

## Student Services Managers SLOs June 2016

### Department/Program: ACES

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>Financial Literacy –75% of students who attend the Financial Literacy workshop will understand strategies and options to finance their education.</i>		X	A <b>survey</b> will be administered after the workshop.		
<i>ACES students will increase their knowledge of UC campus admissions, programs, and resources as a result of attending campus tours/trips.</i>		X	A <b>survey</b> will be administered at the end of their term prior to transferring to a 4-year university.		

### Department/Program: Admissions & Records

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
Based on the Admissions Office communication with students who have attended 3 or more terms and/or achieved 12 or more units at Mt. SAC and had not completed an educational plan, 80% of students who receive the communication during the 2014 – 2015 academic year will meet with a counselor to complete their plan.	X		After identifying students and communicating with them, Banner and SARS data will be examined to assure that students are following through with developing educational plans.	At the time of the communication with students (April 2015) there were 180 students that met the aforementioned requirement and who did not have an educational plan in DegreeWorks. After the communication plan was implemented the number of people who did not have a plan on file dropped to 62 students. Thus, 118 of the required students or 65.5% of the students complied with the educational plan requirement.	The results were used to help Mt. SAC become compliant with the new SSSP requirements regarding student completion of educational plans. While the intervention did not meet the goal of 80% compliance the campus remains active in communicating with students regarding the need for the completion of educational plans.

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<p>Upon admission to Mt. SAC, students will receive a communication from the Admissions Office regarding the required enrollment steps. After receiving the communication, students will know the steps as demonstrated by a 25% increase, from the previous year, in the number of students who follow through on completing their enrollment requirements.</p>		X	<p>The office will examine data from 2015 – 2016 and compare it with data from 2016 – 2017 to assure that there is a 25% increase in the number of enrollees who have completed the required enrollment steps.</p>		
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**Department/Program: Arise**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<p><i>75% of Arise students who complete a survey during one-one sessions or scheduled workshops will be able to identify at least one reason why the educational plan is important for goal-setting..</i></p>		X	<p><b>Fall 2015-Spring 2016:</b> Students will be surveyed on their retention of knowledge after completing a MAP appointment with the educational advisor or after participating in an educational planning workshop. Track academic progress.</p>		
<p><i>60% of the students who attend half or more of the Fale Fono events each full semester (Fall and Spring terms) will report increases in at least two of the six student success factors (directed, focused, valued, nurtured,</i></p>		X	<p><b>Fall 2015-Spring 2016:</b> Students identified on the attendance roster who meet the specified criteria will be surveyed on the six student success factors. Track persistence, retention</p>		

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<i>connected, engaged), demonstrating positive behaviors, beliefs or attitudes that will contribute to success.</i>			and academic progress.		
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**Department/Program: Aspire**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>Aspire students will feel a sense of belonging as a result of participating in Aspire events (i.e. Umoja Conference, Black College Expo, A2MEND).</i>		X	A <b>survey</b> will be administered after each event.		
<i>Aspire students will be able to express their confidence in taking college courses after meeting with an Aspire staff/counselor.</i>		X	A <b>survey</b> will be administered after an educational plan meeting.		

**Department/Program: Assessment and Matriculation**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>Students will be satisfied with their placement results based on the Mt. SAC Math Placement Test.</i>	X		Ongoing: Students will be surveyed regarding satisfaction of course placement. 75% of students placed in LERN 48, LERN 49, MATH 50 and MATH 51 will feel that they were placed appropriately based upon a placement satisfaction survey. Survey will occur during week 5 or 6 of the semester.	All courses met the 75% threshold except MATH 50 (55.46%)	The math department is aware of this issue and will address the issue during fall semester 2014. Some options would be to look at the test to identify possible curriculum mismatches with the test or to change cut scores if necessary. We can also conduct the study again to validate the findings.
<i>Faculty will be satisfied with placement results based on the</i>	X		Ongoing: Faculty will be surveyed	All courses met the 75% threshold.	Since the 75% threshold has been met, focus will be

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<i>Mt. SAC Math Placement Test.</i>			regarding their satisfaction of students placed in their courses. Faculty teaching LERN 48, LERN 49, MATH 50 and MATH 51 will feel that at least 75% of students placed in their courses were placed appropriately based upon a placement satisfaction survey. Survey will occur during week 5 or 6 of the semester.		on the results of the students responses.
<i>Based on newly developed processes to inform students about Test Information Sessions, students will be aware that Test Information Sessions are available to them prior to taking placement tests.</i>			Students will be surveyed prior to beginning their test session. 75% of respondents will indicate that they were aware of the Test Information Sessions prior to coming in for assessment.		
<i>After attending a Math Test Information Session, students will be better informed as to which math test to take.</i>			A pre- and post-survey will be given to students who attend a Math Test Information Session to determine if they are better informed as to which math test to take. 75% of respondents will indicate that they are better prepared to take the most appropriate test based on their current skill level.		
<i>After attending a Math Test Information Session, students will know how to prepare for the math placement test.</i>			A pre- and post-survey will be given to students who attend a Math Test Information Session to determine if they are aware of Test Preparation		

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			Sessions. 100% of respondents will indicate that they became aware of Test Preparation Sessions after attending a Test Information Session.		
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**Department/Program: Bridge**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>80% of Summer Bridge students will be able to identify three support services that will help them become successful during the Summer Bridge Program.</i>		X	At the conclusion of the summer bridge program, students will complete a one page <b>survey</b> .		
<i>75% of Summer Bridge students will report a positive experience after receiving peer advisor's mentoring, advising, and role modeling.</i>		X	<b>Survey</b> students in learning community classes to assess their experience with peer advisors.		

**Department/Program: CalWORKs**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>CalWORKs students participating with CalWORKs counselors will have a high level of confidence concerning the CalWORKs requirements, dates, deadlines and course selection for the next semester.</i>		X	Student evaluations of their level of satisfaction with counseling services provided will be conducted on an annual basis.  Program will continue to track the numbers of students utilizing priority registration in an effort to consistently		

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			<p>increase this number.</p> <p>80% of students surveyed will report confidence in their knowledge of CalWORKs requirements/ expectations.</p>		
<p><i>CalWORKs students participating with CalWORKs counselors will become better familiar with their individual graduate/ transfer requirements.</i></p>		X	<p>Students graduation and transfer rates will be tracked to assess for improvement in program's overall graduation/ transfer rates.</p> <p>80% will report increased knowledge/ familiarity of graduation and transfer requirements.</p>		
<p><i>CalWORKs students participating in the CalWORKs Tutorial services will demonstrate an increase in academic confidence and performance</i></p>		X	<p>Student grades in corresponding courses will be tracked along with hours logged with assigned tutor to monitor/ assess overall grade improvement as well as increased GPA.</p> <p>65% of students that regularly attend tutoring through the year will see increased course grades and overall GPA.</p>		
<p><i>Upon attending the biannual CalWORKs Work Preparedness Mini-Conference, students will be able to identify the key components of an effective resume, improve interview skills, and develop stronger soft skills</i></p>		X	<p>Pre-test, post test for students participating to measure their job skills knowledge, career motivation, sense of direction. Student's attendance will also be</p>		

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<i>related to job success.</i>			<p>tracked for each academic year.</p> <p>Student evaluations of the meaningfulness and helpfulness of the workshops and conferences will be measured.</p> <p>70% of attending students will report greater confident in job seeking skills and will demonstrate of job and work skills.</p> <p>50% of students completing this conference and related workshops will successfully complete a career certificate/ Associate degree.</p>		
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**Department/Program: Career and Transfer Services**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>Students who meet with a career Specialist during a resume review consultation will feel more knowledgeable about the resume development process.</i>		X	Pre and post surveys will be collected to measure a student's understanding of how to develop a resume before and after their meeting with a Career Specialist. 90% of the students surveyed will indicate that they understand how to develop a resume.		

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			Surveys will be conducted before and after each Career Specialist student appointment.		
<i>Students who attend a resume workshop will feel more knowledgeable about the resume development process.</i>		X	Pre and post surveys will be collected to measure a student's understanding of how to develop a resume before and after the workshop. 80% of the students surveyed will indicate that they understand how to develop a resume. Surveys will be collected at each resume workshop during the Spring 2016 semester.		
<i>Students who attend a four-year university field trip will be able to identify one or more reasons why that university is or is not a good fit for them.</i>		X	Students will be surveyed after each university field trip to measure their identification of universities that are or are not good fits for them. 90% of the students surveyed will be able to identify one or more reasons why that university is or is not a good fit for them. Surveys will be collected at the end of each university field trip during the Spring 2016 semester.		
<i>Students who attend a four-year university field trip will be able to identify at least two university resources devoted to helping</i>		X	Students will be surveyed after each university field trip to measure their identification of university		



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<i>them succeed at that institution.</i>			resources dedicated to their success. 80% of the students surveyed will be able to identify at least two university resources devoted to helping them succeed at that institution. Surveys will be collected at the end of each university field trip during the Spring 2016 semester.		
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**Department/Program: Counseling Department**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>Education Plan – Students who complete an abbreviated education plan in orientation will understand the courses they need to take in their first semester of college.</i>		X	A <b>survey</b> will be administered at the end of the NSO.		
<i>New Student Orientation - Students will learn how to register for the incoming semester.</i>		X	A <b>survey</b> will be administered at the end of the NSO.		
<i>Probation – Students who complete the Student Success workshop will understand how to clear probation status.</i>		X	A <b>survey</b> will be administered at the end of the Student Success workshop.		
<i>Probation – 80% of students who complete the Student Success workshop will be able to identify college resources.</i>		X	A <b>survey</b> will be administered at the end of the Student Success workshop.		

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### Department/Program: Disabled Student Programs & Services

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
Students with disabilities will demonstrate an increased level of personal responsibility and self-advocacy. (2013-14)	X		<ol style="list-style-type: none"> <li>Staff will explore consequences for student no-shows. Explore the possibility of a financial penalty letter for DHH students showing the cost of the student of no shows.</li> <li>Develop a process to warn students of misuse of alternate media services.</li> <li>Student with disabilities will reduce their number of no shows to scheduled SARS appointments</li> </ol>	<ol style="list-style-type: none"> <li>Financial Penalty letter was not found significantly effective in deterring students who are Deaf or hard of hearing in improving their (decreasing) no show rates.</li> <li>New contract developed.</li> <li>Now shows to appointments reduced slightly by .43% (2013-14 = 23.06%; 2012-13 = 23.46%)..</li> </ol>	<p>Revised rights and responsibilities contract. Revised Alternate media contract and developed process to warn students of misuse of alternate media contract.</p> <p>Unbundle and rewrite SLO.</p>
<i>(SLO) Students with disabilities will demonstrate an <b>increased level of personal responsibility</b> as a result of learning about and using DSPTS services or <b>taking a DSPTS class</b> (2014-15).</i>	X		<ol style="list-style-type: none"> <li>Staff will explore consequences for student no-shows. Explore the possibility of a financial penalty letter for DHH students showing the cost of the student of no shows.</li> <li>Develop a process to warn students of misuse of alternate media services. Reduce the number of students misusing alternate media services by 75%.</li> <li>Student with disabilities will reduce their number of no shows to scheduled SARS appointments by 10%.</li> <li>Revise Rights and Responsibilities Contract to eliminate redundancy, simplify language, and be 1 page vs. 2</li> </ol>	<ol style="list-style-type: none"> <li>Financial Penalty letter was not found significantly effective in deterring students who are Deaf or hard of hearing in improving their (decreasing) no show rates.</li> <li>New alt media contract/warning letter implemented</li> <li>5 warning letters sent to students due to non-communication. 3 out of the 5 students responded positively. 1 did not respond at all, and another made an appointment with department dean. Those who responded have been more communicative, and prompt in answering emails,</li> </ol>	<ol style="list-style-type: none"> <li>Financial Penalty letter will not be used in DHH.</li> <li>Continue to implement alternate media contract.</li> <li>Continue to implement process developed to address student no shows to appointments.</li> <li>Continue to use new Rights and Responsibilities Contract.</li> <li>Process and consequences to students for no shows appears to be having no impact on reducing the No Show rate.</li> <li>Continue to implement newly revised contract.</li> </ol>

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			pages.	etc. Criterion of 75% not met. 3. Process and consequences to students for no shows developed. No Show rate decreased slightly in 14-15 by 1 % (2014-15 = 23.1%; 2013-14 = 24.1%; 2012-13 = 23.46%). 4. Revised Rights and Responsibilities contract. Redundancies removed, contract is only 1 page and language is simplified and positively worded.	
<i>(SLO) Students with disabilities will demonstrate an increased level of personal responsibility as a result of DSPS interventions (2015-16).</i>		X	1. Students with disabilities will reduce their misuse of alternate media services by 25% over last year as evidenced by Alternate Media Log. 1a. Alternate media staff will continue to implement and enforce alternate media contract. (AM Staff) 1b. High Tech Center staff will provide an introduction to Alternate Media/HTC Orientation covering policies/procedures/technology. (HTC Staff) 2. (DSPS Faculty to develop criteria for success) 2a. Continue to implement		

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			<p>process developed for misuse of DSPS services and find new ways to decrease student no shows to appointments.</p> <p>Continue to enforce new Rights and Responsibilities Contract. (DSPS Faculty)</p> <p>3. 5% increase over last year in numbers of DSPS students with their own Learning Ally and Bookshare accounts.</p> <p>3a. Push DSPS students to apply for and use their own Learning Ally and Bookshare accounts. (AM Staff)</p> <p>4. 10% decrease in the number of DSPS equipment checked out to DSPS students for alternate media purposes.</p> <p>4a. Encourage students toward more apps and cloud-based technology they can use with their own devices (smartphones and tablets). (HTC Staff)</p>		
<p><i>(SLO) Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills. (2015-16)</i></p>		X	<p>1. At the beginning of the Fall 2015 and Spring 2016 semesters, students will pick a goal skill they hope to improve in during the semester. (Christopher Walker)</p> <p>2. At the end of each of these semesters, the students completing the project will</p>	<p>Seventy percent (70%) of students participating Fall semester in the Puzzle Project will report improvements in their goal skills. (2015-16)</p>	

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			complete a survey, including a question rating (Likert scale) of their change in their goal skill. (Christopher Walker) 3. DSPS will hire a new DSPS Counselor who will focus on students with Autism as part of their counseling assignment. (Christopher Walker)		
<i>(SLO) Seventy-percent (70%) of the mentors of the students participating Fall semester in the Puzzle Project will report improvements in their mentee's goal skill. (2015-16)</i>		X	1. At the beginning of the Fall 2015 and Spring 2016 semesters, students will pick a goal skill they hope to improve in during the semester. (Christopher Walker) 2. At the end of each of these semesters, the mentors of students completing the project will complete a survey, including a question rating (Likert scale) of their mentees' change in their goal skill. (Christopher Walker)		
<i>(SLO) Students with disabilities completing DSPS Strategies courses along with advisory co-requisites <b>will earn a C or better</b> in their co-requisite class. (2014-15)</i>	X		Fifty percent (50%) of students with disabilities completing DSPS strategies course, DSPS 33 or 34, with advisory co-requisites of ENGL 67 or higher; MATH 50 or higher, respectively; will pass that co-requisite class.	During Fall 2014 and Spring 2015 a total of 117 students completed our DSPS strategies courses. Fifty-nine (59) passed their co-requisite course (50.4%). It should be noted that these were students who completed the DSPS course, not limited to only those who passed their DSPS course. When those 59 students were compared to	It appears more reasonable to compare the passing rates of the two courses because the same issues often affect passing of both (poor attendance, lack of work completion, or outside stressors). Considering the number of students who take DSPS 33 or 34 because of serious issues

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				those who passed the DSPS strategies courses (90), the result was 65.6%. Of the students who did not pass the DSPS strategies course (24), 4 withdrew (17%) from their co-requisite class, and 15 received a substandard grade (62%).	with the subject (and often 2nd or 3rd attempt), we are pleased with the 65.6% rate. This exact SLO will not be repeated, but we will continue to look at related issues.
Seventy percent (70%) of students who add the late start math support class (referred by DSPS Counselors and Math Professors) will report that it helped them remain in their associated math class. (2013-14)	X		<ol style="list-style-type: none"> <li>1. Students will be surveyed prior to the 6 week drop date as to whether the class helped them decide to remain from their math class.</li> <li>2. Request qualitative feedback from corresponding math professors.</li> <li>3. If given names of all students referred from counselors and math professors, do a completion/success comparison of those who did add and those who didn't. Criterion: Seventy percent (70%) of the students will report that the class helped them remain in their associated math class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class did not have sufficient enrollment despite flyers and mass e-mails to all counselors and math professors, and support of math dept liaisons. Delays in students petitioning (3) to repeat DSPS 30 was a factor, but enrollment would still not have been sufficient. Some students noted that they would not have been able to enroll due to unit limits, cost or other courses (attend once weekly or arrive late).</li> <li>2. In verbal survey of 11 students who frequently attended informal sessions, 10 (91%) indicated that they had intended to remain enrolled in their math class, but that this assistance had helped them. One withdrew. Of the 10 who remained 70% passed their</li> </ol>	(2014-15) Concept of class appears useful; there is much support conceptually for it by counselors and math professors. Will discuss this proposal further with those parties to see if changes could be made that would help class make. If it is recommended by those parties, we will attempt this course again next spring (DSPS 30 can only be offered once a year with same topic). Since students appreciated looser structure and no assignments of informal support, a non-credit approach may be helpful.

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				<p>math class. Only one student noted being referred by their math professor, who was pleased with the support.</p> <p>3. Did not receive referral list from Counselors. Many referrals were by fellow students in HTC and VRC. Math liaisons had announced course in their dept meetings and by email, and indicated much support for concept of class. They reported that some professors announced its availability to their entire classes.</p>	
<p>Students with disabilities will demonstrate Increased knowledge of identified barriers or obstacles to transfer to guide decision-making re: future resources, activities, strategies. (2013-14)</p>		X	<p>2a. DSPS will examine disparity in transfer rates for verified students with disabilities</p> <p>2b. Request research assistance to survey students with declared transfer goals to identify barriers or obstacles to their goal</p> <p>2c. Increase students' access to counseling for specialized career development and educational planning</p> <p>2d. Increase adjunct counseling availability and/or request additional full-time counselor</p> <p>2e. Provide specialized workshops on adaptive</p>	<p>2a: Research shows that DSPS students transfer at a much lower rate than their non-disabled peers (2013-14 DSPS Rate = 18%, non-DSPS rate = 33%. Rate is significantly lower than acceptable at .56).</p> <p>2b. (2014-15) DSPS faculty developed a draft survey. The survey questions address factors that are considered to assist students in preparing to transfer as well as factors that are considered to interfere with transfer or that discourage</p>	<p>Transfer Student Survey will be distributed to students during 2015-16.</p> <p>The formal request for a new DSPS counselor with Transfer focus will be submitted in 15-16.</p> <p>SLO to be reworded to: As a result of DSPS Intervention, students with disabilities will demonstrate increased knowledge of identified barriers or obstacles to transfer to guide them in</p>

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			<p>technology and self-advocacy for students with disabilities</p> <p>2f. DSPS will identify students who are approaching readiness for transfer and will invite them to receive assistance planning necessary courses and in completing transfer applications.</p>	<p>students from transferring.</p> <p>2c. DSPS Counselors are more conscientious in ensuring that DSPS students have at least an abbreviated education plan.</p> <p>2d. Faculty unanimously voted to seek an additional full time counselor during 14-15.</p>	<p>decision-making regarding their plans to transfer.</p>
<p><i>(SLO) As a result of DSPS Intervention, students with disabilities <b><u>will demonstrate increased knowledge</u></b> of identified barriers or obstacles to transfer <b><u>to guide them in decision-making</u></b> regarding their plans to transfer. (2015-16)</i></p>		X	<p>1. Request research assistance to survey students with declared transfer goals to identify barriers or obstacles to their goal. (DSPS Faculty)</p> <p>1a. Survey is distributed to DSPS students during 2015-16. Data is compiled and analyzed. Research findings are utilized to develop interventions to break down barriers and obstacles to transfer for students with disabilities</p> <p>2. Provide additional counseling resources; develop activities and strategies to better guide students with disabilities in reaching their transfer goals. Obtain a standard definition of "transfer ready." (DSPS Faculty)</p> <p>2a. DSPS students have additional counseling resources available, such as career and</p>		



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		<p>educational planning. Students with disabilities who are determined to be transfer ready increase by 5% annually</p> <p>3. Increase adjunct counseling availability and/or request additional full-time counselor (DSPS Faculty)</p> <p>3a. Tenure Track DSPS Counselor Request is approved. New counselor is hired.</p> <p>4. Increase collaboration with campus and community resources to support students with disabilities in reaching their transfer goals. ( )</p> <p>4a. A network of services provided by informed staff enable students with disabilities to increase their successful transfer.</p> <p>5. DSPS will identify students who are approaching readiness for transfer and will invite them to receive assistance planning necessary courses and in completing transfer applications. ( )</p> <p>5a. DSPS students who receive enhanced services will have a higher transfer ready rate.</p> <p>6. Critical partnerships will be developed with local</p>	<p>3. 2015-16 New DSPS counselor with transfer focus was approved to be funded out of Student Equity.</p>	
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			<p>universities to create transfer pathways for students with disabilities.</p> <p>6a. Increase university participation in the DSPS Advisory Board by inviting local university representatives to address barriers and obstacles to transfer for students with disabilities. (Brandi Melton/Tim Engle)</p> <p>7. Students with disabilities will attempt and success in advanced level transfer courses.</p> <p>7a. Develop and maintain appropriately accessible instructional media in transfer level courses. (HTC Faculty &amp; Staff)</p> <p>7a. Obtain approval to hire Director of Accessible Technology to oversee and coordinate. (Grace Hanson)</p> <p>7b. Director of Accessible Technology is hired.</p>		
<p><i>DSP&amp;S - Drop-in Counseling Helps Academic Success - DSP&amp;S students will report feeling that having access to drop-in counseling in the High Tech Center is helpful to their academic success.</i></p>	X		<p>Students enrolled in the DSP&amp;S High Tech Center who use drop-in counseling services will be given a short survey by the DSP&amp;S counselor to gather information about whether or not they perceive drop-in</p>	<p>07/06/2011 - Sixteen students received drop-in counseling and completed the student surveys. 100% of respondents reportedly felt they learned information or gained</p>	<p>07/06/2011 - All respondents responded positive to the survey questions; however, only 16 students sought drop-in counseling during the 22</p>

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<p><i>Type(s):</i> SLO <i>SLO/GEO Start Date:</i> 01/04/2010 <i>Intended Date to Complete 'Use of Results':</i> 06/30/2010 <i>Status:</i> Not Actively Assessing <i>Classification of Resources Requested:</i> None <i>Staffing Resources Required:</i> Assistance from Research to compile and analyze data. Other Resources Required: Funding for an adjunct drop-in counselor. <i>Is this a Basic Skills Initiative project?:</i> Yes</p>			<p>counseling as helpful and how specifically the drop-in counseling experience was helpful with regards to what the student now knows and/or feels. The student surveys will be collected by the DSP&amp;S High Tech Center Instructors and submitted to Research. Assessment Method Category: Survey Criterion: At least 75% of the students who use the drop-in counseling service will report feeling the session was helpful.</p>	<p>knowledge about their presenting problems, and they reported that the counseling sessions were helpful. Summary of Data Type: Criterion Met Summary of Data Status: Closed</p>	<p>weeks of drop-in counseling made available to students. While some students presented issues directly related to disability factors or those on which the disability may have an influence, a few had questions solely related to academic requirements that could have been addressed through general counseling or advising services on campus. The counseling-related needs of students that had been identified by DSPS faculty in the HTC did not seem to have been addressed effectively by providing a counselor in the HTC for quick, drop-in counseling sessions. If drop-in counseling is considered in the future, it seems that the DSPS counseling faculty will need to determine appropriate types of issues to be addressed in a brief drop-in encounter. Additionally,</p>
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					drop-in counseling may need to take place in a more centralized location such as the main DSPS counseling offices so that the counselor has direct access to student files and has more opportunity to serve a greater number of students.
<p><i>DSP&amp;S - Drop-in Counseling-- Identify Strategies - DSP&amp;S students coming in to the High Tech Center for drop-in counseling will identify specific strategies and/or options they can apply to their presenting problem.</i></p> <p><i>Type(s):</i> SLO</p> <p><i>SLO/GEO Start Date:</i> 01/04/2010</p> <p><i>Intended Date to Complete 'Use of Results':</i> 06/30/2010</p> <p><i>Status:</i> Not Actively Assessing</p> <p><i>Classification of Resources Requested:</i> None</p> <p><i>Staffing Resources Required:</i></p>	X		<p>Students enrolled in the DSP&amp;S High Tech Center (HTC) who use drop-in counseling services will be given a short survey by the DSP&amp;S drop-in counselor to gather information about whether or not they perceive the drop in counseling as helpful and how specifically the drop-in counseling experience was helpful with regards to what the student now knows and /or feels. The student surveys will be collected by the DSP&amp;S High Tech Instructors and submitted to Research and Institutional Effectiveness.</p> <p>Assessment Method Category: Survey</p> <p>Criterion: At least 75% of the students who use the drop-in counseling service will report having gained knowledge/information about</p>	<p>07/06/2011 - Sixteen students received drop-in counseling and completed the student surveys. 100% of respondents reportedly felt they learned information or gained knowledge about their presenting problems, and they reported that the counseling sessions were helpful.</p> <p>Summary of Data Type: Criterion Met</p> <p>Summary of Data Status: Closed</p>	<p>07/06/2011 - All respondents responded positive to the survey questions; however, only 16 students sought drop-in counseling during the 22 weeks of drop-in counseling made available to students. While some students presented issues directly related to disability factors or those on which the disability may have an influence, a few had questions solely related to academic requirements that could have been addressed through general counseling or advising services on campus. The counseling-related needs</p>

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<p><i>Assistance from Research. DSP&amp;S Hourly Counseling Support. Other Resources Required: Funding for a DSP&amp;S adjunct counselor</i>  <i>Is this a Basic Skills Initiative project?:</i>  <i>Yes</i></p>			<p>their presenting problem.</p>		<p>of students that had been identified by DSPS faculty in the HTC did not seem to have been addressed effectively by providing a counselor in the HTC for quick, drop-in counseling sessions. If drop-in counseling is considered in the future, it seems that the DSPS counseling faculty will need to determine appropriate types of issues to be addressed in a brief drop-in encounter. Additionally, drop-in counseling may need to take place in a more centralized location such as the main DSPS counseling offices so that the counselor has direct access to student files and has more opportunity to serve a greater number of students.</p>
<p><i>By accessing DSPS/DHH policies and procedures in a sign language format, students who are Deaf will be able to make appropriate use of their accommodations. (2015-16)</i></p>			<p>1. DHH staff will hold focus groups with DHH students to determine students' current understanding of relevant</p>		

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			<p>policies/procedures.</p> <p>2. Staff will track the percentage of DHH students who receive: 1<sup>st</sup> warning letter; 2<sup>nd</sup> warning letter; suspension of services; reinstatement of services.</p>		
<p><i>Students who are Deaf or hard of hearing will report that DHH services are of good quality. (2015-16)</i></p> <p><i>Faculty will report that DHH services are of good quality</i></p>			<p>DHH will survey students and hourly staff to determine the best use of space in The Center (DHH). Analyze data, and report findings to Facilities to design most effective and efficient space. DHH staff participate in discussions for the development of Center. (DHH Staff)</p> <p>1. A survey for DHH students and staff is developed.</p> <p>2. Data is analyzed, compiled, and reported.</p> <p>3. Facilities implements results of survey.</p>		

**Department/Program: Dream Program**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<p><i>AB540/DREAM students will learn how to apply for financial aid services.</i></p>		X	<p>A <b>survey</b> will be administered to students at the end of each financial aid</p>		

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			workshop.		
<i>80% of AB540/DREAM students will be able to identify 3 types of services offered by the DREAM Program.</i>		X	A <b>survey</b> will be administered at the end of each program orientation.		

**Department/Program: EOPS and CARE**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>As a result of EOPS/CARE students participating in the online CARE Orientation they will be able to identify 3 key services provided by the EOPS/CARE program</i>		X	Assessment Method Category: Survey Criterion: 70% of the students surveyed will be able to identify three key services the EOPS/CARE Department provides.		
<i>EOPS students who participate in the Financial Planning workshop will be able to identify the three reasons why a student needs to save money.</i>		X	<u>Assessment method:</u> Survey <u>Criterion:</u> 90% of students surveyed will be able to identify the <i>three reasons</i> why a student needs to save money.	Tabulate pre-questionnaire and post-questionnaire responses. Via a pre-questionnaire, EOPS asked questions related to a student's prior knowledge of 'reasons why a student needs to save money'. 92% of the students surveyed were able to identify three or more reasons to save money.	EOPS will facilitate additional Financial Planning workshops related to supporting students in setting up short- and long-term college savings plans, credit card debit, and maintaining a monthly budget.
<i>EOPS/CARE students who participate in the Student Health Services workshop will be able to identify the four primary services available at Mt. SAC's Student</i>		X	<u>Assessment method category:</u> Survey <u>Criterion:</u> 90% of students surveyed will be able to identify the <i>four</i>	Tabulate pre- and post-questionnaire responses. Via a pre-questionnaire, EOPS will ask questions related to a student's prior knowledge of	EOPS will share findings with the Student Health Services team about student awareness. EOPS will be able to identify

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<i>Health</i>			<i>primary services.</i>	the 'four primary services' offered by Student Health Services.	what primary services student <i>know</i> vs. <i>do not know</i> based on pre- and post-questionnaire responses.
<i>Coun 2 Class</i> Students will be able to identify at least 2 study skills strategies important to success  Student will be able to identify least 2 Self-Management strategies learned from Coun. 2 class		X	Assessment Method Category: Open ended questionnaire Criterion: at least 70% of the students will be able to identify at least 2 Study Skills and Self-Management strategies		

**Department/Program: Financial Aid**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>After attending a Financial Literacy Event/Workshop, students will know the costs of education amongst the different segments of higher education.</i>					
<i>After participating in the Fall Semester Financial Literacy Awareness Week workshops, students will know the tools/strategies needed to build individual wealth such as savings and good credit.</i>					
<i>As a result of participating in Mt. SAC's Scholarship Program Workshop Series, students will</i>		X	Students will be surveyed after workshop		



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<i>report the information presented was "helpful in completing their application".</i>					
<i>As a result of attending the New Student Orientation for Veterans, students will know at least two resources available at the Veterans Resource Center.</i>		X	A pre and post-survey will be distributed to attendees		

**Department/Program: High School Outreach**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>Students participating in Seniors' Day workshops will be better informed of the academic and student services programs available at Mt. SAC.</i>			Survey of student attendees on a likert scale from Strongly Disagree to Strongly Agree.		
<i>High School counselors, career technicians, and special education coordinators that attend the High School Educators' Conference will feel more knowledgeable about Mt. SAC requirements.</i>			Survey of attendees on a likert scale from Strongly Disagree to Strongly Agree. Open ended questions.		

**Department/Program: International Students**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>International Student Program will use data collected from the International and Campus Surveys to increase student and academic support.</i>					
<i>International Student Program will increase Orientation participation and satisfaction.</i>					

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<i>International Students who attended a workshop will increase their communication skills (verbal) with their faculty.</i>	X		<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Focus Group</li> <li>• One on One Interactions with Students</li> </ul>		
<i>International Students who participate in the Summer Institute will:</i> <ol style="list-style-type: none"> <li>1. Understand the higher education system</li> <li>2. Prepare for academic ancillary essentials               <ol style="list-style-type: none"> <li>a. Note taking</li> <li>b. Class discussions</li> <li>c. Group projects</li> <li>d. Tutoring</li> <li>e. Term paper writing</li> <li>f. Cheating concerns (Academic Integrity)</li> </ol> </li> <li>3. Enhance English fluency</li> </ol>		X	<ul style="list-style-type: none"> <li>• Pre Assessment Survey</li> <li>• Post Assessment Survey</li> </ul>		
<i>International Students who participate in Counseling 1 and Speech 7 Cohort will increase their social English Skills and develop their confidence level</i>		X	<ul style="list-style-type: none"> <li>• Pre Assessment Survey</li> <li>• Post Assessment Survey</li> <li>• Survey</li> </ul>		
<i>International Students who participate in Conversation Circles as the Group Leader will increase their leadership skills, confidence level and increase their overall job skills</i>		X	<ul style="list-style-type: none"> <li>• Evaluation</li> </ul>		

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**Department/Program: Student Health Services**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>#1 Mental Health: Students receiving mental health counseling services who present with Depressive symptoms will be screened using the Patient Health Questionnaire-9 (PHQ-9). Students will show a decrease in depressive symptoms by their third mental health appointment.</i>		X	Students who are presenting for mental health counseling showing depressive symptoms will be screened using the Patient Health Questionnaire-9 on their first and 3 <sup>rd</sup> visits.	Pre-and Post-questionnaire data will be collected and scored All 4 students showed marked improvement in moods and decreased thoughts by the fourth session.	The Therapists will continue to use the PHQ-9 tool with students presenting with feeling sad or down at the first session, however the follow-up screening will be completed at the third session to increase the number of students tracked.
<i># 2 Medical/RNs: Students with positive TB tests reactions will receive post-positive TB education, resulting in the ability to verbalize understanding of results and importance of further diagnostics</i>		X	The Registered Nurse (RN) Determines if the Results of all Tuberculous Skin Test (TBT) on all students. Students with a Positive TBTs received education on reasons for positive TBT skin test and they are instructed to complete a Chest x-ray to rule out TB. The student is educated on the importance of a timely Chest x-ray within two weeks. Compliance to completing chest x-ray and TB clearance is tracked by the RN.	Receipt of chest x-ray reports and student-provided data.  In summary, all students with a positive TBT understood the importance of completing the Chest x-ray. 100% of all the male students completed the chest x-ray within the 2 weeks. 74% of the female students completed their chest-x-ray within 2 weeks. 26% of females completed the chest x-ray after 2 weeks 100% of all chest x-rays were negative for TB	Determine why female students were less compliant than male students with respect to follow-up instructions.  Use results to further educate students and emphasize the importance of compliance with follow-up care.
<i>#3 Medical/RNs: Students sustaining injuries will be evaluated by the RN and will be</i>		X	All student Injuries were placed into an injury log at first visit.	The students were subsequently contacted to ascertain their current	RNs would evaluate effectiveness of health education delivery as

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<p><i>taught health education on self-care. On phone follow-up the students will demonstrate health knowledge on self-care of their injury.</i></p>			<p>The RN administered first aid and provided pertinent health education and self-care instructions with explanation and time for questions and answers.</p>	<p>conditions and to ascertain if they pursued follow-up self-care. 55% of the students verbalized knowledge of their injury, condition, aftercare teaching, and pursued follow-up care. 16% of the students verbalized knowledge of aftercare instructions and did not access further care because they felt improved. 29% of the students were unable to be contacted.</p>	<p>demonstrated by ability to explain condition and importance of further care as needed. Health Services staff must verify reliable contact information from every patient (address, home phone, cell phone, email) to ensure our ability to follow-up with patient, answer questions, provide further education and referrals as needed.</p>
<p><i># 4 Health Education /Outreach: Students attending Health Center educational workshops will demonstrate an understanding of healthy lifestyle practices and demonstrate changes in behavior. Example: "Relationship Status: Dating, Hooking-Up, and Everything In-Between."</i></p>		<p>X</p>	<p>Students were surveyed via pre- and post-tests to determine if objectives were met.</p>	<p>Although 71-96% of the students had prior knowledge about healthy relationships and consent, there was an increase to 100% comprehension and a positive response in the number who said they would make "some changes" or "definite changes" to their lifestyles as a result of being educated.</p>	<p>Evaluate the effectiveness of the program content and adjust curriculum as needed</p>

**Department/Program: Student Life**

SLO	Old	New	Means of Assessment	Data Gathering & Findings	Use of Results
<p><i>A.S. Executive Officers will develop diplomacy skills to establish meaningful interpersonal relationships with campus constituents</i></p>					
<p><i>A.S. Senate Officers will produce</i></p>					

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<i>effective decisions grounded in careful and objective analysis of information.</i>					
<i>A.S. Court Justices will develop a framework of consistent ethics and values.</i>			1.		
<i>A.S. Students Representatives will practice principles of partnership, accountability, and communication through shared governance committee membership.</i>			2.		
<i>LEAD participants will identify their personal leadership strengths and improvement areas.</i>			3.		
<i>Student club members will learn to identify campus event planning policies and procedures.</i>			4.		

**Department/Program: Upward Bound**

SLO	Old?	New?	Means of Assessment	Data Gathering and Findings	Use of Results
<i>90% of Junior standing Upward Bound students will be able to identify CSU and UC Freshmen admissions</i>		X	A survey will be used to measure Junior standing students who visit CSU and UC colleges/universities		