

El Camino College Service Area Outcomes (SAO) Assessment Report																	
<i>College Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.</i>																	
SCA/Administrative Unit	<i>Assessment/Testing</i>	Date of Report: <i>09/14/2015</i>															
SAO Statement(s)	<i>SAO #1 (2014-2015) – TEST PREPARATION Students will become more aware of test preparation resources through participation in the placement testing process.</i>																
SAO is Aligned with Strategic Initiatives (check all that apply):																	
A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input checked="" type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/>																	
SAO is Aligned with Institutional Learning Outcomes (check all that apply):																	
ILO 1 <input checked="" type="checkbox"/> ILO 2 <input type="checkbox"/> ILO 3 <input type="checkbox"/> ILO 4 <input type="checkbox"/>																	
Participants in SAO Assessment	<i>Vicki Lockridge (Testing Office Supervisor), Testing Staff, and Office of Institutional Research.</i>																
Method(s) Used To Measure SAO	<input type="checkbox"/> Data Analysis <input type="checkbox"/> Focus Group <input type="checkbox"/> Pre-/Post-Test <input checked="" type="checkbox"/> Survey/Questionnaire <i>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.</i>																
Target/Standard For SAO	<i>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—2014-15'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.</i>																
Frequency/Timeline of Assessment	<i>The assessment is to be done once during the Academic Year 2014-2015.</i>																
Assessment Results and Analysis	<p><u>Breakdown of Results By Question:</u> <i>As in previous years, surveying was done within the same 10-day time-frame in May 2015. Our total sampling was 150 students less than 2014—a total of 640 students. The breakdown of student (first-time testers vs. returnees) was in close proximity to previous years:</i></p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>First-time testers</u></th> <th style="text-align: center;"><u>Returnees</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2012</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;">2013</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">2014</td> <td style="text-align: center;">71%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">32%</td> </tr> </tbody> </table> <p><i>When asked if they pre-reviewed for the placement tests, 7% more of the first-time testers said yes and 4% fewer of the returnees said yes. The increase of 7% with the first-time testers is a positive sign that students are receiving notice to pre-review</i></p>			<u>First-time testers</u>	<u>Returnees</u>	2012	69%	31%	2013	71%	29%	2014	71%	29%	2015	68%	32%
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2012	69%	31%															
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before they set foot in the Assessment Center. After last year's startling 10% drop with first-timers, it was hoped that things could be improved this year. However, on the reverse, returnees are apparently continuing to spend less time pre-reviewing for their second attempt.

	<u>First-time testers</u>	<u>Returnees</u>
2012	35%	65%
2013	35%	73%
2014	25%	57%
2015	32%	53%

In response to the question asked if they were encouraged to prepare for the placement tests, there was a whopping 12% jump with first-time testers, bouncing back from the previous year's 9% drop! Again, as indicated above, this is a confirmation that students are getting the message to review prior to taking the placement tests. Returnees maintained status quo from the year before. Returnees rate a higher percentage as, post-test, they are provided with test prep information and strongly advised to pre-review before they come back to re-test.

	<u>First-time testers</u>	<u>Returnees</u>
2012	58%	76%
2013	57%	83%
2014	48%	74%
2015	60%	74%

The next question inquired as to whether or not the student felt they did better because they pre-reviewed. This question has been re-phrased a couple of times in order to elicit a proper response from students who have had a tendency to misinterpret or not fully read the entire question. Thusly, the data for first-time testers from 2014 is considered erroneous*. Returnees tend to interpret questions differently from first-time testers, hence the consistent rating from last year for them.

	<u>First-time testers</u>	<u>Returnees</u>
2012	28%	70%
2013	36%	71%
2014	61%*	70%
2015	29%	70%

When asked which of several resources (promoted by the ECC Testing Office) they may have used to prepare, the percentages for first-timers rose from 1% to 6% for each of the resources listed. The percentages for returnees in some cases rose from 4% to 5% and in others dropped by 6%. Unfortunately, 61% of the first-timers left the question blank and 55% of the returnees left the question blank, which says that they either did not know about the resources or did not care to use them. However, the non-responses last year were 65% (first-timers) and 50% (returnees), so there's a bit of improvement there (4% to 6%).

	<u>First-timers</u>				<u>Returnees</u>				
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	/	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
*ACCUPLACER App (\$1.99)	1%	6%	<1%	0%	/	4%	11%	2%	2%
**ACCUPLACER Web-Based App (\$2.99)	n/a	n/a	2%	3%	/	n/a	n/a	4%	3%
College Board	10%	31%	15%	15%	/	16%	22%	20%	25%
Goldenrod Sample Test	4%	13%	3%	4%	/	11%	15%	7%	12%
Khan Academy	4%	14%	7%	13%	/	8%	13%	12%	16%
My Math Test	6%	19%	12%	14%	/	11%	19%	20%	14%

(61% of first-timers did not respond to question) / (44% of returnees did not respond to question)

*Since the survey was administered, the ACCUPLACER App (\$1.99) has been discontinued.

**The ACCUPLACER Web-Based App (\$2.99) is now available at no charge. It is anticipated that next year the percentage figure for this remaining app will be higher.

When asked which of the resources they used and would recommend to a friend, the big winners were again the College Board (47%), Khan Academy (40%), and My Math Test (30%).

	<u>First-timers</u>		<u>Returnees</u>	
	<u>2014</u>	<u>2015</u>	<u>2014</u>	<u>2015</u>
*ACCUPLACER App (\$1.99)	<1%	<1%	<1%	2%
**ACCUPLACER Web-Based App (\$2.99)	4%	4%	4%	4%
College Board	17%	20%	21%	27%
Goldenrod Sample Test	5%	6%	4%	11%
Khan Academy	9%	18%	16%	22%
My Math Test	13%	16%	19%	14%

(55% of first-timers did not respond to question) / (40% of returnees did not respond to question)

The last question asked where the students got their testing information from. Workign with the averages computed by combining the percentages of first-timers and returnees, most students seem to be getting their testing information either from the Testing Webpage (32.5%) or the mysterious Other category (30.5), which generally equates to school, friend, or family member. The next closest sources are an almost even division between the Testing Office (17%) and the Counseling Office (17.5%). Following behind is the Student Services Info Desk (8.5%). Less than 1% of students venture to either the Humanities or Math Division Offices.

	<u>First-timers</u>					<u>Returnees</u>		
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015 /</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Testing Webpage	31%	36%	22%	38% /	32%	25%	21%	27%
*Other	18%	15%	25%	29% /	13%	11%	27%	32%
Testing Office	21%	18%	20%	15% /	28%	28%	17%	21%
Counseling Office	29%	22%	15%	14% /	30%	24%	16%	21%
Information Desk – Student Services	10%	8%	4%	8% /	11%	7%	7%	9%
Humanities Division Office	0%	<1%	<1%	<1% /	2%	<1%	<1%	<1%
Math Division Office	1%	<1%	<1%	<1% /	2%	3%	<1%	<1%

*"Other" generally equates to school, friend, or family member.

Target Met/Not Met

Yes **No**

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.

<p>Planned Actions as a Result of Assessment & Analysis</p>	<p><i>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.</i></p>
<p>Follow-Up on Previous Planned Actions</p>	<p><i>In 2013-2014, it was suggested that closer communication with high school counselors be established, as the conduit of getting test prep information to students. For 2014-2015, the Office of Outreach and School Relations greatly expanded its range of communication with the high schools, as it had many more resources from which to draw. Though the results seem to be relatively uneven, surely some progress was made, fueling further ideas for next year. As well, communication with students via on-campus ECC counselors should be improved upon, if necessary. And, lastly, it is once again hoped that the Admissions Office batch-file, as delineated in the above section, will finally come to fruition sooner rather than later over the course of the next year.</i></p>

You may attach any documentation related to the SAO and/or SAO assessment (e.g. rubric, survey questions) as a 'Related Document' in TracDat.

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