Evidence for: Standard IB2
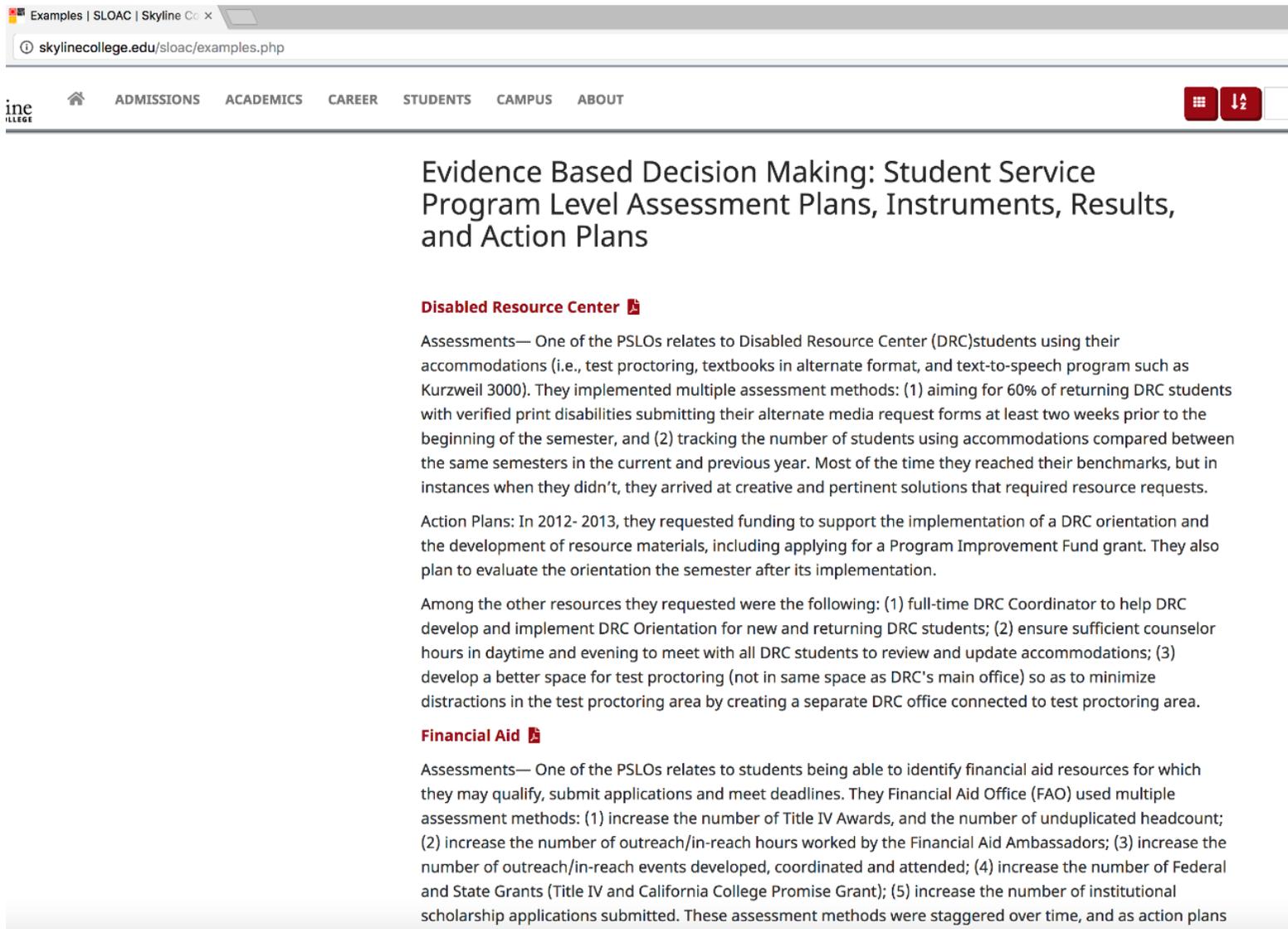
Evidence Naming Convention: SC-Website-SLOAC-EvidenceBasedDecisionMaking-20180806

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URL: http://www.skylinecollege.edu/sloac/examples.php

Evidence Based Decision Making: Student Service Program Level Assessment Plans, Instruments, Results, and Action Plans

Disabled Resource Center

Assessments— One of the PSLOs relates to Disabled Resource Center (DRC)students using their accommodations (i.e., test proctoring, textbooks in alternate format, and text-to-speech program such as Kurzweil 3000). They implemented multiple assessment methods: (1) aiming for 60% of returning DRC students with verified print disabilities submitting their alternate media request forms at least two weeks prior to the beginning of the semester, and (2) tracking the number of students using accommodations compared between the same semesters in the current and previous year. Most of the time they reached their benchmarks, but in instances when they didn't, they arrived at creative and pertinent solutions that required resource requests.

Action Plans: In 2012- 2013, they requested funding to support the implementation of a DRC orientation and the development of resource materials, including applying for a Program Improvement Fund grant. They also plan to evaluate the orientation the semester after its implementation.

Among the other resources they requested were the following: (1) full-time DRC Coordinator to help DRC develop and implement DRC Orientation for new and returning DRC students; (2) ensure sufficient counselor hours in daytime and evening to meet with all DRC students to review and update accommodations; (3) develop a better space for test proctoring (not in same space as DRC's main office) so as to minimize distractions in the test proctoring area by creating a separate DRC office connected to test proctoring area.

Financial Aid

Assessments— One of the PSLOs relates to students being able to identify financial aid resources for which they may qualify, submit applications and meet deadlines. They Financial Aid Office (FAO) used multiple assessment methods: (1) increase the number of Title IV Awards, and the number of unduplicated headcount; (2) increase the number of outreach/in-reach hours worked by the Financial Aid Ambassadors; (3) increase the number of outreach/in-reach events developed, coordinated and attended; (4) increase the number of Federal and State Grants (Title IV and California College Promise Grant); (5) increase the number of institutional scholarship applications submitted. These assessment methods were staggered over time, and as action plans