

Student Services Assessment 2009-10

Highline Community College

In spring 2008, the Student Services Division formed an eight member Assessment Task Force (ATF) charged with designing and coordinating a comprehensive assessment process. The ATF focused on two primary goals: 1) to guide the division through a systematic, meaningful and comprehensive assessment process that is manageable and sustainable and, 2) to develop a process that utilizes assessment results to elucidate program effectiveness, improvement, and student learning.

The ATF developed the Student Services assessment model – a framework that intentionally guides the progression and cycle of assessment. Departments were expected to specify the following: mission/vision, core functions, student service populations, service and learning outcomes, measurements, documentation with evaluation, and implemented changes. Each department was expected to use their assessment results to refine and improve programs and services. Significant training and feedback were provided on each departmental submission. Division-wide, a variety of assessment measurement instruments were developed and administered, including pre/post tests, surveys, Accutrack assessments, and student evaluations. In addition, all Student Services staff are engaged in the process through quarterly division and staff meetings and annual retreats.

To date, all departments have completed their first annual assessment cycle. Departments have utilized the results of their first annual assessment results to improve services, evaluate program effectiveness and refine priorities. The following highlights illustrate a few of the 2009-10 department measurements that informed changes implemented as a direct response to the assessment:

Service Outcomes

	Assessment	Result/Impact
Access Services	Evaluation of the effectiveness of the accommodation letter and communication between instructors and students	Enhanced and expanded the communication to campus regarding use of services and accommodations for students with disabilities
Educational Planning and Advising	Increase the percentage of degree/certificate seeking students that have a faculty advisor assignment from our 2008-09 baseline with our new interventions assignments increased from 53.5% to 58% in 2009-10.	Streamlined the procedure and partnered with departments to automatically assign an advisor to various student populations i.e. Vets, International, Workforce, etc.
Multicultural Services	Identification of two underserved student populations: GLBTQ and Asian Pacific Islander students	Implemented more intentional GLBTQ programs and "safe zone" training for the campus community. Enhanced programming to focus on API issues and culture.

International Student Programs	Tracked efficiency for processing I-20 forms.	Revision of systems to significantly improve efficiency and turn-around time from student inquiry to completed I-20
Student Programs-Center for Leadership and Service	Tracking student engagement using a "Leader Board" (demonstrating student participation and progression in leadership)	Abandoned Leader Board to launch an improved electronic tracking system and development of leadership database that tracks student engagement

Learning Outcomes

	Assessment	Result/Impact
Women's Programs/Work First	Tracked student understanding and utilization of class registration procedures, college website tools and understanding of resources	Refined and expanded the students' preparation prior to their meeting with their academic advisor.
Women's Programs/Work First	Administered Student Employment Readiness Assessment to determine strengths and challenges for Work First students preparing for employment	Identified that "career exploration" was a challenge for many students. Staff developed new class curriculum to address this issue
Financial Aid	Pre and Post assessment during Orientation to determine student understanding of the financial aid process.	Adjusted content to the orientation presentation and provided students with a handout that outlined essential information
Multicultural Services	Assessment of the training provided to the 30 student mentors who facilitated "Students of Color Opting for Excellence" Conference	Revision of training curriculum to include more content on peer mentoring and group facilitation
International Student Programs (ISP)	Measurement of international students' understanding of the INS regulations and rules presented in the mandatory College Survival course	Content adjustment made to address confusion over some key INS compliance issues
Educational Planning and High School Programs	Introduce new students to a basic understanding of degrees/certificates and college policies and procedures. Measured with pre and post assessment at New	Content of orientation program modified to more effectively explain the different degrees offered by Highline. Because student learning was very positive, EPAC doubled the number of

	Student Orientation	Orientation programs with varying formats and enhanced marketing to increase % of students attending.
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