

Outcome Set	Outcome	Outcome Description	Measure Type/Method	Details/Description	Acceptable Target	Summary of Findings	Acceptable Target Achievement	Recommendations	Reflections/Notes
Admissions Student Learning Outcomes	#1	Students will demonstrate the ability to successfully complete the online application process.	Direct - Other	Students who successfully complete the online application will receive a College Student Identification number (CSID) and registration appointment. Number of online applications successfully submitted.	100%	Fall 2016: 6,221 Spring 2017: 4,387 Summer: 2,966	Met	None at this time, as we convert to Campus Solutions and CCC Apply.	SDCCD intends to implement CCCApply in 2018. It's unclear at this time as to what data the individual colleges will have access to.
Admissions Student Learning Outcomes	#2	Students will demonstrate the ability to successfully register, pay fees, and receive an enrollment confirmation.	Direct - Other	Students who successfully enrolled. Number of students enrolled.	100%	Fall 2016: 14,766 Spring 2017: 15,933 Summer 2017: 5,957	Met	Continue to look for solutions to repeatability issues, specifically Mandated Training, when developing Campus Solutions registration system. Develop solutions for enrollment of special populations, specifically high school student concurrent enrollment.	Common enrollment issues were brought forward to District Student Services for discussion among the colleges and subsequent modifications occurred as needed. Implementation of Campus Solutions moved from Fall 2017 to Fall 2018.
Admissions Student Learning Outcomes	#3	Prospective international students will demonstrate the ability to successfully complete the paper application process.	Direct - Other	Complete applications will be reviewed for potential acceptance to the college. Number of complete/incomplete applications submitted.	75%	2016 -17: 25 students applied: 19 were accepted: 12 attended.	Met	The Dean of Student Development & Equity should be assigned as a Designated School Official (DSO), in order to support student reporting, as needed. Assigned support staff should not be required to split duties between International Student Admissions and Residency. As the College has grown and its population has changed, residency needs have unfortunately taken precedence over International Student Admissions..	The Student Services Supervisor I was the only Designated School Official (DSO) managing the SEVIS database, while assigned primarily to ERP. As of May 12, 2017, her position was transferred full-time to ERP, resulting in lack of a full-time DSO until Student Services Supervisor II is adjudicated by Homeland Security. This has resulted in delays to current and new students.  International Admissions staff make every effort to ensure prospective students are fully aware of Miramar College's international student admission policy and that applications are submitted in full, in order to be considered for admission.
Financial Aid Outcome Set	SLO #1	#1 Students will demonstrate the ability to complete the financial aid application process.	Indirect - Other	The Financial Aid Office will compare the percentage of students who complete their financial aid application and those who do not complete their application process and also compare it to previous year.	Using the Department of Education reports and districts' Student Aid Management (SAM) financial aid system data	Compared with prior year 2016-17 AY, we received a total of 17,859 FAFSA records. As of 1/06/2018, for the 2017-18 AY, we received 17,333 FAFSA records. A 2.94% down from prior year.	Not Met	This is not a significant drop. We continue to provide financial aid orientation to assist ALL students who wish to apply for financial aid assistance. We will continue to connect with High Schools in the area to promote financial aid.	N/A
Financial Aid Outcome Set	SLO #2	#2 Students will learn to apply for the two main entitlement financial aid programs, Pell and Board of Governors waiver.	Indirect - Other	The Financial Aid Office will compare the number of students participating in the following programs to previous year: PELL BOG Waivers	Using the Department of Education reports and the district's Student Aid Management (SAM) financial aid data system	Annual 2015-2016 BOG Waiver Awarded = 10,285 students = \$4,943,892.00 Pell Grant Awarded = 3,244 students = \$10,617,878.00  Annual 2016-2017 BOG Waiver Awarded = 11,478 students = \$5,331,793.00 Pell Grant Awarded = 3,190 students = \$10,532,868.00	Met	Continue with In-reach and Outreach activities to promote financial aid. --- We continue to provide financial aid workshops/orientation. --- We continue to promote financial aid at our local High Schools and other Outreach events.	Our BOG Waiver program increased. Pell recipient decreased by 54 students - Not a significant change

Financial Aid Outcome Set	SLO #3	#3 Students will understand the implications of dropping/withdrawing from all classes before the 60% point of the semester.	Indirect - Other	Determine how many students withdrew and/or dropped from all classes  Count of how many students must repay funds for each semester based on Return of Title IV compliance  The Financial Aid Office will compare totals with previous year.	Using the district's Student Aid Management (SAM) financial aid system data/reports	FALL 2016: 232 students withdrew 1 count repayment of Return of Title IV  Spring 2017: 143 students withdrew 5 counts repayment of Return of Title IV  Summer 2017: 48 students withdrew 2 count repayment of Return of Title IV  FALL 2015: 230 students withdrew 1 count repayment of Return of Title IV  Spring 2016: 275 students withdrew 1 count repayment of Return of Title IV  Summer 2016: 88 students withdrew 1 count repayment of Return of Title IV  29% decrease of students withdrawing before the 60% point of the semester from 2016-17 to 2015-16. This is an improvement of students staying in classes.	Met	We will continue to send warning letters to students who withdraw even if they do not have a repayment and continue provide to In-Reach/Out-Reach to promote and educate students about financial aid and the responsibility of receiving financial aid.	The data reflects that every semester, we will have student drop from all classes and the Return to Title IV calculation is required.
Health Services Outcome Set	SLO # 1 Personal Responsibility	#1. Personal Responsibility can involve taking actions in small steps: As a function of the health care encounter, 30% of the students can demonstrate learning through small actions.	Indirect - Other	Small action steps can be the demonstration of growth and learning. Students can demonstrate personal responsibility by having taken at least one of these four incremental Actions. 1. Accessing Health Care, or 2. Agree to follow Plan of Care, or 3. Attend follow-up appointment, or 4. Showing interest in self-care.	30% target for completions on the set time line is acceptable	SARS date collected and reviewed. See SARS SLO data history reviewed in attachment "SLO Goal Progress".	Met	SLO #1 is core to our teaching and utilizing teachable moments to help students into self care models. Students in crises can require more time, tools, and reinforcement to reach forward and learn about self care treatment, methods and its meaningfulness. Creating a panel of nurses to review the history of the data gathered and looking for any implications to our programing, will help us to explore the SLO and may yield avenues of improvement.	Satisfaction does not mean there is a lack of improvement opportunity.. Finding areas for improvement can only happen if one looks. Quality measurement and control need be maintained in periods of growth. The assessment and application of foresight is generally plenty of work, but necessary in any medical clinic not to mention it can generally be fruitful in some manor. This will be program planning with a smile as we can hope it will ensure some ease to our future growth.
Health Services Outcome Set	SLO #2 Health Maintenance	#2. With the help of a health care provider or staff, 20% students can learn a new preventive action to take towards their own Preventative Care and Health Maintenance ideals.	Indirect - Survey	After discussion with a health care provider, Students will verbalize preventative/maintenance actions they intend to engage for their own benefit. Verbalization is a demonstration of learning to act towards one's ideals.	20% target for completions is acceptable.	When students agree to follow a Plan of Care, or attend follow-up appointment as presented and discussed with their provider these actions demonstrate learning, growth and development in young and maturing adult populations. Showing interest in self-care is a positive aspect for coping and mental health wellbeing. Participation in one's health maintenance is a life long learning experience and leads to learning preventive actions.	Met	Continued documentation in the provider medical notes and for that of SARS for the SLO's for tracking. Outcomes are sufficient and meet or exceed general standards of care. The life long application and tracking for maturation of thought and self care are not conducive to college health and wellness visits. We might consider documenting that we have encouraged students to think about their health on a continuum and ask how they might make one small change for their betterment.	Teaching concepts of "Preventative Health and Wellness" can be a powerful tool for life long learner. This teaches health and how to develop, adapt and adjusted coping styles. Nurses feel this is one of the best gifts we share and that a student body can learn.
Health Services Outcome Set	SLO # 3 Immunization Education	#3 Immunization for influenza: 80% of students will identify one possible adverse reaction they had learned about prior to receiving their vaccination that day.	Direct - Student Artifact	Students will be given a comprehensive vaccination information statement and a vaccine questionnaire as the measurement tool. Numbers of students who answer the vaccine questionnaire will be counted.	30% target for completions is acceptable	During a vaccination encounter, students read and identified in writing at least one fact they had learned about possible vaccine reactions. Data was collected on how many students learned one or more facts prior to administration. Questionnaires were used to insure students thought about the process, self identified eligibility, and took responsibility for their health care choice.	Exceeded	Continue to teach concepts for self education and self-reliance for health topic education and for making responsible care options.	Many students are learning from these encounters reasons and techniques to begin to take over the responsibility for their health care and their health care records.
Health Services Outcome Set	SLO #4		Indirect - Other	Students can demonstrate the successful navigation of new technology that is planned for through laws. Meaningful Use of Affordable Care Act has planned that people/students are now to be responsible for their individual medical records and have immediate access to their individual health care records for safer care by the utilization of these Electronic Medical Records. Having students begin to encounter these new healthcare shifts as part of general interactions and education within the care environment can be an opportunity for teaching about lifelong privacy issues.	should have already happened according to congressional deadlines	GOAL NOT MET. Continue to work to acquire EMR and or adequate system of communication of medical information and records and immunizations as prescribed by laws.	Not Met	Acquire an EMR that is self contained for this office.	This is a ongoing need that will not serve students well in the future if we are unable to communicate this portion of their lives and allow their records to be accessible. We might look for opportunities that bill and allow for self payment of this cost.

Mental Health Outcome Set	SLO#1	As a result of attending a counseling session, students will be able to identify, address, and articulate their own needs and goals.	Indirect - Survey	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met.	98%	Of the sample size of surveys completed and submitted, 99% of students indicated that they "Strongly Agree" that they are better able to identify their own needs and goals.	Met	Increase the number of surveys administered.	
Mental Health Outcome Set	SLO # 2	As a result of attending a counseling session, students are able to review, adjust, and modify academic, career, and personal choices.	Indirect - Survey	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met.	98%	Of the sample size of surveys completed and submitted, 50% of students "Strongly Agreed" that they were more prepared to make informed decisions regarding their academic, career, and personal choices, while 50% of students "Agreed."	Met	Increase the number of surveys administered.	
Mental Health Outcome Set	SLO #3	As a result of attending a counseling session, students will take personal responsibility for their mental health.	Indirect - Survey	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met.	98%	Of the sample size of surveys completed, 67% of students "Strongly Agreed" that they can take more personal responsibility for their mental health. 17% "Agreed," and 16% were "Neutral."	Not Met	Increase the number of surveys distributed.	
to be deleted	SLO #1	As a result of attending the Jets Jump Start Orientation, newly enrolled students will learn how to access campus resources and programs.	Indirect - Survey	Students will attend the Orientation. Students will self-report a satisfactory experience on the evaluation survey in the areas of campus resources and programs	50% of all participants will complete and return evaluation 50% of all returned evaluations will report satisfactory experience of content learned	99 evaluations collected On a rating scale of 1-Poor; 2-Fair; 3-Good; 4-Excellent for understanding of how to access campus resources and programs: Overall average rating was 3.83	Exceeded	Will need to update SLO to suit the needs of the new evolved orientation, which also now the college open house	Will update and explore possible new SLO's for the next cycle
to be deleted	SLO #2	Students will demonstrate the ability to successfully complete the Freshmen Year Experience (FYE) program admission process.	Indirect - Survey	Students who successfully complete the steps required to be admitted to FYE will receive priority registration.	50% of students that apply and are eligible for FYE will follow through and successfully complete the steps required to be admitted to FYE.	50 students applied to be part of the Summer Bridge (FYE) program All students completed the necessary requirements and steps to be part of the program.	Exceeded	FYE summer bridge has gone yet another change with regards to the application process and selection criteria. Program will may go away from course enrollment and move in the direction of workshops for remedial preparation.	SLO will need to be tailored for the new proposed summer bridge program. Will also consider other aspects of the program to be measured.
to be deleted	SLO #3	Upon completion of the Freshmen Year Experience (FYE) registration workshop, students will demonstrate the ability to successfully navigate the class schedule and select appropriate classes for their first ever semester in college	Indirect - Survey	Upon completion of the Freshmen Year Experience (FYE) registration workshop, students will demonstrate the ability to successfully navigate the class schedule and select appropriate classes for their first ever semester in college	50% of all students who complete their FYE contracts will be able to register for classes on the specified FYE date	46 of 50 students attended the FYE summer bridge orientation and workshop. All 46 students completed their educational plan for the Fall Semester and have reviewed the registration process.	Exceeded	FYE will undergo major changes in the future and new SLO's will need to be developed.	Per the new cycle, we will be working to create new SLO's
Student Affairs Outcome Set	SLO #1	As a result of conference participation student leaders will learn the importance of student engagement and decision making. Students will learn at least 5 new things as a result of conference attendance	Indirect - Survey	Students will demonstrate increased knowledge regarding leadership on a conference survey	Benchmark: 5 new items would be 100% of the goal Student Affairs Benchmark Goal 90%	Incomplete, conference cancelled	Not Met		
Student Affairs Outcome Set	SLO #2	As a result of participation with Associated Student Council and reviewing a checklist for successful event planning, students will learn and be able to communicate at least 5 effective components to event planning and develop professional skills.	Indirect - Survey	Students will learn about major event planning and will be able to communicate at least 5 essential components of effective planning.	5 new components would reflect 100% Student Affairs Target: 90%	Students conducted 3 events and learned importance of: 1. pre-planning 2. delegation 3. budgeting 4. collaboration 5. marketing	Met		
Student Affairs Outcome Set	SLO #3	As a result of participation with the voter registration process, Associated Student Council members will learn the 5 requirements to be eligible to vote by providing voter registration information on campus at information tables and encouraging students on campus to vote.	Indirect - Survey	Students will gain knowledge about voter registration eligibility and the process.	Answering all questions on the survey will reflect 100%. Student Affairs Goal: 80%	Students conducted Rock the Vote events and encouraged student voter registration. Students learned 5 requirements to vote.	Met		
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.									
Assessment Outcome Set	SLO #1	Students will accurately learn the correct English or ESOL, and math placement levels to determine classes to be taken.	Direct - Exam	Number of students completing math, English, and/or ESOL testing in Accuplacer through use of SARS.	100% of all student tested learned placement level and appropriate classes to be taken.	Data is through the end of May, 2017 as information for June 2017 is still being collected. 6536 tests given. 100% of students tested learned placement level and appropriate classes to be taken.	Exceeded	May be revise time period of data collection so the month of June is not collected until after the deadline	On pace to increase units serviced compared to last year
Assessment Outcome Set	SLO #2	Students will learn placement re-test requirements as part of the assessment process.	Direct - Exam	Students meet with a Counselor prior to scheduling an appointment to take a re-test. SARS data will be collected on number of students who schedule a re-test after meeting with counselor.	100% of students who were re-tested met with a counselor first and understood the placement re-test procedure	58 re-tests in Accuplacer and ESOL were given. 100% of students who were re-tested met with a counselor first and understood the placement re-test process.	Exceeded	Continue to improve upon the re-test process and communication with counseling dept.	need to include ESOL as part of the data collected from here on out (this year was included)

Assessment Outcome Set	SLO #3	Students will learn Matriculation steps, basic placement test information, and the assessment process by taking On-line Orientation.	Direct - Exam	Students successfully complete the Miramar On-line Orientation quiz prior to printing out signature page. SARS data will be collected on number of students who schedule a re-test after meeting with counselor.	100% of students who were re-tested met with a counselor first and understood the placement re-test procedure.	2199 online completion form signed pages collected. 100% of students submitted certificate of completion/signature page, completed an online orientation.	Exceeded	Will need to only include the new online orientation forms from here on out	new online orientation was implemented march of 2017 exclusively, with new forms and processes
CalWORKs Student Learning Outcomes	SLO #1	Students will meet with a counselor & complete a Student Education Plan (SEP) that will meet the requirements within their Welfare-to-Work (W2W) contract.	Direct - Portfolio	Electronic education plan on ISIS, course enrollment, academic history, & long range semester by semester plan (LRP)	75%	In 2016-17, 74% of CalWORKs students completed a SEP and Long Range Plan (LRP) with a counselor that would meet their W2W contract.	Not Met	Remind students the value of educational planning, the CalWORKs requirements, and receiving transportation assistance tied to completion of requirements.	
CalWORKs Student Learning Outcomes	SLO #2	Students will learn the value of early planning & registration, by seeking & receiving services before the start of each semester.	Direct - Other	Students will learn the value of early planning & registration, by seeking & receiving services before the start of each semester.  Measurement includes the ITP (Individual Training Plan) and Book Request required for the Welfare-to-Work Program to the County Agencies	75%	In Fall 2016, 69% of CalWORKs students completed their ITPs (Individual Training Plan) and Book Requests before the start of the semester. In Spring 2017, 76% of CW students completed their ITPs and Book Requests.	Met		Benchmark met in Spring 2017 at 76%, but did not meet target in Fall 2016.
CalWORKs Student Learning Outcomes	SLO #3	Students will utilize their priority enrollment every semester	Indirect - Other	Students will utilize their priority enrollment every semester to select ideal coursework that meets their educational plan and Welfare-to-Work contract. Measurement will be the data provided by the District Office that shows the actual number of CalWORKs students per college and their usage of priority enrollment.	90%	In Fall 2016, 47% of CalWORKs students utilized priority enrollment, with 56% of CW students utilizing it in Spring 2017.	Not Met	Marketing plan needs to be improved.	In the previous school year, 52% of CW students utilized priority enrollment in Fall 2015, with 69% in Spring 2016.
CARE Student Learning Outcomes	SLO #1	CARE students will comply with the established CARE requirements and deadlines.	Direct - Student Artifact	Students will turn in their Progress Report & project by the set deadlines given during their CARE Orientation.	75%	80% of CARE students complied with the requirements and deadlines in the 2016-17 school year.	Met		
CARE Student Learning Outcomes	SLO #2	CARE students will create a campus club that will provide a supportive network for student parents.	Indirect - Focus Group	The start-up & certification of a campus club through Associated Students, beginning the 2015-16 academic year, and continuing for succeeding years.	10% of CARE students.	The CARE "P.E.E.P.S Club" did not resume in the 2016-17 year as a result of no students volunteering to lead the student organization.	Not Met		
CARE Student Learning Outcomes	SLO #3	CARE students will take on leadership roles on campus through the PEEPS club, & become more active on campus and in the community.	Indirect - Focus Group	Following club certification through AS, club officers will be elected and in place, with established semester club activities on & off campus.	10% of CARE students.	No students volunteered or stepped up as leaders to resume the CARE P.E.E.P.S Club for the 2016-17 school year.	Not Met		
Career Services Outcome Set	Learning Outcome 1	Students will learn to develop resumes that will allow them to apply for employment.	Direct - Portfolio	Students will be able to develop/revise a resume.	100% of students seeking resume assistance will develop/revise resume.	Between Fall 2016 and Spring 2017, resume appointments increased from 8 to 86. Students have started using resume template tools on College Central Network since it's launch in Spring 2017.	Met	Continue to market career center services including resume reviews. Provide resume tips and resources through College Central Network, workshops, classroom presentations, Facebook, and LinkedIn.	Continue to track students who utilize resume services through the Career Center. Use a variety of tools to help students create and polish their resumes. Remind students to post their resumes on College Central Network for employers to view their experiences.
Career Services Outcome Set	Learning Outcome 2	Students will learn how to utilize on-line job posting resources.	Direct - Other	Students will successfully register to look for jobs through Jobconnect.	100% of students using Jobconnect will learn how to access on-line job postings.	Although JobConnect crashed in Summer 2016, College Central Network (CCN) was purchased in Fall 2016 and launched in Spring 2017. Students are able to search for jobs and internships on CCN. The database includes hundreds of tips with a variety of tools and resources. So far, more than 200 students, 140 employers and 10 alumni have registered on CCN since February 2017. Shortly after CCN was launched, it was also used for the Spring 2017 Job Fair registration and communication with employers. The number of students, alumni and employers on CCN continues to go up. A total of 39 employers registered for the job fair using this new system which proved to be successful. CCN allows for data tracking for job placement, internships, work-based learning and apprenticeships should students decide to report that information.	Met	Train more students and faculty on the various features that College Central Network provides. Provide workshops that cover the topic of job search.	Although College Central Network is user friendly, students need to be given clear directions on how to use this valuable tool.

Career Services Outcome Set	Learning Outcome 3	Students will learn to identify skills and interests and how they align with possible career fields/majors.	Direct - Other	Students will learn to identify skills and interests and how they align with possible career fields/majors.	100% of students taking career assessments will learn how skills align with possible careers and associated majors.	Although students are given the opportunity to use the Eureka Microskills assessment, they are also given other options such as Values Inventory and RIASEC/Holland Codes through CA Career Zone. The Career Center Coordinator has also written a proposal to purchase MBTI and Strong assessments. Eureka Microskills is a hit or miss. It is not the best option for all Miramar students. Some detail-oriented students like it while others find it to be time consuming and become impatient. Considering the diverse population of students at Miramar, the Career Center needs to have a variety of options available at the Career Center. It is important to be culturally sensitive when choosing an assessment.	Met	More assessment tools that cover values, personality, skills and interests need to be available at the Miramar College Career Center. Proposals have been written. The Career Center Coordinator is waiting to move forward once the funding is available. The Career Center can provide workshops that cover the topic of career exploration and major search.	The MBTI and Strong should be available to Miramar College students. Eureka Microskills is not enough.
Counseling Student Learning Outcomes	#1	As a result of attending a counseling session, students will be able to identify, address, and articulate their own needs and goals.	Indirect - Survey	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met.	98%	Due to inconsistent survey date collection, we were unable to accurately document if student needs were met.	Not Met	That a new survey tool be developed to measure a student's pre and post counseling session knowledge.	1. Identify and adhere to the correct time of year to collect data. 2. Recognize that students are asked to complete many surveys and may be resistant to the process. 3. Keep the survey tool brief and direct.
Counseling Student Learning Outcomes	#2	As a result of attending a counseling session, students are able to review, adjust, and modify their academic, career and personal decisions.	Indirect - Survey	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met.	98%	Due to inconsistent survey data collection, we were unable to accurately document if student needs were met.	Not Met	1. That a new survey tool be developed to measure a student's pre and post counseling session knowledge. 2. That student's utilize career resources and/or enroll into a Personal Growth class to assist in career/major decisions.	1. Identify and adhere to the correct time of year to collect data. 2. Recognize that students are asked to complete many surveys and may be resistant to the process. 3. Keep the survey tool brief and direct. 4. Enhance the Personal Growth curriculum to meet student demand.
Counseling Student Learning Outcomes	#3	As a result of attending a counseling session, students will be able to take personal responsibility for their own actions and understand course selection towards completion of their academic, career and personal goals.	Indirect - Survey	At the end of a one hour counseling appointment, students are administered a post-session survey addressing whether their needs were met.	98%	Due to inconsistent survey date collection, we were unable to accurately document if student needs were met.	Not Met	1. That a new survey tool be developed to measure a student's pre and post counseling session knowledge. 2. That student's utilize career resources and/or enroll into a Personal Growth class to assist in career/major decisions. 3. Provide students electronic access to comprehensive educational plans which allow for "what-if" scenarios.	1. Identify and adhere to the correct time of year to collect data. 2. Recognize that students are asked to complete many surveys and may be resistant to the process. 3. Keep the survey tool brief and direct. 4. Enhance the Personal Growth curriculum to meet student demand. 5. Utilize campus/district researchers for completion rates and statistics.
DSPS Outcome Set	DSPS Outcome #1	Identify individual educational limitations and the appropriate respective accommodations based on verified disabilities	Indirect - Survey	*Student discusses their needs with a DSPS counselor and their instructors *Student provides instructor with a copy of their accommodation letter * Students are assessed through a survey	75%	*SARS data indicated that 100% of DSPS students (832) attended a DSPS counseling appointment where they collaboratively discussed their disability impacts and related educational limitations. An Academic Accommodation Plan was developed that identified appropriate respective accommodations based on the interactive process.  * Student survey question #1 yielded a 94.5% affirmative response that the DSPS counseling appointment helped them understand how their disability might impact them academically.  *Student survey question #3 yielded a 96.97% affirmative response that the DSPS counseling appointment helped them understand which accommodations related to their disability impacts and could assist them in reaching their educational goal.	Exceeded	* Continue current DSPS counseling appointment practices	
DSPS Outcome Set	DSPS Outcome #2	Utilize appropriate disability management strategies	Indirect - Survey	*Student utilizes an approved accommodation *Student enrolls in DSPS 21 course *Student utilizes Priority Registration *Student provides Authorized Academic Accommodation letter to Instructor(s) *Students are assessed through a survey	75%	* Student survey question #2 yielded a 89.9% affirmative response that the DSPS counseling appointment helped them understand how course selections and formats correlate to their learning needs.  *Student survey question #4 yielded a 93.94% affirmative response that when a student felt they would benefit from use of an accommodation, they provided a copy of their Authorized Academic Accommodation Letter to their instructor(s).  *Student survey questions #5-9 yielded a 95.74% affirmative response that they utilized an accommodation (ex. testing, recording, assistive technology, notetaking, etc.)	Exceeded	*Continue with current practices.	

DSPS Outcome Set	DSPS Outcome #3	Identify college and community resources to maximize independence	Indirect - Survey	*Student utilizes a college or community resource other than DSPS to assist in their academic success *Students are assessed through a survey	75%	* Student survey question #10 yielded a 96.81% affirmative response that they utilized a campus resource (other than DSPS) to support their academic and personal development.  *Student survey question #11 yielded a 61.25% affirmative response that they utilized a community resource to support their academic and personal development.	Exceeded	*Continue with current practices	
EOPS Program Outcomes1	SLO #1	Students will comply with EOPS requirements by turning in their EOPS projects by the set deadlines.	Direct - Student Artifact	Students will turn in their projects by the set deadlines given during their EOPS orientation.	75%				
EOPS Program Outcomes1	SLO #2	EOPS students will utilize their priority enrollment.	Indirect - Other	District reports number of students who register during EOPS priority enrollment.	95%				
EOPS Program Outcomes1	SLO #3	EOPS students will complete their 2013-14 FAFSA applications by the March 2nd priority deadline							
EOPS Student Learning Outcomes	SLO 1	Students will comply with EOPS requirements by turning in their EOPS projects by the set deadlines.	Direct - Other	Dates captured on ISIS of when and whether or not students turned in their projects by the established deadlines.	70%	For Fall 2016, 61% of EOPS students fulfilled the EOPS requirements and submitted the required documents. In Spring 2017, 71% of students fulfilled the EOPS requirements and submitted the required documents.	Met	Increase reminders in social media (Instagram, Facebook page, emails, etc) and during counseling appointments to stress upcoming deadlines and requirements.	
EOPS Student Learning Outcomes	SLO 2	EOPS students will utilize their priority enrollment.	Direct - Other	District generated report of actual usage of priority enrollment by EOPS students	90%	In Fall 2016, 65% of EOPS students utilized their priority enrollment. In Spring 2017, 72% utilized priority enrollment.  In Fall 2015, 67% of EOPS students utilized priority enrollment, with 80% of EOPS students utilizing their priority enrollment in Spring 2016.	Not Met	Increase reminders through social media (Instagram, Facebook page, emails, etc) and through counseling appointments to emphasize using this benefit.	Overall, the use of priority enrollment from the 2015-16 school year to the 2016-17 school year has decreased.
EOPS Student Learning Outcomes	SLO 3	EOPS students will complete their FAFSA applications by the March 2nd priority deadline.	Direct - Other	Dates captured on ISIS of when and whether or not students turned in their FAFSA submission / confirmation page.	75%	In the Spring 2017 semester, 76% of EOPS students submitted their 2017-18 FAFSA Confirmations.	Met		
This participating area has not included any Outcome, Measure or Findings for this Assessment Plan requirement.									
Transfer Center Outcome Set	SLO #1	Explain transfer admission guidelines and academic requirements for target institutions clearly	Indirect - Interview	Students self report timeline and target institutions after accessing transfer resources	70% of students going through workshops "skill proficiency"	100% of students demonstrated mastery of articulating admissions and academic requirements for transfer institutions.	Exceeded	Students understand the requirements, but many still need to determine major/target university, so # of referrals and follow up can be a source of information.	Students understand the requirements, but many still need to determine major/target university, so # of referrals and follow up can be a source of information.
Transfer Center Outcome Set	SLO #2	Create an educational plan with appropriate general education and major requirements	Direct - Student Artifact	Long-range planning sheet with required GE coursework and major requirements with appropriate timeline	70% of students going through workshops demonstrate "skill proficiency"	100% of students going through workshops start an educational plan and express an understanding of how to build the rest of plan. 30% demonstrate mastery, 30% demonstrate awareness, and 40% demonstrate need for additional information.	Not Met	Track students going through workshops to ensure follow-up in General Counseling, Career Center or other student services.	Students who are aware of major/university demonstrate mastery as it is easier to put a plan together. For students who are undecided, which is very common, we refer to Career Center or other resources. These students tend to follow up in General Counseling for their long-range education plan.
Transfer Center Outcome Set	SLO #3	Utilize existing electronic resources to plan transfer paths	Direct - Student Artifact	Long-range planning sheet with required GE coursework and major requirements with appropriate timeline	70% of students going through workshops demonstrate "skills proficiency"	100% of students are exposed to GPA calculation and resources such as ASSIST.org. For those students who have a major and target institution, 100% are able to utilize existing resources.	Not Met	Revise SLO to demonstrate understanding on how to obtain information relevant to their target goal as undecided students also come through the workshops and may not be ready to complete their transfer paths.	
Transfer Center Outcome Set	SLO #4	Express confidence in selecting a university that will match personal and cultural values	Indirect - Interview	Students will self-report level of agreement after intervention	60% of students going through workshops demonstrate "skill proficiency"	70% of students expressed mastery or awareness in identifying a campus environment that matches a student's personal and cultural values.	Met		
Veterans Affairs Outcome Set	SLO #1	VA students will understand the connection between an educational plan and VA benefits.	Indirect - Other	Students will read the VA Statement of Understanding and sign the document acknowledging their understanding.	100%	Fall 2016: 846 Spring 2017: 623 Summer 2017: 271 Total: 1,740  Of the 1,740 students using their veterans' education benefits, 100% understood the connection between VA benefits and the need for a Student Education Plan.	Met	Continue to emphasize to students the importance of obtaining and following the Student Education Plan, in order to utilize their GI Bill benefits.	An on campus veterans orientation was launched in June 2017, designed specifically with the veteran student in mind. The orientation provides information on accessing GI Bill benefits, counseling, and other services for the veteran student.
Veterans Affairs Outcome Set	SLO#2	Students will understand how to successfully enroll and complete necessary VA certification paperwork.	Indirect - Other	Students will be able to complete the VA Certification paperwork and enroll in classes.	100%	Fall 2016: 846 Spring 2017: 623 Summer 2017: 271 Total: 1,740  Of the 1,740 students using their veterans' education benefits, 100% understood how to complete the required paperwork for enrollment certification.	Met	Continue to advise students with direction on completing the VA certification paperwork and emphasize the importance of the accuracy in their completion of the forms, in order to utilize their GI Bill benefits. Continue to identify issues students have in completing forms and revise as needed.	An on campus veterans orientation was launched in June 2017, designed specifically with the veteran student in mind. The orientation provides information on accessing GI Bill benefits, counseling, and other services for the veteran student.