

PROGRAM REVIEW REPORT FOR 2006
ENROLLMENT SERVICES: ASSESSMENT/TESTING CENTER (TESTING OFFICE)

I. Overview

A. Program Profile

Assessment and Testing is one of the four steps of Matriculation; thusly, most new full-time students enrolling at El Camino College come to the Assessment/Testing Center (Testing Office) to complete their placement tests for assessment purposes. Also served are part-time, non-matriculants who may also need to avail themselves of the same service. The Center offers placement testing (English, Math, English as a Second Language, Chemistry); waiver exams (American Government, American History, Contemporary Health, Math Competency); Ability-To-Benefit [CPT (Computerized Placement Tests) and CELSA (Combined English Language Skills Assessment)] for Financial Aid; and CNET (Computerized Nursing Entrance Test), RN (Registered Nurse) Assessment, and DRP (Degrees of Reading Power) for the Nursing Department. The Center also provides applications for standardized tests, such as ACT (American College Test), CBEST (California Basic Educational Skills Test), MCAT (Medical College Admission Test), and SAT (Scholastic Aptitude Test).

B. Status of Previous Recommendations

There were no formal recommendations forwarded to the Assessment/Testing Center from the last Program Review Survey. Per request, a written narrative response to the Survey ratings was submitted to the Dean of Counseling in October of 2000. A review of those ratings from 2000 follows below:

Hours of operation (75.4%)

According to the year 2000 Survey, it appeared as though 24.6% of students wanted the Center to be open and available on a 24/7 basis. Due to budgetary constraints, staff availability, and student attendance, the Center is unable to provide such an ambitious schedule. In this year of 2006, the testing hours remain the same as in 2000 and are maintained from mid-morning to mid-evening, which provide approximately 40 hours of available testing hours per week. This appears to be more than adequate for most the student population (75% then, 89% now).

Office facilities (77%)

In May of 2005, the Center underwent two major changes. Firstly, the Computer Testing Lab was upgraded with new top-of-the-line computers, which are more appealing in looks and more user-friendly than the previous equipment. Secondly, the Center moved away from the test being administered on local servers to the on-line version administered from the ACCUPLACER website.

Timeliness of response (80.2%)

Since it was never quite understood how students interpreted this question, it was difficult to comment or appropriately change processes. However, the Testing Staff has been made generally more aware of how long things take to process.

Clarity of procedures (79.5%)

It was felt that this item referred perhaps not to the procedures followed at the time of testing, but perhaps to the students' understanding of when and where they should go for testing when they first arrive at El Camino College. In post-Survey 2000, the Assessment/Testing Center twice requested in writing from the Public Information Office that testing information be visibly highlighted on the second page of both the

Schedule of Classes and College Catalog. However, that Office has been non-responsive and the matter has not been pursued further.

Quality of materials (82.5%)

It is difficult to know to which materials students were referring. Testing instructions, which are handed out to students, are constantly revised in order to make them clearer, more comprehensive, and concise. Even one of the flowcharts on which placements are marked is being simplified as a result of input from the Humanities Division. Whenever students voice questions regarding their placement test results, they are always encouraged to seek answers from a Counselor or the appropriate Division Office. In addition, the Assessment/Testing Center has since compiled a hand-out listing of Internet links, which provide students with sample ACCUPLACER questions for those wishing a “preview” of test items.

Staff helpfulness (79.9%)

Since the Center attempts to be quite thorough and conscientious in helping students, there is confusion as to where things went wrong with students in this area.

Staff knowledge (82.8%)

When answers to students’ questions are not known, the Testing staff always strives to independently find out the information, so that it will be available for future use. Many times, however, students inappropriately ask the testing staff questions regarding counseling or financial aid—questions that the staff is either not able or permitted to answer. Students are then referred to the appropriate parties. Perhaps students mistakenly perceive that the Center is not fully knowledgeable because of this referral process.

Overall quality of service (79.8%)

The Center strives to improve its service to students whenever and wherever possible.

C. Continuing Recommendations

Seven out of the eight prior recommendations listed above have been adequately addressed. “Quality of materials”, however, seemed to suggest that the Assessment Center should do more in the way of disseminating information regarding its services, the tests themselves, and a handful of other related items. It was felt that the best way to improve communication to students about Testing Services was to update the Testing Web Page. A thorough revision was completed on 3/2/06. As well, there are plans to add Assessment/Testing FAQ’s; web-site links for sample placement test questions; the College’s Re-Test Policy; test-site links for information about standardized tests, such as ACT and SAT; and more. All appropriate information will be updated on a regular basis.

II. Program Data

A. Student/Client Satisfaction

In mid-March, 2006, a Student Opinion Survey was created and mailed out to a random sampling of 1,000 students who had recently tested at the El Camino College Assessment/Testing Center. The deadline date for return was mid-April. Less than 10% (85) returned the Survey. (It is unfortunate that so many surveys came back stamped as “return to sender” because of inadequate addresses provided through Colleague.) However, although the in-put was small, there were definite patterns in the responses, as well as in the written comments, which offer direction for fine-tuning several aspects of the Center for the future.

What follows are the 25 questions asked on the Survey followed by the "percentage grades" assigned by the students to those questions:

1. *Month of your most recent visit:*
75.65% of the respondents visited the Center between January and March of 2006.
2. *Which option best describes your student status at El Camino College:*
77.38% of the respondents were either new (50.00%) or continuing (27.38%) students.
[The remaining 22.61% was comprised of returning students (11.9%) and those transferring in from other colleges or universities (10.71%).]
3. *How did you first become aware of the Assessment/Testing Office and its services:*
The largest percentage (37.80%) became aware at the time they turned in their application. [Others indicated they became aware when they spoke to a counselor (15.85%) or friend or family member (14.63%), when they read the schedule (13.41%) or catalog (9.76%), or when they visited the web site (8.54%).]
4. *When did you find out you had to take placement exams:*
The largest percentage (45.95%) found out at the time they turned in their application. [Others indicated they found out when they spoke to a drop-in counselor (29.73%), read the schedule (14.86%), or visited the web site (9.46%).]
5. *How did you locate the Assessment/Testing Office on your first visit:*
The largest percentage (45.33%) asked for directions from the Information Desk in the Student Services Center.
6. *Have you called our office and heard the recorded voice message:*
27.38% answered that they had called and heard the message.
7. *If YES, did you receive adequate and useful information from the recording:*
51.35% answered they did not receive the information they wanted.
8. *What was the purpose of your most recent visit:*
69.33% indicated it was to test for the first time and 28% indicated it was to repeat a test.
9. *I felt welcome in the Assessment/Testing Office:*
91.67% either strongly agreed (38.10%) or agreed (53.57%) that they felt welcome.
10. *I was served in a timely manner:*
95.00% either strongly agreed (45.00%) or agreed (50.00%) that they were served in a timely manner.
11. *Staff was courteous and helpful:*
90.00% either strongly agreed (38.75%) or agreed (51.25%) that the staff was courteous and helpful.

12. Staff was knowledgeable:
89.88% either strongly agreed (34.18%) or agreed (55.70%) that the staff was knowledgeable.
13. The staff listened and addressed all of my concerns and questions:
88.60% either strongly agreed (37.97%) or agreed (50.63%) that we listened.
14. The instructions given to me at the time of testing were clear and adequate:
94.05% either strongly agreed (54.76%) or agreed (39.29%) that instructions were clear and adequate.
15. Other than the usual classroom sounds, it was quiet in the testing room:
96.43% either strongly agreed (67.86%) or agreed (28.57%) that the testing room was quiet.
16. The room temperature and ventilation was comfortable:
93.75% either strongly agreed (46.25%) or agreed (47.50%) that the room temperature and ventilation was comfortable.
17. The test facility was clean:
96.25% either strongly agreed (56.25%) or agreed (40.00%) that the testing room was clean.
18. I encountered technical problems with the computer:
24.39% either strongly agreed (13.41%) or agreed (10.98%) that they had technical problems. 59.76% said they did not have problems and 15.85% had no comment.
19. The staff was helpful in promptly resolving computer problem(s):
60.98% either strongly agreed (26.83%) or agreed (34.15%) that problems were quickly resolved. 3.66% either strongly disagreed (2.44%) or disagreed (1.22%) that they were helped promptly, and 35.37% had no comment.
20. It was easy to enter information into and navigate through the computerized testing program:
93.98% either strongly agreed (51.81%) or agreed (42.17%) that it was easy.
21. My results were explained in a clear and concise manner:
84.53% either strongly agreed (45.24%) or agreed (39.29%) that results were explained in a clear and concise manner.
22. I understood my results:
90.00% either strongly agreed (43.75%) or agreed (46.25%) that they understood their results.
23. Services offered by the office met my needs:
94.05% either strongly agreed (45.24%) or agreed (48.81%) had their needs met.
24. The policies and procedures of the Assessment/Testing Office were fair:
95.12% either strongly agreed (37.80%) or agreed (57.32%) felt the office policies and

procedures were fair.

25. *The Assessment/Testing Office hours of operation are adequate for my needs: 89.02% either strongly agreed (43.90%) or agreed (45.12%) that the hours are adequate.*

In addition, there were three free-response questions included at the end of the Survey:

1. *If you were running the Assessment/Testing Center, what would you do differently?*

Out of the 85 surveys, 55% (47) responded regarding the topics listed below. Thirty-eight percent (18) of these respondents indicated they would change nothing.

One or more students' suggestions in regard to running the Center differently dealt with providing more staff; clearer instructions; more facilities for students with disabilities; being more courteous to students; having earlier and later testing hours; providing more comfortable chairs; cleaning areas around computers; having cell phones turned off; speeding up the lines; allowing water bottles in the testing lab; adjusting room temperature; explaining their scores to them more clearly, as well as the Re-Test Policy, and what classes to register in; being more attentive to seeing when students are finished; and indicating clearly that Financial Aid and Testing have separate lines.

2.. *What additional types of services would you like the Assessment/Testing Center to provide?*

Out of the 85 surveys, 44%(37) responded regarding the topics listed below. Forty-one percent (15) of these respondents indicated they would change nothing.

One or more students' suggestions regarding providing additional types of services dealt with testing in other subjects (including certification tests); improving services for disabled students (Kurzweil 3000); providing further information on the placement tests themselves, such as practice exams, tutorials, and lists of books to study; having Counseling Services available in the Center; and providing water.

3. *In what ways can the Assessment/Testing Center better advertise and promote its services to students?*

Out of the 85 surveys, 49% (42) responded regarding the topics listed below. Twenty-nine percent (12) of these respondents indicated they would change nothing.

One or more students' suggestions regarding how the Center can better advertise and promote its services dealt with adding various size signage both upstairs and downstairs; putting up posters on Campus; sending out e-mails or letters to students; passing out flyers or booklets; advertising near study centers; giving out free stuff, food, and drink as part of attracting attention; using both the Admissions staff and instructors as conduits to remind students of the Assessment/Testing Center's availability; and advertising that students can skip classes (i.e. finish requirements more expeditiously) by testing.

B. Student/Client Outcome Data (Metrics)

Testing metrics have been collected by hand for the last four fiscal years. Briefly, here are the testing totals by fiscal year:

<u>Fiscal Year Totals</u>	<u>Total Tested</u>	<u>English Only</u>	<u>Math Only</u>	<u>ESL Only</u>
2002-2003	16,104	11,107	11,608	1,903
2003-2004	16,023	11,363	11,999	1,699
2004-2005	13,742	9,766	10,338	1,363
2005-2006	14,221	10,291	10,405	1,260

The drop in the overall number of students tested in the 2004-2005 school year coincided with the lower enrollment trend, which began during that same period. Fewer students were enrolling, therefore, fewer were testing. During the past year, however, the total number rose slightly due to the earlier registration dates for Fall 2006 classes.

As well, over the course of the last four years, it is troubling to note that ESL assessments have fallen dramatically, for which there is no apparent explanation. However, it is thought by some that the ESL population, because they do have a language barrier, may be straying away from El Camino because they cannot surmount the registration process (on-line, by phone), which may have become a second barrier for them. To mitigate this situation, during actual registration periods, the ESL Coordinator actually registers students during the ESL Assessment sessions, so as to be sure and capture these students before they walk out the door. This assistance may be too little too late. It remains to be seen how this downward spiral can be reversed in the future. The Testing Office firmly believes, however, that walk-in registration should be provided for these students, so that they may be personally assisted by staff to obtain their classes.

C. Campus/Community Collaboration

The Assessment/Testing Center already works very closely with other key service areas, such as Admissions/Records, Counseling, Financial Aid, Division Offices, ITS, and the Office of Relations With Schools. There are no recommendations at this time for any changes or additions to these processes.

D. Program Data Recommendations

**RESPONSE TO SURVEY DATA
(Both to rating and free-response questions)**

The Assessment/Testing Center seems to have fared pretty well in overall student opinion. Over three-quarters of the students came into the Center during peak registration and half of that number was new to El Camino College. Probably for most of that half, it was their first experience in a college testing environment.

Just under half of the total found out about the Center’s existence and placement tests through the application process. The Information Desk in the lobby of the Student Services Center was the most valuable aid in directing students to us. Nearly three-quarters of those surveyed had called the office recording, but just over half felt the information was not adequate or useful to their needs.

In regard to customer service, a very high percentage of the students felt that they were welcomed, served in a timely manner, and treated courteously by a helpful staff. As well, they felt the staff was

knowledgeable and were willing to listen and address their concerns and questions. A very high percentage also found the instructions given to be clear and adequate.

Relating to the facility itself, students found the testing lab to be quiet, at a comfortable temperature, and clean. Less than 25% indicated they experienced a problem with the computer; but if they did, the staff was quick to resolve it. Concerning the exam itself, a very large percentage felt the testing program was easy to use, and over 75% felt their results were explained clearly, concisely, and were easy to understand.

Overall, more than 90% indicated that the Center met their needs, that policies were fair, and that the hours were adequate for their needs.

When one studies more closely the breakdown of percentages between “strongly agree” and “agree”, and then combines them with students’ random written comments, one can see several fertile opportunities for improvement regarding the Assessment/Testing Center, such as the following:

- polishing customer service and upgrading knowledge of procedures
- improving signage between Financial Aid and Testing Offices
- improving/shortening recorded out-going office voice-mail message
- improving/simplifying testing instructions
- providing more test sample information and adding sample test links to ECC Testing Web Page
- making students more aware of the ACCUPLACER on-line Tutorial and Student Guide, as well as the Re-Test Policy
- making students more generally aware of testing services

Since the Center strives for perfection, the above items are an example of some of the things we will be working on in the future.

On the other hand, however, there were also other student issues over which we do not have much, if any, control, such as the following:

- technical problems
 - website server goes down
 - ECC server goes down
 - power failures
 - breaks in transmission of tests (requiring re-opening sessions)
 - software problems
- design of testing software
- parameters of the Center’s tasks

As well, it appears as though students seem to think that the Assessment/Testing Center should be a one-stop location for all Campus services, as well as be omniscient in all questions, many of which have nothing to do with the functions of Testing. To be sure, students are not aware that many times Office policies, procedures, and hours of operations are dictated by the practicality of circumstances and/or specific directives from above.

SPECIFIC RESPONSE TO STUDENT COMMENTS (Free-Response Questions)
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Topic: Running the Assessment/Testing Center Differently

One or more students had specific concerns/comments/suggestions regarding the following subject areas. Below are the specific responses to these items:

More Staff Coverage

The Assessment/Testing Center is presently experiencing staff coverage problems due to the recent retirement of one of the Clerical Assistants. Currently, if we were to increase staffing in the Computer Testing Lab, it would be at the expense of processing all students as they enter into the Center. When the Clerical Assistant is eventually replaced, we will be able to adjust scheduling to provide more coverage in the Lab.

Improvement of Instructions

Verbal and written instructions given to students are constantly being revised for clarity and ease of understanding.

More Services to Students with Disabilities

A comprehensive range of services for students with disabilities are provided through the Special Resource Center. In the Fall of 2006, the ACCUPLACER software will be upgraded by The College Board to provide a facility for enlarging the test font, as well as one for changing the background colors. Kurzweil 3000, mentioned by one student, is available to students in the Special Resource Center. (This is a software which reads aloud the text on the screen.)

Be More Courteous and Make Students Feel More Welcome

In-service meetings will be arranged to address various items, including such topics as the personal interaction between staff and students.

Testing Hours

At this time, the hours of testing availability are adequate for nearly 90% of the students; plus, funding constraints make it necessary to leave the hours of operation unchanged.

Cleanliness of Facility

Since custodians have been specifically instructed by their supervisors not to clean computers or the areas adjacent to them, it is left for the testing staff to do it. It is difficult to continually clear out all the debris, which may be left behind by students. The computers themselves are thoroughly cleaned by the Testing staff three times per year (during break times).

Cell Phones

Cell phones are a major problem. Most students politely co-operate in turning off their cell phones, whilst others are rudely adamant in "their constitutional right" to take calls in the Lab. At such moments, Testing staff members are swift to ask these students to take their conversations outside. We have placed appropriate signage about, and also verbally tell each student before entering the Lab to shut off his/her phone.

Slow Lines

During peak times, we work through the lines as quickly as possible. There are 44 computers in the Lab. During peak registration times, all 44 are booked within 15-20 minutes of opening time, with a "waiting list" of upwards of 50 people outside the door. The only way to assuage the situation at such times would be to double the number of available computers. Unfortunately, funding and space are not available to bring about this change.

Allowing Bottled Water In Lab

Unfortunately, we cannot allow students to have any food or drink in the Computer Testing Lab—even water. However, since the tests are untimed, students are free to go out during their test and have a drink from the water fountain. (The only exception that would be made would be if a student had a medical condition that required having food or drink nearby.)

Controlling the Temperature

We are fortunate that the Testing Lab has its own air conditioning. However, we have no control over how it is set. When there are extreme variations in temperature, the only solution is to call Facilities for assistance and hope they will respond as soon as they can.

Clarifying Re-Test Policy

We can certainly clarify the Re-Test Policy to students. However, in regard to what we are permitted to tell students regarding their scores and placement, the Assessment/Testing Center has been issued its parameters of limitation. We may offer an explanation of how their scores and placements were derived and what they are, but we are not permitted to counsel or advise students as to which courses are the best in which to enroll. After completion of testing, all students are referred to the Counseling Office for further advisement regarding their placements and courses.

Not Being Attentive To Students As They Finish

Because staff seating does not face toward the Testing Lab, staff does not always immediately see when students are finished with their test. (They are asked to stand when done.) It has been requested that the new Assessment/Testing Center be designed, so that the staff will be continually looking toward the students in the Lab. This should take care of the problem.

Students In Wrong Line

Since the Financial Aid Office is closely adjacent to the Assessment/Testing Center, and has been for several years, students wishing to test have often gotten mixed up into their longer lines. A long overdue dialog has begun with the Financial Aid Office in regard to improving signage, so that students who wish to test come directly to the Assessment/Testing Center door. Hopefully, this situation will not be replicated in the design of the new building.

Topic: Providing Additional Services

Testing In Other Subjects

It is, no doubt, just a matter of time before other test subjects are added to the Center's computerized repertoire. Currently, in conjunction with the Nursing Division, a series of individual nursing exams is being added to the line-up.

Availability of Sample Tests

Sample test information hand-outs are currently available for some of the exams. As well, there is an on-line Tutorial and a Student Guide to the ACCUPLACER Program (English, Math, and ESL), which can be accessed by any student. Most students, however, prefer to "just get to the test" as soon as possible without any lengthy preparation. (Pre-study is not required prior to taking the placement tests.)

In addition, a listing of websites containing practice ACCUPLACER questions and answers can be provided upon request. This listing will also be added to the El Camino College Testing Web Page.

Availability of Counseling Services

As convenient as it would be to the student, it is not conceivable that the Counseling Office will set up a "branch location" in the Testing Office. However, counselors are regularly invited to attend the ESL sessions to answer students' questions regarding placement and registration.

Topic: Advertising and Promoting Testing Services

Nearly all of the suggestions offered by students in regard to better promoting Testing Services were good ones. They shall be looked at more closely and some, no doubt, will be utilized in the future.

III. Program Requirements

A. Program Support

The Assessment/Testing Center interacts with several other Departments/Divisions on Campus: Humanities, Math, Chemistry, Admissions/Records, Counseling, Enrollment Services, and ITS (Information Technology Services). Through the years, due to the close inter-connection of these areas to Testing, the Center has developed good strong working relationships with all of them. It remains only to maintain these relationships through a continually reliable and up-to-date exchange of information.

For the Academic Divisions, the Center performs the service of testing students for their respective curricula. The key here is to make sure students are not caught in the middle through any lapses of communication. Most situations, however, can be easily and quickly rectified after brief consultation.

Admissions/Records, Counseling, and the Center are intrinsically linked together through the Registration Process. The dialog amongst the three areas becomes even more important and intense during Registration times. If this dialog should break down, the actual process of Registration can stop dead in its tracks, as students can be blocked from registering into many courses having a testing pre-requisite.

Enrollment Services, which is the home Division of the Assessment/Testing Center, is always available to help out in regard to all other non-Academic Divisional concerns. An easy working-relationship exists between the Enrollment Services Division and the Assessment/Testing Center.

Lastly, the Center has a very close connection with the ITS Division, literally, due to the fact that our facility includes a Computer Testing Lab that must be continually maintained for students' testing needs. Once again, good communication and a good working-relationship is a number one priority, so that emergencies can be attended to as quickly as possible.

B. Facilities and Equipment

In regard to facilities, the Assessment/Testing Center is in the process of describing its future needs and sharing a wish-list of its desires with the architects who are engineering the new Student Services Center Building, which will be the Center's new home in the year 2009. Any inadequacies that the Center currently has will, hopefully, be addressed and re-modeled in the new plans. These inadequacies are generally related to previous office design for prior tenants. The current facility was originally configured for the unique needs and uses of the Special Resource Center. When the SRC vacated this area, there were other tenants (such as The Writing Center and a long-time rental by the Xerox Corporation) who made changes to the physical lay-out. Thusly, the Testing staff has had to adapt to an area designed for the needs of others.

In regard to equipment, the Assessment/Testing Center is probably one of the few offices on Campus that is *completely* satisfied with what it has been given. New state-of-the-art computer equipment

was installed in May, 2005, both in the Computer Testing Lab and at the Office work-stations. Presently, there are 44 computer testing stations. In the new-building plans, space has been requested for six (6) additional testing stations and two (2) additional office work-stations, as well as one (1) additional computer station for the re-designed front counter.

Lastly, in anticipation of the physical moves we will be making in both 2007 and 2009, it was thought that this might be a prudent and opportune time to think of "traveling lighter". If funds should become available, we would like to acquire an Imaging (Scanning) Machine, such as the Records and Financial Aid Offices have, so that we would be able to convert our huge hard-copy file of testing records to an electronic database. The conversion would take several months to accomplish, so it is hoped that the equipment can be ordered sooner rather than later, so the work can be completed well before our first move in the Fall of 2007.

C. Staffing

The Assessment/Testing Center **currently** has the following full-time employees: 1 Supervisor, 1 Assessment/Testing Office Assistant, and 1 Clerical Assistant. (The Center's other Clerical Assistant recently retired on 4/1/06.) In addition, there is a part-time pool of 5 to 6 non-certificated temporary hourly employees, which supplements the Classified Staff. At peak testing times, **all** non-certs are scheduled on a full-time basis to help handle the large volume of students coming in to test. Any reduction in staffing during this busy time causes a very real stress factor amongst the entire Testing staff (both classified and hourly) and work-schedules become stretched to their limits. During the last peak-period, the Center operated with less than a full contingency, and the entire Staff ended up exhausted and very short-tempered with one another. In the near future, additional non-certs will need to be added to the Assessment/Testing Center Staff.

Also, as mentioned above, on 4/1/06, one of the full-time Clerical Assistants retired. It is absolutely **imperative** that this position be filled again as soon as possible. Until this position is re-filled, the Assessment/Testing Center Assistant, whose job assignment it is to go off-Campus to do on-line testing (during most of the Spring Semester), will not be able to easily do so, as this employee's services will be required full-time in the Office. The non-availability of this staff member to assist in off-Campus on-line testing will, in essence, halt the continuation of this particular valuable program in the future, which conveniently interacts with many of the local high schools, and permits the early testing of many hundreds of students for the Fall semester. (It is also this employee's responsibility to maintain the daily uploads of testing data to Colleague, a responsibility which also occupies a large percentage of his time.)

In regard to general staff training needs, nothing beyond the norm is necessary. They need only to keep apprised of how the placement testing software functions and how the Campus Colleague system works. However, the Supervisor must occasionally keep abreast of other Programs, such as Omni Campus Update, which is used for updating the Testing Web Page. In addition, the Assessment/Testing Center Assistant voluntarily and regularly adds to his knowledge of computer programs, or of other subjects, that relate closely to his daily tasks.

Lastly, at this time, the **most** important and **crucial** staffing recommendation for the Assessment/Testing Center is that the position of the Clerical Assistant who retired on 4/1/06 be refilled as soon as possible, in order not to adversely disrupt the processes that are in place in regard to on-line testing and the daily functioning of the Center, *particularly* at peak times.

D. Planning

There do not seem to be any trends surfacing on the horizon, which will affect El Camino College's testing process to any great degree in the next five years. However, more and more testing is becoming computerized; thusly, at some future date, for example, the Chemistry Placement Test, currently a paper-

and-pencil exam, may be conducted on-line. There may also come a time when the English as a Second Language Program might utilize a listening or writing test component on-line, in lieu of the present instructor-staffed process. Improvements to existing testing software and adverse budget conditions could possibly invite these and other changes into the Assessment/Testing Center process. However, any such changes are not expected to occur within the next 2-5 years. Should major changes come forth, the Testing staff will come together and brainstorm what needs to be done to make any new procedures or processes run smoothly. The Center has an exceptionally adaptable staff.

In regard to the Student Learning Outcomes previously established by the Assessment/Testing Center--if any changes must occur, students will continue to be properly guided through the testing process. Whatever it takes to accomplish this will be done. As well, a proper testing atmosphere will continue to be provided for students, so that they may do their best on their tests and receive as accurate as possible placements into their courses. The college-level proficiency of these students placed into these courses can then continue to be tracked and measured by their outcomes.

All planning for the Center is associated with maintaining a smoothly and properly running Computer Testing Lab, so that students may complete their testing requirements in as expeditious and pleasant manner as possible. If enrollment numbers should dramatically increase, then processes, such as hours of availability, would need to be changed accordingly, in order to accommodate a larger population of students. In this situation, additional hourly staffing would be needed and the budget proportionately increased. As well, although unlikely, should any mandated changes occur in conjunction with the website that supplies the tests and controls their delivery to the Lab, these changes could possibly affect the Center's internal testing processes, and the staff would again need to adapt to new methods.

E. Program Requirement Recommendations

The most important recommendation coming from the Testing Program at this time regards staffing. The Clerical Assistant position, vacated due to the previous employee's retirement, must be refilled as soon as humanly possible. It is also recommended that more non-certs be added to the Testing staff. The second most important item, as the Assessment/Testing Center looks forward to its 2009 move into the new facility, is that there will need to be budget augmentations for the addition of six to seven more computers to the Center.

IV. Recommendations

The most important recommendation is that the aforementioned vacated Clerical Assistant position be refilled as soon as possible. This replacement is absolutely necessary to continue the off-Campus on-line testing provided by the Assessment/Testing Office Assistant and to maintain the same hours and services currently provided by the Testing Office.

The second most important item, as referenced on page 11, is the Imaging (Scanning) Machine (cost approximately \$4,000), which would allow us to become "paper-free" by the end of the 2006-2007 school year and to convert our huge archive of paper records into a digitized format for quick retrieval.

Date Submitted: 6/29/06
Submitted To: Arvid Spor, Dean of Enrollment Services
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