Student Services 2009-2010 Assessment Summary

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Access Services

As a result of participating in 2009-10 assessment cycle, Access Services implemented the following changes in departmental services and programs. , Access Services will:

- Continue to elicit students, staff, and faculty throughout the year for improve communication and increase feedback;
- Develop a resources page on the Access Services website for students, staff, and faculty;
- Initiate an email campaign to share disability and accommodation information with the campus;
- Continue orientation sessions for new students who qualify for disability services;
- Bring in experts from outside to speak to specific issues and needs as requested by the campus community.

As a result of our learning from the 2009-2010 assessment cycle, Access Services will make the following changes to our assessment plan for 2010-2011:

- Revise our student survey and utilize another method for distribution to include students who do not regularly utilize our office for supports and/or services;
- Utilize a variety of methods (written, verbal, email, one-on-one) to communicate with students about the importance of communication and self-advocacy with instructors;
- Revise the current Letter of Accommodation and the process used to communicate needed accommodations with instructors;
- Create and administrator an evaluation form for all campus workshops and presentations provided by Access Services.

Admissions/Entry Services

Assessment activities this year revealed several new department understandings.

Working on learning our learning outcome stating "students who attend the Registered Nursing Program (RN) information sessions will qualify for admission," (Outcome 1) we realized that we need additional data to be able to better analyze the link between attendance at the RN info sessions and qualification. It wasn't until we looked at the data we had collected for this outcome that we realized that it would not aptly support a demonstration that our outcome was being met. With new changes in the RN information program, we plan to start collecting data for the next three years to have a complete understanding of this outcome.

Data from our outcome measuring rate of enrollment from those students that met with Admissions/Entry staff (Outcome 2) and our outcome regarding student satisfaction (Outcome 3) has demonstrated that we are getting high marks on providing customer service to students. Additionally, the yield rate of admitted students to enrolled students was higher showing that the student contact with the admissions office does seem to enhance the rate of enrollment.

Admissions will be making significant changes in our assessment process for the coming assessment cycle. We will continue to focus on the connection between specialized orientations in nursing and looking for improvement in corresponding application completion rates. Our outcome measurements regarding enrollment rates of Admissions/Entry users will be enhanced with a new survey on our website. While it was useful to survey students by phone, the increase in applicants to the college means we do not have the staffing to do this assessment at this time. As well, given that reported satisfaction seems to be the norm, we will not be including our departmental student satisfaction outcome in the coming assessment cycle to focus more time on the remaining outcomes.

Financial Aid

The 2009-2010 outcomes for the Financial Aid Office were: increasing student knowledge of financial aid Satisfactory Academic Progress (SAP); and changing the summer financial aid request process.

The measurements results from our assessments were generally positive, but we did identify three changes we will make in the upcoming year related to our increasing student knowledge of SAP and one change related to the summer request process as a result of participating in this year's assessment cycle.

SAP changes

We found that students did not always bring paper to take notes and they didn't have a copy of our policies to view during the orientation. We also found that students were changing answers on the first round of questions when after they were informed of the the correct answer. We also believe we are missing an opportunity for students to provide valuable feedback to enhance our future orientations. Given this, the following changes will be made in our assessment practices:

1. We will provide handouts of policies and presentation outlines as part of our orientation material.
2. At our orientations, we will collect our first round of questions given to students before handing out second round to ensure initial reported data is not modified by the participants.
3. We will have students fill out a feedback survey for our orientation sessions.

Summer request changes

We found that students did not have any difficulties understanding the summer Financial Aid process, but they assumed they needed to follow the same process for following quarters. This caused our office to receive a large amount of duplicate submissions regarding fall enrollment which were not needed. Based on this observation we will provide clearer information explaining the summer process.

Future changes in assessment will be a revision of our foundational documents, updating our mission statement, service population and functional analysis include Student Employment.

Regarding Student Employment* assessment participation, results of last year's assessments, uncovered new information.

- Regarding our assessment of our orientation programs for Work Study recipients, results indicated a few areas on the orientation material that need to be reworded to be more clear and concise.
- Positive results to our employers' survey on the use of our job posting software that 93% of employers are completely or somewhat satisfied with posting positions with our office. They were 100% satisfied with the methods offered.

We will document the changes made to the presentation and compare the results of the answers during the orientation and the survey results of this year versus last year.

* Due to Student Services Division restructuring in mid-2010, Student Employment was subsumed into the Financial Aid offices. Future assessment in Student Employment will be included in the overall submissions from Financial Aid.

Counseling

As a result of participating in last year's assessment cycle, the Counseling Department was able to review and evaluate the entire set of services we provide to the students, faculty, and staff of HCC. . Our measurements brought forth the following findings:

- Data indicates that students are consistently making progress with their educational concerns.
- When measuring our outcomes that "students will create or modify an education plan that prepares them for work or transfer to a four year institution" and "students will make a tentative career decision based on interests, abilities, skills, values, personality traits, experiences, and the world of work" we discovered that the way we asked the question limited our complete understanding of student progress. Collected data showed that students either indicated completion or not. For those who responded that they didn't complete, we did not measure if progress was achieved.
- Data collected in pre-counseling surveys of discomfort/distress compared to aggregate ratings of post-counseling improvement as a result of treatment reflects increased comfort students feel with their progress as a result of counseling. Data appears to demonstrate that students were improving in a positive direction.
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For next year's assessment process, we are making several changes. We have changed one of our career assessment questions to determine if students are making progress towards a tentative career choice even if they have not yet selected a career path. In addition, to reduce staff time allocated toward assessment activities, we will be reducing the length of our assessment periods from annually to quarterly. Related to our Service Population and Functional Analysis, We have also agreed to continue to increase the racial and ethnic diversity of our staff when new

vacancies occur and to explore other avenues to increase our career service offerings by partnering with other departments within the Student Services division.

International Programs & Grants

International Student Programs (ISP), part of International Programs in Academic Affairs, took part in the Student Affairs assessment cycle as providing services to students both current and potential comprises the majority of its work. During the 2009-2010 assessment cycle, ISP collected data on student understanding of maintaining visa status, office efficiency in producing I-20s, and relations with student recruitment agencies. An analysis of the data collected indicates that while most targets were achieved, there were some significant gaps. The following changes will be made to ISP programming as a consequence:

- Although 75% of the new student cohort passed the quizzes on maintaining visa status with 80% or above, certain questions were answered incorrectly with a high degree of consistency. ISP is adjusting the content of the mandatory College Survival course to emphasize concepts students are failing to grasp.
- The data indicates that over 90% of the I-20s were issued within two working days of a completed student application file. However, there were some challenges in tracking new student inquiries to ISP. As a consequence, ISP formed a focus group of students and the ISP Associate Director to design a more efficient system.
- A data base tracking recruitment agency contract renewals, information updates, and efficient and accurate invoicing was created and used to measure office efficiency. Ninety percent of the agency invoices were paid within the three week target and agency satisfaction was high. The data base will be maintained and a quarterly report on agency students by country will be produced to aid ISP recruitment marketing strategies. However, it was clear that additional data is needed to refine our marketing and recruitment approaches. ISP is currently under taking a complete evaluation of our marketing, recruitment, and retention strategies using student focus groups.

During the 2010-2011 academic year, ISP will implement and evaluate the recommendations that emerge from the focus groups that began work over the summer. Adaptations will be made to airport greeting of new students, new student orientation, and creation of effective marketing materials. ISP will continue to track student understanding of maintaining visa status to see of the adaptations we made are effective.

Educational Planning and Advising Center/ High School Programs

The 2009-2010 Assessment process brought meaningful and useful changes to our future program plans.   Although Educational Planning and Advising Center (EPAC) increased the percentage of students who received a faculty or staff advisor assignment from 53.5% (2008-09) to 58% (2009-10), we believe there is room for improvement. To meet this goal, we collaborated with Registration staff to streamline our assignment process and now initiate "batch" assignments to more students who have not officially requested an advisor. Specifically, students enrolled in gateway courses, students who are vets, students on academic probation, students receiving Work Force funding, and international students are automatically assigned and notified of their academic advisor assignment.

Student understanding of registration procedures and academic programs was measured at the general New Student Orientations and the Running Start Orientations. Student responses on post assessment demonstrated that students' correct responses improved 10% to 55% on the ten learning outcomes. This confirmed the significant learning that occurs in our Orientation programs which resulted in an expansion in the number and formats of orientations. After seeing the effectiveness of the programs, we have expanded our offerings; we now offer an online orientation, an Registered Nurse Pathway Camtasia orientation, four specialized Orientations for specific student groups as well as an "Orientation Express" offered in the Computer Labs.

Students rated the quality of the academic advising provided by Educational Planning and Advising and High School Programs very positively which is gratifying in light of the 10-15% increase in students seeking advising.   Future evaluation of our services will also focus on the reasons some students do not seek advising and a measurement to determine if the students who seek advising in EPAC mirror the demographics of our student population.

Multicultural Programs

As a result of participating in 2009-10 assessment cycle, Multicultural Services and the Inter-Cultural Center implemented the following changes in departmental services and programs. We plan to;

- Provide student volunteers more intensive and intentional leadership training for the SCORE- Students of Color Opting to Reach Excellence high school conference;

- Re-structure Washington Achiever's quarterly meetings. Specifically, have students access their registration information prior to the meeting. Thus, staff is able to address registration complications in the meeting;
- Work to decrease human error. There were several assessments impacted because staff failed to hand out and/or collect evaluation cards.

MCS's mid-year report indicated two significant gaps in programs- Lesbian/Gay/Bi-Sexual/Transgender (LGBTQ) communities and Asian/Pacific/Islander (API) communities. Although these two groups were not identified in the original 2009 assessment plan, MCS/ICC did coordinate LGBTQ programs throughout the year and served on the campus-wide API month planning committee. For 2010-11, MCS plans to include LGBTQ and API events into the 2010-11 assessment cycle. MCS plans to coordinate Safe Zones training throughout the year, coordinate events during Lesbian/Gay awareness month and initiate a task force to assess the campus climate and issues that impact LGBTQ communities. MCS staff member is co-chairing the API month planning committee.

Registration and Records

Our participation in 2009-10 assessment cycle focused on data collection to establish baselines for future outcome measurement.

While there were no notable changes to services as this baseline information was gathered there was much we learned in last year's assessment cycle which will be applicable in the development of the 2010-2011 Assessment Plan. This includes the results of a survey administered to students applying for graduation in which it was apparent that advisors are the best resource for prompting students to apply for graduation in a timely fashion. As a result we will administer a revamped survey to graduation applicants to gather further specifics identifying the type of advisor they met with.

The recent release of Degree Audit to the campus community as a tool in advising may also serve as a potential driving factor in increasing the number of students who apply for graduation at 45 credits. Data will be collected and analyzed in the next assessment cycle.

Statistical data gathered regarding student's frequency patterns in assessing online services will continue to be gathered, analyzed and we will develop a survey on the applicable websites.

Student Programs- Center for Leadership & Service

Participating in the Student Services Assessment cycle led to changes in our practice and offerings as well as our assessment plans for the next year.

Data collected during 2009-2010 affirmed our office functions of building experiential and learning opportunities for campus leaders, but had us questioning some of the methods and ways that we deliver our services. The following programmatic changes are attributed directly to discoveries made based on data collected through our assessment activities:

- We have cut our Leader Board program (interactive display board with student photos used for leader recruitment) as we discovered that its effectiveness waned as the year progressed. We will reallocate staff time to enhance our student leader database as a way to track and involve potential student leaders.
- We will be maintaining and enhancing our use of AccuTrack (student tracking management software) but, we will be revising the categories students use to sign into our office in efforts to capture more relevant data about our service population.
- We are strengthening efforts in 2010-2011 to better track student growth and learning as leaders, including enhanced assessments during CORE Leader training and evaluating students' knowledge of leadership growth with the use of an evaluative rubric.
- We have discontinued our Spring Involvement Fair after assessment activities showed that this expensive and staff intensive activity had little measurable connection to leadership growth as the year progressed.

Assessment activities this year also have led to some changes regarding how we will conduct and perform assessment activities in the coming year. Many of the changes grew from assessments that we discovered were too small in scope. In one case, we have decided to assess different outcomes for the coming years, as the learning from analyzing our outcomes was not as fruitful as expected.

- As we continue to explore the connection between the phenomena of role-holding and student success, we intend to strengthen measures of learning and contributions of involvement to student success. We plan to compare GPAs between uninvolved students and "role-holders" in our programs.
- Similarly, we will be developing a new outcome and measures to examine connections between engaged students to student persistence rates. This will be done through comparative studies of persistence rate between uninvolved students and students involved in our programs.

- In measuring students' demonstrated understanding of the concepts of Servant Leadership, we plan on going a little deeper this coming year. We will be enhancing our measurements past simple program evaluation handouts and move more towards a behavioral rubric that will connect student actions to their understanding and integration of Servant Leadership concepts.
- References to our Leadership Development Model confused some students. We will be removing this related outcome from our assessment work plan in the coming year.

Women's Programs/Work First Services

The study of our service outcome, "students will demonstrate proficiency at navigating college systems as a WorkFirst student," led us to better understand a service gap as it pertains to students' ability to translate information gathered at orientation to their next step in the intake process: meeting with the advisor. As a result of the assessment process last year, we are making changes to fill this information gap. Based on indications from the data, we identified more effort is required to prep students prior to the advising appointment. We have since embedded intake prep work in our life skills coursework and require all new students to attend life skills, as intake, to gather information needed to help them become better prepped for advisor appointments. WP's also put more resources into providing students with information on how to use the online registration system in life skills and in the advising appointment. As our inquiry into this outcome was originally intended to establish a baseline of data, proving something we knew anecdotally, Women's Programs plans re-examine the measurements or possibly eliminate this outcome all together.

Regarding our service outcome that, "students will participate in Community Jobs or Work Experience programs at HCC," Women's Programs finds data has been difficult to acquire for this measurement. Data was only provided to HCC on a quarterly basis rather than a monthly basis as requested from a WorkFirst partner. This is shared data with Department of Social and Health Services and Career Path Services. The director continues to negotiate ways HCC staff can pull data rather than remain dependent on outside agencies to supply the data. Staff are currently examining and researching alternative ways to collect this data independently of our partners.

Regarding our Learning outcome, "WorkFirst students will demonstrate a clear understanding of Temporary Assistance for Needy Families (TANF) participation hour requirements," WorkFirst staff observed students' understanding of their use of Accutrack log-in and log-out tracking system. The data collection method, as recently developed, resulted in a small population sample. WorkFirst Staff will continue to implement and observe Accutrack measurements to increase our sample size. We will not change this measurement because students' understanding of this step in the WorkFirst process is a vital component to WorkFirst students' success.

Regarding our other Learning Outcome, "students will increase their understanding of employment and personal development needs," self-sufficiency data was collected from Employment Readiness Scale (ERS) data system. Students tool surveys to measure 12 levels of readiness. The results show more focus is needed on developing students' understanding of work history and translating that information into job search. As a result of participating in this assessment cycle, we have since built in career exploration curriculum to our life skills class as a way to address this gap and help students understand how and what to identify as work history and then relate it to their search for work. Further students self-report on "Personal" and "Environmental Challenges" results show a need for action.   In response, self-enrichment exercise has been added in life skills curriculum to help students understand their ability to make changes in their life conditions. Further, because of the assessment results, we have also embedded a quarterly "WorkFirst Tuneup" workshop so students have an opportunity to develop actions plans to make changes to their life conditions.

Workforce Education Services

Through the measurement of our learning outcome regarding students' ability to access our services and begin navigating financial systems to reach their educational and career goals , we were surprised to find that our orientations were also an access point for financial aid recipients, regardless of whether the student was initially funded with a Workforce Education Services (WES) grant. Throughout the year, we periodically reviewed the content, regularity, and structure of our orientations towards the goal of fostering student understanding of eligibility, retention of information, and eventual application and funding to a WES grant. Beginning in Fall of 2010, we collaborated with Women's Programs to offer a weekly combined orientation for WES grants, the Work First grant, and Financial Aid. We developed a student survey to be completed after the orientation and have been collecting this data, attendance data, as well as attaching a checklist to each grant application. The orientation includes a breakout session for WorkFirst and Basic Food Employment and Train (BFET) applicants. We measured this outcome at the end of each quarter. In addition, we recognized that the "rubric" measurement tool we developed to measure a student's success in completing their program, including funding and eventual employment or re-employment was not sustainable. We conferred and agreed that the Learning Outcomes we wished to measure were valuable, but our measurement tool prohibited us from collecting consistent, clear data. We developed an "Academic Planner" which included a piece on financial planning, and have been using this tool successfully since Summer quarter 2010. We further agreed that we would not assess a student's success in obtaining employment or re-employment at this time, though we agreed that it was still a valuable outcome and something we would measure at a later date.

For 2010-2011, we will use the Academic Planner to measure our learning outcomes. Students are required to meet with their Faculty Advisor to complete the planner. Working with a random cohort of students from each grant, we will measure whether these students have started this planner at the end of Fall quarter. At the end of Winter quarter, we will assess whether they have completed the planner as well as review their academic progress, monitor their adherence to the

education/financial plan, and continued enrollment or completion of program. We will conduct a final assessment of this planner at the end of Spring quarter.

In addition, we will expand the quarterly Opportunity Grant OG meeting to include all WES grant participants. We will create a survey of progress to be completed at the meeting, as well as email a copy of the survey to all grant participants. At the end of the year, we will use this survey to assess the resiliency, persistence and participation of students in these cohorts.

Throughout our 2009-2010 assessment process, we were able to find areas for improvement within our processes, such as the retention of WES students, as well as areas for innovation. In developing the Academic Planner, we have also strengthened our relationships with the Educational Planning and Advising Center and Faculty Advisors to serve Learning Outcome #1. We are happy to conclude that the process is working and look forward to our new and revised goals for 2010-2011.