

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

## INSTRUCTIONS

For information about cycles for *Comprehensive Program Review and Planning*, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage:

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php).)

### **Resources for Supporting Documentation (Sections 1 and 2):**

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are also listed at the end of this document.

(You may delete these resource listings, when you submit your final program review.)

### **Note for Student Services:**

In consultation with Student Services program leads, the Office of Planning, Research, and Institutional Effectiveness will develop a pilot template for quantitative data designed for student services programs for the next cycle of program review.

### **Next Steps:**

*Program Review and Planning* reports are due March 25, 2012. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: <http://collegeofsanmateo.edu/prie/planning.asp>)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

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## DEPARTMENT OR PROGRAM: Testing/Assessment

### I. DESCRIPTION OF PROGRAM

The Office of Testing and Assessment Services at College of San Mateo is a vital part of the College's counseling and matriculation program that provides a comprehensive range of assessments, both for native and non-native speakers of English, and other course placement services to help and support students matriculating at CSM.

Testing/Assessment Services offers both computerized and manual placement testing for English, reading, English as a second language (ESL), and mathematics on a year-round basis. Our program 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 Exam (ICE) which can be used to satisfy Associate Degree competency requirement.

While our primary function is to provide placement testing and assessment services, our program also serves as the central location that implements and supports the course prerequisite equivalency and prerequisite challenge process for College of San Mateo. In fall of 2011, more than 60 courses with prerequisite and corequisite requirements have computerized prerequisite checking in place. This important function includes assisting instructional divisions, faculty and staff with course prerequisite equivalency and challenge process, providing assistance to students in submitting their course equivalency and challenge petitions and providing information regarding additional requirements, entering appropriate override codes in Banner to facilitate student enrollment, and notifying students on the outcome of their petition.

Testing/Assessment Services supports the College's matriculation requirements. Our program provides coordination of the Priority Enrollment Program (PEP) for incoming high school seniors which includes sending confirmation letters that outline the matriculation steps for new students, maintaining assessment and priority enrollment information on the CSM web page, facilitating extensive public contact via phone, e-mail and in-person, administering placement tests, and directing them to complete the College Orientation and Course Selection Workshop. Last year, the PEP program had helped facilitate the enrollment of approximately 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.

### II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

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 our previous survey, only a small number of students had participated in our learning outcome survey. Sixty-nine percent (69%) of respondents indicated "I Cannot Say at This Time" that the English or ESL placement test placed them in the appropriate level coursework, and ten percent (10%) 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 Reading and English courses and to provide instructors and counselors with essential information they need to help students achieve academic success.

While twenty-one percent (21%) pointed out that the math placement test did not place them in appropriate level coursework, only ten percent (10%) felt that they were placed appropriately and sixty-nine percent (69%) indicated "I Cannot Say at This Time." As a college-wide effort to help students succeed when they retake their math placement test, Testing/Assessment Services, in collaboration with Counseling and Math divisions, has been supporting and promoting 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 has helped develop and maintain the CSM Math Boost Workshop Scheduling System on WebSMART. The Testing/Assessment Services continue to provide a web-based Placement Test Scheduling System as an expanded service that allows students to make their appointments online. Last fall, in addition to our existing web-based scheduling options, our program had helped develop and activated the CSM Counseling Workshop, Reinstatement Workshop, and Focus Group Scheduling Systems as additional efforts to expand the delivery of these services.

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 percent (70%) of students indicated that they were able to identify the recommended English, reading and math courses and locate classes online or in the Schedule of Classes while thirty percent (30%) said that they "Somewhat" able to identify and locate their classes. In support of previous data, ninety-six percent (96%) 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. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

The figures above suggest that since we offer computerized placement testing on a year-round basis, there are more opportunities for students to take the placement tests they need. Although these percentages are significant, our program needs to continue to develop other ways to better promote and broaden testing availability to our students. Moreover, since there has been increasing demand for WebSMART access and other online services on campus, our unit needs

to continue to develop ways to support the delivery of both computerized testing and other web-based services.

As in previous years, a challenge our program unit has encountered in attempting to conduct SLO assessment is designing a plan or instrument that can effectively collect information or data. Similar to other Student Services programs, another obstacle we have encountered is getting students participate in our learning outcome survey. The Testing/Assessment Services has worked with the Office of Planning, Research, and Institutional Effectiveness (PRIE) to create an SLO survey; the survey has been made available on the Assessment web page. Since most test takers are usually under time constraints and are reluctant to take additional surveys after taking the tests, it has been a challenge for our program to enforce a mandatory exit survey for all test takers. However, due to our continued effort in our SLO data gathering effort, our program has managed to collect some data from a number of respondents. The small number of respondents may or may not be a good representation of the entire student population. Nonetheless, the data and comments of our students are exceedingly helpful and can be used to further improve our program's services.

- c. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100) or the student services program,; add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

GE-SLOs→ Programs' and/or Courses ↓	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			X		

able to retrieve test results, student information, and register for classes on their own					
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		

### III. DATA EVALUATION

#### For Student Services Programs Offering Courses:

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?  
*Not applicable (n/a)*

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF affect program action steps and outcomes? What programmatic changes do trends in this area suggest?  
*Not applicable (n/a)*

- c. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.  
*Not applicable (n/a)*

#### For Student Services Programs Not Offering Courses:

d. Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated. Based on SARS Appointment Scheduling System summary report data, the Office of Testing/Assessment Services has served more than 5,400 students in the 2011-2012 testing cycle. 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 computerized and manual placement testing for English, English as a second language (ESL), and mathematics on a year-round basis and maintaining a local 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 Testing, Counseling Workshop, Focus Group, Reinstatement Workshop, and Math Boost Appointments*)
5. Providing testing support and accommodations for Disabled Students Programs & Services (DSPS) students
6. 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
7. Administering ability-to-benefit (ATB) test for the Office of Financial Aid
8. Administering the Test of Essential Academic Skills (TEAS) test for the CSM Nursing Department which is required for all incoming nursing students
9. Administering the CSM Information Competency Proficiency Exam (ICE) which can be used to satisfy Associate Degree competency requirement
10. Providing information on assessment-related policies and procedures to students, staff, faculty, and members of the community
11. Providing a central location that implements and supports the 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 to students in submitting their course equivalency and challenge petitions and providing information regarding additional requirements, entering appropriate override codes in Banner to facilitate student enrollment, 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.
12. Providing coordination of the Priority Enrollment Program (PEP) for incoming high school seniors which includes sending confirmation letters that outline matriculation steps for new students, maintaining assessment and priority enrollment information on the CSM web page, facilitating extensive public contact via phone, e-mail and in-person, and directing them to complete the College Orientation and Course Selection Workshop.
13. Uploading new course outlines and conducting curriculum update for CSM using [Assist.org](http://Assist.org) database in collaboration with the Dean of Counseling and Matriculation. This function also includes maintaining articulation information on the CSM web page.

#### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

Although our program has been actively 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-seven percent (87%) 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-two percent (92%) of the students responded either "Excellent," "Very Good" or "Good," while eight percent (8%) indicated "Fair." Ninety-five percent (95%) 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.

Seventy-four percent (74%) 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 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-six percent (86%) indicated that the area was considered quiet and comfortable; fourteen percent (14%) found the testing area is suitable for their testing needs. With the opening of the College Center in Building 10 last summer, our program's new location now provides a more ideal and comfortable testing location for students.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.
  - Our program is generally the first contact that students connect with when enrolling at CSM. Our unit is committed to recognizing and valuing diversity, welcoming students from different cultures and background, and assisting student to successfully achieve their educational goals.
  - In order to assist non-native English speaker students in choosing the appropriate test, our program has worked with English and ESL faculty and the Office of Planning, Research, and Institutional Effectiveness (PRIE) in updating our existing questionnaire and self-assessment for non-native speakers of English.
  - Our program participates in special student orientation programs and administers placement testing for incoming non-native English speakers and international students.
  - Our program continues to provide testing support for DSPS (Disabled Students Programs and Services) and EOPS (Extended Opportunity Programs and Services) students.

- Our program, in collaboration with Counseling and Math divisions, has been supporting and promoting 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.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT**

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	<ul style="list-style-type: none"> <li>▪ Our program provides a central location that implements and supports the 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 to students in submitting their course equivalency and challenge petitions and providing information regarding additional requirements, entering appropriate override codes in Banner to facilitate student enrollment, and notifying students on the outcome of their petition.</li> <li>▪ Our program unit continues to conduct 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 5,400 students in the 2011-2012</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our program provides coordination of the Priority Enrollment Program (PEP) for incoming high school seniors which includes sending confirmation letters that outline matriculation steps for new students, maintaining assessment and priority enrollment information on the CSM web page, facilitating extensive public contact via phone, e-mail and in-person, and directing them to complete the College Orientation and Course Selection Workshop.</li> <li>▪ Provides information on assessment-related policies and procedures to students, staff, faculty, and members of the community</li> </ul>



	testing cycle.	
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>▪ Our program needs to continue to develop other ways to better promote and broaden testing availability and offerings.</li> </ul>	
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>▪ Our program will continue to develop ways to further enhance the delivery of assessment services and access of online services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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 CSM College Orientation and Course Selection Workshop</li> <li>▪ Continue to participate in CSM Basic Skills Initiative (BSI) and support other developmental course initiatives that address the needs of under-prepared students</li> </ul>
<b>Threats</b>	<i>Not applicable (N/A)</i>	

b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect in this section on data from *Core Program and Student Success Indicators* (if applicable)) or other data you have collected about the students served by your program.)

- Our program now provides an enhanced course prerequisite equivalency service by allowing students to submit their prerequisite petitions via e-mail and setting up a prerequisite hotline for student information
- Helped facilitate the expansion and maintenance of e-SARS services for College of San Mateo (WebSMART Online Scheduling System is now available for *Placement Testing, Counseling Workshop, Focus Group, Reinstatement Workshop, and Math Boost Appointments*)
- Since moving to our new testing location in the College Center, Building 10, the Assessment Center has added 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.
- In previous 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 given our limited resources and staff. This year, with the hiring of a full-time Office Assistant-II staff for our program, we can now better serve an increasing number of new, returning and continuing students at CSM. Additionally, our program now offers additional evening hours as a way to expand our services.

## VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional*

*Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

The on-going goals and action steps 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 develop and implement plans for the Priority Enrollment Program (PEP) to examine recruitment strategies, improve assessment program services delivery, and provide support for the CSM College Orientation and Course Selection Workshop
- Continue to participate in CSM Basic Skills Initiative (BSI) and support other developmental course initiatives that address the needs of under-prepared students
- Our program will continue to implement and support the course prerequisite equivalency and prerequisite challenge process for CSM that includes assisting instructional divisions, faculty, staff and students with course equivalency and challenge process requirements

b. Identify the action steps your program will undertake to meet the goals you have identified.

See item VI a, above.

c. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan, 2008*.

The Testing/Assessment Services program's action steps are somewhat related to some of the items in the CSM's Educational Master Plan, 2008. One of the recommended action steps in the EMP is to "expand online services for students, including...web-based appointments with student services personnel." Since moving to our new location in the College Center, Building 10, our program has added more computers that can be used by students for placement testing and other web-based services. Moreover, as part of CSM's expanded online services, the Office of Testing/Assessment Services has helped develop and maintain the Online Scheduling System on WebSMART that includes the option for students to make "web-based appointments" for *Placement Testing, Counseling Workshop, Focus Group, Reinstatement Workshop, and Math Boost Workshop*.

Promoting community awareness of available testing/assessment services by administering placement testing to incoming high school seniors that participate in the Priority Enrollment Program (PEP) is somehow related to one of action steps for student services which is to "expand outreach efforts to high school...to increase awareness of post-secondary educational opportunities." Last year, the PEP program had helped facilitate the enrollment of approximately 600 students in the fall semester.

Our program's continued participation in CSM Basic Skills Initiative (BSI) and support other developmental course initiatives that address the needs of under-prepared students is also related to one of the college-wide recommendations which states that, "Because the data indicate that a greater proportion of students enrolling at CSM are placing at the lowest levels of mathematics and English, a condition reflected and addressed through the Basic Skills Initiative, the College needs to develop specific strategies and allocate resources to address this issue." As a college-wide effort to help students succeed when they retake their math placement test, Testing/Assessment Services, in collaboration with Counseling and Math divisions, has been supporting and promoting the College of San Mateo Math Boost Workshop. This workshop provides students with free access to tutorial assistance and direct tutoring from CSM math faculty. Additionally, in order to assist non-native English speaker students in choosing the appropriate test, our program has worked with English and ESL faculty and Planning, Research, and Institutional Effectiveness (PRIE) staff in updating our existing questionnaire and self-assessment for non-native speakers of English.

d. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the goals are reached.  
Testing/assessment staff, in conjunction with other student services staff, will analyze and make recommendation for change or improvement as needed.

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

\* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<i>Not applicable (N/A)</i>		

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<i>Not applicable (N/A)</i>		

b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<i>Not applicable (N/A)</i>		

\*Status = New, Upgrade, Replacement, Maintenance or Repair.

**VIII. Course Outlines (Applicable only for Programs Offering Courses)**

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
<i>Not applicable (N/A)</i>		

**IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups)**

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

*Not applicable (N/A)*

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

*Not applicable (N/A)*

**X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES**

Date of Program Review evaluation: March 25, 2012

Please list the department's *Program Review and Planning* report team:

Primary program contact person: Christopher Rico, Program Services Coordinator

Phone and email address: (650) 574-6189, [ricoc@smccd.edu](mailto:ricoc@smccd.edu)

Full-time faculty: (N/A)

Part-time faculty: (N/A)

Administrator: Marsha Ramezane, Dean of Counseling, Advising and Matriculation

Classified staff: Carol Ullrich, Office Assistant II

Students: (N/A)

_____ <i>Primary Program Contact Person's Signature</i>	_____ <i>Date</i>
_____ <i>Full-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Part-time Faculty's Signature</i>	_____ <i>Date</i>
_____ <i>Classified Staff Person's Signature</i>	_____ <i>Date</i>
_____ <i>Student's Signature</i>	_____ <i>Date</i>
_____ <i>Dean's Signature</i>	_____ <i>Date</i>