EL CAMINO COLLEGE COMPTON CENTER
ASSESSMENT CENTER
PROGRAM REVIEW
SPRING 2011

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.

Assessment and Testing is one of the four steps of Matriculation. Most students enrolling at El Camino College Compton Center come to the Assessment/Testing Center (Assessment Center) to complete their assessment tests for placement purposes. The center also serves non-matriculants who may also need to avail themselves of the same services. The center offers assessment tests in English and math, Ability-To-Benefit CPT for Financial Aid, CELSA test (Combined English Language Skills Assessment), and LOEP test (Levels Of English Proficiency).

By assessing students into the right level course, the Assessment Center plays a critical role in promoting quality educational student success (Strategic Initiative B). The Center plays a critical role in ensuring the educational success of students by providing them with a service that allows them to select the right level courses in their educational program (Mission Statement). The Assessment Center reinforces test taking on a computer, which enhances teaching by reinforcing learning through a computer based instructional method (Strategic Initiative A).

The various tests administered in the Assessment Center require students to solve problems, make judgments and reach decisions using critical, creative and analytical skills (Core Competency II). The LOEP test requires that students effectively communicate in both written and spoken language to an audience of faculty evaluators and their peers (Core Competency III).

2. *Describe the student population served by the program using available data.*
   Most of the data available to the Assessment Center is only available for "direct from high school"[1] students.

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[1] The "direct from high school" cohort is approximated as students aged 17 or 18 with a recent test score. Students aged 17-18 represent about 30% of all examinees who enrolled in Fall 2009.

Direct from High School Test Takers
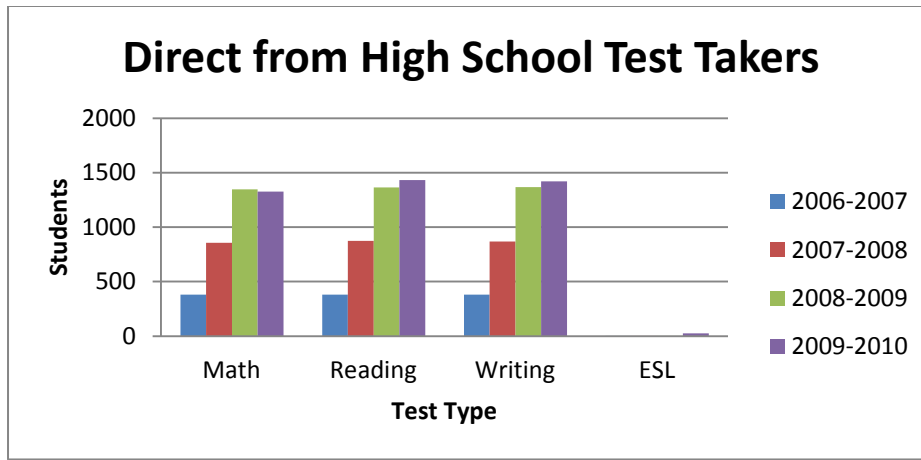
The number of direct from high school test takers has steadily increased to more than three times over a four year period. For example, since 2006-2007 the number of math direct from high school test takers grew from 381 to 1,327 and the number of reading direct from high school test takers grew from 381 to 1,432.

Table 1. Number of Direct from High School Assessment Test Takers

Year	Math	Reading	Writing	ESL
2006-2007	381	381	381	2
2007-2008	855	873	868	1
2008-2009	1346	1364	1368	3
2009-2010	1327	1432	1419	26

In 2009-2010, 62.5% of direct from high school test takers were female and 37.5% were male, which is in line with Fall 2009 enrollment data that shows that 64.4% of enrolled students were female and 35.6% were male.

Table 2. Gender and Ethnic Breakdown of Direct from High School Test Takers in 2009-2010

	Math		Reading		Writing		ESL Oral		ESL Reading		ESL Writing	
2009-2010	N	%	N	%	N	%	N	%	N	%	N	%
Male	498	37.5%	532	37.2%	538	37.9%	7	36.8%	7	33.3%	8	30.8%
Female	829	62.5%	900	62.8%	881	62.1%	12	63.2%	14	66.7%	18	69.2%
Uncertain	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	*1327*		*1432*		*1419*		*19*		*21*		*26*	
Asian	26	2.0%	19	1.3%	19	1.3%	10	52.6%	10	47.6%	14	53.8%
Black	733	55.2%	784	54.7%	768	54.1%	2	10.5%	2	9.5%	2	7.7%
Hispanic	471	35.5%	529	36.9%	528	37.2%	5	26.3%	7	33.3%	8	30.8%
Am. Indian/ Alaskan Native	3	0.2%	4	0.3%	4	0.3%	0	0.0%	0	0.0%	0	0.0%
Pacific Islander	19	1.4%	17	1.2%	17	1.2%	0	0.0%	0	0.0%	0	0.0%
White	32	2.4%	31	2.2%	34	2.4%	2	10.5%	2	9.5%	2	7.7%
Two or more	22	1.7%	29	2.0%	29	2.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	21	1.6%	19	1.3%	20	1.4%	0	0.0%	0	0.0%	0	0.0%
Total	*1327*		*1432*		*1419*		*19*		*21*		*26*	

Also in 2009-2010, the subject with the largest number of tests administered for direct from high school test takers was reading. The data shows that the two largest ethnic groups of direct from high school students that took the assessment test during that period were Black at 54.7% and Hispanic at 36.9%. Those percentages are also in line with the enrollment data from Fall 2009 where 48% of student were African American and 34% Latino. No other ethnic group accounted for more than 3% of direct from high school students taking the math or English tests.

For direct from high school students, ESL test takers represent a very small number of all test takers. In 2009-2010, only 26 students took the ESL writing test, compared to 1,419 test takers that took the regular writing exam; less than 2% of all writing assessment test takers took the ESL writing test.

For comparison purposes, no information is available for the approximately 70% of non-direct from high school test takers. In 2009-2010, a total of 4,361 students took a combination of the math, writing, and/or reading test in the Assessment Center.

Table 3. Assessment Test Results by Test and Course Group for New Students[2]

Test	2007 (n=293)		2008 (n=435)		2009 (n=424)		2010 (n=553)	
	N	%	N	%	N	%	N	%
Reading								
Transfer-level	41	15.4	49	12.0	86	21.6	153	29.1
College-prep	47	17.7	73	17.8	79	19.8	127	24.1
Basic Skills	178	66.9	287	70.2	233	58.5	246	46.8
Total	**266**		**409**		**398**		**526**	
Writing								
Transfer-level	25	9.4	39	9.5	68	16.8	110	20.8
College-prep	147	55.1	188	46.0	214	53.0	288	54.5
Basic Skills	95	35.6	182	44.5	122	30.2	130	24.6
Total	**267**		**409**		**404**		**528**	
Math								
Transfer-level	1	0.4	5	1.2	5	1.3	2	0.4
College-prep	60	22.1	123	30.6	129	34.8	227	44.2
Basic Skills	210	77.5	274	68.2	237	63.9	285	55.4
Total	**271**		**402**		**371**		**514**	

A breakdown of the assessment level of new students (students aged 17 or 18 who took assessment tests between March 1and the Fall census date) shows that over a four year period the percentage of new students testing into transfer level reading almost doubled while the sample of new test takers increased from 424 to 553. Over the same four year period, the percentage of new students testing into transfer level writing more than double. The percentage of students testing into basic skills decreased significantly for both reading and writing. For math, the number of student testing into college-prep math also doubled during the same four year period while the number testing into basic skills math declined.

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[2] Number of students aged 17 or 18 who took assessment tests between March 1 and the September census date in the year noted.

3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.

After a student completes their respective assessment test(s), they move on to counseling so that, using multiple measures, students are assessed into the correct level courses. Students that may think that their scores are not indicative of their level of knowledge may reassess by taking any one of the assessment tests one more time.

Students enroll at the community college to transfer, earn a degree or certificate, self-improve, or achieve another educational goal. Since many courses have prerequisites, those students might not be able to meet their educational goals without completing an assessment test.

Some students cannot afford to pay for their education and rely on financial aid. Some students that apply for financial aid are not eligible to receive aid because they did not obtain a high school diploma. Those students qualify for financial aid if they pass the ability to benefit test (ATB). Up until June, 2011 students who did not pass the ATB test were able to retake the test up to three more times. Starting July, 2011 student may only take the ATB test twice during a three month period. For the subset of students who must take the ATB test to receive financial aid, they might not be able to achieve their educational goals without the opportunity to take and pass the ATB test.

4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

The Assessment Center has made a considerable number of achievements since the last program review was completed in 2006. Those achievements include:
   a. Hiring one part-time registration aid to strengthen support services (Strategic Initiative B). The part-time staff allowed the office to expand the number of hours that the center opened, including operating without closing for lunch two times a week. Hiring the part-time employee also allowed the center to expand the hours of operation during peak registration, and allowed for the center to remain open during scheduled vacation periods by the program technician, strengthening support services.
   b. Relocating the center to a better facility in 2010. The new facility separates the reception area from the testing area, allowing for a more controlled testing environment. The new center has additional computers and the computers run from a network that does not allow students to access any other program except the test that they are taking. Therefore, the facility and technology improvements have allowed the center to meet the needs of students, employees, and the community (Strategic Initiative F). The testing facility is located adjacent to the Welcome Center and closer to the Admissions and Records Office and the Counseling Offices, therefore improving access to other services for student and increasing the ability for assistance for students that need a translator or need to retrieve their student ID number. In conclusion, the move to the new location fostered a positive learning environment and greater sense of community and cooperation with other programs (Strategic Initiative C).
   c. Improving the website in 2010 by rewriting the text, adding additional information, updating the links to testing materials, and improving access to the website from other campus web pages. The website improvements have strengthened the quality educational and support services to promote student success (Strategic Initiative B).

d. Expanding testing off campus at high schools. The Assessment Center staff helped train the outreach staff to provide assessment testing at the local high school in order to strengthen the support services provided to students (Strategic Initiative B), fostering a sense of community through collaboration between the two departments (Strategic Initiative C), and enhancing the partnerships with schools to respond to the needs of the community (Strategic Initiative D).

e. Placing the sample test online and creating a solutions manual for the math section strengthened the support services provided for students (Strategic Initiative B). Copies of the improved sample test were also made available in hardcopy format at the Assessment Center and were distributed among the full time counselors. Developing a workshop for the learning center to give to students in order to prepare them for the assessment test. The workshops, developed by math and English faculty, will give students information about what areas will be tested, how they will be tested, how the assessment test will be used, and what impacts the test will have on the student's education. The workshops will enhance teaching to support learning (Strategic Initiative A) and strengthened the support services provided for students (Strategic Initiative B). When implemented, new students will be encouraged to participate in a workshop and students wishing to reassess will be required to attend a workshop.

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

Tests for the nursing department have not been added because of lack of financial resources and more pressing priorities such as moving the Assessment Center to a better location and increasing the number of computers available for testing. Moreover, the nursing tests are available at Torrance campus and the required remediation when student fail the tests is available at the Compton Center.

The Assessment Center also does not have the ability to upload scores into Datatel. The assessment center at the main campus currently uploads scores overnight, when not many people use Datatel. The Assessment Center currently does not have the staff necessary to upload the scores after hours. Not having the ability to directly upload the scores into Datatel does not have a significant impact on students, as they are not affected by who enters the scores so long as they are uploaded before the next day. For the Assessment Center to be self sufficient in the future, the Assessment Center must have the ability to upload test scores directly into Datatel without having to rely on the main campus.

Lastly, a scanner was not purchased due to budget considerations. Therefore, some records continue to be stored in paper format. Whether or not documents are stored on a paper on scanned has little impact on student and because of the minimal amount of documents involved, this item does not have much impact on the operation of the center.

Student Learning Outcomes (SLO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

The Director of Admissions and the Assessment Center program technician (the sole full time employee of the Assessment Center), met to evaluate the SLO after the data was gathered. They met again to come up with an

updated SLO statement and an updated SLO assessment instrument. The center gathered data from the Fall and Spring terms for the current SLO, and the director and technician will meet in the Summer term to evaluate, review and change/create a new SLO and make improvements to the services provided by the center on the basis of the results.

2. How does the program ensure that SLO's are assessed consistently?

The standardized timeline set out in the SLO report is reviewed at different points throughout the year during biweekly meeting with the director. The assessment instrument is arranged to be given twice a year, once in the Fall and once in the Spring term. The data is then sent to Institutional Research for gathering and sent back to the assessment center for analysis and evaluation of the SLO.

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

The SLO assessment pointed out the need for students to be better prepared to take the assessment test. Therefore the center distributed the sample test to all counselors, worked with the Dean of Student Services to create a mandatory workshop for repeat test takers to prepare for the exam, and made improvements to the language available on the website. See 2009-2010 SLO Report (Exhibit A).

Program Improvement

Explain what changes need to be considered to improve the program.

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

The Assessment Center has engaged in numerous activities to improve services for students, including:
   a. Developing an SLO survey that measured how students prepared for the assessment tests and used the SLO assessment of the survey to improve services for students by emphasizing preparation and making the sample test more widely available.
   b. Hiring one part-time registration aid to strengthen support services (Strategic Initiative B). The part-time staff allowed the office to expand the number of hours that the center opened, including operating without closing for lunch two times a week. Hiring the part-time employee also allowed the center to expand the hours of operation during peak registration, and allowed the center to remain open during scheduled vacation periods by the program technician, strengthening support services. The part time staff that was hired speaks Spanish fluently and is able to communicate with students that do not know English or struggle to communicate in English.
   c. Relocating the center to a better facility in 2010 separated the reception area from the testing area, allowing for a more controlled testing environment. The new center has additional computers and the computers run from a network that does not allow students to access any other program except the test that they are taking. Therefore, facility and technology improvements helped to meet the needs of students, employees, and the community (Strategic Initiative F). The testing facility is located adjacent to the Welcome Center and closer to the Admissions and Records Office and the Counseling Offices, therefore improving access to other services for student and increasing the ability for assistance for

students that need a translator or need to retrieve their student ID number. In conclusion, the move to the new location fostered a positive learning environment and greater sense of community and cooperation with other programs (Strategic Initiative C).

d. Improving the website in 2010 by rewriting the text, adding information, updating the links to testing materials, and improving access to the website from other campus web pages. The website improvements strengthen the quality educational and support services to promote student success (Strategic Initiative B).

e. Expanding testing off campus at high schools. The Assessment Center staff helped train the outreach staff so that they could provide assessment testing at the local high school in order to strengthen the support services provided to student (Strategic Initiative B), fostering a sense of community through collaboration between the two departments (Strategic Initiative C), and enhancing the partnerships with schools to respond to the needs of the community (Strategic Initiative D).

f. Placing the sample test online and creating a solutions manual for the math section strengthened the support services provided for students (Strategic Initiative B). Copies of the improved sample test were also made available in hardcopy format at the Assessment Center and copies were sent to the fulltime counselors.

g. Developing a workshop for the learning center to give to students in order to prepare them for the assessment test. The workshops, developed by a math and English faculty, will give students information about what areas will be tested, how they will be tested, how the assessment test will be used, and what impacts the test will have on the student's education. The workshops will enhance teaching to support learning (Strategic Initiative A) and strengthened the support services provided for students (Strategic Initiative B). When implemented, new students will be encouraged to participate in a workshop and students wishing to reassess will be required to attend a workshop.

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

Table 4. Number of Students Scoring in Math Assessment Levels

Month/Year	Math												
	Comp Sci	10A/12	10/12/ 60	23	23/25	23/25 /33	23/25/ 33/40	23/25/33/ 40/60	23/25/ 33/60	23/25/ 60	23/60	73/80	Total
December 09	0	163	6	16	11	8	3	3	2	3	6	28	249
January 10	4	249	10	34	23	12	4	8	1	3	3	33	384
February 10	1	338	7	38	32	7	3	8	1	7	12	41	495
March 10	0	111	2	13	10	2	1	4	0	1	1	9	154
April 10	0	108	4	12	8	2	2	4	1	1	3	14	159
May 10	0	153	9	24	12	7	4	7	0	1	4	54	275
June 10	11	344	27	55	27	11	9	18	3	11	17	140	673
July 10	1	297	14	32	17	4	5	7	3	7	6	65	458
August 10	2	703	32	112	41	10	12	19	2	13	16	106	1,068
September 10	1	235	7	29	17	4	2	9	1	4	6	19	334
October 10	0	103	0	12	7	4	0	1	0	0	1	8	136
November 10	0	95	1	17	12	2	1	3	1	1	1	19	153
December 10	2	191	8	34	15	8	2	5	3	5	4	40	317
January 11	2	353	11	47	24	9	5	7	1	6	8	37	510
February 11	1	266	3	37	24	6	3	5	2	4	6	37	394

Month/Year													Total
March 11	1	89	3	12	9	0	1	4	2	0	0	12	**133**
April 11	1	82	1	10	9	3	0	6	0	1	2	10	**125**
May 11	6	164	11	24	13	7	4	5	1	1	6	66	**308**
June 11	14	313	24	64	36	15	9	17	2	5	21	103	**623**
July 11	3	283	10	47	16	10	5	12	4	5	8	47	**450**
August 11	7	492	25	78	38	15	9	14	6	7	16	88	**795**
September 11	0	135	1	10	7	3	3	3	0	2	4	20	**188**
Total	**57**	**5,267**	**216**	**757**	**408**	**149**	**87**	**169**	**36**	**88**	**151**	**996**	**8,381**

*Computer Science assessment requires that student bring a transcript showing the grade student received in math at their high school or prior college.

Table 5. Number of Students Scoring in English Assessment Levels

Month/Year	English								
	English 1A	%	English A	%	English B	%	English C	%	Total
December 09	10	4.3%	123	53.5%	59	25.7%	38	16.5%	**230**
January 10	31	8.4%	181	48.8%	103	27.8%	56	15.1%	**371**
February 10	30	6.3%	236	49.8%	119	25.1%	89	18.8%	**474**
March 10	10	6.7%	69	46.3%	42	28.2%	28	18.8%	**149**
April 10	10	6.7%	73	49.0%	40	26.8%	26	17.4%	**149**
May 10	25	9.4%	142	53.6%	53	20.0%	45	17.0%	**265**
June 10	81	13.0%	325	52.3%	129	20.8%	86	13.8%	**621**
July 10	33	7.4%	231	51.8%	107	24.0%	75	16.8%	**446**
August 10	79	7.6%	525	50.2%	274	26.2%	168	16.1%	**1,046**
September 10	9	2.8%	144	45.0%	94	29.4%	73	22.8%	**320**
October 10	7	5.4%	56	43.4%	34	26.4%	32	24.8%	**129**
November 10	7	4.8%	77	53.1%	39	26.9%	22	15.2%	**145**
December 10	26	8.2%	164	51.9%	68	21.5%	58	18.4%	**316**
January 11	31	6.3%	259	52.5%	112	22.7%	91	18.5%	**493**
February 11	24	6.2%	192	49.6%	97	25.1%	74	19.1%	**387**
March 11	7	5.3%	69	52.3%	32	24.2%	24	18.2%	**132**
April 11	3	2.4%	66	52.4%	33	26.2%	24	19.0%	**126**
May 11	24	8.9%	145	53.5%	66	24.4%	36	13.3%	**271**
June 11	61	10.4%	318	54.2%	135	23.0%	73	12.4%	**587**
July 11	36	8.2%	229	52.2%	105	23.9%	69	15.7%	**439**
August 11	59	7.9%	375	50.1%	193	25.8%	122	16.3%	**749**
September 11	6	3.4%	78	44.6%	53	30.3%	38	21.7%	**175**
Total	**609**	7.6%	**4,077**	50.8%	**1,987**	24.8%	**1,347**	16.8%	**8,020**

Table 6. Number of Students Scoring in Reading Assessment Levels

Month/Year	Reading											Total
	English 7/84	%	English 80	%	English 82	%	ESL 52A	%	ESL 52B	%		
December 09	47	23.6%	29	14.6%	118	59.3%	4	2.0%	1	0.5%		**199**
January 10	85	27.3%	59	19.0%	164	52.7%	1	0.3%	2	0.6%		**311**
February 10	84	20.7%	72	17.7%	241	59.4%	5	1.2%	4	1.0%		**406**
March 10	26	20.8%	35	28.0%	64	51.2%	0	0.0%	0	0.0%		**125**
April 10	30	23.8%	22	17.5%	74	58.7%	0	0.0%	0	0.0%		**126**
May 10	51	23.6%	39	18.1%	122	56.5%	4	1.9%	0	0.0%		**216**
June 10	128	25.7%	77	15.5%	291	58.4%	1	0.2%	1	0.2%		**498**
July 10	95	24.7%	62	16.1%	222	57.8%	3	0.8%	2	0.5%		**384**
August 10	190	20.9%	145	16.0%	569	62.7%	2	0.2%	1	0.1%		**907**
September 10	52	18.6%	76	27.1%	151	53.9%	0	0.0%	1	0.4%		**280**
October 10	16	14.0%	25	21.9%	72	63.2%	0	0.0%	1	0.9%		**114**
November 10	33	25.8%	20	15.6%	74	57.8%	1	0.8%	0	0.0%		**128**
December 10	64	24.7%	43	16.6%	151	58.3%	1	0.4%	0	0.0%		**259**
January 11	93	20.8%	82	18.3%	262	58.5%	5	1.1%	6	1.3%		**448**
February 11	68	20.7%	68	20.7%	186	56.5%	2	0.6%	5	1.5%		**329**
March 11	29	24.2%	25	20.8%	66	55.0%	0	0.0%	0	0.0%		**120**

April 11	24	23.1%	19	18.3%	60	57.7%	0	0.0%	1	1.0%	**104**
May 11	60	27.3%	34	15.5%	123	55.9%	0	0.0%	3	1.4%	**220**
June 11	132	27.4%	64	13.3%	279	58.0%	3	0.6%	3	0.6%	**481**
July 11	89	23.2%	65	17.0%	227	59.3%	1	0.3%	1	0.3%	**383**
August 11	157	24.3%	105	16.2%	376	58.1%	6	0.9%	3	0.5%	**647**
September 11	38	23.6%	33	20.5%	88	54.7%	1	0.6%	1	0.6%	**161**
Total	**1,591**	23.2%	**1,199**	17.5%	**3,980**	58.1%	**40**	0.6%	**36**	0.5%	**6,846**

- The Assessment Center gathers metrics on a monthly basis on the number of students that took the assessment tests (math, reading comprehension, reading skills, LOEP, CELSA) and at what levels the students assessed. The center uses number of assessment test taken to determine how many testing units to purchase and how to allocate staff resources in order to meet peak demand periods.
- The metrics data is shared with the Academic Affairs office to guide them in developing the schedule as the data reflects the number of students that are assessing into specific level courses.
- The metrics data is shared throughout the campus through the enrollment management committee and through student services departments so that the college gets a picture of the level of preparation of the student population enrolling at the center.
- The Assessment Center gives monthly updates of the metrics data.
- The metrics data highlights the large number of students assessing into the basic skills area, which was the impetus in creating a downloadable study guide and answer sheet as well as working with faculty on developing a presentation for students that encourages them to prepare before taking the assessment test.

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.

The Assessment Center is not a traditional program that provides services to improve retention or persistence rates, but a center where student can take their assessment tests. Over a four year period the center has more than tripled the number of direct from high school students taking the Math, Reading, Writing, and ESL assessment tests. The changes between 2008-2009 and 2009-2010 indicate a slowing in the number of direct from high school students taking the assessment test. However, there was a large increase in the overall number of students that enrolled during the 2010-2011 time period. The number of student that enrolled in Fall 2010 compared to Fall 2009 increased by 14.1%. The overall increase in student enrollment suggests that the Assessment Center services will experience increasing demand in the future even if the direct from high school student population begins to plateau.

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

The Assessment Center consists of two rooms, a reception area with two desks, some storage cabinets, an information table, and a testing room with 22 computers. Students come in to the reception area where they show picture ID and provide their student ID number before they are allowed to take one of the tests offered at the center. The staff makes sure that the student has not exceeded the number of times they are allowed to test. After testing, the staff refers students to counseling for further assessment.

The Assessment Center coordinates with the ESL department to make faculty available to do the second part of the LOEP assessment. The Assessment Center trains outreach staff to administer the Assessment Center offsite at area high schools.

The center is located next door to the Welcome Center. Student seeking registration help are referred to the Welcome Center.

2. Describe the number and type of staff and faculty (include current organizational chart).

The Assessment Center is staffed by one full time staff, a Program Technician, who reports to the Director of Admission, and one part time Records Clerk that reports to the Program Technician.

3. Describe facilities or equipment needs for the next four years.

   a. In order to adequately serve students wishing to take written tests, the center needs to purchase four cubicles and timers.
   b. The center needs to purchase a camera monitoring system to assist the staff in monitoring the testing area, to deter cheating, and to use as evidence in disciplinary hearings.
   c. The center currently has two computers that are not connected to the internet and cannot be used for assessment because there are not enough connections in the network switchboard and not enough computer drops. Additional computer drops and a new network switchboard are also needed if a camera monitoring system is to be installed in the Assessment Center.
   d. Because a large number of new students pass through the Assessment Center, the center receives a large number of flyers and handouts from other campus departments. Currently the center lacks a magazine rack in which to store the handouts and flyers.
   e. The center needs a scanner to covert to electronic format records that must be maintained by the college.
   f. Over time, the center must replace computers and other peripheral equipment as the equipment ages. Currently the computer equipment used in the center was purchased in 2010. The staff work stations (2 total) should be replaced in 2014 after four years of use. The tests are administered over a virtual computer that needs replacement also in a five year cycle in 2014. However, the flat panel monitors and keyboards may need replacement in a longer cycle of seven years.

4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

Most of the year the center is opened from 8 a.m. to 5 p.m. on Monday; from 8 a.m. to 12 noon and 1 p.m. to 5 p.m. on Tuesdays and Thursdays; from 10:00 a.m. to 6:30 p.m. on Wednesday; and from 8 a.m. to 12 noon on Fridays. This schedule expands subject to staff availability during peak registration period to open until 4:30 p.m. on Fridays and open two Saturdays before the start of Fall and Spring semester. Sometimes the center is also able to stay open through lunch periods. By not closing for the lunch hour, students can start testing in a two hour period in the middle of the day as no new tests are administered one hour prior to closing.

If the center were to lose the one part time employee, it would not be able to stay open during lunch and staff breaks periods, during scheduled vacations, and during sick leave or other emergencies, severely restricting access to the center.

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

Every student is able to use the services of the Assessment Center regardless of demographic or other characteristics of the students. The only significant change that has affected the center has been the increase in the number of students assessing, but that increase has been accommodated through the hiring of an additional part-time staff and by adding computer stations.

Federal regulations lead to a change in the way the ATB test is administered. Up until June, 2011 students who did not pass the ATB test were able to retake the test up to three more times. Starting July, 2011 student may only take the ATB test twice during a three month period. Therefore when students fail to pass the ATB test twice during a three month period, students must essentially sit out a term without financial aid. Because the nature of restrictions placed on ATB test administration, students must make an appointment to take the ATB. At the time they sign up for an appointment, students are counseled to review test material prior to the test given the more limited opportunity to retest.

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

The Assessment Center conducted a customer service survey that was emailed to all students that took the assessment test from January 1, 2010 to October 31, 2010. 136 students completed the survey online (See Exhibit B. The results show high level of satisfaction with the center. The lowest scored received was a 9.6% poor rating for the knowledge and helpfulness of the staff, compared to 66% that rated the knowledge of the staff as good. Because of the high satisfaction with the knowledge of the staff, there is no need for additional customer service training other than that which is annually made available to all classified staff. Only 2.9% of respondents thought the hours of operation were poor.

Over 93% of respondents said: that they were able to find the information they were looking for on the website; that the instructions on the website were clear; and that the testing requirements were clearly stated.

The survey also showed that many more students use the center in the morning as opposed to the afternoon, confirming the staff's own observation. According to the survey, new and returning students (those that skipped the last major term) made up over 2/3 of test takers.

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

The survey indicated that 11.8% of respondents were not able to find the sample test on the website. The Assessment Center will continue to make copies of the sample test available to counselors and continue to look for ways to improve the website. In addition, the staff will continue to assist to customer service training that is made available by the college.

Conclusions and Recommendations

1. Summarize the program's strength and areas that need improvement.

   Areas of Strengths
   a. Close to 90% of respondents in a customer service survey indicated that the Assessment Center provides good customer service.
   b. The new Assessment Center separates the testing area from the reception area.
   c. The Assessment Center keeps an open schedule, as opposed to an appointment schedule, that is convenient to student.
   d. The small size of the center allows for increased interaction with students.
   e. The sample test with a solution manual allows students to better prepare for the assessment test.
   f. Students that need assistance registering can go next door to the Welcome Center for help.

   Areas of Needed Improvement
   a. The Assessment Center lacks a camera monitoring system to improve monitoring, discourage cheating, and to use as evidence in disciplinary hearings.
   b. The Assessment Center does not provide the following assessments: placement testing in Chemistry; waiver exams (Contemporary Health, Math Competency); C-NET (Computerized Nurse Entrance Test), DRP (Degrees of Reading Power); and various on-line nursing assessments for the Nursing Department.
   c. The Assessment Center is not in the same building as the counseling department and admissions and records office.
   d. Only two staff persons work in the Assessment Center, and only one staff is full-time.
   e. The center lacks test cubicles exclusively set up for written test administration.
   f. Scores are not uploaded automatically into the student information system, therefore students must take their scores to a counselor if they want to meet with a counselor or if they want to add a class immediately.
   g. Two computers currently do not operate in the center.

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

   1. Need at least one additional part-time employee to allow for the center to maintain regular hours and to remain open in cases of illness or vacation. Preference should be given to a bilingual employee to assist student with English language difficulties. ($10,000 ongoing)
   2. Need to have additional computer drops so that the two non-operating computers can come online. ($5,000 one time)
   3. Need to install cameras to monitor students and discourage cheating. ($5,000 one time)
   4. Need at least four cubicles for students taking written exams. ($1,500 one time)

5. The Assessment Center does not provide the following assessments: placement testing in Chemistry; waiver exams (Contemporary Health, Math Competency); C-NET (Computerized Nurse Entrance Test), DRP (Degrees of Reading Power); and various on-line nursing assessments for the Nursing Department ($5,000 ongoing).
6. The center should eventually move to a location closer to counseling and the admissions and records office. (One time cost of construction of new student center)
7. Test scores should immediately upload into the student information system so that student can move through the matriculation process without delay and undue burden on counselors. (One time cost to find solution that would automatically upload scores into student information system)
8. Ongoing staff customer service training. ($500 ongoing for conference fees)

3. _X__ Continue Program

Revised: May 5, 2010, November 11, 2011

Exhibit A

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

STUDENT SERVICES AND COMMUNITY ADVANCEMENT

A. Title of Student Learning Outcome (SLO)	Students will be more satisfied with their placement results and score higher by preparing for the assessment tests.

Section 1: SLO and Assessment Proposal

Directions: Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.

1A. Date Section 1 Completed	08/27/10		
1B. Contact Personnel	Names:	Extensions:	Email Addresses:
	Gerald Sequeira	2048	gsequeira@elcamino.edu
	Taiwan Rogers	2831	trogers@elcamino.edu
1C. Additional Personnel			
1D. Division and Department Information	Division:	Program or Department:	
	Student Services	Assessment/Testing	
1E. Proposed SLO Statement	Students will be more satisfied with their placement results and score higher by preparing for the assessment tests.		

1F. Related Core Competency	Students will have the opportunity to review Math and English, improve their test taking skills, and improve their comprehension skills.
	
	These correlate with core competencies:
	
	    I. Content knowledge
	    II. Critical, and Analytical Thinking		

	III. Communication and Comprehension
1G. Proposed Assessment Process	A majority of students are offered the opportunity to review the sample test, which will also be distributed among full time counselors. A survey will be conducted once in the Fall and again in the Spring so that progress can be measured throughout the year and compared to the prior year.
1H. Timeline for Assessment	Survey will be administered twice a year in the Fall and Spring.
1I. Rubric and Standards for Success	70% of students will be satisfied with their assessment scores and 70% that reviewed the study guide would have found the study guide helpful in preparing them for the test.
1J. Resources Needed for Assessment	Paper survey.
1K. Additional Notes/Comments	None.

After filling out section 1, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.

Section 2: Report of Assessment Results

Directions: Complete this section to report results of the assessment described in   Section 1.

2A. Date Section 2 Completed	10/7/11
2B. Description of the Data	Check all that apply: 1. ☐ Formative Evaluation ☒ Summative Evaluation 2. ☒ One-Time ☐ Multiple-Step 3. ☒ Direct Evidence ☐ Indirect Evidence 4. ☐ Qualitative ☒ Quantitative
2 C. Narrative Report of Data	*Narrative Description of Data:* Assessment Center collected 36 responses in June and July of 2010. The survey consisted of 4 questions that asked about satisfaction of student with their scores, whether they studied the sample test, and whether they would like to review and re-test. 88% of respondents were

	satisfied with their placement results. 39% of respondents studied reviewed the sample test prior the test. 68% of those that reviewed the sample test found it helpful, and 31% would like to review and retest.
2D. Do Data Meet Standards for Success	1. ☐ Does Not Meet Standards 2. ☐ Meets Some Standards 3. ☐ Good Enough 4. ☒ Meets Most Standards 5. ☐ Exceptional
2E. Projected Deadline for Submission of Data Analysis	10/7/11
2F. Additional Notes/Comments	The sample size was very small. The Assessment Center is going to work on increasing the sample size in the future.

After filling out section 2, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.

Section 3: Reflection on Assessment Results

Directions: Complete this section to reflect on the results of the assessment of the SLO.

3A. Date Section 3 Completed	10/7/11

3B.   What were the most important findings from the data?

The most important finding was that 88% of test takers were satisfied with their placement results. This is a very high number, especially compared to last year's results when out of 166 respondents, only 65% were satisfied with their score. There was a smaller improvement in the percentage of student that found the testing information helpful. That percentage rose from 64% last year to 68% this year.

3C.   What percentage of students met the standards for success? Is this satisfactory?

88% of student were satisfied with their scores and 68% found the testing materials helpful. We had hoped for 70% in each category.

3D.   Are trends evident? Are there learning gaps?

Two important trends appeared this year. A higher percentage of respondents 58% compared to last year when only 47% had some idea how they were going to do on the test, which might account for the higher of people satisfied with their scores. Perhaps of the high satisfaction rate with their scores, only 31% of respondents want to study and retake the test compared to 52% last year. We would like to see at least one more year of data to begin to determine, what, if any, trends exist.

3E.   Will you change assessment methods or standards for success?

We would like to continue with the same questions again and do a better job colleting more responses.

3F.   What changes can be made to address these implications to improve outcomes?

One area where we can make additional improvement is in the number of respondents that find the testing materials helpful. We would like to add a questions that asks how they would suggest improving the testing materials. And another questions asking them whether they tested into college level English and into college level math.

3G.   What resources are needed to make these changes?

Adding the question to the survey and having the students fill them out after they are done testing so that they know their score.

3H.   What is the projected semester for this assessment to be performed again?

During the months of November, 2011 and April, 2012.

3I.   Are there any additional comments?

No.

After filling out section 3, please save this document and submit it to slo@elcamino.edu as well as to your division office.   Congratulations! You've now completed an entire student learning outcomes assessment cycle.

1/18/08

Compton Assessment Center SLO Survey 2010

166 Responses
ECC Institutional Research

1. Are you satisfied with your placement results?

Response	Frequency	Percent	Mean: 1.35
Yes	100	65.36	
No	53	34.64	

2. Did you have some idea of how you were going to do on the test?

Response	Frequency	Percent	Mean: 1.52
Yes	78	47.85	
No	85	52.15	

3a. Did you study the sample test and/or testing information sheets before testing?

Response	Frequency	Percent	Mean: 1.65
Yes	56	35.44	
No	102	64.56	

3b. If so, did you find the sample test and/or testing information sheets helpful?

Response	Frequency	Percent	Mean: 1.36
Yes	81	63.78	
No	46	36.22	

4. Do you feel that you would like to review and then re-test?

Response	Frequency	Percent	Mean: 1.48
Yes	83	51.88	
No	77	48.13	

Exhibit B

CEC Assessment Center Student Survey

136 Responses

1. Which most accurately describes who you are?

Response	Frequency	Percent	Mean: 2.08
a. New Student	71	53.38	
b. High School Student	0	0.00	
c. Continuing Student no break in enrollment	43	32.33	
d. Returning Student break in enrollment	18	13.53	
e. Other	1	0.75	

a. Hours of operation

Response	Frequency	Percent	Mean: 3.71
Good	102	75.00	
Fair	29	21.32	
Poor	4	2.94	
N/A	1	0.74	

b. Center facilities (appearance, comfort)

Response	Frequency	Percent	Mean: 3.58
Good	85	62.96	
Fair	43	31.85	
Poor	7	5.19	
N/A	0	0.00	

c. Noise level of testing area

Response	Frequency	Percent	Mean: 3.59
Good	92	68.15	
Fair	34	25.19	
Poor	6	4.44	
N/A	3	2.22	

d. Clarity of testing procedures

Response	Frequency	Percent	Mean: 3.60
Good	88	64.71	
Fair	42	30.88	
Poor	5	3.68	
N/A	1	0.74	

e. Helpfulness of materials provided

Response	Frequency	Percent	Mean: 3.63
Good	90	67.16	
Fair	38	28.36	
Poor	6	4.48	
N/A	0	0.00	

f. Knowledge & helpfulness of staff

Response	Frequency	Percent	Mean: 3.53
Good	89	65.93	
Fair	31	22.96	
Poor	13	9.63	
N/A	2	1.48	

g. Wait time for available computer (not length of test)

Response	Frequency	Percent	Mean: 3.53
Good	89	65.44	
Fair	34	25.00	
Poor	9	6.62	
N/A	4	2.94	

h. Overall quality of service

Response	Frequency	Percent	Mean: 3.59
Good	89	65.44	
Fair	38	27.94	
Poor	9	6.62	
N/A	0	0.00	

a. Able to find the information you were looking for.

Response	Frequency	Percent	Mean: 0.93
True	113	93.39	
False	8	6.61	

b. Website gives clear instruction on the Assessment Center.

Response	Frequency	Percent	Mean: 0.95
True	114	95.00	
False	6	5.00	

c. Website was easy to find.

Response	Frequency	Percent	Mean: 0.94
True	112	94.12	
False	7	5.88	

d. Website clearly stated the testing requirements.

Response	Frequency	Percent	Mean: 0.94
True	112	94.12	
False	7	5.88	

e. Able to find the sample test.

Response	Frequency	Percent	Mean: 0.88
True	105	88.24	
False	14	11.76	

4. What time did you arrive at the Assessment Center?

Response	Frequency	Percent	Mean: 2.05
a. 8:00 a.m.-10:00 a.m.	52	40.31	
b. 10:00 a.m. - 12:00 noon	38	29.46	
c. 12:00 noon - 2:00 p.m.	22	17.05	
d. 2:00 p.m. - 4:00 p.m.	15	11.63	
e. 4:00 p.m. - 6:30 p.m.	2	1.55	

Open Ended Questions and Comments

Question: 5. Any Additional comment about the services you received at the Assessment Center:

Respondent	Response
3	service was great.
6	None.
7	I was afraid to ask for help because i am a new student, but the people in the assessment center assissted me just as i needed them to without me having to ask more than once.
12	The customer service at the assessment center is some of the best service on campus!
15	Thank u for helping me in getting my classes.
16	It was exactly what any student could hope for in that area of helping.
31	no comment
32	No
33	It was assessible. I was able to get what I needed when I needed it. Time was no problem any time I needed to be there it was available. The workers there were full of helpful knowledge for me. My questions were definitely answered.
34	:)
38	Nice service were provided
40	I really dont have anything to say but, It really let you know were you stand in your math ,reading and comprehension skill.
41	I dont have anything to say but, It really let you know were you stand on your math,reading and comprehension skills.
42	its was okay
54	none
56	N/A
57	none
71	none
73	services very good thank you
75	im really adjusting here at El Camino College. Im pleased to say that this was a good choice for a community college.
79	none
83	I have great dissatisfaction with the ATB Test.. The Math Section is very hard, its Pre-Algebra and it needs to be modified because it is rare in life to have a need to use Pre-algebra. Basic math functions are all you need. I have attended Compton/El Camino for 2 semesters without financial aid or a Job to help me through School. Its is very hard.
85	no
90	no
94	They made things calm and relaxing so that the students can do the test in peace without any trouble.
104	finicial aid office keeps loseing my documents. for the 3rd time i have to give them the same copies
106	My behalf never had any problems with anything or anybody to help me to get an information. thank you
108	nothing to say
110	Keep up the great work
122	Not at this time.
128	They Were very helpful
131	the people at the assesment center are polite but its a really different story in the adminstration office.

Question: 5. Any Additional comment about the services you received at the Assessment Center:

Respondent	Response
132	It is the best!
133	no