

**Golden West College**  
**INSTRUCTIONAL PROGRAM REVIEW**  
**Spring 2016**

**Division Name:** Assessment Center

**Program Contact Information:**

<i>Division Manager</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Claudia Lee</b>	<b>58130</b>	<b>Admin</b>	<b>clee@gwc.cccd.edu</b>

<i>Division Coordinator</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>
<b>Don Bui</b>	<b>58292</b>		<b>dbui23@gwc.cccd.edu</b>

<i>Department Chair</i>	<i>Phone #</i>	<i>Office Location</i>	<i>E-mail Address</i>

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# NON-INSTRUCTIONAL PROGRAM REVIEW PROMPT

## PROGRAM INFORMATION: Assessment

The Assessment Center provides testing to students for college placement in Math and English. The testing is mandatory for all incoming freshmen and is necessary for priority registration. We also provide testing for ESL students. The test shows the student's current level of knowledge in Math & English and gives them a starting point to begin their college studies in the related courses. Therefore, it is paramount that the student takes the testing seriously and studies well in advance of the test.

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

### College goals (check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

Assessment contributes to the College's goal of Student Support Services by providing services towards one of the biggest components of the new student onboarding process. In addition to taking the placement exams in English, Math, and ESL, we also help students navigate related processes, such as placement challenges, understanding the importance of the test, and understanding the correct test selections. Assessment can be very technical, and each situation is different, so it is important to help students understand how their decisions can impact their graduation and transfer timeline.

**External Requirements:** Indicate any requirements that are imposed on your program/department by the state, federal regulations, or other external accrediting bodies (If applicable).

Assessment is one of the required services according to Title 5. Furthermore it indicates that community college districts and colleges must use an assessment tool approved by the State Chancellor's office in measuring readiness in English, Mathematics, and ESL. Lastly, these three assessments must also be used with one or more measures to comprise multiple measures.

## **REVIEW OF LAST CYCLE PROGRAM REVIEW**

**Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program/department achieved.**

Because there was no Program Review Report for Assessment from the previous year, this section will show what changes have occurred since the College implemented organizational changes to the Assessment Center in summer 2015.

Until June 2015, Assessment was staffed by one full-time Specialist, who was supported by hourlies and/or federal work study students. Now, there is an Assessment Coordinator and two full-time Specialists. The following marks the operational changes in the Assessment Center:

- Emphasize to students the importance of test prep and online orientation prior to every test session.
- Replace the paper post-test survey that required manual data entry with an online survey that auto-generates a spreadsheet of responses.
- Update the Assessment Procedures Manual to reflect new procedures in test processing, which reduces unnecessary steps and repetitive printing.
- Implement new policy that allows high school students to see their assessment results in MyGWC within one business day of testing.
- Per the Dean of Enrollment Services, extend the hours of operations from M-F 8-5pm to M-Th 8-6pm, and F 8-5pm.
- Offer on-site makeup test proctoring for GWC faculty and students
- Improve access to testing services with drop-in hours every day.
- Strengthen customer service by emphasizing our direct line and email address instead of to the general campus number, and responding to all emails and voicemails within a business day.
- Evaluate and process external test/placement results through Assessment (before, this was done at Enrollment).
- Take the lead as the liaison to Ocean View HS in the LRC's Mock Math Program in order to strengthen GWC's relationship to the school.

## **SWOT ANALYSIS**

### **Strengths:**

- **What does your program/department do well?**

We adopt a strong customer service model, in which we minimize “handing off” by having thorough exchanges with students to get a complete picture of their situation.

The Assessment staff understands the College’s value of Access and Equity: we do our part by increasing office hours and services, and we are consistent in articulating the importance of test preparation.

With the post-test survey, we also have instant evaluation by students of our policies and interactions.

- **What do you believe your students, potential employers, or transfer institutions see as your program’s/department’s strengths?**

I believe that students (and faculty) see we are genuine, helpful, and knowledgeable. As one can see from the list of changes since June 2015, Assessment Center has taken many steps towards improving service to students. This is an indication of our openness to criticism and our flexibility to change. Most important of all, we function within the College’s organizational structure, and make improvements that are not arbitrary, but with the guidance and support of our Dean and Vice President.

### **Weaknesses:**

- **In what areas does your program/department need to improve?**

Now with drop-in testing, the structure in which we would uniformly tell a group of test-takers the importance of test prep and orientation no longer applies. We have adjusted by adopting a test orientation script that we communicate to each drop-in student, but because it’s recent, we do not have enough data to show whether or not it is effective. This is an area that needs attention and improvement.

- **What are your program’s/department’s immediate needs?**

Our immediate needs include clear and defined procedure from the Common Assessment Initiative, so that we can be the reliable resource for GWC in implementing the new testing system throughout campus.

- **What limitations or barriers is your program experiencing?**

Assessment is a program that is inherently limited in workload since its functions are needed only when there are students starting the enrollment process. As the manager of this department, I am concerned about my staff’s ability to grow professionally, and to develop depth and breadth in skills. With all the changes this year, there are more duties than before. Nonetheless, I am concerned about Assessment’s relatively limited scope and impact, and what impact it may have in the future on employee happiness and retention/turnover.

## **Opportunities**

- What opportunities exist for your program/department?
- What opportunities exist that may allow your program/department to expand/improve on efficiency?
- What external funding opportunities are available for your program/department? (If applicable)
- What partnerships/collaboration (internal, district-wide, external) can be established or expanded to the benefit of your program/department?

Assessment has the opportunity to take the lead in facilitating the adoption of the new statewide assessment and multiple measures. This is a great time for us to develop our organization, planning, and communication skills as the task would require us to spread awareness and promote collaboration.

In the foreseeable future, there are also other department's initiatives that Assessment can be a partner in. GWC is venturing into some STEM programs that look to recruit and support DI groups. If this program brings in more new students to the College, Assessment will be a key piece in their onboarding process.

Also, as Jumpstart and the Mock Math Program expand to more students and more high schools, Assessment can continue with the Ocean View HS example from this year, in which we were the liaison between the school and the LRC.

Lastly, as CAI looms, there will be an opportunity for Assessment to collaborate more with District IT to handle data-sharing processes with the state.

## **Threats/Challenges**

- What challenges exist for your program/department?
- What budgetary constraints is your program/department facing?
- Are there upcoming changes to state and federal regulations that will impact your program? Elaborate.

The new statewide assessment is the major upcoming change to state regulations. It poses the biggest challenge currently, as it is a huge undertaking involving many details. It will affect Assessment's operations in test administration and test troubleshooting, as well as implementing new rules regarding multiple measures, challenges, and re-test windows.

## **PROGRAM DATA AND ANALYSIS**

**Measures of Scope of Program (Who does your department serve? How many do you serve?)**

**Student**      **Number of Students Served:** 2,772 (since July 1, 2015), or, average of 4,442 tested per year (according to numbers from Jan 2012 to Dec 2015).

**Faculty**      **Number of Faculty Served:** Thus far, in the first semester of its existence, eight instructors have utilized the makeup proctoring service.

**Staff**          **Number of Staff Served:** N/A

**Managers**      **Number of Managers Served:** N/A

### **Measures of Effectiveness/Customer Satisfaction?**

- **What type of data did you use to measure customer satisfaction? Provide your analysis of the data.**
- **What type of data did you use to measure departmental accomplishments? Provide your analysis of the data.**

Between March 1 and June 30, 2016, we will have a projected 68 drop-in sessions for testing. We've also accommodated 30 students to do makeup proctored exams in Spring 2016 semester.

In addition, our SAO also measures the students' awareness of the test procedures at GWC.

<p><b>Provide the result of the assessment</b></p>	<p>Surveys were collected from August 10, 2015 through November 25, 2015. 258 students completed the online orientation prior to taking the placement test while 63 did not. The following is a breakdown of how students found the online orientation helpful:</p> <ul style="list-style-type: none"> <li>- <b>147 Very Helpful (57%)</b></li> <li>- <b>108 Somewhat Helpful (42%)</b></li> <li>- <b>10 Not Helpful (4%)</b></li> </ul> <p>191 students watched the assessment video online while 151 students did not. The following is a breakdown of how helpful students thought the video was:</p> <ul style="list-style-type: none"> <li>- <b>96 Very Helpful (50%)</b></li> <li>- <b>82 Somewhat Helpful (43%)</b></li> <li>- <b>13 Not Helpful (7%)</b></li> </ul> <p>229 students used the samples tests and reviewed prior to taking the test while 28 students did not. Those who did review spent the following amounts of time on practicing:</p> <ul style="list-style-type: none"> <li>- <b>111 5-15 mins (48%)</b></li> <li>- <b>61 15 – 30 mins (27%)</b></li> <li>- <b>26 30-60 mins (11%)</b></li> <li>- <b>31 1hr + (14%)</b></li> </ul> <p>208 students placed into the math course they expected and 264 students placed into the English course they expected.</p> <p>232 students who took the Math Test were aware of the Challenge Process while 55 students responded that they were not aware of process. However, 105 of these students will complete the challenge while 55 will not.</p> <p>216 students who took the English Test were aware of the Challenge Process while 39 students responded that they were not aware of the process. However, 40 of these students will complete the challenge while 145 will not.</p>
<p><b>Describe your analysis of the data.</b></p>	<p>The survey allows the Assessment Center to identify whether or not students have completed their online orientation, as well as the level of preparation that students invested in prior to the placement test.</p> <p>In addition, the survey offers Assessment staff time to address the Challenge process in a more detailed manner with each student, while addressing individual concerns each student may have, thus, providing more direction for students who are not familiar with the postsecondary system.</p>

## **Measures of Efficiency/Productivity**

- What type of data did you use to measure improvements in efficiency and productivity? Focus on:
  - o Time
  - o Personnel
  - o Other Resources

Assessment Center did not have quantitative measures for improvements in efficiency and productivity. However, our operational changes have led to quicker processes, such as posting scores for students who tested by scantron within one business day (before, it could take over one week).

Furthermore, we have significantly reduced how much paper is used. The previous staff's methods of reporting test scores after each test session produced over five sheets of paper, all programmed to automatically print after each step of the report process. Now, we get just one sheet of paper for each test session.

## **Review of Budget/Expenditures**

### **Assessment Budget Details**

#### General Funds: Accounts and Allotments

- Supplies: \$1,000 via open PO with Office Depot
- Supplies Technology: \$1,000
- Copying & Printing: \$100 for each purpose, tied to one copy card number
- SMA: \$300
- Software License Fee for Math Test: \$800
- Other services: \$1,000

#### SSSP Funds: Accounts and Allotments

- Classified Noninstruction Contract: \$100,500
- Classified Hourly: \$50,000
- General Supplies: \$10,000
- Copy & Printing: \$500 total
- SMA: \$1,462
- Software License Fee for English and ESL: \$15,000
- Other Services: \$5,000

The current budget works well for our needs. With Common Assessment upcoming, we will not need to purchase testing units or renewal licensing fees.

## PROGRAM PLANNING

### **Based on your analysis of previous program review and current data/information:**

- **What does your program want to accomplish in the next three years?**

Continue to increase student awareness of the importance of assessments.

Effectively and efficiently place students accurately using the test and multiple measures approach.

Accommodate students who may need testing service on weekends.

- **What areas does your program plan to improve?**

Improve test awareness of all students, especially for drop-in students.

### **What specific actions will you take to improve upon those areas?**

Create and implement policy on test prep that is more prominent in the enrollment process, and establish this clearly to students.

- **How will you assess whether your program has accomplished those goals?**

We will change the survey questions so that we can separate drop-in students from appointment students, and we will be able to compare whether or not the drop-in students are less prepared and knowledgeable about the test process than appointment students.

To measure the implementation of multiple measures, we will request ORPIE's help in finding out how many students placed into certain courses by test score only compared to by multiple measures.

To measure the implementation of weekend hours, we will be able to provide info on how many students tested on Saturday and Sunday.

## RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report. [Link to resource request form.](#)

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

The resources necessary for weekend accommodations will be personnel. However, we would not necessarily need to increase the number of staff, as a potential arrangement may be that one of the current staff works M-Th, then a half day on Friday, then half day Saturday, twice a month.

For multiple measure implementation, we will need guidance from the Common Assessment Initiative. However, their professional development events and webinars are free.

## Program Updates Checklist

- ( x ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- ( x ) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

### Program Manager and VP Review

**Complete this section after reviewing all program review information provided. Mgr and VP are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2.**

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Mgr/VP

- (0) ( ) a. Significant declines in the quantity and/or quality of services from over multiple years
- (0) ( ) b. Precipitous decline in participation in the program
- (0) ( ) c. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) ( ) d. Scarcity of qualified faculty, staff, or management
- (0) ( ) e. Incongruence of program mission with current college mission and goals, or state mandates, etc
- (0) ( ) f. Budgetary issues that warrant significant change in services provided
- (0) ( ) g. Negative impact on other programs caused by the organization or management of this program
- ( ) ( ) h. Other \_\_\_\_\_

**Signatures, Individual Comments**

Department Head: Don Bui

Date: 5/2/16

Comments:

Vice President:

Date:

Comments:

**( ) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

Justification:

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program.

(mark (X) as a signature and type names)

( x ) Don Bui, Assessment & Outreach Coordinator

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