

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: **ASSESSMENT**
2. Person(s) completing the questionnaire: **LeAnn McGinley**
3. Date of completion: **November 5, 2007**
4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

See previous program review.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Math added placement testing in spring 2007 for all incoming students (except for the Early Admissions students).

Revalidation report for ESL Holistic Writing Sample was submitted to the state chancellor's office. Provisional approval received. Additional data collection needed for full approval.

Creation of a Testing Center in DESP facility is under consideration.

Student Learning Outcomes development is being implemented through the curriculum committee process as any new course/program or revision must have approved new or revised student learning outcomes.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

See graphs pp. 3 and 4 for Placement Testing, ATB Testing, Online Career Assessment and SLO data that is analyzed here.

- a. *Implementing math placement testing added over 900 student tests. When math placement is fully implemented to test all students in math, the number will increase to 1600+ students—the same number as test for English. Reading test numbers are greater than English since they include students retesting to meet the graduation proficiency requirement.*

ATB testing almost doubled indicating more students without HS diplomas or GEDs are coming to WVC and applying for Federal Financial Aid.

Student Learning Outcomes development is rapidly moving forward because of the curriculum committee and academic senate support.

Downloading of career assessment reports continues to be a significant clerical function with approximately 1200 reports a year needing to be processed.

- b. *Amount of proctoring time for all placement testing will increase to accommodate full math placement testing.*

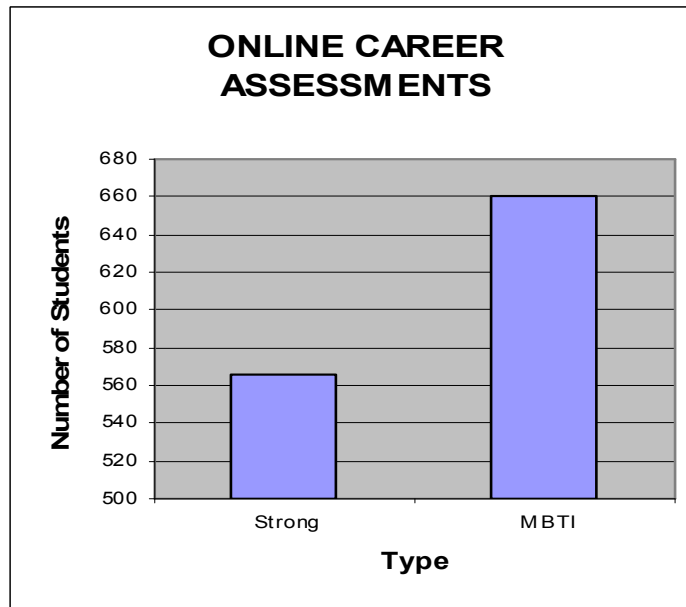
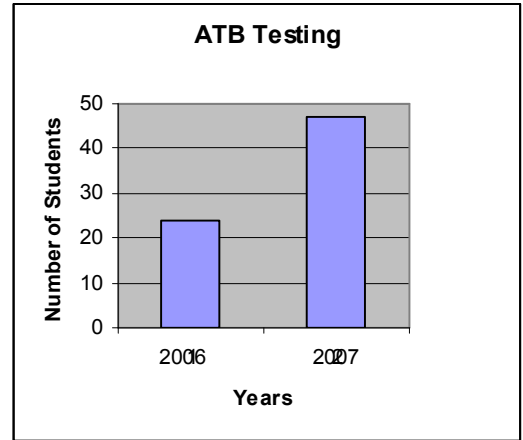
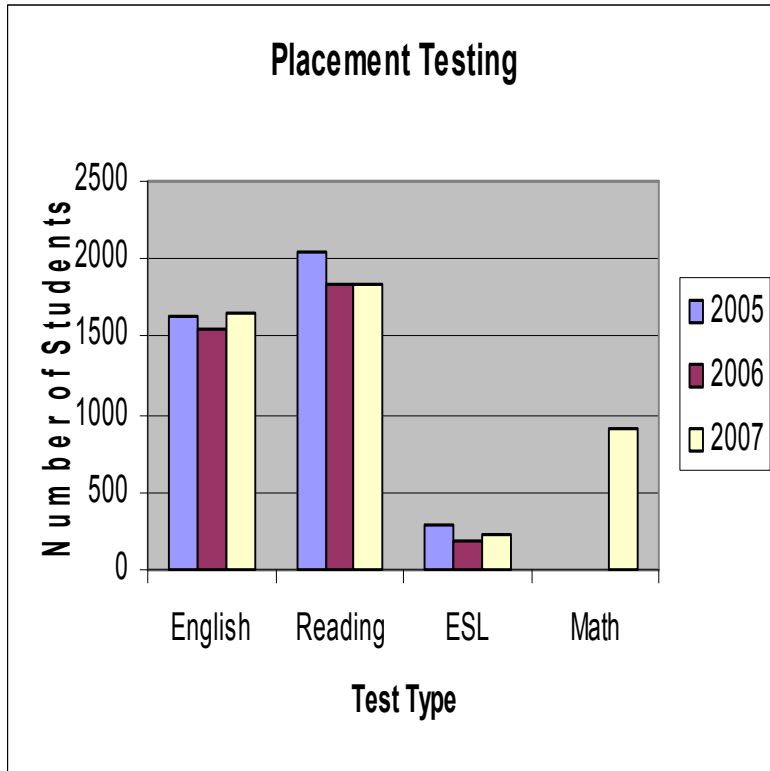
ATB testing may continue to increase if more students do not pass the HS exit exam, again placing a burden on the assessment personnel. At present, only the assessment coordinator is qualified to do the testing and testing is usually limited to 1-4 students at a time because of their school and personal schedules.

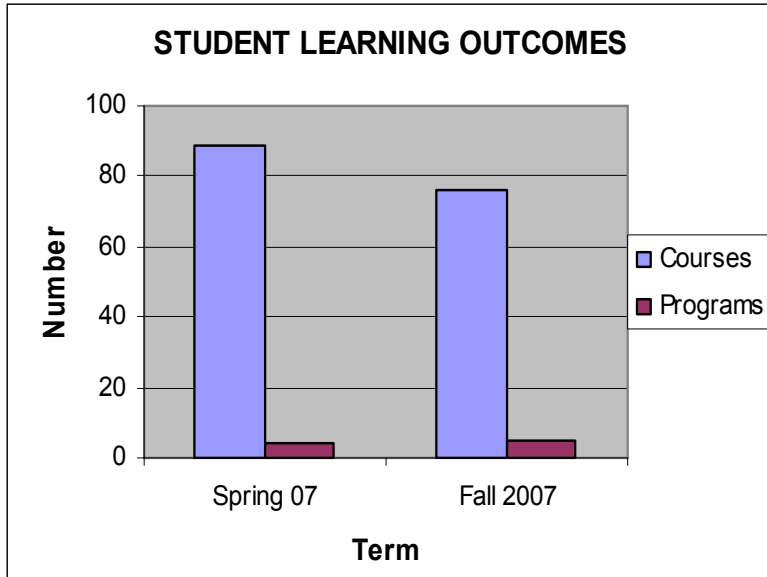
Student Learning Outcomes development will continue to increase with the proposal to review all courses on a regular timeline. In addition, assessment (measurement) of student learning outcomes will have to proceed for all courses and programs with SLOs. Assessment will require clerical support either from individual departments, the assessment coordinator, and possibly the research analyst to meet the increased data compilation and analysis demands that are part of accreditation requirements.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable.





3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

No additional data since previous program review. At that time, the Collegiate Insite report had positive input regarding assessment.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

Not applicable.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

As mentioned above, assessment still has no assessment testing specialist. The position has been backfilled by counseling front desk positions for almost 2 years because of problems getting a new job description approved by SEIU. The day-to-day assignment of tasks for that position will need to be reviewed if a test center is actually configured and implemented in DESP.

The assessment coordinator will not be able to compile and analyze data for the almost 200 total courses that already have SLOs and should be collecting data. Departments and divisions do not have clerical support for these projects. In addition, more courses and programs will be adding SLOs as part of the curriculum updating process. These activities are required by accreditation.

Because there is no testing specialist, assessment has depended on matriculation support to get individual student academic history data from Datatel to use in the ESL validation studies required by the chancellor's office. The assessment coordinator is responsible for the other validation elements and analysis. Additional validation reports will need to be compiled for English and math placement testing.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Not applicable.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:

- a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
- b) How might these influences form the basis for an action, objective, or request for resources?

a. Accreditation requires the institution to continue the development of SLOs at the course, program, and institution level. As noted, the curriculum review process requires new and/ or revised courses and programs to develop and assess SLOs. The college will need to address SLOs at the GE level, as well.

The assessment coordinator will not be able to compile and analyze data for the almost 200 total courses that have SLOs and should be collecting data. There also are 9 programs (more than 26 certificates and/or degrees) that will be assessing program level SLOs. These activities are required by accreditation. Demands for compiling and analyzing SLO data will continue to increase as more courses and programs regularly go through a curriculum revision process. These activities are required by accreditation.

Also, state requirements to re-validate placements tests must be met. These activities increased with the addition of the math placement test.

b. Assessment must have a testing specialist rehired whose time is dedicated to activities related to placement and other testing, including the compilation of Datatel data for validation studies.

Assessment must provide training to faculty and departments for the development and assessment of SLOs.

Assessment needs to have clerical support for the data compilation necessary for the SLO assessment activities.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

The assessment coordinator has been involved with other college personnel such as the Dean of Matriculation and Counseling and the DESP coordinator to develop plans for a test center. The center would provide a range of testing services to the overall college community as well as placement testing.

Math placement testing was implemented to support student success in math courses.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

Assessment effectively supports the college-wide student learning outcomes initiatives, placement testing and validation, and ATB testing, and career assessment procedures.

2. Program Strengths:

The current assessment coordinator has expertise in the respective areas of responsibility. There is long-term strategic oversight related to the SLO initiatives, and the placement testing and compliance, and ATB requirements and procedures. There is collaboration with the counseling department regarding the placement test schedule and career assessment options and with the English, ESL, reading, and mathematics departments for placement testing and with financial aid for ATB testing and reporting.

3. Program Challenges:

The status of the testing specialist position must be resolved to provide permanent support for placement testing, ATB testing, downloading and printing of online career assessment reports, and compilation of Datatel information for validation studies.

Also, not having a dedicated testing center impedes the ability to serve students on their time rather than on the time that rooms are available. Also, there is evidence that test publishers will phase out paper and pencil versions of tests. When that happens, or when WVC departments decide that computerized testing options best serve their needs, assessment will need a computerized testing center.

Continued development and assessment of SLOs at the course, program and institution (e.g. information competency and GE) levels will require significant clerical support.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program’s intended actions or objectives for the next three years?

- Rehire a permanent testing specialist.*
- Collaborate with the Dean of Matriculation and Counseling in the development of a dedicated testing center.*
- Hire clerical support for SLO initiatives.*
- Continue to train faculty, department chairs, and division chairs in SLO development and assessment.*

Timelines

Over the next three years, what are the program’s timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

- Spring 2008—Hire testing specialist.*
- 2008-2009—Open and staff a dedicated test center.*
- Spring 2008-ongoing—Hire and train clerical staff position and provide SLO assessment support to departments and programs.*
- Ongoing— Training for SLO activities.*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

- *Hire testing specialist and work with counseling supervisor and Dean of Matriculation and Counseling to ensure adequate work time is allocated to testing functions.*
- *Continue to collaborate to develop a dedicated computerized test center.*
- *Continue validation research for existing and new placement tests.*
- *Continue to develop SLOs with faculty and departments for all new and revised courses and programs and for information competency-infused course and GE.*
- *Hire clerical support for SLO initiatives.*
- *Train faculty on SLO activities.*

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

Classified Staff FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Limited carry-over Land Corporation funds were used for training 8 faculty for program-level SLO development.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
<p>2. What have you been able to accomplish as a result of the resource obtained? (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)</p> <p><i>Improved participation in SLO training.</i></p> <p>NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.</p> <p><i>Not applicable.</i></p>	

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE

Associate faculty FTE

Classified Staff FTE: *50% position to support SLO initiatives*

Classified Hourly (in dollars):

Administrative Staff FTE:

Facilities (brief narrative description): *See Matriculation Program Review for Test Center*

Equipment (brief narrative description with estimated total cost): *See Matriculation Program Review for Test Center.*

Supplies (brief narrative description with estimated total cost): *See Matriculation Program Review for Test Center.*

Staff Development (brief narrative description): *\$8000 to train faculty/departments to develop SLOs, create measurement tools (e.g rubrics, joint exam questions), and apply the tool to assignments across course sections (200 faculty hours X \$40/hour).*

Other:

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu