

EL CAMINO COLLEGE			
Service Area Outcomes (SAO) Assessment Plan			
Mission: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.			
Unit	Assessment/Testing Center	Date	10/31/12
SAO #1 (2012-2013)	Students will become more aware of test preparation resources through participation in the placement testing process.		
Participants	Vicki Lockridge, Testing Staff, Office of Institutional Research		
Assessment Plan (Include metrics to be collected)	Results/Actions Taken		
<p>This is a repeat of 2011-12's SLO (SAO), which dealt with students' preparation for placement testing. It is being repeated for the purpose of comparative data analysis, in order to see if we will have successfully reached more students this time around and made a difference in their behavioral patterns.</p> <p>This year, we hope to see that the comparison figures increased by at least 10% each. Overall, we hope to show that more students were encouraged to prepare for their placement tests, that the suggested resources were used to a greater extent and that, in the end, the students felt they did better on the tests because of the extra effort.</p> <p>Improvement is expected, as over the last year, communication to students on the topic was aided by two additional things: 1) a link was added to the welcoming ECC e-mail, which refers students to information regarding preparation for assessment tests, and 2) several links were added to the main Testing Webpage for both English and Math test preparation.</p> <p><u>Representative Assessment Type:</u> Students will be surveyed post-testing, as to whether or not they were</p>	<p>Results:</p> <p>For 2012-2013, we surveyed almost the same number of students as the previous year, for the same number of days, and again just one week prior to the start of Fall registration for currently enrolled students. (2013 N=940; 2012 N=992.)</p> <p>Although there was some improvement, it was hoped that the percentages would have gone up more than they did. Our overall target measurement for improvement was 10%. The actual change in percentages ranged from -1% to +8%. Perhaps we were just too hopeful, considering all the work that has gone into encouraging students to prepare for placement testing during the past year. It was disheartening to hear only one student admit that he/she had gotten encouragement to prepare from the web application, which was the only place that included a link leading students to information regarding test preparation and which was sent to all new students applying. Many other students obviously received testing information from the webpage where access to specific study links had been created.</p> <p>Let's look at the survey results. Again, remember, as with the previous SLO (SAO), the survey results have been separated into two groups--first-time testers and returning testers--as responses between the two groups are quite different and elucidating in their own way.</p>		

aware of the resources, used them, and if they felt they improved their testing experience. The survey form, which consists of 10 questions, will be exactly the same except for the deletion of one study resource that no longer exists, and the addition of one new question. The survey period will be the same: 5/7-5/20.

Core Competency:

Content knowledge: Students possess and use the knowledge, skills, and abilities specific to a chosen discipline, vocation or career.

When students were asked if they had been encouraged to prepare for the placement tests, the percentage of first-time testers actually dropped by 1% (58% to 57%), which was a bit surprising. The returning testers went up by 7% (76% to 83%), probably due to the fact that the Testing Staff really presses students to prepare for their re-testing. At least, we gained on one front.

When asked point-blank if they actually prepared for the placement tests, the percentage for first-timers was **exactly** the same—35%, while returning testers went up 8% (65% to 73%), an excellent gain. Obviously, we are dealing with a stubborn 65% with the first-timers! Again, this shows the motivation of the students to review **after** they've attempted the test once. It is clear that the first-timers must be "captured" in some way before testing takes place and be persuaded to review, otherwise we may remain stuck at 35% forever! However, this capture may prove a more difficult task than one might think, as the Testing Staff has actually been strongly informed by some students that they have no intention of ever preparing for the tests, period.

The percentage of first-time students who felt they did better on the test because they studied went up by 8% (28% to 36%), while the returning testers only went up 1% (70% to 71%). 8% was the single largest increase in the survey results—success at last!

The actual use of the six resources suggested to students increased substantially for both the first-time testers and the returning ones. Of those students who indicated that they did use some of the resources, here is the breakdown:

<u>Resources Used Most</u>	<u>2012/2013</u> (1 st timers)	<u>2012/2013</u> (return testers)
ACCUPLACER-TEST	13% / 37%	28% / 46%
ACCUPLACER APP	1% / 6%	4% / 11%
COLLEGE BOARD	10% / 31%	16% / 22%
GOLDENROD SAMPLE	4% / 13%	11% / 15%
KHAN ACADEMY	4% / 14%	8% / 13%
MY MATH TEST	6% / 19%	11% / 19%

It is good to see that utilization increased anywhere from 4% to 24% for each of the resources.

In regard to which of the above resources students could recommend to others, we see that a bit more of the first-time students had an opinion this time around. We can surmise that the 5% increase (65% to 70%) reflects the fact that they had become more familiar and worked more closely with the resources than the group surveyed from 2012. Oddly enough, the recommendations of the returning testers dropped by 1% (69% to 68%). The following is the breakdown for recommended resources:

(Please note: The order is by 2013 1st timers—the highlighted figures)

<u>Recommended Resource</u>	<u>2012/2013</u> (1 st timers)	<u>2012/2013</u> (return testers)
ACCUPLACER-TEST	28% / 28%	37% / 32%
COLLEGE BOARD	28% / 26%	21% / 17%
KHAN ACADEMY	14% / 19%	14% / 14%
MY MATH TEST	16% / 15%	12% / 11%
GOLDENROD SAMPLE	9% / 7%	11% / 9%
ACCUPLACER APP	5% / 5%	5% / 10%

As one can see, the order of general preference for the resources remained almost exactly the same with only a couple of flip-flops.

Students were next surveyed in regard to where they got their testing information. Again, the distribution percentages are quite similar to the previous year:

(Please note: The order of sources is by 2013 1st timers—the highlighted figures)

<u>Testing Info Source</u>	<u>2012/2013</u> (1 st timers)	<u>2012/2013</u> (return testers)
WEBPAGE	31% / 36%	32% / 25%
COUNSELING OFC	29% / 22%	30% / 24%
TESTING OFC	21% / 18%	28% / 28%
OTHER	18% / 15%	13% / 11%
INFO DESK	10% / 8%	11% / 7%
HUMANITIES DIV	0% / <1%	2% / <1%
MATH DIV	1% / <1%	2% / <3%

Again, the order of locations remained much the same with only a couple of flip-flops. The write-in responses for the OTHER choice indicated a wide variety of sources. The most prevalent of these sources were school contact points, friends and other students, and family.

The last question, which was a fill-in, queried students in regard to what other resources they may have used to prepare for the placement tests. Again,

	<p>there were a variety of responses. Most students indicated that they used old textbooks and notes from previous classes; prep books, such as for SAT; other online practice tests; tutors and teachers; and the Plato software in the library.</p> <p><u>Actions Taken:</u></p> <p>As mentioned in the Results Section, in future months, a more pro-active route will need to be taken for the 65% of new students who are not receptive to either passive encouragement (web application) or face-to-face encouragement (by testing and other staff) to review. Perhaps something can be designed that will offer students some sort of motivational reward for pre-reviewing for the placement tests. Perhaps workshops can be set up for students to attend. The logistics would be massive and would need to be worked out.</p>
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03/18/2013; updated 05/29/2013, 05/31/2013