

SLOs:**SLO #1)**

A majority of new EOPS students will demonstrate a minimum of 80% knowledge of program requirements and services as a result of attending an EOPS Orientation.

Assessment Tool: Fall 2011: A quiz assessing the students' knowledge of program requirements and services was administered immediately following the EOPS Orientation session.

Analysis of Assessment Results: Fall 2011: Over 75% of the students scored 80% or higher and 86% of students scored 100%. In evaluating the results, the program concluded that the EOPS Orientation session is meeting its purpose of student learning regarding program responsibilities and services.

Assessment Tool: Spring 2012: Same assessment tool was used. Goal: 75% of the students will score 80% or higher on the quiz.

Analysis of Assessment Results: Spring 2012: 87% of the students scored 80% or higher; 61% scored 100% on the Orientation Quiz. In this analysis, the program identified the most commonly missed questions so that in the next cycle of EOPS Orientations, this information could be clarified. Identifying counselor contacts and the educational plan as a required document are the areas to target for improvement. One area of improvement was emphasizing and clearly defining required contacts in the program.

Assessment Tool: SP 2013: Same assessment tool was used. Goal: 75% of the students will score 80% or higher on the quiz.

Analysis of Assessment Results: SP 2013: 71% of the student scored 80% or higher; 20% scored 100% on the Orientation Quiz. There was one question on the quiz which was poorly written, which may have lead to a majority of the student getting the answer incorrect. It was a three part answer and most appropriately marked 2 out of 3 documents needed to "remain" in EOPS; question #3 on the quiz must be revised to eliminate misunderstanding.

FA 13 Orientation PowerPoint presentation will be modified to be more efficient and focus on the essential information needed to be presented.

Add New Assessment Tool:

Add New Analysis:

SLO #2)

A majority of students will demonstrate improvement in the use of self-advocacy skills during their first semester on EOPS.

Assessment Tool: In Spring 2011, a Self-Advocacy Checklist was provided to all EOPS students at the beginning of the semester. EOPS students reassessed their self-advocacy skills during their counselor contact at the end of the term.

Analysis of Assessment Results: The administration of the Self-Advocacy Checklist to all EOPS students was reconsidered. It was decided that it would be more effective to evaluate EOPS students in their first semester with the program because it would more accurately evaluate the impact that EOPS had on promoting self-advocacy skills.

Assessment Tool: In Spring 2012, new EOPS students were assessed as to their entry level of self-advocacy skills through the Self-Advocacy Checklist. Self-advocacy activities were promoted through the semester. At the end of the term these students were reassessed via the Self-Advocacy Checklist. Improvements were measured.

Analysis of Assessment Results: Spring 2012: Of 33 students assessed, 88% made improvements in their use of self-advocacy skills. The average improvement rate on self-advocacy strategies was 30%. At the end of the first term on EOPS, 79% of students reported that they used 74% to 100% of the self-advocacy skills identified on the Self-Advocacy Checklist. In analyzing results of this self-reporting tool, a majority of new EOPS students improved their self-advocacy skills within the first semester, employing approximately 75% or more of the strategies on the checklist. As EOPS especially emphasized the use of self-advocacy strategies with new EOPS students, it appears that the program was successful in meeting this SLO goal.

Assessment Tool: In Spring 2013, new EOPS students were assessed as to their entry level of self-advocacy skills through the Self-Advocacy Questionnaire Pre-Test and then reassessed via the Self-Advocacy Questionnaire Post-Test. Improvements were measured.

Analysis of Assessment Results: Spring 2013: 41 students took the pre-test and 43 students took the post test. Percentage of students using 18 self-advocacy resources was tabulated at the beginning of the semester and then compared with the percentage of students using the resources at the end of the semester. In 17/20 resource areas there was an increase in the % percentage of students using the resource. Those showing a substantial increase were: utilization of campus resources over 20% increase in those who "frequently" used the service; those "frequently" referring to the course syllabus for information and deadlines increased over 27%; those "frequently" consulting with a counselor prior to the add/drop of a course increased by 21% and those "frequently" asking campus staff for information increased by 28%.

There continues to be an under-utilization of student email, college catalog and college website to gain information. The under-utilization of the catalog and website may be reflected in the students' advocacy by asking questions of staff and counselors. EOPS will continue to emphasize the importance of monitoring student email.

It was clear by the % increases across the 17 resource areas that EOPS students gained self-advocacy skills over the course of the semester.

Add New Assessment Tool:

Add New Analysis:

Add New SLO)

Assessment Tool:

**Analysis of
Assessment Results:**

Save

Notes to Self/Next Steps:

SLO #1 and SLO #2 - There is a need to create scannable assessment tools for greater efficiency in extracting and analyzing valuable data. The tool will identify specific areas for improvement. Target date for creating this tool is June 2012 in preparation for July EOPS Orientations. Self-Advocacy Questionnaire will be reformatted to include the frequency of use of specific strategies. In SLO #2, an additional goal to assess self-advocacy will be to collect data regarding the use of early registration services and tutorial services.

Improvements Achieved:

- 1) SLO #2 Improvements have been made in changing the target group of students (new EOPS students only) for assessment. Data is now more detailed, providing more specific information for analysis.

- 4) SLO #1: As a result of the orientation survey, we found that students often were unable to identify the required contacts in the program. This resulted in an increased emphasis on this component of the orientation, which also included more clearly defining the action steps and required counseling sessions.

- 2) SLO #1 Analysis of quiz items has helped us focus on areas most missed by students.

- 3) SLO #1 and #2 Assessment Tools are being improved in terms of content and scannable format and will be operational Summer 2012.

- 5)

Save

Save As...

Make Version

Start Over