Assessment: Assessment Unit Four Column

Dept AS - (SSRS) FYE

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SSLO Comprehensive Ed Plan - First Year Experience (FYE) students will complete a comprehensive educational plan for either transfer, an AA/AS degree, or both, by the end of their first year in the FYE program. **SSLO Status:** Active **Year(s) to be Assessed:** 2018-2019 **Outcome Creation Date:** 02/14/2019	**Other -** Students will complete their comprehensive educational plan by the the end of the Spring quarter. Counselor will take inventory of students who have completed the comprehensive educational plan. **Target for Success:** 90%		
PLO - First-year students will acquire college-level writing and analytical skills, and will make progress towards educational goals including transfer to four year university and/or completion of an AA or AS degree or certificate. **SSLO Status:** Active **Year(s) to be Assessed:** 2018-2019 **Outcome Creation Date:** 03/18/2019	**Demonstration -** English Portfolio, Essays, Essay exam questions **Target for Success:** For English Porftolio: 60% pass rate For Essays C grade or better For Essay Exam questions: 60% pass rate **Comments/Notes:** Multiple assessment methods can be used to assess this PLO		

Assessment: Assessment Unit Four Column

Dept AS - (SSRS) PUENTE

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PUENTE_SSLO_1 - PUENTE students will develop a Student Education Plan (SEP) that has as its goal to transfer to a four-year college or university. **SSLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012 **Outcome Creation Date:** 11/05/2010	**Other -** Second assessment cycle conducted in Spring 2012 **Target for Success:** 90%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met Students meet with Puente counselor during one-on-one appointment and create comprehensive education plan. Plan includes general educational classes and major specific classes for various California State Universities, University of California Universities, and private institutions. (03/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This meeting is conducted after student has completed career and major exploration course. Student has has the opportunity to explore different four-year universities and complete career and major assessment tests. This meeting has proven to be successful in creating a clear path for transfer and helping the student stay on course after the first year of college.	**Enhancement:** This meeting is important for the student because they will have a clear plan for the subsequent years of college with the goal of transfer. Although meeting with the student during their third quarter of college is essential for the success of the student, the meeting should occur in the quarter prior to allow for more reflection. This also allows for the potential major change and college choices. (03/08/2018)
PUENTE_SSLO_2 - PUENTE students will explore possible transfer institutions and specific requirements at the college/university of their chosen major **SSLO Status:** Active **Outcome Creation Date:** 11/05/2010	**Project -** Students were given a major project entitled "College Fair". This assignment included research on California State Universities, University of California, and private universities. Students were instructed to research ethnic demographics, specialized programs, student teacher ratios, overall population, and tuition (including registration fees, books, and materials). **Target for Success:** 90%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met This assignment has proved crucial in that it allows students, who are typically low-income and first to college, to explore most every aspect of various universities. Students explore tuition fees to decide feasibility. Most importantly students are able to investigate four year institutions that they previously may have not considered not know about. It allows students to reach beyond their intended goal. (02/22/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** This needs to be an ongoing project for all students in the Puente Program.	**Enhancement:** Almost all of the students are familiar with the California State University system, particularly San Jose State University. This is not uncommon as most live in the area and most most think the natural progression is to enter San Jose State. Many of the students have little knowledge about UC systems and many more no little to nothings about out of state and private institutions. It is clear that the instructor needs to include a more

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			detailed background about the latter two systems. (02/22/2018)
PUENTE_SSLO_3 - PUENTE students will compose essays that contain college-level writing and research, a well as MLA documentation. **SSLO Status:** Inactive **Outcome Creation Date:** 11/05/2010			
PUENTE_SSLO_4 - PUENTE student will participate in the three components of Puente. **SSLO Status:** Active **Outcome Creation Date:** 11/05/2010	**Interview -** The interviews were conducted, one on one sessions with counselor, to assess the current three prong format. Students were able to candidly discuss the effects of mentoring, counseling, and the English class. **Target for Success:** 90%	**Program Review Reporting Year:** 2016-2017 **Target :** Target Met During quarterly meeting with students the counselor and the English instructor will meet with the students one-on-one to discuss their participation in the program. (03/08/2018) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Quarterly meetings with students have proven to be successful on class completion and class progression. Questions include candid conversation about their mentor and knowledge gained from them. The counselor will inquire about their grades, current goals, and completion rate. The English instructor will work with student to ensure their success in composition and critical thinking courses, catching any issues the student may have.	**Enhancement:** Meeting with students is an effective manner to obtain information and assess the three prong format. However, the student may not be truthful when interviewed. The counselor can continue to inquire about the program one-on-one and add a system in which the student can comment anonymously. (03/08/2018)

Assessment: Assessment Unit Four Column

Dept AS - (SSRS) Student Success and Retention Services

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
SSRS_SSLO_1 - All Program participants will complete a quarterly updated Educational Plan that supports their identified educational objectives. **SSLO Status:** Active **Year(s) to be Assessed:** 2012-2013, 2016-2017 **Outcome Creation Date:** 11/05/2010	**Demonstration -** Students will complete and submit an updated educational plan either on paper or using Degree Works. **Target for Success:** 80% of our students will have an ed plan on file and/or in Degree Works. **Comments/Notes:** previous survey conducted in fall 2011 asked if students were able to 'drop in' to see an advisor/counselor for any reason not just ed plans. fall 2011: 88% of respondents agree or strongly agree that they were able to schedule an appointment or 'drop in' to see a counselor or advisor.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met previous survey did not specifically ask about ed plans; we asked if students were able to meet with SSRS professional staff. 88% agree or strongly agree that they were able to schedule an appointment or "drop in" to see a counselor or advisor. (10/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We need to reformulate the questions on the survey to ask specifically about ed plans. In addition, we need to check our student files to measure how many of our students have an ed plan on file (hard copy or degreeworks) **Related Documents:** SSRS Survey_Fall_20111.txt	**Enhancement:** We will check the student database to measure how many of our program students have completed an educational plan. (10/18/2012)
SSRS_SSLO_2 - All Program participants will complete basic skills course sequences in Language Arts and/or Math during their first year of enrollment with SSRS. **SSLO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 11/05/2010	**Tracked Academic Behavior -** SSRS staff will track student progress using Banner software. **Target for Success:** 80% of our students will have completed basic skills course sequences in Language Arts and/or Math. **Comments/Notes:** Our goal is that students will complete EWRT 1A and/or math 114 within their first year with SSRS.		
	Survey - First assessment cycle conducted in Fall 2011.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met	**Enhancement:** We will check the

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 80% of our students should complete basic skills courses. **Comments/Notes:** 82% of respondents were eligible to complete transferable English and math courses by the spring quarter of their first year of enrollment into an SSRS program.	Information has not been assessed for 2012-13 year. (10/18/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Data has not been assessed yet.	student records system to measure how many of our program students have completed English or math basic skills in their first year with one of our SSRS programs. (10/18/2012)
		Program Review Reporting Year: 2011-2012 **Target :** Target Met 82% of respondents were eligible to complete transferable English and math courses by the spring quarter of their first year of enrollment into an SSRS program. (10/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As a program, we should also check the student records system to measure how many of our program students have completed English or math basic skills in their first year with one of our SSRS programs. **Related Documents:** SSRS Survey_Fall_20111.txt	
SSRS_SSLO_3 - All program participants will construct a plan for transfer and/or associate's degree at De Anza College. **SSLO Status:** Active **Outcome Creation Date:** 11/05/2010	**Demonstration -** Students will submit a 2 or 3 year plan outlining all the courses necessary for transfer and/or degree completion. **Target for Success:** 80% **Comments/Notes:** Ed plan will be submitted and placed in file or recorded in Degree Works.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met Formal assessment has not been conducted yet. (10/18/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Formal assessment has not been conducted yet. **Program Review Reporting Year:** 2011-2012 **Target :** Target Met The fall 2011 survey did not address this SSLO specifically. The SSLO has been changed. (10/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As a program, we need to review our survey so that we can ask specifically about a 2-3 year ed plan.	**Enhancement:** We will check the student database to measure how many of our program students have completed a 2 or 3 year plan for transfer and/or degree completion. (10/18/2012)
SSRS_SSLO_4 - All Program participants will complete a HUMA 20 "Life skills in Higher Education" course within their 1st year with SSRS. **SSLO Status:** Active	**Survey -** Completion of Huma 20: life skills for higher education with a C or better. **Target for Success:** 75% **Comments/Notes:** 79% of respondents completed Huma 20	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 79% of the respondents completed Huma 20 during their first two quarters of their enrollment in SSRS programs. 85% of respondents agree or strongly agree that Huma 20	**Enhancement:** We will check the student records system to measure how many of our program students have completed the Huma 20 course.

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Year(s) to be Assessed: 2012-2013 **Outcome Creation Date:** 11/05/2010	during their first two quarters of their enrollment in SSRS programs. 85% respondents agree or strongly agree that Huma 20 was effective in helping them to develop time management strategies and in determining their learning style. 84% of respondents agree or strongly agree that Huma 20 was effective in helping them to develop their study skills.	was effective in helping them to develop time management strategies and in determining their learning style. 84% of respondents agree or strongly agree that Huma 20 was effective in helping them to develop their study skills. (10/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** As a program, we should utilize the student information system to attain an accurate number of program students who have completed Huma 20. **Related Documents:** SSRS Survey_Fall_20111.txt	(10/18/2012)
SSRS_SSLO_5 - All Program participants will appraise/evaluate multi-culturally competent counseling and advisement services given by SSRS staff and faculty. **SSLO Status:** Active **Outcome Creation Date:** 11/05/2010	**Survey -** A survey was administered to SSRS students via paper or online. This survey will ask questions related to the service given my SSRS staff and faculty. This is the second assessment cycle - spring 2017 **Target for Success:** 75% **Comments/Notes:** This survey must be updated. Fall 2011: 92% of respondents agree or strongly agree that they felt welcomed and valued in their interactions with SSRS professional staff. Spring 2017: 96% of respondents felt they received effective multicultural counseling and/or advising services.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met 92% of respondents agree or strongly agree that they felt welcomed and valued in their interactions with SSRS professional staff. (10/17/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We met our goal. We need to reevaluate the survey and possibly change the questions so that students can appraise/evaluate our counseling and advisement services by SSRS professional staff. **Related Documents:** SSRS Survey_Fall_20111.txt	

Assessment: Assessment Unit Four Column

Dept AS - (SSRS) Umoja

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Umoja SSLO #1 - Umoja students will develop and adjust comprehensive Student Education Plan (SEP), which provides a path to transfer to a four-year college or university. **SSLO Status:** Active **Year(s) to be Assessed:** 2018-2019			
Umoja SSLO #2 - Umoja students will access and identify transfer and career options based on their interests and goals by navigating online academic resources. **SSLO Status:** Active **Year(s) to be Assessed:** 2018-2019			
Umoja SSLO #3 - Umoja students will compose essays that demonstrate college-level critical thinking, writing, and research skills, including MLA documentation **SSLO Status:** Active **Year(s) to be Assessed:** 2018-2019			
Umoja SSLO #4 - Umoja students synthesize the core components of the Puente Project—Counseling, Writing, and Mentoring—through oral and written reflection. **SSLO Status:** Active			

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
UMOJA PLO - Program Level Outcomes Statement: First generation college students will acquire leadership skills, college level writing and research skills along with culturally relevant counseling support essential to their college success and transfer to a 4 year university **SSLO Status:** Active **Year(s) to be Assessed:** 2018-2019			

Assessment: Assessment Unit Four Column

Dept AS - Catalog/Curriculum Office

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Catalog_AUO_1 - Faculty knows the college's curriculum submission process through correctly completing all necessary paperwork and using ECMS to create and/or a revise a course, and submitting their courses by the curriculum deadline. **AUO Status:** Active **Outcome Creation Date:** 11/05/2010	**Other -** Assessment Method: The Curriculum Office used the production of the 2010-11 printed catalog for assessment. We assessed the number of courses that were submitted by the curriculum catalog deadline for inclusion in the printed 2010-11 catalog, and how much time the Curriculum Office staff spent via phone/e-mails/face-to-face answering curriculum questions, issues, and ECMS technical problems. **Target for Success:** 80% **Comments/Notes:** Assessment Dates: October 2009 through June 10, 2010	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met AUO statement #1 was met, 94% rate of success. A total of 498 courses that were due for 5-year revision for the 2010-11 printed catalog, and out of the 498 courses, 29 courses missed the curriculum deadline. The Curriculum Office staff spent a total of 485 hours answering curriculum questions, and addressing ECMS question and technical issues. A big portion of the 485 hours were spent by the staff following up on why courses were not submitted for review, obtaining updates from initiators on status of the course paperwork or requirements by the curriculum committee, such as signatures and course justification. Assessment Dates: October 2009 through June 10, 2010. (08/14/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The results indicate that the catalog/curriculum office and processes are functioning well.	**Enhancement:** No significant improvements are planned at this time. (10/16/2012)
Catalog_AUO_2 - Students able to find accurate course information in the course catalog. **AUO Status:** Active **Outcome Creation Date:** 11/05/2010	**Other -** Assessment Method: The course catalog information is entered and posted in many locations: De Anza searchable catalog, Internet Native Banner, and Banner Self Service. Catalog data accuracy can be assessed by the number of questions the office receives to clarify catalog	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met We received less than 10 emails/phones seeking clarifications of catalog contents. Assessment Date: September 2011 through June 2012 (08/14/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We received less than 10 emails/phones seeking clarifications of catalog contents. This meant that the course information in the	**Enhancement:** No significant improvements are planned at this time. (10/16/2012)

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	information. **Target for Success:** 80% **Comments/Notes:** There was no assessment done for AUO statement #2 due to time constraint. Since course catalog and scheduling went live with Banner in summer 2010, a big portion of the Curriculum Office?s time was spent verifying course catalog data in Banner, as well as determining proper enforcement method for course prerequisites, co-requisites, number changes, and repeatability and their impact to student registration. A significant amount of hours were also spent providing data to the state and auditor.	catalog is accurate and clear.	

Assessment: Assessment Unit Four Column

Dept AS - Honors

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Honors_SSLO_1 - Students feel satisfied that the Honors Program assisted them in transferring to a 4-year institution of their choice. **SSLO Status:** Active **Year(s) to be Assessed:** 2011-2012 **Outcome Creation Date:** 04/16/2012	**Survey -** Online survey to be administered Spring 2012. **Target for Success:** 51% of students who responded that the outcome was met.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met Students were surveyed through surveymonkey.com with the following instructions: Do you feel the Honors Program has increased your ability to reach your transfer goals? This could include any aspect of the Honors Program including course content, workshops, events, informal advising, items to include on your applications, registration privileges, etc. Please select one of the following options by completing the sentence: "I am..." 22 of 45 students were extremely satisfied 19 of 45 students were satisfied 3 of 45 students were somewhat satisfied 1 of 45 students was not satisfied at all (07/31/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** 48.9% of students were extremely satisfied 42.2% of students were satisfied The survey was administered to all Honors students (over 300) but only students who had been in the program for at least one quarter and who were transferring to a 4-year institution were asked to respond. There were 45 students who responded. Thus, over 90% of students were satisifed with the Honors Program assistance in helping them transfer to a 4-year institution of their choice. This shows significantly higher success than the target.	**Enhancement:** No significant improvements are planned at this time. (10/16/2012)

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

De Anza College

Dept AS - Learning in Communities

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
LinC_SSLO_1 - Faculty will engage in well-coordinated and organized staff development activities related to curriculum integration and pedagogical best practices. **SSLO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2013-2014 **Outcome Creation Date:** 11/05/2010	**Focus Group -** At the July 2011 LinC Summer Institute, we conducted a faculty/counselor focus group to identify the training/staff development needs and also evaluate the effectiveness of our training activities. **Target for Success:** 1. The majority of comments indicate that training activities are effective. 2. Faculty continue to attend subsequent training activities (such as "repeaters" at our annual summer institute. **Comments/Notes:** After each training activity, we conduct feedback/evaluations about that particular session and what "worked" and what "can be improved".	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Focus group was held in July 2011. Result through qualitative feedback: Summer institute needs more variety-- especially for seasoned faculty in learning communities in order to promote their faculty development and growth. (03/08/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** LinC Leaders group reviewed the focus group information and discussed how best to meet our faculty participants needs and to respond to their feedback. Determined that for the most part what we are doing is working and that is evidenced by continued attendance at our professional development activities--only slight modifications are necessary to serve our "veteran" and "newbie" groups differently.	**Enhancement:** Conducted the LinC summer institute in July 2014, 2015, and 2016, and we always include separate tracks with mentoring and assistance to veterans and newcomers. We have invited speakers to skype in and present in person (Brain - based learning in 2015) and (ipad use and pedagogy in 2016). This provides our participants with additional opportunity for dialogue about teaching practices and culturally-specific interventions. We also continue to select materials (books) that merge theory and practice for our participants and on which we base our institute theme (i.e brain-based learning or decision-making science). (07/11/2016) **Enhancement:** Revise format of Summer Institute in July 2012: a) Separate tracks for veterans and newcomers b)Additional opportunity for dialogue about teaching practices and culturally-specific interventions

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

c) Continued access to materials (I.e. books, specific activities, articles) (07/05/2012)

Follow-Up: July 2012 Summer Institute with the separate tracks was successful based on feedback from faculty in attendance. It was recommended that we continue with this format which is what the leadership intends to do for the 2013 Summer Institute. (05/02/2013)

Other - In AY 12-13, we conducted a workshop for new English and Reading faculty who were interested in teaching developmental level classes, specifically our LART linCs. The workshop included having faculty members assess their levels of interest and competency in preparing integrated curriculum with culturally relevant topics to develop new LARTs with a faculty partner. Our assessment method included gathering comments from faculty after the workshop, a first meeting with a LinC Coordinator to assess "readiness" to teach a LART.

Target for Success: 1. The majority of comments indicate that training activities are effective.
2. Faculty continue to attend subsequent training activities (such as "repeaters" at our annual summer institute) or they integrate materials from workshop into their learning community courses.

Comments/Notes: After each training activity, we conduct

Program Review Reporting Year: 2012-2013
Target : Target Met
8 faculty attended the LART faculty development workshop. And 4 of the 8 faculty have moved forward to create two new teaching teams, with integrated, culturally relevant curriculum that was offered in the class schedule during AY 12-13.   (04/23/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): This type of activity/workshops (modeled after "Speed Dating"), which includes approaching faculty in smaller groups and providing more intimate training for a targeted discipline is much more effective in that it yields better training potential faculty members who stay with the program over a longer period of time. The two new teams that came out of this workshop have continued in their second year with the LinC program.

Enhancement: We plan to offer another such targeted discipline workshop in the Fall 2014 so we can develop additional LART teams, given that the program has had a few faculty retire and increased interest by the institution in offering more LART sections. (04/23/2014)

Follow-Up: While we didn't offer another targeted workshop in 2014, interested new faculty were invited to the Summer LinC Institute and were given dedicated time with LinC Coordinators to discuss and receive mentoring on integrated curriculum in the context of developmental reading and writing courses. From this, we had two new LART teams emerge for AY 15-16. (07/13/2015)

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	feedback/evaluations about that particular session and what "worked" and what "can be improved".		
LinC_SSLO_2 - Students will participate in learning community classes with integrated curriculum, that will improve their persistence and success. **SSLO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2012-2013, 2013-2014 **Outcome Creation Date:** 11/05/2010	**Survey -** In AY 2010-2011, the institutional researcher helped us gather survey data from students and provides us with information that produces the survey results and informs us of student retention, success, and persistence with participation in LinC courses compared to similar stand-alone courses. **Target for Success:** More students should have retention, success, and persistence levels at a higher percentage than non-LinC students. The program should see an annual increase, as appropriate, in levels of retention, success, and persistence.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met Overall Retention Rates for the Program have come up from 89% to 92% over the last two years. We believe this trend shows that faculty teaching in the program are successfully learning how to give more attention to students of diverse populations. At the same time, overall Success rates have increased from 76% to 80% which again shows the ability of faculty to meet the needs of students. These positive shifts in individual populations are also due to culturally-specific interventions integrated into the curriculum content of LinC courses and our training of faculty. (04/19/2011) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are happy to see that there are increases in success and retention numbers--this validates the programmatic elements that we have put into place.	**Enhancement:** In AY 2012-13, continue with staff development training centered on integrating curriculum and assignments centered around a theme. A) Share best practices regarding integration of content b) Provide culture-specific advice for integration of content c) Continue use of formative assessment (SGIF) in each learning community in week 4 so that faculty can immediately adjust their content if they are somehow off track. (04/01/2012) **Follow-Up:** All of these activities were implemented throughout the year via our Summer Institute training, our personal mentoring of new and veteran faculty during the development of learning communities, and/or during the quarter during which these learning communities were being taught. (05/03/2013)
	Survey - In AY 2011-12, the institutional researcher helped us gather survey data from students and provides us with information that produces the survey results and informs us of student retention, success, and persistence with participation in LinC courses	**Program Review Reporting Year:** 2011-2012 **Target :** Target Not Met Overall Total Retention Rates for the Program remained steady at 92% over the last two years. The equity gap between the targeted and non-targeted students remains at around 3%. Overall Success rates have decreased from 80% to 75%, despite a positive shift from 76% to 80% in past years. (04/01/2012)	**Enhancement:** Continue to maintain and if possible increase our professional development activities around student engagement and cultural competence, especially as we mentor new faculty teams in our LARTs (basic skills developmental

	compared to similar stand-alone courses. **Target for Success:** More students should have retention, success, and persistence levels at a higher percentage than non-LinC students. The program should see an annual increase, as appropriate, in levels of retention, success, and persistence.	**Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are pleased with the maintenance of our high retention rates. We believe that the very low 3% equity gap is indicative of faculty teaching in the program who are successfully learning how to give more attention to students of diverse populations, which again validates our professional development activities that we implement. We believe the positive shifts that occurred previously in our success rates were also due to culturally-specific interventions integrated into the curriculum content of LinC courses and our training of faculty—which continues to occur. However, the current downward shift may be explained by the higher number of basic skills offerings* that we have had in our program and the increasing amount of under-prepared students our faculty are encountering in our classroom. (*Per our Program Review Data Sheet, the LinC program had 82% of basic skills offerings vs. 18% of GE/Transfer offerings this past academic year as opposed to the previous year (AY 09-10) where we had only 76% basic skills offerings vs. 27% GE/Transfer.)	level classes). (05/03/2013)
	Survey - In AY 12-13 again helped us gather quarterly, survey data from students and then provides us with information that produces the survey results and informs us of student success and other measures. **Target for Success:** More students should have retention, success, and persistence levels at a higher percentage than non-LinC students. The program should see an annual increase in measures such as retention and persistence.	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met In the last two years our total enrollment numbers have decreased from 1215 in AY10-11 to 954 in AY 11-12. However, overall success rates have increased significantly from 75% in AY 10-11 to 81% in AY 11-12. Success rate for Targeted groups was 80%, while success rate for Not Targeted groups was 81%; thereby decreasing our equity gap to only 1%. (05/03/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** The enrollment drop is not particularly significant given our consistent and improved success and equity percentages. One reason for the drop in enrollment may be due to the course reductions experienced the last few years across the college, which in turn, limited some of our program offerings. Additionally, the overall college enrollment has also declined. We are please to see the upward shift in our course success rates as well as the closing of our equity gap with our courses. We believe this to be due to our ability to	**Enhancement:** We will focus on recruitment of new faculty and participation in our Summer Institute along with quality of integrated curriculum as evidenced success of students for almost the majority of our faculty who participate in the Institute. Additionally, we will continue to have our co-coordinators implement the logistics of the program, thereby supporting our faculty with the infrastructure and resources that they need to be successful. (05/03/2013)

let our instructors focus on teaching their students and the professional development and personal mentoring that we provide them. Additionally, we feel that faculty are most successful in the classroom when they are able to concentrate and focus on integrating their curriculum and providing attention to their students. In order for faculty to be successful with their efforts, this requires the coordinators to coordinate the planning, scheduling, recruiting logistics, in addition to the time-intensive mentoring and faculty development so that faculty are successful with their curriculum and pedagogy.

Related Documents:

LinC_IRdata_Spring2013.pdf

Survey - In AY 13-14 Institutional research again helped us gather quarterly, survey data from students and then provides us with information that produces the survey results and informs us of student success and other measures.

Target for Success: More students should have retention, success, and persistence levels at a higher percentage than non-LinC students. The program should see an annual increase (or maintenance) in measures such as retention and persistence.

Program Review Reporting Year: 2015-2016

Target : Target Met

For AY 14-15, institutional research again helped us gather quarterly, survey data from students to provide us with information about student success and other measures. (04/19/2016)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Enrollment has steadily increased over the past three years. In AY 12-13 enrollment was 1175. In AY 13-14, enrollment was 1238. And in AY 14-15 enrollment was 1674—this is an enrollment has increased 35.2% in the past year alone.

In AY 12-13, our success rate overall was 81%; in AY 13-14 our success rate was 79%. However, in AY 14-15 our success rate dropped slightly to 76%. This is still in line with the overall college success rates at 76%.

Enhancement: We recognize our success numbers have decreased over the past three years. We believe this is in part due to the following factors: (1) increased student participation in our developmental learning communities (where students come in at a less academically prepared level in Math, English, and Reading—thereby contributing to adjustment in success levels); and (2) a new instructor in a developmental learning community who was not a good fit for the program and type of student.

We will be addressing this by training/mentoring a new instructor to take over in our developmental learning community who will be a better fit for the program and by continuing to provide relevant training on culturally-relevant curriculum and

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements

student engagement so our instructors can help to increase student engagement and retention. Additionally, we hope to have a dedicated counselor in our program that will also help to strengthen persistence and retention among our student population. (04/19/2016)

Program Review Reporting Year: 2012-2013
Target : Target Met
In the past year our total enrollment numbers have increased from 954 in AY 11-12 to 1178 in AY 12-13. However,our overall success rates have remained consistently high from 81% in AY 11-12 and holding steady at 81% in AY 12-13. Success rate for Targeted groups was 80%, while success rate for Not Targeted groups was 81%; holding steady even though we grew by over 150 students during this academic year. (04/23/2014)
Reflection (CLICK ON ? FOR INSTRUCTIONS): We are pleased to see the we remain consistent and steady in our course success rates, particularly given that in AY 10-11 that all of our success rate data indicated we were in the mid-70% range. This reflects a significant increase and maintenance over the past few years. We believe this to be due to our ability to let our instructors focus on teaching their students and the professional development and personal mentoring that we provide them. Additionally, we feel that faculty are most successful in the classroom when they are able to concentrate and focus on integrating their curriculum and providing attention to their students. In order for faculty to be successful with their efforts, this requires the coordinators to coordinate the planning, scheduling, recruiting logistics, in addition to the time-intensive mentoring and faculty development so that faculty are successful with their curriculum and pedagogy.

Enhancement: We will continue to focus on recruitment of new faculty and participation in our Summer Institute along with quality of integrated curriculum as evidenced success of students for almost the majority of our faculty who participate in the Institute. Additionally, we will continue to have our co-coordinators implement the logistics of the program, thereby supporting our faculty with the infrastructure and resources that they need to be successful. In order to recruit and engage more faculty across the disciplines with our program, we will continue to offer an Intro to Learning Communities workshop in Winter quarter of 2015. (04/23/2014)

Follow-Up: An Intro to Learning Communities Workshop was offered in Winter 2015 and again will be offered in May 2016. The 2015 workshop yielded additional interest in several faculty who then were invited to attend the LinC Summer Institute. This yielded in a new partnership for a

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
			GE LinC (EWRT 1A and HUMA 1 (Human Sexuality), along with the integration of a new EWRT instructor into our CREMS pathway for Spring 2016. (04/19/2016)

LinC_SSLO_3 - Students will recognize the benefits in improving their speaking, writing, reading and social interaction skills through participation in the learning community.
SSLO Status: Active
Year(s) to be Assessed: 2011-2012, 2012-2013, 2013-2014, 2015-2016
Outcome Creation Date: 11/05/2010

Survey - Survey taken by students at end of every quarter
Target for Success: 60% of students will report "often or very often" in response to their writing, speaking, critical thinking, and reading as more effective and clear.

Program Review Reporting Year: 2012-2013
Target : Target Met
See related document for all survey results from Winter 2013.

Note: Scale changed to "much or very much" for student reporting on benefits questions. (04/08/2013)
Reflection (CLICK ON ? FOR INSTRUCTIONS): -65% reported "much or very much" for writing more effective and clear
-45% reported "much or very much" for speaking more effective and clear
-66% reported "much or very much" for critical thinking and analytical skills more effective and clear
-55% reported "much or very much" for reading more effective and clear

We are meeting our target in 2/4 areas. Still need to consider why the speaking and reading areas are reported lower--why do students feel they are not improving in these areas? Is it that the activities in the curriculum are not explicitly calling this out for students? Does the curriculum need to be more challenging in these areas?

Related Documents:
LINC survey Winter 2013

Enhancement: Discuss this issue with our LinC faculty at our upcoming summer institute in July 2013. Is there also a way to implement a pre-post test for this sort of measure that won't rely only on student perceptions to assess learning in these areas? (Should we tie into course-level data?). May need to consider if we need to change our outcome statement based on discussion with faculty. (05/07/2013)

Program Review Reporting Year: 2011-2012
Target : Target Met
See related document for all FALL 2011 survey results. (12/18/2011)
Reflection (CLICK ON ? FOR INSTRUCTIONS): We are meeting our target (over 60%) in all areas except for the speaking (only 43% reported "often or very often" on

Enhancement: Program coordinators to continue to emphasize in professional development activities and personal mentoring that instructors should take care to implement opportunities for these

		speaking being more clear and effective. We should consult with our instructors as to whether this is due to student perception based on lack of formal vs. informal speaking activities built into the curriculum of our LinC classes. **Related Documents:** LINC survey_Fall 2011.pdf	skill development activities and explicitly call them out to students so they are aware of the intentionality of these activities. We will also continue to compare our survey results to the SGIF feedback we also get from students. (05/07/2013)
	Survey - Survey taken by students at end of every quarter **Target for Success:** 75% students respond at least 4/5 on "benefits" questions	**Program Review Reporting Year:** 2010-2011 **Target :** Target Not Met -Forty-seven percent of respondents stated their speaking is /(much" or /(very much" more effective and clear. This response is the same as fall 2009. -Eighty-seven percent of respondents reported they worked with classmates during class 11Very often" or /(often". This response is down slightly from 90% in fall2009. • Sixty-four percent of respondents stated they connected and integrated ideas, concepts or skills from different classes in the learning community when discussing materials and doing assignments "very often" or /(often". This response is slightly down from 68% in fall 2009. • Thirteen percent of respondents stated they "very often" or "often" discussed assignments or material with an instructor outside of class. This response is down from 21% in fall 2009 (12/19/2010) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Responses are not capturing whether or not students are meeting this outcome based on their perception of their improvement in certain key skills. We need to determine how we can improve the quality of the curricular materials as well as make the learning of these skills more explicit to students so they recognize and perceive if they actually are benefitting and applying these skills that they are learning in their LinC classes. **Related Documents:** LINC survey_Fall 2010	**Enhancement:** Program coordinators to review the questions on the survey and determine if revisions needed and also compare the SGIF feedback to determine if there is disconnect between survey responses and SGIF feedback. (05/07/2013) **Follow-Up:** Program coordinators determined a different survey set-up and structure for survey with IR office which was distributed in the FALL 2011 quarter. (07/07/2011)
	Survey - Survey taken by students at end of every quarter	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met	

Student Services Learning Outcomes (SSLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	Target for Success: 75% students respond at least 4/5 on "benefits" questions	See related document for all survey results from Fall 2013 and Winter 2014. (04/23/2014) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are pleased with these results. We know that the efforts put in by program coordinators and faculty teaching our learning communities are benefiting our students, and our students are self-reporting that they see and recognize these benefits.	
	Survey - Survey taken by students at the end of the quarter (Fall 2015) **Target for Success:** At least 75% of students will respond with a 4/5 on "benefits" question. **Related Documents:** LinC_Survey_Fall2015.pdf	**Program Review Reporting Year:** 2015-2016 **Target :** Target Met See related document for all survey results from Fall 2015. (04/19/2016) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We are pleased with these results. We know that the efforts put in by program coordinators and faculty teaching our learning communities are benefiting our students, and our students are self-reporting that they see and recognize these benefits.	

Assessment: Assessment Unit Four Column

De Anza College

Dept AS - Office of Equity, Social Justice and Multicultural Education

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Equity_AUO_1 - Revised AUO: Equity Core Teams and select faculty will receive intensive training on equity pedagogy and culturally humble practice. This group of practitioners will complete a training of trainers program and serve as support staff to select divisions. Faculty will engage students in evidence-based and culturally humble praxis that support their individual persistence and success at rates with no more than a 5% difference between racial and ethnic categories. **AUO Status:** Inactive **Year(s) to be Assessed:** 2015-2016 **Outcome Creation Date:** 04/30/2012	**Tracked Academic Behavior -** First Assessment Cycle conducted in 2012-13. An assessment of grades, drop-out rates and college graduation rate Annual climate survey to faculty, students, and staff survey - Direct assessment of cultural humilit praxis **Target for Success:** No more than a 5% variance **Comments/Notes:** Working with EAC as well as IR results should mbe available in spring 2013	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met Based on the last academic year's practice of engagement, we have not yet met the stated outcomes. A series of training workshops to prepare faculty for culturally humble praxis was completed by 30 participants with 80% stating that the approach and associated skills would make a meaningful difference in their classroom and that 90% of participants were interested and committed to continuing their studies of this praxis. (05/07/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We have successfully developed and begun the delivery of a series of workshop focused on culturally humility praxis in the classroom. To date, 40 instructors are participating in this training series. Once these instructors have completed the series they will have an opportunity to apply their skills in the classroom and an assessment of impact will provide meaning data for next steps.	**Enhancement:** Based on the previous years findings and upon further analysis it was agreed that the breadth and depth of the approach was so great that measurable impact would be hard to assess without further separating our these variables and conducting some additional individual analysis. The new approach consisted of divisional focused training and equity core teams. Orientations and introductory trainings reached approximately 75% of full-time faculty, which will be followed by additional trainings and coaching support in-services. Of those faculty and classified professionals engaged in the equity core team process 80% felt very supported and clear on the philosophy, although only 55% felt clear on the skills required for further community engagement. Thus, additional skills development and training support is being developed for delivery in the Fall of 2014. (04/28/2014)

			Enhancement: Based on the previous years findings and upon further analysis it was agreed that the breadth and depth of the approach was so great that measurable impact would be hard to assess without further separating our these variables and conducting some additional individual analysis. The new approach consisted of divisional focused training and equity core teams. Orientations and introductory trainings reached approximately 75% of full-time faculty, which will be followed by additional trainings and coaching support in-services. Of those faculty and classified professionals engaged in the equity core team process 80% felt very supported and clear on the philosophy, although only 55% felt clear on the skills required for further community engagement. Thus, additional skills development and training support is being developed for delivery in the Fall of 2014. (04/28/2014)
Equity_AUO_2 - Faculty, staff, and students will develop culturally responsive skills to communicate, critically reflect and work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality. **AUO Status:** Active	**Demonstration -** First Assessment Cycle conducted in 2012-13. Target groups will be evaluated for attitudinal change and related behavioral alignment via participant observations, focus groups, and demonstrated engagement. Students, faculty, and staff will also participate in a type of 360 to help identify thematic changes; areas of		

Year(s) to be Assessed: 2015-2016 **Outcome Creation Date:** 05/01/2012	growth and strengths. **Target for Success:** 50% increase in faculty and staff commitment to discussing "undiscussable" topics 60% of faculty introduces related AUO themes in curriculum 80% of target populations will identify culturally responsive strategies for the classroom and campus community		
	Comments/Notes: This assessment will look specifically at culturally responsive practices in curriculum, student engagement in campus events/programs, and staff engagement and inclusion		
Equity Rep Training (EO)_AUO_3 - Select faculty, classified professionals, and Deans will participate in EO Level 1 and 2 training and articulate the importance of EO work on campus and hiring committees. **AUO Status:** Discontinued **Year(s) to be Assessed:** 2014-2015 **Outcome Creation Date:** 04/28/2014			
Equity_AUO_3 - Staff, faculty, and students will have a global perspective and understanding of how social justice, oppression and suffering works in the world, its individual impact, and an understanding of the roots of the problems faced by the world?s people. **AUO Status:** Discontinued **Year(s) to be Assessed:** 2013-2014 **Outcome Creation Date:** 05/01/2012	**Presentation/Performance -** First Assessment Cycle will begin in 2012-2013. Primary tool will focus on the integration of AUOs into the climate survey process.Furethermore, faculty, staff and student will participate in both mini-surveys and presetation based assessments. Randomly traget population groups will be identified across the campus and invited to commmplete surveys speaking to these AUOs in addition		

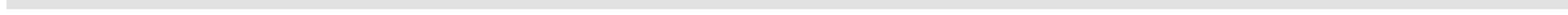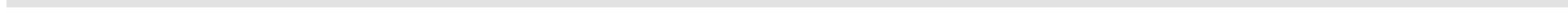| Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
	to presenting their learning at forums, class presentations, and pre-arranged two-way learning seminars. The PI will enage in participant observation using a semi-formal evaluation template. **Target for Success:** 60% will be able to identify at least 3 relevant global issues 70% of participants will have an increased understanding of cultural humility 80% will be able to define oppression institutionally, individually, and interpersonally **Comments/Notes:** This is a multilayered AUO, which requires annual processes for deepening knowledge followrd by scaffolding research methodologies.		
Equity_SSLO_1 - Students will persist and succeed at rates with no more than a 5% difference between racial and ethnic categories. **AUO Status:** Inactive **Year(s) to be Assessed:** 2012-2013, 2013-2014 **Outcome Creation Date:** 04/30/2012 **Outcome Inactive Date:** 05/01/2012	**Tracked Academic Behavior -** place holder working through the IR office **Target for Success:** 60%	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met data showed 80% (03/14/2012)	
Equity_SSLO_2 - Students will work well with people from a variety of cultural backgrounds and understand the social processes that lead to inequality and learn solutions to address inequality.			

AUO Status: Inactive
Outcome Creation Date: 04/30/2012
Outcome Inactive Date: 05/01/2012

Equity_SSLO_3 - Students will have a global perspective on how the world works, the student?s place in it, and an understanding of the roots of the problems faced by the world?s people.

AUO Status: Inactive
Outcome Creation Date: 04/30/2012
Outcome Inactive Date: 05/01/2012

Assessment: Assessment Unit Four Column

Dept AS - Office of Staff and Organizational Development

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
STAFFDEV_AUO_1 - New employees participating in orientation will demonstrate an understanding of the climate, culture and vision of De Anza College and feel personally aligned with its mission, identify opportunities for future engagement with the campus community understanding both the expectations and the value of their contributions, and recognize professional development and college resources that will support them through their probation period or tenure. **AUO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017 **Outcome Creation Date:** 11/05/2010	**Other -** The first assessment cycle of this AUO was completed in Fall 2012. At the end of the 3-day orientation, new staff and faculty are asked to complete a 2 page evaluation of the program. **Target for Success:** 70% positive response that they understand the climate, culture and vision of De Anza. **Related Documents:** Staff Development Reports	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met Based on the evaluations, we met all our learning outcomes for faculty. In addition faculty commented that by the afternoon of the 2nd day there is just too much information being delivered – and was there a way to spread the orientation out more. (05/07/2013) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Based on feedback from the faculty orientation, we created a more interactive dynamic segment for the afternoon of day two orientation. During this time frame we have a lot of guest speakers coming in to talk about their programming and services for students. We've created a worksheet for faculty to fill in as the speakers change and we've added a "report out" at the end of this segment which allows them to get more out of this section of the orientation. In addition, on reflection the department feels that this AUO is difficult to assess because it is such a multifaceted AUO. We are considering breaking it down into a total of 3 AUOs.	**Enhancement:** enhancement # 1 = We will apply the enhancement to this Fall's orientation and assess again in September 2013. enhancement # 2 = Based on the difficulty of gathering information to assess this outcome we are going to discuss splitting it into 3 AUOs for future evaluation. (12/10/2013)
STAFFDEV_AUO_2 - Conference Funding: Using the conference funds guidelines, participants will identify the components of a successfully completed conference application, recognize relevant deadlines, and	**Portfolio Review -** Mary Kay reviews all forms submitted for accuracy, makes corrections before bringing the form to the committee therefore a compilation of what's been turned in for 2011-2012	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met after reviewing a random sampling of the conference applications we found that 80% were accurate. The most common error was in calculating the mileage. (03/28/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Based on the	**Enhancement:** We exceeded the target rate, for the next cycle we will improve the website by putting in more information about how to accurately calculate

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
complete the funding cycle by submitting a completed trip voucher and required receipts for reimbursement. **AUO Status:** Active **Year(s) to be Assessed:** 2012-2013 **Outcome Creation Date:** 11/05/2010	**Target for Success:** 75% of the applications do not need any corrections	results we were above our expected success rate. And we found the most common error was in calculating the millage therefore we could probably do better by changing the form.	millage and our new target is 85% accuracy in completing the conference application form. (03/28/2012) **Follow-Up:** Fall 2012 updated the website and plan on assessing (03/28/2012)
STAFFDEV_AUO_3 - Professional Development: Participants will meet the stated outcome of a professional development activity that they have selected (technology, teaching, and administrative and cultural competence) relevant to their own skill development goals. **AUO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2012-2013, 2014-2015, 2016-2017 **Outcome Creation Date:** 11/05/2010	**Other -** The first assessment cycle for this AUO, completed in Spring 2011, consisted of a comprehensive Survey Monkey assessment of multiple choice and fill-in questions. **Target for Success:** 80% of the participants stated that the Professional Development activity met the stated outcomes. **Comments/Notes:** Between the randomly selected activities and the activities that are redundantly assessed we achieved the stated outcome.	**Program Review Reporting Year:** 2010-2011 **Target :** Target Met 81% of participants stated that outcomes were met. (05/02/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** based on the results we were above our expected success rate. And we found the most common error was in calculating the millage therefore we could probably do better by changing the form.	**Enhancement:** Target smaller or specific audiences to meet the scheduling and timeline needs of the participants. (05/02/2012)
STAFFDEV_AUO_4 - Classified Professionals, Managers, and Student Employees will participate together in the Service Excellence Program to create a respectful, high quality, and consistent service experience that will strengthen connections, contribute to the campus equity practices, and support our students on their pathway to success. **AUO Status:** Active **Year(s) to be Assessed:** 2016-2017, 2017-2018 **Outcome Creation Date:** 04/19/2016			

Assessment: Assessment Unit Four Column

Dept AS - Scheduling Office

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
Sched_AUO_1 - Produce the quarterly class schedule on time and accurately. **AUO Status:** Active **Year(s) to be Assessed:** 2010-2011, 2012-2013, 2014-2015 **Outcome Creation Date:** 11/05/2010	**Other -** The Scheduling Office used the production of the Summer 2011 class schedule for assessment. The summer 2011 class schedule must be posted to the web and released to students and the public on June 6, 2011, AUO statement#1 was assessed by whether or not the Scheduling Office met the deadline and how much time was spent correcting scheduling data inputted by the divisions prior to the schedule release. **Target for Success:** 100%	**Program Review Reporting Year:** 2012-2013 **Target :** Target Met 100% success. The Scheduling Office met the scheduling release deadline, and 200 total hours were spent correcting scheduling data before the release. The Scheduling Office staff spent a large portion of the 200 hours fixing the following information: load, room conflicts, incorrect class hours, etc. Assessment Date: April 1, 2011 through July 15, 2011. (08/14/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Results indicate that the scheduling office is functioning well.	
Sched_AUO_2 - Division deans/schedulers should know how to use the various scheduling technological systems: SIS, Banner, Footnote system, etc., and know how to build the quarterly class schedule accurately through understanding of the college course catalog, Title 5, academic programs at the college (LINC, Honors, Civic Engagement, Sankofa, FYE, etc), and college/district policies (concurrent enrollment, FA contract, disability, etc).	**Other -** The Scheduling Office used the production of the Summer 2011 class schedule for assessment; we assessed AUO statement #2 by the number of MSI submitted by the divisions to modify the summer 2011 class information, and how much time the Scheduling Office spent answering and resolving questions and issues concerning summer 2011 classes. **Target for Success:** 80%	**Program Review Reporting Year:** 2012-2013 **Target :** Target Not Met Results did not meet the 80% target. Assist division schedulers and deans don't seem to have a good understanding of the Banner system, and don't know how to schedule classes that are in compliant with Title 5. The Scheduling Office received 310 MSI forms to change and modify the summer 2011 classes. 227 additional hours were spent providing answers and clarification to divisions on what can or cannot be changed in Banner, room availabilities, troubleshooting technical issues (registration, prerequisites, load, reports, etc), and making sure classes are scheduled in compliance with Title 5. Another 540	**Enhancement:** We need to work with the Staff Development Office to set up trainings for the schedulers (10/16/2012)

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
AUO Status: Active **Outcome Creation Date:** 11/05/2010		hours were spent fixing class data to address the 320 state reports. Assessment Dates: April 1, 2011 through July 15, 2011. (08/14/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** Need improvement and development of an effective plan to assist division schedulers and deans so that they better understand Banner system, and know how to schedule classes that are in compliant with Title 5.	

Assessment: Assessment Unit Four Column

Dept AS - Service Excellence (Hybrid)

Program Level Outcomes (PLOs)	Assessment Methods	Assessment Data Summaries	Enhancements
PLO 1 - Under development. Courses will be minimum of 3 modules. Mary Kay Englen lead person.			

Assessment: Assessment Unit Four Column

Dept AS -Vasconcellos Institute for Democracy in Action (VIDA)

Administrative Unit Outcomes (AUOs)	Assessment Methods	Assessment Data Summaries	Enhancements
ICCE_AUO_1 - Faculty and staff and administrators will understand how to promote civic engagement for equity and social justice as an important part of their work **AUO Status:** Active **Year(s) to be Assessed:** 2011-2012, 2013-2014, 2015-2016 **Outcome Creation Date:** 11/05/2010	**Survey -** First Assessment Cycle conducted in 2011-12. We did a Civic Engagement Survey that tracked student knowledge of these issues. across campus and in our "service" classes. This survey will be conducted every other year (2013-14 / 2015-16). **Target for Success:** We would like to be above 80% for the social issues parts of that survey.	**Program Review Reporting Year:** 2011-2012 **Target :** Target Met We were happy to find that De Anza students did better than college students as a whole on our engagement metrics, and that our S students did significantly better than De Anza students as a whole. (10/22/2012) **Reflection (CLICK ON ? FOR INSTRUCTIONS):** We will continue to target our work to the campus as a whole and continue to find ways to engage our students beyond those taking S classes.	
	Survey - We did a survey of student outcomes on a variety of measures having to do with civic capacity. **Target for Success:** We would like to reach a goal of 80% as a minimum for all questions on this survey. For next Year (2014-15) I would like to see some progress toward that goal.		
	Survey - We assessed that AUO by doing a campus wide civic engagement survey in conjunction with the Office of Institutional Research. **Target for Success:** We would like to have over 80% for at least 1/3 of questions for our non-S students.	**Program Review Reporting Year:** 2013-2014 **Target :** Target Met A few key findings from the survey are: 1. For De Anza classes in general our results are not much different from last year. 2. For our S classes the findings are excellent. Here are 2 examples: • 90% of 'S' students stated they strongly agree or agree that they believe more now than before that they	**Enhancement:** We plan to introduce an Environmental Sustainability and Global Citizenship requriement to encourage civic development for students in a wider range of classes (12/15/2014)

have something to offer the world compared to 82% all other students.

• 81% of 'S' students stated they strongly agree or agree that they believe more now than before that that they are able to affect social or political change compared to 64% of all other students.

3. In the classes where we are really working with students we are having an impact. We hope that in the coming years we will begin to have a broader impact, and begin to see more movement on this survey across campus in the non-S designated classes.
(12/15/2014)

Reflection (CLICK ON ? FOR INSTRUCTIONS): Our S classes are very impactful. To have more impact we'd like to engage more students beyond the S classes