

Data & Response  
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[Page Description](#)

### Student Service Area Outcomes

<b>Year</b>	2014
<b>1) Outcome</b>	The number of students subject to dismissal from the District will decrease.
<b>2) Related ILO</b>	<input type="text" value="Not Applicable"/>
<b>3) Contribution of SAO to Student Learning</b>	By assisting EOPS/CARE students maintain a 2.0 or above GPA, we are ensuring that the student will increase opportunities to meet their educational objectives including obtaining a certificate, AA degree and transfer AA degree.
<b>4) Assessment Method</b>	A specific counselor has been assigned to evaluate students transcripts and GPA status semester by semester.
<b>5) Criterion/Benchmark</b>	Criterion: The number of students at risk for dismissal (GPA less than 2.0) will decrease by 10% over the course of the 2013-2014 academic year.
<b>6) Results</b>	From Fall 2013 to Spring 2014, there was a 31% decrease in students at risk for potential dismissal from the district. The results have demonstrated that the current method of tracking and providing additional targeted counseling support services has led to a decrease in the number of students at risk for dismissal.
<b>7) Implementation Plan</b>	Given that the number of students at risk for dismissal has dropped significantly, the criterion will be monitored and adjusted based on the new numbers. For the upcoming academic year the criterion of a 10% reduction in students at risk for dismissal will remain in effect.
<b>8) Re-Evaluation</b>	The implementation plan will go into effect the fall 2014 semester and re-evaluation will take place following the next assessment in Fall 2015.
<b>Assessment Date</b>	Fall 2014
<b>Next Assessment Date</b>	Fall 2015
	<a href="#">Edit / Re-evaluate</a>
<a href="#">Remove</a>	
<b>Year</b>	2014
<b>1) Outcome</b>	
<b>2) Related ILO</b>	<input type="text" value="2) Information Competency"/>
<b>3) Contribution of SAO to Student Learning</b>	Students who attend the EOPS/CARE orientation will demonstrate knowledge of requirements, services, and responsibilities of the EOPS/CARE program. The increase of knowledge and familiarity of the program will allow students to comply with program requirements.

<b>4) Assessment Method</b>	All new students take a PRE/POST Survey at the EOPS/CARE orientation. PRE/POST orientation surveys are compared to determine whether students are acquiring knowledge and familiarity with the program.
<b>5) Criterion/Benchmark</b>	Criterion: At least 70% of students who participate in the EOPS/CARE Orientation will demonstrate familiarity with the programs requirements, services and mutual responsibilities.
<b>6) Results</b>	Pre-orientation and Post-orientation quizzes were analyzed. The results indicated that 80% of students who attended the EOPS/CARE orientation improved their knowledge and familiarity of the program. The results demonstrate that providing an initial orientation for the student population is an effective tool in assisting with the awareness of programs requirements.
<b>7) Implementation Plan</b>	Upon review of the assessment results in Fall 2014, an implementation/response plan will be developed.
<b>8) Re-Evaluation</b>	Re-evaluation will take place following the next assessment in Spring 2016.
<b>Assessment Date</b>	Spring 2015
<b>Next Assessment Date</b>	Spring 2016
<a href="#">Edit / Re-evaluate</a>	

[Remove](#)

<b>Year</b>	2014
<b>1) Outcome</b>	A substantial proportion of participants in the "EOP&S/CARE Transition Referral Pilot Program" will go on to complete a certificate, an associate degree and/or transfer AA degree.
<b>2) Related ILO</b>	<input type="text" value="Not Applicable"/>
<b>3) Contribution of SAO to Student Learning</b>	NA
<b>4) Assessment Method</b>	Students completing their unit limit from participating the EOP&S/CARE program will be be part of a transition program titled: "EOP&S/CARE Transition Referral Pilot Program". An assigned EOP&S/CARE Counselor will track identified "EOP&S/CARE Exited" referral students and will report back to Dean of Student Services at the end of each semester. Follow-up data will also be collected to assess percentage of successful goal completion of "exited" EOP&S Students.
<b>5) Criterion/Benchmark</b>	Criterion: After meeting with counselor, at least 20% of the "exited" students will obtain an associate's degree. A baseline will be established in AY 2013-2014 to determine future criterion levels.
<b>6) Results</b>	Initially the goal was for 10% of exited students to obtain a certificate, an AA degree, and Transfer AA degree. We surpassed the goal by 23% (out of 172 students 56 completed a Certificate, an AA degree, and a transfer AA degree.
<b>7) Implementation Plan</b>	Future performance will be evaluated following the summary of the results in the Fall 2014 semester.
<b>8) Re-Evaluation</b>	The implementation plan will go into effect the fall 2014 semester and re-evaluation will take place following the next assessment in Spring 2016. Initially the goal was for 10% of exited students to obtain an AA degree and transfer with AA degree . We surpassed the goal by 23%.
<b>Assessment Date</b>	Fall 2014
<b>Next Assessment Date</b>	Fall 2015
<a href="#">Edit / Re-evaluate</a>	

[Remove](#)

<b>Year</b>	2014
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**1) Outcome**

By hiring additional math tutors, students will be more successful in completing math courses with passing grades.

**2) Related ILO**

4) Math Competency (Quantitative Reasoning)

**3) Contribution of SAO to Student Learning**

Successful completion of math courses will permit students to progress in their educational endeavors.

**4) Assessment Method**

Each semester, we will create a list of students who were tutored and their final math grades to see student's progress.

**5) Criterion/Benchmark**

Fifty percent of students receiving math tutoring through EOPS will complete their math courses with a passing grade.

**6) Results**

Results will be summarized in the fall 2014 semester.

**7) Implementation Plan**

At the end of the academic year, 13-14, an analysis of the assessment results will be reviewed for further improvements to the program.

**8) Re-Evaluation**

The Fall 2014 data showed an average of forty-five percent of the students passing their math courses. As a result, we will continue the math tutoring services. Spring 2015 data showed an average of fifty-one of students passed with a "c" or better

**Assessment Date**

Fall 2014

**Next Assessment Date**

Spring 2016

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[<< Previous](#)

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