Reedley College

Program Learning Outcomes Assessment

**EOPS**

**Focus Study Group Report**

May 12, 2014

Thank you for participating in this focus study group for student services programs. The suggestions below are synthesized from responses by classified and student staff in your program. Consider these points for improvement as you conduct additional program assessments, complete your program review reports, and establish program goals and subsequent action plans. Take the following steps below for your program’s continuous quality improvement.

1. Result analysis and action plan: Identify and prioritize improvement plan
2. Timeline: Determine timeline to implement improvement plan and its assessment
3. Communicate: Share Improvement Plan and Timeline with program members
4. Re-assess: Analyze results to determine further actions
5. Documentation/evidence: Compose process and results for next program review report

**Suggested areas for improvement based on staff responses:**

1. Invest in more frequent communication between staff.
2. Support growth of EOPS services at the Madera Center.
3. Support additional training for adjunct.

REEDLEY COLLEGE

EOPS

PROGRAM LEARNING OUTCOMES RESPONSES

May 12, 2014

Outcome: \_\_% of new students receiving EOPS/CARE program services will successfully complete their educational objectives within (6) semesters, as measured by number of certificate, degree and transfers.

1. Describe the EOPS/orientation process. Are there gaps in information or areas for improvement?
   1. We give them a general overview of the program, academic skills, what to expect at a college level, how to set their goals, rules and regulations of the program, how to stay in satisfactory progress, benefits, technology and campus resources. Has student sign a mutual responsibility contract.
   2. Improvements
      1. Student mentors. This year’s group was smaller, had more interaction.
      2. Need to improve services at Madera Center.
      3. Most students in our program are from the high schools and have been fully matriculated.
   3. Have training workshops for students.
   4. Students have access to computers.
   5. Flex day activities has helped. Would like more training for adjunct.
2. What barriers do your students face while being in your program? How are these barriers addressed by staff?
   1. RTG process changed.
   2. Director wears many hats; however, he is available to answer questions.
   3. Funding was cut.
3. Is the staff equipped to handle these barriers? What improvements may be made?
4. Describe the communication (dialogue) between staff. Areas for improvement?
5. Describe the communication (dialogue) between staff and administration. Areas for improvement?
   1. Greatly improved due to accessibility of Director.
6. Describe the communication (dialogue) between staff and students. Areas for improvement?
   1. Going well. Utilize SARS and e-mail. Students receive reminders of their appointments, which has improved attendance. Students also call in or check-in.
7. Do your students know the PLO? How could you make this known to them?
   1. Students know what their outcomes are as it applies to them. They sign a contract and attend an orientation.
8. Describes the ways in which your program strives for continuous quality improvement. In what ways could this be strengthened?
   1. Gathering student data (Mario G. is working with Michelle J.). Knowing where the gaps are to improve the program.
   2. Due to staff changes feels that it has splintered our communications.
      1. Staff are not located in same area.