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Student Services Program Review

Program Name: **Assessment Center**

Program Contact: **Ullrich, Carol**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning](#) as appropriate.

The Assessment Center provides English, ESL, and mathematics placement testing for the purpose of course placement and meeting course prerequisite requirements. Assessment is an essential component of matriculation and the Student Success and Support Program (SSSP) requirements.

College of San Mateo provides a full assessment experience (placement tests and multiple measure assessment) as we use state approved test instruments and include a survey developed by math and English faculty as a multiple measure assessment.

The Assessment program supports the College Mission and Diversity Statements and Institutional Priorities. Meaningful assessment is essential to support student success and academic excellence. It is important that students enroll in courses (English, ESL, and mathematics) that are compatible with their current academic readiness. Assessment services assist students and counselors to do academic planning that will build a foundation for success and goal completion.

As SMCCCD has moved to computerized prerequisite checking, the Assessment program provides a means for students to enroll in classes where test scores and resulting course placements act as a course prerequisite.

As an initial step in the enrollment process (directed by matriculation and SSSP) the Assessment Center may be the first "personal" connection to the College for many students. In this regard, the Assessment Center works to welcome students to College of San Mateo and engage students in the assessment and orientation phases of enrollment/matriculation.

To enroll in an English, Reading, ESL, or math course, or any course that has an English, Reading, or math course prerequisite a student must go through the Assessment Center.

(However, if a student has completed a college level English or math course at another college or university in the United States, the student may have prerequisites confirmed for enrollment in CSM courses through the Prerequisite Equivalency Office.)

The Assessment Center works closely with all services and programs: Admissions and Records, Counseling Services, International Students, Middle College, PUENTE, DSPS, EOPS, Concurrent Enrollment. During the registration/enrollment seasons, the Assessment Center works closely with the Student Success Program to support the College Orientation and other enrollment activities. The Assessment Center works to support a smooth transition to College of San Mateo and access to enrollment.

In addition to the above, the Assessment Center facilitates the Information Competency Exam as directed by Library Services, and facilitates the TEAS TEST for new nursing program students.

2. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

The SLO for the 2012-2013 cycle:

When receiving placement test results, students can identify English, reading, and math courses for enrollment.

Immediately following completion of the tests, students receive their results and course placement information. At this time staff reviews the results and provide students with placement guides to assist students to understand their results and the next steps in their enrollment process.

A small number of students participated in the Assessment Center learning outcome survey and based on survey results, 75% of the students believed that their placement was an accurate reflection of their current knowledge of the material for their English course placement. 69% of students surveyed did not know if their math course placement was accurate.

With frequency students ask about retaking the math placement test to improve their course placement.

Understanding placement results enhances student success. Based on these results, the student is more prepare to actively participate in their own educational path based on the knowledge of the English, math and ESL (English as a second language) course placement and sequences.

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.

The Assessment Center served 6,600 students in 2012- 2013. The following is a statistical list of the number of students served and in various capacities.

Students Tested Overall

ESL (English as a Second Language) and/or Math - 671

ENGLISH and/or MATH - 3503

MATH only - 1388

ICE (Information Competency Exam) - 140

TEAS - 39

ATB (Ability to Benefit) - 2

ALTERNATE PLACEMENT TEST - 81

Student Contacts - 1300

Incoming Phone Calls - 2000

Email Correspondence - 92

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

Students access most Assessment Center services through the College of San Mateo website. Students are informed of the matriculation process upon completion of the application process through email messages from Admissions and Records. Students book appointments for testing through WebSmart, phone, email and in person via the Counseling Center desk, the Assessment Center front desk and through my office.

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.

We want students to understand the importance of the assessment phase of their enrollment and prepare to take the College of San Mateo placement tests in English and math. We have information on the website that encourages students to review sample questions and prepare for the testing experience. It appears that the majority of students do not prepare and do not fully understand the importance of the assessment process. We believe that if students prepared prior to testing they may be more satisfied with the assessment results and our need to retest would decrease.

Students make appointments for placement testing but often cancel or no-show. We have limited testing stations, staff, and time and no shows displace other students from completing this enrollment requirement. The Assessment Center serves students by appointment and by walk in.

Assessment generates lots of questions. Students, parents, faculty, staff all have questions. We have one staff member, the Assessment Center Coordinator. It is an ongoing challenge to manage in person, phone, and email questions that are non-stop.

3. 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.

The Assessment Center continues to see increases in student testing. In addition to the current CSM students wanting to place in higher level courses or meet prerequisites through testing, we are seeing high school seniors, students coming from 4 year institutions and students who are in the workforce returning to school to further their education. Furthermore, we serve a high

number of middle and high school students testing for placement through our Concurrent Enrollment Program.

A high number of graduating seniors are placing into ENGL 838/848 which is the prerequisite for ENGL 100. These specific students want to follow the transfer process to a 4 year institution. The placement results are their first connection with course names, course sequences, and the idea of transferable courses. Similarly to English placement results, these students are placing in a math course lower than a transferable math course level.

The Assessment Center works to assist students with their concerns about placement and enrollment.

4. Planning

A. Results of Program Plans and Actions

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

- Provide a range of comprehensive assessments, serving native, non-native and students from diverse cultural backgrounds.
- Participate in CSM Basic Skills Initiative (BSI) and other support areas that address the needs of under-prepared students.
- Work with divisions, faculty, and staff in using placement test information in determining transfer and basic skills preparation.
- Develop ways to support the English and mathematics Early Assessment Program (EAP) for incoming high school seniors.
- Develop and implement plans for the Priority Enrollment Program (PEP); examine recruitment strategies, improve assessment programs services delivery, provide Orientation and Course Selection Workshop and complete day with an appointment with a counselor.

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 Program Planning](#) as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

The Assessment Center continues to be a critical function that assists students to develop awareness regarding college courses, college skills readiness, and course prerequisites and sequences.

The Assessment Center continues to support faculty and instruction as the Center facilitates the college readiness assessment process.

The Assessment Center is ready to take an active role in supporting special programs such as Puente, UMOJA, MANA through delivering data to assist with program recruitment.

The Alternate Placement Test Form helps the incoming students place into English and math courses without taking the standard placement exam.

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.

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.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Faculty

Equipment and Technology

Instructional Materials

Classified Staff

Facilities

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. (Plans may extend beyond a single year.)

Develop the College of San Mateo SSSP

Action: Work with the committee to develop the new SSP Completion Date: Fall 2014

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests

Number of positions

