Program: Assessment Center

Division: Student Services

Date:

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "Not Applicable."*

3) *Optional: Meet with your dean to review this document before October 10, 2016.*

4) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (http://goo.gl/Ssfik2)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (http://goo.gl/jU2yIZ)

The Assessment Center began open scheduled testing sessions in October 2015. The new open scheduled sessions increased the length of time allotted for testing from 2 hours to 4 hours. Previously, students were required to make appointments for assessment sessions through an online appointment scheduling program (SARS). The theory for making these changes was based on the following observations:

1. The Accuplacer assessments are not timed, however the recommended time allowance for the English test is one hour and 15 minutes and one hour for the Math test. Students often exceeded the 2 hour session length and needed to remain after the session ended to finish the exam. This caused issues when another session was scheduled to begin shortly after the first session.

2. The average no-show rate for scheduled appointments was 35% (From data collected from June 1, 2015 to August 31, 2015). The no show rate for an individual session could be as high as 60%. This posed a problem for students who were unable to make appointments because a session was full. Students who could have been tested, were unable to test because of the appointment system.

3. Because the assessment sessions were only 2 hours in length, students who arrived at the testing center more than 15 minutes late were not allowed to test because they would not be able to complete testing in the allotted time frame. This policy caused a great amount of stress for students who may be caught in traffic or running late due to other unforeseen circumstances. Assessment testing is already a stressful situation for many students, and the additional stress of running late to the testing session could prove detrimental to their performance on the test.

Based on the observations above, the Assessment Center made the following changes to assessment procedures in October 2015 for the Spring 2016 Assessment cycle.

1. Assessment tests are provided during open scheduled sessions, no appointments are necessary to reserve a space for testing.

2. The length of the assessment sessions was increased from 2 hours to 4 hours.

3. Students are placed in the testing sessions on a first-come, first-served basis. Students arriving late will be seated as space becomes available.

4. Students can arrive at the session after the initial start time and be tested as long as there is enough time to complete the test prior to the end of the session.

5. The schedule for open assessment sessions is available to students on the Assessment Center page of the Las Positas College website. In addition, printed schedules are available in the Assessment Center, the Counseling Office and the Admissions and Records Office.

Student reaction to the changes have been very positive. The Assessment Center will conduct a survey of students to quantify student satisfaction with the new procedures in the Fall semester 2016.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how?

The Assessment Center has not had a full time Assessment Specialist since 2012. Consequently, program review was not updated from 2012 to 2016. The following goals are from the 2012 Program Review data.

Goal 1. Improve communication of assessment program information and procedures to the overall college community.

Status: Completed and ongoing

Updates were made in the following areas beginning in the Fall 2015 term to better improve the communication of assessment program information and procedures to the overall college community.

1. Webpage:

   The Assessment Center webpage has been re-designed to provide complete, comprehensive information in a clear and concise format. Students, staff and faculty can obtain information regarding assessment dates and times, study guides, policies and procedures, and course sequences from links located on the Assessment Center home page. Assessment results can be obtained from the link on the home page which will guide students to the CLASS-Web sign-in page.

2. Communication and collaboration with college departments:

   The Assessment Center transitioned from an appointment based scheduling process to an open scheduled testing sessions during Fall 2015. The new assessment procedures were announced to faculty and staff during various Student Service division meetings, and e-mailed to faculty and student services staff. Students were notified of the changes on the Assessment Center webpage and on flyers available in all Student Services departments.

   The assessment center collaborates with a variety of Student Services and faculty departments to provide convenient individualized assessment sessions and/or orientation sessions for the following special populations: Veterans, International Students, Middle College, English as a Second Language, Math Jam and the Disability Resource Center.

Goal 2. Maintain budget funding necessary to provide appropriate level of staffing and allow online assessment testing for all new incoming students.

Status: Completed and ongoing

Improvements in this area include the funding for student assistants, and funds for

the Accuplacer test units, CAPP licensing and maintenance, Scantron sheets and supplies.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

The largest impact on students resulting from changes in the program would be the integration of the CCCCO and RP Group's recommended Multiple Measures for English Assessment into the current Las Positas College English Assessment testing procedures. The RP Group's research indicated that students who are placed in college level English and Math courses in the first semester have a much greater chance of success than students who are placed in basic skills courses. The Assessment Center worked in collaboration with the College's English faculty and the Institutional Research department to successfully implement the recommended Multiple Measures into the existing English Accuplacer assessment program. The implementation resulted in an increase in college level English placement from approximately 65% to approximately 82% of new students testing.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

No significant obstacles has faced this program in the past year in achieving objectives, initiatives or plans.

E. What are your most important plans (either new or continuing) for next year?

1. Continue to collaborate with the English Faculty and the Institutional Research department to evaluate the effectiveness of the Multiple Measures assessment implementation for student success in college level English courses.

2. Begin collaboration with the Math Faculty and the Institutional Research department to begin implementation of Multiple Measures in Math assessment procedures to increase student success in Math courses.

3. Attend conferences and workshops for the Common Assessment Initiative to prepare for implementation in Fall 2017.

4. Participate in the campus-wide Common Assessment Implementation committee to

prepare for successful implementation in Fall 2017.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

> *Planning Priorities for 2016-17*
> - *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
> - *Provide necessary institutional support for curriculum development and maintenance*
> - *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
> - *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

The Assessment Center plans for 2016-2017 connect to the first planning priority "Establish regular and ongoing processes to implement best practices to meet ACCJC standards." The Assessment Center meets ACCJC Standard II: Student Learning Programs and Support Services, Section C. Student Support Services, subsection 7. "The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases."

The Assessment Center strives to collaborate with various faculty departments to ensure the assessments provided to incoming and current students reflect departmental goals for optimal student placement in initial courses at Las Positas College. The Assessment Center also collaborates with the Institutional Research department to ensure assessment instruments are validated for effectiveness and disproportionate impact minimized.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes _____no

(This data can be found here: http://goo.gl/Ssfik2**)**

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO: No SAO data is available from the past few years.
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;

2. be **limited** in number (3-6 outcomes);

3. be **clear** so that students and colleagues can understand them;

4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5. be **relevant** to meet the needs of students, employers, and transfer institutions;

6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:																
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**															
1.																
2.																
3.																
4.																
5.																
6.																

1. Did you make any changes to your existing mapping? (circle one)

> Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

   a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
   b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?