



PROGRAM REVIEW AND PLANNING
Approved 9/2/08 Governing Council

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

Department or Program: Assessment/Testing
Division: Counseling

I. DESCRIPTION OF PROGRAM (*Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records*)

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. Our program 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.

II. STUDENT LEARNING OUTCOMES (*Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website*)

- a. Briefly describe the department's assessment of Student Learning Outcomes. 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 demonstrate the next step of the matriculation process. This outcome can be observed by assessment staff and counseling 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 test. The

assessment staff will evaluate the SLO and survey results to determine if students can read and understand which courses they are eligible for 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-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 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 program needs to continue to develop ways to further enhance the delivery of online services.

- b. Briefly evaluate the department’s assessment of Student Learning Outcomes. 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 appropriate 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 online 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 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 web and hard copies are distributed at 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 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. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the "Institutional" link under the "Student Learning Outcomes" heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs → Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity
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 ESL course sequence guide, students will be able to read and identify the	X		X	

recommended ESL reading, conversation and writing courses; locate the classes online or in the Schedule of Classes.				
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III. DATA EVALUATION (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- 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?

The Assessment Services administered approximately 10,000 paper/pencil and computerized placement tests for English, ESL and mathematics combined during the 2008-09 academic year. This number indicates that our program is committed to providing students with information they need to establish their goals and broaden their opportunity for academic achievement.

Some of the services being provided by our program 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 mathematics 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 services 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 procedures and other assessment-related information to students, staff, faculty, and members of the community
8. Maintaining and downloading results for vocational, interest, and study skill assessments in collaboration with career services
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

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

Not applicable (n/a)

- c. Referring to the Productivity 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. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

Not applicable (n/a)

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, 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.)*

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 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 indicates that our staff 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 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, seventy-six percent (76%) indicated that the area is quiet and comfortable; 23 percent (23%) found the testing area

not suitable for their testing needs. Our program 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.

- 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 the ESL Department in creating 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 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 Distance Learning, DSPS and EOPS students.

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

(Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)

- 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). 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; review program 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
Strengths	<ul style="list-style-type: none"> ▪ In fall 2007, our program had successfully conducted a workshop to the math and ESL faculty to introduce alternative computerized assessment instruments. In spring 2008, CSM faculty had adopted COMPASS as the new assessment instrument for mathematics and ESL 	<ul style="list-style-type: none"> ▪ Promotes community awareness of available CSM testing services by providing on-site testing at local high schools ▪ Coordinated the 2008 Priority Enrollment Program for incoming high school seniors that included college orientation, campus

	<p>placement testing. Our unit coordinated testing implementation with faculty, research office, and ITS which included testing validation, determining cut off scores, and Banner implementation.</p> <ul style="list-style-type: none"> ▪ Our program provides a central location and facilitates course prerequisite equivalency process for students. ▪ Our program unit continues to provide assessment and course placement services to students enrolling at CSM. During the 2008-09 academic year, our unit administered approximately 10,000 paper/pencil and computerized placement tests for English, ESL and mathematics combined. 	<p>tour, assessment, scheduling of counseling appointment and student follow up. More than 600 high school students had participated in the 2008 PEP program.</p>
Weaknesses	<ul style="list-style-type: none"> ▪ Our program needs to continue to develop other ways to better promote and broaden testing availability and offerings. 	
Opportunities	<ul style="list-style-type: none"> ▪ Our program will continue to develop ways to further enhance the delivery of assessment services and access of online services. 	<ul style="list-style-type: none"> ▪ Develop a plan for next year's PEP program given the limitations in campus buildings/locations ▪ Setup a web-based scheduling system for placement testing

- 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 (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

<ul style="list-style-type: none"> ▪ The Assessment Services program provides a central location and facilitates course prerequisite equivalency process for students. ▪ Our program also provides a web-based course prerequisite equivalency service that

allows students to submit their prerequisite petitions online.

- Since acquiring Room 142C in Building 1 as a new testing location, the Assessment Center has added seven (7) more computers that can be used for testing and other online services. The Center now offers a total of 21 computer stations.
- The assessment program now provides a web-based placement test scheduling system as an expanded service for students to make their testing appointment online.

VI. Action Steps and Outcomes (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

- Continue to develop ways to further enhance the delivery of assessment services and access of online services
- Continue to develop a plan for the PEP program given the current limitations on buildings and locations due to ongoing campus construction

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.
- c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

The Assessment Services program's action steps are somehow related to some of the items in the CSM's Educational Master Plan. One of the recommended action steps in the EMP is to "expand online services for students, including...web-based appointments with student services personnel." In addition to the eighteen (18) testing computer stations that we currently offer, our program 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 access to WebSMART, college orientation, and web-based career assessments. Our program unit had also worked with the SMCCCD Coastside Office in setting up on-site computerized placement testing for incoming students. Moreover, as part of our expanded service, students at CSM can now schedule their placement testing appointment on WebSMART.

Promoting community awareness of available testing services by administering placement testing at local high schools and participating in on-campus student orientation programs are related to one of the student services action steps which is to "expand outreach efforts to high school...to increase awareness of post-secondary educational opportunities." Additionally, the 2008 Priority Enrollment Program had helped facilitate the enrollment of more than 600 high school students in the fall semester.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (*Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports*)

- 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	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 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 for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division 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.
Item: Number: Vendor: Unit price: Total Cost: Status*:		

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

VIII. Course Outlines (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- 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 Updated	Six-year Update Due
Not applicable (n/a)		

IX. Advisory and Consultation Team (ACT)

- 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)

Upon its completion, please email this Program Review and Planning report to the Vice President of Student Services and your Division Dean.

Date of evaluation: March 2009

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

Administrator: Marsha Ramezane, Dean of Counseling, Advising and Matriculation
Classified staff: Kay Rabb, Admissions and Records Assistant II

Faculty’s signatures

Date

Dean’s signature

Date