

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

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

Resources for Supporting Documentation:

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:

The Office of Planning, Research, and Institutional Effectiveness is developing a pilot template for quantitative data related to student success especially for student services programs. This data will be available in March 2010.

Next Steps:

Program Review and Planning reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*.

(See: http://collegeofsanmateo.edu/prie/institutional_documents.php)

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: Assessment/Testing

1. BRIEF DESCRIPTION OF PROGRAM:

The 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 assessment, both for native and non-native speakers of English, reading and mathematics, and other course placement services to help and support students matriculating 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. 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.

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

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

Sixty-seven percent (67%) 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; sixty-six percent (66%) of the students responded either "Very Good" or "Good" while thirty-three percent (33%) indicated "Fair." Sixty-seven percent (67%) said that test proctors provided clear instructions and answers to their questions. This figure indicates that our staff are committed to helping and assisting our students with their placement testing needs. In support of previous research data, most respondents considered their English and math placement test scores as accurate measures of their skills. Although only a small number of students responded to this survey, these numbers are somewhat significant.

Sixty-six percent (66%) thought the times and hours of availability of placement testing were "Very Good" and "Good" while thirty-three percent (33%) 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 percentages are significant, our program needs to continue to develop other ways to better promote and broaden testing availability to our students. In regards to testing location, sixty-seven percent (67%) indicated that the area is quiet and comfortable; thirty-three percent (33%) found the testing area not suitable for their testing needs. Our program has acquired Room 142C in Building 1 as an additional testing location that can be used as a quiet room for students that require special accommodations.

Seventy-four percent (74%) of respondents felt that the English or ESL placement test placed them in the appropriate level coursework, and fourteen percent (14%) indicated

"No." While twenty-two percent (22%) pointed out that the math placement test did not place them in appropriate level coursework, sixty-two percent (62%) felt that they were placed appropriately and sixteen percent (16%) 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 percent (80%) of students considered their placement testing as either "Extremely Important" or "Somewhat Important" in understanding their current academic level in English, reading and math; twenty percent (20%) believed it was "Not Very Important." A number of respondents indicated that they learned more about assessment and matriculation services at CSM after visiting the Assessment Center. This figure shows that our program staff are committed to helping and assisting matriculating students achieve their educational goals.

Eighty-seven percent (87%) 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 three percent (3%) said "No." In support of previous data, sixty-seven percent (67%) 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, eighty-two percent (82%) and seven percent (7%) considered "Transfer" and "Associate Degree" as their current goals respectively; in addition, two percent (2%) and five percent (5%) considered "Certificate" and "Improve Skills for Current Job" as their current goals respectively.

Our program is generally the first contact that students connect with when enrolling at CSM and we are 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 had worked with the ESL Department in creating a questionnaire and information sheet for ESL students. The information sheet also included names and contact numbers of bilingual ESL instructors. Moreover, our program continues to take part in special student orientation programs and administers placement testing for incoming non-native English speakers and international students as well as providing testing support for Distance Learning, Disabled Students Programs & Services (DSPS), and Extended Opportunity Programs and Services (EOPS) students.

The Assessment Services program provides a central location and facilitates course prerequisite equivalency and challenge process for students. This involves assisting instructional divisions and students with the prerequisite challenge process which includes providing assistance to students in completing the petition form and providing information regarding additional documentation, delivering the challenge portfolio to the appropriate division offices, and notifying students on the outcome of the petition. In addition, the assessment program provides a web-based placement test scheduling system as an expanded service for students to make their testing appointments online. Since acquiring Room 142C in Building 1 as a new testing location, the Assessment Center has setup additional computers that can be used for testing and other online services.

Our program also provides coordination and support to the College of San Mateo Priority

Enrollment Program (PEP) for incoming high school seniors that includes college orientation, campus tour, assessment, scheduling of counseling appointment and student follow up. Last year alone, more than 650 high school students had participated in the PEP program. Moreover, assessment program staff has been highly involved in other student orientation programs and administers placement testing for incoming international students, cosmetology, nursing, and concurrently enrolled and middle college high school students. Lastly, in collaboration with the Nursing Department, our unit creates testing schedule and administers the Test of Essential Academic Skills (TEAS) test to all incoming nursing students. Beginning in the fall of 2008, all students who are accepted into the CSM nursing program are required to take and pass the TEAS test prior to starting the nursing program.

3. **Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.**

Although most of the goals/targets that our program identified in our recent Program Review are done on an on-going basis, overall our program is on track for meeting those goals as indicated on item #2 above.

4. **Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).**

The on-going goals or projects that our program has identified for next year are as follow:

- Our program will continue to develop ways to further enhance access and delivery of assessment/testing services
- Continue to develop plans for the Priority Enrollment Program (PEP) to examine recruitment strategies and to further improve the delivery of our programs and services that include providing support for the new CSM in-person College Orientation and Course Selection Workshop for both new and returning students
- Continue to be part of CSM Basic Skills Initiative (BSI) and support other developmental course initiatives that address the needs of under-prepared students
- Our program will continue to develop ways to improve the delivery of other web-based assessment/testing services

5. **Are there any critical issues you expect to face in the coming year? How will you address those challenges?**

Similar to other student services programs at College of San Mateo, one of the critical issues that our program expects to face in the coming year is related to budget. Due to CSM's current financial situation, our program has lost one (1) full-time classified employee as a result of the District's managed hiring process. We have addressed our current staffing needs by hiring a Federal Work Study student through the Office of Financial Aid. These students can work for up to 20 hours per week for the entire academic year depending on funding allocation. Our program is planning on hiring additional Work Study students for the coming year. Moreover, since our office needs additional clerical help during peak registration period, our program has worked with the Office of Public Relations and Marketing to provide us with some office assistance through the CSM Student Ambassador Program. Our program is also planning to continue this partnership with student ambassadors for the coming year.

6. **STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**
a. **Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.**

Program Student Learning Outcomes (SLOs)
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<ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> ▪ Upon receiving placement results and ESL course sequence guide, 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.

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 Assessment program 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 web and hard copies are distributed in the Assessment Center as well. 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 efforts in gathering SLO data, 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.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008; Institutional Priorities, 2008-2011; College Index, 2009-2010; GE-SLOs, SLOs; department and program records; Core Program and Student Success Indicators; previous Program Review and Planning reports; other data)

- 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.
Not applicable (n/a)		

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.
Not applicable (n/a)		

- 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.
Not applicable (n/a)		

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

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation: March 25, 2010

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: Christopher Rico, Program Services Coordinator

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

Full-time faculty: Not applicable (n/a)

Part-time faculty: Not applicable (n/a)

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

Classified staff: Same as primary program contact person

Student: Justin Kao, Federal Work Study Student

<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>
(as appropriate)	
<i>Administrator's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Classified Staff Person's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Student's Signature</i>	<i>Date</i>
(as appropriate)	
<i>Dean's Signature</i>	<i>Date</i>