

STUDENT SERVICES PROGRAM REVIEW

Annual Program Review Form: Academic Year 2007-2008

Each year, no later than June 30, Student Services Staff analyze the state of their program. The Program Review analysis includes the following information and should not be more than 3-4 pages. Programs may include additional data and information in support of the annual review—as an attachment only.

Date: June 2008

Student services unit: Assessment/Testing

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Program review prepared by: Christopher Rico, Program Services Coordinator
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A. Summary description of your unit's program and services (one paragraph):

The Office of Assessment Services at College of San Mateo provides a number of services that assist students in achieving their academic and career objectives. Our unit provides a comprehensive range of assessment, both for native and non-native speakers of English, and course placement services to help matriculating students at CSM. The Assessment Center offers computerized placement testing for English, English as a second language (ESL) and mathematics on a year-round basis. The Center provides testing support and location for Distance Learning Program and Disabled Students Programs & Services (DSPS) students. The Center administers ability-to-benefit (ATB) test for the Office of Financial Aid and provides other assessments that include vocational, interest, and study skills instruments in collaboration with the Career Services Center. Our unit helps in processing reinstatements for dismissed students, and scanning counseling documents into the student's WebXtender electronic file. While our primary function is to provide testing services, the Assessment Center also facilitates course prerequisite equivalencies and provides assistance to students through the prerequisite challenge process.

B. Number of students served/types of services provided:

The Office of Assessment Services administered more than 10,000 paper/pencil and computerized placement tests for English and mathematics combined during the 2007-08 academic year. This number indicates that Assessment Services is committed to providing students with information they need to establish their goals and broaden their opportunity for academic achievement.

The types of services being provided by our unit include:

1. Administering assessment to matriculating students and assisting in appropriate course selections in English, reading, ESL and mathematics
2. Providing computerized and manual placement testing for English and mathematic on a year-round basis and maintaining the 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 support staff and departments
4. Providing testing support and location for Distance Learning Program and Disabled Students Programs & Services (DSPS) students

5. Providing outreach service by administering the SMCCCD placement tests at local high schools
6. Administering ability-to-benefit (ATB) test to students applying for Financial Aid
7. Providing policies and other assessment-related information to students, staff, faculty, and other members of the community
8. Maintaining and downloading results for vocational, interest, and study skill assessments in collaboration with the Career Services Center
9. Providing support in processing reinstatements for dismissed students
10. Providing scanning services for the Counseling, Advising, and Matriculation Department
11. Facilitating course prerequisite equivalencies and assisting students with the challenge process for courses with prerequisites

C. Significant unit accomplishments in 2007-2008:

- In the fall of 2007, our unit successfully conducted a workshop to the math and ESL faculty to introduce alternative computerized assessment instruments. In spring 2008, the faculty adopted COMPASS as the new assessment instrument for mathematics and ESL placement testing. Our unit coordinated testing implementation with faculty and ITS that included testing validation, determining cut off scores, and Banner implementation.
- Coordinated the 2008 Priority Enrollment Program for incoming high school seniors that included college orientation, campus tour, assessment, scheduling of counseling appointment and student follow up. More than 600 high school students had participated in this year's PEP program.
- Provides a central location and facilitates course prerequisite equivalency process for students
- Assists instructional divisions and students with the prerequisite challenge process which includes providing assistance to students in completing the challenge petition and providing information regarding additional documentation, delivering the challenge packet to the appropriate division office, and notifying students on the outcome of the challenge
- Promotes community awareness of available CSM testing services by providing on-site testing at local high schools
- Participates in student orientation programs and administered placement testing for incoming international students, cosmetology, nursing, concurrently enrolled and middle college high school students
- In collaboration with the Nursing Department, our unit coordinated and administered the Test of Essential Academic Skills (TEAS) test to all incoming nursing students. Starting in the fall of 2008, all students who are accepted into the CSM nursing program will be required to take and successfully pass the TEAS test prior to beginning the nursing program.
- After acquiring Room 142C in Building 1 as a new testing location, the Assessment Center has added four (4) computer stations that can be used for testing and other online services. The Center currently has a total of 18 computer stations.

D. Where appropriate, delineate the relationship of significant unit accomplishments in 2007-2008 to current 2006 – 2007 Student Services Planning Document:

The Assessment Services unit significant accomplishments in 2007-08 are somehow related to some of the items in the current Student Services Planning Document. College Goal 1 No. 9 is to “expand online services to better serve students.” In addition to the fourteen (14) testing

computer stations that we currently offer, our unit has expanded its online testing services by adding more computer stations that can also be used by students for other online services such as providing online access to WebSMART, college orientation, and online career assessments. In addition, the Assessment Center is working with the SMCCCD Coastside Office to setup on-site computerized placement testing for incoming CSM students.

Promoting community awareness of available testing services by administering placement testing at local high schools is related to College Goal 2 No. 1 which is to “increase enrollment through general community outreach.” Additionally, the 2008 Priority Enrollment Program has helped facilitate the enrollment of more than 600 high school students in the fall semester.

E. Summarize the results of the annual student survey for your unit AND identify the implications for the future delivery of your unit’s services:

Due to the small number of student participants in the annual student survey for Assessment, these figures may or may not represent the entire student population at the College. However, the data and comments of our students are helpful and can be used to further enhance the delivery of our unit’s services.

Sixty percent (60%) 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; thirty-eight percent (38%) of the students responded either “Excellent” or “Very Good” while seven percent (7%) indicated “Fair.” Ninety-one percent (91%) said that test proctors provided clear instructions and answers to their questions. This figure clearly indicates that our staff and proctors are committed to helping and assisting our students with their placement testing needs. In support of previous research data, eighty percent (80%) and ninety percent (90%) of respondents considered their English and math placement test scores as accurate measures of their skills respectively. Although only a small number of students thought otherwise, these numbers are somewhat significant.

Sixty-three percent (63%) thought the times and hours of availability of placement testing were “Excellent,” “Very Good” and “Good” while nine percent (9%) responded “Poor.” These figures suggest that since we now offer manual and 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 unit needs to continue to develop other ways to better promote and broaden testing availability to our students. In regards to testing location, seventy-six percent (76%) indicated that the area is quiet and comfortable; 23 percent (23%) were either not satisfied or found the testing area not suitable for their testing needs. Our unit has recently acquired Room 142C in Building 1 as a new testing location that can be used as a quiet room for students that require special accommodations.

The following are some of the narrative comments from students on testing services that they find most useful: “Excellent help from staff” and “Very comfortable and quiet, feels like I’m home just doing some math.”

Some of the narrative comments from students on testing services that they wish we could provide are as follows: “I couldn’t really understand what my scores meant and what the total points possible were,” “Better hours. Especially for those that have to work full-time,” and “Speed of processing [test results].”

Sixty-two percent (62%) of respondents felt that the English or ESL placement test placed them

in the appropriate level coursework, and twelve percent (12%) indicated “No.” While eight percent (8%) pointed out that the math placement test did not place them in appropriate level work, sixty-nine percent (69%) felt that they were placed appropriately and twenty-one percent (21%) indicated “I Cannot Say at This Time.” Interestingly, a number of students who participated in our survey thought that they were placed below their skill level in English or math; only a small number indicated otherwise. Eighty-one percent (81%) of students considered their placement testing as either “Extremely Important” or “Somewhat Important” in understanding their current academic level in English, reading and math; seventeen percent (17%) believed it was “Not Very Important.” Eighteen percent (18%) indicated that they learned more about assessment and matriculation services at CSM after visiting the Assessment Center. This figure shows that our staff and proctors are committed to helping and assisting matriculating students.

Seventy-one percent (71%) 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 four percent (4%) said “No.” In support of previous data, fifty-five percent (55%) demonstrated that they learned how to access WebSMART to retrieve their test results, student information, and register for classes. Since there has been an increased demand for WebSMART access and other online services on campus, our unit needs to continue to develop ways to further support the delivery of these online services.

In terms of educational goals, sixty-five percent (65%) and thirteen percent (13%) considered “Transfer” and “Associate Degree” as their current goals respectively.

G. Summarize your unit’s strategies and accomplishments that have fostered a climate in which diversity is recognized and valued:

- Our unit is mainly the first contact that students connect with when enrolling at College of San Mateo. 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 unit has continued to work with the ESL Department to create a questionnaire and information sheet for ESL students. The information sheet also includes names and contact numbers of bilingual ESL instructors that can assist students in the following languages: Spanish, Russian, Chinese and Japanese.
- Our unit takes part in student orientation programs and administers placement testing for incoming non-native English speakers and international students
- Our unit continues to provide testing support and for Distance Learning Program students, DSPS and EOPS students

H. Anticipated goals for 2008-2009 based on the findings of your 2007-2008 Program Review:

- Continue to develop ways to further enhance the delivery of assessment services and access of online services
- Develop a plan for next year’s PEP program given the limitations in campus buildings/locations
- Setup an online appointment system for placement testing

I. Identify your unit's needs and recommendations for 2008-2009:

- **\$1.00 Retest Fee.** Only if it complies with State matriculation regulations, our unit recommends charging a retest fee of \$1.00 to students retaking the English and mathematics placement tests. This will be a per repeat test fee and not a one time fee.
- **Additional Temporary Staff during Peak Registration Period.** Depending on the budget, our unit recommends having one (1) additional staff at the Assessment Center during peak registration period to provide support to students and help facilitate their enrollment at CSM.

J. Provide a brief two or three sentence description of your unit's key accomplishments for use in the "2007-2008 Student Services Key Accomplishments" publication.

The Office of Assessment Services continues to provide assessment and course placement services to students enrolling at CSM. During the 2007-08 academic year, our unit administered more than 10,000 paper/pencil and computerized placement tests for English, ESL and mathematics combined. The Assessment Center, in collaboration with the Counseling and Math and English Divisions, provides a central location and facilitates course prerequisite equivalencies and assists students with the challenge process for courses with prerequisites.