Program Name: Testing/Assessment   Academic Year: Spring 2013 Cycle
Program Contact: Chris Rico   Program Review Submission Date: 3/25/2013

I. Description of Program

> Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The College of San Mateo Testing and Assessment Services, located in College Center Building 10, Room 370, is part of the College's counseling and matriculation program that conducts the placement testing program on a year-round basis and offers both computerized and manual placement testing which includes English, Reading, English as a Second Language (ESL), and Mathematics testing components. Course placement information is essential in determining basic skills and transfer preparation. Our program provides a comprehensive range of assessments, serving both native, non-native speakers of English and students from diverse cultural backgrounds, and course placement services to help prepare students enrolling at CSM.

Placement tests are required for all students who plan to complete a certificate, an associate degree, or transfer to a four-year university. They are designed to measure academic readiness in English, reading, and mathematics. This information, including other relevant information, is used by counselors to discuss educational goals and develop student educational plans (SEP). In addition, placement test results are used for course placements and to satisfy prerequisite requirements. They may also be used to meet English and mathematics competency requirements for the associate degree.

The Testing/Assessment Services supports the College's matriculation process. Our program provides coordination of the Priority Enrollment Program (PEP) for new and incoming high school senior students from local San Mateo County high school which includes sending confirmation letters that outline the matriculation steps for new students, maintaining testing/assessment and priority enrollment information on the CSM web page, facilitating public contact via phone, e-mail and in-person, administering placement tests, and directing them to complete the College Orientation and Counseling Workshop. Last year alone, the PEP program had helped facilitate enrollment of more than *600* students in the fall semester. Our program also participates in other student orientation programs and administers placement testing for incoming international students, cosmetology, nursing, concurrent enrollment and middle college high school students.

Testing/Assessment Services provides testing support and accommodations for Disabled Students Programs & Services (DSPS) students and administers ability-to-benefit (ATB) test for the Office of Financial Aid. In addition, our program also administers the Test of Essential Academic Skills (TEAS) test which is a requirement for all incoming nursing students. Moreover, our program, in collaboration with Library Services, administers the CSM Information Competency Proficiency (ICP) exam which can be used to satisfy information competency requirement for the associate degree.

While our program's primary function is to provide placement testing and assessment services, the Testing/Assessment Services also serves as the location that implements and supports course prerequisite equivalency and prerequisite challenge process for College of San Mateo. In fall of 2012, about *200* courses with prerequisite and corequisite requirements have computerized prerequisite checking in place. This year alone, our office has processed more than *1,400* course prerequisite equivalency and prerequisite challenge petitions, and alternate placement test forms. This important function includes assisting instructional divisions, faculty and staff with course prerequisite equivalency and challenge process, providing assistance and information to students in submitting their course equivalency and challenge petitions, entering appropriate override codes in Banner to facilitate student enrollment, scanning petition documents into WebXtender and notifying students on the outcome of their petition.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

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Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

The program learning outcomes are assessed in several ways. Through discussion or observation, students will be able to demonstrate the next step of the matriculation process. This outcome can be observed by assessment staff; therefore, it is an outcome which promotes dialogue between student services staff. Our program also assesses learning outcomes through program surveys which are given to students after they complete the placement tests. The assessment staff will evaluate the SLO and survey results to determine if students can read and understand which courses they are eligible for, know how to access their WebSMART account, and to determine if students understand the need for counseling. In addition, our program is planning on documenting relevant anecdotal evidence from students and using focus groups as a way to get evidence for learning outcomes.

Similar to previous years, only a small number of students had participated in our learning outcome survey. Seventy percent (70%) of respondents indicated "I Cannot Say at This Time" that the English or ESL placement test placed them in the appropriate level coursework, and eight percent (8%) indicated "No." The Testing/Assessment Services had worked with Planning, Research, and Institutional Effectiveness (PRIE) staff and division faculty to facilitate testing validation and update and implement new cut scores for Reading and English. The main goal is to ensure that students are appropriately placed in English and reading courses and to provide instructors and counselors with essential information they need to help students achieve academic success.

While thirteen percent (13%) indicated that the math placement test did not place them in appropriate level coursework, seventeen percent (17%) felt that they were placed appropriately and sixty-nine percent (69%) indicated "I Cannot Say at This Time." Last summer, as a college-wide effort to help students succeed when retaking the math placement test, Testing/Assessment Services, in collaboration with Counseling and Math divisions, had provided support to the College of San Mateo Math Boost Workshop. This workshop, an intensive review in mathematics, provides students with free access to tutorial assistance and direct tutoring from CSM math faculty. In order to make these workshops more accessible to students, our program had helped develop and maintain the CSM Math Boost Workshop Scheduling System on WebSMART.

A number of respondents indicated that they learned more about assessment and matriculation services at CSM after visiting the Assessment Center. This shows that our program staff are committed to helping and assisting matriculating students achieve their career and educational goals. Seventy-three percent (73%) of students indicated that they were able to identify the recommended English, reading and mathematics courses and locate classes online or in the Schedule of Classes while twenty-four percent (24%) said that they "Somewhat" able to identify and locate their classes. In support of previous data, ninety-five percent (95%) of respondents indicated that they either learned or "Somewhat" learned how to access WebSMART to retrieve their test results, student information, and register for classes. Since the demand for WebSMART access and other online services continue to increase, our unit needs to continue to develop, implement and evaluate the delivery of these services.

B. *Student Support Indicators*

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, Planning, Research and Institutional Effectiveness (PRIE) reports and other data sources as appropriate.

Based on SARS Appointment Scheduling System summary report data, the Office of Testing/Assessment Services has served more than *6,600* students in the 2012-2013 testing cycle. That is more than *1,200* students compared to the previous year. This number indicates that our program is committed to providing students with information they need to establish their career goals and broaden their opportunity for academic achievement.

Some of the services being provided by our program include:

1. Administering placement tests and assessment to matriculating students and assisting in appropriate course selections for English, reading, English as a second language (ESL), and mathematics

2. Conducting the College placement testing program on a year-round basis and offers both computerized and manual placement testing and maintaining testing programs and database for placement testing information
3. Producing student test results, uploading testing information to District database system and creating reports as needed for student services staff and departments
4. Developing and maintaining the e-SARS Program for College of San Mateo (WebSMART Online Scheduling System for *Placement Test, Counseling Workshop, Focus Group, Reinstatement Workshop, and Math Boost Appointments*)
5. Working with academic faculty and college research officer to validate new assessment instruments and to ensure that the College's assessment instruments are State-approved and free from bias
6. Maintaining CSM English, reading, ESL, and mathematics placement cut-off scores, course numbers and placement description in Banner, WebSMART, CAPP system, and Compass program and update as needed
7. Making referrals to student support services such as the Learning Center, Math Resource Center, ESL Resource Center and other services that would help improve student success
8. Administering ability-to-benefit (ATB) test for the Office of Financial Aid
9. Administering the Test of Essential Academic Skills (TEAS) test for the CSM Nursing Department which is required for all incoming nursing students
10. Administering the CSM Information Competency Proficiency Exam (ICE) which can be used to satisfy information competency requirement for the associate degree
11. Providing information on assessment-related policies and procedures to students, staff, faculty, and members of the community
12. Providing coordination of the CSM Priority Enrollment Program (PEP) for new and incoming high school senior students from local San Mateo County high school which includes sending confirmation letters that outline the matriculation steps for new students, maintaining testing/assessment and priority enrollment information on the CSM web page, facilitating public contact via phone, e-mail and in-person, administering placement tests, and directing them to complete the College Orientation and Counseling Workshop.
13. Providing support to the CSM Honors Project which includes processing new honors student applications, maintaining honors project records and information on the CSM web page, and serving as a liaison between students and faculty
14. Implementing course prerequisite equivalency and prerequisite challenge process for CSM. This important function includes assisting instructional divisions, faculty and staff with course prerequisite equivalency and challenge process, providing assistance and information to students in submitting their course equivalency and challenge petitions, entering appropriate override codes in Banner to facilitate student enrollment, scanning petition documents into WebXtender, and notifying students on the outcome of their petition. This function also includes maintaining course prerequisite equivalency and prerequisite challenge information on the CSM web page.
15. Providing support to CSM articulation program by uploading new course outlines and maintaining articulation information on the CSM web page in collaboration with the Dean of Counseling, Advising and Matriculation.

> 2. Discuss any differences in student program usage across modes of service delivery.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

> Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Although our program has been encouraging students to complete the survey and provide feedback, only a small number of students have participated in the annual student satisfaction survey. However, the data and comments of our students are helpful and can be used to further improve the delivery of our program's services.

Eighty-five percent (85%) of respondents indicated that overall quality of the placement testing process was either "Very Good" or "Good." Most students were pleased to have their questions answered by the placement testing staff; ninety-four percent (94%) of the students responded either "Excellent," "Very Good" or "Good," while five percent (5%) indicated "Fair." Ninety percent (90%) said that test proctors provided clear instructions and answers to their questions. This figure indicates that our program staff are committed to helping and assisting matriculating students with their assessment and course placement testing needs while providing enrollment information and directing them to complete the next steps of the matriculation process. These numbers can certainly be used by our program to continue to develop, implement and evaluate the overall quality of the placement testing process and procedures.

Seventy-six percent (76%) thought the times and hours of availability of placement testing were "Very Good" and "Good" while twelve percent (12%) responded "Fair." These figures suggest that since we continue to offer computerized placement testing on a year-round basis, there are more opportunities for students to take the placement tests they need. Although these numbers are significant, our program needs to continue to develop, implement and evaluate methods to better promote and broaden testing availability to students. In regards to testing location, eighty-three percent (83%) indicated that the area was considered quiet and comfortable; sixteen percent (16%) found the testing area is not suitable for testing.

D. *Course Outline Updates(if applicable)*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Not applicable (N/A)		

E. *Website Review*
Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Chris Rico	3/1/2014
	Tab to add rows

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment (if applicable)*

Explain any recent or projected modifications to the course SLO assessment process or schedule.
Not applicable (N/A)

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.
Click here to enter Program Assessment narrative

C. *SLO Alignment (if applicable)*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

GE-SLOs→ Program SLOs ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Upon receiving placement results, and having a discussion with the Placement staff, students will be able to read and identify the recommended English, reading and math courses; locate the classes online or in the Schedule of Classes.	X		X		
After seeing a demonstration on how to access WebSMART, students will be able to retrieve test results, student information, and register for classes on their own			X		
Upon receiving placement results, and having a discussion with the Placement staff, students will be able to read and identify the recommended ESL reading, conversation and writing courses; locate the classes online or in the Schedule of Classes.	X		X		

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

ADDITIONAL FACTORS

▪ Our program implements and supports course prerequisite equivalency and prerequisite challenge process for the College. In fall of 2012, more than *200* courses with prerequisite and corequisite requirements have computerized prerequisite checking in place. ▪ Our program conducts assessment and course placement services to students enrolling at CSM. Based on SARS Appointment Scheduling System summary report data, the Office of Testing/Assessment Services has served more than *6,600* students in the 2012-2013 testing cycle. That is more than *1,200* students compared to the previous year. ▪ Our program will continue to develop ways to support the English and mathematics Early Assessment Program (EAP) for incoming high school seniors. ▪ Our program will continue to develop ways to support and promote the California Community Colleges (CCC) Student Success Act of 2012. ▪ Our program provides coordination of the CSM Priority Enrollment Program (PEP) for new and incoming high school senior students from local San Mateo County high schools.	▪ Our program provides information on assessment-related policies and procedures to students, staff, faculty, and members of the community ▪ Our program will continue to develop and implement plans for the Priority Enrollment Program (PEP) to examine recruitment strategies, improve assessment program services delivery, and provide support for the College Orientation and Counseling Workshop. ▪ Our program will continue to provide support for the CSM Honors Project. ▪ According to the Office of Planning, Research, & Institutional Effectiveness (PRIE) key finding on *Student Placement Test Results Data (2008-2012)*, "Approximately 70% of CSM's new, first-time students consistently place below transfer-level mathematics and English coursework." Our program will continue to participate in CSM Basic Skills Initiative (BSI), Institutional Planning Committee (IPC) Math Success Task Force, and support other developmental course initiatives that address the needs of under-prepared students.

V. Institutional Planning

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

▪ As an effort to support the CSM Basic Skills Initiative (BSI) and Institutional Planning Committee (IPC) Math Success Task Force, our program has been actively making referrals to student support services such as the Learning Center, Math Resource Center, ESL Resource Center and other services that would help improve student success.

- As a college-wide effort to help students succeed when retaking the math placement test, our program, in collaboration with Counseling and Math divisions, our program had provided support to the College of San Mateo Math Boost Workshop. This workshop, an intensive review in mathematics, provides students with free access to tutorial assistance and direct tutoring from math faculty. In order to make these workshops more accessible to students, our program had helped develop and maintain the CSM Math Boost Workshop Scheduling System on WebSMART.
- Our program now provides an improved course prerequisite equivalency and prerequisite challenge service by allowing students to submit their prerequisite petitions via e-mail and fax. In addition, we have set up a prerequisite information hotline and updated the CSM course prerequisite web page for student use.
- Helped facilitate the expansion and maintenance of e-SARS services for College of San Mateo (WebSMART Online Scheduling System is available for *Placement Testing, Counseling Workshop, Focus Group, Reinstatement Workshop, and Math Boost Appointments*)
- Since moving to the College Center, Building 10, the Assessment Center has been offering more computers that can be used for testing and other online services. Moreover, more students have indicated that our new testing area provides a more suitable and comfortable location for testing.
- Due to limited staffing in the past years, our challenge was how to effectively provide much needed testing/assessment services and, at the same time, implement and support the course prerequisite equivalency and prerequisite challenge process. With the hiring of a full-time Program Services Coordinator, we have been serving an increasing number of new, returning and continuing students more efficiently. Furthermore, our program offers additional evening hours as a way to expand our services.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.
[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The on-going vision for sustaining and improving student learning and success that our program has identified are as follows:
- Our program will continue to develop, implement, and evaluate ways to further enhance access and delivery of testing/assessment services
- Continue to provide a comprehensive range of assessments, serving both native, non-native speakers of English and students from diverse cultural backgrounds, and course placement services to help prepare students enrolling at CSM
- Continue to participate in CSM Basic Skills Initiative (BSI), Institutional Planning Committee (IPC) Math Success Task Force, and support other developmental course initiatives that address the needs of under-prepared students
- Continue to work with divisions, faculty and staff in using placement test information in determining basic skills and transfer preparation
- Continue to support and collaborate with other student services programs, learning support centers, and instructional programs to help promote student success
- Continue to develop and implement plans for the Priority Enrollment Program (PEP) to examine recruitment strategies, improve assessment program services delivery, and provide support for the College Orientation and Counseling Workshop
- Continue to develop ways to support and promote the California Community Colleges (CCC) Student Success Act of 2012
- Continue to develop ways to support the English and mathematics Early Assessment Program (EAP) for incoming high school seniors
- Continue to implement and support the course prerequisite equivalency and prerequisite challenge process
- Continue to provide support for the CSM Honors Project
- Continue to address trends in the SLO assessment results and program usage data

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

Not applicable (N/A)

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

- Our program is generally the first contact that students connect with on campus after enrolling at the College. Our unit is committed to recognizing and valuing diversity, welcoming students from different cultures and backgrounds, and assisting student to help improve student success.
- Our program participates in CSM Basic Skills Initiative (BSI), Institutional Planning Committee (IPC) Math Success Task Force, and supports other developmental course initiatives that address the needs of under-prepared students
- Our program actively makes referrals to student support services such as the Learning Center, Math Resource Center, ESL Resource Center and other services that would help improve student success.
- Our program participates in student orientation programs and administers course placement testing for incoming international students, EOPS, Puente, Summer Bridge Academy, nursing, concurrent enrollment and middle college high school students to name a few.
- Our program provides testing support for DSPS students.
- Our program provides support for the CSM Honors Project.
- Our program works with instructional divisions, faculty across disciplines, and staff to provide support and implement course prerequisite equivalency and challenge process for CSM.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: *Not applicable (N/A)*

Equipment and Technology: *Not applicable (N/A)*

Instructional Materials: *Not applicable (N/A)*

Classified Staff: *Not applicable (N/A)*

Facilities: *Not applicable (N/A)*

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes*.*

Plan 1

Title:
Click here to enter title

Description

Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

Plan 2

Title:

Click here to enter title

Description

Click here to enter plan description

Action(s)	Completion Date	Measurable Outcome(s)
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*
   List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions
Not applicable (N/A)	

Complete Full-Time Faculty Position Request Form .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost
Not applicable (N/A)		

Equipment and Technology

Description (for ongoing program operation)	Cost
Tablet PC	$1,000

Description (for prioritized plans)	Plan #(s)	Cost
Not applicable (N/A)		

Instructional Materials

Description (for ongoing program operation)	Cost
Not applicable (N/A)	

Description (for prioritized plans)	Plan #(s)	Cost
Not applicable (N/A)		

Classified Staff

Full-time classified staff requests (identify specialty if applicable)	Number of positions

Description (for ongoing program operation)	Cost
Not applicable (N/A)	

Description (for prioritized plans)	Plan #(s)	Cost
Not applicable (N/A)		

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost
Not applicable (N/A)		

B. Cost for Prioritized Plans
Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	*Not applicable (N/A)*	
2		
	For additional plans, add rows and number accordingly.	