



Annual Program Review 2011-2012 - STUDENT SERVICES

ASSESSMENT CENTER

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the appropriate area manager or Dean.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The primary role of the Assessment Center is to provide students with accurate, secure and efficient placements based on approved instruments by the California Community College Chancellor's Office to facilitate their potential for success. The Assessment Center also provides information for students to help them make decisions about appropriate course level enrollment.

Please list the **most significant achievement** accomplished since your last program review.

The Assessment Center has collaborated with Student Outreach Services (SOS) to expand the GCC Bound Program. Over the past year the Assessment Center increased the number of tests offered to students in the GCC Bound Program by almost 800%. Additionally, the Assessment Center increased the number of tests provided to students in 9 out of 12 different test areas. The Assessment Center staff members have worked together to become more efficient and effective in test scheduling.

List the current major strengths of your program

1. The Assessment Center staff has optimized the Assessment Center schedule in order to provide better access to students for all testing needs.
2. The Assessment Center staff is hard working and provides excellent service to GCC staff and students.
3. The Assessment Center staff provides a secure and accurate testing environment to ensure accurate test results.

List the current weaknesses of your program

1. Lack of funding for assessment testing. There is no consistent budget allocated to the Assessment Center for placement test costs.
2. Due to retirements and the budget crisis, the Assessment Center has not been able to replace the Assessment Center Lab Technician position.
3. The Assessment Center support staff (student workers) budget has been drastically cut over the last few years.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Academic Year	Tests – Service Contacts
English/Assessment Testing	2007-2008	10,392 English, 4,481 Grammar, 4,539 Reading, 1,372 Essay
	2008-2009	11,559 English, 4,985 Grammar, 5,123 Reading, 1,451 Essay
	2009-2010	8,943 English, 3,915 Grammar, 3,920 Reading, 1,108 Essay
	2010-2011	11,765 English, 5,004 Grammar, 5,004 Reading, 1,757 Essay
Math Placement	2007-2008	6,041 tests
	2008-2009	5,997 tests
	2009-2010	4,737 tests
	2010-2011	5,641 tests
Credit ESL Placement	2007-2008	6,095 Grammar/Reading, 2,005 Listening/Speaking, 2,005, Essay 2,085)
	2008-2009	6,041 tests (Grammar/Reading 2,005, Listening/Speaking 2,005, Essay 2,031)
	2009-2010	6,074 tests (Grammar/Reading 2,005, Listening/Speaking 2,005, Essay 2,064)
	2010-2011	7,031 tests (Grammar/Reading 2,239, Listening/Speaking 2,528, Essay 2,264)
Chemistry Placement	2007-2008	230 tests
	2008-2009	226 tests
	2009-2010	226 tests
	2010-2011	214 tests
Non-Credit ESL Placement	2007-2008	1,601 tests
	2008-2009	1,590 tests
	2009-2010	1,819 tests
	2010-2011	1,520 tests
High School Testing	2007-2008	3,175 tests
	2008-2009	1,998 tests
	2009-2010	1,847 tests
	2010-2011	1,739 tests

GCC Bound	2007-2008	144 tests
	2008-2009	294 tests
	2009-2010	150 tests
	2010-2011	1,191 tests
Make-up Testing	2007-2008	50 tests
	2008-2009	1,039 tests
	2009-2010	1,152 tests
	2010-2011	1,500 tests
Paid Proctor Exams	2007-2008	420 tests
	2008-2009	501 tests
	2009-2010	806 tests
	2010-2011	1,057 tests
Ability to Benefit Test	2007-2008	209 tests
	2008-2009	222 tests
	2009-2010	218 tests
	2010-2011	220 tests
CELSA	2007-2008	104 tests
	2008-2009	82 tests
	2009-2010	89 tests
	2010-2011	174 tests
Nursing	2007-2008	50 tests
	2008-2009	101 tests
	2009-2010	155 tests
	2010-2011	300 tests

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008		.5	4		80 per week
2008-2009		.5	4		70 per week
2009-2010		.5	4		60 per week
2010-2011		.5	3		60 per week

1.1. Describe how these trends have affected student achievement and/or student learning:

The trend indicates there has been a rise in English (31%), math (19%), and Credit ESL (31%) placements. The most significant trend was the almost 800% increase in the number of tests provided for the GCC Bound program. Other notable increases include a 31% increase in Paid Proctor Exams, and a 30% increase in Make-Up Tests.

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

In evaluating this program, trend analysis indicates the number of test in English, math, and ESL fluctuates with the growth or decline of student population. In an effort to be more efficient, the Assessment Center staff has collaborated with the SOS staff to expand the GCC Bound program. As the results have indicated, there is a large demand from area high schools that want to be part of this program. Both departments will continue make GCC Bound a priority for their services.

2.0. Student Service Learning and Program Outcomes

Please provide the following information for each SLO/SAO within this area (add rows as needed).

Program Service/Function	SLO / SAO	Have program outcomes been assessed? Yes or No	Has the assessment data been analyzed? Yes or No	Has the data been used for program improvement?
Importance of placement testing	Student awareness of the importance of assessment testing	Yes	Yes	Yes
Test preparedness	Students are preparing for assessment tests by studying the sample questions	Yes	Yes	Yes

2.1. Please comment on your answers above.

The data from the assessments will be used to alter our programs in an effort to better prepare students.

2.2. If available, please provide a **link*** to any program assessment reports/timelines here. This link could be to your program/department website, eLumen, etc.

N/A

2.3 Does the evidence from assessments show that students are achieving the desired outcomes?

Yes the evidence shows that 61% of students surveyed prepared for the placement tests by studying the sample packets. However, there is still a need for improvement in this area.

- 2.4 Briefly summarize any elements of your program/services that have been changed or will be changed as a result of assessments.

The Assessment Center should continue to inform students about the importance of studying/reviewing testing materials through online, print, and in-person promotional efforts along with making the complete study materials available on line. If more students understood the importance of the assessment tests, they would be more likely to take the test seriously and prepare themselves accordingly. The staff should continue to explain the purpose of the assessment tests and how they are related to course prerequisites.

- 2.5 Based on the program assessment timeline and/or evidence you have gathered, please comment briefly on how far along your department/program is in the assessment process.

The Assessment Center has completed one cycle and is currently beginning data collection for the second cycle.

3.0. Reflection and Action Plans

- 3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student service outcomes or improved program/division processes?

The Assessment Center has changed its focus from primarily testing new walk-in students to more proactively promoting assessment testing to students earlier on in the matriculation process. The staff has worked in partnership with the SOS office and the Math & English Collaborative programs to provide students with testing opportunities as they transition to GCC from high school.

- 3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program improvements.

Plans or Modifications	Anticipated Improvements
Updated make-up test policies	Due to the continued increase over the past few years, there is a need to modify and structure Make-up test polices to provide optimal testing.
Promoting study materials to students	Due to focus group data (staff and student), the Assessment Center staff can do more to promote test preparedness.

2011 PROGRAM REVIEW

ASSESSMENT CENTER
Student Assessment Lab Tech

S:AS-1

Section 4: CHAC REQUEST

If this is a repeat request, please list the year(s) requested: ___No_____

4.1. Describe the position including the complete description used to advertise for the position. Also include the division/department/program or service and full-time percentage for the position.

Student Assessment Lab Technician 100% full time position
Performs a variety of technical duties requiring specialized knowledge of administration and reporting requirements involved in computerized and manual student placement examinations. Coordinates testing schedules, proctor training, and procedures regarding examination services. Responsible for maintaining computerized reports and recordkeeping related to student assessment records as well as performing analysis and research related to matriculation registration and assessment.

4.2 Criteria:

- a) Are there state or federal mandates particular to this program/service?
If so, please describe.

No

- b) How does this position support the objectives and functions of the college in regards to the Mission Statement, EMP goals, annual college goals and/or student need?

This request is addresses the SMP goal 1, objectives 1.1, 1.2, 1.3 (Student Awareness, Access, Persistence, and Success)

- c) Please provide quantitative data to support your request (such as program review, research office reports, surveys, etc.)

This is a recent vacancy and there is no data available at this time.

- d) Is this request related to compliance with a collective bargaining agreement?
If so, please explain.

No

e) Are there industry standards that directly relate to this position? If so, please explain.

This is a specific task that requires the Assessment Lab Technician to process all placement records. Currently, these tasks are being done by the Manager of Assessment and the Assistant Lab Tech.

4.3 Additional Information

a) What implications does the addition of this position have on: budget, staffing, facilities and equipment?

This is a vacant position. The budget impact would cause the College to reallocate the salary and benefits savings for this position.

b) Discuss any benefits your program may have lost from not receiving this requested position.

The vacancy has caused one staff member to work out of class in order to meet the demands of the unfilled position. I am currently working on a short term solution by creating a stipend for the added responsibilities.

c) Are there any special concerns that are not addressed in this request? If so, please explain.

No

d) Describe how this position enhances student success and/or program outcomes.

In order to provide students with accurate and expedited assessment results it is imperative to fill this vacancy.

4.4 Please attach data from Human Resources on new classified hires in your program during the past five years, including the full-time percentage of each new hire.