OUTCOME
Students will receive quality orientation services at the yearly New DSS Student Orientation.

OUTCOME SUPPORTS
- University: Goal 1
- Division: Goal 5
- Department:
- Other:

OUTCOME TYPE
- Performance Outcome
- Student Learning Outcome

ASSESSMENT APPROACH
- Direct assessment
- Indirect assessment

DATA COLLECTION METHODS
- Survey

METHODS AND MEASURES
DSS conducts a DSS New Student Orientation prior to the start of the Fall semester. At the end of this orientation a survey (DSS New Student Orientation Survey) is administered to new DSS students to determine their satisfaction of the orientation and understanding of how to access DSS services. This survey data will be inputted by DSS into the baseline system.

DSS will look at data regarding the quality of the orientation such as the length (Too long, appropriate or short) and student's experiences with the DSS staff members which include. Question types varied utilizing Likert scales, check box questions, and numerically-ordered questions. Data will also be used to determine if students learned and demonstrated how to access appropriate DSS services.

CRITERIA OF SUCCESS
- 80% of students strongly or moderately agree to being satisfied with the orientation.
- At least 80% of students strongly or moderately agreeing to understanding how to access DSS services.

DATA COLLECTION AND ANALYSIS
CRITERIA 1: 86% of students strongly or moderately agree to being satisfied with the orientation.
- 91% of students strongly or moderately agreed to having experienced an overall useful orientation.
- 71% of students strongly or moderately agreed to having experienced an overall engaging orientation.
  - This was disappointing to see however DSS did have a mishap with the food ordered for NSO (with it disappearing unfortunately) so this could be part of the culprit of this statistic (although it was not clearly described in the survey feedback). Many students did however express appreciation for the food offered at this orientation. Reflection upon this statistic is further explored in Step 5/Improvement Actions of this report.
- 85% of students strongly or moderately agreed to having experienced an overall insightful orientation.
- 97% of students strongly or moderately agreed that their questions were answered during the orientation.
CRITERIA 2: At least 91.4% of students strongly or moderately agreeing to understanding how to access DSS services.

- 85% of students understand that they must meet with their assigned DSS Counselor to discuss accommodations once every academic year and provide their professors with their letters of accommodation to access academic accommodations.
  - This question was difficult to measure against results from last year (2015) as the question text and style was modified to better measure student's understanding of this process of accessing academic accommodations (as a numerically-ordered question style was created).
- 91% of students strongly or moderately agreed to understand how to access academic accommodation services as reflected in their response to a numerically-ordered question.
  - This increase is noteworthy as during this orientation DSS intentionally utilized an increased level of repetition, direction and guidance when discussing academic accommodation services. These efforts are reflective in the student’s increase in their understanding of how to access academic accommodations.
- 91% of students strongly or moderately agreed to understand how to access testing accommodation services as reflected in their response to a numerically-ordered question.
  - This increase is exceptionally noteworthy as during this orientation DSS intentionally utilized an increased level of repetition, direction and guidance when discussing testing accommodation services. These efforts are reflective in the students increase in their understanding of how to access testing accommodations.
- 98% of students strongly or moderately agreed to understand the specific CSUF locations that provide accessible technology as reflected in their response to a check box question.
- 92% of students strongly or moderately agreed to understand all the services that are available at DSS as reflected in their response to a check box question.

A few notable comments made by DSS students include:

- Orientation was very knowledgeable with a good length of time.
- Though it could have started later in the day.
- Lot of info, but could have more engaging moments to be more interesting.
- They were Present, knew what they were talking about, were Polite, Patient, and understanding, and answered questions.
- They were very welcoming.
- I would have liked an ice breaker at the beginning.
- It was fun but it started WAY TO EARLY.
- The orientation has helped me prepare for what's to come and to feel comfortable about the services.
- Everyone was extremely helpful and willing to go back a slide for verification.
- I feel more secured about what I am doing.

IMPROVEMENT ACTIONS
It was noted that most of the feedback was positive and favorable regarding the 2016 DSS New Student Orientation as reflected in the report featured above (and attached supplemental documents). It is important to recall that the DSS NSO 2015 survey evaluation process felt a bit rushed. Therefore, more time was dedicated to administering the DSS NSO 2016 survey evaluation
process which as a result provided an improvement in student learning outcomes, retention and ability to retain information. It was also observed that 71% of students reported to moderately or strongly agreeing that the DSS NSO was engaging. As a result of this data, DSS will make a conscience effort to provide students with a more engaging 2017 DSS NSO experience and incorporate the following enhancements into the structure of the DSS NSO experience listed below:

- Creating a more engaging and interactive DSS NSO by incorporating the following strategies:
  a. Offering the DSS NSO later in the morning to accommodate student’s level of alertness and engagement (as requested by students)
  b. Creating a resource fair as a means to provide students with options to explore various opportunities throughout the CSUF campus
  c. Coordinating and facilitating a Student Panel to provide students with an opportunity to learn from other seasoned DSS students
  d. Creating and facilitating engaging interactive community building activities to elicit a sense of disability pride, community and inclusivity