

## 2019-20 Assessment Center Annual Program Plan

### I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

#### Narrative

Skyline College's Assessment Center has been the student hub directing the enrollment pathway into a successful matriculation into college. The Assessment Center has been the gatekeeper ensuring that Application (step 1) and Orientation (step 2) have been completed as well as working with students in evaluating their initial assessments for Placement and Prerequisite clearances (Step 3).

Assessment Center services include but not limited to:

- increase collaboration with High School Liaison programs to evaluate high school transcripts and Advanced Placement Exam results for English/Math placements prior to the student's counseling session
- provided assessment processing support to counselors at off-campus high school counseling sessions
- providing a professional testing environment to complete the college placements into an English/English Speakers of Other Languages and/or the Mathematics courses
- proctoring make-up instructional exams for Skyline College courses (discontinue as of 9/30/18)
- processing prerequisite equivalency petitions, prerequisite challenges, and registration clearances
- proctoring instructional course diagnostic competency tests for challenge petitions
- partnering with the designated Multiple Measure Alternate Placement (MMAAP) counselor to create, coordinate, and implement multiple measures process' tracking systems and counselor trainings

The Assessment Center provides well-rounded services in meeting the student's initial placement, post counseling prerequisite clearances, and the proctoring needs for all types of Skyline College students. This holistic approach aligns with the Skyline Promise of "Get In, Get Through, and Graduate On Time."

**I.B. Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

**Narrative**

Goldie Lee-Young, Assessment Center Coordinator

Ursula Racca, Assessment Center Office Asst. II (interim)

Melissa Komadina, 3SP Coordinator

Jacqueline Escobar, Counselor

## II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

### Narrative

AB705 is a new course recommendation processes and 3SP clearances will be in full transition to the Assessment Center with the already limited staffing.

The migration of these increase responsibilities, collaborations, and partnerships with departmental demands is anticipated to pose another hardship to the limited staffing, space, and off campus resources to execute the required Assessment services. To promote efficiency, the Assessment Center is requesting:

- a. Request for Permanent Staffing and Dedicated Counselor
- b. Request for Off-Site Mobile Device Connections
- c. Request for Expansion of the Assessment lab and relocation of Assessment Office

The Assessment Center continues to be a critical component of the campus' intake function for students' course readiness and prerequisites. The Assessment Center works closely with students, parents, instructional faculty, counseling faculty, program directors, department staff, cross district campus, and the District Office to provide a comprehensive range of assessment methods to satisfy the placement aspect.

## II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

### Narrative

Skyline College's Assessment Center continues to reorganize and restructure the placement process, procedures, and practices to meet the new demand and to remain in compliance with ongoing new state legislation.

Since November 2018, the Assessment Center lab has been used for the following due to the reduced placement testing schedule:

- hosted Student Success Workshops
- hosted in-person New Student Orientations
- hosted Career & Life Planning class meetings
- hosted transfer workshops
- hosted faculty & staff meetings
- conducted guided self-assessment sessions
- conducted counselor training
- administer online new student orientation/ MyMajors
- administer placement testing for specified student populations
- administer testing for general student challenges

The District's full implementation of AB705 is required by Fall 2019. The need for both the lab and the counter in providing Assessment Services remains at high priority.

### Assessment Center Lab (2-2116):

We anticipate a growth in more guided self-assessments for the various student populations. The need for the lab remains the same as students will utilize the time and space to self-determine the appropriate course for themselves. The online and in-person resources will be available for the students with the assistance of a trained Assessment Center staff. Although placement testing has been reduced for the general student population, Skyline continues to serve the 8 feeder high schools with offering the placement testing method.

### Assessment Center Counter (2-2118):

We anticipate a larger growth in accepting, evaluating, and processing of both college and high school transcripts as well as supporting docs for alternate placements. Extensive public contact is on the rise when the growing concern and clarity as to the various placement options for our student population. AB705 introduces a self-guided placement is a new concept to many students. Assessment Center staff is mindful of the confusion of a "no test" policy.

**II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)**

- 1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- 2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

**Narrative****SLO NO. 2**

Students will understand their next 3SP enrollment step after taking their English, ESOL, and/or Math placements

Assessment Period:

Jun-Aug 2018

Method:

Survey (n=505): Students are asked to complete a brief questionnaire after placement services were rendered.

Success Criterion:

75% of the students will depart the Assessment Center with a clear understanding of their next 3SP enrollment step after taking their English, ESOL, and/or Math placements

**Evidentiary Documents**

[SKY\\_ASMT\\_3YR SLO Plan 16-19.pdf](#)

### **III.A. Reflection: Considering Key Findings**

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

#### **Narrative**

**III.B. Reflection: ISLOs**

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

**Narrative**

#### **IV.A. Strategy for Program Enhancement: Continuation/Modification**

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

##### **Narrative**

##### **Associated Objectives**

1079-Objective #1: Virtual Private Network (VPN) Connections

1080-Objective #2: Full-Time Assessment Office Assistant

1081-Objective #3: Assessment Counselor Liaison

1082-Objective #4: Assessment Live Chat/ eAdvising



#### **IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

##### **Associated Objectives**

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