Student Services Student Learning Themes	Academic Support Center Student Learning Outcomes	Assessment Methods
Self-Management	Student will have developed or improved time management skills.	Tutor Checklist
Self-Awareness	Students will have developed or improved study skills.	Tutor Checklist; Tutor Verification Checklist
Self-Advocacy	Students will be able to recognize and articulate their specific areas of difficulty within a particular subject area.	Tutor Checklist

Student Services Student Learning Themes	Assessment Student Learning Outcomes	Assessment Methods
Communication	The student will be able to communicate, both orally and in written form, the outcome of their assessment scores.	Students have access to their scores via the Assessment Office or via Webreg.
Critical Thinking	The student will demonstrate critical thinking by applying their assessment scores to the math and English courses needed.	Student will be enrolled in the correct math & English course.
Personal Development & Community Responsibility .	In collaboration with the Counseling Department and Orientation, the student will understand the math & English sequence.	Student will be enrolled in the next sequenced math & English course.
Technical Competence	The student will be able to search and find their assessment results on-line using the Webreg.	Complete registration in correct math & English courses using Webreg.
Self-Advocacy:	Through participation in Assessment, the student will develop the skills necessary to communicate reassessment in math and/or English when necessary.	The Assessment office provides students with information about reassessment. Student will be able to reassess or challenge the pre-req.

Student Services Student Learning Themes	Intercollegiate Athletics Student Learning Outcomes	Assessment Methods
Communication	Work collaboratively and cooperatively in a group activity.	Practice and competition performance.
Personal Development & Community Responsibility	Perform a variety of skills in an activity or sport with an increasing level of proficiency.	Practice and competition performance review by video and instructor feedback.
Other	Apply the principles of physical fitness development and identify how they relate to successful skill performance.	Progressive charts of improvements.

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Student Services Student Learning Themes	CalWORKs Student Learning Outcome	Assessment Methods
Communication	CalWORKs students will identify and communicate their educational goal and major within their first semester of acceptance into the program as well as demonstrate an understanding of how it relates to their Welfare-to-Work plan.	1) Educational goal and major identified on official college registration receipt; and 2) completed multi-term educational plan.
Critical Thinking	To be developed	To be developed
Personal Development & Community Responsibility	In collaboration with CalWORKs staff, the student will develop a personal and educational goal statement that includes an understanding of civic and community responsibility.	Assessment methods are being developed.
Technical Competence	The student will be able to 1) navigate the MPC website for program related information; 2) complete the FAFSA on the web; and 3) effectively navigate web-Registration	An online student assessment survey was completed in Fall 2011.
Self-Advocacy	Through the CalWORKs Orientation, the student will demonstrate the knowledge and awareness of the skills and services necessary to meet one's educational goals and have the confidence/courage to communicate those needs to the appropriate department/areas.	Need to develop assessment survey.

Expected Student Learning Outcome	Very Easy				Very Difficult
Navigate the MPC website	61.7%	16.7%	16.7%	3.3%	1.7%
Register for classes using WebReg	68.3%	20.0%	5.5%	6.7%	0.0%
Complete a FAFSA online	68.3%	13.3%	11.7%	6.7%	0.0%

Student Services Student Learning Themes	Child Development Center Student Learning Outcome	Assessment Methods
Communication	CDC student parents will identify and communicate their educational/occupational goal and major at eligibility meeting during onset to the semester as required by Title 5 and CDE.	Individual Educational Plans and written personal statements in students' file. Declaration of State's 9100 form.
Critical Thinking	The CDC student parent will demonstrate critical thinking by applying personal experience and observation to solve problems that impact achievement of their educational goal.	Individual Educational Plan in students' file. CDC Attendance records CDC Study time Plan
Personal Development & Community Responsibility .	In collaboration with CDC staff, the student will attend parent workshops and volunteer at CDC weekly. Parents will participate in parent Club activities to enrich & fundraise for the CDC.	Written personal statements. Documentation of community service and/or campus participation. Participant check off lists
Technical Competence	The student parent will demonstrate the ability to: 1) Navigate the MPC website for college registration and program related information. 2) Contact CDC through email.	Complete web-based academic and career activities and/or assignments (i.e. FAFSA, college applications, Career Link), and set up an e-mail account. Document wait list application online.
Self-Advocacy	Through the CDC Orientation, the student will demonstrate the knowledge and awareness of the policies and services necessary to meet one's educational goals and demonstrate the ability to communicate those needs to the appropriate department/areas. Students will read CDC handbook	Student Parents sign in sheets; Parent handbook receipt; Activity in CDC Center referrals

Student Services Student Learning Themes	Counseling Student Learning Outcome	Assessment Method
Critical Thinking	Utilize appropriate resources to identify and develop academic and career goals	The ratio comparing the number of counseling sessions held and the number of students who do not show for their scheduled counseling session. The percentage will indicate the proportion of students satisfying the Counseling SLO.

Student Services Student Learning Themes	EOPS/CARE Student Learning Outcomes	Assessment Methods
Communication	EOPS and CARE students will identify and communicate their educational goal and major within their first semester of acceptance into the program.	1) Educational goal and major identified on official college registration receipt; and 2) completed multi-term educational plan.
Critical Thinking	The EOPS and CARE student will demonstrate critical thinking by applying personal experience and observation to solve problems that impact achievement of their educational goal.	Multi-term Individual Educational Plan updated each semester. Documents in students' file.
Personal Development & Community Responsibility .	In collaboration with EOPS staff, the student will develop a personal and educational goal statement that includes an understanding of civic and community responsibility.	Personal and educational goal statement collected at the end of each spring term.
Technical Competence	The student will demonstrate the ability to 1) navigate the MPC and EOPS websites for college and program related information 2) complete the FAFSA on the web and 3) effectively navigate web-Registration	1) Copy of completed online EOPS orientation; 2) copy of completed online FAFSA; and 3) copy of Web-Registration. All documents are included in students' file.
Self-Advocacy	Through the EOPS Orientation, the student will demonstrate the knowledge and awareness of the skills and services necessary to meet one's educational goals and demonstrate the ability to communicate those needs to the appropriate department/areas.	A pre and post "EOPS Orientation" survey is distributed and collected each fall term.

Student Services Student Learning Themes	International Student Programs Student Learning Outcomes	Assessment Methods
Communication	ISP students will be able to communicate, both orally and in written form, their personal and academic goals	Individual Educational Plans and written personal statements in students' file.
Technical Competence	The student will be able to use word processing programs and the internet to complete academic forms and research.	Complete web-based academic and career activities and/or assignments (i.e. college applications) and set up an e-mail account.
Self-Advocacy	Through participation in the ISP program, the student will develop the skills necessary to meet one's educational/vocational/personal goals, and demonstrate the ability to communicate with the appropriate academic personnel.	ISP Educational Plan communicated by student to Academic Counselor at the initial entry process and throughout their participation, and in an orientation setting.

Student Services Student Learning Themes	Job Center Student Learning Outcomes	Assessment Methods
Communication	Student will be made aware of the proper interviewing techniques and strategies.	Exit Interview administered with Job Center Coordinator and student.
Critical Thinking	Job Center will provide a form for student to plan their availability for work based on their class schedule.	Completed form to reflect availability to work.
Technical Competence	Student will utilize the Plaska job search database.	Establish baseline numbers to see if there is an increase in usage of Plaska.

Student Services Student Learning Themes	Orientation Student Learning Outcomes	Assessment Methods
Communication	The student will be able to understand the matriculation process from application, registration, placement and counseling, student service resources, academic policies and general education.	Students will have successfully completed PERS 200.
Critical Thinking	The student will demonstrate critical thinking by applying their knowledge to acquiring support for their academic growth by participating in student support services.	Student will use support services by making counseling appointments, attending financial aid workshops, requesting support in the writing and math center, etc.
Personal Development & Community Responsibility .	The student will understand their role in reaching their academic goals. Students will demonstrate the importance of his/her role in the development and or maintenance of their campus community.	At the end of the course, student will create a 1st semester education plan, followed by a tentative next 2nd semester education plan.
Technical Competence	The student will be able to search various on-line academic resources that will aid in reaching their academic goals.	Complete education plan using on-line resources such as assist.org, career café, etc.
Self-Advocacy	Through participation in Orientation, the student will develop the knowledge necessary to meet one's educational/vocational/personal goals, and demonstrate the ability to communicate with the appropriate departments.	The student will successfully answer the "final exam" in the Orientation class.

Student Services Student Learning Themes	Student Health Services Student Learning Outcomes	Assessment Methods
Communication	After one visit to Student Health Services (SHS) or a classroom presentation, students will be able to communicate the services available from SHS.	Pre and post visit survey
Critical Thinking	After an appointment with the physician, students will be able to articulate a greater understanding of his/her medical condition.	Verbal feedback from the student demonstrating understanding of the terminology and condition
Self-Advocacy	Students participating in personal counseling sessions with MFT interns will be able to verbalize strategies to help them with self-care, self-advocacy, and self-esteem.	Verbal feedback from the student demonstrating an increased understanding of the concepts and their areas for potential growth

Student Services Student Learning Themes	TRiO Programs Student Learning Outcomes	Assessment Methods
Communication	The TRiO student will be able to communicate, both orally and in written form, their personal and academic goals	Individual Educational Plans and written personal statements in students' file.
Critical Thinking	The TRiO student will demonstrate critical thinking by applying personal experience and/or observation to solve problems.	Course assignments, workshops, and/or Individual Educational Plan in students' file.
Personal Development & Community Responsibility .	In collaboration with TRiO staff, the student will develop a personal statement that includes personal, educational and career values. In addition, the TRiO student will demonstrate the importance of his/her role in the development and/or maintenance of the campus and/or local community.	Written personal statements. Documentation of community service and/or campus participation.
Technical Competence	The student will be able to use word processing programs and the internet to complete academic forms and research.	Complete web-based academic and career activities and/or assignments (i.e. FAFSA, college applications, Career Link), and set up an e-mail account.
Self-Advocacy	Through participation in the TRiO program, the student will develop the skills necessary to meet one's educational/vocational/personal goals, and demonstrate the ability to communicate with the appropriate academic personnel.	TRiO Educational Plan communicated by student to Academic Counselor at the initial entry process and throughout their participation, and in workshop settings.