

Student Services Program Review 2018/19 (Comprehensive)

Evaluations

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Table of Contents

General Information	1
2018/19 Student Services Program Review	2
Program Review Data and Resources	2
Submission Information (REQUIRED)	2
Faculty/staff (REQUIRED)	2
Program/ Service Area Mission (REQUIRED)	2
Program Overview (REQUIRED)	2
Curriculum (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis (REQUIRED)	2
Program Goals (REQUIRED)	3
Action Plans for Non CTE ONLY (REQUIRED)	3
Project Plan for CTE Only (REQUIRED)	7
Closing the Loop (REQUIRED)	7
Request Forms	8
BARC & Facilities Requests	8
Classified Position Request	8
Faculty Position Request	8
Reviewers	9
Liaison's Review	9
Manager's Review	9
Appendix	10

General Information (Student Services Program Review 2018/19 (Comprehensive))

2018/19 Student Services Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

Lead Writer: Olivia Picolla / Claudia Estrada-Howell

Liaison: Erika Higginbotham

Department Chair:

Manager/Service Area Supervisor: Claudia Estrada-Howell (Supervisor), Ailene Crakes (Dean of Student Development)

Faculty/staff (REQUIRED)

- Number of T/TT Faculty: 0
- Number of Adjunct Faculty: 0
- Number of Sections taught by T/TT Faculty (if applicable): 0
- Percent of FTEF taught by T/TT Faculty (if applicable)
- Number of Classified Professionals: 2

Program/ Service Area Mission (REQUIRED)

- a. The San Diego Mesa College Evaluations Office engages with students and the campus community to assist and direct the processes related to the obtaining of degrees and certifications and to the campus commencement ceremony.
- b. The San Diego Mesa College Evaluations Office supports the mission of San Diego Mesa College by supporting students in their academic goals related to obtaining an Associates Degree, Certificate of Achievement, and Certificate of Performance. We empower students to reach their educational goals.

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Program Overview Section (See appendix)

Curriculum (REQUIRED)

N/A

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section (See appendix)

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Student Services Program Analysis Section (See appendix)

Program Goals (REQUIRED)

2018/19

Goal

Goal	Mapping
<p>Goal 1 Improve communication to the campus regarding policies and procedures related to student records, petitions, and graduation/commencement in an effort to promote student success.</p>	<p>CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.4, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4</p>
<p>Goal 2 Improve graduation and commencement participation rates by collaborating with instructional departments for individualized assistance and revising the commencement information and registration websites to reflect a more useful, inviting and professional message.</p>	<p>CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4</p>
<p>Goal 3 Improve the awareness of deadlines for various petitions and processes including graduation and commencement.</p>	<p>CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4</p>

Action Plans for Non CTE ONLY (REQUIRED)

Actions

2018/19

Goal

Goal: Goal 1

Improve communication to the campus regarding policies and procedures related to student records, petitions, and graduation/commencement in an effort to promote student success.

▼ Action: Improve Communication

Describe the actions needed to achieve this objective:

Classroom Presentations
Website management
Internal Training and Discussions with other Departments/Services Areas

Who will be responsible for overseeing the completion of this objective:

The Evaluations Team, including the Evaluations Supervisor, Student Services Technician, and Student Services Assistant

Provide a timeline for the actions:

Spring 2019

Describe the assessment plan you will use to know if the objective was achieved and effective:

SARS reporting
Tally Sheet
Website Tracking

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time

Goal: Goal 2

Improve graduation and commencement participation rates by collaborating with instructional departments for individualized assistance and revising the commencement information and registration websites to reflect a more useful, inviting and professional message.

▼ **Action:** Graduation and Commencement Participation

Describe the actions needed to achieve this objective:

Classroom Presentations
Website management
Internal Training and Discussions with other Departments/Services Areas

Who will be responsible for overseeing the completion of this objective:

Student Services Technician

Provide a timeline for the actions:

Spring 2019

Describe the assessment plan you will use to know if the objective was achieved and effective:

SARS reporting
Tally Sheet
Website Tracking

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time

Goal: Goal 3

Improve the awareness of deadlines for various petitions and processes including graduation and commencement.

▼ **Action:** Improve Awareness

Describe the actions needed to achieve this objective:

- Work with District Evaluations to ensure the campus has the correct deadlines for graduation
- Support Counseling Faculty that are assisting students with petitions and ensuring they understand the requirements

Who will be responsible for overseeing the completion of this objective:

Student Services Technician and Student Services Assistant

Provide a timeline for the actions:

Spring 2019/ or as changes occur

Describe the assessment plan you will use to know if the objective was achieved and effective:

- Staying updated with District Evaluation procedures
- Reviewing policies in Catalog

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

None

 **Project Plan for CTE Only (REQUIRED)**

 **Closing the Loop (REQUIRED)**

Form: 2018/19 Comprehensive Program Review Student Services Closing the Loop (See appendix)

Request Forms

 **BARC & Facilities Requests**

 **Classified Position Request**

 **Faculty Position Request**

Reviewers

Liaison's Review

Form: Student Services Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Student Services Program Manager's Review 2018/19 (Comprehensive)

Appendix

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- A. **2018/19 Comprehensive Program Review Student Services Program Overview Section** (Form)
 - B. **2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section** (Form)
 - C. **2018/19 Comprehensive Program Review Student Services Program Analysis Section** (Form)
 - D. **2018/19 Comprehensive Program Review Student Services Closing the Loop** (Form)
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Form: "2018/19 Comprehensive Program Review Student Services Program Overview Section"

Created with : Taskstream

Participating Area: Evaluations

(REQUIRED) Program/Service area name

Evaluations

(REQUIRED) Program strengths

Discuss strengths of the program.

The staff of the Evaluations Office are innovative and are constantly exploring more efficient ways to assist students and the campus community, such as the new electronic check-in process for commencement. Additionally, the Student Services Assistant has been with the department for ten or more years. With the longevity of this staff member comes institutional knowledge that allows the department to not only be efficient, but knowledgeable on processes and policies. With the addition of the new SST, who has also been with the District for over four years, that same institutional knowledge is amplified. These two staff members are able to use their knowledge to re-examine past practices and policies to find better ways to serve students and breach the gaps in equity that may have occurred in the past. As a result of this innovative thinking and institutional knowledge, the Mesa College Evaluation center is a leader in the District in developing and implementing business processes related to Evaluations. Departments in other campuses in the District often consult and implement practices developed by the Mesa Evaluations. We thrive on improving our practices to better serve students and the campus as a whole.

(REQUIRED) Program challenges

Discuss challenges to the program.

The staffing in 2016-2017 presented challenges for the department. First, the new SST that started in February of 2017 needed to become familiar with the new role and the duties assigned. Although the new SST was familiar with the department functions, procedures and policies, it was a surface level knowledge and the position requires in depth knowledge. Second, the relocation of the Transfer Center's SSSA to District to work on the ERP project resulted in a gap in the department that required backfill. The Transfer Center has attempted to compensate for this gap in staffing by having the Evaluation SST primarily fulfill the duties and responsibilities of Transfer Center's SSSA in addition to the SST's regular responsibilities and duties. Lastly, the Evaluations Office has one supervisor that is split three ways with Evaluations, Transfer Center and Career Center. In May 2018, the departments SST had left the position and the centers SSA was paid out-of-class to fulfill the SST's duties, while also backfilling for the SSSA that was at ERP. It was a learning curve for the SSA, who then was hired as the SST in September.

Among the duties assigned to the SST is to increase student graduation rates by working with students. The department determined that one of the best ways to do this was to arrange classroom presentations to speak with students about the graduation petitions process and requirements. The original SST began the development a plan and presentation for these presentations, but due to the staffing changes detailed above these presentations faced difficulties in being implemented. When the new SST came on board the development was delayed while the new SST underwent training. Additionally, the lack of staffing in other sister departments delayed the finished development even more to Fall 2017. Also, simultaneously there was a sense of caution in developing these presentations so as not to impede or overlap the services and advice that is provided by academic

counselors. There were concerns of qualification and appropriateness of these presentations being facilitated by a classified staff member without supervision of an academic counselor. These concerns were taken into consideration and interwoven with the new plans for presentation upcoming in the 2017-2018 academic year. With our third SST being hired in September, the incominf

The Evaluations Office and the campus is proud of the increase of students participating in the Commencement Ceremony, however, the increase in participation has led to a new challenge. The 2017 Commencement Ceremony increase in participation has resulted in University of San Diego, the location of our ceremony, implementing the requirement of tickets for the guests of our graduates. With the 2018 Commencement Ceremony being the first year we distribute tickets to studnets, the only challenge was students not fully satisfied with the number of tickets allotted, since the past years didn't require tickets or the limit of guests you could invite. The Evaluation staff have been working with Commencement Committee to determine how to continue improving our process.

Also, increase of student participation in the commencement ceremony, the new ticket requirement has produced an increase in cost for supplies and materials required to carry out the ceremony. The increase of cost is a result of needing more diplomas, diploma covers, and marketing to advertise the new ticket process. Plus the distribution of tickets has resulted in an increase in cost for marketing, staffing, and materials for distribution. The Evaluations Commencement Budget alone is a small number in compairson to the increasing demand of commencement participation.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

The Evaluations Office has a number of external influences, as noted previously in the Challenges section. State legislation and District polices affect almost every aspect of the work that the Evaluations Office performs. It is the Evaluation's office responsibility to respond appropriately to these changes and make the necessary adjustments to office/campus procedures.

As an example, the new Associate Degree for Transfer (ADT) program has impacted the Evaluations office in two ways. First, there are more students graduating with the new ADT degrees. These new degrees are confusing and students are not always clear which degree they are petitioning to graduate with. The office staff works with the student to help clarify the actual degree for which they have an ed plan and interprets the differences in degrees and their purposes. This has increased the time spent with students and the number of petitions that are processed by the office.

Another example is the new ability to count Certificate of Performance completion towards Career Technical Education funding requests. The Evaluations Office works directly with each student and department who offers COPs to input, certify, process and print the certificates. Due to the improved funding mechanism, the Evaluations Office needed to development and implement an better method for collecting and reporting information regarding Certificates of Performance.

(REQUIRED) Areas of Focus

Describe one or more areas that your program/service area is focusing on. You will refer to this response in the Program Analysis Section.

The Evaluation Office is focusing on developing the role of the Student Services Technician (SST), specifically the ability and development of classroom presentations, and to align with the Guided Pathways initiative of helping students with career exploration and helping students get to completion. The Evaluations Office is focusing on working with Special Admission Programs such as the Allied Health to ensure students are on track to completing their degree and being informed on the graduation process. The SST currently provides each student that attends the classroom presentation a customized packet with their current educational plan (if they have one), upcoming deadlines for Petitions for Graduation, and a recommended "To-Do List" based on the analysis of records to graduate and their specific program. The "To-Do List" will include information about whether they have an education plan, whether they've petitioned to graduate, and other important milestones necessary to graduate. The analysis and presentation of records to the students allows the Evaluations Office to provide a more customized delivery of information vital to students' educational success. Another element of this presentation requires a partnership with our sister departments, the Transfer & Career Center.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Evaluations

(REQUIRED) Program/ Service Area name

Evaluations

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program/office on target to complete SSO/SSPO assessment by Spring 2022?

The Evaluations Office, under Student Services, Student Service Outcomes and Goals is assessed every year.

(REQUIRED) Please list your SSOs and/or SSPOs.

- Students will perform the necessary steps to register for the commencement ceremony
- 75% of users will find the information they need using the Evaluation website (www.sdmesa.edu/evaluations)
- Students will be able to articulate the difference between oetutuin to graduate and regsitering for the commenecment ceremony

(REQUIRED) Student Services Offices: Please attach your schedule for assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

In the Evaluations Office, our plan is to assess students 1 year after graduation to share about Alumni services. The Evaluations Office and Commencement Committee work closely together the summer after commencement to assess particiapnt and non-participants from the Commencement Ceremony and graduates to improve the following year's Commencement Ceremony and events leading up to it.

(REQUIRED) Student Services Programs: What progress have you made in your program outcomes assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

We will continue to assess the three Student Learning Outcomes we developed. We will also continue to use website tracking report (specific to commencement and evaluations-general information), SARS reporting, Petition for Graduation submittals, registration numbers through EmailMeForm website, check-in numbers, and the Commencement Participant Survey and Non-Participant Survey. However, now we have an electronic check-in system for commencement to ensure accurate accounting, although we will need to continue hand tallies for the walk-ins/late adds that participated in the ceremony. Additionally, this was our first full year with our new check-out system for the department where students can answer a handful of quick questions after obtaining services. This was implemented in Fall 2017.

(REQUIRED) What have your completed assessments revealed about your courses or program?

There was an increase of students that registered and participated in the 2018 Commencement Ceremony, that indicates that the department's efforts to increase awareness of the commencement registration process is having a positive impact. Additionally, we had an eight percent increase in the number of students that submitted Petitions for Graduation from last year. However, there are still discrepancies in the number of students that submitted a Petition to Graduate and the number of students that register and participate in commencement. For instance, we had 2,362 Petitions for Graduation submitted, but only 732 students registered to participate in the ceremony and 725 that actually attended. This discrepancy demonstrates that we still have room to improve our methods and policies to ensure that students not only know the difference between petitioning to graduate and registering for the commencement ceremony, but also to increase the number of students that participate in the commencement ceremony.

From the survey of those that didn't participate in the 2018 Commencement Ceremony, we learned that 90% of them knew that the process to register for commencement was separate from petitioning to graduate. For the remaining 10% that didn't know the process was separate, we need to examine new ways of expressing this information and making sure students understand it. Through the survey we learned that the biggest factor was due to lack of interest in attending. However, another major factor was the date of the ceremony, which was scheduled right before finals conflicting with students' study time. These survey results demonstrate the areas we can focus on to improve our participation.

Even though we had a small increase in the number of petitions handled by our office, we had a decrease in the number of students that came into the Evaluations Office. Those discrepancies could be due to our efforts to increase communication with students the campus community about procedures and deadlines. If the information we provide via print media, our websites, and emails is comprehensive and easy to understand it decreases the need to visit the Evaluations Office for clarity.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

The Evaluations Office will be focusing on working more with faculty to provide more in class presentations regarding graduation and commencement. Furthermore, we will explore new ways to advertise any changes to the process for students and work collaboratively with faculty in Student Services & Instruction to share more on graduation and the deadlines for students to petition.

(REQUIRED) Based on your assessments, have you identified resource needs?

- Budget

Please provide any other comments.

The increase in student participation in the commencement ceremony begets the necessity for more funding for additional diploma covers. Also, the increase of students petitioning to graduate means funding for the increase cost for additional diplomas to be ordered and staffing to process these petitions.

Form: "2018/19 Comprehensive Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: Evaluations

(REQUIRED) Program/ Service Area name

Evaluations

(REQUIRED) Using available data, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

While the Evaluations office does not have a cohort of students in a program, we support students with their success on completion by offering support through student processes. The SST in the Evaluations office works with Faculty and Staff on campus to provide presentations on the overview of Evaluations and steps to graduate.

(REQUIRED) How does your program help to prepare students for success beyond your classroom/office?

How does your program help to prepare students for success beyond your classroom/office?

The Office of Evaluations supports students during and after their time here at Mesa to ensure they have the correct requirements for their Associates Degree or Certificate Program. Additionally with the office being housed within the Transfer and Career Center, the Evaluations staff are cross trained with Transfer and Career and support the processes.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

The Evaluations Office has introduced presentations accross campus to help students understand the graduation process. Furthermore, the Evaluations Office has partnered with Special Admission Programs on campus, such as Allied Health, GIS, and other CTE focused programs to ensure they are on track to graduate by ensuring if they have the correct education plan and general requirements they might be missing. The Evaluations Office supports the Guided Pathways initiative by helping students complete their programs and understand the requirements.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

The Evaluation Office supports the colleges effort to be the leading college of equity and excellence.

(REQUIRED) Do you see trends in access to your programs or services? What changes might you foresee in the next 2-3 years?

The past 3 years, our office has noticed an increased volume of graduates earning a degree or certificate. Furthermore, with the increas of degrees and certificates, more students are participating in the Commencement Ceremony. Due to the increase of graduates, our Commencement Ceremony held at USD is close to reaching max capacity. The overall trend is focused around students completing their degree and certificate in a timely manner, so they are closer to being employed in their field. The Evaluations Office continues to improve and meet students where they are at.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

The Evaluations Office has always worked well with the IE office to survey students related to graduation and commencement. Reviewing the dashboard, there doesn't seem to be any missing information. Currently, we are working with the IE office to include Certificate of Performance data on the dashboard.

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

With the Evaluations Office being housed with the Career Center (along with the Transfer Center), the staff are cross-trained to support students in early career exploration by providing career resources and also supporting students make career appointments with our career counselor. The Evaluations staff also works with students in explaining the different major programs offered at Mesa, so students get a sense on what classes are required.

The Following Questions are ONLY for programs/services that have a specific role in directly supporting CTE instructional programs.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) For CTE support services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Strong Workforce Program Metrics:

- a. Number of Enrollments
- b. Number of students Who Got a Degree or Certificate
- c. Number of Students Who Transferred
- d. Percentage of Students Employed in Two Quarters After Exit
- e. Percentage of Students Employed in Four Quarters After Exit
- f. Median Earnings in Dollars Two Quarters After Exit
- g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
- h. Percentage Change in Earnings
- i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

(REQUIRED) For CTE support services ONLY: Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Enter "not applicable" if your program is not directly supporting CTE instructional programs.

No answer specified

Form: "2018/19 Comprehensive Program Review Student Services Closing the Loop"

Created with : Taskstream

Participating Area: Evaluations

(REQUIRED) Program/ Service Area name

Evaluations

(REQUIRED) Which one(s) of the following were received in past year?

- *No answer specified*

(REQUIRED) How have these resources benefited your program/service area and your students?

The Mesa Evaluations Office did not submit any resource requests in the 2017-2018 program review update cycle. As a result, no funds were provided.