

# Assessment: Course/Service Four Column



## Dept SS - (Couns) Counseling (Hybrid)

### CLP 70:Self-Assessment

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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
	<p>knowing their career by the end of the course.</p> <p>Section TWO revealed that students went from 75% knowing their college major at the beginning of the course to 94% knowing their college major by the end of the course. It also showed that students went from 51% knowing their career at the beginning of the course to 97% knowing their career by the end of the course.</p>		
<p><b>CLP70_SLO_3</b> - Research and evaluate college major and career options while assessing multiple factors in career development that include: personality traits, values, skills, interests, attitudes and family &amp; cultural influences. Demonstrate effective decision-making skills by choosing a college major and career option that complements the student's self-assessment.</p> <p><b>SLO/SSLO Status:</b> Archived SLO Statement</p> <p><b>Assessments Conducted:</b> 2016-17 2-Fall</p> <p><b>Outcome Creation Date:</b> 01/22/2017</p>	<p><b>Survey</b> - A self-assessment survey was given at the beginning of the course and a self-assessment survey was given at the end of the course. The survey assesses the student's level of clarity and certainty about their college major and career decision.</p> <p><b>Target for Success:</b> 90% or more of the students will report that they are fairly certain or very certain about their college major and career decision at the end of the class.</p> <p><b>Comments/Notes:</b> College Major Certainty: At the beginning of the quarter 60% of the students in the course reported they were fairly certain or very certain about their college major. At the end of the quarter 93% of the students in the course reported they were fairly certain or very certain about their college major.</p> <p>Career Certainty: At the beginning of the quarter 53% of the students in the course reported they were fairly certain or very certain about their</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>This is the third quarter in a row that indicates the target for success is being met. Students are showing significant certainty about their college major and career decision. (01/23/2017)</p> <p><b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> This is the third quarter in a row that indicates the target for success is being met. Students are showing significant certainty about their college major and career decision.</p>	<p><b>Enhancement:</b> The demand for this course is growing. Most sections of the course have long wait-lists. As this course directly addresses SSSP guidelines - we have submitted a request to add more sections of this course in fall, winter and spring quarters. (01/23/2017)</p> <p><b>Follow-Up:</b> A request to add more sections of this course in fall, winter and spring was submitted to the department chair by Herminio Hernando. JAN 2017 (01/23/2017)</p>

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

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
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**Related Documents:**  
[CLP 70 SLO Assessment Outcomes W S 2016.pdf](#)

<p><b>CLP70_SLO_4</b> - Develop, and evaluate college major and career options by analyzing a multitude of factors involved in career development such as: personality, values, skills, interests, attitudes, and family and culture.  <b>SLO/SSLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/25/2017</p>	<p><b>Survey</b> - Pre and Post Survey given to assess the strength of decision-making skills for both college and career decisions.  <b>Target for Success:</b> To take students from being "undecided" about their college major and career decision to "decided" about their college major and career decision.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met  Survey results proved highly successful in that over 90% of the students enrolled in both sections ended the course being able to identify their college major and career decision. (03/07/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> These are strong indications that students are making confident college major and career decisions by completing this course.</p>	<p><b>Enhancement:</b> We recommend adding more online and hybrid and face to face sections of this course. This course is designed to meet the 3SP mandates. (03/07/2018)</p>
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<p><b>CLP70_SLO_5</b> - Research and appraise college major and career options by utilizing various resources such as: the online resources and informational interviews. Demonstrates decision-making skills that include the multitude of factors shown in SLO Number One.  <b>SLO/SSLO Status:</b> Active  <b>Outcome Creation Date:</b> 09/25/2017</p>	<p><b>Survey</b> - Pre and Post Survey  <b>Target for Success:</b> To take students from being "undecided" about their college major and career decision to "decided" about their college major and career decision.</p>	<p><b>Program Review Reporting Year:</b> 2015-2016  <b>Target :</b> Target Met  Over 90% of students completing this course indicated that they were certain about their college major and career decisions. (03/07/2018)  <b>Reflection (CLICK ON ? FOR INSTRUCTIONS):</b> These results are strong indicators that students are making confident college major and career decisions.</p>	<p><b>Enhancement:</b> We recommend more sections of the course (hybrid, online, face-to-face) be added. This course is designed to meet 3SP mandates. (03/07/2018)</p>
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# CLP 75:College Major and Career Options

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

## COUN 5: Introduction to College

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

# COUN 80X-Z:Special Topics in Counseling

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

# HUMA 10:Human Sexuality

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

# HUMA 20:Life Skills for Higher Education

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

# HUMA 30: Understanding and Managing Stress

SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements												
<p><b>HUMA50_SLO_1</b> - Distinguish and list the physiological symptoms when under stress and critique its impact on the body.</p> <p><b>SLO/SSLO Status:</b> Active</p>	<p><b>Survey</b> - Pre course self-survey and mid quarter pop self-survey</p>	<p><b>Program Review Reporting Year:</b> 2016-2017</p> <p><b>Target :</b> Target Met</p> <p>In 3 classes, a total of 86 students were self-surveyed the first week of the quarter. Of those 86 students, 73 of them completed the same survey in the 7th week of the quarter. Students were asked to rate themselves on a scale of 1 to 4 on 2 questions.</p> <p>These questions were 1) Rate your understanding of the physiological symptoms of stress and 2) Rate your own ability to handle stress. The rating scale is as follows:</p> <p>1 = little knowledge/understanding,                  2 = some knowledge/understanding,                  3 = strong knowledge/understanding,                  4 =very strong knowledge/understanding</p> <p>Results were as follows:</p> <table border="1" data-bbox="951 829 1612 959"> <thead> <tr> <th></th> <th>Question #1</th> <th>Question #2</th> </tr> </thead> <tbody> <tr> <td>Average ratings for all surveyed:</td> <td></td> <td></td> </tr> <tr> <td>Week 1 (pre survey)</td> <td>2.05</td> <td>2.01</td> </tr> <tr> <td>Week 7(post survey)</td> <td>3.04</td> <td>3.03</td> </tr> </tbody> </table> <p>Assessment of question #1:</p> <p>In the post survey, no students responded that they had “little” understanding of the physiological symptoms of stress, yet 20% had rated themselves with “little” understanding in the pre survey. 57% rated themselves with “some” knowledge/understanding of the physiological symptoms of stress, compared to only 20% in the post survey. Also, in the first survey, 22% rated themselves “strong” in their understanding, compared to 55% in the post survey. Only 1% from the first survey rated themselves as “very strong,” however, in the post survey, 25% rated themselves as having a “very strong” understanding of the physiological symptoms of stress.</p> <p>Assessment of question #2:</p>		Question #1	Question #2	Average ratings for all surveyed:			Week 1 (pre survey)	2.05	2.01	Week 7(post survey)	3.04	3.03	<p><b>Enhancement:</b> Living in an uncertain time in a global society, stress management skills are more valuable than ever in creating a balanced life. As instructional faculty and counselors, we have noticed a greater demand for the course over the last 2 years. Therefore, more sections of this class are undoubtedly needed. We believe that adding 1 more section of this course each quarter would accommodate this need. (03/01/2017)</p> <p><b>Follow-Up:</b> We plan to submit a request to increase the number of sections offered for this course. Also, in the next assessment cycle, we plan to revise the questions to obtain a deeper understanding of the students’ knowledge of stress. (03/01/2017)</p>
	Question #1	Question #2													
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SLOs/SSLOs	Assessment Methods	Assessment Data Summaries	Enhancements
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In the pre survey, 20% rated themselves as having “little” knowledge in their ability to handle stress. In the post survey, we are pleased to report that no one reported this. 62% rated themselves with “some” knowledge, compared to 22% in the post survey. Also, from the first survey, 16% rated themselves as “strong”, compared to 53% in the post survey. Lastly, only 2% in the first survey rated themselves “very strong,” compared to a high of 25% reporting “very strong” in the post survey.

(03/01/2017)

**Reflection (CLICK ON ? FOR INSTRUCTIONS):** This is the first time we have administered the assessment survey to 3 sections of Huma 50 in the same quarter. Based on the survey results from both surveys (given week 1 and 7), we assessed that students are showing confidence in their ability to handle stress and improvement in their knowledge and understanding of the physiological symptoms of stress. We believe that if we were to give this survey a third time, at the end of the quarter, the results would reflect an even greater increase in the students’ knowledge and understanding.

**HUMA50\_SLO\_2** - Develop and apply stress management strategies that can be used to reduce the physiological symptoms of stress.  
**SLO/SSLO Status:** Active

**Survey** - Pre course self-survey and mid quarter pop self-survey

**Program Review Reporting Year:** 2016-2017

**Target :** Target Met

In 3 classes, a total of 86 students were self-surveyed the first week of the quarter. Of those 86 students, 73 of them completed the same survey in the 7th week of the quarter. Students were asked to rate themselves on a scale of 1 to 4 on 2 questions.

These questions were 1) Rate your understanding of the physiological symptoms of stress and 2) Rate your own ability to handle stress.

The rating scale is as follows:

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

Results were as follows:

Average ratings for all surveyed:                      Question #1

**Enhancement:** Living in an uncertain time in a global society, stress management skills are more valuable than ever in creating a balanced life. As instructional faculty and counselors, we have noticed a greater demand for the course over the last 2 years. Therefore, more sections of this class are undoubtedly needed. We believe that adding 1 more section of this course each quarter would accommodate this need.  
(03/01/2017)

**Follow-Up:** We plan to submit a request to increase the number of sections offered for this course. Also, in the next assessment cycle, we plan to

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# SSLO - Couns/Matr:Services

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

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

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

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

**Couns/Matr\_SSLO\_5** - As a result of completing a "Getting Started Workshop" students will be able to name three courses they should take within their first year at De Anza.  
**SLO/SSLO Status:** Active  
**Assessments Conducted:** 2011-12 3-Winter  
**Outcome Creation Date:** 01/09/2012