

## 2022-23 Program Review Template

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review/w Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.	2018-19 Program Review SARS data reports	<p>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</p> <p>Challenges:</p> <p>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”</p> <p>In the past, we saw students in person and printed off their ISR</p>

		<p>(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.</p> <p>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.</p> <p><b>SARS Data:</b></p> <p><b>2017-18</b>  5582 Unduplicated Student Count  2554 Orientations</p> <p><b>2018-19</b>  5036 Unduplicated Student Count  2385 Orientations</p> <p><b>2019-20</b>  4392 Unduplicated Student Count  685 Orientations</p> <p><b>2020-21</b>  2689 Unduplicated Student Count  398 Orientations</p> <p><b>2021-2022</b>  2606 Unduplicated Student Count  419 Orientations</p>
<p>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.</p>	<p>Optional</p>	<p>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</p>

		<p>matriculation steps.</p> <p>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 affected the exam proctoring because of the technology requirements necessary for both the students and staff.</p>
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	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.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	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 you see in these data. Are there	Equity gaps refer to disparities in educational outcomes and student success metrics across	The majority of students who are inquire about ELAC classes and the appropriate assessment tool do so in-person. During the remote

differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	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
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	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.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	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.
<i>Unit Goals and Action Plans</i>		

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Students will be able to identify the appropriate English and math courses in which to begin their college studies.</p> <p>Goal 2: Students will be able to identify the appropriate college resources available to help them achieve their identified goals.</p> <p>Goal 3: Students will be able to identify the most appropriate assessment/placement instrument commensurate to their level of competency from the resources provided.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: Students will be able to identify the appropriate English and math courses in which to begin their college studies.</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate and transfer requirements</p> <p>SO: Develop and implement technologies that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning</p> <p>Goal 2: Students will be able to identify the appropriate college resources available to help them achieve their identified goals</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate and transfer requirements</p> <p>SO: Develop and implement technologies that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning</p> <p>Goal 3: Students will be able to identify the most appropriate assessment/placement instrument commensurate to their level of competency from the resources provided</p> <p>SO: Develop pathways that provide students with clarity about degree, certificate and transfer requirements</p> <p>SO: Develop and implement technologies that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning</p>

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1 Students will be able to identify the appropriate English and math courses in which to begin their college studies.</p> <ol style="list-style-type: none"> <li>1. Ensure every student has updated milestones by completing the Placement Assistant.</li> <li>2. Follow up each Placement Assistant submission with milestone interpretation and next steps.</li> </ol> <p>Goal 2 Students will be able to identify the appropriate college resources available to help them achieve their identified goals</p> <ol style="list-style-type: none"> <li>1. Along with the milestone interpretation, present students with information on available Mesa resources.</li> <li>2. Communicate information on “next step” (the Counseling Department) so students will get an education plan.</li> </ol> <p>Goal 3 Students will be able to identify the most appropriate assessment/placement instrument commensurate to their level of competency from the resources provided</p> <ol style="list-style-type: none"> <li>1. Have clearly written communication available for students that present assessment options, including challenge exams.</li> <li>2. Work with other departments (Admissions/Math/English/Languages/ELAC) to streamline and communicated the challenge exam process to students.</li> </ol>
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Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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**Lead Writer and Manager Information**

Lead writer Name(s)	Amy Bettinger
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Manager Name	Victoria Miller
Submission Date of Program Review Draft to Manager for feedback	5/31/23
Submission Date of Program Review Final Draft to Office of Institutional	5/31/23

Effectiveness	
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