



ALAMO COLLEGES DISTRICT
Palo Alto College



Student Learning Outcome and Service Area Outcome Final Report:

Admissions and Records

2018-2020



ALAMO
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DISTRICT



Malcolm Baldrige
National Quality Award
2018 Award Recipient



Overview of Results

Type	Outcome	Results																				
SLO	Students will navigate the auto drop process successfully by utilizing a step-by-step process provided over the counter, by phone or by email.	<p>The step by step process was created and has been provided to students. Indicated below shows an increase of the use of the auto drop process.</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2017 – Spring 2018</th> <th>Fall 2018 – Spring 2019</th> <th>Fall 2019 – Spring 2020*</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>1712</td> <td>2329</td> <td>1960</td> </tr> <tr> <td>Faculty</td> <td>1392</td> <td>2758</td> <td>3912</td> </tr> <tr> <td>Total</td> <td>3104</td> <td>5087</td> <td>5872</td> </tr> <tr> <td>Percentage increased</td> <td></td> <td>63%</td> <td>89%*</td> </tr> </tbody> </table>		Fall 2017 – Spring 2018	Fall 2018 – Spring 2019	Fall 2019 – Spring 2020*	Students	1712	2329	1960	Faculty	1392	2758	3912	Total	3104	5087	5872	Percentage increased		63%	89%*
	Fall 2017 – Spring 2018	Fall 2018 – Spring 2019	Fall 2019 – Spring 2020*																			
Students	1712	2329	1960																			
Faculty	1392	2758	3912																			
Total	3104	5087	5872																			
Percentage increased		63%	89%*																			
SAO	Admissions and Records Graduation Team will identify possible challenges preventing graduates from participating in the Graduation Ceremony by email survey.	<p>A 10-question survey draft was created, seeking feedback to enhance future Commencement participation.</p> <p>Survey was not deployed. COVID-19: With no May 2020 ceremony, a participation survey would be untimely.</p>																				



Use of Results

• Analysis

- Data has shown that by providing step-by-step instructions, the Auto-Withdrawal process has now become familiar to the student body and faculty. In moving from in-person to remote services it was especially important to be able to provide steps to any students who were not familiar with the Alamo College Process.

• Lessons learned

- We learned that by encouraging the usage of pre-existing automatic, electronic methods it allows for efficiency and the ability to focus/process those requests which do not currently have said type of process.
- These results will allow the approach of similar virtual processes in the same manner.
- Ensure future outcomes incorporate the entire A&R/Grad team.

• Challenges

- In 2019 A&R and the Graduation Team went through staff changes as well as a reduction in staff which had an impact on the SAO.
- For most of the 2019 year, the graduation team was composed of a team of two with a primary focus on conferring degrees.
- Specifically for 2020, though a 10-question draft was created, due to COVID-19 and no May 2020 ceremony, a participation survey would have been untimely.

Action Item	Owner	Timeline
Continue to provide instructions to students	A&R Staff	On-going
Close out 2018-2020 SLO/SAO	Luz Andrea Hernandez	October 2020
Generate 2020-2022 SLO	Luz Andrea Hernandez/Elizabeth Aguilar-Villarreal	November 2020



2018-2020 Assessment Plan



Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Admissions and Records

Academic Year: 2018-2020

Department Mission: *The Enrollment Services Department is dedicated to maintaining and recording a student's official academic record.*

What question are you trying to answer with the outcomes assessment? Admissions wants to ensure that students are able to utilize the self-service auto drop process effectively and efficiently by providing a step by step process. Admissions strives to reach 100% of our tier 2 calls by adhering to a scheduled system and holding staff accountable by working with the Harte-Hank call center to ensure two staff members are logged in at all times.

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
1. Students will navigate the auto drop process successfully by utilizing a step-by-step process provided over the counter, by phone or by email.	Strategic Direction: Empowering Students for Success ILO: 4 and 6	<ul style="list-style-type: none"> • Add the step by step process to the webpage, provide steps at front counter, by phone, and email – track with Who's Next (Direct Assessment) • Track number of Students/Faculty who utilized the automatic drop process through ACES as documented in ARGOS 278 (Indirect Assessment) 	Starting September 1, 2018 to August 2020	Present to Director of Enrollment, VP of Student Success Office, and Director of Advising (per semester)



2018-2020 Assessment Plan

Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
<p>2. Admissions and Records Graduation Team will identify possible challenges preventing graduates from participating in the Graduation Ceremony by email survey.</p>	<p>Strategic Direction: Empowering Students for Success</p> <p>ILO: 4 and 6</p>	<ul style="list-style-type: none"> Collaborate with PR to create electronic survey to be emailed to all graduate applicants that indicated they will not be participating in the Spring Graduation. 	<p>Starting end of November 2018 to Last day to submit application for participation Date TBA</p>	<p>Director of Enrollment, Dean of Student Success, VP of Student Success.</p>



Thank you.



ALAMO COLLEGES DISTRICT

Palo Alto College

1985 2020
35
YEARS



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Achieving the Dream
LEADER COLLEGE

Student Learning Outcome and Service Area Outcome Report: Academic Advising 2018-2020



Overview of Results (2018-2020)

Type	Outcome	Results
SLO	Students will know college resources (I.E. SHARE, Tutoring, Student Life, etc.).	<p>2018-2019</p> <ul style="list-style-type: none"> 88% (915/1039) of survey results indicate students Agree/Strongly Agree on how to find college resources. (8% of results were neutral) 68.5% of Festival survey results indicated participation in student life sponsored events (May 2019) <p>2019-2020</p> <ul style="list-style-type: none"> 86% (273/316) of survey results indicate students Agree/Strongly Agree on how to find college resources. (10.3% of results were neutral) May 2020 Graduation Festival Survey did not take place
SLO	Students on Academic Probation will learn how their academic status can impact their academic success.	<p>2018-2019</p> <ul style="list-style-type: none"> 91% (945/1039) of Survey results indicates students Agree/ Strongly Agree they know and understand critical polices and dates (6.5% of results were neutral). Fall 2017 out of 82 that attended SOAR and persisted to Fall 2018 38 (46.3%) moved to good standing 317 Touchpoints for Fall 2018 in regards to AP <p>2019-2020</p> <ul style="list-style-type: none"> 93% (295/316) of Survey results indicates students Agree/ Strongly Agree they know and understand critical polices and dates (5.7% of results were neutral). Fall 2018 out of 82 that attended SOAR and persisted to Fall 2019 46 (56.1%) moved to good standing 393 Touchpoints for Fall 2019 in regards to AP



Overview of Results (2018-2020)

Type	Outcome	Results
SAO	Students will understand critical milestones in their educational journey.	<p>2018-2019</p> <p>Milestones/Touchpoints- Fall 2018 (2-27-19)</p> <ul style="list-style-type: none"> • 15 Hour Milestone/Touchpoint= 87.2% • 30 Hour Milestone/Touchpoint= 81.3% • 45 Hour Milestone/Touchpoint= 75.2% <p>ISP's on File (Fall 2018)</p> <ul style="list-style-type: none"> • 74% of PAC student have an Active-Locked ISP <p>30 Hour Intent</p> <ul style="list-style-type: none"> • 282 Students have an intent on file <p>2019-2020</p> <p>Milestones/Touchpoints- Fall 2019 (1-13-20)</p> <ul style="list-style-type: none"> • 15 Hour Milestone/Touchpoint= 87.2% • 30 Hour Milestone/Touchpoint= 81.3% • 45 Hour Milestone/Touchpoint= 75.2% <p>ISP's on File (Fall 2019)</p> <ul style="list-style-type: none"> • 84% of PAC student have an Active-Locked ISP <p>30 Hour Intent</p> <ul style="list-style-type: none"> • 398 Students have an intent on file



Overview of Results (2018-2020)

Type	Outcome	Results
SAO	FTICs will create a mission statement (Peer Advisors).	<p>2018-2019</p> <ul style="list-style-type: none"> 45 EDUC/SDEV classroom presentations 31% (748 of 1540) of FTIC's have a MMS 91.8% (N=759/859) of survey results indicated students Agree/Strongly Agree that they "Understand Purpose of MMS" 88% (N=754/859) of survey results indicated students Agree/Strongly Agree that they "Understand How to Develop MMS" <p>2019-2020</p> <ul style="list-style-type: none"> 48 EDUC/SDEV classroom presentations 69% (1160 of 1690) of FTIC's have a MMS 92% (N=841/909) of survey results indicated students Agree/Strongly Agree that they "Understand Purpose of MMS" 90% (N=821/909) of survey results indicated students Agree/Strongly Agree that they "Understand How to Develop MMS"



2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Academic Advising

Academic Year: 2018-2020

Department Mission: At Palo alto College, academic and career advising build a culture of integrated practices and shared responsibilities. Through collaborative teaching and learning, the advising process empowers our diverse student populations to explore and navigate their academic and career pathways.

What question are you trying to answer with the outcomes assessment?

- 1.) Do students understand the value of meeting with their advisor? (Relationships)
- 2.) Are students aware of resources on campus? (SHARE, etc.)

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Students will know college resources (I.E. SHARE, Tutoring, Student Life, etc.). (Advising SLO 5)	Strategic Direction: Empowering Student for Success ILO: Critical Thinking	<ul style="list-style-type: none"> • Advising Surveys • Campus Support Services Referrals (visit referral) • Graduation Survey • Financial Wellness Referral's 	Monthly/End of Semester Spring 2019 (Graduation Festival)	<ul style="list-style-type: none"> • CA Training • SS Leads Tactical • Student Success Planning Retreat • Lunch and Learns • ETEAM/CLT (End of Semester)
2. Students on Academic Probation will learn how their academic status can		<ul style="list-style-type: none"> • Advising Survey • Office Visits 	Monthly/End of Semester	<ul style="list-style-type: none"> • CA Training • SS Leads Tactical



2018-2020 Assessment Plan

<p>impact their academic success.</p> <p>(Advising SLO 1 & 3)</p>		<ul style="list-style-type: none"> # of Student removed and added on AP after each Semester 		<ul style="list-style-type: none"> Student Success Planning Retreat Lunch and Learns ETEAM/CLT (End of Semester)
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
<p>1. Students will understand critical milestones in their educational journey. (Advising SLO 1)</p> <p>2. FTICs will create a mission statement (Peer Advisors).</p>	<p>Strategic Direction: Empowering Students for Success</p> <p>ILO: Personal Responsibility</p>	<ul style="list-style-type: none"> # of Advising Touchpoints/Milestones 30-hour Intent ISP on file on Alamo GPS EDUC 1300 Survey's EDUC 1300 Presentations MMS captured on ACES 	<p>End of Semester</p> <p>End of Semester</p>	<ul style="list-style-type: none"> CA Training SS Leads Tactical Student Success Planning Retreat Lunch and Learns ETEAM/CLT (End of Semester) CA Training SS Leads Tactical Student Success Planning Retreat Lunch and Learns ETEAM/CLT (End of Semester)





ALAMO COLLEGES DISTRICT
Palo Alto College



Student Learning Outcome and Service Area Outcome Final Report:

Assessment/Testing Center

2018-2020



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Overview of Results

Type	Outcome	Results
SLO/ SAO- Select one	Students will understand that C.L.E.P. is an additional way of earning credit for graduation.	Our hope was that by providing the benefits of Clep testing as a resource that can save money and bringing you closer to your degree completion we would see an increase in testers. Unfortunately of the 1937 students during the 18-19 and 19-20 school year we only saw 4 students return to take the CLEP exam. What was also notice was that the 4 student that did take the CLEP exam all took the TSIA tested in the 18-19 school year which show those testing all were in their second year of college.
	Based on Post Assessment Advising, students will understand next steps to continue their educational goals.	<p>1784 unduplicated TSIA exams were administered through the testing center for the period of 9-1-2018 to 8-31-2020. Those that tested enrolled as an FTIC in the following terms. Fall 2018 – 25 , Spring 2019 – 116, Summer 2019 – 0, Fall 2019 – 506, Spring 2020 – 109, and Summer 2020 – 23. This total to 779 FTIC that tested and enrolled. 376 students that tested did not enroll at all. 328 students tested and enrolled under a different category such as continuous, transfer and DC/ECHS. This show a 21% testing to enrollment rate.</p> <p>Side note: 301 students registered for Fall 2020 they would have tested during this time period</p>



Use of Results

Action Item	Owner	Timeline
<p>SLO- Students will understand that C.L.E.P. is an additional way of earning credit for graduation – Key finding although students are made aware of the benefits of CLEP to reach graduation. At the time of entrance testing students are not taking advantage of this benefit. Data shows that even though at a minimum students take CLEP they are taking CLEP after their second year in college. Moving forward we see that we are better off working in informing Advisors to promote the benefits of CLEP to their students. This information is usually thought of toward the end after their 45+ touchpoint. In order to improve CLEP testing the Testing center will need to work with advising to inform students early in their college career about benefits.</p>	<p>Testing Center</p>	<p>2018-2020</p>
<p>SAO - Based on Post Assessment Advising, students will understand next steps to continue their educational goals – Key finding using the total number tested against enrollment for the last two years we saw about 21% of the students who tested did not complete the enrollment process in that time period. The breakdown in years are as follows 2018 – 44 not registered, 2019 – 205 not registered and 2020 – 126 not registered. Since test scores are valid for 5 years there is still a possibility these students will register. Moving forward the testing center will need to work with the welcome center. Possibly sending them a weekly roster of testers to be used as a recruitment tool.</p>	<p>Testing Center</p>	<p>2018-2020</p>

2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Assessment

Academic Year: 2018-2020

Department Mission:

The Assessment & Testing Center provides testing services that meet the various needs of the student population, in an atmosphere which enables examinees to perform to the best of their abilities. Services include test administration of the TSI Exam for college placement and for Texas Success Initiative (TSI) requirements, CLEP (College-Level Examination Program), and Alamo Colleges District Makeup/Distance examinations.

Student Learning Outcome (SLO/SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Assessment and Testing Center visitor will understand that C.L.E.P. is an additional way of earning credit for graduation.	Strategic Direction: Empowering Students for Success ILO: 3 and 6	A C.L.E.P. flyer with all the benefits will be part of the scoring packet for everyone at the end of each T.S.I. session.	All students completing the T.S.I. will be entered on Who's Next in order to generate a report that is run against the C.L.E.P. testing report	Results will be communicated to Students Success Lead at Mid-Fall and End of Fall/Spring Division Retreats
2. Based on Post Assessment Advising students will acknowledge receipt and understanding of next steps to continue their educational goals.	Strategic Direction: Empowering Students for Success ILO: 3 and 6	Student and Testing staff will sign a PAA Agreement confirming understanding of testing results and next steps for enrollment.	Based from database housed in Assessment drive student's signed Acknowledgement will be tracked to monitor number of those who register for classes.	Results will be communicated to Students Success Lead at Mid-Fall and End of Fall/Spring Division Retreats



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Student Learning Outcome and Service Area Outcome Final Report:

COUNSELING SERVICES

2018-2020



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Overview of Results

Type	Outcome	Results																				
SLO	Students, staff, and faculty will learn evidence-based, solution-focused strategies to increase resilience, well-being, and overall academic success.	<p>Progress of Students Seen Individually in Counseling Services</p> <p>Fall 2018 – Fall 2019</p> <ul style="list-style-type: none"> 63% of students seen in Fall 2018 (43 of 68), were either enrolled in Fall 2019 or had earned a credential (33 were enrolled, 9 had been awarded a credential, and 1 had transferred to another institution). <p>Fall 2019 – Fall 2020</p> <ul style="list-style-type: none"> 66% of students seen in Fall 2019 (41 of 62) were enrolled in Fall 2020 or had earned a credential (28 were enrolled and 13 had been awarded a credential). <p>Semester-by-Semester (Students seen individually in Fall 2019) From Fall 2019 to Summer 2020, institutional and cumulative GPA's increased.</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Institutional GPA</th> <th>Cumulative GPA</th> <th>PGR</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>2.49</td> <td>2.68</td> <td>70 %</td> <td>80 %</td> </tr> <tr> <td>Spring 2020</td> <td>2.76</td> <td>2.80</td> <td>76 %</td> <td>79 %</td> </tr> <tr> <td>Summer 2020</td> <td>2.88</td> <td>2.97</td> <td>85 %</td> <td>85 %</td> </tr> </tbody> </table>	Semester	Institutional GPA	Cumulative GPA	PGR	Completion Rate	Fall 2019	2.49	2.68	70 %	80 %	Spring 2020	2.76	2.80	76 %	79 %	Summer 2020	2.88	2.97	85 %	85 %
Semester	Institutional GPA	Cumulative GPA	PGR	Completion Rate																		
Fall 2019	2.49	2.68	70 %	80 %																		
Spring 2020	2.76	2.80	76 %	79 %																		
Summer 2020	2.88	2.97	85 %	85 %																		

** Due to limited access to national data source, students who transferred to another institution of higher education may have been excluded.*



Overview of Results

Type	Outcome	Results
SLO	Students, staff, and faculty will learn evidence-based, solution-focused strategies to increase resilience, well-being, and overall academic success.	<p>Counselors facilitate numerous workshops on mental health and wellbeing throughout the year for the PAC community.</p> <p>Workshop Topics</p> <ul style="list-style-type: none"> • Happiness Matters: Building Resilience in Times of Uncertainty • PAC ACTS: Nurturing Wellbeing and Assisting Students in Distress • Food for Your Mood: Nutrition for Mental Health • Suicide Prevention • Test Your Mood • Goal Setting and Time Management <p>2018 – 2019</p> <ul style="list-style-type: none"> • 97 % of respondents reported the presentation was useful to their academic/work success in 368 post-presentation surveys. <p>2019 – 2020</p> <ul style="list-style-type: none"> • 98 % of respondents reported the presentation was useful to their academic/work success in 129 post-presentation surveys.

* Students who transferred to another institution of higher education may not be included in these data.



Overview of Results

Type	Outcome	Results
SAO	Students will have an improved sense of wellbeing and a reduction of symptoms.	<p>After each individual counseling session, students were asked for feedback, for example, “<i>Has this been helpful?</i>”</p> <p>2018-2019 (127 students, 404 sessions)</p> <ul style="list-style-type: none">• 99% reported the counseling session was helpful or beneficial.• 75% returned for a second appointment. <p>2019-2020 (134 students, 468 sessions)</p> <ul style="list-style-type: none">• 100 % of respondents reported their counseling session was helpful.• 72 % of students returned for a second appointment.



Use of Results

Analysis/Key Findings

- Students utilizing counseling tend to have above average GPA's.
 - Before counseling began, average GPA of continuing students was 3.06 (cumulative).
- 29% of students (18) seen in Fall 2019 were FTIC
- Outreach to SDEV and EDUC 1300 classes should continue.
- Students who seek counseling tend to persist at a higher rate than their counterparts, despite the obstacles they are facing.
- There may be multiple reasons for the success (tutoring, advising, etc.).
- Due to COVID, students were reaching out for various reasons, not necessarily for personal counseling (advising, advocacy, financial, etc.).



Use of Results

Future Programming

Action Item	Owner	Timeline
SHARE Your Voice and Healthy Minds Study surveys	Counselors	Fall/Spring 2020-2021
Reach out to students not enrolled or with a GPA < 2.0	Counselors	Each semester
Make improvements to Titanium data collection (web component)	Counselors	Fall 2020
Look at alternative methods for assessment	Counselors	Fall 2020
Continue to visit EDUC 1300 and SDEV classes	Counselors	Fall/Spring 2020-2021
Continue to participate in campus events and mental health programs	Counselors	Each semester
Improve online visibility and ease of access to make an appointment	Counselors	Fall 2020

2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Counseling Services

Academic Year: 2018-2020

Department Mission: To promote wellness, academic success, and retention in the Palo Alto College community by providing mental health counseling, resources, consultation, and outreach. Counseling Services will be a vital resource for personal and student development to the entire PAC community in pursuit of success and excellence.

What question are you trying to answer with the outcomes assessment?
 What do students most need from Counseling Services? What programming is most effective? Does personal counseling improve persistence rates? Do workshops improve student resiliency?

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Students, staff, and faculty will learn evidence-based, solution-focused strategies to increase resilience, well-being, and overall academic success.	Strategic Direction: 1, Empowering Students for Success. ILO: 1, 3, 6	Post presentation surveys. Track PGR and Persistence rates at the end of each semester for students.	After each presentation Full review at the end of each semester	Tactical Student Success Division meetings, College Leadership, and E-Team at the end of each semester
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
2. Students will have an improved sense of well-being and a reduction of symptoms.	Strategic Direction: 1. Empowering Students for Success ILO:	After each individual session, ask student, "Was this helpful?" Track % of students who complete a second appointment. Track PGR and Persistence rates at the end of each semester for students.	After each individual session After each presentation Full review at the end of each semester	Tactical Student Success Division meetings, College Leadership, and E-Team at the end of each semester



Thank you.



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Student Learning Outcome and Service Area Outcome Final Report:

Disability Support Services

2018-2020



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Overview of Results

Type	Outcome	Results
SLO	Students will learn to utilize the accommodation process to accurately and successfully aid in their academic achievement.	<p>2018-2019</p> <ul style="list-style-type: none"> • 100% (N=89) (38% Excellent/ 62% Good) of survey results indicate that students felt the accommodation process was thoroughly explained. • 96.5 % (N=89) (34.5% Excellent/ 62% Good) of survey results indicated that based on students disability, reasonable accommodations were provided to me. • 100% (N=89) (27.5% Excellent/ 72.5% Good) of survey results indicated that accommodations will help them in their classes. • 82.7% (N=89) (27.55 Excellent/ 55.2% Good) of survey results indicated that all questions were answered during intake appointment. <p>2019-2020</p> <ul style="list-style-type: none"> • Previous data not accessible due to COVID. Any paper surveys that may have been collected stayed on campus. • Intakes done remotely and Coordinator asked at the end if student understood the accommodation process. All indicated yes.



Overview of Results

Type	Outcome	Results
SAO	Students will report that the accommodations they receive in DSS will positively impact their learning in the classroom as well as how to advocate for services needed.	<p>2018-2019</p> <ul style="list-style-type: none"> 100% (N=225) (38% Excellent/ 62% Good) of survey results indicate that students felt the accommodation process was thoroughly explained. 96.5 % (N=225) (34.5% Excellent/ 62% Good) of survey results indicated that based on students disability, reasonable accommodations were provided to me. <p>2019-2020</p> <ul style="list-style-type: none"> 100% (N=58) (86.2% Yes/ 13.8% No) did have a conversation with their instructor about the LOA. If not, why? <ul style="list-style-type: none"> Shy/Anxiety Felt they didn't need to since the letter was sent to the instructors Had online classes 100% (N=58) (43.1% Yes/ 56.9 No) tested in the DSS Office to use extended test time. If not, why? <ul style="list-style-type: none"> Tests were online Instructors worked with the students in class COVID 100% (N=58) Out of the students' approved accommodations the most common themes were: <ul style="list-style-type: none"> Extended test time Note taker Kurzweil for tests and textbooks Math notes and calculator Use of computer to type notes



Use of Results

- Provide your analysis of results/key findings
- Explain any lessons learned after reviewing results
- Explain how you will use these results to improve services/support/training for your area. Development of new SLO/SAO
- Please be specific with owners, timeline, and action items

Action Item	Owner	Timeline
COVID happened, and intake appointment survey was on paper only. Survey needs to be electronic via Survey Monkey and then link can be emailed to students in this remote environment.	Cindy and Greta	11-5-2020
Phone calls will be made to students after the 2 nd week of each semester to inquire about them using accommodations.	Peer Advisors	Beginning of each semester
Remind students to have conversations with their instructors every semester to discuss their LOAs.	Cindy	On-going
Incorporate the SLO/SAO as part of our department team meetings to avoid any gaps of time in data gathering	Cindy	On-going



2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Disability Support Services

Academic Year: 2018-2020

Department Mission: PAC is committed to ensuring that all programs, services and facilities are accessible to and provide equal opportunities for education to all students. The DSS office coordinates accommodations for PAC students with permanent or temporary disabilities as defined by the Americans with Disabilities ACT (ADA) of 1990.

What question are you trying to answer with the outcomes assessment?
Are students using their accommodations to help them be successful in classes?

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Students will learn to utilize the accommodation process to accurately and successfully aid in their academic achievement.	Strategic Direction: 1 ILO: 1, 3 & 6	Survey at the end of each intake appointment with outcome based questions around the process and accommodations.	At the end of each intake session. At the end of the semester.	Student Success Tactical meeting as requested.
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
2. Students will report that the accommodations they receive in DSS will positively impact their learning in the classroom as well as how to advocate for services needed.	Strategic Direction: 1 ILO: 1,3 & 6	Peer Advisors will call students to ask how things are going and if students are using their accommodations. For those needing further guidance an appointment can be scheduled with the Coordinator.	On-going throughout the semester.	Student Success Tactical meeting as requested.

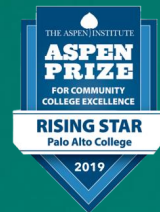


Thank you.



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Palo Alto College



Student Learning Outcome and Service Area Outcome Final Report:

HIGH SCHOOL PROGRAMS

2018-2020



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2018 Award Recipient



Overview of Results - Dual Credit

Type	Outcome	Results
SLO (DC)	Prospective Dual Credit students will learn and know about the 42-Core and PTE pathways available through Dual Credit.	<ul style="list-style-type: none"> • DC NSO held over 3 days (September/October) • Specific Advising for TAGs • DC Exploring CTE Professions event hosted Spring 2019 <ul style="list-style-type: none"> • Attendance: 76 students • Number of ISDs: 2 (Southwest and Charlotte)
SAO (DC)	Counselors will learn and know about the 42-Core curriculum and PTE pathways available through Dual Credit to help promote DC opportunities to students.	<ul style="list-style-type: none"> • HSP Team attended training over TAGs – Summer/Fall 2019 • Discover PTE event hosted Spring 2019 for Partners (Counselor liaisons) <ul style="list-style-type: none"> • Included Business Partners Panel • Invite extended to partner Middle Schools and HS Counselors • Presentation over Certifications/Certificates



Use of Results – Dual Credit

Action Item	Owner	Timeline
<ul style="list-style-type: none"> Survey Counselors to assess knowledge of identified PTE areas and current knowledge of areas (such 42-core and pathways). 	HSP Team	1 year at Consortiums
<ul style="list-style-type: none"> Create Canvas courses for advising by DC entry level to be implemented Fall 2020. 	HSP Team	Spring 2020-Summer 2020
<ul style="list-style-type: none"> Develop process to monitor student assessments to ensure students are receiving and understanding the information provided. 	HSP Team	Spring – Summer 2020



Challenges – Dual Credit

- Scheduling all events continues to be a challenge.
 - Due to collaborating with many departments and staff across campus, dates where both PAC and ISD staff and PAC rooms are available is tricky to navigate.
 - Concern with disrupting students/taking away from class time makes it difficult to schedule dates for students to attend campus events such as DC NSO and Exploring PTE.
 - Transportation from HS is also difficult to manage or add when new events are created for students.
- Staff Turnover and New Hires
 - Dual Credit lost 3 core members of the team (promotions)
 - Had 1 new hire who was overseeing all 26 ISDs
- Surveying counselors proved to be difficult with COVID in Spring 2020
- **As the COVID-19 pandemic hit, competing priorities took precedent over this goal*
 - Focus was on ensuring all students were settled with technology as well as teaching them how to access their courses.
 - Focus on counselors was to ensure they understood how to help their students, new rules/regulations, and implementation of Multiple Measures in lieu of TSI testing.



Lessons Learned – Dual Credit

- Trial and error of ECHS Canvas assessments led to entering all advising assessments and presentations on Canvas (implemented Fall 2020). Advising in this way is now standard practice.
- Inviting middle school partners as well as HS and ISD staff to PTE event was a great way for students to select or learn more about PTE programs before making their endorsement selections in 8th grade.
- Offering DC NSO over 3 days made it easier to run event and also to advise students. This is now standard practice.



2018-2020 Assessment Plan



Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Dual Credit

Academic Year: 2018-2020

Department Mission: Promoting student success, empowerment, and engagement through successful completion of college and high school credit.

What question are you trying to answer with the outcomes assessment?

1. How do we generate student interest in our programs and dual credit?
2. How do we engage counselors in learning and sharing more about our programs and dual credit?

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
1. Prospective Dual Credit students will learn and know about the 42-Core Curriculum and PTE pathways available through Dual Credit.	Strategic Direction: 1,2,4 ILO: 1,3,6	<ul style="list-style-type: none"> • Paper survey of students after advising sessions – Spring 2019 launch • Small student and counselor focus groups – Spring 2019 launch • Pre- and Post-Survey of students and counselors at Discover PTE Event – Spring 2019 	1 year	<ul style="list-style-type: none"> • DC Consortium • E-Team • Weekly Tactical • ImPACT Lunch • HS/ISD Administration
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
2. Counselors will learn and know about the 42-Core Curriculum and PTE pathways available through Dual Credit to help promote DC opportunities to students.	Strategic Direction: 1,2,4 ILO: 1,2,3,4,6	<ul style="list-style-type: none"> • Post-Survey – At the end of the year <ul style="list-style-type: none"> ○ Survey to assess knowledge of identified key areas. • Tracking of number of advising sessions related to PTE at HS via Who's Next Services 	1 year	<ul style="list-style-type: none"> • DC Consortium • E-Team • Weekly Tactical • ImPACT Lunch • HS/ISD Administration



Overview of Results - Early College HS

Type	Outcome	Results
SLO (ECHS)	ECHS students will demonstrate understanding of the four-year graduation plan by using Alamo Enroll.	<ul style="list-style-type: none"> Use of Pre-Assessment and Post-Assessment surveys in Spring 2019 <ul style="list-style-type: none"> Pre-Assessment Average: 86% (631 students) Post Assessment Average: 95% (631 students) *These numbers represent the pilot group of Canvas usage, not total advising cohorts. Graduation Rate (Spring and Summer) <ul style="list-style-type: none"> 2018: 73% (167/233)—72% 2019: 84% (216/322)—67% 2020: 85% (335/222)—69%
SAO (ECHS)	Parents are informed of available campus resources.	<ul style="list-style-type: none"> Four Parent Nights were held, but with low attendance (0-10 people). Session topics: <ul style="list-style-type: none"> Demystifying the College Process Separation Anxiety Student Success and Expectations Campus & Community Resources Events to promote participation in Palo Alto College events (Pumpkin Patch, Spring baseball event...)
SAO (ECHS)	Determine Current utilization of available campus resources and factors impacting utilization rate.	<ul style="list-style-type: none"> Banner/School information from Library and Tutoring Services proved difficult to get because: <ul style="list-style-type: none"> Library uses a clicker to track students, not Banner ID Tutoring did not have a way to run a report

Use of Results – Early College HS

Action Item	Owner	Timeline
Creation of Canvas Advising modules with Pre- and Post- Assessments to be implemented Fall 2020.	HSP Team	Spring – Summer 2020
Develop process to monitor student assessments to ensure students are receiving and understanding the information provided.	HSP Team	Spring – Summer 2020
Reevaluate tracking for student usage of resources.	HSP Team	Spring – Summer 2020
Schedule parent information sessions in ECHS semester orientations (Summer Bridge)	ECHS Team	Summer 2020



Challenges – Early College HS

- Canvas
 - Modules and assessments had to be reconfigured – ECHS team was too ambitious.
 - Technological and classroom space challenges at high schools made it difficult to get students to complete Canvas assessments.
 - i.e., Firewalls/Internet strength issues; not enough lab computer classrooms; lack of computers/laptops available for student use.
- Resource areas unable to track or run reports needed for tracking student usage.
 - Library uses a clicker to track students, not Banner ID.
 - Tutoring did not have a way to run their report.
- Due to low attendance at PAC Parent Nights, HSP team shifted to scheduling Parent Nights on HS campuses.
 - Schools have trouble with attendance at their own schools
 - Schools were not responsive to HSP requests to present at their campus



Lessons Learned – Early College HS

- Trial and error of Canvas assessments led to entering all advising assessments and presentations on Canvas (implemented Fall 2020). By providing information to students in this way, we can intervene with students earlier to increase graduation rates.
- Creation of resource videos for Fall 2020; all videos are recorded by SMEs and sent to students and counselors once a month.
- Meet with resource areas to determine if reporting has changed to begin to track again.
- Discuss and schedule parent nights with HS Partners around semester orientations. The HS has knowledge on the participation and limitations of their community.



2018-2020 Assessment Plan



Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Early College High School

Academic Year: 2018-2020

Department Mission:
To enhance student success by providing educational opportunities through concurrent enrollment pathways.

What question are you trying to answer with the outcomes assessment?
Can ECHS students connect their high school courses to college courses for high school and college completion?
Do ECHS parents/supporters know how to support their student in the ECHS program?
Are students using available campus resources (such as library, tutoring, S.H.A.R.E., etc.)?

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Students will demonstrate understanding of the four-year graduation plan by using <i>Alamo GPS</i> .	Strategic Direction: 1, 2, 4 ILO: 1, 3, 6	9 th -4-year plan knowledge pre-assessment 10 th -4-year plan knowledge mid-point assessment 11 th -Degree mapping activity 12 th -Final Degree Audit and Graduation Application	9 th -ECHS Convocation 10 th -Spring Advising Session 11 th -Spring Advising Session 12 th -Spring Advising Session	-ECHS Consortium -ECHS Team -HSP Dean -HSP Director -VPSS -ECHS Partners
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
2. Parents are informed of available campus resources.	Strategic Direction: 1, 2, 4	2. HSP Parent Night Post-Assessment Survey 3a. Participation data collection from on-campus resource centers (TBD, such	-after each HSP Parent night -monthly	-ECHS Consortium -ECHS Team -HSP Dean -HSP Director



3. Determine current utilization of available campus resources and factors impacting utilization rate.	ILO: 1,2,3,4,6	as tutoring and library workshop sign-ups) to determine baseline and trends. 3b. Focus group/survey about self-reported usage and factors why/why not used (transportation, hours, etc.)		-VPSS -ECHS Partners
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SLO SAO Report

Ray Ellison Family Center

Rosanna Padron



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Overview of Results

Type	Outcome	Results						
SLO	Children will demonstrate progress on the six developmental domains to include; <ul style="list-style-type: none"> • Social-Emotional • Physical • Language • Cognitive • Literacy • Mathematics 		Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
		Fall 2019/2020 42 Children	47%	55%	40%	37%	30%	27%
		Winter 2019/2020 40 Children	80%	80%	86%	90%	80%	80%



2018-2020 Assessment Plan



Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Ray Ellison Family Center

Academic Year: 2018-2020

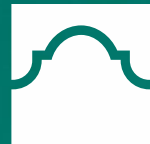
<p>Department Mission: The Ray Ellison Family Center strives to provide an early childhood program that promotes the social/emotional, cognitive, language, and physical development of each child.</p>
<p>What question are you trying to answer with the outcomes assessment? Are children meeting developmental milestones? Does REFC have the resources to support children and families who have potential developmental delays? How can REFC provide resources to support teachers who have children in their classroom with developmental delays?</p>

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
1. Children will demonstrate progress on the six developmental domains to include Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics	<p>Strategic Direction:</p> <p>1: Empowering Students for Success</p> <p>2: Creating & Sustaining a Culture of Inclusiveness</p> <p>ILO:</p> <p>1: Communication Skills</p> <p>2: Critical Thinking</p>	<p>1st checkpoint (evaluation) will be completed within 45 days of child's enrollment date.</p> <p>2nd checkpoint will be completed at the 3-month GOLD checkpoint. (November)</p> <p>(Checkpoints completed every 3-months thereafter)</p> <p>75% of the children enrolled will meet their six developmental milestones</p>	<p>Results to be reviewed after every 3-month GOLD checkpoint.</p> <p>Teachers/staff will meet to review data.</p>	<p>Communicate to parent during parent-teacher conferences.</p> <p>Results emailed to parents.</p>

<p>Additional Information/How will you use results to improve services? The results will be reviewed bi-annually to see what resources are needed for teachers to support and increase children's developmental milestones.</p>
<p>Training Needed and Timeline: Annual GOLD assessment training to ensure observations and assessments are implemented correctly.</p>



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Student Learning Outcome and Service Area Outcome Final Report:

Office of Student Conduct

2018-2020



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Overview of Results

Type	Outcome	Results
SLO	To educate students on college policies and resources for Student Conduct, SOBI, and Title IX.	<p>Increased presentations yielded increase in Incident Report Forms submitted</p> <ul style="list-style-type: none"> 144 Incident Reports <ul style="list-style-type: none"> 10 reports student initiated 3 Students with repeat offenses (1 conduct and 2 academic integrity) 88 Student Presentations <ul style="list-style-type: none"> EDUC/SDEV classes; Student Employment Initiative; ECHS/Dual Credit presentations; NSO, Mediasite Presentations
SAO	Students who go through the Student Conduct, SOBI, and Title IX process will be able to identify campus and/or community resources	<p>Reflection papers indicate students are more knowledgeable about policies, laws, campus expectations, and Respect for All</p> <ul style="list-style-type: none"> 15 reflection papers



Use of Results

Action Item	Owner	Timeline
Dean follow up on Academic Integrity <ul style="list-style-type: none"> Increase academic integrity reports; 3 departments consistently report 	Tyler Archer	Nov – Dec 2020
Increase student outreach on Incident Reporting <ul style="list-style-type: none"> Student reporting of incidents has increased but additional information about reporting 	Tyler Archer	Spring 2020
Continue Campus Presentations on Conduct, SOBI, and Title IX	Tyler Archer	Spring 2020
Create reflection paper menu for students with additional instructions <ul style="list-style-type: none"> Reflection papers are individually tailored for each type of case, however a reflection menu for each type of violation would be beneficial for consistency 	Tyler Archer	Spring 2020



2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Office of Student Conduct

Academic Year: 2018-2020

Department Mission: The mission of the Palo Alto College Office of Student Conduct is to protect and foster the learning environment, through meetings with students both in and out of the classroom, to reach our goal of student success by upholding the Student Code of Conduct.

What question are you trying to answer with the outcomes assessment?
Do students know about college policies and resources for Student Conduct, SOBI, and Title IX?
Is interaction with students in Student Conduct, SOBI, and Title IX educational?

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
1. To educate students on college policies and resources for Student Conduct, SOBI, and Title IX.	<i>Strategic Direction:</i> Empowering students for success <i>ILO:</i> Critical Thinking	EDUC Presentations Alamo Cares Survey Monthly tabling in Student Center	End of semester	End of semester reports presented to College Leadership Team
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
2. Students who go through the Student Conduct, SOBI, and Title IX process will be able to identify campus and/or community resources	<i>Strategic Direction:</i> Empowering students for success <i>ILO:</i> Critical Thinking	Survey each student who goes through the Student Conduct, SOBI, and Title IX process	End of semester	End of semester reports presented to College Leadership Team



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Student Learning Outcome and Service Area Outcome Report: SHARE/Student Life

2018-2020



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Overview of Results

Type	Outcome	Results
SLO- Student Life	<p>Students will demonstrate knowledge in:</p> <p>Critical Thinking: Exploring Issues, Ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</p> <p>Social Responsibility: Intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, global communities.</p>	<p>Students demonstrated knowledge in Critical thinking and Social Responsibility on campus through Events and the SHARE Center.</p> <ul style="list-style-type: none"> • 179 events • 141 Student Organization events • 3,133 attendees (attendees with attendance in AE) • 7,063 attendees (attendees with attendance in AE and estimates not tracked in AE) <p>We Served over 3,405 students through the SHARE Center</p> <ul style="list-style-type: none"> • 65 services in the Clothes Closet • 432 services in Career Advising/Workshops • 102 services in health referrals • 246 Health and Wellness curriculum implementations • 658 Food Pantry • 867 Pop-Up Markets <p>According to our event surveys (Quantitatively)</p> <ul style="list-style-type: none"> • 88% of respondents either agreed or strongly agreed the session improved their understanding of different cultural perspectives • 85% of respondents either agreed or strongly agreed they learned something useful in their session • 86% of respondents either agreed or strongly agreed their session has given them fresh ideas about the topic <p>Personal Reflections: (Qualitatively)</p> <ul style="list-style-type: none"> • 98% of students attending an Alternative Spring Break or student development conference feel they used critical thinking skills and explored ideas • 100% of students attending an Alternative Spring Break or student development conference feel they had the ability to engage with a regional, national, or global community <p><small>*Source: AlamoEXPERIENCE</small></p>



Overview of Results

Type	Outcome	Results
SLO-SHARE	Students will demonstrate knowledge of money management within three main areas: responsible borrowing, budgeting, and credit.	<p>Students learned skills related to budgeting and credit:</p> <ul style="list-style-type: none"> • 42 EDUC classroom financial wellness sessions • 1,850 students completed the financial wellness sessions • 9 Student Loan Recipient Workshops <ul style="list-style-type: none"> • Student Loan Education now provided on a district level to address default prevention • 68 Financial Literacy Session (Outside Vendor)
SAO-SHARE	Students will persist and complete their educational pathway.	<p>Advocacy Dashboard continues to be developed to compare students who access SHARE Services versus those who do not on metrics such as GPA, Persistence, Graduation, Productive Grade and Course Completion Rate.</p> <p>Version 2.0: will include assessment by services by threshold of services accessed (students who access 1, 2-3, 4+); include a comparative cohort of students who do not access based on markers such as income, dependents, first generation status.</p> <p>*Source: Advocacy Dashboard</p>



Use of Results

Key Findings/Action Item	Owner	Timeline
Tracking student participation in AlamoExperience was a challenge. Moving forward with additional training, attendance tracking strategies by type of event, and collaborative efforts with faculty to enhance reporting.	Student Life	2020-2021
Documenting activities in AlamoExperience was a challenge and will be addressed through Experiential Learning efforts and ELAG.	Student Life	2020-2021
Attendance for out of the classroom financial literacy workshops struggled with attendance. To meet students where they are is in the classroom	SHARE Center	2020-2021
Implementing campus financial literacy efforts around student loans (smart borrowing) was challenging as the transition pivoted towards a District wide effort through i3 Group that was contracted. Working closer with district to support pre-existing efforts versus duplicating	Share Center	2020-2021
Expanding beyond EDUC 1300 and implementing financial literacy curriculum has been a slow process. Continue to advertise Don't Cancel That Class, find creative ways to tie financial literacy content into a curriculum/assignment, and consider best practices in expending the pilot launched with Lerma.	SHARE Center	2020-2021
Advocacy dashboard to reflect student persistence.	SHARE Center	2020-2021



2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Student Life

Academic Year: 2018-2020

Department Mission:

The Office of Student Life promotes an environment committed to students' personal, emotional, career, ethical and civic development. We support this initiative through organizations, civic engagement, community service, wellness, service learning, and co-curricular and extracurricular programming that impact our student's holistic growth.

What question are you trying to answer with the outcomes assessment?

How do we better meet the needs of our students and provide a well-rounded holistic experience.

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
<p>1. Students will demonstrate knowledge in:</p> <p>Critical Thinking: Exploring Issues, Ideas, artifacts, and events before accepting or formulating an opinion or conclusion.</p> <p>Social Responsibility: Intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, global communities.</p>	<p>Strategic Direction: Targeting our Resources for Success and Empowering Students for Success</p> <p>ILO: Social Responsibility, and Critical Thinking</p>	<p>Classroom Presentations</p> <p>Surveys</p> <p>Reflections</p> <p>Case Management</p> <p>Focus Groups</p>	<p>Semester</p> <p>Semester</p> <p>Semester</p> <p>Daily</p> <p>Annually</p>	<p>Department Meetings- Monthly</p> <p>Tactical-Semester</p> <p>E-team and Leadership Team- Semester</p>
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
N/A				



2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: SHARE Center, Financial Wellness Program

Academic Year: 2018-2020

Financial Wellness Mission: To provide a holistic financial literacy curriculum offered at multiple touchpoints throughout a student's educational journey.

What question are you trying to answer with the outcomes assessment?
How do we better meet the needs of our students and provide a well-rounded holistic experience specifically related to financial literacy and wellness.

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
<p>1. Students will demonstrate knowledge of money management within three main areas: responsible borrowing, budgeting, and credit.</p>	<p>Strategic Directions: Targeting our Resources for Success and Empowering Students for Success</p> <p>ILO: Empirical and Quantitative Analysis</p>	<p>Credit:</p> <ul style="list-style-type: none"> Post Workshop Assessment/Post Advising Assessment iGrad Course Assessment: Understanding Your Credit Report <p>Responsible Borrowing:</p> <ul style="list-style-type: none"> Post Workshop Assessment/Post Advising Assessment iGrad Course Assessment: Smart Borrowing, Borrowing Smart and Preparing for Higher Education, Repaying Your Student Loans, Staying on Track with Student Loans While in School 	<p>After each workshop/advising session</p> <p>Semester</p> <p>After each workshop/advising session</p> <p>Semester</p>	<p>Department Meetings (Monthly)</p> <p>Student Success Leads Tactical (Semester)</p> <p>ETEAM and College Leadership Team (Yearly)</p>
		<p>Budgeting:</p> <ul style="list-style-type: none"> Post Workshop Assessment/Post Advising Assessment iGrad Course Assessment: Creating a Budget and Sticking to It Number of students using budget tool in iGrad (Data Tool in iGrad) <p>Administer Student Financial Wellness Survey and compare responses on the Financial Knowledge Scale questions to Spring 2018 administration</p> <p>Focus Groups: Frame questions similar to assessment instruments and conduct three focus groups; one control group that has not accessed financial wellness programs and two focus groups that have accessed financial wellness programs.</p>	<p>After each workshop/advising session</p> <p>Semester</p> <p>Semester</p> <p>Spring 2020</p> <p>Annually</p>	



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Student Learning Outcome and Service Area Outcome Final Report:

TRIO Talent Search

2018-2020



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Overview of Results

Type	Outcome	Results
SLO 2019- 2020	Talent Search students will demonstrate an understanding of college readiness skills- Including but not limited to setting and pursuing personal and education goals, time management, study skills, an self-advocacy.	<p>32,747 Service Activity contacts recorded. 4204 hours of contact hours. Average time spent per student contact 8 minutes.</p> <p>Objective Threshold=4000 contacts by end of project year.</p>
SAO 2019- 2020	Talent Search students will identify that they are prepared to pursue a post-secondary education by enrolling in the Fall term, following their senior year in high school.	<p>79.67 % (98/123) of TS graduating seniors have enrolled in a post-secondary institution Fall of 2020. Objective threshold=57% Results will be verified October of 2020 through the National Student Clearing House Database (NSCH).</p>



Use of Results

- Provide your analysis of results/key findings
- Explain any lessons learned after reviewing results
- Explain how you will use these results to improve services/support/training for your area. Development of new SLO/SAO
- Please be specific with owners, timeline, and action items

Action Item	Owner	Timeline
Recruitment as the WIG	Helena, Dominic, Anna	Weekly checking for numbers
		Weekly connect to recruitment
New Request for Proposal, find a new baseline for need, select a different definition for rigorous program of study	Monica, Gaston, SWISD Partners	1 X in Nov 2020



2018-2020 Assessment Plan

Palo Alto College Student Success SLO/SAO Assessment Cycle Template

DEPARTMENT NAME: Talent Search

Academic Year: 2018-2020

Department Mission: The Palo Alto College TRIO Talent Search program will enable talented first-generation and low-income high school students with the skills and motivation necessary to enter and succeed in a program of post-secondary education.

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
1. Talent Search students will demonstrate an understanding of a rigorous college preparatory curriculum in order to access admission to post-secondary education.	PAC Strategic Directions: 1, 4 ILOs: 1, 3, 6	U.S. Department of Education Grant Objectives: <ul style="list-style-type: none"> Objective A. Secondary School Persistence-9-11th graders will demonstrate through attendance and participation at workshops, advising/mentoring, continuing on-time <u>hs</u> graduation plan and completing and passing checkpoint assessments. Objective B. Secondary School Graduation-12th grade will demonstrate knowledge of rigorous college preparatory curriculum by senior graduation/<u>hs</u> completion. Objective C. Secondary School Graduation (Rigorous Secondary School Program of Study)- demonstrated through student enrollment in PreAP/Dual Credit/Honors coursework while enrolled in <u>hs</u>. 	9-week grading periods 4 mini-multiple choice meetings per semester Senior December Survey August Pre-Test/May Post-Test	APR Executive Summary Student Success Tactical and E-Team Presentations following submission of APR (February)
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
1. Talent Search students will identify that they are prepared to pursue a post-secondary education by	PAC Strategic Directions: 1, 4	Enrollment Verification Forms National Clearinghouse Enrollment Data Banner Annual Performance Report (APR)	August/September August-October November/December	APR Executive Summary Student Success Tactical and E-Team



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Student Learning Outcome and Service Area Outcome Final Report:

TRIO Upward Bound

2018-2020



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Overview of Results

Type	Outcome	Results
SLO	TRIO UB participants will demonstrate an understanding of college readiness skills including but not limited to setting and pursuing personal and educational goals, time management, study skills.	<p>Objective threshold=60% of students 2018-2019 :</p> <p>5,901 Service Activity contacts recorded (624 individual contacts). 8760 hours and 26 minutes of contact hours Average time spent per session 1 hour and 30 mins.</p> <p>Actual Objective Outcome: 77 students who received activities related to college readiness (100%)</p> <p>2019-2020:</p> <p>2617 Service Activity contacts recorded (418 individual contacts) 2420 hours and 31 minutes of contact hours Average time spent on students 55 mins</p> <p>Actual Objective Outcome: 56 students who received activities related to college readiness (72%)</p>



Overview of Results

Type	Outcome	Results
SAO	TRIO UB Senior students will identify that they are prepared to pursue a post secondary degree.	<p>Objective threshold=60%</p> <p>2018-2019</p> <p><i>*All 11 have been accepted into college (3 PAC, 3 SAC, 1 UIW, 1 UTSA, 1 Dallas Baptist University, 1 TLU, & 1 UC Berkeley)</i></p> <p>Actual Objective Outcome: 100% (*11/11) UB seniors have enrolled in a program of post-secondary education in Fall of 2019.</p> <p>2019-2020</p> <p>Actual Objective Outcome: 75% (15/20) UB seniors have enrolled in a program of post-secondary education in Fall of 2020.</p> <p>15 students have been accepted in college (3 at Palo Alto College, 2 at San Antonio College; 2 at Tarleton State University; 1 at St. Phillips; 1 at University of Texas Dallas; 1 at University of Texas at San Antonio; 1 at Texas A&M San Antonio; 1 at Texas A&M College Station; 1 at Texas A&M Commerce; 1 at Sam Houston State University; 1 at Texas State University.</p>



Use of Results

- The number of services decreased in 2019-2020 this may be an affect of the loss of the Senior Advisor in October and COVID-19 that hit in March
- The SLO is more specific than the measurements of results thus not giving an actual picture of the outlined SLO. Need to create more strategic efforts to create better results can increase our effective practices.
- SLO is too generic, need to revise for results that are more strategic in a learning outcome and possibly create more than one/LASSI was not used in the 2019-2020 AY but moving forward we have plans to incorporate that in 2020-21.
- These results will be shared with Senior Advisor and we will develop some SLOs together to better understand how we can create more effective SLO's and measurements of assessment to create the culture of ongoing assessment throughout the year.

Action Item	Owner	Timeline
Revise the SLO for more targets programmatic efforts (i.e. FAFA completion, college application completion or college readiness tied to a specific programmatic event)	Adriana/Chanell	November 6, 2020
Create surveys that assesses students learning of programmatic events to use as better sources of outcome measurements of college readiness Review Surveys after the events for improved practices and numbers that correlate to the SLO.	Chanell	Ongoing depending on Saturday Academies and workshops provided but preliminary discussion will be help October 26, 2020.



2018-2020 Assessment Plan

Palo Alto College Student Success SLO/SAO Assessment Cycle Template

DEPARTMENT NAME: TRIO Upward Bound

Academic Year: 2018-2020

Department Mission: The Palo Alto College TRIO Upward Bound program will enable talented first-generation and low-income high school students with the skills and motivation necessary to enter and succeed in a program of post-secondary education.

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Upward Bound students will demonstrate an understanding of college readiness skills- Including but not limited to setting and pursuing personal and education goals, time management, study skills, and self-advocacy.	PAC Strategic Directions: 1, 5 ILOs: 3, 6	LASSI/Learning Study Strategies Inventory Tool U.S. Department of Education Grant Objectives: <ul style="list-style-type: none"> Objective A. Secondary School Retention and Graduation Objective B. Secondary School Graduation (Rigorous Secondary School Program of Study) Objective C. Postsecondary Enrollment Annual Performance Report Annual Report	September/October November/December January	APR Executive Summary Student Success Tactical and E-Team Presentations following submission of APR (February)
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Upward Bound students will identify that they are prepared to pursue a post-secondary education by enrolling in the Fall term, following their senior year in high school.	PAC Strategic Directions: 1, 5 ILOs: 3, 6	Enrollment Verification Forms National Clearinghouse Enrollment Data Banner U.S. Department of Education Grant Objectives <ul style="list-style-type: none"> Objective D. Postsecondary Enrollment Annual Performance Report Annual Report	August/September August-October November/December January	APR Executive Summary Student Success Tactical and E-Team Presentations following submission of APR (February)

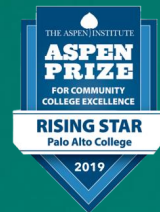


Thank you.



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Student Learning Outcome and Service Area Outcome Final Report:

TRIO Upward Bound Math & Science

2018-2020



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Overview of Results

Type	Outcome	Results
SLO/ SAO-	List Outcome	Include results and reference what you stated you would assess on your 2018-2020 Assessment Plan
SLO 2018- 2019	TRIO UBMS participants will demonstrate an understanding of college readiness skills- Including but not limited to setting and pursuing personal and education goals, rigorous course selection, time management, study skills, an self-advocacy.	<p>4,627 Service Activity contacts recorded. 6119 of contact hours Average time spent per student 1.19 hrs.</p> <p>(60) students-100%</p> <p>Objective threshold=60</p>
SLO 2019- 2020	TRIO UBMS participants will demonstrate an understanding of college readiness skills- Including but not limited to setting and pursuing personal and education goals, rigorous course selection, time management, study skills, an self-advocacy.	<p>2108 Service Activity contacts recorded. 2208 hours minutes of contact hours Average time spent per student .58 hrs.</p> <p>(53/60) students -88%</p> <p>Objective threshold=60</p>



Overview of Results

Type	Outcome	Results
SLO/ SAO-	List Outcome	Include results and reference what you stated you would assess on your 2018-2020 Assessment Plan
SAO 2018- 2019	TRIO UBMS students will identify that they are prepared to pursue a post-secondary education by enrolling in the Fall term, following their senior year in high school and not required to take remedial courses.	<p>11/11) 100% UBMS seniors have enrolled in a program of post-secondary education in Fall of 2019.</p> <p><i>*All 11 are enrolled in college (3 PAC, 3 SAC, 1 UIW, 1 UTSA, 1 Dallas Baptist University, 1 TLU, & 1 UC Berkeley)</i></p> <p>Objective threshold=80%</p>
SAO 2019- 2020	TRIO UBMS students will identify that they are prepared to pursue a post-secondary education by enrolling in the Fall term, following their senior year in high school and not required to take remedial courses.	<p>(16/*20) UBMS seniors have enrolled in a program of post-secondary education in Fall of 2020.</p> <p><i>*All 20 have been accepted into college- (7) PAC, (2)SAC, (2)UTSA, (2) TAMU-SA, (1) UT-Austin, (1)-TLU, (1) Emery Riddle University, and 4 did not enroll)</i></p> <p>(16/18)=89% 16/20=80%</p> <p>Objective threshold=80%</p>



Use of Results

- Lessons learned is that we needed to implement pre and post test for each grade level, not just seniors TSI scores and for remediation course upon college entrance
- Recruitment needs to be completes in the Fall not Spring

Action Item	Owner	Timeline
<p>Implement and execute a case management system where all Annul Individual Student Plans (AISP) and Needs Assessments (NA) are completed and reviewed each grant year.</p> <p><i>Learned that AISP for new recruits needed to conducted in Fall as well to ensure numbers are met.</i></p>	<p>UBMS Senior Advisor UBMS Project Director</p>	<p>Fall 2019-Returning Students <i>**Spring 2020-New Recruits</i></p>
<p>Provide Individual/Groups services to fit the student needs as per the AISP, and monitor grades per grading cycles</p>	<p>UBMS Senior Advisor UBMS Project Director</p>	<p>Through Out the year</p>
<p>Learned UBMS needs to create a Pre and Post Survey for each grade level to gain data students have learned: (9th, 10th, 11th, & 12th)</p>	<p>UBMS Senior Advisor UBMS Project Director</p>	<p>Fall & Summer</p>



2018-2020 Assessment Plan

Palo Alto College Student Success SLO/SAO Assessment Plan

DEPARTMENT NAME: Upward Bound Math & Science (UBMS)

Academic Year: 2018-2020

Department Mission: The Palo Alto College TRIO UBMS program will enable talented first-generation and/or low-income high school students with the skills and motivation necessary to enter and succeed in a program of post-secondary education.

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination Communication of F
UBMS students will demonstrate an understanding of college readiness skills- Including but not limited to setting and pursuing personal and education goals, time management, study skills, and self-advocacy.	PAC Strategic Directions: 1, 5 ILOs: 3, 6	AISP Annual Individual Service Plan U.S. Department of Education Grant Objectives: <ul style="list-style-type: none"> Objective 3. Secondary School Retention and Graduation Objective 4. Secondary School Graduation (Rigorous Secondary School Program of Study) Objective 5. Postsecondary Enrollment Annual Performance Report Annual Report	September-May	APR Executive Summary Student Success Tactic E-Team
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination Communication of R
UBMS students will identify that they are prepared to pursue a post-secondary education by completing their OnTrack curriculum and enrolling in the Fall term, following their senior year in high school.	PAC Strategic Directions: 1, 5 ILOs: 3, 6	Enrollment Verification Forms National Clearinghouse Enrollment Data Banner OnTrack Curriculum Completion U.S. Department of Education Grant Objectives <ul style="list-style-type: none"> Objective 5. Postsecondary Enrollment Annual Performance Report Annual Report	September- August	APR Executive Summary Student Success Tactic E-Team



Thank you.



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Student Learning Outcome and Service Area Outcome Report: Veterans Affairs 2018-2020



Overview of Results (2018-2019)

Type	Outcome	Results
SLO	Students will know college resources (I.E. SHARE, Tutoring, Student Life, etc.).	<p>2018-2019</p> <ul style="list-style-type: none"> 88% (915/1039) of survey results indicate students Agree/Strongly Agree on how to find college resources. (8% of results were neutral) 68.5% of Festival survey results indicated participation in student life sponsored events (May 2019) The following organizations have visited the PAC VA Office to speak with Veterans and Family Members: Bexar County Veterans Service Office, Family Endeavors, Veterans Association of Real Estate Professionals, Disabled American Veterans, Women Veterans of San Antonio, PTSD Foundation of America—San Antonio, Burn Pits 360 Veterans Organization, Legacyspere, Wounded Warrior Project, Service Dog Express, Texas Veterans Outdoors, Vets Vlog, American GI Forum, and various Veterans of Foreign Wars and American Legion Posts. <p>2019-2020</p> <ul style="list-style-type: none"> 86% (273/316) of survey results indicate students Agree/Strongly Agree on how to find college resources. (10.3% of results were neutral) May 2020 Graduation Festival Survey did not take place The following organizations have visited the PAC VA Office to speak with Veterans and Family Members : American Legion Post 284; VFW Post 6970; Disabled American Veterans Alamo 5 Post; the San Antonio Coalition of Veterans and Family Members; Family Endeavors; and Somerset High School JROTC.
SLO	Students on Academic Probation will learn how their academic status can impact their academic success.	<p>2018-2019</p> <ul style="list-style-type: none"> 91% (945/1039) of Survey results indicates students Agree/ Strongly Agree they know and understand critical polices and dates (6.5% of results were neutral). Fall 2017 out of 82 that attended SOAR and persisted to Fall 2018 38 (46.3%) moved to good standing 317 Touchpoints for Fall 2018 in regards to AP <p>2019-2020</p> <ul style="list-style-type: none"> 93% (295/316) of Survey results indicates students Agree/ Strongly Agree they know and understand critical polices and dates (5.7% of results were neutral). Fall 2018 out of 82 that attended SOAR and persisted to Fall 2019 46 (56.1%) moved to good standing 393 Touchpoints for Fall 2019 in regards to AP



Overview of Results (2018-2020)

Type	Outcome	Results
SAO	Students will understand critical milestones in their educational journey.	<p>2018-2019</p> <p>Milestones/Touchpoints- Fall 2018 (2-27-19)</p> <ul style="list-style-type: none"> • 15 Hour Milestone/Touchpoint= 87.2% • 30 Hour Milestone/Touchpoint= 81.3% • 45 Hour Milestone/Touchpoint= 75.2% <p>ISP's on File (Fall 2018)</p> <ul style="list-style-type: none"> • 74% of PAC student have an Active-Locked ISP <p>30 Hour Intent</p> <ul style="list-style-type: none"> • 282 Students have an intent on file <p>2019-2020</p> <p>Milestones/Touchpoints- Fall 2019 (1-13-20)</p> <ul style="list-style-type: none"> • 15 Hour Milestone/Touchpoint= 87.2% • 30 Hour Milestone/Touchpoint= 81.3% • 45 Hour Milestone/Touchpoint= 75.2% <p>ISP's on File (Fall 2019)</p> <ul style="list-style-type: none"> • 84% of PAC student have an Active-Locked ISP <p>30 Hour Intent</p> <ul style="list-style-type: none"> • 398 Students have an intent on file



Overview of Results (2018-2020)

Type	Outcome	Results
SAO	FTICs will create a mission statement (Peer Advisors).	<p>2018-2019</p> <ul style="list-style-type: none"> 45 EDUC/SDEV classroom presentations 31% (748 of 1540) of FTIC's have a MMS 91.8% (N=759/859) of survey results indicated students Agree/Strongly Agree that they "Understand Purpose of MMS" 88% (N=754/859) of survey results indicated students Agree/Strongly Agree that they "Understand How to Develop MMS" <p>2019-2020</p> <ul style="list-style-type: none"> 48 EDUC/SDEV classroom presentations 69% (1160 of 1690) of FTIC's have a MMS 92% (N=841/909) of survey results indicated students Agree/Strongly Agree that they "Understand Purpose of MMS" 90% (N=821/909) of survey results indicated students Agree/Strongly Agree that they "Understand How to Develop MMS"



2018-2020 Assessment Plan

Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan

DEPARTMENT NAME: Academic Advising

Academic Year: 2018-2020

Department Mission: At Palo alto College, academic and career advising build a culture of integrated practices and shared responsibilities. Through collaborative teaching and learning, the advising process empowers our diverse student populations to explore and navigate their academic and career pathways.

What question are you trying to answer with the outcomes assessment?

- 1.) Do students understand the value of meeting with their advisor? (Relationships)
- 2.) Are students aware of resources on campus? (SHARE, etc.)

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/ Communication of Results
1. Students will know college resources (I.E. SHARE, Tutoring, Student Life, etc.). (Advising SLO 5)	Strategic Direction: Empowering Student for Success ILO: Critical Thinking	<ul style="list-style-type: none"> • Advising Surveys • Campus Support Services Referrals (visit referral) • Graduation Survey • Financial Wellness Referral's 	Monthly/End of Semester Spring 2019 (Graduation Festival)	<ul style="list-style-type: none"> • CA Training • SS Leads Tactical • Student Success Planning Retreat • Lunch and Learns • ETEAM/CLT (End of Semester)
2. Students on Academic Probation will learn how their academic status can		<ul style="list-style-type: none"> • Advising Survey • Office Visits 	Monthly/End of Semester	<ul style="list-style-type: none"> • CA Training • SS Leads Tactical



2018-2020 Assessment Plan

<p>impact their academic success.</p> <p>(Advising SLO 1 & 3)</p>		<ul style="list-style-type: none"> # of Student removed and added on AP after each Semester 		<ul style="list-style-type: none"> Student Success Planning Retreat Lunch and Learns ETEAM/CLT (End of Semester)
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
<p>1. Students will understand critical milestones in their educational journey. (Advising SLO 1)</p> <p>2. FTICs will create a mission statement (Peer Advisors).</p>	<p>Strategic Direction: Empowering Students for Success</p> <p>ILO: Personal Responsibility</p>	<ul style="list-style-type: none"> # of Advising Touchpoints/Milestones 30-hour Intent ISP on file on Alamo GPS <ul style="list-style-type: none"> EDUC 1300 Survey's EDUC 1300 Presentations MMS captured on ACES 	<p>End of Semester</p> <p>End of Semester</p>	<ul style="list-style-type: none"> CA Training SS Leads Tactical Student Success Planning Retreat Lunch and Learns ETEAM/CLT (End of Semester) <ul style="list-style-type: none"> CA Training SS Leads Tactical Student Success Planning Retreat Lunch and Learns ETEAM/CLT (End of Semester)





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Student Learning Outcome and Service Area Outcome Final Report:

Welcome Center

2018-2020




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Overview of Results

Type	Outcome	Results
SLO 2018- 2020	Welcome Center Walk-In visitors will understand the Enrollment Steps after receiving services from the Welcome Center.	<p>Welcome Center Walk-In Visitors: 2016 - 2017 = 11,000 2017 - 2018 = 8,000</p> <p>How can we capture whether or not our Walk-Ins are understanding the Enrollment Steps? How can we connect this understanding to help increase NSO awareness to our general pop?</p> <p>We edited and adjusted our Enrollment Satisfaction Survey to include questions on the meaning of “NSO Ready” https://www.surveymonkey.com/r/57WC9BD </p> <p>Summary of Effort: Daily reminder to all staff to encourage surveys and reminder signage. We have had 348 respondents from October 1, 2018 - April 11, 2019 and 327 answered “What is the meaning of NSO Ready? ”question. 53% stated that they were not at all familiar with the term “NSO Ready” Challenge: How can we increase survey take rate?</p>
SAO 2018-2020	ARE YOU NSO READY? Create Awareness for College Connection Students on what NSO Ready means and connect this to why they are completing their Enrollment Steps. Students’ understanding and its reaffirmation will lead to more NSO Reg Ready Students in May.	<p>College Connection MAY NSO Total Registrants: Fall 2017 = 208 Fall 2018 = 198 Fall 2019 (YTD) = 236 How can we increase NSO awareness to College Connection?</p> <p>“Thank you Receipt” emails were created with a survey link embedded https://www.surveymonkey.com/r/BTQDNRP</p> <p>October 15th through November 12th : DATA ONLY AVAILABLE THROUGH NOVEMBER 12, 2018 A total of 1,116 Thank you Receipts have been emailed to all students who have attended an Apply TX Application session at their College Connection High Schools from 10/15-11/12</p> <p>Only 7 total respondents (.06%)took the survey and only 1 of the 7 confirmed their understanding of the meaning of “NSO Ready” Challenges: How can we market the term NSO Ready to CC Schools? Technical Issues: Firewalls deter AlamoSync Sign In at CC Visits</p>



Use of Results

- **Analysis:**
 - Both SLO/SAO Data set is too minimal to provide a recommendation to improve Welcome Center services.
- **Lessons Learned:**
 - Technology Limitations at high schools impacted our ability to communicate with HSV session attendees
 - The Enrollment Satisfaction Survey is still too long and difficult to complete for our visitors who are typically in a hurry
 - Asking visitors "Do you know what NSO Ready means?" was the wrong approach as it was dependent on WC Staff mentioning this to each visitor. Very difficult to manage daily.
- **Develop New SAO/SLO for 2020 – 2022:**
 - Focus on improving Alamo Enrollment Step completion
 - Activate Your Alamo Navigate Fall 2020 data as baseline

Action Item	Owner	Timeline
Complete close out of 2018-2020 SLO/SAO	Andres Arredondo	October 2020
Creation of New Welcome Center SAO/SLO	Andres Arredondo & Karla Frausto	November 2020
Ensure data is obtainable and usable each month of tracking	Andres Arredondo	Fall 2020



2018-2020 Assessment Plan

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Methods to Achieve and Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
Welcome Center Walk-In visitors will understand the Enrollment Steps after receiving services from the Welcome Center.	Strategic Direction 1: Empowering Students for Success ILOs 3, 6	Conduct a Satisfaction Survey at the end of the Walk-In visitor session with the addition of the following questions: 1. What enrollment step did you work on today? 2. What does NSO Ready mean? 3. Why is learning this information important to you? (2 sentences)	At the end of each Walk-In visit and by email. We will track survey take rate and responses -Monthly	Results will be communicated to Student Success Leads at Mid-Fall, End of Fall, and Spring Division Retreat
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Methods to Achieve and Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
<i>ARE YOU NSO READY?</i> Campaign will create Awareness to College Connection Students on what NSO Ready means and connect this to why they are completing their Enrollment Steps. Students' understanding and its reaffirmation will lead to more NSO Reg Ready Students in May.	Strategic Direction 1: Empowering Students for Success ILO 6	<ol style="list-style-type: none"> Sr. Advisor will manage a sign-in process for every CC HS Visit with Student name/Date/primary phone #/primary email address Sr. Advisors will disseminate a "thank you receipt" email and conduct a survey via Survey Monkey after every high school visit asking the following: 1. What enrollment step did you work on today? 2. What does NSO Ready mean? 3. Why is learning this information important to you? (2 sentences) Surveys will be used to monitor students' grasp of NSO Readiness and, further, Sr. Advisors will contact each student by phone to engage in this Awareness topic while tackling Enrollment Steps every time a survey is received. 	Monthly – beginning in mid-October	Results will be communicated to Student Success Leads at Mid-Fall, End of Fall, and Spring Division Retreat



Thank you.



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