



Annual Program Review 2012-2013 STUDENT SERVICES PROGRAMS

Assessment Center

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

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1.0. Trend Analysis

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

SERVICE / FUNCTION	Academic Year	Service Contacts	Other
English/Assessment Testing	2007-2008	10,392 English, 4,481 Grammar, 4,539 Reading, 1,372 Essay	
	2008-2009	11,559 English, 4,985 Grammar, 5,123 Reading, 1,451 Essay	
	2009-2010	8,943 English, 3,915 Grammar, 3,920 Reading, 1,108 Essay	
	2010-2011	11,765 English, 5,004 Grammar, 5,004 Reading, 1,757 Essay	
	2011-2012	12,004 English, 4,679 Grammar, 4,679 Reading, 2,646 Essays	
Math Placement	2007-2008	6,041 tests	
	2008-2009	5,997 tests	
	2009-2010	4,737 tests	
	2010-2011	5,641 tests	
	2011-2012	6,240 tests	
Credit ESL Placement	2007-2008	6,095 Grammar/Reading, 2005 Listening/Speaking, 2,005, Essay 2,085)	
	2008-2009	6,041 tests (Grammar/Reading 2005, Listening/Speaking 2,005, Essay 2,031)	
	2009-2010	6,074 tests (Grammar/Reading 2005, Listening/Speaking 2,005,	

		Essay 2,064)	
	2010-2011	7,031 tests (Grammar/Reading 2,239, Listening/Speaking 2,528, Essay 2,264)	
	2011-2012	5,115 tests (Grammar/Reading 1,733, Listening/Speaking 1,649, Essay 1,733)	
Chemistry Placement	2007-2008	230 tests	
	2008-2009	226 tests	
	2009-2010	226 tests	
	2010-2011	214 tests	
	2011-2012	220 tests	
Non-Credit ESL Placement	2007-2008	1,601 tests	
	2008-2009	1,590 tests	
	2009-2010	1,819 tests	
	2010-2011	1,520 tests	
	2011-2012	1,054 tests	
High School Testing	2007-2008	3,175 tests	
	2008-2009	1,998 tests	
	2009-2010	1,847 tests	
	2010-2011	1,739 tests	
	2011-2012	2,000 tests	
GCC Bound	2007-2008	50 tests	
	2008-2009	1,039 tests	
	2009-2010	1,152 tests	
	2010-2011	1,500 tests	
	2011-2012	1,120 tests	
Make-up Testing	2007-2008	50 tests	
	2008-2009	1,039 tests	
	2009-2010	1,152 tests	
	2010-2011	1,500 tests	
	2011-2012	1,397 tests	
Paid Proctor Exams	2007-2008	420 tests	
	2008-2009	501 tests	
	2009-2010	806 tests	
	2010-2011	1,057 tests	
	2011-2012	1,123 tests	
Ability to Benefit Test	2007-2008	209 tests	
	2008-2009	222 tests	

	2009-2010	218 tests	
	2010-2011	220 tests	
	2011-2012	112 tests	
CELSA	2007-2008	104 tests	
	2008-2009	82 tests	
	2009-2010	89 tests	
	2010-2011	174 tests	
	2011-2012	48 tests	
Nursing	2007-2008	50 tests	
	2008-2009	101 tests	
	2009-2010	155 tests	
	2010-2011	300 tests	
	2011-2012	265 tests	

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008		.5	4	2	80 per week
2008-2009		.5	4	2	70 per week
2009-2010		.5	4	0	60 per week
2010-2011		.5	3	0	60 per week
2011-2012		.5	3	0	50 per week

1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

The trends above indicate the need for additional on-site high school testing. Due to the prioritization of this need, there has been a 15% increase in the number of tests administered to students at their high schools. This data combined with recommendations from the statewide Student Success Taskforce will be used to increase our presence at feeder high schools to provide on-site placement testing. Due to recent legal mandates and a phase out of the CELSA and ATB exams, we have seen a major decline in demand for these assessments. Both of these exams will be eliminated in the future. The most significant variation is in the number of students who are required to write the English essay. The 50% increase in students needing to write an English essay could indicate that high school students are less prepared to enter into college level English courses.

1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

The data above indicates a 10% increase in students taking their math placement. This may signify the importance students are placing on matriculating through college. Limited class offerings and increased demands may also be the cause of this increase. The greatest challenge the Assessment Center is facing is the reduction in staff due to a retirement. The Assessment Lab Technician was not replaced and one staff member has been working out of class while receiving a

stipend for the past two years. Additionally, the increase in the assessment testing provided at the area high schools requires one of our staff members to be off campus frequently. Finally, in the last 5 years we have reduced the number of student worker hours by 60%. These staffing reductions have resulted in greater demands on staff and student workers in terms of workload and office coverage.

2.0. Student Learning Outcomes and Program Level Outcomes

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	1	1	1
2011-2012	1	1	1
% Change	0	0	0
Trend	N/A	N/A	N/A

2.1. Please comment on the percentages above.

There were no changes in percentage.

2.2. Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

The Assessment Center will continue to inform students about the importance of studying/reviewing materials. Staff will encourage student review complete study materials online. If more students understood the importance of the assessment tests, they would be more likely to take the test seriously and prepare themselves accordingly. The staff will continue to explain the purpose of the assessment tests and how they are related to pre-requisites for courses.

Staff/sample tests/testing schedule refer students to complete study packets online; staff provides complete copies of the study packets to all students; explain the consequence of taking longer to transfer if they don't prepare; well prepared students transfer sooner due to proper course placement.

There has been a discussion on revising the process of checking-in students and using the PeopleSoft system more efficiently in the checking-in process. A day will be set aside so that all staff will be trained on this particular revised process. This will enable Assessment staff to efficiently check-in process the student and cut down on the student's waiting time.

A similar plan will be implemented inside the lab area in order to efficiently explain results, make appointments for group counseling, moving newly assessed students out of the lab area, and bringing new students into the lab area to assess. This will provide a better overall service/experience to all students who come to take their assessment tests.

2.3 What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
X	Other dialog focused on improvements in student learning
	Documented improvements in student learning
	New degree or certificate development
X	Best Practices Workshops
	Discussions regarding best practices or improved processes
	Conference Attendance geared towards maintaining or improving student success
	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

The Assessment Staff participate in a weekly meeting to discuss student success. In addition to these meetings, the staff participates in an annual assessment retreat discussing best practices.

3.0. Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths

List the current strengths of your program

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

3.2 Weaknesses

List the current weaknesses of your program

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

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Reorganization of the staff	Creating an Assessment Coordinator position. This can be achieved by combining and/or eliminating 1 Assessment Lab Technician position and 1 Assessment Lab Assistant.	This request is addresses the SMP goal 1, objectives 1.1, 1.2, 1.3 (Student Awareness, Access, Persistence, and Success)
Lack of funding in Assessment line item for placement tests.	Request funding from the Budget Committee	This request is addresses the SMP goal 1, objectives 1.1, 1.2, 1.3 (Student Awareness, Access, Persistence, and Success)

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2012 PROGRAM REVIEW**ASSESSMENT CENTER****S: AC-1****Reorganization****Section 4
Resource Request****Mark Type of Request:**

☐	Facilities / Maintenance	☐	Computer Hardware for Student Use
☐	Classroom Upgrade	☐	Computer Hardware for Faculty Use
☐	Instructional Equipment	☐	Software/Licenses/Maintenance Agreements
☐	Non-Instructional Equipment	☐	Conference/Travel
☐	Supplies	X	New Classified Position
☐	New Faculty Position	X	Replacement of Classified Position
☐	Replacement of Faculty Position	☐	Other

4.1 Clearly describe the resource request.

Reorganize the Assessment Center staff. Upgrade existing Student Assessment Assistant to Assessment Coordinator and eliminate the Student Assessment Assistant position. Assistant is working out of class and receiving a stipend for the last 2 years. Eliminate the Assessment Lab Technician position (due to retirement) Currently, the Student Assessment

Amount requested - \$ 44,787 Savings
 Hannalore Thompsons Salary \$61,964
 Ngoc Adamonis Salary + \$52,823
 Total \$114,787
 Cost of Coordinator - \$70,000
 Total Savings to District (\$44,787)

4.2 Funding

☐	Requires one time funding
X	Requires ongoing funding
☐	Repeat Request
☐	Year(s) Requested

4.3 Please check if any off the following special criteria apply to this request:

☐	Health & Safety Issue
☐	Accreditation Requirement
X	Contractual Requirement
☐	Legal Mandate

Please explain how/why this request meets any of the above criteria.

Currently, there has been an employee working out of class for the last 2 years.

4.4. Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

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

4.3. What measurable outcome will result from filling this resource request?

The Assessment Center is currently understaffed. We have eliminated all hourly test proctors, lost the Assessment Lab Technician to retirement, and have reduced our student workers by 60%. In addition, the Assessment Center functions with only a supervisor who is responsible for two departments. The result of a reorganization in Assessment and the creation of an Assessment Coordinator will better serve the needs of the staff and students.