

# Assessment: Assessment Unit Four Column

## El Camino: SAOs (SCA) - Assessment & Testing

<i>SAOs</i>	<i>Method(s) Used To Measure SAO</i>	<i>Assessment Results &amp; Analysis</i>	<i>Planned Actions</i>
<p><b>SAO#1 - TEST PREPARATION 2015-2016 [REPEAT]</b> - Students will become more aware of test preparation resources through participation in the placement testing process.</p> <p><b>SAO Status:</b> Active</p> <p><b>Frequency/Timeline of SAO</b></p> <p><b>Assessment:</b> Academic Year: 2015-16</p> <p><b>Input Date:</b> 12/20/2015</p>	<p><b>Survey/Questionnaire</b> - Students will be surveyed post-testing, as to whether or not they were aware of testing resources, used them, and if they felt they improved their testing experience. The 10 survey questions are the same as used in previous years and are to be administered during the same time-frame, which, this Academic Year, would be 05/03/16 to 05/16/16.</p> <p><b>Target/Standard For SAO:</b> This is the fifth time for this SAO, which deals with students' preparation for placement testing. It is repeated each year for the purpose of comparative data analysis, in order to see how many more students have been reached this time around. For this year, we hope to see at least a 10% increase over 2014-2015 numbers.</p> <p><b>Participants in SAO Assessment:</b> Testing Office Supervisor, Testing Staff, Office of Institutional Research, and ECC students.</p>	<p><b>Semester/Year of Current Assessment:</b> Academic Year: 2015-16</p> <p><b>Target/Standard Met:</b> Standard Not Met</p> <p>To be completed Spring 2016 - Target/Standard to date will be posted as Standard Not Met (03/30/2016)</p>	
<p><b>SAO#2 - SINGLE PRE-REVIEW QUESTION 2015-2016 [REPEAT]</b> - Upon comparison of responses to a</p>	<p><b>Survey/Questionnaire</b> - Over a 3-1/2 month period of time, one additional pre-test question is added to the set</p>		

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<p>local question newly added to the regular ACCUPLACER background questions, it will be determined which group(s) of students should be targeted more effectively regarding pre-reviewing for the placement tests.</p> <p><b>SAO Status:</b> Active  <b>Frequency/Timeline of SAO</b>  <b>Assessment:</b> Academic Year: 2015-16  <b>Input Date:</b> 12/20/2015</p>	<p>of regular ACCUPLACER background questions that each student answers prior to taking the placement test(s). The question is "Did you pre-review for this test?" The responses are then divided into four categories for analysis. ECC On-Campus, ECC Off-Campus, CEC On-Campus, and CEC Off-Campus.</p> <p><b>Target/Standard For SAO:</b> This is the third time for this SAO, which provides data for the four (4) "testing sites" at which El Camino College and the El Camino Compton Center test new prospective high school students in the Spring for Fall enrollment. It is being repeated here for comparative data analysis. It is hoped that by employing some of the suggestions emanating from last year's analysis, the average percentage of students pre-reviewing will increase by at least 5%.</p> <p><b>Participants in SAO Assessment:</b> Testing Office Supervisor, students testing at ECC (both on- and off-campus) and students testing at CEC (both on- and off-campus).</p>		

**SAO #4 - ESL SCHEDULING 2015-2016**

- Hours that ESL Assessment is offered and ESL courses are scheduled will be re-evaluated for convenience for studnets per analysis of student survey results.

**SAO Status:** Active  
**Frequency/Timeline of SAO**  
**Assessment:** Academic Year: 2015-16  
**Input Date:** 12/20/2015

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<p><b>SAO #1 - TEST PREPARATION 2014-2015 [REPEAT]</b> - Students will become more aware of test preparation resources through participation in the placement testing process.</p> <p><b>SAO Status:</b> Active</p> <p><b>Frequency/Timeline of SAO</b></p> <p><b>Assessment:</b> Academic Year: 2014-15</p> <p><b>Input Date:</b> 09/14/2015</p>	<p><b>Survey/Questionnaire</b> - Students were surveyed post-testing, as to whether or not they were aware of testing resources, used them, and if they felt they improved their testing experience. The 10 survey questions are the same as the previous year and were administered during the same time-frame, 05/05/15 to 05/18/15.</p> <p><b>Target/Standard For SAO:</b> This is a repeat of the 2011-2012, 2012-2013, and 2013-2014's SAO, which dealt with students' preparation for placement testing. It is repeated each year for the purpose of comparative data analysis, in order to see how many more students have been reached this time around. Although following the same process as the previous year with students--encouraging them to pre-review--2013-2014's results took a 10-16% nosedive in success, dashing hopes of a 10% increase. Our target this year is to regain at least 10% of what was lost last year.</p> <p><b>Participants in SAO Assessment:</b> Vicki Lockridge (Testing Office Supervisor), Testing Staff, and Office of Institutional Research.</p>	<p><b>Semester/Year of Current Assessment:</b> Academic Year: 2014-15</p> <p><b>Target/Standard Met:</b> Standard Met</p> <p>Overall, this year's survey results are generally more favorable than last year's. Important increases ranged from 7-12%. The current data seems to indicate that the message to pre-review is finally reaching first-time testers and that students are being more pro-active in their search for testing information. Please see attached Template and Survey Documents for complete analysis of data. (12/04/2015)</p> <p><b>Related Documents:</b></p> <p><a href="#">SAO #1_2014-2015_TEST PREPARATION.pdf</a></p> <p><a href="#">SAO #1_2014-2015_TEST PREPARATION Survey May 2015 First Visit.pdf</a></p> <p><a href="#">SAO #1_2014-2015_TEST PREPARATION Survey May 2015 Return Visit.pdf</a></p>	<p><b>Planned Action:</b> For the future, even closer collaboration with high school contacts would seem to be a given, as well as continued dissemination of testing information via the main locations, as delineated above. One planning/program review recommendation that was mentioned in last year's SAO#1 Report that has not yet come to fruition is in regard to working with the ECC Admissions Office to create a batch-file that can be sent out to each new applicant, which would include a listing of test review website links and a PDF of the Goldenrod Sample Test. Unfortunately, this recommendation has temporarily stalled, as it requires approval from not only the Director of Admissions, but also the Director of Community Relations. (12/05/2015)</p>
<p><b>SAO #2 - SINGLE PRE-REVIEW QUESTION 2014-2015 [REPEAT]</b> - Upon comparison of responses to a local question newly added to the regular ACCUPLACER background questions, it will be determined which group(s) of students should be targeted more effectively regarding</p>	<p><b>Survey/Questionnaire</b> - Over a 3-1/2-month period of time, one additional pre-test question was added to the set of regular ACCUPLACER background questions that each student answers prior to taking the placement test(s). The question was, "Did you pre-review</p>	<p><b>Semester/Year of Current Assessment:</b> Academic Year: 2014-15</p> <p><b>Target/Standard Met:</b> Standard Met</p> <p>It is most gratifying to report that we did, indeed, increase the average percentage of students pre-reviewing this year by 5%! The percentage rose from 39% to 44% and rose at all four sites except for one--Compton Center Off-Campus, which dropped by 7.5%. Please see attached Template</p>	<p><b>Planned Action:</b> All the work that is currently being done to encourage students to pre-review for the tests for both ECC On- and Off-Campus testing should continue and expand as much as possible--particularly with the Off-Campus testing. There are multiple</p>

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<p>pre-reviewing for the placement tests.  <b>SAO Status:</b> Active  <b>Frequency/Timeline of SAO</b>  <b>Assessment:</b> Academic Year: 2014-15  <b>Input Date:</b> 09/14/2015</p>	<p>for this test?" The responses were then divided into four categories for analysis: ECC On-Campus, ECC Off-Campus, CEC On-Campus, and CEC Off-Campus.  <b>Target/Standard For SAO:</b> This is a repeat of a 2013-2014 SAO, which provided data for the four (4) "testing sites" at which El Camino College and the El Camino Compton Center test new prospective high school students in the Spring for Fall enrollment. It is being repeated here for comparative data analysis. It is hoped that by employing some of the suggestions emanating from last year's analysis, the average percentage of students pre-reviewing will increase by at least 5%.  <b>Participants in SAO Assessment:</b> Vicki Lockridge (Testing Office Supervisor), students testing at ECC (on- and off-campus) and students testing at CEC (on- and off-campus).</p>	<p>Report for detailed analysis of data. (12/05/2015)  <b>Related Documents:</b>  <a href="#">SAO #2_2014-2015_SINGLE PRE-REVIEW QUESTIONS (REPEAT).pdf</a></p>	<p>possibilities in this area for substantial growth. Success is to be found in all across-the-board aspects of communication with the high school contacts and with the students themselves.</p> <p>It is suggested that the CEC Off-Campus testing return to the type of test-prep workshops that were offered in the 2013-2014 academic year. These workshops obviously held the key to student success in that year. (12/05/2015)</p>
<p><b>SAO#3 - ESL COMMUNICATION 2014-2015</b> - Communication with ESL students following assessment will be improved by instituting changes suggested by the indicated outcomes.  <b>SAO Status:</b> Active  <b>Frequency/Timeline of SAO</b>  <b>Assessment:</b> Semester: Fall 2014, Semester: Fall 2015  <b>Input Date:</b> 01/15/2015</p>	<p><b>Survey/Questionnaire</b> - The survey will be administered to each student after the oral interview, which is one part of the ESL Assessment (reading, writing and speaking).  <b>Target/Standard For SAO:</b> It is expected that 85% of students will answer 'yes' to the questions provided. Additional purpose of the survey is to explore areas for improvement in the communication with prospective ESL students.  <b>Participants in SAO Assessment:</b> Jelena Savina, prospective students.</p>	<p><b>Semester/Year of Current Assessment:</b> Semester: Fall 2014  <b>Target/Standard Met:</b> Standard Met  During the Fall 2014 semester, 131 prospective ESL students participated in the assessment of this SAO. The 5-question survey consisted of Yes/No questions. The survey was administered after the informational workshop during the 2nd part of the ESL tests. The results indicate that 95% (125 students) knew what was going to happen during the 2nd part of the test. Ninety-six percent (127 students) indicated that they felt welcome at El Camino College. However, the results demonstrate that some students were not certain about the next step (12 students, a rate of 10%). In addition, 21 students (83%) didn't know what their study goal was.</p>	<p><b>Planned Action:</b> This assessment process has confirmed that prospective ESL students would benefit from more detailed information about the next steps such as registration and meeting with a counselor. Previously, prospective ESL students were able to meet with a counselor during the informational workshop (part 2 of the test). The ESL Coordinator will look into bringing the counselor back for a short orientation during the 2nd</p>

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		<p>The target set for the SAO has been successfully met. Such high positive results might be due to the fact that the survey was administered after the informational workshop when students became more knowledgeable about the steps of enrollment. (01/15/2015)</p> <p><b>Related Documents:</b>  <a href="#">SAO #3_2014-2015_ESL COMMUNICATION.pdf</a>  <a href="#">SAO#3_2014-2015_ESL COMMUNICATION Survey Results.docx</a></p>	<p>part of the ESL test. (12/06/2015)</p>
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<p><b>SAO #1 - TEST PREPARATION 2013-2014 [REPEAT]</b> - Students will become more aware of test preparation resources through participation in the placement testing process.</p> <p><b>SAO Status:</b> Active</p> <p><b>Frequency/Timeline of SAO</b></p> <p><b>Assessment:</b> Academic Year: 2013-14</p> <p><b>Input Date:</b> 06/23/2014</p>	<p><b>Survey/Questionnaire</b> - Students will be surveyed post-testing, as to whether or not they were aware of the resources, used them, and if they felt they improved their testing experience. The 10 survey questions will be the same as last year and will be administered during the same time-frame, 5/6-19/2014.</p> <p><b>Target/Standard For SAO:</b> We hope to see that the comparison figures increase by 10%.</p> <p><b>Participants in SAO Assessment:</b> Vicki Lockridge, Testing Staff, Students, Office of Institutional Research</p>	<p><b>Semester/Year of Current Assessment:</b> 2013 - 2014</p> <p><b>Target/Standard Met:</b> Standard Not Met</p> <p>Overall, this year's survey results were very disappointing, as well as somewhat mystifying, as compared to the years before. The exact same processes for informing students to pre-review were in place, and staff continued to work diligently with in-person students to individually explain a starting point for them to pre-review. Thusly, either there was a communication breakdown somewhere along the line (doubtful) or students were particularly resistant this year regarding getting prepared for the tests (more likely). Needless to say, the results are very deflating to examine. (06/23/2014)</p>	<p><b>Planned Action:</b> There are three possible directions to go:</p> <ul style="list-style-type: none"> <li>Closer communication with high school counselors via Office of Outreach and School Relations.</li> <li>Touch bases with Counseling Division to be sure they are distributing up-to-date information.</li> <li>Work with the Admissions Office to send out a batch-file to new applicants with study links and a sample test. (Plan-Builder &amp; Program Review recommendations.) (06/23/2014)</li> </ul>
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<p><b>SAO #2 - SINGLE PRE-REVIEW QUESTION 2013-2014</b> - Upon comparison of responses to a local question newly added to the ACCUPLACER background questions, it will be determined which group(s) of students should be targeted more effectively regarding pre-reviewing for the placement tests.</p> <p><b>SAO Status:</b> Active</p> <p><b>Frequency/Timeline of SAO</b></p> <p><b>Assessment:</b> Academic Year: 2013-14</p>	<p><b>Survey/Questionnaire</b> - One simple straight-forward question was added to the regular ACCUPLACER background questions, which students answer prior to beginning the test: "Did you pre-review for this test? Yes or No."</p> <p><b>Target/Standard For SAO:</b> The target (intent) of this SAO is simply to collect comparative data from four student co-horts (El Camino on- and off-campus and the El Camino</p>	<p><b>Semester/Year of Current Assessment:</b> Academic Year: 2014-15</p> <p><b>Target/Standard Met:</b> Standard Met</p> <p>OVERALL RESULTS</p> <p>It is most gratifying to report that we did, indeed, increase the average percentage of students pre-reviewing this year by 5%! The percentage rose from 39% to 44% and rose at all sites except for one—Compton Center Off-campus, which dropped by 7.5%.</p> <p>PROBABLE REASONS FOR CHANGES IN PERCENTAGE TOTALS</p>	<p><b>Planned Action:</b> 1) All the work that is currently being done to encourage students to pre-review for the tests for both ECC On- and Off-Campus testing should continue and expand as much as possible—particularly with the Off-Campus testing. There are multiple possibilities in this area for substantial growth. Success is to be found in all across-the-board</p>
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<p><b>Input Date:</b> 06/24/2014</p>	<p>Compton Center on- and off-campus). Upon comparison of the four sets of percentages, it will become obvious where additional efforts should be directed to persuade students to pre-review, as well as uncover successful processes used in this effort.</p> <p><b>Participants in SAO Assessment:</b> Vicki Lockridge; ECC and El Camino Compton Center students.</p>	<p>ECC On-Campus (6% increase) The rise in the number of ECC On-Campus students making the effort to pre-review can be attributed to the on-going push for students to do so at various contact points—application e-mail, counselors, the ECC Assessment/Testing Center, as well as student word-of-mouth. Source: Vicki Lockridge</p> <p>ECC Off-Campus (2% increase) For ECC Off-Campus testing, the staff of the Office of Outreach and School Relations indicated that this year the high school counselors were provided with informational packets for distribution to students that included resources for pre-review. As well, when testing sessions were confirmed with the high school contacts, a general e-mail was sent that included links and information regarding test preparation. These contacts then used their own methods for confirming appointments with the individual students, which included the opportunity to again forward pre-review information to them. Sources: Robin Dreizler, Julieta Ortiz, Joshua Casper, Carla Velasquez</p> <p>CEC On-Campus (12% increase) The biggest change with the CEC On-Campus testing process was with the CEC Orientation itself, during which the presenter spent considerable time explaining the main benefit of doing well on the tests: less time spent taking lower-level classes. The evening Orientation sessions serviced a sizeable number of students. However, since the CEC Testing Office was closed at the finish of that Orientation, this provided a time-lag for students to pre-review before testing. Also, a tour portion was added to the Orientation which included a visit to the CEC tutoring center and a meet-and-greet session with the tutors themselves. Students were shown the computer labs. Flyers designed to be more informative, and which included test preparation links, were made available. Lastly, the</p>	<p>aspects of communication with the high school contacts and with the students themselves.</p> <p>2) It is suggested that the CEC Off-Campus testing return to the type of workshops that were offered in the 2013-2014 academic year. These workshops obviously held the key to student success in that year. (09/15/2015)</p>

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student who visited the CEC Testing Office.  
Source: Taiwan Rogers

CEC Off-Campus (7.5% decrease)  
It was a surprise to see this decrease with the CEC Off-Campus testing. Upon inspection, it was found that in 2013-2014, students testing at the high schools were prepared for the placement tests by their counselors, teachers, and outreach staff (who conducted assessment workshops). In 2014-2015, no assessment workshops were scheduled.  
Sources: Elizabeth Martinez, Shateo Griffin, and Richette Bell.

Comparative Results of Metrics

The question asked of students was simply, "DID YOU PRE-REVIEW FOR THIS TEST?" (Yes or No). The following is a comparative breakdown of the replies for each cohort of students for 2013-2014 and 2014-2015:

OVERALL TOTALS TESTED:  
2014-2015 – 5,652 students tested (\*12/05/14 to 03/31/15)  
2013-2014 – 6,811 students tested (\*10/23/13 to 03/31/14)  
[Note: \*Start-dates are linked to when off-campus testing began.]

OVERALL PERCENTAGES: (5% increase)

	Yes
No	
2014-2015	2,463 (44%)
3,189 (56%)	
2013-2014	2,679 (39%)
4,132 (61%)	

INDIVIDUAL SITE PERCENTAGES:

ECC On-Campus (Site #003) (6% increase)

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	Yes
No	
2014-2015	1,625 (49%)
1,722 (51%)	
2013-2014	2,002 (43%)
2,680 (57%)	

ECC Off-Campus (Site #001) (2% increase)

	Yes
No	
2014-2015	424 (33%)
879 (67%)	
2013-2014	303 (31%)
688 (69%)	

CEC On-Campus (Site #002) (12% increase)

	Yes
No	
2014-2015	351 (44%)
451 (56%)	
2013-2014	320 (32%)
681 (68%)	

CEC Off-Campus (Site #004) (7.5% decrease)

	Yes
No	
2014-2015	63 (31.5%)
137 (68.5%)	
2013-2014	54 (39%)
83 (61%)	

(09/15/2015)



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		<p><b>Semester/Year of Current Assessment:</b> 2013 - 2014  <b>Target/Standard Met:</b> Standard Met</p> <p>The breakdown of data amongst the four student cohorts was both unexpected and revealing. Cohorts that were expected to do well didn't and vice versa. Upon investigation, it was found that there were specific reasons for each cohort scoring the way it did. The low scorers (ECC off-campus and CEC on-campus) were either not encouraged or allowed time to prepare for the tests, while the high scorers (ECC on-campus and CEC off-campus) were either highly encouraged to prepare or were conscientiously coached. (06/24/2014)</p>	<p><b>Planned Action:</b> FOR THE EL CAMINO CAMPUS:  Better dissemination of test information hand-out's to the high school students, as well as instituting some form of advertising. However, dissemination of this information has become controversial, as some schools are receptive to such procedures and some are not. As well, some high school students have directly indicated a non-interest in preparing for the tests.</p> <p>Perhaps the El Camino Campus should consider the processes used by the Compton Center, whereas off-campus students were prepared for the test by their counselors, teachers, and outreach staff.</p> <p>FOR THE EL CAMINO COMPTON CENTER CAMPUS:  Since on-campus students go directly from the orientation to testing, they have no time to prepare for the test. Perhaps a brief testing component could be added to their orientation session?</p> <p>An electronic copy of the Test Preparation links used at ECC was forwarded to their Testing Office. As well, changes were suggested for revising some of the testing information on their website.</p>

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(06/30/2014)