Comprehensive Student Services Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 3 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
    *   Access
    *   Curriculum and programs
    *   Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:
    *   Increase visibility
    *   Develop strategic partnerships
    *   Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
    *   Communication
    *   Employee development
    *   Transparent Infrastructure

Department/Program Name: Assessment Center
Year of Last Comprehensive Review:
Year of Last Mini Review, if applicable:
Preparers' Name(s): Song- Ho Tran
Area Dean: Victor Garza

Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

The EVC Assessment center offers the following Student Success and Support Program (SSSP) services: onboard students through the online orientation, educate students on multiple measures placement, schedule assessment and counseling appointments, conduct assessment tests, and proctor tests. The assessment center educates students on multiple measures (e.g. High School transcripts, SAT scores, previous assessment test results) that a counselor can use to determine placement into Math and English courses. For students who can benefit from an assessment test, the Assessment Center provides computerized assessment tests on Accuplacer that covers English (Writing and Reading), Math, and English as a Second Language (ESL). The Assessment Center also proctors a separate hand written ESL essay exam which is graded by ESL faculty.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

The program goals set during the previous comprehensive program review were as follows: (1) Recommendation that another 50% assessment specialist be hired to provide outreach testing services to ESUHSD, (2) Resolve why tests are not always in Datatel (i.e. Student Record) system, (3) Cease practice of testing high school students unnecessarily (i.e. students who are not taking a course that required an English or Math Prerequisite), (4) Assign Pat Perkins as the faculty Assessment Specialist.

Regarding Program Goal #1: With the implementation of Multiple Measures Assessment Placement, assessment testing in ESUHSD was no longer necessary as the Outreach Specialist needed to collect H.S. transcripts rather than test. An EVC counselor then evaluates these high school transcripts.

Regarding Program Goal #2: This program goal was met with the assistance of ITSS. ITSS collaborated with Assessment Center staff to be able to manually create a text file to migrate from Accuplacer to WebUI. This resolved isolated situations where the automated transfer did not work.

Regarding Program Goal #3: This program goal was met. High School Students who come into the Assessment Center are asked standardized questions by staff to quickly determine whether Assessment testing is necessary in their situation.

Regarding Program Goal #4: This program goal was met via the alternate solution of having an Assessment Task Force Committee and an AB 705 Committee (both of which included faculty from Counseling, English and Math) lead EVC's implementation of MMAP and AB 705.

In collaboration with the Math, English and Counseling departments, the Assessment Center has successfully implemented multiple measures assessment placements. Students are made aware that assessment tests are only one measure of their English and Math capabilities. Students receive assistance in remotely downloading or ordering high school or college transcripts that are used as a guide to appropriate placement by the counselor. The Assessment Center also informed significant portions of the online orientation, through which students are informed of the purpose of assessment tests, multiple measures, and the importance of accurate placement as a foundational step in the student achieving their educational goal.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

The Assessment Center transitioned from Compass to Accuplacer in January 2017. This necessitated updates to our hardware and software. Accuplacer was integrated with Colleague, our campus student record systems, so that we could monitor and facilitate the migration of student placement test data.

The Assessment Center implemented a plan to educate students on multiple measures placement. Assessment Center staff utilize the HS GPA decision rules matrix (developed by EVC Math, English and Counseling faculty/staff, and the Assessment Task Force Committee) to help students with a US HS transcript to understand where they would be placed based on their HS transcript. Students whose transcripts already place them into the highest levels of English and Math courses are scheduled a counseling appointment, as an assessment test would not benefit them.

The Assessment Center also has implemented the online orientation to onboard new students. Onboarding of students entails helping students understand the student support services at EVC, and how those services will help them matriculate and achieve their educational goal. This is a new approach that is consistent with EVC's mission and success. EVC's mission is to "empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens." Students are empowered through a greater awareness of the support services available to them. In particular, EVC has support services specifically designed to assist students from diverse backgrounds. By introducing students to the array of services, the online orientation contributes to the College's mission and success.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.
Streamline Process for retrieving documents.
1) A major goal of the Program is to play a leadership role in the adoption and implementation of AB 705. AB 705 requires community college districts to maximize and complete transfer-level coursework in Math and English within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal. One way that the Assessment Center can make further progress to this goal, is to work with the Assessment Task Force Committee in collaboration with the Departments of Student Success, English, and Math to ensure that students are not under-placed. AB 705 and MMAP directly supports EVC's mission to empower students to meet their educational goal because AB 705 effectively decreases many student's time to achieving their educational goal. By reducing or eliminating below transfer level courses from a student's educational pathway, students are able to more immediately accrue units that "count" towards their AA/AS degree and are degree transferrable.

2) The Assessment Center can also collaborate with District IT to push the college forward in developing a streamlined, computerized process for collecting and recording multiple measures data for each new EVC student. This supports AB 705 and MMAP which, as previously explained, supports EVC's mission statement.

3) Another major goal is to further assist students in the onboarding and orientation process. Students should be made familiar with the campus as part of the orientation as well as services and options that will enable their success. Again, this supports EVC's mission statement by enabling student success by helping students achieve a greater awareness of the support services available to them.

4) To align with the goals of the Guided Pathways integrated framework, the Assessment Center can also play a role in assisting students with career exploration and identifying a major or an exploratory major for students who are more undefined in their specific major. By helping students accurately identify their educational goal, this supports EVC's mission statement to help students succeed academically.

5) As we increase multiple measures use, we need to determine how to best streamline the data into NCWS (i.e. prerequisite verification screen on WebUI) to help counselors enter this information and work with ITSS to improve data validation to record how the student was assessed: test, multiple measures through HS transcript, or self-recording/assessment tool. This supports AB 705 and MMAP which, as previously explained, supports EVC's mission statement.

6) The Assessment Center can refine its role in referring students to Special Programs that are tailored to meet the specific needs of a given student. This supports EVC's mission statement of equitably supporting a diverse student body.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	0
Part-time faculty	0
Full time Classified	1
Part-time Classified (permanent)	0
Part-time Classified (hourly)	0
Administrators	0
Student workers	4

A. Program Quality

1. Describe the impact of the program's service offerings to the students and the campus.

The Assessment Center plays a vital role in serving students and helping them in their progress toward their educational goals. The role it plays is in facilitating students in taking the online orientation to onboard new students.

Onboarding of students entails helping students understand the student support services at EVC, and how those services will help them matriculate and achieve their educational goal. Once a student receives their ID#, the Assessment Center is the first point of contact for a student. The Assessment center regularly assists students in the SSSP steps of orientation and assessment. These steps are critical for a student's future success. The implementation of multiple measures advising for students is important in ensuring that students are not under-placed and that the student has an active awareness of their Math and English level placement.

2. Describe recent local, State and/or Federal changes that significantly impact the services to students.

AB 705 was signed by the Governor on October 13, 2017, and took effect on January 1, 2018. AB 705 requires community college districts to maximize and complete transfer-level coursework in Math and English within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal. The legislated requirements generated a number of unanswered questions by community college faculty as we work to comply with the new legislation. In order to implement AB 705, the Assessment Center will need to play a significant role. Assessment Center staff will communicate with students in-person, through the webpage, and through handouts the options and criteria for placement of students into the appropriate courses. There will need to be clarity on whether or not courses that are more than one level below college level are allowed, on how AB 705 applies to part-time students, and guidance on best practices on the implementation of co-requisites.

3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

The Assessment Center has undergone an identity change from being only a testing center to one that plays a stronger role in educating students on the use of multiple measure placement. (See Appendix for EVCMMAP Decision Rules.) Assessment Center staff utilize the HS GPA Decision rules matrix (developed by EVC Math, English and Counseling faculty/staff, and the Assessment Task Force Committee) to help students with a US HS transcript understand where they would be placed based on their HS transcript. Students whose transcripts already place them into the highest levels of English and Math courses are scheduled a counseling appointment, as an assessment test would not benefit them. MMAP implementation supports the Assessment Center's direct compliance with the state regulation of AB 705.

4. Describe how the program measures success.

The program measures success quantitatively and qualitatively. Qualitatively, the Assessment Center looks to provide high level services to each student such that they receive a clear and intuitive experience throughout the online orientation. Assessment Center Staff should thoroughly and accurately advise and inform students regarding multiple measures placement. Proctoring of the Accuplacer tests should be organized and consistent. Students should be served in a timely manner. Quantitatively, the Assessment Center measures success by ensuring each and every EVC student either receive Orientation and Assessment services, or be deemed exempt from those services by a counselor or the Dean of Student Success.

5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

Yes, the program information is accurate. The accuracy and consistency of the information is ensured by crosschecking the MIS data with data extracted directly from Accuplacer. However, this is an area for improvement in

that MIS data could be presented on the website or the catalog. Accuplacer data is internal. MIS data is on the Chancelor's website. This data could be provided publicly through EVC on the website or in the catalog.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).

With the implementation of the online orientation, distance education students are able to receive critical orientation information at a time that suits there schedule without coming to campus. Multiple Measures Assessment Placement (MMAP) and the multiple measures advising that the Assessment Center provide students serves to address some of the inherent biases of a single, standardized placement test. By utilizing other measures by which to advise and place a student, a more holistic understanding of a student's math and English capabilities are taken into account. By decreasing rates of under-placing students, multiple measures advising and placement serves to support student retention and student completion. Collaboration with the DSP office is leveraged when needed to provide those with physical or learning disabilities accommodation. Students who require accommodations that DSP can assist with are connected with DSP. DSP staff have been granted access to assessment testing resources and have been provided the requisite training.

7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

Because the Assessment Center is part of the onboarding process for all students and works closely with counselors and staff the Assessment Center regularly interacts with Student Affairs Department such as Admissions and Records, Counseling, EOPS, Veterans, DSP, Foster, CalWorks, International, and Academic Affairs departments such as ENLACE, AFFIRM, and ASPIRE. The Assessment Center also interacts with the English, ESL and Math departments because placement of students directly impacts the enrollment management of those programs. In particular, enrollment trends changed with the introduction of MMAP as more students were being placed into transfer or higher level remedial courses than had been in the past. Communication could be improved by having more regular English, ESL, and Math faculty participation in the Assessment Task Force Meetings. With the passing of AB 705, there will be continued implementation of MMAP and the Common Assessment Initiative in the coming semesters. To implement these in a seamless way such that the student experience and pathway is clear and consistent, will require buy-in from District IT and the English, ESL, Math, and counseling faculty. Communication that has been working well is that the Counseling office and the counselors are provided updates regarding changes to the Assessment Center on a regular basis. Counselors regularly provide feedback as how to improve communications within the website and the online orientation.

B. Program Access

1. How many students received program services between F13 – F16? Use the table below to review the demographics of students served and how these compare to campus demographics.

Program Demographics F13-F16		Pct change year to year	
Gender	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
Female	3337	55.7	4,748/**53.9%**
Male	2631	43.9	4,029/**45.7%**
No Value Entered	27	0.5	31/**0.4%**
Age	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
17 & Below	816	13.6	474/**5.4%**
18-24	3813	63.6	5,262/**59.7%**
25-39	874	14.6	2,071/**23.5%**
40 & Over	483	8.1	998/**11.3%**
Unknown	9	0.2	11/**0.12%**
IPEDs (Race Ethnic Classification)	**Students served**	**Pct of Total**	**EVC Headcount/Pct Total**
American Indian	37	0.6	47/**0.5%**
Asian	2560	42.7	3,453/**39.2%**
Black or African American	98	1.6	239/**2.7%**
Hawaiian/Pacific Islander	18	0.3	44/**0.5%**
Hispanic	2337	39.0	3,380/**38.4%**
Two or More Races	142	2.4	220/**2.5%**
Unknown	516	8.6	826/**9.4%**
White	108	4.8	600/**6.8%**

a. Based on the **students served** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?

The number of students served from Fall 2013/Spring 2014 to Fall 2016/Spring2017 has grown each year. 588 students were served during Fall 2013/Spring 2014, 686 students were served Fall 2014/Spring 2015, 1096 students were served Fall 2015/Spring 2016, and1749 students were served Fall 2016/Spring 2017. Thus, there were increases from year to year of 16.7%, 59.8%, and 59.5%. Several factors could have attributed to this increase. For one, EVC has seen a steady increase in the student population. Also, with the Student Success Initiative of 2012, a greater emphasis and financial incentive was placed on assessment services rendered and the tracking of those services.

These percentages were provided by a collaboration between Assessment and the EVC Research Analyst. The ID #s of students served were extracted from Accuplacer and SARS. The ID#s were provided to the Research Analyst. Using this the Research Analyst provided the headcounts, percentages and demographic breakdowns.

b. Are there any gaps in the students served compared to the college demographics?

There are no major gaps of student served relative to racial, ethnic or gender demographics. Regarding age demographics, "18-24" and "25-39' have the highest percentages. Conversely, the Assessment Center served a disproportionately lower percentage of students in the age groups of '40 and over' relative to the EVC Headcount. These gaps could be attributable to the fact that students over 40 are more likely to not need to be placed through the Assessment Center. Students who do not need to be placed through the Assessment Center include students who are looking to take courses that do not require a prerequisite requirement, or who already have college credit and utilized their college transcripts to waive prerequisite requirements.

c. Based on your findings, what interventions can the program implement to address any gaps in services?

No interventions would be necessary as the only gaps appear to be for older students whose circumstances indicate that they do not require Assessment Center services.

C: Curriculum- If applicable

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)

6. If external accreditation or certification is required, please state the certifying agency and status of the program.

PART C: Student Learning Outcomes and Assessment

1. List the Program SLOs, and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29).

   - SLO #1: For student to understand the purpose of the EVC assessment test
   - SLO #2: For student to understand that the EVC counselor is the college staff that interprets the student's test scores.

SLO #1 relates directly to the two of the five benchmarks of student engagement identified by the Community College Survey of Student Engagement, "Academic Challenge" and "Student Effort." Challenging intellectual and creative work is central to student learning and collegiate quality. It is vital that the student understand that the assessment test, AB 705 and MMAP are critical in accurately placing them in the courses that are within their intellectual capacity while also challenging them. For students that take the assessment test it is critical that students understand that the effort they put in for being prepared for the test contributes significantly to the likelihood that they will successfully attain their educational goal. This relates to the ILO, "Information Competency" wherein the student will "utilize information from a variety of resources to make an informed decision and take action." By understanding the role of the Assessment test, MMAP, and AB 705 and as communicated in the online orientation, Assessment Center website, and by Assessment Center staff, students utilize information from a variety of resources within the Assessment Center to make an informed and collaborative decision with the counselor as to their English and math course placement.

SLO #2 relates directly to two of the five benchmarks of student engagement identified by the Community College Survey of Student Engagement, "Student-Faculty Interaction" and "Support for Learners". It is important the student understand that the singular test score is not a reductive, final assessment of their respective English or Math abilities, but rather it is one measure subject to an interpretation by the counselor. Moreover, meeting with the counselor is an opportunity for the student to understand that EVC faculty are committed to their success. EVC counselors not only offer interpretation of placement test scores, but are a resource to guide and support the student on their pathway to reaching their educational goal. This relates to the ILO, "Information Competency" wherein the student will "utilize information from a variety of resources to make an informed decision and take action." By understanding the role of the Assessment test, MMAP, and AB 705 and as communicated in the online orientation, Assessment Center website, and by Assessment Center staff, students utilize information from a variety of resources within the Assessment Center to make an informed and collaborative decision with the counselor as to their English and math course placement.

2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…)

Under the now retired Assessment Specialist, Jeff Norment, SLO assessment survey was given to students. The results of the survey found that a minority of students came in not knowing the purpose of the assessment test, and what role the counselor played respective to the assessment test results.

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

As a result of the SLO assessment, the website was updated to include information on the purpose of the assessment test and the role the counselor had in interpreting the assessment test results. In addition, this information was incorporated into the new EVC online orientation. Once the online orientation became available, students were directed to take the online orientation before taking the assessment test. Previous to the online orientation, students took the assessment test before scheduling the in-person orientation. Finally, Assessment Center staff regularly communicate to all new students the purpose of the Assessment test, multiple measures assessment, and the role the counselor plays in interpreting the assessment tests and high school or college transcripts.

SLO assessment had a direct positive impact in informing the creation of the Assessment module of the online orientation and on the Assessment Center Webpage. Specifically, the Assessment module on the online orientation communicates that students need to understand the purpose of the EVC Assessment test and how preparing for it can help improve their placement. For instance, one student (of many) watched the online orientation and decided they needed a couple of weeks to study for the test before taking it. Assessment Center staff provided the student with resources (available through Accuplacer) by which to study.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.

Assessment Specialist: Manages the day-to-day operations of the program. This position was previously filled by Jeff Norment who is now retired. The position is currently filled by Mahad Omer, who is in the position as an out-of-class Assessment Specialist.

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

The Student Success Supervisor has attended Guided Pathways Conferences, trainings and webinars. The Student Success Supervisor has also regularly attended EVC campus AB 705 meetings that include the English, Math and Counseling Departments. The EVC Lead Counselor provides training of new adjunct counselors. The student Success Supervisor participates in these training by giving an overview of the services the Assessment Center provides.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

The Assessment Specialist position's salary and benefits is paid through General Fund (Fund 10) budget. The Assessment Specialist coordinates and oversees the Assessment Center in the administration of student assessment. With the implementation of AB 705 and the recent retirement of the Assessment Specialist, Jeff Norment, the role that the Assessment Center and Assessment Center staff is to be determined. In my discussions with the Dean of

Student Success, we agreed that having a permanent staff hired to replace Jeff is an important priority as a staff would be instrumental in the effective onboarding of students. Guided Pathway emphasizes that helping students "Identify the Path" is foundationally critical to student success. Currently, the budget provided is adequate in meeting program needs.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

The student workers that work in the Assessment Center are paid through SSSP (Fund 17). Student workers provide peer mentorship to students in onboarding them to the online orientation, providing information about the Assessment tests, providing information about multiple measures, assisting them in pulling up their high school transcripts, providing campus tours, and helping students create student accounts on MyWeb and regsistering.

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.

The Assessment Center switched from Compass to Accuplacer for its computerized English, ESL and Math Testing. The Assessment Center also replaced two of its printers with new ones.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Facilities	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Technology	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Equipment/Supplies	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: