

## C. Program Evaluation

*In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.*

**Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.**

**How would you like to answer these questions?**

### Saved Information For Program Evaluation

**Area/Discipline Information Pertains To**

All Disciplines (answered once)

**1. List the specific SLOs your program or discipline has chosen to focus on this year for discussion of program improvement.**

*SLOs are specific, measurable statements of 'what a student should know, be able to do, or value when they complete a course'. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.*

This year DSPS has chosen to focus on the following SLOs for discussion of program improvement:

SLO # 1:

As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.

- What classes are you planning to enroll next semester?
- What are the most important classes you should take?
- Please name two resources that you can use which will help guide you with selecting (or picking) courses for future terms.

SLO # 2:

Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of English/ESL, and math courses leading to their educational goal.

- Which classes are you eligible to take this semester based on your educational goal?
- What classes are you eligible to take next semester based on your current English/Math level?
- Based on your educational goal/major, which math sequence are you going to follow?

SLO # 3:

As a result of the counseling session, student will report feeling more confident in understanding their disability related educational needs.

- What is your understanding of your disability related needs?
- What accommodations do you need for your classes?
- How are the accommodations related to your functional limitations?

**2. Describe how the program assesses SLOs and uses the results for program improvement including:**

- **how outcomes are assessed and how often**
- **how and when the program or discipline reviews the results and engages program/discipline faculty in the process**

SLOs # 1 and 2 are assessed by all areas of Student Services that house academic counselors such as DSPS. DSPS faculty have actively participated in the development of these SLOs in the general Counseling Department discussions during flex day under the leadership of our Department Chair.

In addition, the DSPS faculty has recognized the need for an SLO specific to DSPS due to our unique role on campus.

Program SLOs are primarily assessed by the counselors who meet with the majority of the students. DSPS counselors provide both academic and disability related accommodations to students. This has been a successful model since DSPS counselors have the unique expertise to understand the specific academic needs of the students related to their disabilities.

The SLOs are measured by feedback received from students at the end of their interactive process with a DSPS counselor. Counselors enter the students' feedback on the Go page in ISIS whether the SLOs are met. SLOs are assessed when it is appropriate depending on the direction of each counseling session.

SLOs are discussed twice a year at our DSPS department meetings. At the end of Fall'16, the DSPS faculty realized the need to be more consistent in assessing all three SLOs.

Results of SLOs:

Fall'16

SLO # 1: 136 students were assessed with 99% success

SLO# 1: 130 students were assessed with 98% success

SLO# 3: 160 students were assessed with 95% success

Spring'17

SLO # 1: 314 students were assessed with 100% success

SLO # 2: 331 students were assessed with 100% success

SLO # 3: 484 students were assessed with 100% success

The results indicated that we were successful in both terms with a larger sample in Spring'17.

After much discussion in our last meeting, the DSPS faculty concluded that we will continue to specially assess SLO # 3 since it meets the goal of all areas of the program. By understanding their disability, students increase their level of confidence and are better able to articulate their needs and to seek out the whole array of services provided by the various areas of the program and other parts of the campus. As a result, the latest statistical data reported in this report shows little or no equity gap in most categories for our DSPS students.

**3. If your program or discipline issues a degree or certificate list each degree or certificate and the core competencies students are expected to achieve on completion.**

*Core competencies focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program or certificate and are assessed by either a capstone course or success rates on SLOs for core courses.*

N/A

**4. What other evaluation measures does your program or discipline use to inform planning? (For example, student surveys, enrollment trends, student success, retention, degrees/certificates awarded, job placement, transfer rates, TIMS report, tutor usage etc.) Note trends and differences in performance by group (ethnicity, gender, age) or enrollment type (day/evening, on-ground/on-line).**

**5. List your student or instructional support service SLOs or UOs.**

*SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.*

*UO statements focus on service or operational outcomes such as:*

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*

- *Client/customer satisfaction with services*

The following lists the current SLOs for the different DSPS areas and/or their respective courses. In, addition there is program information about the ADA Compliance Office and the DHH Program.

### Counseling

- **Program SLOs 2016-17**

SLO# 1: As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.

SLO # 2: Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of, English/ESL, and math courses leading to their educational goal.

SLO #3: As a result of the counseling session, students will report feeling more confident in their understanding their disability related educational needs.

- **Instructional SLOs for Counseling 12H Career Planning**

SLO #1: Upon completion of this course students will be able to demonstrate knowledge of how to effectively conduct one face-to-face informational interview with a career professional as assessed by their on-time completion of the informational interview worksheet.

- SLO #2: Upon completion of this course students will be able to demonstrate knowledge of how to effectively research and compile findings concerning one specific career choice as assessed during final presentations.
- **Instructional SLOs for Counseling 13H - Personal and Social Awareness**

SLO #1: Upon completion of this course students will learn and demonstrate two meditation techniques.

- **Instructional SLOs for Counseling 15H Job Search Skills**

SLO #1: Upon completion of this course, students will demonstrate knowledge of how to effectively produce a useful resume as assessed during the 2-step resume critique process including the on-time submission of both rough draft and final resume.

SLO #2: Upon completion of this course students will exhibit understanding of how to effectively interview and dress for a job position as assessed during the mock panel job interview.

### HTTC

- **Instructional SLOs for Counseling 21H - Adapted Computer Technology**

SLO#1: Student will understand how to save a Word document to a specified location, and open a Word document from a specified location.

SLO#2: Student will understand how to format an academic paper using MLA guidelines. (centered title, first page heading, left justified header with last name and page number).

- **Instructional SLOs for Counseling 22H - Adapted Computer Technology, Internet**

SLO#1: Students will know how to copy text from a web page and paste it into another document.

SLO#2: Students will know how to write an MLA citation for web-based information.

- **Instructional SLOs for Counseling 25H - Technology Tools for Academic Success**

SLO#1: Students will further demonstrate proficiency in a selected software as learned in Counseling 25H

- **Instructional SLOs for Counseling 26 - Technology Literacy**

SLO#1: Students will write a two page research paper relevant to their academic coursework and/or learning strategies including the following features: MLA format (double spacing, centered title, first page heading, right justified header with last name and page number, works cited page), a reference from an online source, a reference from a non-online source.

SLO#2: Students will create an organized, multimedia, five slide+ PowerPoint presentation relevant to their academic coursework and/or learning strategies including the following features: design template, images, sound, at least two slide layouts.

### **Learning Disability Program**

- **Instructional SLOs for Counseling 51 – Test Taking and Memory**

SLO #1: Upon completion of this course, students will apply specific strategies for responding to essay test prompts and objective test questions.

SLO #2: Upon completion of this course, students will implement the steps for test preparation including planning, creating study tools, and predicting questions.

- **Instructional SLOs for Counseling 52 – Textbook Reading and Memory**

SLO #1: Upon completion of this course, students will be able to preview, annotate, and outline a textbook chapter.

SLO #2: Upon completion of this course, students will be able to identify the main idea of a paragraph and the pattern of organization.

SLO #2: Upon completion of this course, students will create at least 3 different study tools related to a textbook chapter.

- **Instructional SLOs for Counseling 53 – Phonics, Spelling and Vocabulary**

SLO #1: Upon completion of this course students will utilize 3 phonemic and/or spelling strategies to pronounce and spell words.

SLO #2: Upon completion of this course students will demonstrate reading ability and word knowledge at the 6<sup>th</sup> grade level.

- **Instructional SLOs for Counseling 54 – Organization and Time Management**

SLO #1: Upon completion of this course students will critique classmates' presentations of their weekly schedule to determine if the study time is optimal for their class load and outside responsibilities.

SLO #2: Upon completion of this course the students will research a career plan and relate it to the results of two previously administered personality tests.

- **Instructional SLOs for Counseling 56 – Written Language Strategies**

SLO #1: Upon completion of this course students will be able to dictate an essay from an outline or prompt.

SLO #2: Upon completion of this course students will be able to identify and correct individual grammatical construction errors through the use of text-to-speech software.

- **Instructional SLOs for Counseling 57 – Listening, Note Taking and Memory**

SLO #1: Upon completion of this course students will demonstrate three different methods of note taking they have been taught.

SLO #2: Upon completion of this course students will be able to demonstrate three different memory techniques they have learned.

- **Instructional SLOs for Counseling 58- Math Strategies**

SLO #1: Upon completion of this course students will utilize review techniques to retain previously learned information.

SLO #2: When confused by a math problem, students will verbalize possible solutions, draw diagrams and use positive affirmations to work through problems.

SLO #3: Upon completion of this course, students will be able to employ a strategy to minimize test anxiety.

- **Instructional SLOs for Counseling 59 – Textbook Strategies Using Technology**

SLO #1: Upon completion of this course, students will apply textbook comprehension strategies using technology.

SLO #2: Upon completion of this course, students will use technology to produce study tools for their textbook chapter

- **Instructional SLOs for Counseling 41H – Independent Living Skills**

SLO #1: Upon completion of this course students will demonstrate knowledge of how to effectively research and compile findings concerning one independent living topic of choice as assessed during the final class presentations

SLO #2: Upon completion of this course students will demonstrate knowledge of how to effectively describe at least 3 time-management strategies as assessed during the final quiz.

SLO #3: Upon completion of this course, students will increase self-awareness and acquire skills in daily living activities through a variety of self-discovery assessments and written exercises.

SLO#4: Upon completion of this course, students will identify and practice setting short and long term S.M.A.R.T. goals for success in academic and life pursuits.

SLO #5: Upon completion of this course, students will employ strategies for improving organizational skills.

### **Acquired Brain Injury/Pathfinders**

- **Instructional SLOs for Counseling 910-ABI Connections**

SLO #1: Upon completion of this course, each student will participate in at least three new community activities each semester.

- **Instructional SLOs for Counseling 921—ABI Assessment/Orientation**

SLO #1: Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course.

SLO #2: Upon completion of this course, students will demonstrate at least five times the ability to independently use a planning calendar as measured by completion of assignments.

- **Instructional SLOs for Counseling 921----ABI Problem Solving Group**

SLO #1: Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course as measured by their academic planning.

SLO #2: Upon completion of this course, the student will participate in the development of an appropriate educational plan for the upcoming semester.

- **Instructional SLOs for Hum Dev E28: Communication After a Stroke (Computer Based)**

Upon completion of this course, the student will answer affirmatively to the following questions:

SLO #1: Upon completion of this course, student will be able to have knowledge of how a person with aphasia can reconstruct language comprehension and communication skills by using a computer software program that helps improve

comprehension, memory, verbal reasoning skills, and attention span.

SLO #2: Upon completion of this course, student will have the confidence in my ability to make effective us of computer software that helps aphasics reconstruct language comprehension and communication skills.

- **Instructional SLOs for Hum Dev E50: Communication After a Stroke**

SLO #1: Upon completion of this course, student has knowledge of how to improve daily speech functions after a stroke through clear articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

SLO #2: Upon completion of this course, student has confidence in ability to improve daily speech functions after a stroke through clear articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

- **Instructional SLOs for Health E63 Body Conditioning After a Stroke**

SLO #1: Upon completion of this course, student has knowledge of how to improve mobility, independence, and physical endurance after a stroke through various exercises focusing on range of motion, strength training, balance, and posture stability.

SLO #2: Upon completion of this course, student has confidence in their ability to improve mobility, independence, and physical endurance after a stroke through various exercises focusing on range of motion, strength training, balance, and posture stability.

### **ADA/504 Compliance Office**

The following lists give a count of the type of activity managed by the ADA/504 Compliance Officer each of two semesters. Please note that numerous items required many hours for the coordination of resources and the appropriate interventions by multiple agents of the college including Academic Affairs, Enrollment Services, Student Services, Academic Department Chairs and Facilities.

In addition, the Officer is a regular member of the monthly Emergency Planning and Safety Committee meetings.

### **Fall 2016**

Policy recommendations 1

Student Academic adjustments 14

Physical and technology access 3

Faculty/Staff with a Disability 1

Training 0

**Spring 2017**

Policy recommendations 5

Student Academic adjustments 6

Physical and technology access 3

Faculty/Staff with a Disability 0

Training 1

**Deaf and Hard of Hearing Program**

DHH provides sign language interpreting, real time captioning, and assistive listening devices to students to assure access to effective communication in academic activities.

Volume of unit activity:

200 - 261 interpreting hours/wk.

5-18 captioning hours/wk.

Efficiency:

In 2016-2017, the DHH program provided interpreting and captioning services to 2 - 12 Deaf and Hard of Hearing students. Students must request services at least three days in advance to be guaranteed services for classroom support, tutoring appointments, and campus events. Students must request at least ten days in advance for off-campus events such as weekend field trips.

Effectiveness of service in accomplishing intended outcomes:

DHH maintains continuous staffing as needed with support from outside agencies and limited term employees.

Compliance with external standards/regulations

DHH operates in compliance with federal mandated ADA guidelines by providing qualified sign language interpreters and real time captionists who have the ability to convey communication effectively, accurately, and impartially using any necessary specialized vocabulary.

Students, faculty and staff are able to meet directly with DHH Services supervisor to discuss concerns regarding quality of service.

**6. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:**

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

### **Instructional SLOs for Counseling**

- **Instructional SLOs for Counseling 12H Career Planning**

SLO #1: Upon completion of this course students will be able to demonstrate knowledge of how to effectively conduct one face-to-face informational interview with a career professional as assessed by their on-time completion of the informational interview worksheet.

Who gets assessed: Students enrolled in the Counseling 12H class.

Assessment tool: Informational Interview Assignment

Result: Students enrolled in Coun 12H are required to complete the assignment which allow them to have better understanding of specific career of interest from an individual who is currently in the profession.

How and when the program reviews the results: Students submit Informational Interview Assignment to instructor. Students provide an oral presentation to the class about their findings.

SLO #2: Upon completion of this course students will be able to demonstrate knowledge of how to effectively research and compile findings concerning one specific career choice as assessed during final presentations.

Who gets assessed: Students enrolled in the Counseling 12H class.

Assessment tool: Career Research Assignment

Result: Student acquires statistical information regarding skills and education requirement, as well as potential employment growth prospective career.

How and when the program reviews the results: Students submit Career Research Assignment to instructor. Student conducts oral presentation to the class about their findings.

### **Counseling 13H – Personal and Social Awareness**

**SLO #1:** Students will be able to demonstrate two meditation techniques.

When and how are outcomes assessed: Students practice two meditation techniques in class and discuss their experiences as a group by the end of the semester.

Who gets assessed: DSPS students enrolled in the class.

Assessment tool: Meditation exercises

When and how are results reviewed: Students met 100% of the SLO as assessed by feedback received from the students in class.

- **Counseling 15H – Job Search Techniques**

**SLO #1:** Upon completion of this course, students will demonstrate knowledge of how to effectively produce a useful resume as assessed during the 2-step resume critique process including the on-time submission of both rough draft and final resume.

Who gets assessed: Students enrolled in the Counseling 15H class for students with disabilities.

Assessment tool: An instructor assigns two resume assignments over the course of three weeks.

Requirement to meet SLO standard: Students are required to submit a rough draft of a resume and a final resume by their pre-set admissions dates.

**SLO #2:** Upon completion of this course students will exhibit understanding of how to effectively interview and dress for a job position as assessed during the mock panel job interview.

Who gets assessed: Students enrolled in the Counseling 15H class for students with disabilities.

Assessment tool: Instructor rates students' performance in a mock interview using a Likert item assessment tool.

Requirement to meet SLO standard: Students are required to participate in mock interview and wear interview ready attire.

**Instructional SLOs for HTTC**

- **Counseling 21H – Adapted Computer Technology**

**SLO#1:** Student will understand how to save a Word document to a specified location, and open a Word document from a specified location.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 21H class

Required score of 70% of correct answers on test.

When and how are results reviewed: Students are review task instructions in handouts and take a final exam at end of semester.

**SLO#2:** Student will understand how to format an academic paper using MLA guidelines. (Centered title, first page heading, left justified header with last name and page number).

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 21H class  
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are review task instructions in handouts and take a final exam at end of semester.

- **Counseling 22H – Adapted Computer Technology, Internet Skills**

**SLO#1:** Students will know how to copy text from a web page and paste it into another document.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 22H class -  
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take an exam at end of semester.

**SLO#2:** Students will know how to write an MLA citation for web-based information.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in

semester.

Who gets assessed: Students enrolled in Counseling 21H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 22H class  
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take an exam at end of the semester.

- **Counseling 25H – Adapted Computer Technology, Technology Tools**

**SLO#1:** Students will further demonstrate proficiency in selected software as learned in Counseling 25H.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 25H class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 25H class -  
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take a test at the end of the semester.

- **Counseling 26 – Technology Literacy for Academic Success**

**SLO#1:** Students will write a two page research paper relevant to their academic coursework and/or learning strategies including the following features: MLA format (double spacing, centered title, first page heading, right justified header with last name and page number, works cited page), a reference from an online source, a reference from a non-online source.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 26 class for student with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 26 class -

Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take a final exam at end of semester.

**SLO#2:** Students will create an organized, multimedia, five slide+ PowerPoint presentation relevant to their academic coursework and/or learning strategies including the following features: design template, images, sound, at least two slide layouts.

When and how are outcomes assessed: Students are observed attempting specific task(s) early and then later in semester.

Who gets assessed: Students enrolled in Counseling 26 class for students with disabilities.

Assessment tool: An instructor administers a test at the end of the Counseling 26 class -  
Required score of 70% of correct answers on test.

When and how are results reviewed: Students are to review task instructions in handouts and take a final exam at end of the semester.

### **Instructional SLOs - Acquired Brain Injury/Pathfinders**

- **Counseling 41H – Independent Living Skills**

**SLO #1:** Upon completion of this course students will demonstrate knowledge of how to effectively research and compile findings concerning one independent living topic of choice as assessed during the final class presentations

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: Final presentation in class.

Result & program review: 100% of students achieved this SLO.

**SLO #2:** Upon completion of this course students will demonstrate knowledge of how to effectively describe at least 3 time-management strategies as assessed during the final quiz.

Who gets assessed: All students with current enrollment record.

Assessment Tool: a quiz in class

Results & program review: 75% of students achieved this SLO. Test taking skills were impacted by student's

disability/skill level.

**SLO #3:** Upon completion of this course students will increase self-awareness and acquire skills in daily living activities through a variety of self-discovery assessments and written exercises.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: In-class participation, completion of homework assignments.

Results & program review: 75% of students achieved this SLO.

**SLO #4:** Upon completion of this course students will identify and practice setting short and long term S.M.A.R.T goals for success in academic and life pursuits.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: in-class assignment, homework assignment and quiz

Results & program review: 75% of students achieved this SLO. Implementing open class review time to improve comprehension of this SLO.

**SLO #5:** Upon completion of this course students will employ strategies for improving organizational skills.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: Quiz, final presentation in class

Results & program review: 100% of students achieved this SLO.

- **Counseling 910-ABI Connections**

**SLO #1:** Each student will participate in at least three new community activities each semester.

Who gets assessed: All DSPS students who participate in outings.

Assessment Tool: Attendance to community outings.

Results & program review: Students were not assessed on this SLO.

**SLO #2:** Students will increase their awareness of time management and memory strategies by being on time to class and field trips.

Who gets assessed: All students with current enrollment record.

Assessment Tool: Instructor tracking of attendance

Results & program review: Students were not assessed on this SLO

**SLO #3:** Students will increase awareness of how to apply organizational skills strategies in the daily life activities.

Who gets assessed: all DSPP students with current enrollment.

Assessment Tool: Student self-evaluation, in class participation

Results & program review: Students were not assessed on this SLO

- **Counseling 921—ABI Assessment/Orientation**

**SLO #1:** Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course.

Who gets assessed: All DSPP students who complete the assessment process.

Assessment Tool: One to one final meeting during which student identifies accommodations for academic class they will be enrolling in.

Results & program review: 92% of students achieved this SLO. Not all students who completed the assessment attended a final meeting to determine academic planning. Students will be encouraged throughout assessment to participate in final session. Ongoing review of assessment protocols are done to insure data obtained is relevant to academic planning.

**SLO #2:** Upon completion of this course, students will demonstrate at least five times the ability to independently use a planning calendar.

Who gets assessed: All DSPP students who complete the assessment process.

Assessment Tool: Instructor made calendar in session notebook with weekly checks.

Results & program review: 77% of students achieved this SLO. Instructor guided practice to be incorporated into weekly sessions.

- **Counseling 921---ABI Problem Solving Group**

**SLO #1:** Upon completion of this course, students will propose at least one academic adjustment and/or support needed to be successful with a credit course.

Who gets assessed: All students with current enrollment record.

Assessment Tool: student completes at least 1 individual meeting with instructor for academic planning and selection of appropriate academic accommodations; completion of end of semester skills survey (instructor

derived).

Results & program review: 93% of students achieved this SLO. Incorporation of mid-term check of understanding of academic adjustments (via survey) was incorporated during Spring 2017 and resulted in improved SLO attainment.

**SLO #2:** Upon completion of this course, the student will participate in the development of an appropriate educational plan for the upcoming semester.

Who gets assessed: DSPS students who intend to enroll in class for next semester.

Assessment Tool: student completes at least 1 individual meeting with instructor for academic planning of upcoming semester.

Results & program review: 86% of students achieved this SLO. Pre-determined meeting slots will be offered to students prior to early enrollment cycle to encourage academic planning.

- **Hum Dev E28: Communication After a Stroke (Computer Based)**

Upon completion of this course, the student will answer affirmatively to the following questions:

**SLO #1:** Student will improve knowledge of how a person with aphasia can reconstruct language comprehension and communication skills by using a computer software program that helps improve comprehension, memory, verbal reasoning skills, and attention span.

Who gets assessed: All DSPS students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation.

Results & program review: 55% of students achieved this SLO in Fall 2016 and 70% of students achieved this in Spring 2017. Class activities are tailored based on the computer experience and language levels of the current students.

**SLO #2:** Student will demonstrate confidence in ability to make effective use of computer software that helps a person with aphasia reconstruct language comprehension and communication skills.

Who gets assessed: all DSPS students with current enrollment.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 50% of students achieved this SLO in Fall 2016 and 65% achieved this in Spring 2017. Class activities are tailored based on the computer experience and language levels of the current students.

- **E50: Communication After a Stroke**

**SLO #1:** Student will have knowledge of how to improve daily speech functions after a stroke through clear

articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

Who gets assessed: all DSPS students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 80% and 83% of students achieved this SLO in the Fall 2016 and Spring 2017 semesters respectively. Class activities are tailored based on communication levels of the current students.

**SLO #2:** Student will have confidence in his/her ability to improve daily speech functions after a stroke through clear articulation, breathing methods, voice quality and volume, sign language, body language, gestures, expressions, and pictures.

Who gets assessed: all DSPS students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation.

Results & program review: 80% and 75% of students achieved this SLO in the Fall 2016 and Spring 2017 semesters respectively. Class activities are tailored based on communication levels of the current students.

- **E63 Body Conditioning After a Stroke**

**SLO #1:** Increase knowledge of improving mobility, independence, and physical endurance after a brain injury through various exercises.

Who gets assessed: All students with current enrollment record.

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 70% of students met this SLO at pre-assessment and 80% met at post-assessment. Incorporation of best practices is used to update exercises and individual tailoring is done each semester to safely meet student's physical needs.

**SLO #2:** Improve confidence to safely move within the home and community, and complete exercises to increase strength, endurance, balance and posture.

Who gets assessed: all DSPS students with current enrollment

Assessment Tool: Emeritus College Pre- and Post-Assessment Likert Scale, faculty observation

Results & program review: 90% of students met this SLP at pre-assessment and 80% at post-assessment. Student encouragement to expand their community engagement from a physical standpoint may contribute to less confidence, given the amount of time needed to develop these new skills as they are presented. Student retention in successive semesters allows for ongoing improvement.

## **Instructional SLOs – Learning Disability Program**

- **Counseling 51 – Test Taking and Memory**

**SLO #1:** Upon completion of this course, students will apply specific strategies for responding to essay test prompts and objective test questions.

Who gets assessed: Students enrolled in the Counseling 51 class.

Assessment tool: Instructor administers a final exam at the end of the Counseling 51 class.

Required score to meet SLO standard: 50% on the final exam

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

**SLO #2:** Upon completion of this course, students will implement the steps for test preparation including planning, creating study tools, and predicting questions.

Who gets assessed: Students enrolled in the Counseling 51 class

Assessment tool: Students complete a final project including an exam preparation schedule, study tool, and predicted questions.

Result: Instructor has individual conferences with Counseling 51 students to review final project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

- **Counseling 52 – Textbook Reading and Memory**

**SLO #1:** Upon completion of this course, students will be able to preview, annotate, and outline a textbook chapter.

Who gets assessed: Students enrolled in the Counseling 52 class.

Assessment tool: Students complete a final project in which they annotate and outline a textbook chapter.

Result: Instructor has individual conferences with Counseling 52 students to review final project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

**SLO #2:** Upon completion of this course, students will be able to identify the main idea of a paragraph.

Who gets assessed: Students enrolled in the Counseling 52 class.

Assessment tool: Instructor administers a final exam at the end of the Counseling 52 class.

Required score to meet SLO standard: 50% on the final exam

How and when the program reviews the results: Results are reviewed every semester as part of the grading process

**SLO #3:** Upon completion of this course, students will create a study tool related to a textbook chapter.

Who gets assessed: Students enrolled in the Counseling 52 class

Assessment tool: Students complete a final project in which they create a study tool related to a textbook chapter.

Result: Instructor has individual conferences with Counseling 52 students to review final project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading process.

- **Counseling 54 – Organization and Time Management**

**SLO #1:** Upon completion of this course, students will have presented their weekly schedule to the class and determined if the study time is optimal for their class load and outside responsibilities.

Who gets assessed: Students enrolled in the Counseling 54 class.

Assessment tool: Instructor observation of presentations.

Required score to meet SLO standard: Individual presentation

How and when the program reviews the results: Results are reviewed every semester as part of the grading calculation.

**SLO #2:** Upon completion of this course, students will have researched a career plan and relate it to the results of two previously administered personality tests.

Who gets assessed: Students enrolled in the Counseling 54 class.

Assessment tool: Instructor evaluation of each student's project.

Required score to meet SLO standard: Satisfactory completion of project.

How and when the program reviews the results: Results are reviewed every semester as part of the grading.

- **Counseling 56 – Written Language Strategies**

**SLO #1:** Upon completion of this course, students will become familiar with voice recognition software utilizing a remote microphone.

Who gets assessed: Students enrolled in the Counseling 56 class.

Assessment tool: Student essay dictated into remote microphone and subsequently edited.

Required score to meet SLO standard: Printed organized essay

**SLO #2:** Student will be able to produce an organized biographical statement.

Who gets assessed: Students enrolled in the Counseling 56 class.

Assessment tool: Job Application Resume Statement, Scholarship Application Essay or LinkedIn Profile.

Required score to meet SLO standard: Satisfactory completion of an appropriate biographical statement.

- **Counseling 57 – Listening, Note Taking and Memory**

**SLO #1:** Upon completion of this course students will demonstrate three different methods of note taking they have been taught.

Who gets assessed: Students enrolled in the Counseling 57.

Assessment tool: Completion of homework assignments and a final test at the end of the Counseling 57 class.

Required score to meet SLO standard: 65% of correct answers on the final test.

Results are reviewed at the end of the eight week course

**SLO #2:** Upon completion of this course students will be able to demonstrate three different memory techniques they have learned.

Who gets assessed: Students enrolled in the Counseling 57.

Assessment tool: ACompletion of homework assignments and a final test at the end of the Counseling 57 class.

Required score to meet SLO standard: 65% of correct answers on the final test.

Results are reviewed at the end of the eight week course.

- **Counseling 58- Math Strategies**

**SLO #1:** Upon completion of this course students will utilize review techniques to retain previously learned inform.

Who gets assessed: Students enrolled in the Counseling 58.

Assessment tool: Instructors observations during guided practice.

Required score to meet SLO standard: Results vary by semester 75% success rate on average.

Results are reviewed every semester as part of the grading process.

**SLO #2:** When confused by a math problem, students will verbalize possible solutions, draw diagrams and use positive affirmations to work through problems.

Who gets assessed: Students enrolled in the Counseling 58.

Assessment tool: Instructors observations during guided practice.

Required score to meet SLO standard: Results vary by semester 70% success rate on average.

Results are reviewed every semester as part of the grading process.

- **Counseling 59 – Textbook Strategies Using Technology**

**SLO #1:** Upon completion of this course, students will apply textbook comprehension strategies using technology.

Who gets assessed: Student enrolled in Counseling 59.

Assessment tool: Instructor observation and completion of assignments

Assessment tool: Students will use technology to produce study tools for their textbook chapters. Student's class participation.

Who gets assessed: Student enrolled in Counseling 59.

Assessment tool: Instructor observation and completion of assignments

Students will demonstrate the use of technology learned in class.

Required Score: Evaluation of assignments and class participation.

Results are reviewed every semester as part of the grading process.

**SLO #2:** Students will apply comprehension strategies to their own text book.

Who gets assessed: Student enrolled in Counseling 59.

Assessment tool: Instructor observation and completion of assignments

Students will produce a study guide of what they have learned in class.

Required Score: Evaluation of study guide

Results are reviewed every semester as part of the grading process.