlight consequences of arriving late to proctored exam when completing the test accommodations c) The team is in process of updating the test Accommodation Center – Procedures and Rules for Students d) Team will discuss utilizing the automatic test proctoring appointments through ClockWork To Enhance our SSLO Process: 1) Will consider reducing the number of questions on the SSLO 2) Give the SSLO in one location only 3) Request students complete SSLO during priority registration period, as more students frequent DSS at that time (06/16/2017)

SLOs/SSLOs	*Assessment Methods*	*Assessment Data Summaries*	*Enhancements*

DSS SSLO 4A - Students will demonstrate information competency related to accommodations in order to meet their educational goals as demonstrated in the following area: proper utilization of accommodations provided at the Disability Support Programs and Services Tutoring/Testing Center.
SLO/SSLO Status: Active
Assessments Conducted: 2015-16 2-Fall
Outcome Creation Date: 01/19/2016

Survey - Designed a 9 question assessment using multiple choice, yes/no, and fill in the blank to assess students' knowledge of proper utilization of the testing accommodations provided at the Tutoring / Testing Center in LCW 110. Questions within assessment demonstrated students' knowledge and ability to present knowledge and understanding in the use of the Testing / Tutoring Center procedures and protocols for exam scheduling and taking. Beginning finals week of Winter quarter and ending on the 3rd Friday of the spring quarter. At that time, finals were taking place, so all students who had completed the questionnaire in Winter, completed the assessment after their final exams. A total of one hundred (100) questionnaires were initially printed out. However, a total of fifty-four (54) students were assessed. Assessment was measured by tallying the responses and finding the percentages. Please refer to attachments for the data summary
Target for Success: 75%
Comments/Notes: Please refer to the report for extensive details on the procedures and findings -- thank you
Related Documents:
2016 Word Report to Committee.doc
SSLO 2016.docx
Student Questionnaire.docx
Tallied Student Questionnaire.docx

Program Review Reporting Year: 2015-2016
Target : Target Not Met
Fifty four (54) DSPS students completed a 9 question assessment. Students demonstrated that they had knowledge of the Testing / Tutoring Center test accommodations protocols and procedures. critical but a positive finding was through question #5— what are the consequences of arriving late to your proctored exam? 24 students or (44%) noted that time is deducted, which is correct. On the other hand, nine (9) students or (18%) noted that there would be no difference in the proctored time; 11 students or (20%) thought that they would lose privilege of extended testing time for the quarter; and nine (9) students or (16%) noted that they would have to take my next exam in class without extended time. (06/27/2016)
Reflection (CLICK ON ? FOR INSTRUCTIONS): It appears that a large number of students are not clear of the consequences of arriving late to their proctored exams. Normally, when a student is late to their scheduled appointment, the time that they arrive is deducted from their extended time. The only exception is for new students who may not be yet acclaimed to our protocols—a one-time exception only. Please refer to the 2016 comprehensive report and to the tally for detailed information related to the assessment

Enhancement: To Enhance our Program Practices and Procedures:
1)   As a team, we will continue to strategize on different modes to educate students on the use of test accommodations. The Counselors plan to:
a)   Design a simpler version of the Test Accommodations Test and Procedures handout for students.—some type of a cheat sheet
b)   Review the ½ sheet form that students receive after they schedule their exam with the Test Proctor
c)   Explain to students the consequences of arriving late to their proctored exam when completing the test accommodation
d)   Consider developing signs throughout the office with our name DSPS or Disability Support Programs and Services
e)   Consider utilizing the automatic test proctoring appointments through ClockWork

To Enhance our SSLO Process: Will consider not giving the questionnaire to students, after they had just completed their finals (08/11/2016)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	Tally 2016.doc		

Assessment: Course/Service Four Column

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

GUID 207:Educational Diagnostic Center (EDC) Writing and Grammar Skills

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
GUID207_SLO_1 - The student will be able to write an appropiate paragraph. **SLO/SSLO Status:** Active			
GUID207_SLO_2 - The student will show standard grammar and punctuation in their written work. **SLO/SSLO Status:** Active			

GUID 209:Arithmatic Skills and Strategies

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
GUID209_SLO_1 - The student will review concepts of basic arithmetic such as fractions, decimals and percents. **SLO/SSLO Status:** Active	**Exam - Course Test/Quiz -** Looked at five items that demonstrated specific skills in basic calculations from a quiz given early in the quarter.		

GUID 211:Algebra Skills I

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
GUID211_SLO_1 - The student will utilize the applications of the real number system. **SLO/SSLO Status:** Active			

L S 50:Student Success Strategies

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
GUID202_SLO_1 - The student will modify study techniques by utilizing his/her individualized study strategy, applying it in other course(s), as applicable. **SLO/SSLO Status:** Active			

SSLO - EDC :Service

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
EDC_SSLO_1 - An EDC student will be able to identify and locate at least three EDC services. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010	**Survey -** This is the first assessment cycle conducted in 2010-2011. **Target for Success:** 80% of EDC students who completed survey were able to identify and locate at least three EDC services. **Comments/Notes:** Created survey specifically for EDC students for first assessment cycle.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 82% of the students met the outcome. (05/29/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students are able to discuss or take advantage of services that best meet their learning needs.	**Enhancement:** To increase student awareness of EDC services, EDC will highlight services on DSP&S website and utilize DSP&S counseling 200 summer courses. (05/29/2012) **Follow-Up:** EDC and DSS have formed a committee to develop a new curriculum of a COUNS 200 equivalent course. Target date is summer 2014. (05/29/2012)
EDC_SSLO_2 - An EDC student will be able to effectively self-monitor their academic progress on a quarterly basis. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 2-Fall **Outcome Creation Date:** 11/05/2010			

Assessment: Course/Service Four Column

Dept SS - (DSPS) HOPE (Hybrid)

SPED 230 (R-Z):Vocational Interests and Aptitudes

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED230_SLO_1 - The student will identify and develop areas of vocational interest. **SLO/SSLO Status:** Active **Assessments Conducted:** 2013-14 4-Spring **Outcome Creation Date:** 04/14/2014 **Outcome Inactive Date:** 06/05/2014	**Survey -** First assessment cycle conducted in the fall of 2012, students were verbally asked about their job preferences. Their answers were then recorded by instructors. **Target for Success:** 70% of the focus group...ie, Job Prep class students, will be able to identify areas of vocational interest. 50% of students will have taken steps to develop their vocational interest. **Comments/Notes:** A vocational survey was developed and the student's responses from the two Hope/De Anza programs were recorded.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met In Spring of 2014, we conducted our second assessment cycle of SLO #1. Using a discussion method, we asked students what their goals were for employment. Most of their goals were unrealistic due to education and training requirements. We realized that the real need would be to educate our students on what it would involve to work in a particular career . We started with the career goals that our students had given us when initially asked. Each class meeting we chose a different career to explore. We thought that 70% of our students would be able to state a realistic career goal after the discussions in class. After the assessment period, we found that only 36% of our students had realistic career goals. (06/05/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Many of our students had aspirations beyond their skill level. They continued to want to be astronauts, firemen,movie stars and professional singers. We thought that maybe finding careers that were a path to their unrealistic goal, or somehow related in some way, would help the student feel like they are doing something that they really want to do.	**Enhancement:** Make comparison of student's current skill level with the required skill levels needed for the career goal that the student has stated. Continue discussions on skills needed for careers that the students suggested, but also bring realistic careers to the class for discussion. (07/07/2014)
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met In our first assessment cycle, 80% of the students were able to identify their vocational interest. 45% of the students have taken steps to develop their vocational interest. (12/06/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The target	**Enhancement:** We will administer the Annual Interest Evaluation to the student during the inital intake of the student. (12/06/2012) **Follow-Up:** Starting in 2012, new students when they initially come

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		was met for the students that could identify their vocational interest..but not met in the number of students that have taken steps to develop their vocational interests. This lower number might be due to the fact that the students may have not have had the opportunity to explore or develop their vocational interest. This could be due to increased work in our partner agency, thus not allowing more time to train students or allow them to try out the things that interest them.	into the HOPE-DeAnza program complete an interest evaluation. Will reassess next time we offer SPED 230 to look for improved outcomes. (12/03/2013)
	Other - For this assessment cycle, we wanted to focus on the students realistic/attainable goals for employment. This cycle began in the Spring of 2014. Many of our students have very unrealistic career goals and don't realize what is really needed to work in a certain career of their choosing. **Target for Success:** 70% of our students will have realistic/attainable goals for employment. **Comments/Notes:** Our students have aspirations beyond their skill levels,ie, astronaut, fireman, movie star, and professional singer.		
	Focus Group - In Fall of 2018, a group of nine students will be taken through the Discovery Process. The class will meet once per week as a group and then students will be met with individually for focus on each part of the process. The goal is for each student to have a better understanding of what types of careers they would like to pursue and how to go about the job search process. **Target for Success:** 3 of the 9 students will have a plan in place and will be actively searching for a	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met The focus group continues to meet one time per week. Individuals are worked with outside of class time to focus on different parts of the process. (01/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are glad that we did not commit to a one quarter outcome. Taking a year to go through the process is needed with this group.	**Enhancement:** Still unclear how to make the process better. We will give a final enhancement in the Fall of 2019. (01/15/2019) **Follow-Up:** In January 2020, we continue to work one on one with the students that have identified their job interests and skills. Currently, we have 2 students in this phase of the process at our Alfred St. site. (01/14/2020)

	job within a year. **Comments/Notes:** The Discovery process is normally a 12 week process, but we will be taking longer, due to the once per week meeting time and the students schedules. We will look at how our students have done at the end of Fall 2019.		
SPED230_SLO_2 - The student will identify and develop aptitudes that can enhance work skills. **SLO/SSLO Status:** Active **Assessments Conducted:** 2015-16 2-Fall **Outcome Creation Date:** 10/01/2015 **Outcome Inactive Date:** 12/01/2015	**Other -** Students will start learning about using an ipad. We had planned to start with the ipads in Spring, but the delivery was delayed. We would like to have the students learn the basics of ipad use and how these skills can make you a more valuable employee. The students will be taught in small groups and closely observed to see if they are able to navigate on their ipad the sites that are requested of them to find. **Target for Success:** 50% of the students will be able to independently navigate on their assigned ipads. 80% of the students will be able to show that they have learned the very basic ipad skills....turn on, turn off, volume control, open an icon. **Comments/Notes:** We received the ipads later than expected....we will not be able to assess, since the time frame is too short to get good information.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met Three students will be successfully trained to maintain student video and picture files. They will demonstrate their ability to use Dropbox and their ability to place material into a shared file. (06/26/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Out of the 3 students trained, only 2 were successfully trained to maintain the student video and picture files. The 2 students can independently place pictures and videos into Dropbox and then move content to a shared file. We realized that the student that had problems with this skill just did not feel comfortable with attempting to do tasks on his own. He could learn it, but wanted constant assurance that he was doing the correct thing.	**Enhancement:** Having two students helping with this task has been sufficient. They move videos and files daily. This allows the staff to pull together the Annual video for each student. We will train more students as needed, or if they really express an interest. (06/26/2017)
		Program Review Reporting Year: 2015-2016 **Target :** Target Not Met We did not assess due to the late delivery of the ipads. We plan on using the ipads in our assessment cycle in the Winter of 2016. (01/04/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** With the delay of the ipads, we decided that the time frame was not long enough to get a good assessment.	**Enhancement:** We will use the ipads beginning in the Winter of 2016. (01/20/2016)

SPED 231 (R-Z):Workforce Skills

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED231_SLO_1 - The student will identify and demonstrate proficiency in 1 or more workplace skills related to career goals. **SLO/SSLO Status:** Active **Assessments Conducted:** 2015-16 3-Winter **Outcome Creation Date:** 01/04/2016 **Outcome Inactive Date:** 03/17/2016	**Demonstration -** In Job Prep class, the students where asked to identify their career goal. The staff observed and tracked student progress in demonstrating proficiency in work place skills as related to their career goals. **Target for Success:** 70% of the students will identify and demonstrate proficiency in one or more workplace skills related to career goal.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met In our first assessment cycle, 36% of the students from the focus group(job prep class) identified and demonstrated proficiency in one or more workplace skills related to their career goals. (03/07/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students may not be given the opportunity to explore/try out certain workplace skills due to staff not always available to provide training.	**Enhancement:** Continue to discuss the skills needed for specific career choices of the focus group. Identify jobs in the workshop that would lead to the learning of these skills. (03/07/2013) **Follow-Up:** Help the students identify and then relate the skills for their career goal. (12/04/2013)
	Demonstration - Starting in the Winter quarter, the students will learn the basic ipad skills and be able to navigate to sites that interest them or are related to their career goals. **Target for Success:** 80% of the students will be able to demonstrate the basic ipad use....turn on, turn off, volume control and open an app icon. 50% of the students will be able to navigate to any given site when asked. **Comments/Notes:** We will be teaching the ipad in small groups. The students will get individual attention from both the instructor and the Instructional Associate.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Not Met The student will learn the basic ipad skills and learn to navigate to sites that interest them or are related to their career goals. (01/04/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Only 70% of the students were able to demonstrate the basic ipad use...ie; turn on, volume control, turn off. Only 30% were able to navigate going to any given site when asked by	**Enhancement:** We realized that we need to make learning groups even smaller than thought. If students didn't get help right away, they start pressing icons and that ends up being more time consuming for the instructor to try and figure out what they had done. Maybe we will try 5 students at a time with an instructor and an IA. (03/17/2016)

SPED 232 (R-Z):Workplace Culture

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED232_SLO_1 - The student will identify and discuss 1 or more aspects of workplace culture related to career goals. **SLO/SSLO Status:** Active **Assessments Conducted:** 2014-15 2-Fall **Outcome Creation Date:** 10/06/2014 **Outcome Inactive Date:** 12/04/2014	**Exam - Course Test/Quiz -** In our second assessment cycle of this SLO, we chose to focus on Safety symbols/signs in the work place. In the fall of 2014, we identified 20 common workplace signs and symbols. **Target for Success:** 80% of our focus group will be able to identify 10 common workplace safety symbols/signs. **Comments/Notes:** The students we used for this cycle, focus group, will be the students that have an annual meeting scheduled. Before an annual meeting is held, students are given a skill assessment quiz.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met 63% of our students could name 10 work place safety signs. 78% could name 5 work place safety signs. (01/12/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** More large group discussions are needed to reinforce the safety signs/symbols and their meaning.	**Enhancement:** Posters, videos, and games will be used to bring safety to a daily awareness. Continue safety drills and have discussions to follow. Monthly accident/incident poster to show how we are doing with safety. Rewards given to students that can name the most safety signs/symbols. (01/12/2015)
	Presentation/Performance - Many of our students are getting the opportunity to work at Hope's new Thrift store. In class we are working with them on what is expected of them in the different tasks that they are assigned.The goal is to have them get to the store and begin working independently on their task assignment that day. **Target for Success:** Our goal is to have 50% of the students, going to the Thrift store, able to independently do the tasks that are expected of them. **Comments/Notes:** There is one Hope staff member going out with four students. If we can assist with training the students to independently do their job task, then it allows to work with students that are new to the Thrift store	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met 62% of the students where able to independently do the tasks that were expected of them when working at the store. (01/31/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It appears that having the smaller groups with one staff member, 1 to 4 ratio, allows for more intense training of desired asks to be learned. The students that could not independently learn a task needed more 1 on 1 help for a longer duration of time. If those students are mixed into a group that has 2 or 3 students that can do task independently, it would allow for that 1 on 1 training.	**Enhancement:** The staff at Hope, that take the students to the Thrift Store, take photos of the different tasks that are done at the store. We use our Thursday class time to show the pictures and discuss what is being done in the photo.This reinforces the student's memory of what needs to be done on each task when they work at the store. This also helps to create interest ,in the other students, of wanting to work at the Thrift Store. (01/31/2018)

experience.

SPED 233 (R-Z):Professional Conduct

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED233_SLO_1 - The student will identify and demonstrate two or more professional behaviors necessary to the workplace. **SLO/SSLO Status:** Active **Assessments Conducted:** 2012-13 1-Summer **Outcome Creation Date:** 07/09/2013 **Outcome Inactive Date:** 08/21/2013	**Other -** In the winter quarter, 2015, we decided to focus on the student's ability to accept work assignments that are assigned to them. The behavior that we are looking for is that the student will demonstrate a flexible attitude toward accepting different work assignments. We tracked the student's and the jobs that were accepted/rejected. **Target for Success:** 75% of our students will be flexible in their acceptance of work assignments. **Comments/Notes:** Make sure to note if the student had been working on another job before being asked to change assignments.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met 48% of our students were flexible when asked to change work assignments. (03/19/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** With this population of students, they become comfortable in doing familiar jobs. If they are on a particular job for a long time, they are resistant to changing to another work assignment. We need to do things differently .	**Enhancement:** We have found fun ways of making students want to try new jobs. Make a contest out of acquiring the most work skills that are needed in our work place....the students get recognized in front of their peers each week for learning the most skills. (04/13/2015)
	Presentation/Performance - In the winter of 2018, Winter Quarter, we assessed two basic behaviors that are expected in the computer lab. Students need to be respectful of their peers in the computer lab by observing the rules of the lab. The two behaviors that we are assessing are; the use of hand sanitizer before sitting down at a computer and using headphones for independent listening. **Target for Success:** 80% of the students will independently use the hand sanitizer before sitting down at a computer and independently get headphones for themselves. **Comments/Notes:** Having respect for others in the lab, extends to respect for others out in the community and on the job. Thinking	**Program Review Reporting Year:** 2017-2018 **Target :** Target Met In the winter quarter of 2018, we found that 92% of the students independently use the hand sanitizer, before using the computers, without reminders. We found that 100% of the students know to use the headphones independently. (07/12/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The hand sanitizer use was a hard idea to get across to the students at first.....they often forgot. We made a point of adding discussions about hand sanitizer in our health classes. We found that the students started reminding each other about the hand sanitizer when they came into the lab. Peer reminders did make a big difference.	**Enhancement:** We posted a reminder sign at the hand sanitizer station to increase student usage before sitting down at the computer. (07/12/2018)

of others is basic, but necessary to holding a job.

SPED 234 (R-Z):Civic Responsibility

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED234_SLO_1 - The student will identify one or more community resources **SLO/SSLO Status:** Active **Assessments Conducted:** 2014-15 4-Spring, 2016-17 2-Fall **Outcome Creation Date:** 09/26/2016 **Outcome Inactive Date:** 11/28/2016	**Focus Group -** The students in the focus group will be asked to bring information to the group about a resource in the community that they are aware of or already use. **Target for Success:** 90% of the students will be able to identify one or more community resource. **Comments/Notes:** Discussions about resources will take place each class.	**Program Review Reporting Year:** 2014-2015 **Target :** Target Not Met Since the Spring semester is the planned delivery of our ipads, we will begin basic ipad use in class. We will use the ipads to find resources available to our students in the community. (04/13/2015) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We were unable to assess due to the delay in the delivery of our ipads.	**Enhancement:** Not assessed due to delay in the delivery of our ipads. We will plan to use the ipads in the Fall of 2015. (08/03/2015)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met In our first assessment cycle, 92% of the students in our focus group (job prep class) were able to identify one community resource. 80% of the group could name more than one community resource. (12/04/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continue to have discussions about available resources in the community and encourage the students to bring to class their experiences with different resources used by them.	**Enhancement:** Each class, introduce a new community resource available to the students. Continue to discuss these resources in class and ask students to provide their own experiences with these resources. (12/04/2013) **Follow-Up:** Have the students bring in information on a community resource they have used. Have the student share that information with the class. (12/04/2013)
		Program Review Reporting Year: 2013-2014 **Target :** Target Met In Fall 2013, we started the discussions about ,"what are resources?" We went talked about community resources and methods of finding them. (09/24/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 92% of our students were able to identify a community resource and tell us how they found it,ie; news paper, internet, phone book, friend. Most students said a friend told them about a resource in their community. In the future, we will devote part of class to having students present information on a resource that they like in the community.	**Enhancement:** To make more students aware of resources in their community, we will have a student present a resource that they like during class time. This way students can ask their peers questions about a particular resource that they may be interested in. (11/26/2013)
	Demonstration - In the Fall of 2016 , the students will be able to demonstrate that they are able to	**Program Review Reporting Year:** 2016-2017 **Target :** Target Not Met In Fall 2016, the students were introduced to the CalTrans	**Enhancement:** Having the students that could locate the

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	locate information on the CalTrans web site. The instructor will ask the students to find specific information and the students will show the instructor when they have found it. **Target for Success:** 70% of the students will be able to locate information on the CalTrans web site independently on their ipads. **Comments/Notes:** Outcome: At the end of November 2016, 50% of the students were able to independently locate the information asked of them on the CalTrans web site.	web site, since many of them take public transportation. We wanted them to be able to then locate information independently when requested by instructor. They used the ipads to find this information. (09/26/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Only 50% of the students could independently locate information on the CalTrans web site.	information, sit with the students that were having a difficult time, could be an option. We have found that when peers assist each other they retain the information from class to class. This is another reason to have small learning groups. (11/28/2016)
	Demonstration - In the spring of 2018, the students are continuing to go out into the community. We thought it would be helpful if the students could find out what types of classes were being offered at the YMCA, a place that many of them attend. **Target for Success:** 50% of the students will be able to independently look up classes on the YMCA website. **Comments/Notes:** The students needed to go to the YMCA website and then find the classes.	**Program Review Reporting Year:** 2017-2018 **Target :** Target Not Met Only 35% of the students were able to independently go to the YMCA website and then independently find the class information. (04/10/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We found that going to the website and finding the classes was too much for most of our students. Most could not find the website, but once there, could find classes.	**Enhancement:** Instructor will go to the YMCA website and then have the students demonstrate how to find the classes. (07/12/2018)

SPED 235 (R-Z):Transition to Campus

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SPED235_SLO_1 - Student will identify the services and resources available for students with disabilities on campus. **SLO/SSLO Status:** Active **Assessments Conducted:** 2013-14 3-Winter, 2016-17 3-Winter **Outcome Creation Date:** 01/06/2014 **Outcome Inactive Date:** 03/20/2014	**Focus Group -** Students are encouraged to explore programs and classes currently available to them....ie;CAN Program, APE, Wayne's World. **Target for Success:** 50% of our focus group will be able to identify services and resources on campus that they can take part in. **Comments/Notes:** These discussions will take place during the winter quarter, 2014.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Not Met 23% of our group were able to identify services and resources on campus. (03/20/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continue to discuss all of the programs available to the students. Explain the benefits of being in these programs. Ask the students to contribute any information about the classes they have taken on campus.	**Enhancement:** Encourage students to advocate for participation in the CAN Program...Community Access Network, Adaptive PE classes . Introduce students to the CAN staff and have CAN staff explain their program. Arrange tours to visit APE classes and Wayne's World classes on campus. (03/20/2014)
	Demonstration - In winter of 2017,the students will be able to demonstrate that they are able to locate a resource on campus for disabled students using the computer with only one prompt. The students have learned how to go to the DeAnza College web site. Now they will be asked to find resources on that site. The only requirement is that the student find a resource for disabled students. **Target for Success:** 70% of the students will be able to locate a resource on campus for disabled students with only one prompt	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met 75% of the students were able to locate the De Anza College Website. The only prompt needed in all cases was where to go to next....."Student Services" and learning how to navigate the drop down menu. (03/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The students easily learned how to find the DeAnza Webpage. Some of the students could remember the next step after getting that far.....but majority needed the one prompt. The students need more exposure to drop down menus. Had difficulty keeping the drop down option open(mouse control).	**Enhancement:** In future classes, a problem will be presented to the class. The students will then try to solve the problem. An example would be," I don't have a student ID, how do I get one?" "Where do I go?" We will solve the problem as a class. We also will practice more with navigating drop down menus. With more practice, the students will have better mouse control. (04/10/2017)
	Other - In the winter of 2020, we have been expanding from finding resources on campus, to finding resources in the community. We have class discussions that focus on the type of activities that the students would like to do when they are with the Hope staff in the community. We discuss types of activities and then have started		

exploring where we could find these activities. Students are learning to start with a wide search, and then learning how to narrow down their search. The intent is to have the students present their findings to the Hope staff.

Target for Success: 10 of the 15 students in the computer lab will be able to independently start their initial search . 4 out of the 10 students will be able to expand on their search independently.

Comments/Notes: Encourage the computer lab students to talk to other students and staff about what interests them and where they would like to go. Encourage them to gather as much information as they can to begin their search...ie...location, cost, times of

SSLO - HOPE:Services

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
HOPE_SSLO_1 - Students will identify and explain their vocational SEC goals. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring **Outcome Creation Date:** 10/05/2009	**Demonstration -** In May (Spring) of 2010, we conducted our first assessment cycle on SSLO #1 - 30 students were asked to state their SEC goals. Students were randomly chosen and asked to identify and explain their vocational SEC goals. If they were unable to state their goals, they were then asked to identify the place where they could find their goals. **Target for Success:** 70% of students will be able to identify and explain SEC goals.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met Some students were able to discuss the location while other students took us to their binder and showed the instructor the SEC. Of those students, 40% met the established criteria to "Identify/explain" their SEC goals. 40% of the students asked could partially meet the criteria; meaning that they could only remember parts of a goal or unable to remember any of their goals but could show the interviewer where to find their goals in their binder. 20% of the students were unable to provide any information on their goals nor show the the interviewer where their goals could be found. (04/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Although 80% were able to complete the task only 40% were able to partially identify and explain their SEC goals. We wanted to improve the 40% partial response.	**Enhancement:** With the student ratio in the Hope program currently at 1:8, the students are encouraged to asked about their individual goals and how they are doing. The group size is more manageable for the Hope staff to give individualized attention to their students. (01/15/2019) **Enhancement:** Continue exploring different methodologies to suit varied learning styles. (04/19/2012)
	Focus Group - In Fall of 2018, a focus group of 9 students will be taken through the Discovery process. As part of this process, the students will focus on the vocational skills that they currently have and if those skills match up with the career goal that they have in mind. If that is not the case, then discuss with the student the possibility of other career goals or if it is possible to learn the skills they need to stay with their original goal. **Target for Success:** 4 out of 9 students will be able to identify the career that best fits their vocational skills. **Comments/Notes:** Class is meets once per week and it is anticipated that the class will be held for one year.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Not Met Our original hope was that 4 out of 9 students would be able to identify a career goal in one year. After 6 months, 3 of the students started participating in the PIP program at Hope. This is a program that allows them to work in the community, doing tasks that match their job skills. They do this two times per week. One of our other students dropped out of our program and the others had attendance issues. We decided to stop the class early and may start again with a different focus group in the future. (04/22/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** It is difficult holding a Discovery class when partnered with another agency. The students are being pulled in may different directions and the attendance issues that result are not always a fault of their own.	**Enhancement:** To have a Discovery Class, it takes much dedication from students and staff alike. We could try it again if we can get a solid commitment from Hope to make sure the students in the group are on site the day of the class. (04/22/2019)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
HOPE_SSLO_2 - Students will meet the objectives in their vocational SEC goals. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring **Outcome Creation Date:** 11/05/2009	**Other -** In Spring of 2010 we conducted the first assessment cycle of SSLO #2. We reviewed student records to identify if the students have met their SEC goals. **Target for Success:** 70% of the student records selected will show that the students met the objectives in their Vocational SEC goals.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Met 81% of the student records showed that the criteria had been met (04/24/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We found that using motivation strategies like "peer pressure" and "contests" allowed us to meet and exceed our target.	**Enhancement:** We think we can do better that 81%. We are going to try more "peer pressure" and better "contests" to get better results. We will reassess in the future (2014-15?) (04/24/2012)
	Demonstration - The students will be able to demonstrate that they can independently take photos on an ipad. The photos will be used for their annual video profiles. Some of the students will also learn to take a video with some assistance from staff. **Target for Success:** 75% of our students will be able to take photos independently and take a video with some assistance. **Comments/Notes:** In the summer of 2017, we started working with the students on creating their video profiles. This required teaching them how to take pictures and videos with the ipad. The videos are part of each student's new program goals.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met We found that 87% of our students could take pictures independently. Once they learned how to take a picture, they seemed to retain that ability. Videos were a bit more difficult and only 49% could take a video independently. (11/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We will need to focus more time in class on practicing the video taking process. We will also build on their photo taking ability by having the students assist with taking photos of activities out in the community.	**Enhancement:** The next step in the process of creating their video profiles, will be to teach the students how to delete the pictures that they do not want in their profiles. They will then learn to upload the photos they want to keep into the Dropbox file. (11/08/2017)
HOPE_SSLO_3 - The student feels the services and classes provided by De Anza College have improved the quality of their vocational program at HOPE. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring, 2010-11 4-Spring **Outcome Creation Date:** 11/05/2009	**Survey -** First assessment cycle of SSLO_HOPE_#3 In the spring of 2009-10 - We used the survey already in use by our partner agency, Hope Services. **Target for Success:** 80% of our students are satisfied with the services and classes that are provided by De Anza College.	**Program Review Reporting Year:** 2009-2010 **Target :** Target Not Met In the spring of 09-10, the surveys were reviewed and 63.5% of students were satisfied with the services and classes that are provided by De Anza College. (04/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The % may have been low due to the misunderstanding, on the students part, of what was being asked. Students not always clear on which services we provide and which ones Hope provides. **Program Review Reporting Year:** 2009-2010	

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		Target : Target Not Met In reviewing the surveys,we found that 63.5% of our students are satisfied with the quality of their vocational program at Hope/De Anza. The major complaint received from students was the lack of community-based employment and a desire by some students to take classes on campus. Our partner agency, Hope Services, is responsible for community employment. A grant was submitted: College to Career Program, in order for De Anza to become more involved in job development and placement as well as on campus participation. (03/25/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** hjghjgfh	
		Program Review Reporting Year: 2012-2013 **Target :** Target Not Met Using the same student satisfaction tool, in the spring of 2012-2013 we found that 75.8 % of students were satisfied with the services and classes offered by De Anza College. (03/11/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The satisfaction of our students was higher now then in our first cycle in 2009 -2010. This may be due to an increase in opportunities for paid work on site on a daily basis. We believe that we did not hit the target of 80% because of the lack of community employment, which is a personal goal for many of our students.	
	Other - In the Fall quarter of 2018, Students were asked about the importance of the DeAnza classes to their program at Hope. **Target for Success:** 75% of the students agree that DeAnza College instruction adds value to their program at Hope. **Comments/Notes:** Students were asked by Hope staff, so that they did not feel obligated to give positive answers about DeAnza Colege.	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met More than 90% of the students responded in a favorable way when asked about the DeAnza Instruction. They feel that the classes and the interaction with the staff adds to their program at Hope. (01/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Continue to be flexible with the student needs of each particular site.	**Enhancement:** Continue to be a positive addition to the students that we serve. Always look for new and exciting ways to teach material that interests the students and that helps to add value to their life. (01/15/2019)
HOPE_SSLO_4 - The student feels his or her ideas, questions, and concerns were addressed effectively and in a	**Survey -** First SSLOAC of HOPE SSLO #4 - In 2009 /2010 we used the student survey already in use by our	**Program Review Reporting Year:** 2018-2019 **Target :** Target Met Administer survey that is in use by our partner agency,	**Enhancement:** 88% of our students feel that his or her ideas, questions, and concerns were

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
timely manner. **SLO/SSLO Status:** Active **Assessments Conducted:** 2009-10 4-Spring, 2010-11 4-Spring **Outcome Creation Date:** 05/05/2011	partner agency, Hope Services. **Target for Success:** 80% of our students feel that his or her ideas, questions, and concerns were addressed effectively and in a timely manner.	Hope Services. (01/15/2019) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** With the changes to the Hope program, we wanted to see how the students were feeling with our class schedules and the topics that we present.	addressed effectively in a timely manner. (01/15/2019)
		Program Review Reporting Year: 2009-2010 **Target :** Target Not Met 43% of the students felt that their ideas, questions, and concerns were listened to. 21% somewhat agreed that the college addressed their ideas, questions, and concerns. Most dissatisfaction was related to not enough community employment and lack of subcontract work. (03/25/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** fdyfdh	
	Survey - Second SSLOAC of HOPE SSLO #4 - Winter 2010/Spring 2011: A six question survey was administered to two classes of students. One class was given the survey in Winter 2010 and the other class was in the Spring of 2011. **Target for Success:** 80% of the students feel that his or her ideas, questions, and concerns were addressed effectively and in a timely manner. **Comments/Notes:** 48.4% of the students feel that their ideas, questions, concerns were addressed. 18.9% somewhat agree, 26.5% were not sure, 4.9% somewhat disagree and 1.1% strongly disagree. The majority of students are happy with De Anza's contribution to the Hope Program. They also stated that De Anza adds value to their life. In further questioning, the people that were dissatisfied wanted to have more time working on the subcontract work. The availability of subcontract work is out of De Anza's control.		

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	Survey - Third SSLOAC of HOPE SSLO #4 - Spring 2012: The survey that we administered to our students is our partner agency's Annual Student Satisfaction Survey. We completed this cycle in the spring of 2012. **Target for Success:** 80% of the students are satisfied with the DeAnza college program at Hope Services.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met The surveys showed that 96.2 of the students felt that their ideas, questions and concerns were addressed effectively and in a timely manner. (04/08/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Hope Services, our partner agency, uses a very extensive survey. We are able to get the information we need from this tool. We will continue to use this survey for our next cycle.	

Assessment: Course/Service Four Column

DeAnza College

Dept SS - (Couns) Counseling (Hybrid)

CLP 70:Self-Assessment

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
CLP70_SLO_1 - The students will develop, and evaluate college major and career options by analyzing a multitude of factors involved in career development such as: personality, values, skills, interests, attitudes, family and culture. **SLO/SSLO Status:** Archived SLO Statement **Outcome Creation Date:** 08/29/2012	**Other -** Assessments for personality, values, skills and interests were completed by using the well known "Eureka" career development program. Additionally, students completed self-assessment essays regarding their personal attitudes and family & cultural influences on career development. **Target for Success:** Students were identify a college major and career path that complements their assessment findings. **Comments/Notes:** We conducted before course and after course surveys in two sections of this course. The findings show strong success rates in the student's ability to choose a major and career. Section ONE revealed that students went from 36% knowing their college major at the beginning of the course to 96% knowing their college major by the end of the course. It also showed that students went from 40% knowing their career at the beginning of the course to 96% knowing their career by the end of	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met The data shows that students are meeting the SLO's at a high rate. (11/03/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results of the student surveys indicate that the SLOs for this course are being met. We have learned that the two SLOs for this course are similar. We have determined that only one SLO is needed.	**Enhancement:** The two SLOs for this course are too similar. We have determined that only one SLO is needed and that it should be simple and clear to understand. The following should be the SLO for this course: Research and evaluate college major and career options while assessing multiple factors in career development that include: personality traits, values, skills, interests, attitudes and family & cultural influences. Demonstrate effective decision-making skills by choosing a college major and career option that complements the student's self-assessment. (11/03/2016)

the course.

Section TWO revealed that students went from 75% knowing their college major at the beginning of the course to 94% knowing their college major by the end of the course. It also showed that students went from 51% knowing their career at the beginning of the course to 97% knowing their career by the end of the course.

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
CLP70_SLO_3 - Research and evaluate college major and career options while assessing multiple factors in career development that include: personality traits, values, skills, interests, attitudes and family & cultural influences. Demonstrate effective decision-making skills by choosing a college major and career option that complements the student's self-assessment. **SLO/SSLO Status:** Archived SLO Statement **Assessments Conducted:** 2016-17 2-Fall **Outcome Creation Date:** 01/22/2017	**Survey -** A self-assessment survey was given at the beginning of the course and a self-assessment survey was given at the end of the course. The survey assesses the student's level of clarity and certainty about their college major and career decision. **Target for Success:** 90% or more of the students will report that they are fairly certain or very certain about their college major and career decision at the end of the class. **Comments/Notes:** College Major Certainty: At the beginning of the quarter 60% of the students in the course reported they were fairly certain or very certain about their college major. At the end of the quarter 93% of the students in the course reported they were fairly certain or very certain about their college major. Career Certainty: At the beginning of the quarter 53% of the students in the course reported they were fairly certain or very certain about their career decision. At the end of the	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met This is the third quarter in a row that indicates the target for success is being met. Students are showing significant certainty about their college major and career decision. (01/23/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is the third quarter in a row that indicates the target for success is being met. Students are showing significant certainty about their college major and career decision.	**Enhancement:** The demand for this course is growing. Most sections of the course have long wait-lists. As this course directly addresses SSSP guidelines - we have submitted a request to add more sections of this course in fall, winter and spring quarters. (01/23/2017) **Follow-Up:** A request to add more sections of this course in fall, winter and spring was submitted to the department chair by Herminio Hernando. JAN 2017 (01/23/2017)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	quarter 93% of the students in the course reported they were fairly certain or very certain about their career decision. **Related Documents:** [CLP 70 SLO Assessment Outcomes F 2016.pdf](#)		
CLP70_SLO_2 - Research and appraise college major and career options by utilizing various resources such as: the Career Center, online resources and informational interviews. Demonstrates decision-making skills that include the multitude of factors shown in SLO Number One. **SLO/SSLO Status:** Archived SLO Statement **Outcome Creation Date:** 08/29/2012	**Survey -** Pre-Course and Post-Course surveys were given to assess the strength of decision-making skills for both college major and career decisions. **Target for Success:** To take students from being "undecided" about their college major and career decision to "decided" about their college major and career decision. **Comments/Notes:** Students completed a self-assessment survey at the beginning and end of the course. The survey is designed to assess the level of decision-making.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Two sections of this course were assessed (Winter 16 & Spring 16). We analyzed the survey data to determine the growth and achievement level in both college major and career decision-making skills. Winter 2016 Class: In week one, 36% of the class reported they were certain about their college major. At the end of the quarter (Week 12) 96% of the class reported they were certain about their college major. In week one, 40% of the class reported they were certain about their career decision. At the end of the quarter (Week 12) 96% of the class reported that they were certain about their career decision. Spring 2016 Class In week one,75% of the class reported they were certain about their college major. At the end of the quarter (Week 12) 94% of the class reported they were certain about their college major. In week one, 51% of the class reported they were certain about their career decision. At the end of the quarter (Week 12) 97% of the class reported that they were certain about their career decision. (06/28/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** These are strong indicators that students are making confident college major and career decisions by completing this course. **Related Documents:**	**Enhancement:** At the end of each quarter (week 12) instructors should specifically reach out to those few students who remain uncertain about their college major and career. Inform these students to make an appointment with a counselor for career counseling. Advise student to take their assessment results from the class to the counseling appointment. (06/28/2016)

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		[CLP 70 SLO Assessment Outcomes W_S 2016.pdf](#)	
CLP70_SLO_4 - Develop, and evaluate college major and career options by analyzing a multitude of factors involved in career development such as: personality, values, skills, interests, attitudes, and family and culture. **SLO/SSLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Survey -** Pre and Post Survey given to assess the strength of decision-making skills for both college and career decisions. **Target for Success:** To take students from being "undecided" about their college major and career decision to "decided" about their college major and career decision.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Survey results proved highly successful in that over 90% of the students enrolled in both sections ended the course being able to identify their college major and career decision. (03/07/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** These are strong indications that students are making confident college major and career decisions by completing this course.	**Enhancement:** We recommend adding more online and hybrid and face to face sections of this course. This course is designed to meet the 3SP mandates. (03/07/2018)
CLP70_SLO_5 - Research and appraise college major and career options by utilizing various resources such as: the online resources and informational interviews. Demonstrates decision-making skills that include the multitude of factors shown in SLO Number One. **SLO/SSLO Status:** Active **Outcome Creation Date:** 09/25/2017	**Survey -** Pre and Post Survey **Target for Success:** To take students from being "undecided" about their college major and career decision to "decided" about their college major and career decision.	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met Over 90% of students completing this course indicated that they were certain about their college major and career decisions. (03/07/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** These results are strong indicators that students are making confident college major and career decisions.	**Enhancement:** We recommend more sections of the course (hybrid, online, face-to-face) be added. This course is designed to meet 3SP mandates. (03/07/2018)

CLP 75:College Major and Career Options

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
CLP75_SLO_1 - Choose a college major and career option by analyzing a multitude of factors involved in career development such as: personality, values, skills, interests, attitudes, and family and culture. **SLO/SSLO Status:** Active **Outcome Creation Date:** 10/19/2016	**Survey -** Students completed the online survey in Catalyst the first week of the quarter and again the sixth week of the quarter, which was the last week of instruction for this online 6 week course.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Thirty students provided an average rating of 2.2 at the beginning of the quarter. Fourteen students provided an average rating of 3.21 at the end of the course. (03/01/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In general, students improved in their knowledge and understanding of choosing a major and career. The challenge with online classes is getting students to complete the online survey particularly at the end of the class. Students are more cooperative at the beginning of the quarter, but many understand their grade is not tied to completing the survey and students may not complete due to fatigue. In a traditional classroom, the instructor can pass out the surveys, but for online courses the student has to take initiative to complete the survey knowing there is no reward in doing so.	**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. (03/01/2017) **Follow-Up:** Brainstorm with faculty who teach online best practices for getting students to complete the surveys. (03/01/2017)
		Program Review Reporting Year: 2016-2017 **Target :** Target Met Fifty students provided an average rating of 2.2 at the beginning of the quarter. Twenty students provided an average rating of 3.21 at the end of the course. (02/18/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In general, students improved in their knowledge and understanding of choosing a major and career. The challenge with online classes is getting students to complete the online survey particularly at the end of the class. Students are more cooperative at the beginning of the quarter, but many understand their grade is not tied to completing the survey and students may not complete due to fatigue. In a traditional classroom, the instructor can pass out the surveys, but for online courses the student has to take initiative to complete the survey knowing there is no reward in doing so.	**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. (02/27/2017) **Follow-Up:** Brainstorm with faculty who teach online best practices for getting students to complete the surveys. (04/17/2018)

COUN 5:Introduction to College

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
COUN50_SLO_1 - Students will be able to identify potential majors, certificates, transfer institutions, Comprehensive Ed Plan and understand eligibility requirements for AA/AS Degree, Associate Degree for Transfer (ADT) and general education as it applies to their academic goal. **SLO/SSLO Status:** Active **Assessments Conducted:** 2015-16 2-Fall **Outcome Creation Date:** 08/24/2015	**Survey -** This section was taught as a six week class. Students completed the SLO self-assessment survey on the first day of class and then again on the last day of instruction. **Related Documents:** SLOAC for COUN 200	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Twenty-five students provided an average rating of 1.68 at the beginning of the quarter. Twenty students provided an average rating of 3.05 at the end of class. A few students either dropped from the course or were not in attendance on the final day. (03/01/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In general, students greatly improved in their knowledge and understanding of completing a Student Education Plan in Degree Works. Although optional to the requirements of the course, students were repeatedly encouraged to submit an ed plans to be reviewed by the instructor.	**Enhancement:** There is a lack of documented materials that students can readily access on how to use Degree Works. There is a counselor who updates the instructions for using Degree Works. However, there are software updates to Degree Works that requires updates to the instructions. (03/01/2017) **Follow-Up:** Marketing can update the guides to using Degree Works on the college website. (03/01/2017)
	Demonstration - Demonstrate understanding by developing a 2 to 3 quarter educational plan that supports individualized educational goals and reflects placement results. **Target for Success:** At least 85% of the students should have a 2 to 3 quarter educational plan documented in Degree Works. **Comments/Notes:** This is a six week course with course material available in Canvas. Students are also encouraged to take quizzes through Canvas to test their knowledge.		

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COUN 80X-Z:Special Topics in Counseling

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
COUN 80XYZ_SLO_1 - Demonstrate skills improvement from any or all of the following counseling related service areas: academic, career or personal development. **SLO/SSLO Status:** Active	**Portfolio Review -** Instructor reviewed each student's transfer portfolio to ascertain the transfer goal. Assessed the student's ability access and retrieve relevant data from vital online resources.	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met All students successfully completed their transfer portfolio which included: a degree works education plan, their transfer plan worksheet, personal challenges worksheet, major requirements update, transfer application and reflection paper. Everyone in the class received a grade of C or higher. Out of the fourteen students in the class, twelve applied to UC and eleven ultimately enrolled. (03/08/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The instructor learned that the transfer process which is often completed in isolation was very successful when done in a (small group) community context. There was strong peer support in this class. The number of students who applied to UC and ultimately enrolled in UC was phenomenal.	**Enhancement:** Next time, complete a more detailed breakdown of final grades by gender, ethnicity, etc. (03/08/2017) **Follow-Up:** Expand this course to other cohort programs. (03/08/2017)

HUMA 10:Human Sexuality

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
HUMA10_SLO_1 - Critically examine and synthesize the social, cultural and physiological implications in the field of human sexuality; and demonstrate the ability to analyze and respond to complex issues related to human sexuality in all assignments. **SLO/SSLO Status:** Active	**Survey -** Fifty students provided an average rating of 1.81 at the beginning of the quarter. Fourteen students provided an average rating of 3.27 at the end of the course. **Target for Success:** Target Met	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Fifty students provided an average rating of 1.81 at the beginning of the quarter. Fourteen students provided an average rating of 3.21 at the end of the course. (03/01/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** In general, students were able to critically examine and synthesize the social, cultural, and physiological implications in the field of human sexuality; and demonstrate the ability to analyze and respond to complex issues related to human sexuality in all assignments. Students are more cooperative at the beginning of the quarter, but many understand their grade is not tied to completing the survey and students may not complete due to fatigue.	**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.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. (03/01/2017) **Follow-Up:** Brainstorm with faculty who teach online best practices for getting students to complete the surveys. (03/01/2017)

HUMA 20:Life Skills for Higher Education

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
HUMA20_SLO_1 - Synthesize and construct a plan with identified strategies to increase success in college and life. Plan includes topics such as: goal setting, time & money management,learning style, major/career selection and communication. **SLO/SSLO Status:** Active **Assessments Conducted:** 2012-13 3-Winter	**Survey -** Survey Attach as pdfs or instructors keep documents on file (audit?) (Active)	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Three questions that were on the survey and rating come from two classes Note & Test taking 75% Critical Thinking 65% Goals & Values 80% (03/01/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Students had complications with Critical Thinking. Note/Test Taking and Goals /Values the students felt more confident with the Knowledge and understanding of the subject.	**Enhancement:** To improve in various ways for students to gain better knowledge and understanding of Critical Thinking. (03/01/2017) **Follow-Up:** Review Critical Thinking with students on how important and its part of their education process and life. (03/01/2017)

HUMA 30:Understanding and Managing Stress

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
HUMA50_SLO_1 - Distinguish and list the physiological symptoms when under stress and critique its impact on the body. **SLO/SSLO Status:** Active	**Survey -** Pre course self-survey and mid quarter pop self-survey	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met In 3 classes, a total of 86 students were self-surveyed the first week of the quarter. Of those 86 students, 73 of them completed the same survey in the 7th week of the quarter. Students were asked to rate themselves on a scale of 1 to 4 on 2 questions. These questions were 1) Rate your understanding of the physiological symptoms of stress and 2) Rate your own ability to handle stress. The rating scale is as follows: 1 = little knowledge/understanding, 2 = some knowledge/understanding, 3 = strong knowledge/understanding, 4 =very strong knowledge/understanding Results were as follows:	**Enhancement:** Living in an uncertain time in a global society, stress management skills are more valuable than ever in creating a balanced life. As instructional faculty and counselors, we have noticed a greater demand for the course over the last 2 years. Therefore, more sections of this class are undoubtedly needed. We believe that adding 1 more section of this course each quarter would accommodate this need. (03/01/2017) **Follow-Up:** We plan to submit a request to increase the number of sections offered for this course. Also, in the next assessment cycle, we plan to revise the questions to obtain a deeper understanding of the students' knowledge of stress. (03/01/2017)

Average ratings for all surveyed: Question #1
                    Question #2
Week 1 (pre survey)   2.05   2.01
Week 7(post survey)   3.04   3.03

Assessment of question #1:
In the post survey, no students responded that they had "little" understanding of the physiological symptoms of stress, yet 20% had rated themselves with "little" understanding in the pre survey.
57% rated themselves with "some" knowledge/understanding of the physiological symptoms of stress, compared to only 20% in the post survey. Also, in the first survey, 22% rated themselves "strong" in their understanding, compared to 55% in the post survey. Only 1% from the first survey rated themselves as "very strong," however, in the post survey, 25% rated themselves as having a "very strong" understanding of the physiological symptoms of stress.

Assessment of question #2:

| | | In the pre survey, 20% rated themselves as having "little" knowledge in their ability to handle stress. In the post survey, we are pleased to report that no one reported this. 62% rated themselves with "some" knowledge, compared to 22% in the post survey. Also, from the first survey, 16% rated themselves as "strong", compared to 53% in the post survey. Lastly, only 2% in the first survey rated themselves "very strong," compared to a high of 25% reporting "very strong" in the post survey.

 (03/01/2017)

Reflection (CLICK ON ? FOR INSTRUCTIONS): This is the first time we have administered the assessment survey to 3 sections of Huma 50 in the same quarter. Based on the survey results from both surveys (given week 1 and 7), we assessed that students are showing confidence in their ability to handle stress and improvement in their knowledge and understanding of the physiological symptoms of stress. We believe that if we were to give this survey a third time, at the end of the quarter, the results would reflect an even greater increase in the students' knowledge and understanding. | |
| **HUMA50_SLO_2 -** Develop and apply stress management strategies that can be used to reduce the physiological symptoms of stress.
SLO/SSLO Status: Active | **Survey -** Pre course self-survey and mid quarter pop self-survey | **Program Review Reporting Year:** 2016-2017
Target : Target Met
In 3 classes, a total of 86 students were self-surveyed the first week of the quarter. Of those 86 students, 73 of them completed the same survey in the 7th week of the quarter. Students were asked to rate themselves on a scale of 1 to 4 on 2 questions.
These questions were 1) Rate your understanding of the physiological symptoms of stress and
2) Rate your own ability to handle stress.
The rating scale is as follows:

1 = little knowledge/understanding,
2 = some knowledge/understanding,
3 = strong knowledge/understanding,
4 =very strong knowledge/understanding

Results were as follows:
Average ratings for all surveyed: Question #1 | **Enhancement:** Living in an uncertain time in a global society, stress management skills are more valuable than ever in creating a balanced life. As instructional faculty and counselors, we have noticed a greater demand for the course over the last 2 years. Therefore, more sections of this class are undoubtedly needed. We believe that adding 1 more section of this course each quarter would accommodate this need.
(03/01/2017)
Follow-Up: We plan to submit a request to increase the number of sections offered for this course. Also, in the next assessment cycle, we plan to |

| | | Question #2 | revise the questions to obtain a deeper understanding of the students' knowledge of stress. (03/01/2017) |

Question #2

Week 1 (pre survey)		2.05	2.01
Week 7(post survey)		3.04	3.03

Assessment of question #1:
In the post survey, no students responded that they had "little" understanding of the physiological symptoms of stress, yet 20% had rated themselves with "little" understanding in the pre survey.
57% rated themselves with "some" knowledge/understanding of the physiological symptoms of stress, compared to only 20% in the post survey. Also, in the first survey, 22% rated themselves "strong" in their understanding, compared to 55% in the post survey. Only 1% from the first survey rated themselves as "very strong," however, in the post survey, 25% rated themselves as having a "very strong" understanding of the physiological symptoms of stress.

Assessment of question #2:
In the pre survey, 20% rated themselves as having "little" knowledge in their ability to handle stress. In the post survey, we are pleased to report that no one reported this. 62% rated themselves with "some" knowledge, compared to 22% in the post survey. Also, from the first survey, 16% rated themselves as "strong", compared to 53% in the post survey. Lastly, only 2% in the first survey rated themselves "very strong," compared to a high of 25% reporting "very strong" in the post survey.
 (03/01/2017)
Reflection (CLICK ON ? FOR INSTRUCTIONS): This is the first time we have administered the assessment survey to 3 sections of Huma 50 in the same quarter. Based on the survey results from both surveys (given week 1 and 7), we assessed that students are showing confidence in their ability to handle stress and improvement in their knowledge and understanding of the physiological symptoms of stress. We believe that if we were to give this survey a third time, at the end of the quarter, the results would reflect an even greater increase in the students' knowledge and understanding.

SSLO - Couns/Matr:Services

SLOs/SSLOs	*Assessment Methods*	*Assessment Data Summaries*	*Enhancements*
Couns/Matr_SSLO_1 - As a result of an advising session, students will be able to identify courses that will support their academic and career goals. **SLO/SSLO Status:** Active **Assessments Conducted:** 2010-11 3-Winter, 2010-11 4-Spring **Outcome Creation Date:** 11/05/2010	**Survey -** First assessment cycle conducted in Winter 2011. A random sampling of students who had participated in at least one counseling session were surveyed in the winter and spring of 2011. **Target for Success:** The SSLO committee predicted that 80% of the students surveyed would be able to identify courses that will help them move towards academic, career, and personal goals. **Comments/Notes:** 156 students surveyed over a period of two weeks in winter 2011. Students surveyed were from either walk-in or scheduled appointment sessions. On a scale of 1-5 students rated their experience in their advising/counseling sessions with the range of non-applicable (n/a), disagreee, somewhat disagree, neutral, somewhat agree and agree. **Related Documents:** SSLO Survey Results 5/5/11.PDF	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met 96% reported they were able to identify courses toward achieving their goals, 0% disagreed with this, 4% were either neutral or n/a. (10/22/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 96% is a great result but could students identify which course they would need for their academic career goals. This brings to question how students can access DegreeWorks in order to have even a better understanding of which classes they would need. **Related Documents:** SSLO Survey Results 5/5/11.PDF	**Enhancement:** We have decided to do a one month follow up with the students surveyed to determine if the information from the counseling/ advising session was learned and retained. (10/23/2012) **Follow-Up:** Brainstorm with faculty and staff who counsel and advise for best practices for getting students to complete the surveys. (03/01/2017)
	Survey - This report shows results from a Counseling Center random survey of 156 students conducted over a period of two weeks in winter quarter 2011. The students surveyed were from either walk-in or scheduled appointment sessions. On a scale of 1-5 students rated their experience in their advising/ counseling session, with the range from non-applicable (n/a), disagree,	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Please refer to the information from the first survey, above, as this survey is the same one. (03/07/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is the same survey as noted in the first entry box, please refer to that survey.	**Enhancement:** This information is the same information from the first entry box. Only one survey was conducted, although it appears as if a second one followed the first. (03/07/2018)

	somewhat disagree, neutral, somewhat agree and agree. **Target for Success:** The SSLO committee predicted that 80% of the students surveyed would be able to identify courses that will help them move towards academic, career, and personal goals.		
	Survey - Student Satisfaction Survey administered in the winter quarter of 2017 .The survey focuses on the need of the student pertaining to the Counseling and Advising Center. **Target for Success:** At least 75% of the students will report they can identify courses that will support their goals. **Related Documents:** General Counseling _ Student Survey Graph Results 2017.docx Survey Results #12 Other Comments -- General Counseling.docx		
Couns/Matr_SSLO_2 - By utilizing the services of the counseling center, the persistence on disqualification status will increase. **SLO/SSLO Status:** Archived SLO Statement **Assessments Conducted:** N/A **Outcome Creation Date:** 11/05/2010 **Outcome Inactive Date:** 10/19/2011	We will begin to look at disqualified students beginning Spring 2012.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met We have yet to look at disqualified students. (03/01/2017) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We found this hard to measure and will return to this. **Related Documents:** General Counseling _ Student Survey Graph Results 2017.docx	**Enhancement:** Brainstorm with faculty and staff how to assess disqualified and formerly disqualified individuals. (03/01/2017) **Follow-Up:** Still need to follow up. (03/01/2017)
Couns/Matr_SSLO_3 - As a result of interaction with counseling center staff, students will have their questions and main concerns addressed in their counseling session. The main areas of concern are transfer and personal matters.	**Survey -** The first assessment cycle of SSLO #3 was conducted in Winter and Spring 2011. A random sampling of 156 students who had participated in at least one counseling session were surveyed to assess if their needs were met	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Overall, the results of this survey indicate the Counseling Center is providing excellent services to students and addressing their varied needs. The overwhelming majority of students, 150 out of 156 (96%), found at least one of their main concerns was addressed in their Counseling	**Enhancement:** We have decided to form a student focus group for the next assessment cycle. (10/23/2012) **Follow-Up:** Brainstorm with faculty and staff who counsel and

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
SLO/SSLO Status: Active **Assessments Conducted:** 2010-11 3-Winter, 2010-11 4-Spring **Outcome Creation Date:** 11/05/2010	during the counseling / advising session. The 4 main areas: academic; transfer; career; personal after a counseling or advising session. **Target for Success:** Our target for success was 80%. We predicted that 80% of the students surveyed will be able to identify the usefulness of 4 major areas of services we provide which include: academic; transfer; career; personal after a counseling or advising session. As a result, 150 out of 156 (96%) found at least one of their main concerns was addressed in their Counseling Center session. **Related Documents:** SSLO Survey Results 5/5/11.PDF **Survey -** Survey was administered in the winter of 2017. The survey focuses on the need of the student pertaining to the Counseling and Advising Center. **Target for Success:** At least 75% of the students surveyed will report that concerns were addressed. **Related Documents:** Survey Results #12 Other Comments -- General Counseling.docx General Counseling _ Student Survey Graph Results 2017.docx	Center session. (10/23/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** For our next assessment, we should develop a survey or student focus group that will examine how our Counseling Center can better align our services with the De Anza College institutional core & cultural competencies. **Related Documents:** SSLO Survey Results 5/5/11.PDF	advise for best practices for getting students to complete the surveys. (03/01/2017)
Couns/Matr_SSLO_4 - Survey students who complete the Career/Major workshop??? **SLO/SSLO Status:** Archived SLO Statement **Assessments Conducted:** 2011-12 3-Winter, 2012-13 3-Winter	**Survey -** Over describe this: In the Spring Quarter 2012.....first assessment cycle on #? **Target for Success:** 70 % students will agree with this...choose a number that is doable...	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 94% reported they strongly or somewhat agreed they received useful information from their counseling/advising session, 0% reported disagreement with this, 6% were either neutral or n/a. (04/30/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Overall, the	**Enhancement:** An enhancement would be to articulate to the student they are providing valuable feedback meant to improve the workshop thereby doing a service to the instructor and future students.

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
Outcome Creation Date: 04/30/2012	**Comments/Notes:** Any more info can go in here	results of this survey indicate the Counseling Center is providing excellent services to students. The overwhelming majority of students, 150 out of 156 (96%), found at least one of their main concerns was addressed in the Career/ Major workshop.	(04/30/2012) **Follow-Up:** Brainstorm with faculty who lead workshop about best practices for getting students to complete the surveys. (03/01/2017)

Couns/Matr_SSLO_5 - As a result of completing a "Getting Started Workshop" students will be able to name three courses they should take within their first year at De Anza.
SLO/SSLO Status: Active
Assessments Conducted: 2011-12 3-Winter
Outcome Creation Date: 01/09/2012

Dept SS - (Couns) International Student Program

No data found for the selected criteria.

Dept SS - Occupational Training Institute

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept SS - (Couns) Transfer Center

No data found for the selected criteria.

Dept SS - (SD) Extended Opportunity Program and Services

No data found for the selected criteria.

Dept SS - (SD) College Life

No data found for the selected criteria.

Dept SS - (SD) Health Services

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept SS - (A&R) Veterans

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept SS - (A&R) Admissions

No data found for the selected criteria.

Dept SS - Financial Aid

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept SS - Outreach and Relations with Schools

No data found for the selected criteria.

Dept SS - (A&R) Assessment

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept SS - (A&R) Evaluation

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept SS - (SSLO) Tutorial Example

No data found for the selected criteria.

Dept SS - (SD) Psychological Services

No data found for the selected criteria.

Assessment: Course/Service Four Column

Dept SS - (LA) Language Arts Counseling

No data found for the selected criteria.