Office of Assessment and Testing
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</th>
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<td>AY 2011-2012</td>
<td>#3 Develop effective planning skills that support achievement of educational goals and lifelong success</td>
<td>PLSLO #1: Students demonstrate readiness to take placement test exam</td>
<td>Measures: (a) student survey</td>
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Assessment Focus and Methods for PLSLO #1: Students demonstrate readiness to take placement test exam

How will SLO be assessed? What information/data will be collected? When and by whom? How will it be analyzed? How will it be reported?

SLO will be assessed by a short yes/no survey. Information and data collected will indicate whether or not the student prepared in advance for the placement tests by utilizing recommended study resources. The survey will be given to the student just prior to taking their test, by Testing Office staff. It will be analyzed/reported by scanning the survey answers into a specially designed software program which will compile the data into meaningful measurements.

Reporting plan for assessment of PLSLO #1: Students demonstrate readiness to take placement test exam

Where will results be disseminated? When will changes be implemented? When will the annual report be completed?

General measurement results will be disseminated by Testing Office staff to the area Dean and in Student Services SLO group meetings. Changes will be implemented in the spring 2012 semester. Annual report by May 2012 after data from various measurement instruments has been compiled, input, and compared with previously established measurement criteria.
Assessment and Testing Student SLO Survey

Please answer or rate the following statements.

1. I am aware that I can only take the placement test 2 times in 2 years.
   O Yes, I am aware of this. O No, I am not aware of this.

2. I understand it is important to visit the practice test website.
   O Strongly Disagree O Disagree O Agree O Strongly Agree

3. Why? (test website)

4. I understand it is important to read the "Getting the Most out of Your Placement Test" flyer.
   O Strongly Disagree O Disagree O Agree O Strongly Agree

5. Why? (flyer)

6. After I get my testing results, I know the next step is to see a counselor.
   O Yes, I know. O No, I don't know.

7. Why? (after test result)

8. I am prepared to take my test today.
   O Strongly Disagree O Disagree O Agree O Strongly Agree

9. Comment. (take test today)

10. I am rested and well today.
    O Strongly Disagree O Disagree O Agree O Strongly Agree

11. Comment
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<td>AY 2011-2012</td>
<td>Develop effective planning skills to support educational goals</td>
<td>PLSLO #1: Students demonstrate readiness to test and know what the next step is</td>
<td>Measures: (a) survey (b)</td>
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Describe/Discuss the result of PLSLO #1
Students were asked if they studied for the test and if they felt prepared to test that day; also, they were asked if they knew their next step was to see a counselor. 4 out of 5 students responded affirmatively, with an overall average of 85% in the “Strongly Agree” or “Agree” categories for each question in the survey.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)
The survey results were initially reviewed by Testing Office staff, then summarized and discussed over the course of several strategy meetings with the Testing Office supervisor and the Dean of Enrollment Services, who is responsible for oversight of the Testing Office.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.
SLO successfully met. Survey responses generated a number of excellent ideas on ways to enhance both the availability and the variety of test preparation guides. This may actually be an additional lifelong learning benefit: making students instinctively more resourceful by illustrating whatever they need can often be obtained from a number of different, good quality resources.

If applicable, discuss program modifications changes and timeline for implementation of changes.
We plan to make more study resources available, i.e. books with practice questions, cell phone apps, online links, tutoring options, etc. so students can more thoroughly prepare for the test. Some of the preparation options are self-selected by the student. Books with practice tests will be available for 1-hour checkout at the Reference Desk of both campus libraries. If the books prove popular and students want to purchase them, we may make them available for sale in the Testing Office. The books should be available for reference use in the libraries within a month.

What resources are needed to improve your program?
The Testing Office needs its own operational budget with sufficient funds. This will enable us to implement our great ideas to further the mission and long term goals of the Testing Office. We can no longer continue to depend on unreliable categorical funding to operate the Testing Office. Each year I must beg, borrow and steal even just to pay for our most basic of expenses, the purchase of
testing units. This is unacceptable, especially in light of expectations. After a budget has officially been established and adequate funding secured, then – and only then -- we can turn our inspiration into reality. We intend to provide a well-prepared student, one better able to face the challenges in their future, a student who will realize that by studying ahead and proper pre-planning they possess an almost foolproof method of guaranteed success in any effort worth pursuing.
Program/Service Information
Office of Assessment & Testing

Problem/ Needs (i.e. SLO assessment findings, SLO meeting dialogue)

An ambitious rollout of exciting enhancements to the Office of Assessment & Testing, consistent with the stated goals of the Student Success Initiative, will require the Office of Assessment & Testing to have a permanent, dependable, generous institutional budget with guaranteed funding. Currently, our budget is so limited that we’re unable to acquire some of the most fundamental testing resources that are essential to the program. For example, we don’t have enough money in our budget regularly to provide the actual placement tests to new students.

Our greatest needs (and problems) exist in three main areas: equipment, staffing, and purchase power.

(1) Equipment: The 15 computers in the Testing Lab, which are now over five years old, have been problematic since the beginning. We need to replace them with 15 new high quality computers. We have learned of a group purchase of exactly such high quality computers which are also more energy efficient. The Office of Assessment & Testing would be an place for some of these.

(2) Staffing: It would be helpful to have additional staff available to assist as needed for proctoring large group test sessions, special testing events, and evening and weekend staffing.

(3) Purchase Power: We must have funds readily available to purchase testing units from Accuplacer. This is absolutely imperative, especially if a new policy is established that requires every new student to take Math and English placement tests. Accuplacer test units are expensive. Test units are consumed very rapidly. College Board requires cash up front before releasing test units.

Request for Resources Allocation

To help us enthusiastically carry out our mission with gusto and do the best job ever, we request resources be allocated for the following:

- 15 new computers
- Additional part-time staffing for peak testing times.
- A permanent budget line item for the purchase of the placement test units.
- Based on SLO assessment data, students demonstrated a readiness to take their placement tests, and a knowledge of the value of preparing ahead of time. To encourage students to take advantage of all possible preparation resources, we would like to purchase Accuplacer practice test books to be available at the Reference Desk of both campus libraries. Additionally a marketing budget to produce a flyer and/or posters to share preparation resources with students, would be helpful as well.
  - Production of interesting and engaging video shorts for the Testing Office website which prepare students for their tests, demonstrate the testing process, give testing tips, and share information of what to expect on test day. We also hope to produce interactive diagnostic tests for the Testing Office website (one for Math, one for English) that is specific to College of Marin and featuring our own instructors.

- Faculty Units for a Math and an English instructor -- subject specialists -- to speak to students about their placement and answer any questions the student may have. This would be done on
the spot, immediately upon completion of the test session. These faculty “subject specialists”
would be available during our busiest peak testing periods

How Resources will Impact the Program

These resources will carry forward Student Learning Outcomes established by the Office of Assessment & Testing and will support the goals of the Student Success Initiative in spectacular fashion.

Responsible Person for Completing this Mini-Program Review

Dee Fraites, Coordinator, Office of Assessment & Testing

Signature of Dean/Supervisor____________________ Date__________________

Deadline for submission: March 20th

Please submit your Annual Program-Level SLO Report with your Mini-Program Review