

SLO report: 2014-2018

2018/02/08

1.Division	2.Service	3.Semester (Fall and Spring only)	4.Year	5.F:Face-to- face; O:Online; H:Hybrid	6.SAO assessed	7.ILO linkage	8.How was SAO assessed	9.# and % of students (or users) meeting SAO	10.What you tried new and worked well to meet SAO	11.What you need to change next time to meet SAO
Academic Support	CARE	Fall	2014	H	SAO 3: Recognize and address obstacles and use all appropriate resources to further learning as a worker, family member and community citizen.	3, 6	Faculty survey question: "MySuccess Academic Alert referral system was useful in addressing my student concerns." Survey participants who agreed/survey participants.	15/16 = 94%		
Academic Support	CARE	Spring	2015	H	SAO 3	3, 6	Faculty survey question: "MySuccess Academic Alert referral system was useful in addressing my student concerns." Survey participants who agreed/survey participants.	12/15 = 80%		
Academic Support	CARE	Fall	2015	H	SAO 3	3, 6	Faculty survey question: "MySuccess Academic Alert referral system was useful in addressing my student concerns." Survey participants who agreed/survey participants.	12/16 = 75%		
Academic Support	CARE	Spring	2016	H	SAO 3	3, 6	Faculty survey question: "MySuccess Academic Alert referral system was useful in addressing my student concerns." Survey participants who agreed/survey participants.	9/14 = 64%		

Academic Support	CARE	Fall	2016	H	SAO 3	3, 6	Faculty survey question: "MySuccess Academic Alert referral system was useful in addressing my student concerns." Survey participants who agreed/survey participants.	8/9 = 89%		Need to increase the number of faculty response rate
Academic Support	CARE	Spring	2017	H	SAO 3	3, 6	Faculty survey question: "MySuccess Academic Alert referral system was useful in addressing my student concerns." Survey participants who agreed/survey participants.	13/20 = 65%	In order to increase the response rate from faculty, the survey was given out at the various division meetings at the end of the term. There were changes made to the Spring 2017 survey questions to receive feedback on specific questions such as preference on support from specific personnel/services, type of method of	
Academic Support	CARE	Fall and Spring	2014 - 2015	H	SAO 2: Take responsibility for their learning; set goals and prioritize; and self-assess progress to succeed in varied and challenging academic environments.	1, 3, 5, 6	Student survey. Question: "CARE staff members assisted them with self-management skill such as time management, goal setting, and organizing priorities." Survey participants who agreed/survey participants.	43/67 = 64%		
Academic Support	CARE	Fall and Spring	2015-2016	H	SAO 2	1, 3, 5, 6	Student survey. Question: "CARE staff members assisted them with self-management skill such as time management, goal setting, and organizing priorities." Survey participants who agreed/survey participants.	60/62 = 97%		

Academic Support	CARE	Fall and Spring	2016-2017	H	SAO 2	1, 3, 5, 6	Student survey. Question: "CARE staff members assisted them with self-management skill such as time management, goal setting, and organizing priorities." Survey participants who agreed/survey participants.	61/66 = 92%		For the upcoming AY17-18, the CARE program has goals of increase response rates for the surveys by sending out daily survey requests from students who come in to seek out services. The program survey questions were altered in order to accurately assess the SAOs. The following survey questions were added to the AY 17-18 survey: a) I know how to apply the following self-management skills necessary to succeed in college, b) Because of my session, I now know how to address challenges at: school, home, work, and community
Academic Support	CARE	Fall	2014	F	SAO 1: Demonstrate the use of self-management skills necessary to succeed in new and increasingly challenging academic environments.	1, 2, 3, 5	Math 9 Study Skills Presentations. Student survey, question "The activities were useful in helping me apply different study skills techniques to be successful in my classes." Survey participants who agreed/survey participants	184/189 = 97%		

Academic Support	CARE	Spring	2015	F	SAO 1	1, 2, 3, 5	Math 9 Study Skills Presentations. Student survey, question "The activities were useful in helping me apply different study skills techniques to be successful in my classes." Survey participants who agreed/survey participants	110/115 = 96%		
Academic Support	CARE	Fall	2015	F	SAO 1	1, 2, 3, 5	Math 9 Study Skills Presentations. Student survey, question "The activities were useful in helping me apply different study skills techniques to be successful in my classes." Survey participants who agreed/survey participants	217/222 = 98%		Incorporate more hands-on activities that require self-reflection and critical thinking
Academic Support	CARE	Spring	2016	F	SAO 1	1, 2, 3, 5	Math 9 Study Skills Presentations. Student survey, question "The activities were useful in helping me apply different study skills techniques to be successful in my classes." Survey participants who agreed/survey participants	117/119 = 98%	Created hands-on activities that incorporated self-reflection and critical thinking	Math 9 Study Skills Presentations ended in Spring 2016 due to changes in the developmental education curriculum.
Academic Support	CARE	Fall	2016	F	SAO 1	1, 2, 3, 5	ESL Study Skills Presentations. Student Open-ended survey question: "Please share one challenge that you are having this semester"	29/29 = 100%	Lessons focused on topics based on instructor's feedback	Incorporate more hands-on activities that require self-reflection and critical thinking

Academic Support	CARE	Spring	2017	F	SAO 1	1, 2, 3, 5	ESL Study Skills Presentations. Student Open-ended survey questions: "How will you study for your exam?" "Do you think you will use the goal setting worksheet?" "Please share one thing that you have learned today."	43/43 = 100%	Created hands-on activities that incorporated self-reflection and critical thinking	In order to capture accurate analysis of SAOs for the study skills presentations, all surveys will contain the following questions: a) What are some obstacles in my life that may be interfering with my studying? b) What are some new study strategies or ideas you learned from the talk today? c) What is one way that you will adjust your study schedule based on today's info?
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Academic Support	Career Services	AY	2014-2015	H	SAO 1: 50% of students will be able to identify various career/major options based on their interest, values, skills and education goals	1,3,5	Students given various occupational options during a career assessment workshop	78/78 = 100%	Provided students with an updated MBTI assessment overview handout	Look at creating a specific questions and edit career counseling eval
Academic Support	Career Services	AY	2014-2015	H	SAO 2: 50% of students will be able to use a multitude of career resources to identify and research various occupations and develop an action plan that connects their program of study to their career goals.	1,3,5	Students given various online resources during a career assessment workshop	78/78 = 100%	Write down the various websites students can visit and make follow up appointments for looking at next steps	Develop an action plan that list the various websites and has questions on next steps that students need to fill out
Academic Support	Career Services	AY	2014-2015	H	SAO 3: 50% of students will be able to identify and utilize pre-employment skills and resources to seek and obtain employment.	2,3,5	Number of students created a JCO profile	474/474 = 100%		Evaluate SAO for students seeking off-campus jobs through JCO
Academic Support	Career Services	AY	2014-2015	H	SAO 4: 90% of students will be able to follow the policies and procedures necessary to obtain student employment at HCC.	2,3,5	Student employees hired in SECE	132/132 = 100%		Evaluate SAO for students seeking on-campus employemnt in SECE
Academic Support	Career Services	AY	2015-2016	H	SAO 1: 50% of students will be able to identify at least 1 potential occupational choice or major.	1,3,5	Students given various occupational options through an in-person career counseling appointment	235/235 = 100%	Made a specific question on the new career counseling eval to ensure goal was being met	Evaluate SAO to remove percentages from statement
Academic Support	Career Services	AY	2015-2016	H	SAO 2: 50% of students will be able to articulate the next steps in their career research process.	1,3,5	Students leave with with action plan of next steps needed in career exploration process after an in-person career counseling appointment	235/235 = 100%	Created an action plan for students and ensured that each student could verbalize what their next steps were in finding a career/major	Evaluate SAO to remove percentages from statement

Academic Support	Career Services	AY	2015-2016	H	SAO 3: Provide assistance and support to students seeking on-campus employment.	2,3,5	Number of student employees hired in SECE	152/152 = 100%	Developed a new SAO to separate the Off and On-campus employment databases	
Academic Support	Career Services	AY	2015-2016	H	SAO 4: Provide assistance and support for on-campus student employment supervisors.	2,3,5	Number of SECE supervisor services provided	576/576 = 100%	Developed a new SAO to recognize the number of supervisor services provided	
Academic Support	Career Services	AY	2015-2016	H	SAO 5: Students will be able to create a profile in the Job Center Online (JCO) System	2,3,5	Number of students that created a JCO profile	673/673 = 100%	Developed a new SAO to separate the Off and On-campus employment databases	Evaluate, edit, and create SAO's as it pertains to providing off-campus outreach and connecting with off-campus employers
Academic Support	Career Services	AY	2015-2016	H	SAO 6: Employers will be able to create a profile and post a position using JCO.	5,6	Number of off-campus employers created a profile in JCO	479/479 = 100%	Created a new SAO to recognize the importance of servicing off-campus employers	Evaluate, edit and create SAO's as it pertains to working with off-campus employer outreach initiatives
Academic Support	Career Services	AY	2016-2017	H	SAO 1: Students will be able to identify at least 1 career of interest or related major utilizing a career assessment tool.	1,3,5	Students are given various occupational options through career assessment workshops	66/66 = 100%		Begin stronger outreach with various programs, include IS 103 course, utilization of the MySuccess database
Academic Support	Career Services	AY	2016-2017	H	SAO 2: Students will be able to articulate next steps in their career research process.	1,3,5	Students leave with with action plan of next steps needed in career exploration process after an in-person career counseling appointment	230/230 = 100%		Look to re-purchasing FOCUS 2 which will helps students track their career journey online
Academic Support	Career Services	AY	2016-2017	H	SAO 3: Provide assistance and support to students seeking on-campus employment.	2,3,5	Number of student employees hired in SECE	146/146 = 100%	New SAO only for students looking for an on-campus job through SECE	

Academic Support	Career Services	AY	2016-2017	H	SAO 4: Provide assistance and support for on-campus student employment supervisors.	2,3,5	Number of SECE supervisor services provided	480/480 = 100%		
Academic Support	Career Services	AY	2016-2017	H	SAO 5: Provide training and support for on-campus student employees.	2,3,5	Number of students assisted through individual student counts utilizing SECE	17/17 = 100%	New SAO looking at students attending specifically an on-campus employment workshop	
Academic Support	Career Services	AY	2016-2017	H	SAO 6: Outreach, connect, and provide HonCC Students with off-campus employment information, opportunities, and resources.	2,3,5	Number of Employers and students at the Fall Job fair and the Spring Career fair	51 employers and 606 students attended	1) Developed a new SAO to recognize the various outreach efforts made and 2) Spring Career Fair was a combined effort with the HONCC Hoonalea event	We will not host a Spring Career Fair during the Hoonalea event.
Academic Support	Career Services	AY	2016-2017	H	SAO 7: Build and maintain relationships with all programs at Honolulu Community College.	5	Number of programs that career services connected and collaborated with regarding off-campus employment opportunities for students	12/12 = 100%	Developed a new SAO to reflect collaborative work done between off-campus employers and HONCC programs	
Academic Support	Career Services	AY	2016-2017	H	SAO 8: Build and Maintain off-campus employer relationships, database, and outreach services.	5,6	Number of off-campus employer services provided	727/727 = 100%	Developed a new SAO to recognize specific work done when working with off-campus employers	

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Academic Support	Education Technology Center	Fall	2014	N/A	SAO 1: Instructors will be able to design and deliver a distance-based course.	1, 2, 3, 4, 6	DE Faculty Orientation Attendance (all faculty who are scheduled to teach a DE course in current semester)	32/32=100%	Implemented individual in-person sessions to makeup for instructors who don't attend meeting.	
Academic Support	Education Technology Center	Fall	2014	N/A	SAO 2: Students will be able to successfully complete a distance-based course.	1, 2, 3, 4, 6	DE Successful Completion Metrics (Average Successful Course Completion)	639/953=67%	Ensure that all DE instructors are posting their syllabus in Laulima.	
Academic Support	Education Technology Center	Fall	2014	N/A	SAO 3: HCC leadership will be able to interpret relevant data on distance-based courses and strategically plan based on that data.	1, 2, 3, 4	DE Enrollment, Completion, Withdrawal Metrics (6 division chairs and 7 administrators)	13/13=100%		
Academic Support	Education Technology Center	Spring	2015	N/A	SAO 1	1, 2, 3, 4, 6	Same as above	33/33=100%		Continue to offer makeup sessions.
Academic Support	Education Technology Center	Spring	2015	N/A	SAO 2	1, 2, 3, 4, 6	Same as above	578/889=65%	Partnered with ProctorU to give students alternative options for fee-based, live-proctored exams from home.	
Academic Support	Education Technology Center	Spring	2015	N/A	SAO 3	1, 2, 3, 4	Same as above	13/13=100%		
Academic Support	Education Technology Center	Fall	2015	N/A	SAO 1	1, 2, 3, 4, 6	Same as above	33/33=100%		Continue to offer makeup sessions.
Academic Support	Education Technology Center	Fall	2015	N/A	SAO 2	1, 2, 3, 4, 6	Same as above	605/961=63%	Assessed text messaging in DE Student Survey. Poor participation by students (less than 5% voluntarily signed up for text messaging via Remind.com). DE Student Survey revealed that over 90% of students prefer email.	Discontinued pursuing text messaging and focused on using UH Gmail and Laulima Announcements (which sends to UH Gmail).

Academic Support	Education Technology Center	Fall	2015	N/A	SAO 3	1, 2, 3, 4	Same as above	13/13=100%		
Academic Support	Education Technology Center	Spring	2016	N/A	SAO 1	1, 2, 3, 4, 6	Same as above	36/36=100%		Continue to offer makeup sessions.
Academic Support	Education Technology Center	Spring	2016	N/A	SAO 2	1, 2, 3, 4, 6	Same as above	604/944=64%	Surveyed DE students to find out if they knew to contact their instructor by email BEFORE the first day of class. 79% of respondents did.	While 79% is good, target is 90% or better. Need to find other ways of communicating this to students during registration and prior to semester.
Academic Support	Education Technology Center	Spring	2016	N/A	SAO 3	1, 2, 3, 4	Same as above	13/13=100%		
Academic Support	Education Technology Center	Fall	2016	N/A	SAO 1	1, 2, 3, 4, 6	Same as above	38/38=100%	Implemented individual online sessions to make up for instructors who don't attend the meeting.	
Academic Support	Education Technology Center	Fall	2016	N/A	SAO 2	1, 2, 3, 4, 6	Same as above	625/947=66%	Standardized 3 tools in Laulima - Announcements, Gradebook, and Syllabus tools so that all HonCC DE courses at least have these three tools in common. All DE instructors are required to enable and use these 3 tools.	
Academic Support	Education Technology Center	Fall	2016	N/A	SAO 3	1, 2, 3, 4	Same as above	13/13=100%		
Academic Support	Education Technology Center	Spring	2017	N/A	SAO 1	1, 2, 3, 4, 6	Same as above	39/39=100%		Continue to offer online makeup sessions.
Academic Support	Education Technology Center	Spring	2017	N/A	SAO 2	1, 2, 3, 4, 6	Same as above	567/873=65%		Time management is the biggest barrier to DE successful completion. Need to find better ways of helping students manage their time in DE courses.
Academic Support	Education Technology Center	Spring	2017	N/A	SAO 3	1, 2, 3, 4	Same as above	13/13=100%		

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Academic Support	Policy, Planning, Institutional Research	AY	2014-2015	H	SAO 1: Provide publications that comply with Accreditation Standard II.B.2.	1,2,3,4,5,6	Requested/completed (CPC approved curriculum changes are recorded into Banner, so that Go-live target date for Class Schedules is met of time).	716/716=100%	Banner: Learned how to enter Curriculum Changes in Banner Course and Section records. (Previously input by 4 Instructional Secretaries).	*KSCM (curriculum Management System): Under development *Banner: more experience will help speed the process.
Academic Support	Policy, Planning, Institutional Research	AY	2014-2015	H	SAO 2: Determine sufficiency of information provided (clarity, usability, appropriateness), timeliness of response to requests; anticipate future college needs.	1,2,3,4,5,6	Completed/requested internal/external data projects on time.	133/139 = 96%	Reminded requestors to allow time for clarification and refinement of requests.	Perhaps create a data request form to ensure reasonable deadlines.
Academic Support	Policy, Planning, Institutional Research	AY	2014-2015	H	SAO 5: All agreed work requests will be completed by the scheduled deadline following UH Executive Policy E2.214.	1,2,3,4,5,6	Number of completed/requested projects. All completed requests were accompanied by user feedback via email, phone, or in person.	399/399=100%	Reports were generated with the unit's name so follow-up questions could be addressed to the appropriate unit without un-necessary time delays.	Reviewed user feedback to improve SAO accordingly.
Academic Support	Policy, Planning, Institutional Research	AY	2015-2016	H	SAO 1	1,2,3,4,5,6	Requested/completed (CPC approved curriculum changes are recorded into Banner, so that Go-live target date for Class Schedules is met of time).	619/619=100%	Banner: Log Catalog edits and share with Catalog Coordinator so data in Catalog and Banner are more consistent.	KSCM: Under development Banner: Continue to work with Catalog Coordinator so data is consistent.
Academic Support	Policy, Planning, Institutional Research	AY	2015-2016	H	SAO 3: Improve College program review and assessment by revising current, and creating new, data definitions, metrics, and rubrics.	1,2,3,4,5,6	Number of meetings attended/scheduled on campus and UHCC System.	10/12 = 83%	Chaired a campus committee--Campus Council on Institutional Effectiveness (CCIE).	Find faculty or other representative from J3 (faculty senate, staff senate, administration heads) to chair.
Academic Support	Policy, Planning, Institutional Research	AY	2015-2016	H	SAO 5	1,2,3,4,5,6	Number of completed/requested projects. All completed requests were accompanied by user feedback via email, phone, or in person.	471/471=100%	Provide Banner data extraction and excel training to users enabling them to be more self-sufficient for simple reports.	Reviewed user feedback to improve SAO accordingly.

Academic Support	Policy, Planning, Institutional Research	AY	2016-2017	H	SAO 1	1,2,3,4,5,6	Requested/completed (CPC approved curriculum changes are recorded into Banner, so that Go-live target date for Class Schedules is met of time).	237/237=100%	*KSCM: Launched. *Banner: Additional prerequisite checks were prompted by Counselors' working on STAR Reg. This revealed communication gaps on custom changes to pre-requisite rules by the Counselors.	*KSCM: Streamline user interface, add descriptive text, add workflow options. *Banner: improve communication on prerequisite rule changes between Counselors, Testing Center, and Banner.
Academic Support	Policy, Planning, Institutional Research	AY	2016-2017	H	SAO 2	1,2,3,4,5,6	Number of completed/requested internal/external data projects on time.	164/169 = 97%	Presentation at Excellence in Education to remind campus to start with a research question before citing specific data requirements (data request form is not feasible)	When there are many requests, provide an estimate for how long a given example would take.
Academic Support	Policy, Planning, Institutional Research	AY	2016-2017	H	SAO 4: Provide input to the College Institutional Effectiveness Plan that reflects the current and evolving role of institutional research.	1,2,3,4,5,6	Development of Hallmarks (about characteristics of effective institution) by Campus Council on Institutional Effectiveness (CCIE).	Completed.	Developed hallmarks for the first time.	Map hallmarks with 2017-2018 accreditation surveys (students, faculty, staff).
Academic Support	Policy, Planning, Institutional Research	AY	2016-2017	H	SAO 5	1,2,3,4,5,6	*Number of completed/requested projects. *All completed requests were accompanied by user feedback via email, phone, or in person.	440/440=100%	Continue to provide Banner data extraction and excel training to users enabling them to be more self-sufficient for simple reports.	Reviewed user feedback to improve SAO accordingly.

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Academic Support	Library	Fall	2014	F	SLO 1: Students will be able to identify and access needed information effectively and efficiently	2	Faculty instruction survey, question "Online /print resources were identified and demonstrated" (survey participants who agreed/survey participants)	16/16=100%	Handouts on how to use resources are helpful for the students to refer to after the session.	Handouts are revised based on the class assignments.
Academic Support	Library	Fall	2014	F	SLO 2: Students will be able to evaluate information and its sources critically	1,2	Faculty instruction survey, question "Search techniques taught by the librarian enhanced student's ability to conduct research" (survey participants who agreed/survey participants)	16/16=100%	Explain how to search for information by subject, using keyword terms.	
Academic Support	Library	Spring	2015	F	SLO 1	2	Faculty instruction survey, question "databases and search examples used were appropriate for learning library research" (survey participants who agreed/survey participants)	15/15=100%	Examples were based on the class assignment. Real time questions from students lead to other databases being shown, not on the handouts.	Revise databases covered
Academic Support	Library	Spring	2015	F	SLO 2	1,2	Faculty instruction survey, question "The library instruction session helped meet objectives of my course SLO" (survey participants who agreed/survey participants)	15/15=100%	Collaborated with the instructor on what they wanted the students to learn in the library session.	Continue to work with faculty.
Academic Support	Library	AY	2014-2015	F	SAO: Provide consistent, accurate, and timely professional support services to students, faculty, staff, and the community.	1,2,3,4,5,6	Library user survey, question for students, "would you use a scanner if available?" (survey participants who answered yes/survey participants)	82/133=62%	Got scanner (hand-me-down, free from computer lab - slow, time consuming)	Need a faster scanner. It will take time to get one.
Academic Support	Library	AY	2015-2016	F	SLO 1	2	Faculty instruction survey, question "Database and search examples were appropriate for learning library research" (survey participants who agreed/survey participants)	12/12/100%	Examples were based on class assignments	Continue to get assignment from the faculty
Academic Support	Library	AY	2015-2016	F	SLO 2	1,2	Faculty instruction survey, qualitative analysis of comment box. For example: "what was most valuable about the instruction.	e.g., demonstration of different search terms, criteria for credible sources, collaboration on the content of the instruction.		Submit request to IT for new projector for sharper image of library instruction sessions.
Academic Support	Library	AY	2015-2016	F	SAO	1,2,3,4,5,6	Library user survey, question for, "I feel comfortable being in the library". (survey participants who agreed/ survey participants.	178/181=98%	Through grant funds (Spring 2015) purchased new tables, chairs and 2 charging stations. Created collaborative, comfortable space on the first floor.	Periodically reconfigure the space to keep it interesting and inviting.
Academic Support	Library	AY	2016-2017	F	SLO 1	2	Faculty instruction survey, question "Online databases/print resources relevant to the course were identified and demonstrated" (survey participants who agreed/survey participants)	12/12=100%	Worked with faculty to demonstrate databases relevant to the class	Continue to collaborate with faculty on assignments. New projector in instructional area.
Academic Support	Library	AY	2016-2017	F	SLO 2	1,2	Faculty instruction survey, question "Search techniques taught by the librarian enhanced the students' ability to conduct research" (survey participants who agreed/survey participants)	12/12=100%	Used student topics as examples of search techniques, i.e. used local newspaper on microfilm to find information.	Revised based on the class assignment.
Academic Support	Library	AY	2016-2017	F	SAO	1,2,3,4,5,6	Library user survey, question "The library staff are approachable and professional". (survey participants who agreed/survey participants)"	137/143=96%	Library staff assist patrons and provide all library services during library hours.	On going discussions about meeting student needs.

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Academic Support	Student ACCESS	Fall	2014	H	SAO 1: Students will be able to identify their individual strengths and weaknesses with regard to their disability(ies) in the college environment. (Understanding of self and disability)	1, 2	e-café student evaluation "Do you know what your disability is?" (survey participants who answer "Yes"/survey participants)	13/16 = 81%		supervise graduate student who can provide additional services to Student ACCESS participants
Academic Support	Student ACCESS	Fall	2014	H	SAO 2: Students will be able to exhibit self-advocacy skills and understand their rights and responsibilities within applicable laws pertaining to higher education and in the world of work. (Self-Advocacy)	1, 2, 3, 5, 6	e-café student evaluation "Are you more aware of your rights (including applicable laws) as a student/adult with a disability since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	11/16 = 69%		
Academic Support	Student ACCESS	Fall	2014	H	SAO 3: Students will be able to identify individual skills, college resources, and community resources to assist in meeting academic challenges. (Academic responsibility and independence)	1, 2, 6	e-café student evaluation "Are you able to identify individual skills, college resources, and community resources to assist in meeting your academic challenges?" (survey participants who answer "Yes"/survey participants)	14/16 = 88%		
Academic Support	Student ACCESS	Fall	2014	H	SAO 4: Students will be able to identify the connection between their disability(ies) and their academic accommodations. (Understanding of self and disability)	1, 2	e-café student evaluation "Are you more aware of your academic strengths and weaknesses since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	16/16 = 100%		
Academic Support	Student ACCESS	Fall	2014	H	SAO 5: Students will be able to identify and follow specific procedures and timelines related to academic accommodations. (academic responsibility and independence)	1, 2, 3	e-café student evaluation "Disability documentation requirements and timelines to secure services were clear to me." (survey participants who answer "Yes"/survey participants)	16/16 = 100%		
Academic Support	Student ACCESS	Spring	2015	H	SAO 1	1, 2	e-café student evaluation "Do you know what your disability is?" (survey participants who answer "Yes"/survey participants)	18/20 = 90%	supervised graduate student, who provided services to undergraduate students participating in Student ACCESS services	make arrangements with UH Mānoa to supervise a graduate student again in the future as to offer additional services to Student ACCESS participants
Academic Support	Student ACCESS	Spring	2015	H	SAO 2	1, 2, 3, 5, 6	e-café student evaluation "Are you more aware of your rights (including applicable laws) as a student/adult with a disability since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	17/20 = 85%		
Academic Support	Student ACCESS	Spring	2015	H	SAO 3	1, 2, 6	e-café student evaluation "Are you able to identify individual skills, college resources, and community resources to assist in meeting your academic challenges?" (survey participants who answer "Yes"/survey participants)	19/20 = 95%		
Academic Support	Student ACCESS	Spring	2015	H	SAO 4	1, 2	e-café student evaluation "Are you more aware of your academic strengths and weaknesses since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	15/20 = 75%		
Academic Support	Student ACCESS	Spring	2015	H	SAO 5	1, 2, 3	e-café student evaluation "Disability documentation requirements and timelines to secure services were clear to me." (survey participants who answer "Yes"/survey participants)	17/19 = 89%		

Academic Support	Student ACCESS	Fall	2015	H	SAO 1	1, 2	e-café student evaluation "Do you know what your disability is?" (survey participants who answer "Yes"/survey participants)	18/20 = 90%	created and offered education and training materials for faculty and staff so they would be able to work more effectively with students	need to create and offer education and training materials for students so they are aware of their rights under disability laws and legislation
Academic Support	Student ACCESS	Fall	2015	H	SAO 2	1, 2, 3, 5, 6	e-café student evaluation "Are you more aware of your rights (including applicable laws) as a student/adult with a disability since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	12/19 = 63%		
Academic Support	Student ACCESS	Fall	2015	H	SAO 3	1, 2, 6	e-café student evaluation "Are you able to identify individual skills, college resources, and community resources to assist in meeting your academic challenges?" (survey participants who answer "Yes"/survey participants)	20/20 = 100%		
Academic Support	Student ACCESS	Fall	2015	H	SAO 4	1, 2	e-café student evaluation "Are you more aware of your academic strengths and weaknesses since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	17/19 = 89%		
Academic Support	Student ACCESS	Fall	2015	H	SAO 5	1, 2, 3	e-café student evaluation "Disability documentation requirements and timelines to secure services were clear to me." (survey participants who answer "Yes"/survey participants)	18/19 = 95%		
Academic Support	Student ACCESS	Spring	2016	H	SAO 1	1, 2	e-café student evaluation "Do you know what your disability is?" (survey participants who answer "Yes"/survey participants)	28/28 = 100%	streamlined and simplified application packet for students seeking services	streamline and simplify procedures for instructional faculty regarding authorized accommodations for eligible students
Academic Support	Student ACCESS	Spring	2016	H	SAO 2	1, 2, 3, 5, 6	e-café student evaluation "Are you more aware of your rights (including applicable laws) as a student/adult with a disability since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	24/28 = 86%		
Academic Support	Student ACCESS	Spring	2016	H	SAO 3	1, 2, 6	e-café student evaluation "Are you able to identify individual skills, college resources, and community resources to assist in meeting your academic challenges?" (survey participants who answer "Yes"/survey participants)	27/27 = 100%		
Academic Support	Student ACCESS	Spring	2016	H	SAO 4	1, 2	e-café student evaluation "Are you more aware of your academic strengths and weaknesses since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	25/28 = 89%		
Academic Support	Student ACCESS	Spring	2016	H	SAO 5	1, 2, 3	e-café student evaluation "Disability documentation requirements and timelines to secure services were clear to me." (survey participants who answer "Yes"/survey participants)	27/28 = 96%		
Academic Support	Student ACCESS	Fall	2016	H	SAO 1	1, 2	e-café student evaluation "Do you know what your disability is?" (survey participants who answer "Yes"/survey participants)	18/19 = 95%	piloted workshops for students as related to strategies to address disability barriers in academics	workshops need to be revised and offered to a greater number of students
Academic Support	Student ACCESS	Fall	2016	H	SAO 2	1, 2, 3, 5, 6	e-café student evaluation "Are you more aware of your rights (including applicable laws) as a student/adult with a disability since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	17/19 = 89%		

Academic Support	Student ACCESS	Fall	2016	H	SAO 3	1, 2, 6	e-café student evaluation "Are you able to identify individual skills, college resources, and community resources to assist in meeting your academic challenges?" (survey participants who answer "Yes"/survey participants)	18/19 = 95%		
Academic Support	Student ACCESS	Fall	2016	H	SAO 4	1, 2	e-café student evaluation "Are you more aware of your academic strengths and weaknesses since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	17/19 = 89%		
Academic Support	Student ACCESS	Fall	2016	H	SAO 5	1, 2, 3	e-café student evaluation "Disability documentation requirements and timelines to secure services were clear to me." (survey participants who answer "Yes"/survey participants)	19/19 = 100%		
Academic Support	Student ACCESS	Spring	2017	H	SAO 1	1, 2	e-café student evaluation "Do you know what your disability is?" (survey participants who answer "Yes"/survey participants)	14/15 = 93%	offered revised workshops to students regarding how to address disability barriers in the classroom	continue to offer workshops to students and faculty; create new workshops and educational materials
Academic Support	Student ACCESS	Spring	2017	H	SAO 2	1, 2, 3, 5, 6	e-café student evaluation "Are you more aware of your rights (including applicable laws) as a student/adult with a disability since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	11/16 = 69%		
Academic Support	Student ACCESS	Spring	2017	H	SAO 3	1, 2, 6	e-café student evaluation "Are you able to identify individual skills, college resources, and community resources to assist in meeting your academic challenges?" (survey participants who answer "Yes"/survey participants)	15/16 = 94%		
Academic Support	Student ACCESS	Spring	2017	H	SAO 4	1, 2	e-café student evaluation "Are you more aware of your academic strengths and weaknesses since receiving services from Student ACCESS?" (survey participants who answer "Yes"/survey participants)	15/16 = 94%		
Academic Support	Student ACCESS	Spring	2017	H	SAO 5	1, 2, 3	e-café student evaluation "Disability documentation requirements and timelines to secure services were clear to me." (survey participants who answer "Yes"/survey participants)	15/16 = 94%		

SLO report: 2014-2018

2018/02/08

1.Division	2.Service	3.Semester (Fall and Spring only)	4.Year	5.F:Face-to-face; O:Online; H:Hybrid	6.SAO assessed	7.ILO linkage	8.How was SAO assessed	9.# and % of students meeting SAO	10.What you tried new and worked well to meet SAO	11.What you need to change next time to meet SAO
Academic Support	Testing and Tutoring	AY	2014-2015	H	SAO 1: Students and faculty will receive quality testing services to meet their academic support needs	1,4	UH System Based Survey. Question: "The Services of the Testing Center are satisfactory." Survey respondents who rated 4.5 or above out of 5/survey respondents.	99/201=99%	Modified space to enable more seats and less waiting.	Upgrade computer systems to sustain work flow. Make adjustment for better customer experience.
Academic Support	Testing and Tutoring	AY	2014-2015	H	SAO 2: Students and faculty will receive quality in-person and online tutoring services that meet their academic support needs.	1,2,4	UH System Based Survey. Question: "The tutoring services are helpful and satisfactory." Survey respondents who rated 4.5 or above out of 5/survey respondents.	650/825 = 79%	Modified space to enable students and tutors to run tutoring/study groups.	Adjust types of tutors hired and usage of mysuccess network for better performance.
Academic Support	Testing and Tutoring	AY	2015-2016	H	SAO 1	1,4	Same as above	206/215 =96%	Upgraded Computer systems to sustain work flow. Adjusted hours, seats, and customer service.	
Academic Support	Testing and Tutoring	AY	2015-2016	H	SAO 2	1,2,4	Same as above	835/1100=76%	Adjusted types of tutors hired to meet needs, available times. Started to utilize mysuccess network to cut down on service lag times	Make full use of the mysuccess network
Academic Support	Testing and Tutoring	AY	2016-2017	H	SAO 1	1,4	Same as above	328/332 =98%		
Academic Support	Testing and Tutoring	AY	2016-2017	H	SAO 2	1,2,4	Same as above	1012/1245 =80%	Made full use of the mysuccess network	Utilize of mysuccess to pull data to assess class performance