



# STUDENT LEARNING/DEPARTMENT OUTCOME AND ASSESSMENT PLAN

**Program:**

Access Programs

**Assessment Team:**

Access Program staff

**Date:**

2012-2013

Outcome and Assessment Definitions				Assessment and Data Collection			
	Condition of Outcome	Target Performance Level	Student Learning or Department Outcome	Assessment Tool/Scoring Method	Detailed Description of Assessment Plan	Results	Plan for Improvement and Reassessment
A.	After completing a more interactive and comprehensive orientation, EOPS students will be better prepared for classes and have better understanding of support resources available to them.	Increase EOPS student success and retention rates.	Orientation was redesigned and contained two activities requiring student participation with facilitator, other students and staff. Staff encouraged to attend orientation so students can meet and immediately establish relationship with them. Immediately after orientation students required to make an appointment to see counselor.	Implemented redesigned orientation in fall of 2012 for entire academic year. Compared overall success and retention rates with previous year and with general population rates for previous years and 2012-2013.	Description: All new EOPS students attend orientation.  Timeline: Implemented 2012-2013 academic year  Sample: All new Access program students  Pending Tasks: completed	Student success and retention rates have been trending down. Strategy designed to increase rates and help students achieve greater success as soon as they enter the EOPS Program.  Both retention and success rates increased in 2012-13 compared to 2011-12 rates. Outcome supports the redesigned orientation more effective. Success rates still slightly below overall success rates for all students at college.	No additional modifications to orientation at this time. Continue using redesigned orientation.
B.	EOPS students on academic probation or disqualification and/or program noncompliance will receive targeted workshops to assist students in obtaining resources they need to be more successful in classes.	Increase overall student success in classes after attending workshop.	Separate probation workshops were held for EOPS students on academic/progress probation and for students who were on academic/progress probation and also not compliant with the EOPS Program.  Compliant students not in good academic standing have better access to resources	Compared rates of class success, fall 2012 combined workshops with spring and summer 2013 separated workshops. Follow up with persistence and class success rates from the semester directly following the workshop semester.	Description: Compare fall 2012 workshops with spring/summer 2013 workshops.  Timeline: 2012-2013 year  Sample: All EOPS students attending probation and noncompliance workshops during academic year.  Pending Tasks: Persistence and class success rates for following semester to be assessed for spring/summer workshop attendees.	The following is comparative data of students who attended separated workshops in the spring and summer 2013 semesters with students who attended combined workshop during the fall 2012 semester.  <u>Sp/Sum 2013</u> 36 students attended 20 completed semester w. 2.0 or higher (56%)	Continue to separate workshops based on data.



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			<p>through their compliance and need different information and incentives to increase their success. Non program compliant students are not connected to available resources and need to utilize program services to support success in their educational goals. Staff will continue to provide separated workshops due to success in spring and summer semester. As a result, by separating workshops student needs can be better addressed.</p>			<p>4 did not complete the semester (11%) 12 completed with GPA lower than 2.0 (33%)</p> <p><u>Fall 2012</u> 20 attended combined workshop 9 completed semester w. 2.0 or higher (45%) 4 did not complete the semester (20%) 7 completed with GPA lower than 2.0 (35%)</p> <p>16 from fall continued to next semester 11 completed w. 2.0 or higher 5 completed w. GPA lower than 2.0</p> <p>Data indicates that separating workshops was more effective for students. Results: A greater % of students in the separated workshops completed the semester more successfully. A lower % of students did not complete the semester who attended a separated workshop. Students who attended the combined workshops had an increase in % of not successfully completing the semester.</p>	
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C.	<p>Students who work as Peer Mentors obtain work experience and skills. Through their work they become more familiar with college resources and share those resources with other students. Increased student engagement is a best practice for increasing student success and retention rates.</p>	<p>Increase number of Peer Mentors eligible to work in the 2012-2013 year.</p>	<p>Reestablish Peer Mentor program to increase student engagement.</p>	<p>1 ½ days of training offered to interested students. Over 20 students participated in training. Few students offered to work as Peer Mentor.</p>	<p>Description: Training to encourage students to apply for Peer Mentor positions offered fall 2012.</p> <p>Timeline: Recruitment of Peer Mentors continued through 2012-2013 year.</p> <p>Sample: All students eligible for work study and who were interested in working as Peer Mentor.</p> <p>Pending Tasks:</p>	<p>Outcome was to increase number of Peer Mentors developed and employed during the 2012-13 year. There was no increase in Peer Mentors for the 2012-13 year. Five Peer Mentors were employed for the 2011-12 academic year. Three were employed for the 2012-2013 academic year.</p> <p>Staff input has been that they have not been able to spend enough time with students to mentor and develop viable Peer Mentors. Lack of staff impacts amount of contact time available for one on one work with students.</p>	<p>Need to reassess how to target potential Peer Mentors instead of depending on self-identification by the student who may not be ready to take on this type of work study position.</p> <p>Need to address funding issue since some interested students may not have available funding to employ as a Peer Mentor.</p>
D.					<p>Description:</p> <p>Timeline:</p> <p>Sample:</p> <p>Pending Tasks:</p>		

### Mapping of Program Learning Outcomes to Core Courses

Courses	Program Learning Outcomes			
	A.	B.	C.	D.



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