

EL CAMINO COLLEGE COMPTON CENTER
ASSESSMENT CENTER
PROGRAM REVIEW 2014

Program Description

1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.

Most students enrolling at El Camino College Compton Center come to the Assessment/Testing Center (Assessment Center) to complete their assessment tests for placement purposes. The center also serves non-matriculants who may also need to avail themselves of the same services. The center offers assessment tests in English and math, the Ability-To-Benefit (ATB) test for Financial Aid, CELSA test (Combined English Language Skills Assessment), and LOEP test (Levels Of English Proficiency). CELSA and LOEP are offered for English as a Second Language (ESL) students.

By assessing students into the right level course, the Assessment Center plays a critical role in promoting quality educational student success (Strategic Initiative B). The Center plays a critical role in ensuring the educational success of students by providing them with a service that allows them to select the right level courses in their educational program (Mission Statement). The Assessment Center reinforces test taking on a computer, which enhances teaching by reinforcing learning through a computer based instructional method (Strategic Initiative A).

The various tests administered in the Assessment Center require students to solve problems, make judgments and reach decisions using critical, creative and analytical skills (Core Competency II). The LOEP test requires that students effectively communicate in both written and spoken language to an audience of faculty evaluators and their peers (Core Competency III).

2. Describe the student population served by the program using available data.

This review will focus on direct from high school test takers, those greatly impacted by SB 1456. After experiencing a rapid increase in the number of test takers from 2006 to 2010, there has been a steady decrease in the number of direct from high school test takers. As noted in Table 1 below, there has been a significant decrease in the number of students testing in Math, Reading and Writing since 2009-2010.

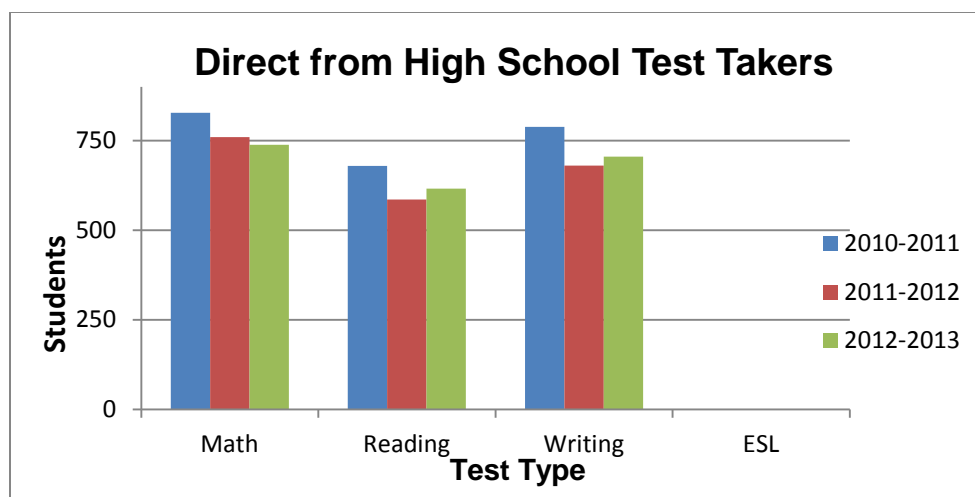


Table 1. Number of Direct from High School Assessment Test Takers

Year	Math	Reading	Writing	ESL
2009-2010	1327	1432	1419	26
2010-2011	828	676	788	1
2011-2012	760	686	680	0
2012-2013	738	616	705	0

In 2012-2013, 55.6% of direct from high school test takers were female and 44.4% were male (see Table 2). The share of male students testing in this group is trending upward. In 2010-2011 the male students were 42.2%. That number was down to 39.0% in 2011-2012 before rebounding to the most recent figure

Table 2. Overall direct from high school test takers from 2010-2013

	2012-2013		2011-2012		2010-2011	
Male	417	44.4%	370	39%	452	42%
Female	523	55.6%	577	61%	619	58%
Total	940		947		1071	

Table 3. Gender and Ethnic Breakdown for overall direct from high school Test Takers 2012-2013

Asian/Pacific Islander	16	1.7%
Black/African American	298	31.7%
Hispanic	572	60.9%
Nat. American	0	0.0%
White	4	0.3%
Multicultural	29	3.3%
Unknown	21	2.1%
Total	940	

Table 4. Gender and Ethnic breakdown by subject

2012-2013	Math		Reading		Writing	
	N	%	N	%	N	%
Male	326	44.1%	279	45.35	324	45.9%
Female	412	55.9%	337	54.75	381	54.1%
Uncertain	0	0.0%	0	0.0%	0	0.0%
Total	738		616		705	
Asian/Pacific Islander	11	1.5%	9	1.5%	11	1.6%
Black/African American	240	32.5%	203	33%	222	31.5%
Hispanic	440	59.6%	369	60%	431	61.1%
Nat. American	0	0.0%	0	0.0%	0	0.0%
White	2	0.2%	2	0.3%	3	0.4%
Multicultural	25	3.5%	17	2.7%	22	3.2%
No Answer/Other	20	2.7%	16	2.5%	16	2.2%
Total	738		616		705	

In 2012-2013, the subject with the largest number of tests administered for direct from high school test takers was Math. This contrasts with the previous program review period where the math portion of the test was administered less than both reading and writing respectively. The most recent data shows the two largest ethnic groups of direct from high school test takers where Hispanics and African American. This is a reversal from the previous program review period. In 2009-2010 the Hispanic and Black rates of participation were 36.9% and 54.7% respectively.

3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.

After a student completes their respective assessment test(s), they are provided with placement information. This lets them know their test score and what Math and/or English level they placed into. Using multiple measures, students are assessed into the correct level courses. This helps inform a student's class selection options. Once students have their assessment test scores, they then meet with a counselor to develop their educational plan. Students are encourage to study before testing, however, if a student thinks their scores are not indicative of their level of knowledge, they may reassess by taking the assessment tests one more time. The Assessment Center conducted it's SAO #1: *Students will be more satisfied with their placement results and score higher by preparing for the assessment tests* in Fall 2013. This revealed that 40% of those survey were not satisfied with their scores, and 40% plan to retest.

To receive Financial Aid, some students may be required to take the ATB test. Returning students who began instruction before July 1, 2012 may be eligible for the Ability to Benefit test (ATB). Students who are eligible for the ATB test are not limited in the number of times they can take it. However, there are time restrictions. If a student does not pass the test the first time they have to wait at least two (2) weeks to repeat the test. If they do not pass the second time they must wait at least three (3) months to take it a third time. For the subset of students who must take the ATB test to receive financial aid, they may not be able to achieve their educational goals without the opportunity to take and pass the ATB test.

4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.
- Added a second part time worker to better provide continuous service to students. (Strategic Initiative B)
 - Added an Assessment Test overview to the in-person New Student Orientation provides details about the testing process, study preparation information, Assessment Center schedule, and explains the importance of the test. (Strategic Initiative B)
 - Created a flyer that directs students to the web-based study guide. By directing students to the Assessment Center web page they are exposed to the study guide, the study preparation links, and matriculation information. (Strategic Initiative B, F)
 - Improved the look of the Assessment Center web page making it more user friendly way. (Strategic Initiative B, F)
 - Assessment Center staff began going to local high schools to administer the placement test to high school seniors interested in attending El Camino College Compton Center. (Strategic Initiative A, C)
 - Purged old paper records dating back to the early 2000's, creating more space in the testing center. (Strategic Initiative G)
 - Began using a new off campus testing site to better organize test records. (Strategic Initiative D)
5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?
- The Assessment Center still has not added cameras.
 - Due to staffing issues related to budget constraints the Center still does not offer the following tests: placement test for Chemistry, waiver exams (Contemporary Health, Math Competency); C-NET (Computerized Nursing Entrance Test), DRP (Degrees of Reading Power); and various online nursing assessments for the Nursing Program. Some Compton Center students are forced to go the Torrance Campus for other testing needs.
 - Only two staff persons work in the Assessment Center, and only one is full time.
 - The Assessment Center is still in a separate building from the counseling department.
 - Scores are still not uploaded immediately, thus inconveniencing students needing scores when meeting with a counselors.
 - The Center still lacks cubicles exclusively for written tests. During peak registration students taking the written tests like the ESL CELSA test have to use desks that have computers on them. Those computers are then unavailable even though they are not being used.
 - Two computers are still unconnected. The testing center has 22 computers with two of them not being connected. According to the IT department two ports must be purchased to hook the last two computers up to the server.

Because some of these recommendations have not been addressed, the Compton Center is still not able to offer services comparable with the Torrance campus. Additionally, not having the two additional testing stations creates a backlog of students waiting to test during peak registration periods.

Service Area Outcomes (SAO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SAO - statements, assessment results, and reports.

The Director of Admissions and the Assessment Center Program Technician met to develop the SAOs and to evaluate the SAOs after the data is gathered. Data was gathered from the Fall and Spring terms for the current SAOs. The director and technician meet to evaluate, review and change/create a new SAOs and make improvements to the services based on student needs and SAO results. Appendix 1 are the results from SAO #1.

Service Area Outcome #1: Students will be more satisfied with their placement results and score higher by preparing for the assessment tests.

In Fall 2013, the Assessment Center conducted a survey to determine if students were satisfied with their test scores. Surveys were given to students as they completed their assessment test. 89 students participated in the survey.

Table 5. Summary of Assessment Center Fall 2013 Survey (N=89)

Gender	Male = 31 (43%)	Female = 41 (57%)
Did you participate in New Student Orientation	Yes = 84 (96%)	No = 3 (3.5%)
If yes, how did you complete New Student Orientation?	Online = 38 (45%)	In person = 54 (55%)
Prior to testing, when did you complete the New Student Orientation?	Today = 40 1-2 days ago = 24 3-5 days ago = 3 One week before testing = 9 Two weeks before testing = 7	
Did the Orientation help you prepare for the assessment test?	Yes = 57 (69%)	No = 26 (31%)
Did you review any study materials before testing?	Yes = 33 (38%)	No = 53 (63%)
If yes, what kind of study materials did you use?	Study guide = 17 (44%) You Tube videos = 3 (8%) Sample tests = 13 (33%) Links to study resources = 4 (10%) Other = 5 (13%)	
Did you find these study materials helpful?	Yes = 36 (43%)	No = 4 (5%) No answer = 43 (52%)
How many times have you taken the assessment test?	Once = 70 (81%) Twice = 13 (15%) More than twice = 3 (3%)	
Are you satisfied with your scores?	Yes = 49 (60%)	No = 33 (40%)
Do you plan of taking the test again?	Yes = 35 (40%)	No = 49 (60%)

Service Area Outcome #2: Students that take Math 12 and pass with an 'A' will retest into a higher level math.

In an attempt to decrease the amount of time needed to fulfill the college level math requirement, students who enrolled into Math 12 in the Fall 2013 semester, the lowest level math, were offered the opportunity to retest if they received a grade of 'A'. The idea was to provide these students with a path to expedite their math course work. Students scoring well enough on the math placement test could potentially skip Math 23 (the next level math course) and move up to a higher course (Math 40 or above).

SAO #2 was conducted in January 2014, just before the Spring semester began. This allowed students time to register into the appropriate Math class before the Spring semester began. There were 877 students that took a Math 12 course in Fall 2013. However, only 47 students received an 'A' in Math 12. Students were sent an email and a phone call inviting them to retest. Of the total number of students contacted, 23.4% responded and retook the test (see Table 4). Of the students retesting, 27.3% tested higher than Math 23.

Table 4. Students earning an A grade in Math 12

Total number of students	47
Number of students that retested	11
Number who tested higher than Math 23	3

Of the three students who tested higher, two of them tested into Math 40 and the third tested into Math 73. These three students will have fewer math courses to complete for transfer or degree completion. The student placing into Math 73 skipped two math courses making path to transfer much quicker.

2. How does the program ensure that SAO's are assessed consistently?

Two SAOs are conducted each academic year. Results provide guidance and direction in helping to meet the needs of the students. Survey results provide insight about the academic needs and potential of the students served by the Compton Center. The data also assists the Math department with determining the demand for course offerings.

SAO #2 included data that will be used in a longitudinal study to track student outcomes over the next 1-2 years. This data will highlight student retention and length of time it takes students to fulfill the college level math requirement.

3. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

SAO #1 highlighted the importance of test preparation. Students often rush to complete the Assessment test without studying or preparing for the tests. Many students view the assessment test as just one of the many steps they need to complete before registering for classes. They don't fully understand how significant the test results could impact the length of time to graduation or transfer. The SAO results revealed the need to include significant amount of information in the New Student Orientation regarding the importance of test

preparation. Students are not allowed to take the assessment tests until they have completed the new student orientation. New Student Orientation now includes an overview of the test, an explanation of its significance to students' progress toward their academic goals, and instructions for preparation and the retesting policy.

The SAO also showed the need for more outreach to inform students of the importance of the assessment tests and how it relates to their overall educational success. This has resulted in the Program Technician now assisting with providing off-campus assistance. He also attends counselor meetings at the high schools and has created test preparation presentations for high school students and counselors.

The Assessment Center needs to work more collaboratively with the Learning Resource Center to identify more test preparation options.

Program Improvement

Explain what changes need to be considered to improve the program.

1. What activities has the program engaged in to improve services to students?

Beginning in July 2013 the Assessment Center stopped keeping printed copies of the study guide in the Assessment Center. Instead students are now encouraged to go to the Assessment Center webpage where there is an electronic copy of the study guide along with other helpful study links. This is in addition to a detailed Assessment Test overview that is included in the new student orientation. Students are strongly encouraged to practice and prepare for the assessment test by using the online sample testing sites before testing. By directing students to the website to view the study guide the hope is that students will digest more related information. Once on the web page, students can find explanations of the different sections of the test, review testing requirements, and other important information.

A reorganization will take place in April 2014. This reorganization will have the Assessment Center reporting to a Student Support Service Program Coordinator instead of the Director of Admissions and Records. This is to help coordinate student success efforts on the campus, thus requiring the Assessment Center to work collaboratively with counseling and orientation. Currently, the Assessment Center at El Camino College Compton Center is part of the Admissions and Records Department. Interpreting assessment test scores is a precursor to the developing an Educational Plan with a counselor. Students leave the Assessment Center with an understanding of their math and/or English placement level, which prepares them for their meeting with a counselor. Close and frequent communication between the Assessment Center and the Counseling Department through this reorganization will improve services to our students.

2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

- The Assessment Center gathers metrics on a monthly basis on the number of students that took the assessment tests (math, reading comprehension, reading skills, LOEP, CELSA) and at what levels the

students assessed. The center uses number of assessment test taken to determine how many testing units to purchase and how to allocate staff resources in order to meet peak demand periods.

- The metrics data is shared with the Academic Affairs office to guide them in developing the schedule as the data reflects the number of students that are assessing into specific level courses.
- The metrics data is shared throughout the campus through the enrollment management committee and through student services departments so that the college gets a picture of the level of preparation of the student population enrolling at the center.
- The Assessment Center provides monthly updates of the metrics data.

3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.

Future outcomes from the SAO #2 longitudinal study will provide more substantive data to address student success, retention, and persistence in a more informed basis.

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

The Assessment Center consists of two rooms, a reception area with two desks, some storage cabinets, an information table, and a testing room with 22 computers. Students enter the reception area where they show picture ID and provide their student ID number before they are allowed to take one of the tests offered at the center. The staff makes sure that the student has not exceeded the number of times they are allowed to test. After testing, the staff refers students to counseling for further assessment.



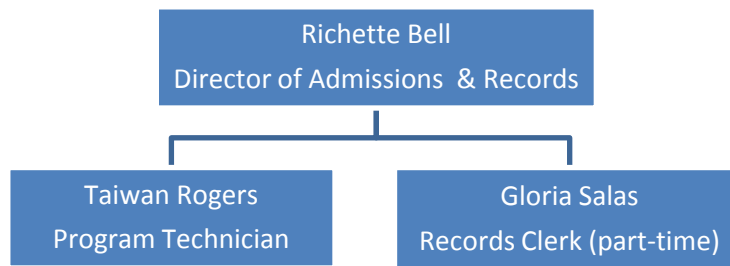
The Assessment Center is located next door to the Welcome Center, which is the first point of contact for students seeking application and enrollment assistance. The Welcome Center is also the location where the in-person New Student Orientations are held. Although students are encouraged to study and prepare before

taking their assessment tests, most often students leave the orientation and go straight to the Assessment Center without preparing for the test.

The Assessment Center coordinates with the ESL department to make faculty available to do the second part of the LOEP assessment. The Assessment Center trains outreach staff to administer the Assessment Center offsite at area high schools.

2. Describe the number and type of staff and faculty (include current organizational chart).

The Assessment Center is staffed by one full time staff, a Program Technician, who reports to the Director of Admissions and Records, and one part time Records Clerk that reports to the Program Technician.



3. Describe facilities or equipment needs for the next four years.
 - a. The center needs to purchase a camera monitoring system to assist the staff in monitoring the testing area, to deter cheating, and to use as evidence in disciplinary hearings.
 - b. The center currently has two computers that are not connected to the internet and cannot be used for assessment because there are not enough connections in the network switchboard and not enough computer drops. Additional computer drops and a new network switchboard are also needed if a camera monitoring system is to be installed in the Assessment Center.
 - c. To expand the services offered by the Assessment Center, the center needs to purchase four cubicles and timers.
 - d. Over time, the center must replace computers and other peripheral equipment as the equipment ages. Currently the computer equipment used in the center was purchased in 2010. The tests are administered over a virtual computer that needs replacement also in a five year cycle in 2014. However, the flat panel monitors and keyboards may need replacement in a longer cycle of seven years.
 - e. The center needs a scanner to covert records that must be maintained by the college.
 - f. Because a large number of new students pass through the Assessment Center, the center receives a large number of flyers and handouts from other campus departments. Currently the center lacks a magazine rack in which to store the handouts and flyers.
4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

Most of the year the center is opened 8 a.m. to 4:30 p.m. on Mondays, Tuesdays, and Thursdays; 8 a.m. to 6:30 p.m. on Wednesdays; and 8:00 a.m. to 12:00 p.m. on Fridays. Employing a part time staff member

allows the office to remain open during lunch and break periods. Hours of operation are expanded during peak registration periods, open until 6:30 p.m. Monday through Thursday and until 4:30 p.m. on Fridays, to accommodate the increase demand for services.

If the center were to lose the one part-time employee, it would not be able to stay open during lunch and staff breaks periods, during scheduled vacations, and during sick leave or other emergencies, severely restricting access to the center.

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

Every student is able to use the services of the Assessment Center regardless of demographic or other characteristics of the students.

The Seymour-Campbell Matriculation Act of 1986 has been renamed The Seymour-Campbell Student Success Act of 2012. This act serves to reform the California Community Colleges, but improving educational outcomes for students and better preparing the workforce needed for California's changing economy. The purpose of the Student Success Act is to increase access and success of students by providing effective core matriculation services of orientation, assessment and placement, counseling, educational planning services, and academic interventions.

Senate Bill 1456 (SB 1456) requires the board of governors to develop a formula for allocating funding for the Student Success and Support Program that would be implemented under the Student Success Act. Beginning Fall 2014, all new students will be required to complete three things to obtain priority registration: 1) Orientation, 2) **Assessment**, and 3) Educational Plan. This new initiative has placed greater emphasis and priority on the Assessment Center. This has changed the department's goals, objectives, and priorities.

All new students will have met the assessment requirement for priority registration purposes if they take either the English Placement Test or the English as a Second Language (ESL) Placement Tests along with the Math Placement Test. At present, office personnel screen students and recommend what tests to take. This is the case because there are certificate programs that do not require the Math Placement Test.

Federal regulations lead to a change in the way the ATB test is administered. Up until June, 2011 students who did not pass the ATB test were able to retake the test up to three more times. Starting July, 2011 student may only take the ATB test twice during a three month period. Therefore when students fail to pass the ATB test twice during a three month period, students must essentially sit out a term without financial aid. Starting in July, 2012 ATB tests were limited to continuing students only. Students beginning college for the first time after July 1, 2012 do not have the option of taking the ATB Test.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

1. Summarize the program's strength and areas that need improvement.

Strengths:

- a. The Program Technician has worked in the center for more than 3 years. He is very knowledgeable about the department services and needs.
- b. Provides student outreach support by facilitating off-site testing at feeder high schools
- c. The small size of the center allows for increased interaction with students and allows staff to closely monitor test takers.
- d. Close proximity to the Welcome Center for application, orientation, and registration assistance.

Areas that need improvement:

- a. The Assessment Center lacks a camera monitoring system to improve monitoring, discourage cheating, and to use as evidence in disciplinary hearings
- b. The Assessment Center does not provide the following assessments: placement testing in Chemistry; waiver exams (Contemporary Health, Math Competency); C-NET (Computerized Nursing Entrance Test), DRP (Degrees of Reading Power); and various on-line nursing assessments for the Nursing Department.
- c. The Assessment Center is not in the same building as the Counseling Department and Admissions and Records Office.
- d. Only two staff persons work in the Assessment Center, and only one is full-time.
- e. The center lacks test cubicles exclusively for written test administration.
- f. Scores are not uploaded automatically in the student information system. They are uploaded at the end of each day. Because of this, students must take their scores to a counselor if they want to add a class immediately or meet with a counselor to complete their educational plan.
- g. Two computer monitors currently do not operate in the center.

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

1. The Assessment Center has one full time staff member and one part time staff member. An increase in staff is necessary for improving and expanding the services of the Center. This would allow more tests to be administered and a greater flexibility of hours for the Center.
2. Replace lab computers and update software -The computers in the Assessment Center testing lab were purchased in 2009. They should be replaced soon. The software running the computers will need to be updated by April 8, 2014 to maintain compatibility with Accuplacer requirements.
3. Need to have additional computer drops so the two non-operating monitors can be utilized.
4. Need to install cameras to monitor students and discourage cheating.
5. Need at least four cubicles for students taking written exams.
6. All tests offered at the Torrance campus should be available at the Compton Center. The Assessment Center should offer all tests needed by Compton Center students. For example, Nursing students at Compton Center need to take the Degrees of Reading Proficiency test, however, they have to go to the Torrance campus for this test.

7. The center should eventually be moved to a location closer to Counseling and the Admissions and Records Office.
8. Test scores should immediately upload into the student information system so that students can move through the enrollment process without delay and undue burden on counselors.
9. On-going staff customer service training.

3. ☒ Continue Program

☐ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized.)

Assessment Center Survey - Fall 2013

N = 89

Gender:

Response	Frequency	Percent	Mean: 1.57
Male	31	43.08	<div style="width: 43.08%;"></div>
Female	41	56.94	<div style="width: 56.94%;"></div>

If yes, how did you complete the New Student Orientation?

Response	Frequency	Percent	Mean: 1.55
Online	38	45.24	<div style="width: 45.24%;"></div>
In Person	48	54.76	<div style="width: 54.76%;"></div>

Did the Orientation help you prepare for the Assessment Test?

Response	Frequency	Percent	Mean: 1.31
Yes	57	68.67	<div style="width: 68.67%;"></div>
No	26	31.33	<div style="width: 31.33%;"></div>

If yes, what kind of study materials did you use?

Response	Frequency	Percent	Mean: -
Study guide provided by the Compton Center	17	43.59	<div style="width: 43.59%;"></div>
You tube videos	3	7.69	<div style="width: 7.69%;"></div>
Sample tests link on Assessment Center website	13	33.33	<div style="width: 33.33%;"></div>
Visiting links to study resources listed on Assessment Center website	4	10.26	<div style="width: 10.26%;"></div>
Other:	5	12.82	<div style="width: 12.82%;"></div>

Did you participate in New Student Orientation?

Response	Frequency	Percent	Mean: 1.03
Yes	84	96.55	<div style="width: 96.55%;"></div>
No	3	3.45	<div style="width: 3.45%;"></div>

Prior to testing, when did you complete the New Student Orientation?

Response	Frequency	Percent	Mean: 2.02
Today	40	48.19	<div style="width: 48.19%;"></div>
1-2 days ago	24	28.92	<div style="width: 28.92%;"></div>
3-5 days ago	3	3.61	<div style="width: 3.61%;"></div>
One Week before testing	9	10.84	<div style="width: 10.84%;"></div>
Two or more weeks prior to testing	7	8.43	<div style="width: 8.43%;"></div>




Did you review any study materials before testing?

Response	Frequency	Percent	Mean: 1.62
Yes	33	38.37	<div style="width: 38.37%;"></div>
No	53	61.63	<div style="width: 61.63%;"></div>



Did you find these study materials helpful?

Response	Frequency	Percent	Mean: 2.08
Yes	36	43.37	<div style="width: 43.37%;"></div>
No	4	4.82	<div style="width: 4.82%;"></div>
NA	43	51.81	<div style="width: 51.81%;"></div>


How many times have you taken the Assessment Test?

Response	Frequency	Percent	Mean: 1.22
Once	70	81.40	
Twice	13	15.12	
More than twice	3	3.49	

Do you plan on taking the Assessment Test again?

Response	Frequency	Percent	Mean: 1.60
Yes	35	40.23	
No	52	59.77	

Are you satisfied with your scores on the Assessment Test?

Response	Frequency	Percent	Mean: 1.40
Yes	49	59.76	
No	33	40.24	