El Camino College
Service Area Outcomes (SAO) Assessment Report

College Mission: *El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.*		
SCA/Administrative Unit	*Assessment/Testing*	**Date of Report:** *09/14/2015*
SAO Statement(s)	*SAO#2 (2014-2015) – SINGLE PRE-REVIEW QUESTION* *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 pre-reviewing for the placement tests.*	

SAO is Aligned with Strategic Initiatives (check all that apply):

A ☐   B **X**   C ☐   D ☐   E **X**   F ☐   G ☐

SAO is Aligned with Institutional Learning Outcomes (check all that apply):

ILO 1 **X**   ILO 2 ☐   ILO 3 ☐   ILO 4 ☐

Participants in SAO Assessment	*Vicki Lockridge (Testing Office Supervisor), students testing at ECC (on- and off-campus) and students testing at CEC (on- and off-campus).*
Method(s) Used To Measure SAO	☐ **Data Analysis** ☐ **Focus Group** ☐ **Pre-/Post-Test** **X Survey/Questionnaire** *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 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.*
Target/Standard For SAO	*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%.*
Frequency/Timeline of Assessment	*This assessment is to be done once during the Academic Year 2014-2015, between 12/05/14 and 03/31/15 for both campuses. This block of dates was chosen as it is the only time when off-campus high school testing is conducted by both campuses for the Fall.*
Assessment Results and Analysis	**OVERALL RESULTS** 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%. **PROBABLE REASONS FOR CHANGES IN PERCENTAGE TOTALS** **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 **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

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 importance of test preparation was stressed with each 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*)

	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%)
Target Met/Not Met	X Yes □ No
Planned Actions as a Result of Assessment & Analysis	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 aspects of communication with the high school contacts and with the students themselves. 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.
Follow-Up on Previous Planned Actions	*Just about 100% of the suggested actions from 2013-2014 were implemented this year. There were student presentations, orientations, and individual outreach counselors provided to the schools, all of which emphasized test preparation. Sample tests were handed out, as well as a sheet listing various study links. The Director of Outreach and Student Relations made a suggestion, which eventually took the form of offering math tutoring at the on-campus testing location. This project proved extremely successful. Lastly, each school is a bit different in its approach to preparing students for testing. Unfortunately, detailed information regarding the subject is not available at this time. The Outreach and Student Relations Office is to be commended, however, to have attacked the situation from so many angles and have it culminate with such successful results both on- and off-campus.*

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

How to Use this Template: If you wish, you may fill out this template and transfer the information into TracDat once it is complete. This is a WORD document. Fields will expand as you type.

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