

**COMPTON COLLEGE
ASSESSMENT CENTER
PROGRAM REVIEW 2018**

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.**

The majority of students enrolling at Compton College visit the Assessment Center (AC) to complete their assessment tests for enrollment and placement purposes. The AC also serves non-matriculants (student who do not complete steps to enrollment) who may need to complete the same services. The AC offers assessment tests in English and math, the Ability-To-Benefit (ATB) test for Financial Aid, CELSA test (Combined English Language Skills Assessment), and LOEP test (Levels Of English Proficiency). CELSA and LOEP are offered for English as a Second Language (ESL) students.

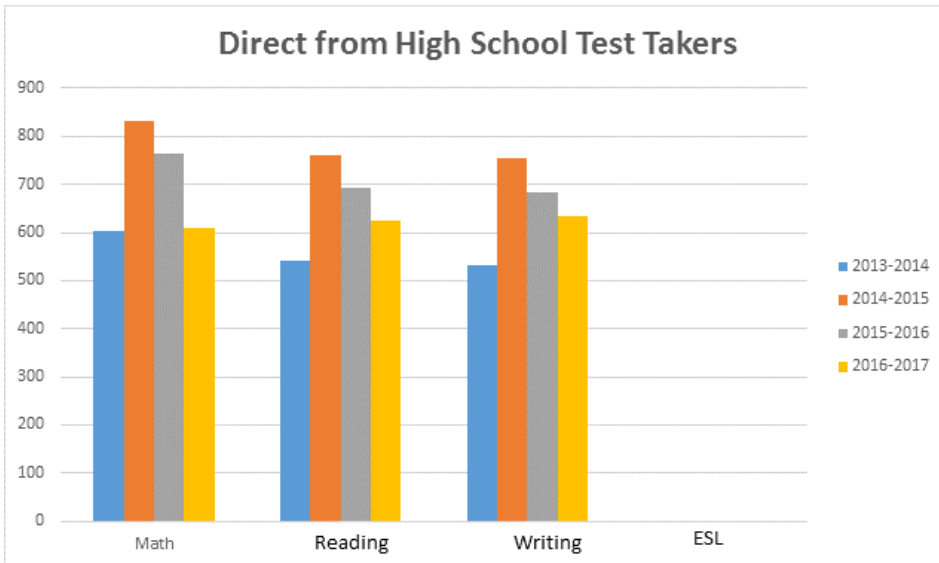
By assessing students into the appropriate level course, the Assessment Center plays a critical role in promoting quality educational student success (Strategic Initiative B). The AC plays a critical role in ensuring the educational success of students by providing them with a service that allows them to place in the appropriate level courses in their education 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 3).

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.**

This review focuses on direct students from high school test takers, those greatly impacted by SB 1456. After experiencing a rapid increase in the number of test takers from 2006 to 2010, there has been a steady decrease in the number of direct students from high school test takers. As noted in Table 1, there has been a steady but slow decline in the number of students testing in Math, Reading and Writing over a period of four years from 2013 to 2017

Table 1.



This graph lets us know that over a period of four years we saw slight increase in the number of students completing an assessment test in each of the areas. After the slight increase, the number of students completing the assessment test has been slowly decreasing after the 2014-2015 academic year.

Table 2. Number of Direct from High School Assessment Test Takers

Year	Math	Reading	Writing	ESL
2013-2014	604	540	533	0
2014-2015	831	760	756	0
2015-2016	765	694	683	0
2016-2017	610	625	635	0

This chart allows us to numerically see the changes of student completing the assessment test in each subject over a four-year period

During the 2013-2014 academic year, 54.15% of direct students from high school test takers were female and 45.10% were male (see table 3). We can see from the chart that the number of male students testing in this group is over time increasing. In 2013-2014 the male students were 45.40%. The number of test takers increased significantly in 2014-2015, before having a slight decrease in the year 2015-2016. (See table 3)

Table 3. Overall direct from high school test takers in 2013 – 2016

	2013-2014	Percent		2014-2015	Percent		2015-2016	Percent
Male	323	45.40%	Male	683	47.97%	Male	645	50.10%
Female	385	54.15%	Female	737	51.75%	Female	639	49.6
No Answer	3	0.45%	No Answer	4	0.28%	No Answer	4	0.30%
Total	711		Total	1424		Total	1288	

Table 4. Gender and Ethnic breakdown by subject

2016-2017	Math		Reading		Writing	
	N	%	N	%	N	%
Male	289	47%	268	43%	290	46%
Female	320	52%	356	57%	344	54%
No Answer	1	0%	1	0%	1	0%
Total	610		625		635	
Asian/ Pacific Islander	13	2%	19	3%	19	3%
Black/ African American	173	28%	180	29%	182	29%
Latino/ Hispanic	395	65%	396	63%	401	63%
Multicultural	8	1%	8	1%	9	1%
Native American	1	0%	1	0%	1	0%
No Answer/ Other	16	3%	17	3%	18	3%
White	4	1%	4	1%	5	1%
Total	610		625		635	

Gender and Ethnic Breakdown for overall direct high school Test Takers from 2016 – 2017

In 2016- 2017, the subject with the largest number of tests administered for direct students from high school test takers was Writing. This contrasts with the previous program review period where the math portion was administered more than reading and writing respectively. The most recent data shows the two largest ethnic groups of direct high school test takers were Hispanics and African American. This is a similar to data from the previous program reviews.

3. Describe how interaction with the program helps student succeed or meet educational goals.

Students are encouraged to study before testing and/or attend an assessment prep workshop hosted by Student Success Services and Programs to acquire additional tips and methods that may help them perform better on the assessment test. After a student completes their respective assessment test(s), they are provided with placement information. The information provided to the student informs them about their test score and what Math and/or English level they placed into. Once students have their assessment test scores, they meet with a counselor to develop an education plan. However, if a student thinks their scores are not indicative of their level of knowledge, they may reassess by taking the assessment tests one more time.

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

The program collaborates with the Welcome Center to ensure that all students taking the assessment test have completed an application and orientation before completing the assessment test. Our partnerships on campus also extend to the counseling office where students are referred to after completing the assessment test. The counselors are able to interpret the assessment test scores and indicate to students which classes they are eligible to enroll in. Additionally, the Assessment Center collaborates with the Outreach department to schedule offsite testing for high school seniors as well as students taking concurrent enrollment classes. The Outreach department schedules enrollment cycles which consist of the steps to enroll and Assessment Center staff assist with the assessment process and assisting students complete the steps to enroll. The Assessment Center is equipped with an online program that allows for the Program Technician to administer the test offsite at a local feeder high school.

The Assessment Center also has close collaboration with the Financial Aid Office. To be eligible for Financial Aid, some students may be required to take the Ability to Benefit (ATB) test. Returning students who began instruction before July 1, 2012 may be eligible for the Ability to Benefit test (ATB). Students who are eligible for the ATB test are not limited on the number of times they can take it. However, there are time restrictions. If a student does not pass the test the first time, they have to wait at least two (2) weeks to retake the test. If they do not pass the second time, they must wait at least three (3) months to take it a third time. For the subset of students who must take the ATB test to receive financial aid, they may not be able to achieve their education goals without the opportunity to take and pass the ATB test.

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

- Added a second part time worker to provide continuous service to students. (Strategic Initiative 1 Improve recruitment, enrollment, retention and completion rates for our students.)
- Added an Assessment Test overview to the in-person New Student Orientation to provide information about the testing process, study preparation information, Assessment Center schedule, and explain the importance of the test. (Strategic Initiative 1 Improve recruitment, enrollment, retention and completion rates for our students.)
- Created a flyer that directs students to the web-based study guide. By directing students to the Assessment Center web page, students are exposed to the study guide, the study preparation links, and matriculation information. (Strategic Initiative 1 Improve recruitment, enrollment, retention and completion rates for our students.)
- Improved the look of the Assessment Center web page making it more user friendly way. (Strategic Initiative 1 Improve recruitment, enrollment, retention and completion rates for our students.)
- Assessment Center staff began going to local high schools to administer the placement test to high school seniors interested in attending Compton College. (Strategic Initiative 5 Establish partnerships in the community with the K-12 schools)
- Began using a new off campus testing site to better organize test records. (Strategic Initiative 3 Support the success of students through the use of technology)
- Develop on campus Assessment Test Preparation Workshop to increase exposure to test strategies and study skills (Strategic Initiative 2 Support the success of all students to meet their education and career goals)

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

- The Assessment Center has not yet added cameras to eliminate dishonesty in students completing assessment test.
- Due to staffing issues, related to budget constraints, the Assessment Center still does not offer the following tests: Placement Test for chemistry, waiver exams (Contemporary Health, Math Competency); C-NET (Computerized Nursing Entrance Test), DRP (Degrees of Reading Power); and various online nursing assessments for the Nursing Program. Some Compton College students are forced to go El Camino College campus for other testing needs.
- The Assessment Center is currently staffed by one full-time and one part-time staff member creating scheduling constrain during peak registration when the office hours are extended and on days that a staff member visits a local school.
- The Assessment Center is located in a building that does not eliminate sounds from the outside.
- Scores are uploaded once a day in the evening, after office hours, thus creating a gap in time for students needing scores when meeting with a counselors.

- The Assessment Center still lacks cubicles exclusively for written tests. During peak registration students taking the written tests such as the ESL CELSA test have to use desks that have computers on them. Those computers are then unavailable even though they are not being used.

Because some of these recommendations have not been addressed, Compton College is not able to offer services comparable to the El Camino College Torrance campus. These recommendations have not been implemented, due to budget constraints Compton College has been faced with, along with the inability to hire more staff. Compton College is currently undergoing facilities updates which also limits the ability to relocate the current Assessment Center to a more centralized student services department.

1. Program Environment 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 enter 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 Assessment 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 the counseling office where students meet with counselors to go over math and English assessment scores and educational goals.

Image 1. Assessment Center Technician Workspace



Image 1 shows the Assessment Technicians workspace. The assessment technician is the first point of contact in the Assessment Center who verifies the student's enrollment and provides students with test taking instructions.

Image 2. Assessment Center Testing Room



Image 2 shows the current Compton College Assessment Testing area. This area is equipped with 22 computers that have access to our online assessment system. In this room we also offer ESL paper testing where students are given a cubicle with a computer as testing space.

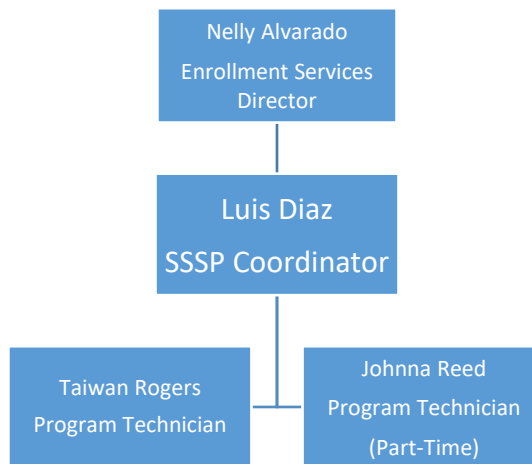
The Assessment Center is located next door to the Welcome Center which is the first point of contact for students seeking application and enrollment assistance. The Welcome Center is also the location where the in-person New Student Orientations are held. During the New Student Orientation students are made aware of test prep material that is available to them in person and online as well. Our Welcome Center staff also encourages students to attend a test prep workshop that is held to provide students with resources on how to prepare themselves with test taking useful tips. Although students are encouraged to study and prepare before taking their assessment tests, most often students leave the orientation and go straight to the Assessment Center without preparing for the test which in turn may affect the students' assessment scores for math and English course placement

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.

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

The Assessment Center is staffed by one full time Program Technician and one part-time Program Technician, who report to the SSSP Coordinator. The SSSP Coordinator reports to the Director of Enrollment Services.

3.



Describe the personnel needs for the next four years.

The Assessment Center should consider making the part-time Program Technician a full time position. It has been evident that the need for staffing is ideal when a program technician is requested to visit off site schools for assessment testing. Currently our part-time program technician has provided support to the Assessment Center for about 10-20 hours per week which is essential when our full time staff member needs coverage for lunch or required breaks. It has also been noticed that staff members from other offices have been pulled to cover the assessment center when staffing cannot be covered by our current full-time and part-time staff. Our goal would be to have a self-relying team in the Assessment Center that can be staffed with a team to better serve our students. A self-relying team would mean having two full time staff members as part of the team in the assessment center, so that coverage and backup is available during all operating hours.

4. Describe facilities needs for the next four years.

The Assessment Center does require consistent light fixture repairs and leak repairs when there is rain. However, as part of the larger college plan, the Assessment Center should ideally move to a location that is equipped with soundproof walls which provides students with a space where they can concentrate and focus. The Assessment Center Testing Room is also located next to a classroom where workshops and presentations are held regularly which may also create distractions inside the testing area.

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

- a. 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.
 - b. To expand the services offered by the Assessment Center, the center needs to purchase four cubicles and timers. Having this space added would allow our students to have the appropriate space to complete required paper test.
 - c. The Center would benefit from a digital scanner to allow our team to maintain digital copies of documents submitted. Currently all ESL test scantrons are kept as physical copy forms as well as all documents (test scores) that come in from other colleges. This would allow our technician more efficient access to tracking documents.
- 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 Center office hours are 8:00 a.m. to 4:30 p.m. on Mondays, Tuesdays, and Thursdays; 8:00 a.m. to 6:30 p.m. on Wednesdays; and 8:00 a.m. to 12:00 p.m. on Fridays. Employing a part time staff member allows the office to remain open during lunch and break periods. Hours of operation are expanded during peak registration periods, 8:00 a.m. until 6:30 p.m. Monday through Thursday and until 4:30 p.m. on Fridays, to accommodate the increase demand for services.

If the Assessment Center were to lose the one part-time employee, it would limit the ability to provide all of the services the current Assessment Center offers with a dedicated assessment team. The SSSP Coordinator is a resource for support for the Assessment Center when coverage is needed as well, but will then place time and task constraints on the coordinator overlooking other offices. Losing a staff member would also create scheduling problems, during scheduled vacations and during sick leave or other emergencies, severely restricting access to the Assessment Center.

- 7. 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 Compton College student is able to use the services of the Assessment Center regardless of demographic or other characteristics of the students.

The Seymour-Campbell Matriculation Act of 1986 has been renamed The Seymour-Campbell Student Success Act of 2012. This act serves to reform the California Community Colleges, by improving educational outcomes for students and better preparing the workforce needed for California's changing economy. The purpose of the Student Success Act is to increase access and success of students by providing effective core matriculation services of

orientation, assessment and placement, counseling, educational planning services, and academic interventions.

Senate Bill 1456 (SB 1456) requires the board of governors to develop a formula for allocating funding for the Student Success and Support Program that would be implemented under the Student Success Act. Beginning fall 2014 all new students will be required to complete three things to obtain priority registration: 1) Orientation, 2) **Assessment**, and 3) Educational Plan. This new initiative has placed greater emphasis and priority on the Assessment Center. This has changed the department's goals, objectives, and priorities.

All new students will have met the assessment requirement for priority registration purposes if they take either the English Placement Test or the English as a Second Language (ESL) Placement Tests along with the Math Placement Test. At present office personnel screen students and recommend what tests to take. This is the case because there are certificate programs that do not require the Math Placement Test.

Federal regulations lead to a change in the way the Ability to Benefit (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 students 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. Starting in July 2012 ATB tests were limited to continuing students only. Students beginning college for the first time after July 1, 2012 do not have the option of taking the ATB Test.

AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter & complete transfer-level coursework in English & Math within a one-year time frame. In turn the implementation of the multiple measures strategy will use one or more of the following: high school coursework, high school grades, & high school grade point average to determine student placement. This bill will change the ways in which Compton College currently provides assessments to high school graduates while at the same time meeting the needs of returning college students or adults.

Service Area Outcomes (SAO)

1. List the Program's SAOs.

The Assessment Centers SAOs: 1. Students will be more satisfied with their placement results and score higher by preparing for the assessment test.

2. How were the SAOs developed? Who was engaged in the creation of the SAOs?

Several staff and administrators took part in developing the Service Area Outcome. The SSSP Coordinator in conjunction with the Assessment Center Program Technician met to develop the SAO and to evaluate SAO after the data was gathered. Typically the Assessment Center carries out two to three SAOs, however due to staffing changes the team worked to effectively meet the expectations for the SAO at hand. Both contributors were essential to the development of the SAO. Educational advisors provided insight on how our SAO would better serve our current high school students and graduating high school students entering the community college system for the first time. The Director of Enrollment Services played a role in ensuring that our SAOs upheld the expectations of the college and the students we currently serve and will serve as well.

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

Data is gathered on a semester basis every year. For instance, data to assess the current SAO came from surveys completed in the fall of 2016 and spring 2017. The SSSP Coordinator and the Assessment Center Program Technician meet to prepare surveys that will help attain the desired data for improvements. Student feedback is highly essential for assessing the programs and services being offered through the Assessment Center. After surveys have been completed and processed by Compton Colleges Institutional Research Office, the SSSP Coordinator and the Assessment Center Program Technician evaluate the data provided. With the data, both the coordinator and technician then assess and create changes to the current SOA to better meet our student's needs. Appendix 1 shows the results from the survey conducted to evaluate SAO #1.

Service Area Outcome: Students will be more satisfied with their placement results and score higher by preparing for the assessment tests.

In the fall of 2017, the Assessment Center conducted a customer service survey to determine student satisfaction with their test results. Surveys were given to students after they completed their assessment test. All students who entered the Assessment Center and completed their test were asked to participate in completing a survey. Of all students entering and completing an assessment 52 students completed the survey via paper. Student participants ranged from first-time College students, returning students who had not taken the assessment test previously.

Table 5. Summary of The Assessment Center Fall 2017 Survey (N=52)

Gender	Male = 19 (36.5%)	Female = 33 (63.5%)
Did you participate in New Student Orientation	Yes = 52 (100%)	No = 0 (0%)
If yes, how did you complete New Student Orientation?	Online = 35 (67.3%)	In person = 17 (32.7%)
Prior to testing, when did you complete the New Student Orientation?	Today = 14 1-2 days ago = 15 3-5 days ago = 3 One week before testing = 8 Two weeks before testing = 11 Missing = 1	
Did the Orientation help you prepare for the assessment test?	Yes = 30 (57.7%)	No = 21 (40.3%)
Did you review any study materials before testing? (missing count indicates incomplete question submission)	Yes = 26 (50%)	No = 25 (48%)
If yes, what kind of study materials did you use?	You Tube videos = 8 (15%) Links to study resources = 18 (35%) Other = 26 (50%)	

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

The Assessment Center has included a more detailed overview of the assessment test in the New Student Orientation as well as an Assessment Preparation Workshop hosted every

Wednesday at 1:00pm in the Welcome Center to ensure students have an additional opportunity to test.

In the future the Assessment Center will collaborate more extensively with Academic Affairs and the Student Success Center. This is to ensure that students are aware of retesting after taking a Math 12 class, as it was not promoted well last term.

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

The assessment results are available upon request by staff and posted for public view within the College Institutional Research website.

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

The SAO highlighted the importance of test preparation. Students often rush to complete the Assessment test without studying or preparing for the tests. Many students view the assessment test as just one of the many steps they need to complete before registering for classes. They do not fully understand how significant the test results could impact the length of time to graduation or transfer. The SAO results revealed the need to include a significant amount of information in the New Student Orientation regarding the importance of test preparation. Students are not allowed to take the assessment tests until they have completed the New Student Orientation. New Student Orientation now includes an overview of the test, an explanation of its significance to students' progress toward their academic goals, and instructions for preparation and the retesting policy.

The SAO also showed the need for more outreach to inform students of the importance of the assessment tests and how it relates to their overall educational success. This has resulted in the Program Technician now assisting with providing off-campus assistance. He also attends counselor meetings at the high schools and has created test preparation presentations for high school students and counselors.

The Assessment Center has conducted assessment test preparation workshops on and off campus. The assessment test preparation workshop covers the different components of the test administered as well as sample test questions which are reviewed as a group to ensure students understand the thought process behind answering questions. It gives students additional tips and skills to prepare for the test and gives better insight on what to expect. The Assessment Center will include a survey to determine outcomes and success rates within the assessment test with students who attend the workshop.

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 keeps copies of the Assessment Center Study Guide as well as a flyer regarding the Assessment Center hours which includes web links for students to refer to. Furthermore, the Assessment Center Study Guide is posted on the Compton College website for students to look at electronically while on a computer. This is in addition to a detailed Assessment Test overview that is included in the New Student Orientation. Students are strongly encouraged to practice and prepare for the assessment test by using the online sample testing sites and attending an assessment test preparation workshop before testing. By directing students to the website to view the study guide the hope is that students will digest more related information. Once on the web page students can find explanations of the different sections of the test, review testing requirements, and other important information.

The Assessment Center staff reports to the Student Success Services and Programs Coordinator to facilitate coordination efforts on and off campus. Having a dedicated Coordinator provides support in efforts to effectively accommodate local high schools seeking to complete steps for enrollment including completing an application, orientation, assessment and an education plan. Interpreting assessment test scores is a precursor to the developing an Education Plan with a counselor. Students leave the Assessment Center with an understanding of their math and/or English placement level which prepares them for their meeting with a counselor. Close and frequent communication between the Assessment Center and the Counseling Department will improve services to our students.

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

- 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 Assessment 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 an idea of the level of preparation of the student population enrolling at Compton College.
- The Assessment Center provides monthly updates of the metrics data.

- 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.**

Future outcome data and studies from the Assessment Test Preparation Workshop will provide more information about student preparation for the test and student success.

Customer Service

- 1. How was the survey conducted?**

The survey was distributed to students who took the assessment test on a walk in basis from March 2018 to May 2018. It was given after the students had completed the test to highlight their customer satisfaction and services rendered. Our data results from surveys conducted can be seen in the appendix.

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

The overwhelming majority of students gave the Assessment Center positive marks. The survey primarily uses a rating scale between 1 (Poor) and 3 (Good). Survey results indicated that 94.29% of students thought that the Assessment center hours of operation were good, while the remaining 5.72% indicated the hours were fair or did not respond. The effectiveness of the staff and the materials both had an average score of 2.97. There are several questions rating the service of the testing office. The majority of students selected “Good” to define the level of service they received. Most students noted that the website gave clear instructions. They also noted the Assessment Center page is easy to find and easy to navigate. Overall, the survey results indicate that the quality of service in the assessment center was 97.14% good with the remaining 2.86% did not submit a valid entry.

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

Exemplary services are the patience and friendly experiences students experienced within the Assessment Center. The Assessment Center is friendly, inviting and clean providing students the opportunity to perform to the best of their ability. Our goal in the Assessment Center is to ensure that all student completing an assessment are aware of the purpose behind the assessment and the score they receive. In the Assessment Center we want to also make sure that the student is aware of the next steps they need to take to complete their enrollment process. The exemplary service we are currently providing is tailored to every student’s needs and expectations. As staff, we will continue to provide that optimal service.

According to the survey students cited several positive features of the Assessment Center. These include the noise level, short wait time for computers, knowledgeable and helpful staff members, and the helpfulness of the materials.

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

The program needs to provide the equivalent services provided at El Camino College, however, in terms of customer service, the staff is well trained to handle issues, and has established procedures on assisting students in a professional and friendly manner.

According to the survey the majority of students rated the explanation of the testing procedures in a positive manner. However, 11% of students marked "fair" when asked about the clarity of the testing procedures. To ensure students have a complete understanding of the procedures the staff can provide students with more specific information. Assessment Center staff can make sure to reiterate the estimated time frame for the test, the specific sections to be covered, and what to do when the test is over.

Conclusions and Recommendations

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

Strengths:

- a. The Program Technician has worked in the center for more than 8 years. He is very knowledgeable about the department services and needs.
- b. Provides student outreach support by facilitating off-site testing at feeder high schools.
- c. The small size of the Assessment Center allows for increased interaction with students and allows staff to closely monitor test takers.
- d. Close proximity to the Welcome Center for application, orientation, and registration assistance.

Areas that need 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 Nursing Entrance Test), DRP (Degrees of Reading Power); and various on-line nursing assessments for the Nursing Department.
- c. Improve staffing needs to meet the demands for on campus and off campus assessment requests year-round.
- d. The Assessment Center lacks test cubicles exclusively for written test administration.

- e. Scores are not uploaded automatically in the student information system. They are uploaded at the end of each day by El Camino College. Because of this, students must take their scores to a counselor if they want to add a class immediately or meet with a counselor to complete their educational plan. With the implementation of Multiple Measures where students will be placed into a math or English course based on courses completed in high school, the Assessment Center staff will need to build upon understanding for transcript evaluation and course equivalency.
- f. Once Compton College becomes independent, there would be a need to address the need to upload the scores and develop a contingency plan as to how it will be implemented.
- g.

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

- a. The Assessment Center has one full time staff member and one part-time staff member. An increase in staff is necessary for improving and expanding the services of the Assessment Center. This would allow more tests to be administered and a greater flexibility of hours worked by employees. The increase in staff also allows for staff to continue administering the assessment offsite at local feeder schools when requested.
- b. Need at least 2 cubicles for students taking written exams.
- c. All tests offered at El Camino College should be available at Compton College. The Assessment Center should offer all tests needed by Compton College students. For example, nursing students at Compton College need to take the Degrees of Reading Proficiency test however they have to go to El Camino College for this test.

On-going staff customer service training.

- a. Test scores should immediately upload into the student information system so that students can move through the enrollment process without delay and undue burden on counselors.
- b. Need to provide staff with up to date material on Accuplacer system for best processing.

2. 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.)

Appendix 1

Assessment Center Student Survey			
N = 35		Spring 2018	
1. Which most accurately describes your status as a student?		Hours of operation	
Response	Frequency	Percent	Mean: 1.23
New Student	29	82.86	
High School Student	4	11.43	
Continuing Student no break in enrollment	2	5.71	
Returning Student break in enrollment	0	0.00	
Other:	0	0.00	
Response	Frequency	Percent	Mean: 2.97
Good	33	94.29	
Fair	1	2.86	
Poor	0	0.00	
N/A	0		
Invalid	1	2.86	
Assessment Center facilities (appearance, comfort)		Noise level of testing area	
Response	Frequency	Percent	Mean: 2.97
Good	34	97.14	
Fair	1	2.86	
Poor	0	0.00	
N/A	0		
Response	Frequency	Percent	Mean: 2.97
Good	34	97.14	
Fair	1	2.86	
Poor	0	0.00	
N/A	0		
Clarity of testing procedures		Helpfulness of materials provided	
Response	Frequency	Percent	Mean: 2.89
Good	31	88.57	
Fair	4	11.43	
Poor	0	0.00	
N/A	0		
Response	Frequency	Percent	Mean: 3.00
Good	34	97.14	
Fair	0	0.00	
Poor	0	0.00	
N/A	0		
Invalid	1	2.86	
Knowledge & helpfulness of staff		Wait time for available computer (not length of test)	
Response	Frequency	Percent	Mean: 2.97
Good	34	97.14	
Fair	1	2.86	
Poor	0	0.00	
N/A	0		
Response	Frequency	Percent	Mean: 2.97
Good	34	97.14	
Fair	1	2.86	
Poor	0	0.00	
N/A	0		
Overall quality of service		I was able to find the information I was looking for.	
Response	Frequency	Percent	Mean: 3.00
Good	34	97.14	
Fair	0	0.00	
Poor	0	0.00	
N/A	0		
Invalid	1	2.86	
Response	Frequency	Percent	Mean: 1.00
True	35	100.00	
False	0	0.00	