

**Unit and Program
Assessments**

Program Assessment Tools

Assessment Center

**LANEY COLLEGE
ASSESSMENT CENTER**

Survey Questions:

Q1 Have you previously taken an assessment test at a community college institution?

Yes _____ No _____

If so, please indicate name of college: _____

Q2 Prior to today's assessment test, did you study or review preparation sample test materials? Yes _____ No _____

If your answer is "yes," were the materials you used online or a paper handout sample tests? Please check all that applies.

Online Sample Test _____ Paper Sample Test _____

Was it helpful? Yes _____ No _____

Q3 In a brief statement below, let us know what other ways you prepared or could have helped you prepare for this test.

Thank you for your participation in this brief survey

Athletics Program

CalWORKs Program

Counseling Department

COUN DEPT SLO # 1 Checklist – Fall 2008 SEP Sample

Sample #: 1 Student Name: _____

- Goal is identified (certificate, associate, transfer and/or other)
- Major is identified (certificate, associate, transfer, prep for grad, and/or other)
- Program requirements & GE requirements/(if approp) are in plan (program requirements and GE: associate, IGETC, CSUGE and/or other transfer GE)
- Compare SEP with F08 course enrollment (progress appropriate) Note if end goal completed.

OVERALL RATING: Student is progressing successfully

YES

NO

COMMENT: _____

SLO # 1: Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.
Assessment Method: Review a random sampling of completed SEPs on file (30); note that educational goal is stated and compare SEP plan courses to actual course enrollment, to ensure student is able to progress in completion of general education requirements & other course requirements related to stated goal.

Committee: Laura, Donna Marie, Manuel - (March 2010)

- Randomly selected 30/30 Student Educational Plan (SEP) written during Sp09
- 100% Transfer Major identified
- 97% transfer College is identified
- 77% Student taking appropriate Pre/Co-requisite sequence or transfer pattern
- 57% student progress appropriately by comparing F09 course enrollment with SEP written S09
- 50% Overall rating is "yes" which student is progressing successfully

Results:

-97% of students identified a transfer college & 100% identified a transfer major on their SEP. However, only 50 % of students met the criteria for successful performance standard set by Counseling Department. Therefore, the criteria (60%) for successful performance was not met.

Implementation Plan:

-In reviewing the SEPs and subsequent course enrollment, it was noted that a fair number of student did not enroll the semester after the SEP was written. Some students were already having academic difficulties at the time when the plans were written.

- Due to the variable that affect student future enrollment, the Counseling Dept. will implement a new assessment tool for a more accurate assessment, such as Pre/Post surveys.

Outcomes and Assessment Report - Student Services/Non-Instructional Units

Office or Unit: Counseling Department	Contact: Iris Brooks and Adrienne Riley Co-chairs: Counseling Department	Date: March 2010		
Unit Mission Statement: The mission of the Laney College Counseling Department is to provide students and prospective students with comprehensive academic, career, and personal counseling. Counselors work with students regarding university transfer, vocational programs, basic skills development, personal / professional enrichment and personal concerns, while helping students develop personal decision making tools. We value the diversity of our student body and the worth and dignity of each individual.				
SLOs/ Student services outcomes. Students that have used <u>counseling services</u> will be able to:	Assessment Methods*	Criteria for successful performance	Actual performance data	Use of results/plan of action
Recognize that they are in charge of the outcomes of their lives.	-initiate & 'shows up' for counseling appointments -develop a realistic SEP	-3% increase in # of SEPs completed. -3% increase in # of appointments (vs. drop-in) -70% of appointments "show" (vs. "no show")	Comparison of F'06 - F'07 - S'08 (appts & drop-in): -Range appts vs. drop-in, no significant change - (e.g.: 29%, 31%, 30%); trying to achieve increase in APPT'S -Range of "show" vs. "no show", no consistent improvement - (e.g.: 74%, 69%, 73%); trying to improve show rate Comparison of F'06 - F'07 (SEPs - paper/SARS): -SARS Reason Code has a broader definition/purpose than 'standard' SEP form on file (see Reason Code grid) and duplicated count in SARS vs. unduplicated in paper file copy. -Need to improve accuracy & consistency of filing actual SEP forms developed with student in the front office main file and input of appropriate SARS reason code during student contact (app/drop-in) -SEP form (paper) - update of SEP may use actual form on file, hence would expect # of paper SEPs to be smaller than reason codes in SARS -Some counselors use electronic form & file &/or keep copy in their ofc file and may forget to also file in office.	Need to revise the DEPT SLO's; realization that the original SLO's stated and the data being reviewed is not helping to measure the learning outcomes of the students. -Need to design student survey -Improve accuracy of data input, e.g.: reason codes, file copy of paper SEP -Ensure SARS Call (appt reminder) is working and message is appropriate -Ensure consistent use of Appt Reminder Card -Re-establish semester postcard mailings to increase appts, e.g.: new matric student & 45+ units (unable to secure mailing labels from district) -In-service on SEP development to ensure quality & comprehensiveness.
Visualize a future with a variety of expanded options. SPRING 2008	-identify & develop career/educational goals -develop a realistic SEP	-60% of students that have seen a counselor by appointment have expanded their options. Measured by use of student survey (to be designed). See data summary attached.		

Unit/Office:

D. Ferrero

<p>1. Apply educational planning in overall academic success; student is able to identify course requirements for 'general education' and major.</p>	<p><u>Fall 2008</u></p> <p>Review a random sampling of completed SEPs on file (30); note that educational goal is stated and compare SEP plan courses to actual course enrollment, to ensure student is able to progress in completion of general education requirements & other course requirements related to stated goal.</p>	<p>60% of the random sample of students was able to progress in course requirements for 'general education' and major, (e.g.: certificate, associate, transfer, grad prep.).</p>		
	<p><u>Spring 2010</u></p> <p>Develop and distribute student satisfaction survey.</p>	<p>60% of the survey sampling met the stated SLO standard.</p>		<p>Note: When institutional research resumes standard district surveys, this data will also be incorporated in our analysis.</p>

Unit/Office:

<p>2. Navigate the processes that lead to successful transfer to a four year college or university; student is able to demonstrate progress by successfully following SEP.</p>	<p><u>Spring 2009</u></p> <p>Review a random sampling of completed SEPs on file (30); note and compare SEP plan courses to actual course enrollment , to ensure student is able to progress in completion of: minimum admission eligibility, transfer general education (IGETC or CSU GE Breadth) and major prep requirements.</p>	<p>60% of the random sampling met the stated SLO standard.</p>		
	<p><u>Fall 2010</u></p> <p>Review a random sampling of completed SEPs on file (30); note and compare SEP plan courses to actual course enrollment , to ensure student is able to progress in completion of: minimum admission eligibility, transfer general education (IGETC or CSU GE Breadth) and major prep requirements.</p> <p>AND/OR</p> <p>Distribute student satisfaction surveys.</p>	<p>60% of the random sampling met the stated SLO standard.</p>		

<p>3. Understand why he/she is on academic and/or progress probation and the key requirements for returning to good standing,</p> <ul style="list-style-type: none"> • Student can identify the factors that kept them from being successful • Student is aware of appropriate classes and support resources. 	<p style="text-align: center;"><u>Fall 2009</u></p> <p>Review a random sampling (30) of 'Academic Success Contracts' completed by student during the contact session with a counselor (before clearance to proceed with subsequent terms).</p>	<p>70% of the random sampling met the stated SLO standard.</p>		
	<p style="text-align: center;"><u>Spring 2011</u></p> <p>Review a random sampling (30) of 'Academic Success Contracts' completed by student during the contact session with a counselor (before clearance to proceed with subsequent terms).</p>	<p>70% of the random sampling met the stated SLO standard.</p>		

* Please attach examples of your assessment tools (e.g. surveys, scoring guidelines, questionnaires, etc.)

Unit/Office:

Outcomes and Assessment Plan/Counseling Department – Data Collected Fall 2006 & Fall 2007 & Spring 2008

SLOs Students that have used counseling services will be able to:	Assessment Methods	Criteria for successful performance Comparison of F'06 to F'07
1. Recognize that they are in charge of the outcomes of their lives.	-initiate & 'shows up' for counseling appointments -develop a realistic SEP	Comparison of F'06 to F'07: - 3% increase in # of SEPs completed - 3% increase in # of appointments (vs. drop-in) 70% of appointments "show" (vs. "no show")
2. Visualize a future with a variety of expanded options.	-identify & develop career/educational goals -develop a realistic SEP	-60% of students that have seen a counselor by appointment have expanded their options. Measured by use of student survey (to be designed).

	Fall 2006				
	Total Appts	"No Show" Appts	"Show" Appts	Drop in	% Appts vs. Drop in
August	6	0	6 --	4,033	--
September	851	219	632 (74%)	1,155	42%
October	723	152	571 (79%)	480	60%
November	1,022	267	755 (74%)	971	51%
December	557	174	383 (69%)	945	37%
Total F'06	3,159	812	2,347 (74%)	7,584	29%

	Fall 2007				
	Total Appts	"No Show" Appts	"Show" Appts	Drop in	% Appts vs. Drop in
August	229	58	171 (75%)	3,885	5.5%
September	861	281	580 (67%)	970	47%
October	987	342	645 (65%)	568	63%
November	852	229	623 (73%)	1,182	42%
December	511	156	355 (70%)	1,164	31%
Total F'07	3,440	1,066	2,374 (69%)	7,769	31%

	Spring 2008				
	Total Appts	"No Show" Appts	"Show" Appts	Drop in	% Appts vs. Drop in
Total S'08	3,079	847	2,232 (73%)	7,404	30%

Comparison of F'06 - F'07 – S'08:

- Range appts vs. drop-in, no significant change – (e.g.: 29%, 31%, 30%); trying to achieve increase in APPT's
- Range of "show" vs. "no show", no consistent improvement – (e.g.: 74%, 69%, 73%); trying to improve show rate

Efforts made to increase appts vs. drop-in, (e.g.: SARS reminder call, flyers, dept brochure, postcard to new matric student, emphasis during contact, etc)

	Fall 2006		Fall 2007	
	SEPs (SARS)	SEPs (Paper)	SEPs (SARS)	SEPs (Paper)
Total	961 (41% of appts)	216 (9% of appts)	1,076 (45% of appts)	298 (13% of appts)

Differences in SEP (SARS vs. Paper):

- SARS Reason Code has a broader definition/purpose than 'standard' SEP form on file (see Reason Code grid) and duplicated count in SARS vs. unduplicated in paper file copy.
- Need to improve accuracy & consistency of filing actual SEP forms developed with student in the front office main file and 'highlighting' of appropriate reason code during student contact (appt/drop-in)
- SEP form (paper) – during update of SEP may use actual form on file, hence would expect # of paper SEPs to be smaller than reason codes in SARS
- Some counselors use electronic form & file &/or keep copy in file (athletics) and may forget to also file in office.

Future improvements, considerations, actions:

- Design of survey, with assistance of research
- Improve accuracy of data input, e.g.: reason codes, file copy of paper SEP
- Ensure SARS Call (appt reminder) is working and message is appropriate
- Ensure consistent use of Appt Reminder Card
- Re-establish semester postcard mailings to increase appts, e.g.: new matric student & 45+ units (unable to secure mailing labels from district)

service on SEP development to ensure quality & comprehensiveness

ed to revise the DEPT SLO's; realization that the original SLO's stated and the data being reviewed is not helping to measure the learning outcomes of the students

Laney Counseling Department Student Learning Outcome Survey

Name: _____ ST ID: _____ Date: _____

Do you have an Educational Goal?

Yes my education goal is: Associate Certificate Transfer &/or Other _____

No, I have not decided on an educational goal.

For the following two sections below, please select a score for each section according to the statement that best describes you.

SCORE	4	3	2	1	Score Selected
Section I	I am actively pursuing my educational goal according to a plan.	I have an accurate sense of my educational goal and planning.	I am unsure about my educational goal and planning.	I do not have an educational goal or plan.	
Section II	I am taking or have taken the general education &/or major prep courses needed to reach my educational goal.	I have an accurate sense of what general education &/or major prep courses are needed to reach my educational goal.	I am somewhat aware of what general education &/or major prep courses to take to reach my educational goal.	I do not know what general education &/or major prep courses to take to reach my educational goal.	

**Disabled Students Programs
and Services (DSPS)**

Draft

DSPS Accommodations Survey
Spring 2010

1. Have you requested classroom accommodations from a counselor in the Disability Resource Center?

Yes _____ No _____ If "No," please explain:

A. I don't use classroom accommodations. _____

B. I have used these accommodations before but this semester, I am trying to go it alone because _____

2. Have you presented an "Academic Accommodations Letter" to your instructor's this semester?

Yes _____ No _____ If "No" please explain: _____

3. Have your instructor's worked with you and provided the authorized accommodations?

Yes _____ No _____

If "No," have you contacted your DSPS Counselor for assistance?

Yes _____ No _____ If "No" please explain: _____

Employment Center

Laney College: Student Employment Center

Spring 2010 Student Survey

Dear Student,

Please take a few minutes to complete this survey. Your responses are anonymous. Consider each of the two questions below, and write 1-3 sentence responses.

1. What steps did you take to successfully obtain an e-Library card in Alameda County?
 2. Describe which library services you will be able to engage in your job search?
-

Please circle the appropriate response for each category:

- Enrollment Status:
1. Full Time Student (taking 12 units or more)
 2. Part time Student (taking less than 12 units)
- Ethnicity:
1. Caucasian
 2. Chicano/ Latino
 3. American Indian
 4. Oriental/ Asian including Pacific Islander
 5. African American
 6. Filipino
 7. Other
- Gender:
1. Male
 2. Female
- Age Group:
1. 19 or younger
 2. 20-24
 3. 25-29
 4. 30-34
 5. 35-39
 6. 40-55
 7. 55 or older

Your participation is appreciated, and will assist the Laney Student Employment Center to identify successful aspects of the services offered to students.

Please return completed surveys to the Employment Center front desk. Thanks for your participation!

Cassandra Upshaw

To: Newin Orante
Subject: RE: Assessment meeting w/Cleophas

From: Mildred Lewis
Sent: Monday, April 05, 2010 11:24 AM
To: Newin Orante
Subject: Assessment meeting w/Cleophas
Importance: High

Hi Newin:

I met with Cleophas this morning. He prepared the following questions:

1. How was the process of getting an e-card helpful to you?
2. Were you successful in obtaining your e-library card?
3. Was the process: Easy, Difficult, Very Difficult?
4. What library services will you be able to use that may help you in your job search?

Per a discussion I had with you a little while ago, it was made clear not to ask questions that require a "yes" or "no" response so that assessing how students are doing can be more fully engaged in a focus group. Therefore, I have reworked his questions as follows:

- What steps did you take to successfully obtain an e-Library card in Alameda County?
- Describe which library services you will be able to engage in your job search?

It was my understanding that a minimum of two questions are necessary.

Please provide your feed back as soon as possible so that I can forward the focus group questions back to Cleophas for his agreement and to disburse to participating students.

Thank you,
Mildred Lewis
CARE Coordinator/Program Specialist
Laney College - EOPS/CARE Program
900 Fallon Street, Room A106
Oakland, CA 94607
510.464.3424, phone
510.464.3247, fax
mildredlewis@peralta.edu

EOPS/CARE

SURVEY LANEY COLLEGE CARE PROGRAM

What CARE services benefit you most? (check as many boxes that apply)

- Transportation
- Meal service
- Books/supplies
- CARE compliance grant
- CARE Orientation/workshops
- Academic Counseling
- All of the above
- None of the above

Comment [MSOffice1]: My first impression of the survey is that it is not assessing for SLO. The questions is simply gathering information.

In my opinion the survey has multiple categories:
 (1) Relevancy of CARE Services
 (2) Workshops
 (3) Financial Support (i.e. FA, housing, etc.)
 (4) Quality of Student/Staff Interaction
 (5) Demographical

Would you be able to attend Laney College without the services you receive from CARE?

- Yes
- No

Comment [MSOffice2]: Refrain from using Yes/No response option. Using a Likert Scaling method will provide respondents to offering more meaningful answers.

Do you need daycare or pre-school services in order to attend Laney?

- Yes
- No

Does the CARE workshop ~~topics~~ provide information that ~~support's~~ you as a ~~student and a single-parent~~ student?

- Yes
- Somewhat
- No

Comment [MSOffice3]: Question too vague. What does support mean?

Strongly Agree Agree Undecided Disagree Strongly Disagree

Comment [MSOffice4]: Example of Likert Scale

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Are there any CARE workshop topics that you would like presented?

- Yes, what is the topic _____
- No

Comment [MSOffice5]: I recommend you list 10-12 types of workshops to choose from. At the end, you can also ask respondents to name a workshop if not already listed.

Example: Please choose from the following workshop topics that you will find interesting:

At the end... Besides the topics identified above, please indicate other workshops that you would recommend: _____

Do you qualify to receive financial aid?

- Yes
- No

6a ~~Do you have low income~~ Are you eligible to receive ~~housing or~~ subsidized or section 8 housing?

- Yes
- No

6b If so, are you currently have subsidized or section 8 housing?

- Yes
- No

Comment [MSOffice6]: Note structure of a 2-part question. This might also help in categorizing your questions to fit a specific RQ

Do you have a signed welfare – to – work contract?

- Yes
- No

Does the social service agency provide you with any of the following services?

- Books
- Supplies
- Transportation
- Childcare
- All of the above
- None of the above

How would you describe your relationship with CARE Program staff (counselor, coordinator, & peer advisors)?

- Very good
- Quite good
- Neither good nor bad
- Quite bad
- Very bad

How many units are you enrolled in for the spring 2010 semester at Laney College and (our sister colleges, College of Alameda, Berkeley City College and/or Merritt)?

- 0-5 units
- 6-11 units
- 12 or more units

Comment [MSOffice7]: Questions from here and on are considered "demographical." I also recommend titling your categories.

What is your gender?

- Female
- Male

What is your age group?

- 18 – 24 years
- 25 – 35 years
- 36 – 45 years
- 46 – 55 years
- Other _____

Financial Aid

Laney College

Financial Aid Office Survey

Thank you for attending the Financial Aid FAFSA on the WEB Workshop.

Based on your experience at the Workshop, we would appreciate your input:

Were you able to complete the FAFSA on the Web application?

YES _____ NO _____

If you did not complete the FAFSA will you be able to submit it later with other required information? YES _____ NO _____

Was the workshop presentation easy to follow? YES _____ NO _____

Did the presenter answer your questions? YES _____ NO _____

Did the presenter provide information in a professional and informative manner? Yes _____ NO _____

We would appreciate any further comments or suggestions in order to improve our workshop and delivery of customer service.

Thank you for taking the time to complete our survey.

Laney College Financial Aid Office

Health Services

Outreach Services

Student Ambassador Training Review Questions

MATRICULATION

1. Who can attend the Peralta Colleges? What are the admission requirements?
2. What is the definition of a continuing student? What is the definition of a new student? Where can you find these definitions?
3. What do students need an ID for?
4. What do counselors do? What services are available?
5. What services are offered in the Tutoring and Academic Support Center? Where is it?
6. Where can you find forms online such as Add/Drop form, Transcript Request form, Academic Renewal, Matriculation Checklist?
7. What are the steps for Matriculation?
8. What does CTE stand for, what are the two most popular CTE programs?
9. When is early registration for fall and spring semester? Who can register early?
10. If a concurrent enrollment student is 18, do they still need to complete the concurrent enrollment application and get it signed by their high school staff?

FINANCIAL AID

- 1) When can you apply for financial aid? How late in the year?
- 2) What types of financial aid are available?
- 3) How much does it cost to attend Laney College?
- 4) Are there any fees besides tuition?
- 5) What is BOGG Fee Waivers? Who's eligible to get it?

STUDENT SUPPORT

- 1) What do counselors do? What services are available?
- 2) What does EOPS stand for?
- 3) How do students obtain a student ID?
- 4) What does DSPS stand for?
- 5) Where do students go to look for on and off campus jobs?
- 6) Where do students go to look for on and off campus jobs?

OUTREACH

11. Which are the top five "feeder" high schools for Laney?
12. What is the Laney Outreach web site address?
13. Who should an Ambassador contact first if they can't make a scheduled shift or event? What is the first thing they should try to do?
14. What is a TMM Card?
15. What are the three most important information sources for Ambassadors?
16. Name 4 important items that you need to bring to an event
17. What's ECT stand for? Give 3 examples of the program

CONCURRENT ENROLLMENT

18. What is the minimum age/grade level to participate?
19. How do students apply?
20. What are the most common misunderstandings about this program?
21. If an exception is going to be made, who approves those requests?
22. How much does it cost?

Puente Program

Scholarship

Student Activities



THE ASSOCIATED STUDENTS OF LANEY COLLEGE: QUIZ

- 1) Is it acceptable for any member of ASLC to speak out of turn when not recognized by the chair? T / F

- 2) Circle (the letter of) the correct sequence that best fits proper motion procedure.
 - a. Main motion, second the motion, chair states the question, discussion, vote
 - b. Chair states the question, main motion, discussion, second the motion, vote
 - c. Discussion, main motion, chair states the question, second the motion, vote

- 3) Vocabulary: Match the vocabulary term to its correct definition.

a. Quorum	The minimum number of members of a deliberative body necessary to conduct the business of that group (i.e. 50% plus 1).
b. Abstain	A motion that brings any violation of a rule to the attention of the presiding officer.
c. Point of Order	A motion to set aside a main motion temporarily to take up a more pressing or important issue.
d. Table	To refrain from something by one's own choice.

- 4) ASLC By-laws always take priority before the ASLC Constitution. T / F

- 5) *Fill in the blank:*
 - a. *"Any ASLC Council Member unable to attend a regularly scheduled, or special meeting, must request an excused absence from the ASLC _____ . These requests shall be granted if the request is received by [him/her] _____ days prior to the absence" (ASLC Constitution, Article IV, S3, 1.9).*

- 6) How many members are required to constitute a full student body council, including ICC representatives? _____

- 7) Circle one: "I motion to..." OR "I move to..." T / F

- 8) What are Laney's school colors? _____



Transfer Center

**Tutoring and Academic
Support Center (TASC)**

Veterans Services