

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans,
and Updates

Student Services - Assessment & Testing

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Success:

Since the passage of AB 705 and the elimination of placement exams, it is easier for students to be given placement levels (milestones) into math, English and ELAC courses. In addition, the District's transition to Campus Solutions and the CCCApply application provides a majority of new applicants their milestones (placement levels) once their application is complete. For students who are not able to be placed this way, the Placement Assistant and ELAC placement tool is completed online and can be done remotely. Students no longer have to come to campus to complete this matriculation step

Challenges:

- 1) One of the Assessment Program Goals is to provide students with "SSSP Steps information in multiple formats about their next steps in the matriculation process"
In the past, we saw students in person and printed off their ISR (Individual Score Report) and highlighted all of their next step resources printed on the reverse side. Now that the assessment is offered remotely, we don't see most new students in-person. It makes it challenging to get them this information.
- 2) Since the remote Placement Assistant replaced the Accuplacer exam, tracking student completion of the online orientation has decreased. Previously, students were required to complete the orientation and turn their certificate into the Assessment Office. At that time, we could check that off on the student's matriculation screen and also notify the student of their next steps.

SARS Data:

2017-18

5582 Unduplicated Student Count

2554 Orientations

2018-19

5036 Unduplicated Student Count

2385 Orientations

2019-20

4392 Unduplicated Student Count

685 Orientations

2020-21

2689 Unduplicated Student Count

398 Orientations

2021-2022

2606 Unduplicated Student Count

419 Orientations

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.

Because of the Covid shut downs, we learned to offer most services remotely. Unfortunately, when we don't see students in-person, we are not as effective in communicating the student's next steps and properly walk them through the matriculation steps. Once we were fully remote, we tried to communicate via email with each student who attempted and/or completed any step that crossed our desk. However, the majority of students don't read or reply to emails in a timely manner, so it did not effectively help students fulfill their matriculation steps.

Since the last Program Review, the Assessment office has collaborated with the Admissions office and is now proctoring challenge exams. This has simplified and improved the process for students. The Covid shut downs

Summary and Reflection

affected the exam proctoring because of the technology requirements necessary for both the students and staff.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

Since the previous Program Review, the Assessment Office has lost two contract positions that have not been replaced. Currently, the Assessment office is staffed by one full-time Student Services Technician, which means that the office hours and availability has been affected.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

The shutdowns during Covid forced us to think of how to serve students remotely. We were able to do this effectively for assessment and orientation purposes via email and phone calls. However, we were not able to transition exam proctoring, high school PreEnrollment Workshops, ELAC assessment or RegFest to a remote setting.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)

The majority of students who are inquire about ELAC classes and the appropriate assessment tool do so in-person. During the remote work years, we saw a marked decrease in student interactions from this demographic. Completed ELAC assessment data:

2018-19 – 148 students

2019-20 – 71 students

2020-21 – 29 students

2021-22 – 43 students

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Each spring, the Department Supervisor (Karla Trutna) and Assessment staff discuss ways to effectively serve our students and explore ways to expand our department services.

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Once remote services were implemented by the District, our focus became more proactive in reaching out to students. Instead of waiting in our office for students to approach us with questions, we made a concentrated effort to reach out to them with any necessary or pertinent information. For instance, if a student submitted a Placement Assistant submission online, we carefully reviewed their student information in Campus Solutions to see what other information might need to be addressed. If they needed an education plan, we replied with the detailed information and links. If students submitted an online orientation and we noticed that their milestones needed to be updated, we emailed them the instructions and Placement Assistant links, as well as information to follow up with the Counseling Department.

Summary and Reflection

What other factors (internal or external) might also impact the above data trends and equity gaps?

Although our current department has been pared down to one contract staff person, the ability to do remote work means that response to students submissions and questions are not delayed.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Although most students are given milestones (placement levels) when they apply to the college, any student who applied to SDCCD while still in high school needs to update their milestones via the Placement Assistant. It is challenge identifying who these still need to complete this important matriculation step. As a result, students who miss out on this opportunity may have an education plan based on default milestones of Reading 30/Writing 30 and Math 30, and may be missing the orientation component checked off on their matriculation steps. This can also affect their eligibility for Priority Registration.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

The number of students who visit Assessment & Testing who are interested in ELAC classes is still down from previous years. With the changes in ELAC classes offered at Mesa, we don't expect to see that change in future years.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

Recently, the Promise Program has been housed in the Assessment & Testing office, and we have seen an increase in student contacts. While helping students with their Promise application and follow-up questions, we are also able to screen their information to make sure that they are up-to-date with their matriculation steps.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Update: The onboarding for new students has gone through changes which has affected the Assessment & Testing office. Most recently the passage of AB1705 (which set new standards for students' placement and first math enrollment) has affected the number of students that the Assessment & Testing office has contact with. More students are given milestones through Campus Solutions, and have prerequisites cleared through Mesa counselors, so there is less need for them to make contact with our office or end up completing the Placement Assistant Since the implementation of both AB705 and AB1705, the process of assessment options have changed:

- 1) Campus Solutions provides the majority of students with milestones so students are not directed to the Placement Assistant and may never have contact with our office.
- 2) Mesa Counselors can clear math and English prerequisites, so the need for challenge exams has drastically declined.
- 3) Mesa's ELAC class offerings have been minimal for the last two years, so most students interested in ELAC classes assess and take classes through City and Miramar Colleges.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Unduplicated student contacts have continued to decline. In 2023-24, the office documented 2223 Unduplicated Student Contacts, compared to 2914 in 2022-23. In 2018-19, there were over 5000 Unduplicated Student Contacts in the Assessment & Testing office.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

Unit Goals, Action Plans, and Updates

English and Math Courses

Unit Goal: Students will be able to identify the appropriate English and math courses in which to begin their college studies.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Ensure every student has updated milestones by completing the Placement Assistant. 2. Follow up each Placement Assistant submission with milestone interpretation and next steps.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/03/2024</p> <p>Action Plan Update: The onboarding for new students has gone through changes since 2019. Most recently the passage of AB1705 (which set new standards for students' placement and first math enrollment) has affected the number of students that the Assessment & Testing office has contact with. More students are given milestones through Campus Solutions, and have prerequisites cleared through Mesa counselors, so there is less need for them to make contact with our office, or end up completing the Placement Assistant.</p> <p>Update Year: 2024 - 2025</p> <p>Action Plan Progress: Barriers Encountered</p>

College Resources

Unit Goal: Students will be able to identify the appropriate college resources available to help them achieve their identified goals.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Unit Goals, Action Plans, and Updates

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Along with the milestone interpretation, present students with information on available Mesa resources. 2. Communicate information on “next step” (the Counseling Department) so students will get an education plan.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/03/2024</p> <p>Action Plan Update: Since the changes in how students are onboarded at Mesa, the Assessment & Testing office has less contact with new students. However, the staff has now partnered with the Mesa's San Diego Promise program to work with their applicants and ensure that milestones are updated and students are given their appropriate next steps.</p> <p>Update Year: 2024 - 2025</p> <p>Action Plan Progress: Barriers Encountered</p>

assessment/placement instrument

Unit Goal: Students will be able to identify the most appropriate assessment/placement instrument commensurate to their level of competency from the resources provided.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Have clearly written communication available for students that present assessment options, including challenge exams. 2. Work with other departments (Admissions/Math/English/Languages/ELAC) to streamline and communicated the challenge exam process to students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/03/2024</p> <p>Action Plan Update: Since the implementation of both AB705 and AB1705, the process of assessment options have changed and we are not in contact with students to present them with assessment options. 1) Campus Solutions provides the majority of students with milestones. 2) Mesa Counselors can clear math and English prerequisites, so the need for challenge exams has drastically declined. 3) Mesa's ELAC class offerings have been minimal for the last two years.</p> <p>Update Year: 2024 - 2025</p> <p>Action Plan Progress: Barriers Encountered</p>

Unit Goals, Action Plans, and Updates