Assessment: Course/Service Four Column

De Anza 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	**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)

		devices outside of De Anza College. (06/29/2017) **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/	**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	**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)

learning needs. **Target for Success:** 75%		outside of De Anza College. 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)

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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	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 |

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
			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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
		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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	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

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)

	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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements

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) **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

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

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)

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		