



STUDENT LEARNING OUTCOME AND ASSESSMENT PLAN

Program:

Access Programs

Assessment Team:

Access Program staff

Date:

2013-2014

| Outcome and Assessment Definitions | | | | Assessment and Data Collection | | | |
|------------------------------------|---|---|---|---|--|---------|---------------------------------------|
| | Condition of Outcome | Target Performance Level | Student Learning or Admin. Unit Outcome | Assessment Tool/Scoring Method | Detailed Description of Assessment Plan | Results | Plan for Improvement and Reassessment |
| A. | DSPS students will establish an educational goal and will have a better understanding of how to complete their goal after participating in all of the matriculation components including completing a long term educational plan with a Program counselor. This ties to the college objectives 1.1 and 1.2. | 100% completion of matriculation components by all DSPS students. | Improve persistence and completion rates for DSPS students by assisting students in determining educational goal and developing educational plan. | Compare completion rates from previous year, 2012-2013, to 2013-2014 rates for all DSPS students. | <p>Description: Program staff will identify DSPS students who have no completed all of the matriculation components. Staff will contact students and explain why completing all matriculation components will benefit the student. Staff will explain to student how to complete components and facilitate the process for student of completion.</p> <p>Timeline: Begin spring 2014 and assess end of spring 2015.</p> <p>Sample: All current DSPS students for the spring 2014 through spring 2015 semesters.</p> <p>Pending Tasks: Present to staff. Develop script to explain benefits of completing matriculation components. Determine completion rates for 2012-2013.</p> | | |
| B. | EOPS students employed in work study positions will be more engaged with campus programs, staff and other students, will develop work experience and | Students in work study positions will have higher persistence and success rates when compared to overall EOPS rates. to determine if student employment | Determine if student work study provides additional incentive and skill building that leads to greater persistence and success. | Compare persistence and success rates of work study students with overall EOPS student rates. | <p>Description: Develop work study positions fully funded by EOPS work study funds and support student's work experience with mandatory training workshops provided by EOPS staff. Offer work study to all EOPS students.</p> <p>Timeline: Begin work study project spring semester 2014 and run through end of fall semester 2014.</p> | | |



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| | help student stay focused on educational goal. | increases student success. | | | <p>Sample: Students who participate in the newly developed work study positions including workshops and funded by EOPS.</p> <p>Pending Tasks: Develop positions and workshops. Designate staff to provide workshops and monitor student performance in work study position. Advertise for interested EOPS students to participate in project.</p> | | |
| C. | Identify processes, activities and services that best serve students' needs. Determine if current practices are sufficient in for all populations within the EOPS program. | Obtain current feedback from students regarding program processes, activities and services and the relevancy to meeting their needs. | <p>Determine what program processes, activities and services best support students of different ethnic or cultural backgrounds. Determine if additional practices need to be developed to meet student needs as well as determine if there are any current practices that are not effective in meeting needs.</p> <p>Data from previous years demonstrates a change in EOPS student demographics. Trend data shows an increasing % of EOPS students identify having a more diverse background, both ethnically and culturally, than past EOPS populations. Access Programs needs to obtain student feedback</p> | After a review of CCSSEE results to be completed spring 2014, program staff will develop survey tool to follow up on specific areas of processes, activities and services provided to students. | <p>Description: Distribute survey to all EOPS students using both electronic or hard copy. Compile data and feedback. Present to program staff for review, evaluation, analysis and recommendations based on survey.</p> <p>Timeline: Complete during the fall 2014 semester.</p> <p>Sample: Survey distributed to all EOPS students enrolled in fall 2014 semester. Sample will be from those students who choose to complete the survey.</p> <p>Pending Tasks: Review CCSSEE results. Develop survey. Distribute and collect data. Review results, evaluate, and discuss program changes if necessary.</p> | | |



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| | | | regarding their experience as an EOPS student and determine if there are issues or types of services that are not benefitting our current population. | | | | |
| D. | CARE students will identify resources and support services most useful to them, how their child care needs are being met, and be assessed on their knowledge of CARE services by means of survey. | 100% participation in completing survey. | List of services most useful prioritized by CARE students will assist staff in allocating CARE resources based on student need. Determine if CARE students are fully aware of CARE services available to them. | Compile survey responses and report out survey results to staff. | <p>Description: Staff develop survey. Hand out to CARE students when they come to SSA for meal vouchers.</p> <p>Timeline: Collect surveys in fall 2013.</p> <p>Sample: All CARE students enrolled in fall 2013 semester.</p> <p>Pending Tasks: Collect all surveys. Compile answers. Present to staff for discussion.</p> | | |

Mapping of Program Learning Outcomes to Core Courses

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