

**EL CAMINO COLLEGE
PROGRAM REVIEW
ENROLLMENT SERVICES
Assessment/Testing Office
Spring 2018**

Program Review

Program Review is a tool used by program personnel to critically evaluate the services offered by the program and to recommend necessary improvements that address the needs of the College or the Center and the community.

Desired Outcomes

Desired Program Review outcomes include: a thorough evaluation of the program's effectiveness using quantitative and qualitative data; recommendations for program improvement (or if appropriate program discontinuance); and placement of the recommendations into the program's annual plan.

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.**
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The Assessment and Testing Office guides students through the assessment process. Assessment is a holistic approach that considers and evaluates multiple measures to determine student placement that is goaled to maximize students' success. The Assessment/Testing Office supports this comprehensive process by providing English, English as a Second language and math computerized web-based standardized test; as well as array of paper-based test. Similarly, the center works collaboratively with several campus entities to share program information to make appropriate referrals and connections for students. These efforts support the College's mission to promote student learning and success. Furthermore, assessment is a gateway to the educational planning process which sets the path for students to begin courses and programs to ultimately achieve their desired goals.

Test takers are consistently offered an array of test-prep materials (available online and via hard copies) and are encouraged to evaluate their individual education objectives, ask questions, receive tutoring, and prepare *before* testing. These efforts help to decrease under placement and unnecessary repeat testing. **(Strategic Initiative A)**

The computerized web-based tests are provided through the College Board ACCUPLACER platform. English, English as a Second Language, and math are all untimed; however, most students take approximately one hour to complete each subject area. The English test has two parts: Reading Comprehension and Sentence Skills. The English as a Second Language includes a Reading Skills section and it contains a hand written essay and an oral (listening and speaking) component, as well. The math exam is an adaptive test; and therefore, the problems are presented systematically where the level of difficulty depends upon how the student scores as he or she progresses through the exam. Students may also take the computerized Math Competency exam to satisfy ECC graduation requirements. In this instance, a counselor evaluation of a student's academic record determines which test is the appropriate.

The Assessment/Testing Office offers the following paper-based tests which include the Ability-to-Benefit, Chemistry, and Contemporary Health. The Ability-to-Benefit exam allows students who do not have a high school diploma or equivalent to become eligible to receive financial aid by demonstrating they would benefit from a respective program. Students who pass the Chemistry exam are able to bypass the Chemistry 4 beginning level course and place directly in Chemistry 1A. Equally, passing the Contemporary Health not only satisfies the Contemporary Health graduation requirement, but a passing score also provides a wider selection of courses from which students may choose.

Assessment/Testing also works alongside the Information and Technology team to safeguard the integrity and accuracy of nightly assessment score uploads. These efforts ensure access of scores by students and other campus entities, supports usage of the MYECC student portal, and the student information system (Colleague) to retrieve testing results and reduce the need for score reprints. The uploaded scores are also necessary for entering prerequisite clearances. **(Strategic Initiatives F and G)**

In addition to testing, the Assessment/Testing Office provides campus-wide basic information and support to streamline post-assessment processes. When students visit or call the Assessment/Testing Office, many times their questions extend beyond testing and tap into all areas of the onboarding process. The office works to prioritize students' needs and to accurately refer them to the appropriate next steps or following service areas. This guiding support may include a warm handoff to counseling for an education plan, the RISE center for orientation, Admissions and Records for demographic changes, assistance with petition processes, a referral to the Humanities or Math Division offices, navigation of the El Camino College website (MYECC)

or answers to questions regarding registration, semester start dates, and much more. **(Strategic Initiative B)**

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

The student population served by the Assessment/Testing Center is derived from the district's own diverse community. The following data was obtained directly from the testing platform ACCUPLACER database. It covers the most recent three-month peak-period of testing from June 1, 2017 to August 31, 2017 and includes responses from the 5,634 students who tested between these dates.

Gender

The reported number of males and females were both 50% with 0.5% electing not to answer.

High School Graduates

86% of the test takers were high school graduates and 6% were still in high school when tested. Four percent indicated that they received a General Education Development (GED) certificate while 2% reported not having graduated from high school or receiving a GED; 4% declined to respond altogether.

The majority of the students who utilize the Assessment/Testing Office are recent high school graduates. The Office of Outreach and School Relations visits the high schools in our service area and many students are tested at their school site. In the past, when students tested below college level they would come to the Assessment/Testing Office to retest in hopes to improve their scores. With the legislative changes the number of retesting student will go down. (3/30)

Self-Description

The self-description breakdown was as follows:

	<u>Student Count</u>	<u>Percentage</u>
American Indian or Alaska Native	32	0.6%
Asian, Asian American or Pacific Islander	526	0.9%
Black or African American	1,189	21%
Mexican or Mexican American	1,597	28%
Multicultural	307	5%
Other Hispanic, Latino, or Latin American	1,334	24%

Puerto Rican	17	24%
White	377	7%
Other	113	2%
I CHOOSE NOT TO ANSWER	142	3%

Language Known Best, Language First Spoken

In response to the question, what language do you know best, “English only” ranked first at 49.88%, “English and another language about the same” came in at 41.35%, “another language rather than English” scored at 7.78%, with 0.99% choosing not to answer. In conjunction with this question, they were also asked, what language did you learn to speak first, with the following responses: English only (48.46%), another language (26.06%), English and another language (24.31%), with 1.17% choosing not to answer.

Majors

In regard to majors, the top ten, in order, with the largest percentage first, included Undeclared (30.71), Nursing (7.70%), Business Administration-Transfer (4.26%), Business Management – AS (4.09%), Psychology – Transfer (2.93%), Biology – Transfer (2.74%), Computer Science – Transfer (2.19%), Psychology – AA (1.93%), Radiologic Technology – AS (1.82%), and Administration of Justice – AS (1.69%).

Financial Aid

Lastly, 80.94% indicated that they intended to apply for Financial Aid, while 19.06% said they did not.

*The data derived from ACCUPLACER provided by Institutional Research and Planning Office.

3. Describe how interaction with program helps students succeed or meet their educational goals.

Assessment/Testing is one of the first offices students visit as a part of the onboarding process. Many students inquire about testing shortly after applying to the college and before registering for courses. Students who visit the Assessment/Testing Office are provided with a range of information including:

- requirements for testing
- exemptions and instances where there is no need to test

- immediate score reports and recommended placement
- explanations and information on petition processes for repeat testing
- information about other support programs, tutoring, and counseling

Presently students and counselors use testing scores and placement information to help develop education plans. A counselor is now made available 2 to 3 times per week in the Assessment/Testing Office. Students can receive walk-in counseling for quick questions or for abbreviated education plans without having to make an appointment. Tutoring services are also available in the Assessment/Testing Office.

4. How does the program interact with other on-campus programs or with off-campus entities?

The Assessment/Testing Office interacts with several other programs and support areas as well as off-campus entities:

- Admissions & Records Office (update testing information distributed by Admissions to students; request assistance regarding individual students, assistance with combing duplicate records),
- The Office of Institutional Research and Planning (supplying metrics),
- Math Division (coordinating testing for special projects and groups)
- Humanities Division (providing assessment data to determine additional course section offerings)
- International Student Program (provide placement testing for all new incoming international students twice per year)
- El Camino Language Academy (provide placement testing and the TOEFL ITP Exam)
- English as a Second Language Program (proctoring & scheduling)
- Special Resource Center (refer students who need test accommodations that can only be provided by them; receive documentation regarding students requiring additional testing time for paper-and-pencil exams)
- Office of Outreach and School Relations (interact regarding off-campus online testing during the months from December through May for summer and fall),
- Counseling Division (refer students after completion of placement tests; share testing space for counseling meetings and workshops, provide tables for level prerequisite clearances for both English and math)

- Institutional Research & Planning (testing validation and disproportionate impact studies)

ADMISSIONS & RECORDS

The testing office supports Admissions and Records with correcting duplicate student identification numbers by transferring scores and levels. The office communicates with the registrar to support students with sensitive issues and demographic corrections.

INTERNATIONAL STUDENT PROGRAMS/LANGUAGE ACADEMY

The Assessment/Testing Office works with the International Student Programs and the Language Academy for the administration of the TOEFL Paper-Based Test. The Assessment/Testing Office receives, administers, scores, records, and ships the TOEFL paper-based examination. This test is given to International students and used a measurement of English development and readiness. Students with a TOEFL score of 450 PBT or higher are eligible to apply for an academic program at El Camino. Many students transition from the Language Academy program to El Camino College as full-time non-resident students. The TOEFL exam is administered 2 to 3 times a year.

TOEFL Administrations	Test	Number of Test takers	Academic Year	ECLA Transfers to ECC
2017-2018*		13	2017-2018*	12
2016-2017			2016-2017	54
(fall'16, spring summer '17)		41/44/48		
2015-2016		67	2015-2016	67
2014-2015		68	2014-2015	68

*The data is manually derived from International Student Programs and Language Academy.

ENGLISH AS A SECOND LANGUAGE PROGRAM

The English as a Second Language (ESL) Coordinator oversees the ESL assessment process. The English as a Second Language Coordinator, Jelena Savina's, has an office in

Assessment/Testing Center and the support between programs extends beyond sharing a physical space. The ESL program receives a considerable amount of assistance from the Assessment/Testing Office. The ESL examination is a two-part test. The first part of the test is a Reading Skills test that is administered on the computer through the ACCUPLACER platform. Students who elect to take the ESL Part 1 one are serviced by the Assessment/Testing staff. The Assessment/Testing Office staff also supports the ESL Program by scheduling the second part of the ESL Assessment, which includes the written and speaking portion of the exam. The ESL Coordinator sets a schedule with ESL faculty members who participate in the assessment process by administering the oral interviews and grading the writing samples. In addition, the coordinator is responsible for managing Part 2 of the ESL testing which includes an information workshop. Because we have a multi-lingual staff that is fluent in various languages including Japanese, Korean, Russian and Spanish many ESL students requests the Assessment/Testing staff to translate and answer questions during this portion of the exam. Finally, the ESL coordinator also facilitates International Student Placement (ISP) two times a year. The Assessment/ Testing staff helps with the administration and proctoring of the exam, as well.

SPECIAL RESOURCE CENTER

The Assessment/Testing Office interacts with the Special Resource Center to help meet the needs of students with disabilities for testing purposes. Both offices work together to provide students with information regarding testing accommodations and scheduling. Students with disabilities always have a choice to test either in the Assessment/Testing Office or in the Special Resource Center. The Assessment/Testing Office works to provide timely information and materials to ensure a seamless testing experience is provided irrespective of where students elect to test. The ACCUPLACER exam has a companion test for both English and math that is provided in braille to support students who are visually impaired and CDs are available as well.

OUTREACH & SCHOOL RELATIONS WARRIOR WEDNESDAYS/ ONE-STOP / REGISTRATION

Assessment/Testing has a longstanding collaboration with Outreach & School Relations. The Assessment/ Testing Center staff sets up off campus accounts in ACCUPLACER and provides the Outreach staff with log in and password information. Likewise, when the Outreach staff is in the field they rely on Assessment and Testing to reset password and to correct student ID log in errors. The Assessments Center staff sets protocols, provides training for, and processes the paperwork for all off-campus administrations.

Assessment and Testing has become increasingly more collaborative and connected to other departments on campus. Beginning with spring 2017 the Assessment/Testing Office has worked closely with the Counseling Division, the RISE Center, and the Office of Outreach and School Relations to participate in the One-Stop Warrior Wednesday Registration days. These events provide an opportunity for incoming students to complete the core services of orientation, assessment, and counseling for education plans in a single visit to the campus. This process may qualify students for priority registration.

WARM HANDOFF

In response to the College's Process Improvement Study, (conducted by an outside entity) which indicated that the college needed to focus on the human touch, the Assessment/Testing Office has expanded our customer service. Students are not merely handed score print outs. The Assessment staff spends some individual time with each examinee pointing out tests scores and the recommended placement established by the academic departments. This interaction provides some opportunity for students to ask questions and gets students thinking about their next steps. The Assessment/Testing Office has adopted a warm handoff practice wherein students are given additional care in locating other offices, understanding procedures for registration appointments, immediate score uploads for registering, recognizing add and drop dates, etc.

OTHER COMMUNITY COLLEGES

Students who have previously tested at other colleges may request to have their scores used for placement here at El Camino College. Students are able to submit raw scores from other colleges, which use the ACCUPLACER testing platform, to demonstrate placement readiness for El Camino College. The Assessment/Testing Office works with students and other community colleges in securing these scores. This process prevents students from unnecessary retesting and allows them to move through the steps of enrollment much faster. The Assessment/Testing Office ensures the scores from other colleges are manually added to our student information system (Colleague) for use by the student and other campus entities.

SATELLITE TESTING

The Assessment/Testing Office also works with other colleges and communities to facilitate satellite and off-campus testing. While Outreach and School Relations facilitates the off-campus testing at the service area high schools, there are instances when students from

other states inquire about remote testing. Using a voucher system available in ACCUPLACER students who live in other states seeking admission to El Camino can test at their local college campuses using our ACCUPLACER units. This service is convenient for the students and the scores are included in our regular ACCUPLACER reporting data.

COLLEGE BOARD--ACCUPLACER TESTING PLATFORM

The computerized web-based testing platform, used by the Assessment/Testing Office, ACCUPLACER is made available via the College Board. Using this testing platform students are administered computerized exams in math, English, and English as a Second Language. This system permits students to take the exams in a secure mode and prints a raw scored report that aligns with the course placements for El Camino College. ACCUPLACER also allows the Assessment/Testing office and other campus entities to access data. Programs such as Outreach & School Relations, Institutional Research, Puente, EOP&S, and CALWORKS & CARE use ACCUPLACER to create queries for reports to track trends and monitor the students they serve.

The Assessment/Testing Office communicates regularly with the College Board for information updates and technical support services. The College Board is currently advancing their system and the current version, known as Classic ACCUPLACER, is set to expire in January 2019. At that time, all colleges will be required to use the updated system known as Next Generation ACCUPLACER. Again, California Community Colleges are waiting to learn if this instrument will be approved by the Chancellor's Office. With this in mind, there is also some ambiguity with whether the El Camino College will use some other software package or continue with ACCUPLACER for data collection and placement purposes. Clear direction will need to be provided before the new fiscal year to determine whether or not to purchase additional testing units.

COMPTON CENTER

The Assessment/Testing Center staff works closely with the El Camino College Compton Center's assessment staff. Our staff is responsible for the full administration of the ACCUPLACER testing website used by the Compton Center. We manage all their personnel accounts and testing units. We also help them troubleshoot and resolve all assessment related issues. The nightly upload of scores performed by our staff also includes scores from the Compton Center. The Compton Center Admission and Records office also requests help with combining student records and resolving issues related to assessment-based screens in Colleague.

5. List notable achievements that have occurred since the last Program Review.

COLLABORATION WITH JUST IN TIME MATH TUTORING

The Assessment/Testing Office encourages students to review previously learned skills before testing and to take advantage of the many resources on campus. The office works in collaboration with the Math Division and Counseling (SSSP funding) to have math tutoring available in the Assessment/Testing Office. This service is particularly helpful for students who may require a refresher and it is encouraging for students who are hesitant about math testing or courses in general. Students do not need an appointment and are free to drop in during the tutoring hours. Moreover, the services are provided irrespective of whether the students plan to test.

COUNSELING COLLABORATION/ ABBREVIATED EDUCATIONAL PLAN

In the past, following testing, students were given their testing score print out and advised to visit a counselor, complete orientation, and register. With scores in hand, students were left to take the initiative to complete these steps. Many times students return to the testing office frustrated because they learned that they needed an appointment to receive an educational plan, lines were too long, or they simply went to the wrong office or building. Recognizing the need for counseling assistance immediately following testing, the Assessment/Testing Office initiated collaboration with the Counseling Division to make a counselor available in the Assessment/Testing Office. Beginning in March 2017 a counselor has been stationed in the Assessment/Testing Office. This effort began with one day a week and has advanced to 2 to 3 days per week. Students do not need an appointment to see the counselor and are served on a first- come first- serve basis. Students are able to receive abbreviated educational plans, information about support programs and upcoming registration dates.

***Summer 2017**

June 35 abbreviated ed. plans	July 147 abbreviated ed. plans	August 140 abbreviated ed. plans
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***Fall 2017**

8/28/17 – 1/3/17	287 students serviced	223 abbreviated ed. plans 4 comprehensive ed. plans
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***Winter 2018**

1/4/18- 2/9/18	203 students serviced	153 abbreviated ed. plans 1 comprehensive ed. plan
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*The data is manually derived from the El Camino College Student Educational Plan carbon copy records maintained by Admissions & Records.

Moving forward, Assessment/Testing would like to track the data of all students who receive an education plan to determine how many actually registered for the following semester. Students who have not yet registered will be contacted and offered additional support and information about how to continue on their individual paths. This extension of service will require some adjustments in the office support staff as explained above.

Due to the heavy summer traffic period, beginning in the summer of 2018, the Counseling Division and the Assessment/Testing will pilot group counseling in the Assessment/Testing Office.

OUTREACH ONE-STOP REGISTRATION COLLABORATION

This first One-Stop registration day event reached out to approximately 3031 students who had not met orientation, assessment or educational plans. The event yielded 253 orientations, 283 assessments, and 295 educational plans.

The winter 2018 term was the first opportunity where the Assessment/Testing Office participated in the Saturday one-stop event. The office was able to administer both the English and math placement exams. Following the testing, students' scores were immediately entered into our student information system (Colleague) for use by counselors to create education plans for the students. This collaboration has continued and includes support from the Counseling Division, Outreach and School Relations, and the RISE Center to

provide these core services weekly on Wednesdays from 1pm- 5:30pm to through the month of May.

*The data is from Outreach and School Relations and ACCUPLACER Testing Platform.

PROCEDURAL PROCESS/ELIMINATION OF ADDITIONAL SIGN-IN SHEETS

In an effort to decrease the time wait time and improve customer service, the Assessment/Testing Office has eliminated the paper sign-in sheet for the ACCUPLACER computerized testing. In the past, students were required to complete a demographic testing card and sign an additional sign-in roster, which contained similar information. Instead, the testing demographic card has been updated to include the missing information contained on the sign-in roster. Eliminating this redundant and cumbersome added step enables students to receive faster service and the effort also cuts back on paper which was another recommendation made in the college's process improvement study. The new method is environmentally sensitive yet maintains the integrity of the sign-in process.

STAFF MEETINGS & IN-SERVICES

The Assessment/Testing Office has a relatively smaller staff in comparison to other areas: there is (1) supervisor (3) full-time and (5) temporary classified. The office regularly schedules staggering work shifts to ensure coverage and therefore; not everyone is in the office with the same schedule. With this in mind, in the past, staff did not have opportunities to meet together collectively. Beginning in January 2017, the desire to have staff meetings was expressed. The staff wanted to be kept informed about changes, exchange ideas and learn more about events across the campus. At first, there were several meetings scheduled throughout the day; but the meetings were inconsistent and did not accomplish the goal of meeting collectively. The office shifted and has been able to close early on (2) two Fridays to meet together. To date, staff has received in-services on Family Education Rights and Privacy Act (FERPA), review on delivering test scores and information sharing with students (for uniformity and accuracy), safety, Common Assessment Initiative, changes with legislation, such as AB 705, and other college-wide efforts. The meetings also provide opportunities for making connections which foster trust and collaboration among team members. The staff has shared openly in meetings that they feel more involved and are abreast of things which affect the office.

**6. What prior program review recommendations were not implemented, if any, and why?
What was the impact on the program and the students?**

COMMON ASSESSMENT INITIATIVE

The Common Assessment Initiative was a grant-funded effort, supported by the Chancellor's Office, which sought to create a common test for English, Mathematics, and English as a Second Language in a centralized database designed to reduce student retesting when students transfer or switch from one California Community College to another. This system was set to begin fall 2016 for spring 2017 placement. The initiative was abandoned and therefore not implemented. (Discussed in more detail below)

COMPUTER MONITORING SOFTWARE

The Assessment/Testing Office was approved to purchase a computer monitoring software for 2017-2018 fiscal year. This initial request for the software was based on the need to prevent students from accessing the internet and other sources during examinations. After an inquiry with our Information and Technology area it was learned that the College already has licenses for the NetOps software. This software allows users to monitor multiple computer screens while they are in use by others. Also, the need for the software was lessened by the introduction of the Common Assessment Initiative (as the office anticipated this element would likely be built into the Common Assessment platform) and then after Common Assessment was abandoned the necessity for the software was still almost moot because, although staff cannot view the students' computer monitors with ACCUPLACER, it does prevent students from accessing the internet when in use. For these reasons, additional software was not purchased. Instead, Technical Services installed the NetOps on the Assessment/Testing computers. The Assessment/Testing staff can log on to workstation computers and view activity of the computers in the computer lab.

Program Environment

- 1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?**
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The Assessment/Testing Office is dedicated to providing an inviting atmosphere for students, colleagues and community members alike. The office is located in the Student Services Building on the second floor in room 217.

The center is divided into two main areas that are separated by the staff greeting and service area. One of the main areas is dedicated for the computerized testing and the other is for the paper-pencil tests. Upon entering the center, visitors are met by 2 to 3 Temporary Classified staff members and the 1-2 full-time Clerical Assistants. This is the main office where students are given information and sign-up to test. The computer room has a door to close off from the main office. It houses (44) forty-four individual computers and has additional seating along both sides of the room. The students use the computers to take the computerized web-based examinations.

There are also (4) four individual private offices located in the computer room. One office has been designated for the Counseling Division's use, the Assessment/Testing supervisor, the Assessment Center Assistant and the ESL Coordinator. Room 218A is located on the opposite side of the main office. This room is used by the Assessment/Testing Office for the paper-pencil test administrations. It is also frequently requested for use by other campus entities for meetings, trainings and student orientations. The entire Student Services building is set to be demolished and all offices will relocate to the new structure in the mid or latter part of 2018. The set up in the new building will mirror the current office. The workspace is set up almost identical to the current work environment.

**2. Describe the number and type of personnel assigned to the program.
Please include a current organizational chart.**

The Assessment/Testing Office has (1) one full-time supervisor, one (1) full-time Assessment/Testing Assistant, and two (2) full-time Clerical Assistants. The office also utilizes five (5) Temporary Classified staff and four of the five have been with the center for many years. Despite budgetary challenges in previous years, the office has been fortunate to maintain the Temporary Classified support when needed. The Assessment/Testing staffing as a whole represents El Camino's culturally diverse student population which includes persons of African-American, Anglo-Saxon, Indian, Korean, Japanese, Latin, Mexican-American and

Russian descent. Students are able to receive information in English, Spanish, Japanese, Korean, and Russian.

3. Describe the personnel needs for the next four years.

As legislation is changing the Assessment/Testing full-time staffing needs are evolving and may require some evaluation of duties and or office logistics. Currently, the office has (4) four full-time employees: (1) supervisor, (1) Assessment/Testing Assistant and (2) Clerical Assistants. With regard to the Clerical Assistant duties, while they are necessary to effectuate the day to day responsibilities of the office, the demand for increased interaction among students and other campus entities now requires expanded support.

The office will be compelled to make the changes to our systems and increase our services to include scheduling and handling processes that save students time, hassle, to move them faster and more efficiently through the onboarding procedure. Undoubtedly, as the college works to implement new legislation (AB 705 discussed later) and Guided Pathways many other areas will require additional support to meet full compliance for funding and student success.

Assessment Onboarding Care Partner

An Assessment Onboarding Care Partner position can build on the knowledge of the testing procedures and current systems and incorporate some new major impacting efforts to create opportunities for extended services. This effort ultimately will require some added trainings and overviews of other campus entities; however, the long-term impact of the collaboration would close many areas where students become bottlenecked. Ideally, because the office is one of the first stops for many students, both full-time day positions should be considered and trained accordingly.

- **Immediate Score Inputs One-Stop Registration Events**

Currently, after students test they are given a manual score report print out of their testing results and the recommended placements determined by the English and Math Departments. As it stands, testing scores are then uploaded into the student information system Colleague in overnight batches. The office only manually uploads

test scores on as needed basis and during busier times like in the beginning of a semester. Similarly, when the College hosts Warrior Wednesdays or One-Stop registration events scores are manually uploaded in the system immediately following testing. It is extremely important that the testing scores are interpreted and inputted correctly. These events require the Assessment/Testing staff to serve as a technical resource to students and other college entities for blocked out portions of the day. Counselors cannot provide clearances if the scores are not in the system; and students will be unable to register. As the college continues its Outreach efforts the need for the additional support will be greater.

- **English as a Second Language Information Workshop Support**

The Assessment/Testing office currently supports the ESL program with facilitating the processes for Part 1 of the ESL exam. Similarly, the office makes the appointments for the second part of the exam. Many ESL students request and require assistance in their native languages. As previously noted, between the part-time and full-time staff, the Assessment/Testing office speaks (5) five or more languages fluently. Since our College serves a high population of Spanish speakers it is befitting to offer the ESL information Workshop in Spanish. The Assessment/Testing Office wants to support this effort.

- **Expanded Proctoring Services**

Assessment and Testing is seeking to broaden proctoring services to support faculty with make-up or missed examinations. In the past, the office has been asked to administer missed or make-up examinations; however, our current staffing needs do not afford the office the ability to provide the service. Proctoring missed or make-up examinations, for no additional costs to the students, would prevent students from paying additional proctoring fees and free up time for faculty time.

Similarly, the Assessment/Testing Office was a testing site for outside entities like College Board for the administration of the S.A.T. and other standardized test. The Center is open to resurging some of these efforts to generate more activity and visitors on campus and to extend our services within the community; however, this initiative would require extended support from the Assessment/Testing staff.

- **Late/ Evening Orientation**

The Assessment/Testing used to do orientations in the past. In discussions with other department entities the idea was shared to eventually offer different Orientations to address the different El Camino students. The Assessment/Testing Office currently closes at 7pm on Wednesdays. As such, our office could provide in-person orientations for the working or re-entry student and other students who need later evening services.

- **Warm Hand off/Counseling Appointments/Registration and MYECC Support**

There are a myriad of services students may require after they have tested. Too often students are sent on a maze only to arrive to their next destination unclear as to exactly what they need. The Assessment/Testing Office has adopted the warm handoff approach wherein we take an extra step to ensure students have clear instructions and are referred to the right person or office. To fully be effective the office will need to increase knowledge of campus entities and understand the basic policies and the enrollment process as a whole. This more hands-on approach reinforces the message to our students that we are collectively working together for their support and improve our customer service overall.

4. Describe the facilities needs for the next four years.

Since Assessment and Testing will be relocating to the new Student Services Building the facilities needs should be satisfied for the next four years and beyond. The new set up is matched closely to the current Assessment environment; and therefore, there does not appear to be any additional needs at this time.

5. Describe the equipment (including technology) needs for the next four years.

The (44) forty-four computers were replaced or updated in summer 2011 and continue to be in good working condition. The computers may require additional updates; but should continue to support the ACCUPLACER platform for the web-based testing. If other instruments are

approved there may be a need to reevaluate them at that time. All the full-time staff computers are being replaced prior to the move to the new building.

6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

The Assessment/Testing Center has two sets of hours—regular Office Hours and the more specific Testing Sign-In Hours:

Office Hours:

Monday, Tuesday, Thursday: 9:00 am - 6:00 pm

Wednesdays: 9:00 am - 7:00 pm

Fridays: 9:00am - 4:30pm

Testing Sign-In Hours:

Monday, Tuesday, Thursday: 10:00 am - 4:00 pm

Wednesdays: 10:00 am - 5:00 pm

Fridays: 9:00am - 1:00pm

The office are the hours that the office is physically open and available to students to ask questions, receive score reports, pick up study materials, petition forms and make appointments for the paper-pencil tests.

The testing sign-in hours are the time-frames when students can come to take the test web-based computerized English, ESL Part 1, or mathematics tests. Although the ACCUPLACER is untimed most students take about an hour to complete each subject. As a result, the office ends the time period upon which students may sign-up to test so that they may have at least one hour to finish testing should they elect to take both the English and math portions.

Many times if a student arrives after the sign-up cut-off time, we may offer him/her the option of being able to take one test (instead of two) or perhaps one section, depending upon how late he/she has arrived. The student may then come back another day to take a second test, if required. Similarly, exceptions have been made in extenuating circumstances.

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7. Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?
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Leadership Changes

It should be noted that the Assessment/Testing Office has experienced a great deal of changes in leadership over the past two years. In December of 2015, the direct supervisor of 44 years, retired from the Assessment/Testing Office. Subsequently the office was without a full-time supervisor from January 2016- December 2016. Then upon gaining a new permanent supervisor January 2017; the Dean of Student Support Services also left the College approximately two months later. The office was then led by an interim dean (for a few months) before the appointment of the permanent dean. At that time the office moved from Student Support Services to Enrollment Services. Despite these shifts, the Assessment/Testing Office managed to maintain steady testing numbers, increase its collaboration with other offices, and provide consistent support to the students we serve.

Common Assessment Initiative—Subsequent Abandonment

Assessment and testing has also experienced major shifts in the legislation stemming from the Chancellor's Office. These changes have impacted the concentration efforts for the Assessment/Testing Office. Most notably, the center spent about two years preparing for the Common Assessment Initiative wherein the Chancellor's Office proposed to implement one common standardized testing instrument amongst all California Community Colleges.

The instrument was aimed to roll out fall of 2016 for the pilot colleges. As a result CA Community Colleges Testing Centers allocated a lot of time working to understand the project's goals and expectations; and our office was equally dedicated to these efforts. In March 2017, El Camino hosted a Common Assessment Professional Development Regional Meeting. Colleges were encouraged to send teams comprised of English, ESL, Math, Reading and Counseling Faculty, Researchers, Assessment Center Staff and Coordinators, IT Personnel and Administrators. As urged by the Chancellor's Office, El Camino initiated a Common Assessment Implementation Team. This team was established to develop strategies, timelines to prepare for transition. As a part of the team, the Assessment/Testing office participated fully in the meetings

and worked to form connections with pilot colleges to develop and strategize for operational systems. After several pushed start dates the effort was ultimately abandoned December 2017.

AB 705

“AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe by utilizing assessment measures that include high school performance to achieve this goal.”

AB 705(Irwin) – Seymour-Campbell Student Success Act of 2012: Assessment. Chapter 745, Statutes of 2017

AB 705 mandates community colleges use high school performance information when evaluating student readiness for college-level English and math placement. Furthermore, the measure disallows placement in remedial courses without justification that the student is highly unlikely to succeed in college-level placement. As a result, the Math and Humanities Divisions are working to determine new standards for incorporating high school data including establishing how the information will be collected, stored and applied. It has yet to be determined whether the college will continue to use the current testing platform. There remain many unanswered questions about how the College will receive the high school data, where the information will be stored in into which student information system and how it will be determined which students will require support after placement and much more.

Again, addressing the AB 705 legislation, our office will need to shift and expand our focus to areas beyond giving a placement exam for actual placement into courses. In that case, the current test – ACCUPLACER – or other approved and valid testing instrument may and should be provided as an option to incoming students for diagnostic purposes. The ACCUPLACER suite of exams includes a set of diagnostic tests as well as placement tests. The utilization of the diagnostic exams may be of tremendous value to point out very specific areas of English and or Math skills to demonstrate the requirement of additional academic support. With a diagnostic report, a faculty member or academic support staff personnel (i.e. tutors) can precisely gear instructions based on each individual’s need. The Assessment/Testing Center would play an integral part in this process by administering and proctoring these tests, explaining the results, and giving a warm handoff and referral to appropriate follow up services.

RESTORATION OF FUNDING

In 2013-14, a permanent restoration of \$5,000 was requested for the Assessment/Testing Center budget for the hourly Temporary Classified has not been permanently restored. (It should be noted that funding has been made available through SSSP to support this need.)

The future changes with SSSP funding will continue to impact the Assessment/Testing Office as the Chancellor's Office has indicated additional cuts and changes to allocation may be expected in the 2018-2019 fiscal year and beyond. Although districts are granted have two full years to expend our allocations, ECC no longer has carry over. Consequently, as our budget matches the fiscal year and one-year allocation. The College will learn more of the budgetary effects this coming May.

Service Area Outcomes (SAOs)

1. List the program's SAO's.

1. Students will become more aware of test preparation resources through their participation in the placement testing process.
 2. Upon comparison of responses to a local question newly added to the ACCUPLACER background questions, it will be determined which group(s) of students should be targeted more effectively regarding pre-reviewing for the placement tests.
 3. Communication with English as Second Language (ESL) students, following assessment, will be improved by instituting changes suggested by the indicated outcomes.
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2. How were the SAOs developed? Who was engaged in the creation of the SAOS?

The Service Area Outcomes listed above were derived from a collaborative effort of the Assessment/Testing staff and the previous Assessment/Testing Supervisor made the final determination. Similarly, some ideas also came from other Assessment/Testing Offices.

3. How often are the SAOs assessed and who is engaged in the discussion?

As there was no permanent Assessment/Testing Office Supervisor from January – December of 2016, there was no survey administered in May of 2016 and the data from ACCUPLACER was also not pulled and assessed for January- March 2016. (No 2015-2016 Academic Year Report) Since the current SAOs do not speak to the current direction of the office they will be updated.

A survey was, however, administered spring 2017 for SAO #1. A little over half of the test takers indicated they “pre-reviewed for the placement tests.” Similarly, 70% indicated they were encouraged to prepare for the placement tests. In reviewing the wording of the survey in comparison to the SAO the two do not align. The SAO indicates that students will increase awareness of resources by moving through the placement process. The survey question only asks if students were encouraged to prepare for the test. The encouragement could have stemmed from other avenues. It may have been better to specifically ask if the Assessment/Testing Office specifically encouraged the preparation either from an in-person visit, through the website or materials. There are additional areas where the survey questions are too vague and the connection between retrieving the data and planning for program improvements is unclear. The survey will be revamped to better match the SAOs and emerging needs and goals of the Center.

The making of the new SAOs will be centered on customer service and be led by the changes in legislation and the emerging new trends. Like the past SAOs the development of the new ones will be a collaborative effort which includes input from the dean, the Assessment/Testing staff, and the supervisor.

*The data is derived from Institutional Research and Planning. (Please see attachment.)

4. What has been done if the SAO assessment results were not as anticipated?

It is unknown what has been done if the SAO assessment results were different than anticipated.

From the data and information in previous reports the data has been used to improve the office's delivery of information regarding tests preparation. Previous reports also suggests the data is used to improves services of the office overall and this will be the case going forward.

5. Where are the SAOs assessment results shared with the staff, students and the public?

The Service Area Outcomes are shared with the staff meetings and via e-mail. The students and the public may view them on-line or in the Assessment/Testing Office upon request. There is no physical waiting area or seating within the current Assessment/Testing Office. In the new building, however, there is small seating area and additional counter space. The Program Review binder will be placed in the open and more readily accessible in that space.

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

The SAOs assessed here are repetitive and have been applied to the office for quite some time. While they may have been appropriate at that time because of the changes in assessment across all California Community Colleges, they are no longer relevant. To illustrate, the first SAO: Students will become more aware of test preparation resources through participation in the placement testing process does not support the direction of assessment and testing. Since the high school data will likely help place a larger pool of students into college-level courses there must be a shift from placement test preparation to student backing in the onboarding process, support with course completion and perhaps opportunities to take mock or practice examinations that are similar to the ones students will take in the transfer-level math and English courses. Because the changes are very recent the new SAOs will have to be determined after more clear instructions are given from the AB 705 implementation team and from the College's leadership following the submission of this report.

Program Improvement

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

Counseling Collaboration

As noted above, a main improvement achieved was the collaboration of the Assessment/Testing Office and the Counseling Division. It was noted in the last program review that students expressed the desire to seek counseling immediately following testing; however, beyond a referral no counseling was provided in the Assessment/Testing Office. This collaboration has been well-received by the students and the Counseling Division. The impact is reflected in the increase of education plans.

Warm Handoff

The warm handoff process has also proven to improve the program. In the future a customer service option will be integrated into the program to track the student responses and feedback. Many other areas have already begun to use the language and practice of the warm handoff practice.

More Efficient Sign-in System

The last Program Review included in the program recommendation a process that supported a more efficient student sign-in system for peak periods. The elimination of the additional demographic sign-in roster has reduced the time it takes to sign in students to tests, reduced paper and wait times for students.

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

Metrics is used by the Assessment/Testing to office to track how many students take the English, English as a Second Language and math tests. This information is helpful for predicting peak office times which is used to make budgetary predictions for staff scheduling. The metrics are also helpful for the English and math departments in determining which classes may require additional or reduced sections for various courses.

As illustrated below, beginning with the fiscal year 2013, to present, over 13,000 tests per year were administered to El Camino students. Testing has played a vital role in the educational process. (Metrics derived from ACCUPLACER Testing Platform)

	2013-14	2014-15	2015-16	2016-17	2017-18
JUL	1,863	1,915	1,953	1,657	1,618
AUG	1,722	1,565	1,756	2,111	1,859
SEPT	256	247	236	242	189
OCT	302	270	246	168	138
NOV	651	595	582	408	331
DEC	1,135	1,082	980	565	712
JAN	1,409	1,128	1,357	1,256	1,130
FEB	643	870	868	1,237	1,099
MAR	1,519	1,571	1,503	1,004	966
APR	1,199	1,398	1,058	1,593	
MAY	1,585	1,399	1,451	1,316	
JUN	1,775	1,686	1,542	1,749	
GRAND TOTAL	14,059	13,726	13,532	13,306	

*The data is from ACCUPLACER Testing Platform.

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.

In the past, the Assessment/Testing Center evaluated patterns of persistence and success in analyzing how students who re-tested performed the second time around. Previous data demonstrated that those students tend to score higher and place into higher-level courses. With change on the horizon, students will not retest in larger numbers as it will be unnecessary. As the office continues to work with the Counseling Division Assessment and Testing will track students who are referred or receive counseling services from Assessment/Testing; yet still do not register or begin classes. This practice will generate useful data to track student retention and hopefully provide opportunities to reach students who may ordinarily lose touch with the College.

Customer Service

Administer a customer service survey to the students or colleagues, if applicable. Please submit the survey the semester prior to submitting your program review.

A customer service survey was not conducted.

1. How was the survey conducted? Please include a copy of the survey to the appendix.

N/A

2. What were the major findings of the customer service survey?

N/A

3. Describe exemplary services that should be expanded or shared with other programs.

The Assessment/Testing Office works to provide exemplary services to our colleagues and students. The practice of extending beyond our own offices should be adopted campus-wide because we are one community.

4. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Customer Service Survey

The current survey only evaluates the Service Area Outcomes; however, it does not provide an opportunity for students and visitors to assess their experience, the staff or environment of the

Assessment/Testing Office. It is imperative that the program create a survey that allows students to describe their Assessment/Testing Office experience. This information is vital to assessing the strengths and weaknesses in the office.

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 strengths.

Assessment is one of the core services identified in the Student Success and Support Program (SSSP) established by the Seymour-Campbell Student Success Act of 2012. Since its enactment, the utilization of standardized testing, particularly for English and math, (along with other measures as mandated by Title V) has been a main assessment source to determine students' readiness for college-level placement. Overall, the Assessment/Testing Office supports the college's mission to make a positive impact in the lives of others by providing assessment opportunities and information to help direct students on their individual paths. Likewise, the efforts of the Assessment/Testing Office align with the college's vision to be the college of choice and inspire individuals by consistently upscaling our service to extend beyond testing. The office plays a vital role in disseminating campus-wide information and works to close loops where many students likely become bottlenecked or overwhelmed with processes.

2. Summarize the program's areas that need improvement.

The office web page also needs some major work. There is too much information provided in paragraph formation and some of the verbiage is redundant and excessive. Aesthetically, there are not enough icons; and, therefore it lacks ease of reference. Similarly, an online sign-up system must be developed for students who want to register for paper-pencil examinations. Currently students who have to physically come to the Assessment/Testing Office to schedule to take a paper pencil exam.

A review of the current staffing with a close comparison to the changes in legislation and the campus community would be helpful to lay out projections for the future goals of the office. As it stands, Assessment/Testing across California Community Colleges is swarming with unknowns. It is impossible to map a long-term projection under these circumstances. As such, this Program Review is a living document that will have to be revisited and updated long before the four year mark. As the Chancellor's Office clarifies AB 705 and provides clearer direction of how testing will impact placement, the path for the necessary improvements will become more apparent. Similarly, the leadership from the Chancellor's Office will increase the emerging dialogue between departments, faculty and counseling.

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

PR#1: Re-evaluate the staffing of the Assessment/Testing Office. An evaluation of departmental needs will provide an opportunity to restructure the Assessment/Testing staff to align with the emerging goals of new legislation and the college as a whole.

PR#2: Improve the webpage for the Assessment/Testing Office. There needs to be upgrades to the content, information, and over appearance. The Office will require some technical training and support if the IT or webmaster does not take on the task for the visual changes. As the office receives more concrete information from the Chancellor's Office the content will be updated, as well.

PR#3: Develop a platform where students can register or sign-up for the paper-pencil exams without having to physically come to the office. This will save students the additional hassle that comes with making a special trip to schedule appointments. This effort will require support from IT and potentially the webmaster, as well.

PR#4: To send out testing information and updates via social media and/or through text message. To provide timely information and updates the office must expand its communication forms to include ways that are more frequently used and convenient for students.

PR#5: Explore different avenues to attract a broader community to our campus and services and to generate revenue or income for the El Camino College. For example, become a testing

site for various assessments and testing related vendors from around the country; administer exams for other educational institutions and their students who may be enrolled in online or correspondence courses.

PR#6: Include a customer service survey as a part of the office evaluation process that is designed to measure students' opinions regarding their experiences and level of service received from the Assessment/Testing Office staff.

4. Please indicate whether the program should continue or be discontinued.

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.)

Attachments:

1. SAO Testing Preparation Survey
2. Assessment/Testing Organizational Chart