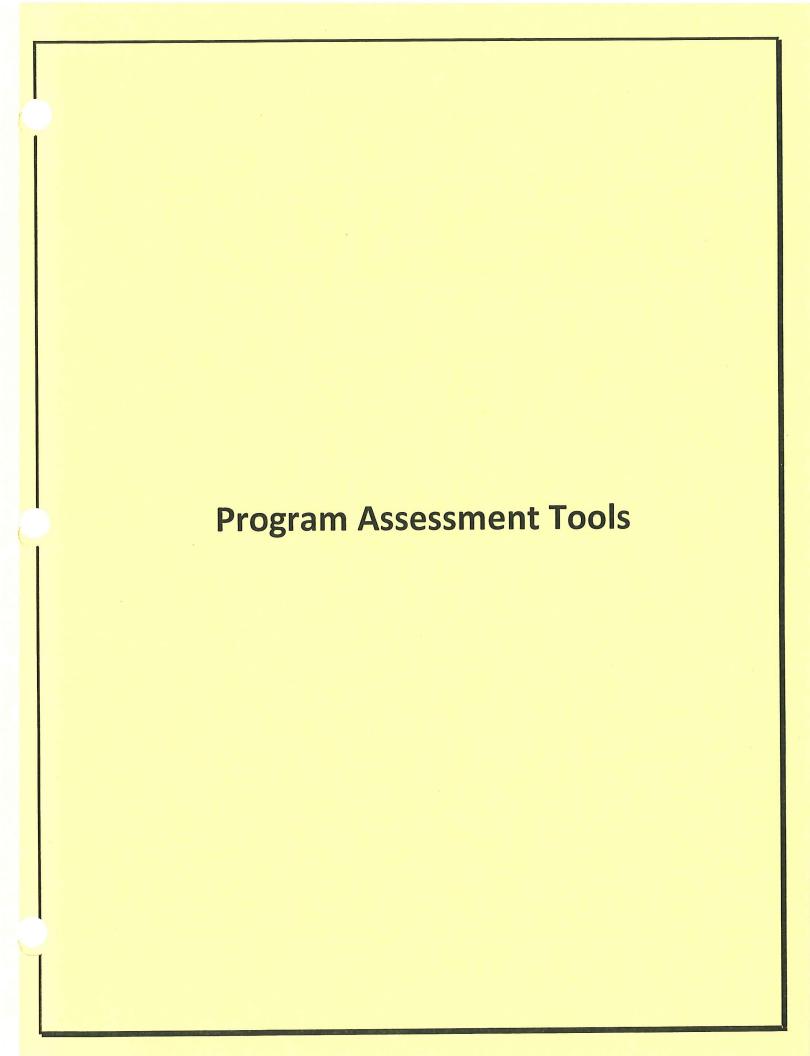
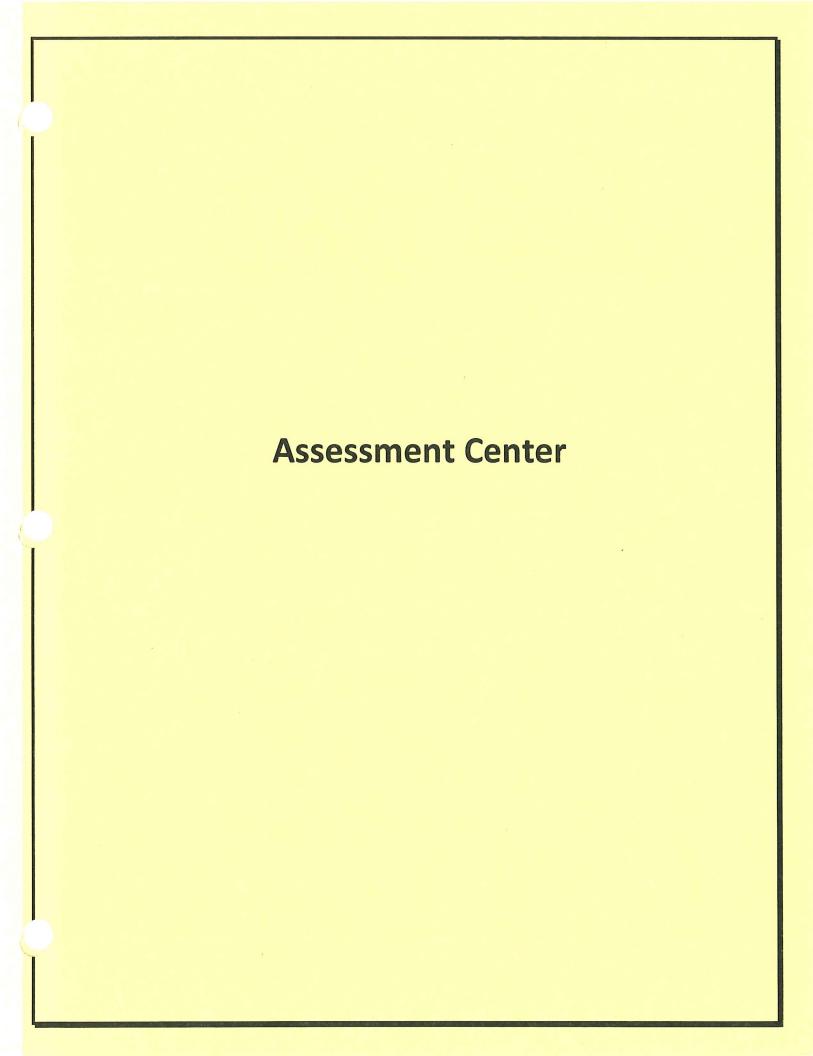
Unit and Program
Assessments



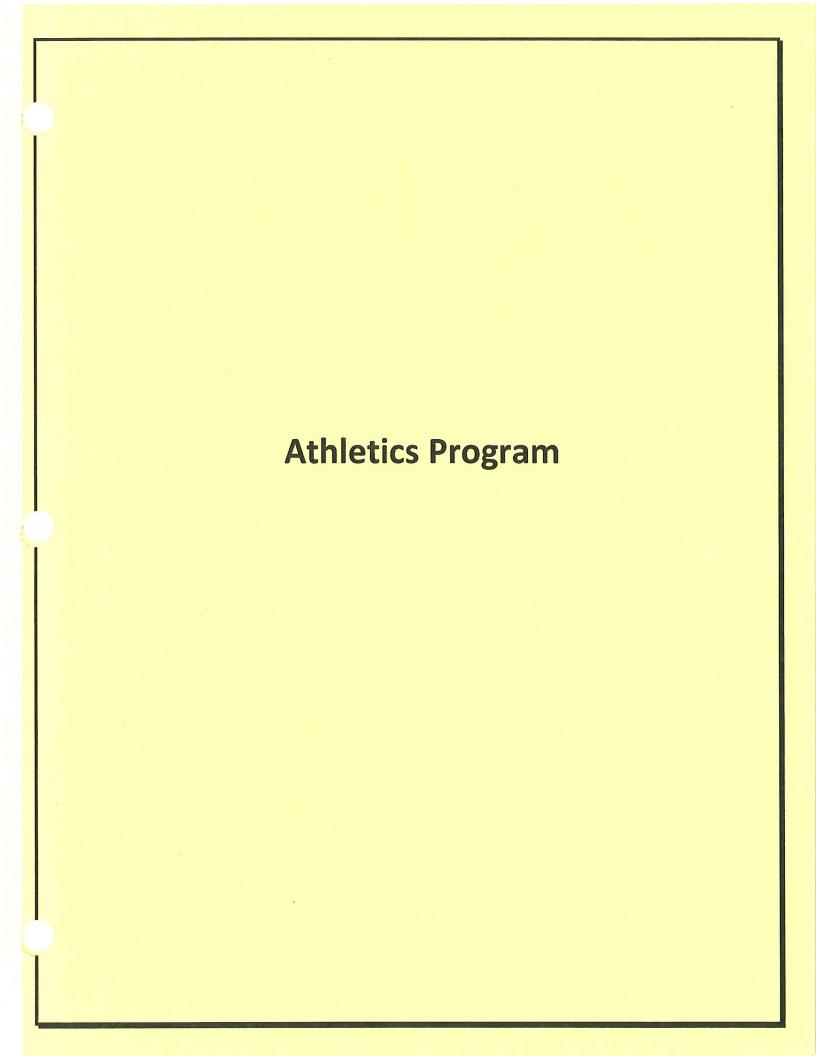


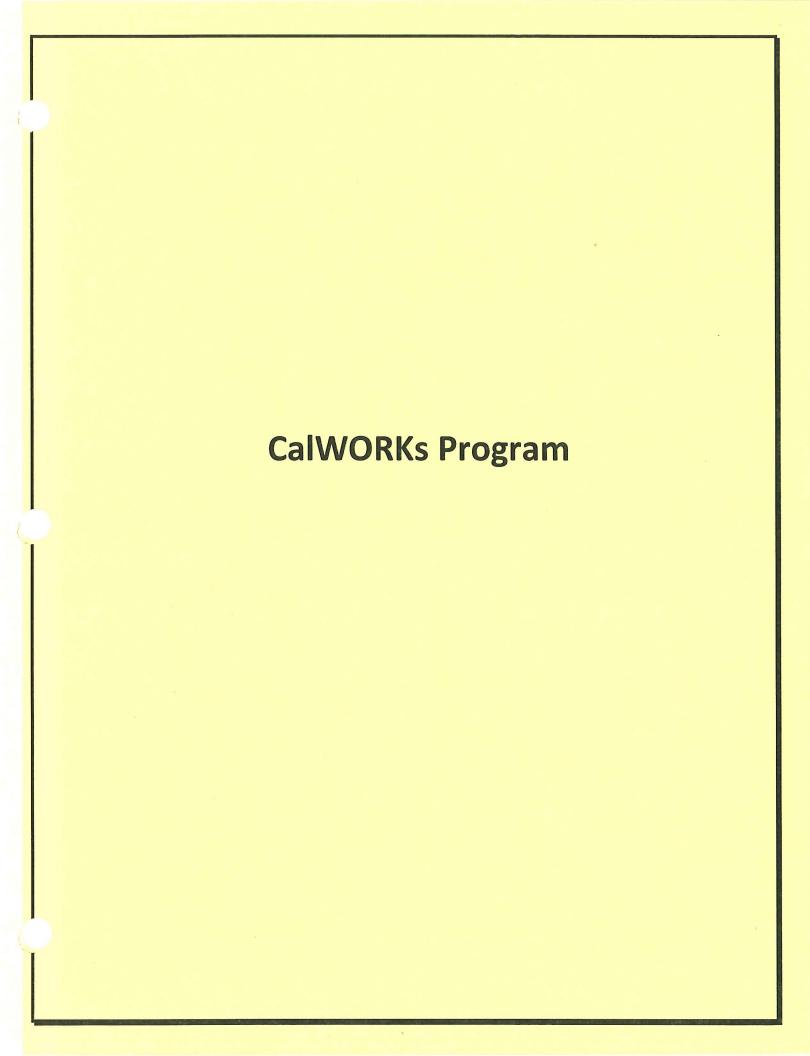
LANEY COLLEGE ASSESSMENT CENTER

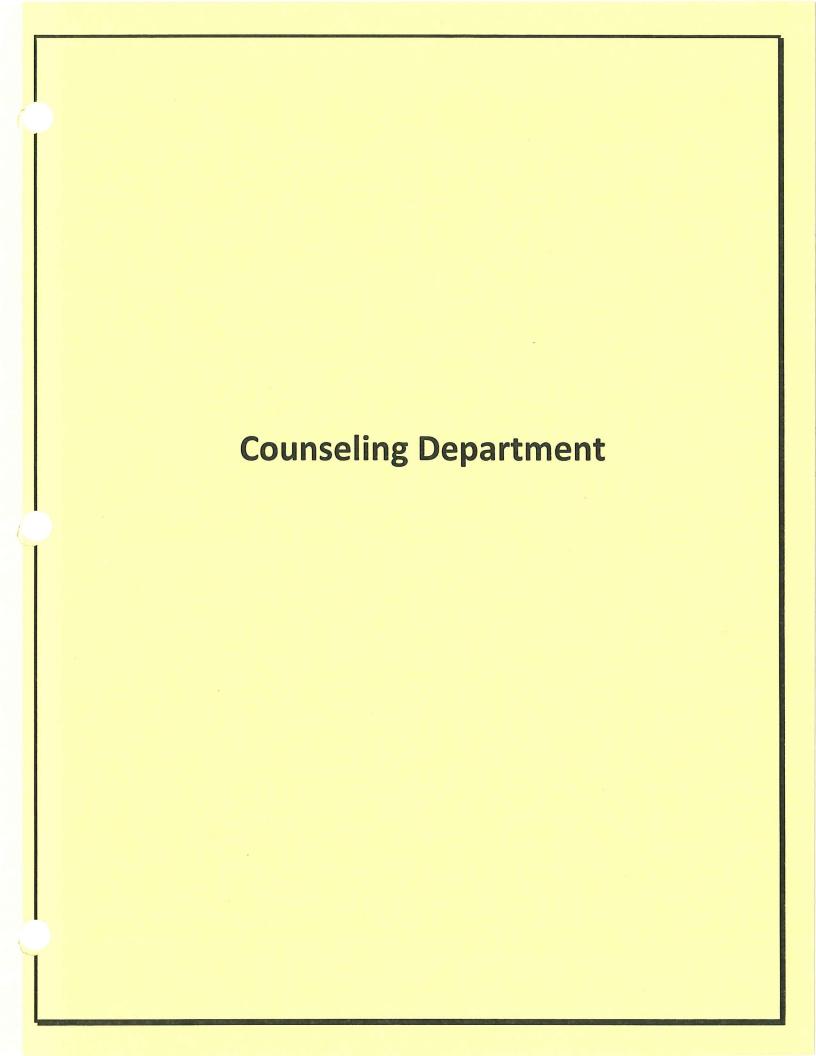
Survey Questions:

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
#0 1	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







COUN DEPT SLO # 1 Checklist - Fall 2008 SEP Sample

10	Z)
4	STEDEN	-
-	· ·	
W. W. C. C.	Cample #	THE PARTY AND ADDRESS OF THE PARTY AND ADDRESS

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 F'0¢ course enrollment (progress appropriate) Note if end goal completed.

OVERALL RATING: Student is progressing successfully

YES

8

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.

		copy in their ofcitile and may		2 (4)	
	comprehensiveness.	electronic form & file &/or keep	ā		8
	to ensure quality &	-Some counselors use	D	8	
	-In-service on SEP development	reason codes in SARS	מוומכווכט.		2
	from district)	paper offer in SADS	affachad		
	(unable to secure mailing labels	nence would expect # or	See data summary		2
	new matric student & 45+ units	file hence would expect # of			D
	mailings to increase appts, e.g.:	SED may like actual form on	8	-	
	-Re-establish semester postcard	SED form (paper) — indate of			
	Reminder Card	contact (appt/drop-in)	Ti K) (A)	OFRING 2000
	-Ensure consistent use of Appt	input of appropriate oxygo	,	2	
	message is appropriate	input of appropriate CADS	9		
	reminder) is working and		designed)		
	-Ensure SARS Call (appt	forms developed with student in	student survey (to be	1.	27
	paper SEP	consistency of filing actual SED	ivieasured by use or	1	
	e.g.: reason codes, file copy of	-Need to improve accuracy &			options.
	 Improve accuracy of data input, 	undunlicated in paper file conv	expanded their options	لر	9
	 Nee to design student survey 	duplicated count in SARS vs	appointment have	-develop a realistic SEP	expanded
11		Reason Code grid) and	have seen a counselor by	career/euucational goals	with a vallety of
8	ט וויפ אומשפווש.	'standard' SED form on file (coo	-60% of students that	-ideliting of develop	in the contract of
	of the childente	- OANG Neason Code has a		identify & develon	Visualize a future
	learning outcomes		2		
	ווכמטעופ נוופ	(SED) SED (SADS):			
	moscure the				
	not helping to	Improve snow rate	show (vs. no show)		
	Deling reviewed is	(e.g.: /4%, 69%, /3%); trying to	_	74.0	
	boing rovioused is	no consistent improvement –	700/ of oppointments		
	stated and the data	-Range of "show" vs. "no show",	(vs. diop-III)		lives.
	original SLU's	increase in APPT's	dia dia in	-develop a realistic SEP	outcomes of men
		31%, 30%); trying to achieve	appointments		01 th 0 m 0 of th 0 in
	realization that the	significant change - (e.g.: 29%,	30/ increase in # of	counseling appointments	are in charge of the
	DEPT SLO's;	-Range appts vs. drop-in, no	compicion.	-Illitiate & SHOWS up 101	Recognize that they
	Need to revise the	Comparison of F'06 - F'07 – S'08 (appts & drop-in):	-3% increase in # of SEPs	المائية	
					services will be able to:
					nave used counseling
	action	data	periormance		outcomes. Students mat
					outcomes Students that
	Use of results/plan of	Actual performance	Criteria for successful	Assessment Methods*	SLOs/ Student services
		al.	diversity of our student body and the worth and dignity of each individual.	body and the worth and	diversity of our student
	ools. We value the	sonal decision making to	erificinitient and personal concerns, while helping students develop personal decision making tools. We value the	iai concerns, while help	enificament and person
	יי סיסיסיים	acyclopinolic, polocial			
	/ professional	develonment personal	students regarding university transfer, vocational programs, basic skills develonment, personal / professional	versity transfer vocation	students regarding univ
	Counselors work with	ling.	prospective students with comprehensive academic, career, and personal counse	ith comprehensive acac	prospective students w
	t is to provide students and	Department is to provide	Unit Mission Statement: The mission of the Laney College Counseling Department	: The mission of the Lar	Unit Mission Statement
		ment	Co-chairs: Counseling Department	Co-c	
	March 2010		Irls Brooks and Adrienne Kiley		Counseling Department
		Date:) :: - - -		CHIEGOT CHIE:
	5	5		Catho	Office of II-it.

				planning in overall academic success; student is able to identify course requirements for 'general education' and major.	1 Apply adjustional
	Develop and distribute student satisfaction survey.	Spring 2010	requirements & other course requirements related to stated goal.	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	Fall 2008
	60% of the survey sampling met the stated SLO standard.			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.).	
Note: When institutional research resumes standard district surveys, this data will also be incorporated in our analysis.					
*					

					e.
				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.	
Distribute student satisfaction surveys.	AND/OR	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.	Fall 2010	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.	
		60% of the random sampling met the stated SLO standard.		60% of the random sampling met the stated SLO standard.	
	-				

* Please attach examples of your one	2				,	classes and support resources.	appropriate	 Student is 		successful	 Student can identify the factors that kept them from being 	standing,	and the key requirements for refurning to good	academic and/or	Understand why he/she is on	a a	
of vicini organization to the			2	terms).	session with a counselor (before clearance to	Academic Success Contracts' completed by student during the contact	Review a random sampling (30) of		Spring 2011			(before clearance to proceed with subsequent terms).	'Academic Success' Contracts' completed by student during the contact	Review a random		Fall 2009	
						sampling met the stated SLO standard.	70% of the random						70% of the random sampling met the stated SLO standard.				
		J											•				
		8					200										

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
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")
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%						

		7	Spring 2008	7. 6	
v	Total Appts	"No Show" Appts	"Show" Appts	Drop in	% Appts vs.
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	F	all 2007
	SEPs (SARS)	SEPs (Paper)	SEPs (SARS)	SEPs (Paper)
Total	961	216	1,076	298
. 055 ((41% of appts)	(9% of appts)	(45% of appts)	(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:

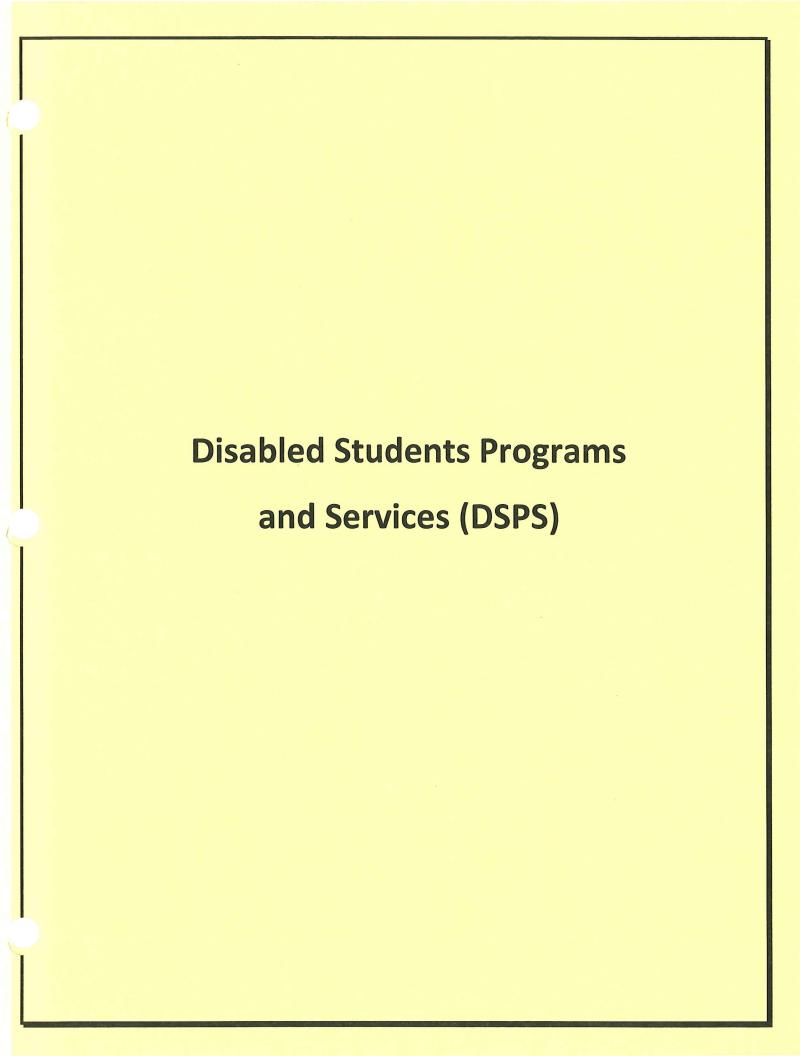
- -Design of survey, with assistance of research
- -Improve accuracy of data input, e.g.: reason codes, file copy of paper SEP
- -Ensure SARS Call (appt reminder) is working and message is appropriate
- -Ensure consistent use of Appt Reminder Card
- -Re-establish semester postcard mailings to increase appts, e.g.: new matric student & 45+ units (unable to secure mailing labels from district)
 - ervice 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:	ar a	Date:	
	Do you h	ave an Educatio	nal Goal?		
Yes my education goal is:	Associate	Certificate	Transfer &	or Other	
	No, I have no	ot decided on an	educational o	oal	

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

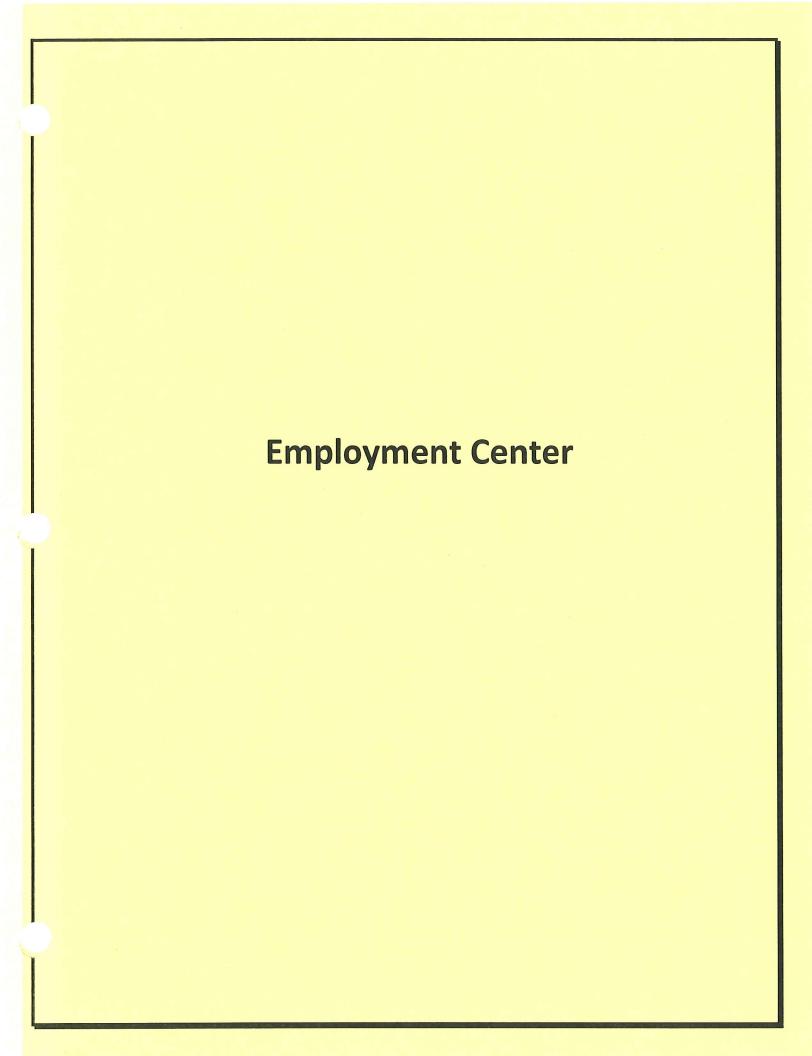
SCORE 4		3	2	1	Score Selected
Section I	I am actively pursuing my educational goal according to a plan.	I have an accurate sense of my educational goal and planning.	I am unsure about my educational goal and planning.	I do not have an educational goal or plan.	
Section II	I am taking or have taken the 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.	



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:
	
	· · · · · · · · · · · · · · · · · · ·



Laney College: Student Employment Center

Spring 2010 Student Survey

Dear	9	tud	an	+
Deal	\circ	ιuu		ı,

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) Part time Student (taking less than 12 units) Ethnicity: Caucasian 2. Chicano/ Latino 3. American Indian 4. 5. Oriental/ Asian including Pacific Islander

African American

Filipino

Other

Gender: 1. Male Female

19 or younger Age Group: 20-24

2. 25-29 4. 5. 30-34 35-39

6. 40-55

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?

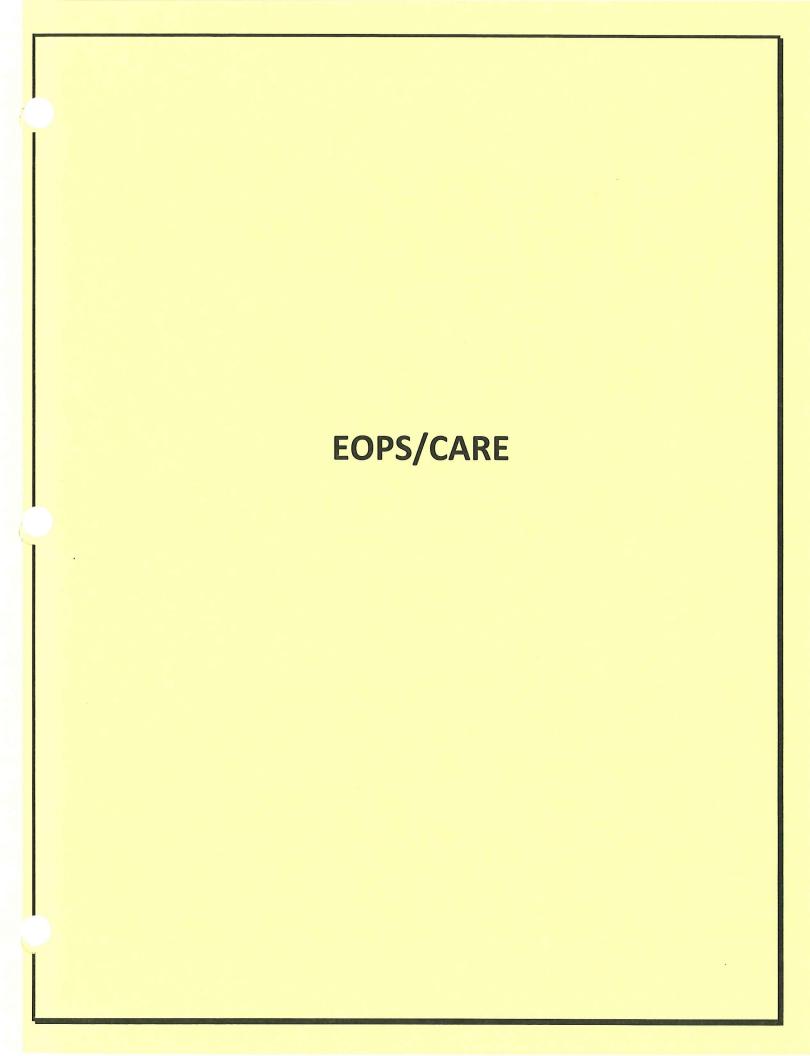
Per a discussion I had with you a little while ago, it was made clear not to ask questions that require a "yes" or "no" response so that assessing how students are doing can be more fully engaged in a focus group. Therefore, I have reworked his questions as follows:

- 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

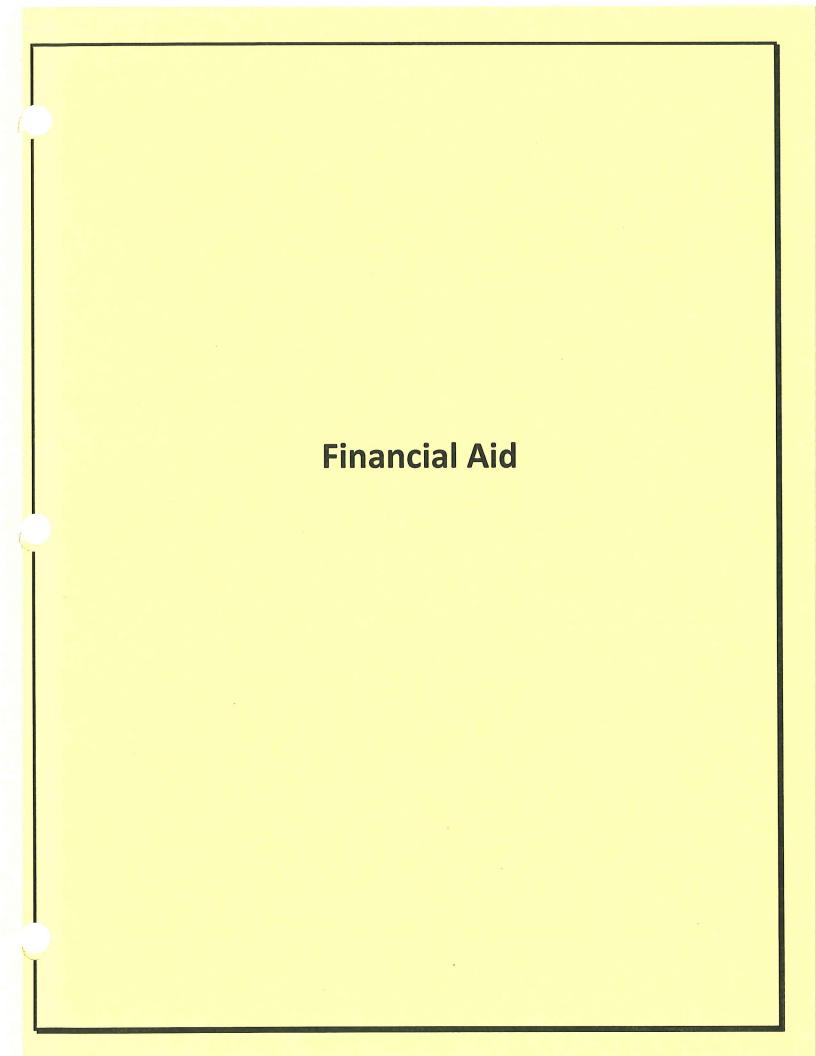


SURVEY LANEY COLLEGE CARE PROGRAM

	What CARE services benefit you most? (check as many boxes that apply)	Comment [MSOffice1]: My first impression of the survey is that it is not assessing for SLO. The
	☐ Transportation	questions is simply gathering information.
	☐ Meal service	In my opinion the survey has multiple categories: (1) Relevancy of CARE Services
	☐ Books/supplies☐ CARE compliance grant	(2) Workshops (3) Financial Support (i.e. FA, housing, etc.)
	☐ CARE Orientation/workshops	(4) Quality of Student/Staff Interaction (5) Demographical
	☐ Academic Counseling	
	☐ All of the above ☐ None of the above	w
	inone of the above	
	Would you be able to attend Laney College without the services you receive from	
	CARE?	
	☐ Yes	
	□ No	Comment [MSOffice2]: Refrain from using
	De very weed de verge an one ede ed estricionalism in entre de etter de verge	Yes/No response option. Using a Likert Scaling method will provide respondents to offering more
	Do you need daycare or pre-school services in order to attend Laney?	meaningful answers.
	☐ Yes	
ī	□ No	
1		
	Does the CARE workshop topics provide information that support's you as a	Comment [MSOffice3]: Question too vague.
	student and a singleparent_student?	What does support mean?
	□ Yes	
	☐ Somewhat	
ı	□ No	
L	Strongly Agree Agree Undecided Disagree Strongly Disagree	Comment [MSOffice4]: Example of Likert Scale
		Formatted: Font: 10 pt
	Are there any CARE workshop topics that you would like brosents 10	Formatted: Font: 10 pt
	Are there any CARE workshop topics that you would like presented?	Formatted: Indent: Left: 0"
	☐ Yes, what is the topic	Formatted: Font: 10 pt Comment [MSOffice5]: I recommend you list
	□ No	10-12 types of workshops to choose from. At the
	Do you qualify to receive financial aid?	end, you can also ask respondents to name a workshop if not already listed.
	bo you quality to receive linaricial alu?	Example: Please choose from the following
	☐ Yes	workshop topics that you will find interesting:
	□ No	At the end Besides the topics identified above, please indicate
	Created 3/16/10 Page 1	other workshops that you would recommend:

6a Do you have low-income Are section 8 housing?	you eligible to receive h	ousing or subsidiz	ed or	
□ Yes □ No		y o		
6b If so, are you currently have s	subsidized or section 8 h	ousing?		Comment [MSOffice6]: Note structure of a 2-part question. This might also help in categorizing your questions to fit a specific RQ
☐ Yes ☐ No				
Do you have a signed welfare – to -	- work contract?			
☐ Yes ☐ No				
Does the social service agency prov	vide you with any of the t	ollowing services	?	
 □ Books □ Supplies □ Transportation □ Childcare □ All of the above □ None of the above 				
How would you describe your relation coordinator, & peer advisors)?	onship with CARE Progr	am staff (counseld	or,	
☐ Very good ☐ Quite good ☐ Neither good nor bad ☐ Quite bad ☐ Very bad				
How many units are you enrolled in and (our sister colleges, College of	for the spring 2010 sem Alameda, Berkeley City	ester at Laney Co College and/or <mark>M</mark> e	ollege erritt <mark>)</mark> ?	Comment [MSOffice7]: Questions from here and on are considered "demographical." I also
☐ 0-5 units ☐ 6-11 units ☐ 12 or more units				recommend titling your categories.
What is your gender?				
☐ Female ☐ Male	,			
What is your age group?				
Created 3/16/10			Page 2	

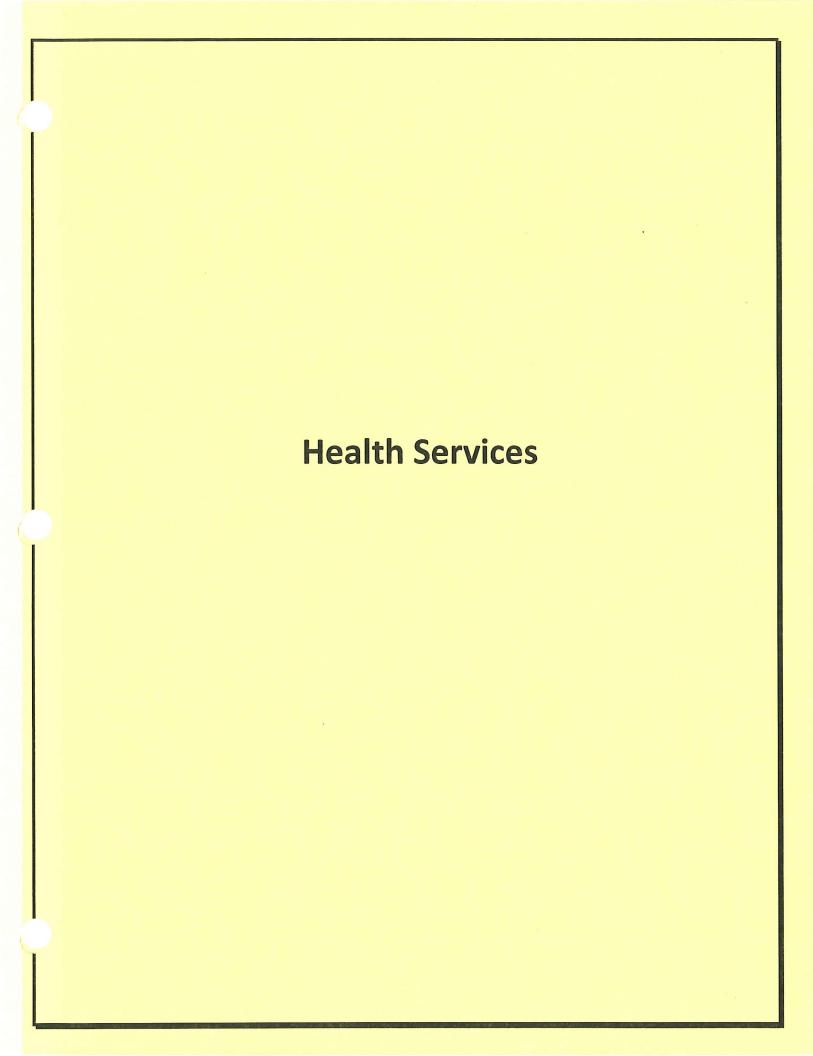
18 – 24 years	
25 – 35 years	
36 – 45 years	
46 – 55 years	
Other	

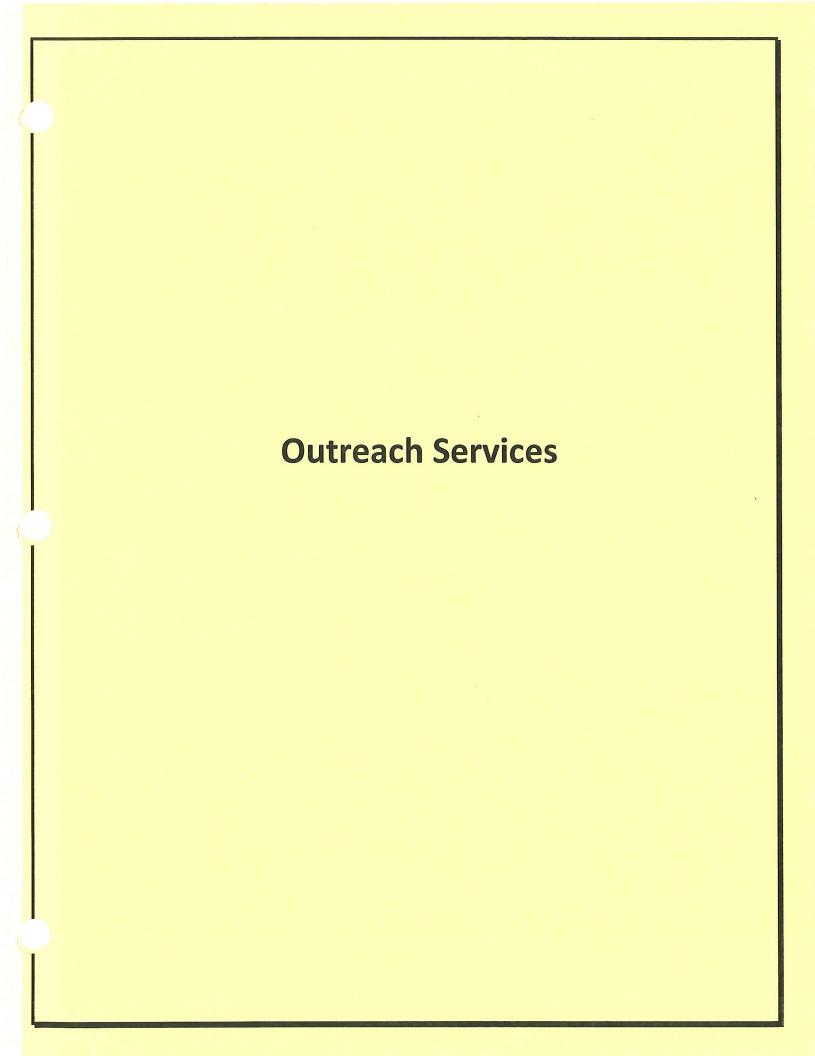


Laney College

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.
Lawrence Aid Office





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?

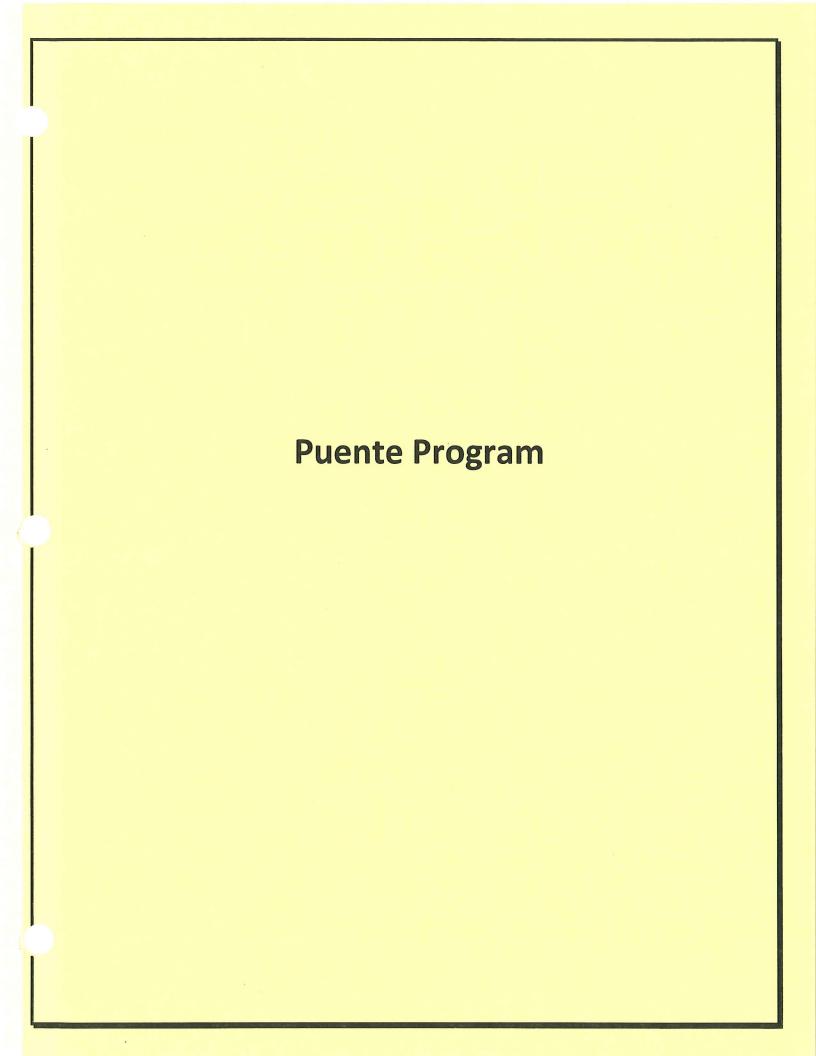
FINANCIAL AID

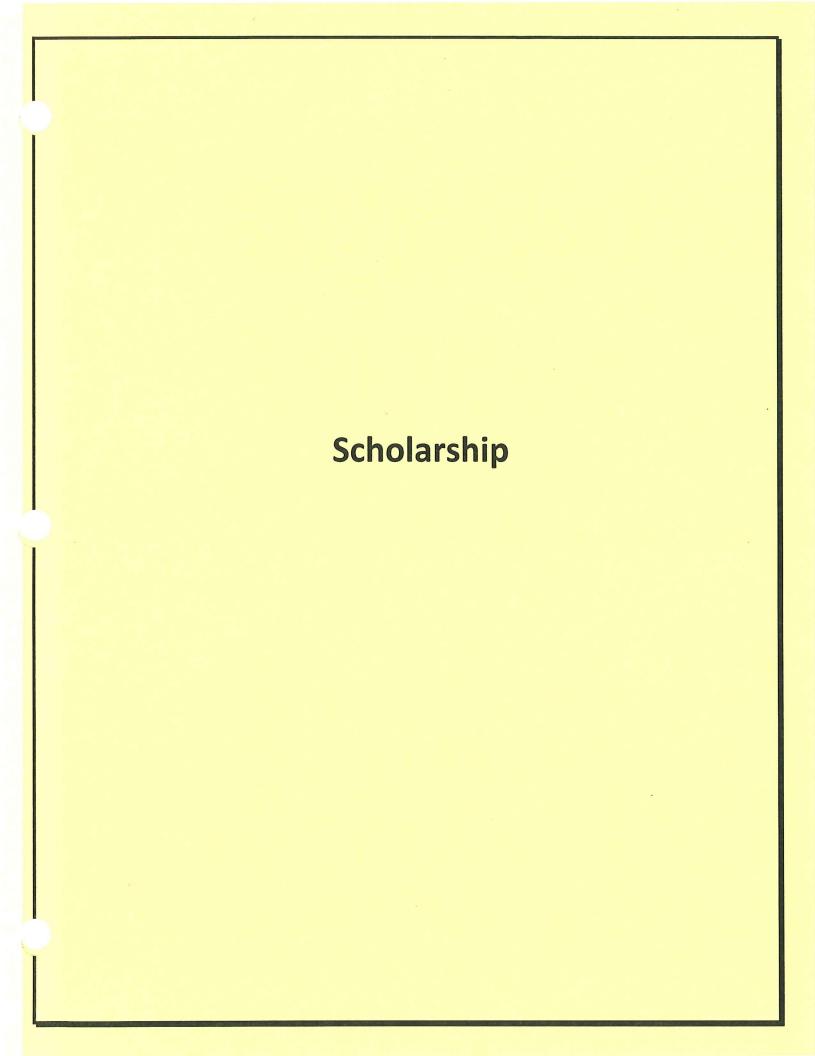
	2)	What types of financial aid are available?
	3)	How much does it cost to attend Laney College?
	4)	Are there any fees besides tuition?
	5)	What is BOGG Fee Waivers? Who's eligible to get it?
ST	UDE	NT SUPPORT
	1)	What do counselors do? What services are available?
	2)	What does EOPS stand for?
	3)	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?

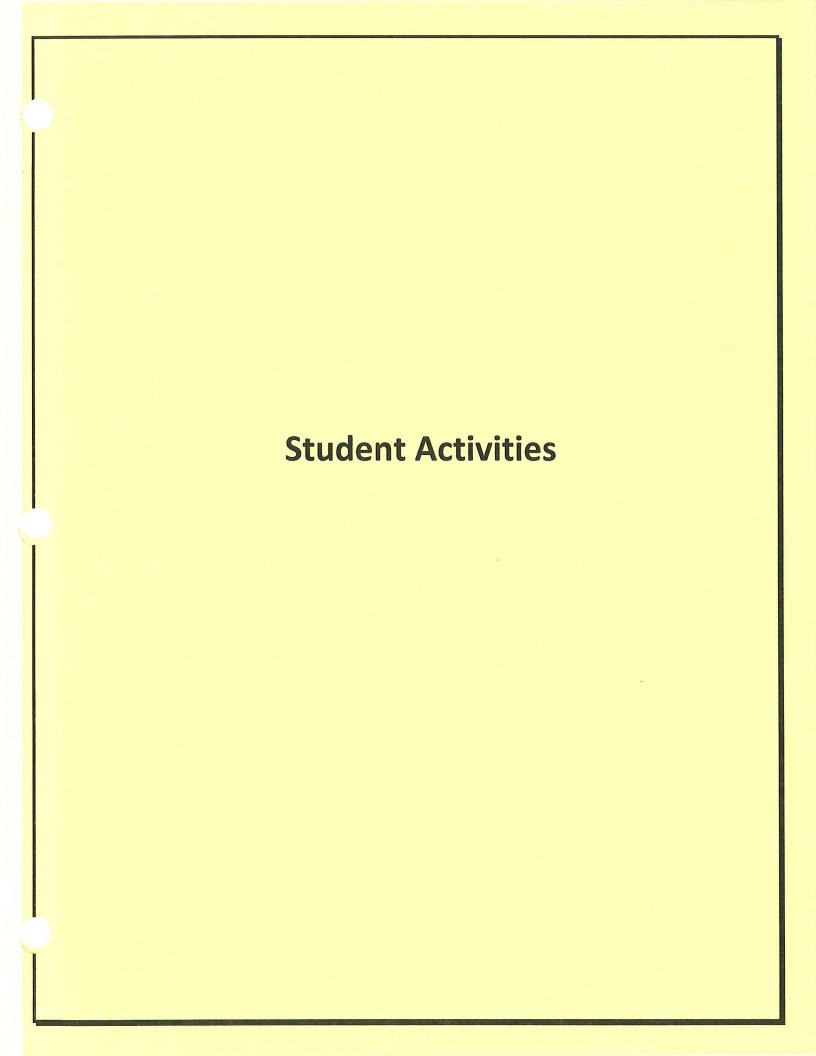
1) When can you apply for financial aid? How late in the year?

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
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?









THE ASSOCIATED STUDENTS OF LANEY COLLEGE: QUIZ

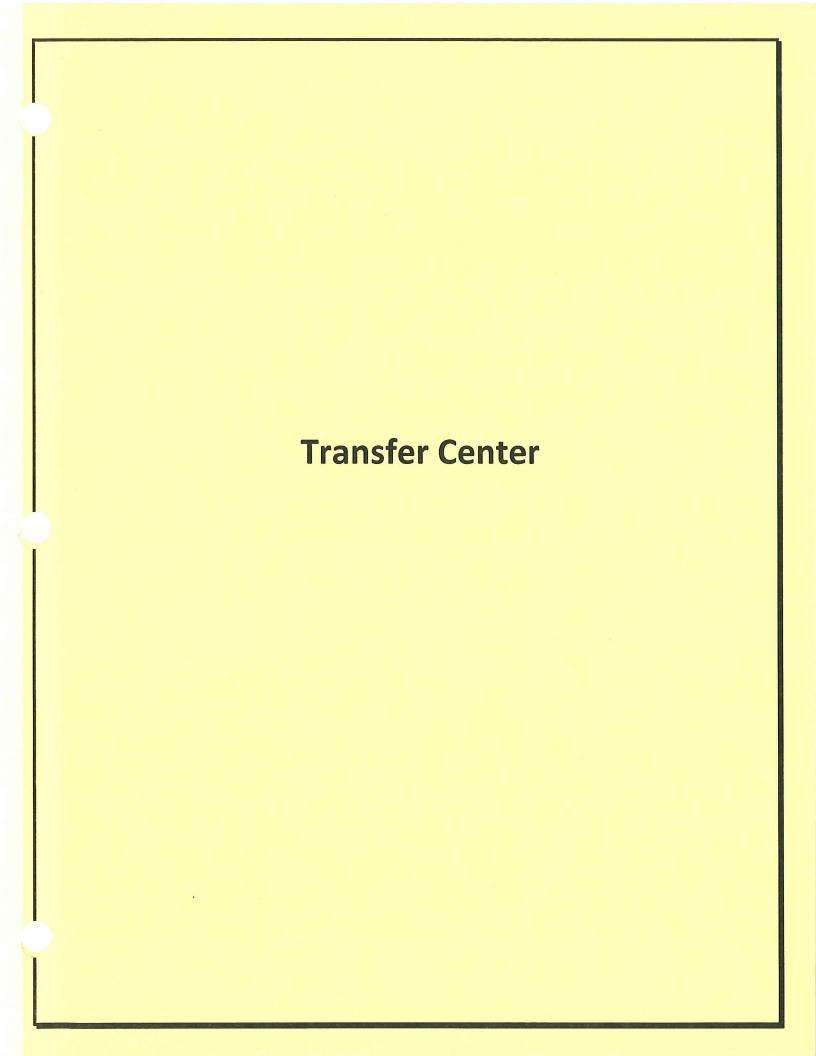
1)	Is it acceptab	ole for any	member of ASLC to speak	out of turn when not recognized b	У
	the chair?	<u>T / F</u>			

- 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
y	presiding officer.
c. Point of Order	A motion to set aside a main
, v v	motion temporarily to take up a
	more pressing or important issue.
d. Table	To refrain from something by
	one's own choice.

	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 attermeeting, must request an excused absence These requests shall be granted if the reque	from the ASLC est is received by [him/her]
	days prior to the absence" (ASLC Constitution	on, Article IV, \$3, 1.9).
6)	How many members are required to constitute a to ICC representatives?	full student body council, including
7)	Circle one: "I motion to" OR "I move to"	<u>T / F</u>
8)	What are Laney's school colors?	· .





Tutoring and Academic Support Center (TASC)

