

Student Services Program Review 2019/20 UPDATE

Assessment and Testing

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General Information (Student Services Program Review 2019/20 UPDATE)

2019/20 Student Services Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer - Amy Bettinger/Karla Trutna
- Name of Liaison - Erika Higginbotham
- Department Chair - Victoria Miller
- Name of Manager/Service Area Supervisor - Karla Trutna

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Student Services Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Assessment & Testing Goal Set 2018-19

Advancement Exams

Offer advancement exam proctoring, in collaboration with Admissions, for at least one subject

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.4,
Institutional Learning Outcomes 2016/17: Communication, Information Literacy

SSSP Steps for Students

Provide information in multiple formats to students about their next steps in the matriculation process.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Information Literacy

Abbreviated Education Plan

Students will be able to leave the Assessment Office with an abbreviated education plan

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.2, Strategic Goal 3.1, Strategic Goal 4.4, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Critical Thinking, Information Literacy

Support Students Through SSSP Steps

Explore different ways office resources can be used to support students as they move through SSSP steps through registration.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.4, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Assessment & Testing Goal Set 2018-19

Goal

Goal: Advancement Exams

Offer advancement exam proctoring, in collaboration with Admissions, for at least one subject

Action: Advancement Exam Proctoring

Describe the actions needed to achieve this objective:	Assessment will work collaboratively with Admissions to create and implement a platform to streamline the administration, faculty review, and administrative clearance of test-supported course challenges
Who will be responsible for overseeing the completion of this objective:	Assessment Supervisor and Staff
Provide a timeline for the actions:	Implementation in Spring/Summer 2019 for Fall Semester.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Student surveys, faculty collaboration, anecdotal
List resources needed to achieve this objective and associated costs (Supplies,	Office, Staff, Website, software TBD

Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):

Goal: SSSP Steps for Students

Provide information in multiple formats to students about their next steps in the matriculation process.

Action: SSSP Information in Multiple Formats

Describe the actions needed to achieve this objective:	1) Continue to update Individual Score Report that is printed for each student and review with each student what their next steps are. 2) Collaborate with other departments to collect and distribute their information (rack cards/brochures) to students 3) Distribute Student Success Guides to students when they receive placement levels which has detailed information about resources available to them.
Who will be responsible for overseeing the completion of this objective:	Assessment Supervisor and Assessment Staff
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Post-assessment screening and advisory measured in student surveys, faculty collaboration and anecdotal data.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Office, Staff, Website, software, departmental materials.

Goal: Abbreviated Education Plan

Students will be able to leave the Assessment Office with an abbreviated education plan

Action: Abbreviated Education Plan Counseling for Students in Assessment

Describe the actions needed to achieve this objective:	A counselor in dedicated space in the Assessment office.
Who will be responsible for	Assessment Supervisor and Assessment staff.

overseeing the completion of this objective:	
Provide a timeline for the actions:	Spring and Summer 2019 for Fall semester.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Measured by data research tracking students who receive Abbreviated Education plans after assessment.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Counselor, dedicated computer and software, Assessment staff

Goal: Support Students Through SSSP Steps

Explore different ways office resources can be used to support students as they move through SSSP steps through registration.

Action: Increased Assessment Office Resources for SSSP

Describe the actions needed to achieve this objective:	1) Career Exploration (collaborate with Career Center) 2) Test Proctoring for Online/Hybrid classes
Who will be responsible for overseeing the completion of this objective:	Assessment Supervisor and Assessment Staff
Provide a timeline for the actions:	Spring/Summer/Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Comparative data, student surveys
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Collaboration with Career staff/faculty Computer and software TBD Collaboration with faculty/instructors for online/hybrid classes

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Assessment & Testing Goal Set 2018-19

Goal

Goal: Advancement Exams

Offer advancement exam proctoring, in collaboration with Admissions, for at least one subject

Action: Advancement Exam Proctoring

Describe the actions needed to achieve this objective: Assessment will work collaboratively with Admissions to create and implement a platform to streamline the administration, faculty review, and administrative clearance of test-supported course challenges

Who will be responsible for overseeing the completion of this objective: Assessment Supervisor and Staff

Provide a timeline for the actions: Implementation in Spring/Summer 2019 for Fall Semester.

Describe the assessment plan you will use to know if the objective was achieved and effective: Student surveys, faculty collaboration, anecdotal

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

Status for Advancement Exam Proctoring

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: SSSP Steps for Students

Provide information in multiple formats to students about their next steps in the matriculation process.

Action: SSSP Information in Multiple Formats

Describe the actions needed to achieve this objective:

- 1) Continue to update Individual Score Report that is printed for each student and review with each student what their next steps are.
- 2) Collaborate with other departments to collect and distribute their information (rack cards/brochures) to students
- 3) Distribute Student Success Guides to students when they receive placement levels which has detailed information about resources available to them.

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

Assessment Supervisor and Assessment Staff

Provide a timeline for the actions:

Ongoing

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

Post-assessment screening and advisory measured in student surveys, faculty collaboration and anecdotal data.

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

Office, Staff, Website, software, departmental materials.

Status for SSSP Information in Multiple Formats

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Abbreviated Education Plan

Students will be able to leave the Assessment Office with an abbreviated education plan

Action: Abbreviated Education Plan Counseling for Students in Assessment

Describe the actions needed to achieve this objective:	A counselor in dedicated space in the Assessment office.
Who will be responsible for overseeing the completion of this objective:	Assessment Supervisor and Assessment staff.
Provide a timeline for the actions:	Spring and Summer 2019 for Fall semester.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Measured by data research tracking students who receive Abbreviated Education plans after assessment.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Counselor, dedicated computer and software, Assessment staff

Status for Abbreviated Education Plan Counseling for Students in Assessment

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	

Goal: Support Students Through SSSP Steps

Explore different ways office resources can be used to support students as they move through SSSP steps through registration.

Action: Increased Assessment Office Resources for SSSP

Describe the actions	1) Career Exploration (collaborate with Career Center)
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needed to achieve this objective:	2) Test Proctoring for Online/Hybrid classes
Who will be responsible for overseeing the completion of this objective:	Assessment Supervisor and Assessment Staff
Provide a timeline for the actions:	Spring/Summer/Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Comparative data, student surveys
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Collaboration with Career staff/faculty Computer and software TBD Collaboration with faculty/instructors for online/hybrid classes

Status for Increased Assessment Office Resources for SSSP

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Student Services Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Student Services Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Student Services Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Assessment and Testing

(REQUIRED) Program name

Assessment & Testing

(REQUIRED) Are you on target with your assessment schedule?

Yes, we assess yearly and update and change when needed.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

The Assessment and Testing team participated in multiple department meetings throughout the 2018-19 academic year with Amy Bettinger, Naayieli Bravo and Karla Trutna present and participating in discussion. In Spring 2019, the Assessment Office found that their interaction with students drastically changed when the District began utilizing CCCApply for new student applications. With a District-level Placement Assistant embedded in the application, new students were no longer required to visit the campus to complete assessment. The department discussed the ways in which we could improve and expand our department services to help make the transition as smooth as possible for new and returning students.

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

The Assessment Office was able to identify and respond to several different changes that resulted from the District's change in the application process (CCCApply) the District's remote Placement Assistant submission. Most of the adaptations and improvements were able to utilize existing office resources and staff. However, we have identified one consistent need that students have as they are processed in our department and that is class registration counseling from Mesa's Counseling department. Although students who visit our office are given an Individual Score Report (ISR) and a Student Success guide which details their current course eligibility, subsequent steps and important resources, students request and seem to need more personalized information.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Student Services Program Analysis Section"

Created with : Taskstream

Participating Area: Assessment and Testing

Program Name

(REQUIRED) Type your program/ service area name.

Assessment & Testing

Part A: In this section, please analyze your program/service area in terms of one metric of student success. Start by disaggregating the available data by race, gender, and any other parameters of interest for the metric and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity at the program level or specific service level by race/ethnicity?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Since the Placement Assistant has been implemented (beginning in 2017) there has been a steady increase in students' placement into transfer-level coursework. Student access to receiving placement levels (milestones) has gotten progressively easier. It is now available to **all** students, no matter their educational background before coming to Mesa College. As of May 2019, students are able to be assessed remotely via the Placement Assistant, which has benefitted students both in and out of the San Diego area. There are no barriers for students to be assessed. If they come into the Assessment Office and need their placement levels created or updated, they can be accommodated immediately. If they are uncertain about their educational background, they are given a form which contains links for both the online orientation and the Placement Assistant which they can complete comfortably at home. If they visit the updated Mesa Assessment & Testing website, they can find links to the orientation and Placement Assistant there. Access to placement levels/milestones has never been easier at Mesa College than it is right now. Along with the instructional changes that resulted from AB705, almost all students are able to take transfer-level math and/or English courses.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

For African-American students between Fall 13 and Fall 18 the percent of first-time, African-American students placed into transfer-level math increased from 9% to 61%.

For African-American students between Fall 13 and Fall 18 the percent of first-time, African-American students placed into transfer-level English increased from 12% to 59%.

For Latinx students Between Fall 13 and Fall 18 the percent of first-time, Latinx students placed into transfer-level math increased from 18% to 67% giving access to transfer-level math to over 400 additional Latinx students.

For Latinx students Between Fall 13 and Fall 18 the percent of first-time, Latinx students placed into transfer-level English increased from 21% to 59%.

(REQUIRED) A3. What factors might have influenced these results? What are your most significant findings?

Students are no longer placed using ACCUPLACER, a computerized, multiple-choice test. Instead, they are placed using high school grade point average and math coursework, or GED/HiSet scores. This, combined with the changes in course offerings reflecting AB705's influence, has resulted in an entirely different placement process for students.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The Assessment Office still finds that new students expect to take some sort of test, so we have worked to communicate the ease of assessment to students (via website, office materials and email correspondence) and actually taken the process of completing the Placement Assistant directly to them (via JumpStart's special Placement Assistant lab and PreEnrollment Workshops at Mesa's feeder high schools).

Although a majority of students now receive assessment levels via CCCApply (since May 2019) we have found that students are still confused about their placement, milestones, assessment and matriculation steps. In order to alleviate their confusion, the Assessment Office is exploring ways to help them in the process. Some of the ideas that we hope to implement include using the Assessment Office to offer orientation/major exploration workshops for new students, challenge exam proctoring, and hands-on registration workshops (with counseling present).

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

The purpose of this designation is to "provide Mesa College the opportunity to improve the academic attainment of Latino/a, Chicano/a, Hispanic, or similar identities, and low-income students...and that every students deserves to feel connected."

Because "assessment" at Mesa College consisted of an actual test for so many years, it was a barrier to many students exploring even the idea of attending college. At Mesa College, students are required to have been assessed and have placement levels before receiving counseling services. By piloting and implementing the Placement Assistant earlier than required by AB705 standards, Mesa College reflected its reputation as "the leading college of equity and excellence" by removing that barrier and helping ALL students more easily complete their matriculation steps.

The Assessment Office also recognizes that students need more than placement levels to succeed, and we are exploring options to help connect students to their next steps: counseling and class registration.

(REQUIRED) A6. Have you identified resource needs?

The Assessment Office has explored ways to use our current resources. Assessment is still happening for students, but it just looks different now than it has in the past, and we are adjusting our office processes and workspace to accommodate the changes.

The one resource need that we can continually identify as a student need is a counselor in the Assessment Office during peak registration times.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Two of our program goals require a counseling component to be successful:

- 1) Abbreviated Education Plan (Students will be able to leave the Assessment Office with an Abbreviated Education Plan)
- 2) Support Students Through SSSP Steps (Explore different ways office resources can be used to support students as they move through SSSP steps through registration)

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Because the Placement Assistant has both simplified and sped up the process for students to receive placement levels for math and English, we have identified several areas of focus from last year's Program Review:

Advancement Exams – Starting in the fall of 2019, Assessment will be collaborating with the Admissions department to proctor Challenge exams.

Pop-Up Counseling – Assessment is currently discussing options with the Counseling department to better serve students in peak registration times.

Career Exploration – After discussions with the Transfer & Career Center, Career Exploration workshops are scheduled for Spring 2020.