Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Testing and Assessment Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : The Testing & Assessment Office is responsible for implementing and maintaining the district-wide placement testing and offering assessment and testing services at Yuba College. As part of that service, the Testing & Assessment Office, with the help of the Yuba College and Woodland Community College (WCC) Offices of Planning, Research, and Student Success, regularly validates the correct placement of students and works with departments to develop and explore new means of placing students into the appropriate levels of coursework. The District Testing & Assessment Office continues to make improvements, along with the required changes mandated by the Chancellors Office, Federal Government, and the Test Publisher.

Under the District Mission Statement sections related to undergraduate education and remediation, the Testing and Assessment Office is to provide an assessment of students' academic skills in order to allow them to make good and well informed decisions in regards to selecting their initial courses in English, mathematics and reading. The Testing and Assessment Center further provides various assessment and interest surveys to assist the student into determining their course of study. The District Testing and Assessment Center offers the College-Level Examination Program, (CLEP) provide the opportunity to those with self learned skills and knowledge the ability to test out of a course and still obtain the credits needed. Also provide is the ability to obtain Industry recognized certification by Prometric and Certiport for I.T. And Computer Skill course taken at the College's.

A1. Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.

Testing is offered on a daily bases at the two colleges, (WCC and YC) at the Campus' test centers, and outreach locations by scheduled appointment only (Sutter County Center, Clearlake Campus, Beale AFB outreach, and the Colusa County Center). Practice tests, online tutorials, sample tests, free study app, and study material are all available to the students.

A2. If services are available, how do they demonstrate an increase in student success?

By a decrease in retest numbers, showing student satisfaction with initial placement test.
This improved by programs such as High School Faculty participating in Testing Outreach Programs and Annual H/S Counselor In-Service Program. By test results indicating a small increase in the number of student scoring into the 2 year college student range.
While the lowest level remains consistent the next two levels indicate a decrease and the next levels indicated a slight increases. In case of Mathematics the upper levels remained at approximately the same levels.

B3. How is current and previous program review data used to refine and improve program or department practices?

Using the prior program reviews and the student satisfaction survey:
1. We hope the improve the testing environment and consistency throughout the District many Testing Centers
2. By evaluating the Program Review and the data assembled by them we hope to improve testing preparedness and readiness to insure that students/applicants perform their best on the placement test and have a complete and thorough understanding of the test as well as their results.
3. By improving training of District Proctors and Test Administrators to insure one standard for testing throughout the District.

Executive Summary (Include a list of team members): Supervisor: Lisa Jensen-Martin. 5/2014 Completed English Cut-Score Validation. Conduct Validation of Branching Profile for ESL Test in Accuplacer Testing System, Reevaluate separated course placement schemes for WCC & YC to meet he needs of each campus and fine tune. ESL courses placement established in Colleague awaiting Language Arts input of updated Course Outlines with required prerequisites to place placement locks on system. Working to establish a video orientation for testing to meet new student success requirements.

01SP. Department Goals (Click '?' for Prompt): The assessment program goals are aligned with Yuba College goals to ensure student success. Goals are achievable and monitored during the process. As goals are attained, they are listed as inactive.
02SP. Facilitate Learning & Collaboration (Click '?' for Prompt): Testing & Assessment Webpage,YC Online practice test, College Board/Accuplacer Sample Test and Question, Lonsdale Publishing/Accuplacer Practice Tests and Tutorials and other suggest study material and website. Increased output of information at feeder high schools.
03SP. Student Contacts (Click '?' for Prompt): YCCD Tested 13831 for SY14-15
Yuba College - 7930
Woodland Community College - 3577
Programs (ETS, Upward Bound) - 532
High Schools - 1666.
04SP. Input to Improve (Click '?' for Prompt): This is required by the State as part of test appropriation, test set up, cut score validation. Student Services, (Counseling), Discipline Faculty (English, Math, or ESL), Students input (Student Surveys and Satisfaction Surveys) Test Office Staff.
05SP. Course Outlines (Click '?' for Prompt): N/A
06SP. Collaboration (Click '?' for Prompt): This is required by the State as part of test appropriation, test set up, cut score validation. Student Services, (Counseling), Discipline Faculty (English, Math, or ESL), Students input (Student Surveys and Satisfaction Surveys)
07SP. Catalog Currency (Click '?' for Prompt): Below is a list of the pages that discuss assessment is some aspect. A catalog review is conducted every year prior to the catalog being published. Changes are made to ensure information currency.
Page 14 Assessment Center
Page 26 Exemptions
Page 27 Placement Exam
Page 28 Placement Levels
Page 28 Advisory Placement Levels for courses requiring College-Level skills
Page 41 CLEP Exam Credit Acceptance Policy
Page 42 DSST Exams, College Board Advance Placement , Credit By Examination
Page 43 Credit By Examination (Challenge)
Page 46 Prerequisites/Corequisites
Page 47 Policy for Petitioning or Waiving Course Prerequisites
08SP. Student Progress (Click '?' for Prompt): An assessment is required for every student unless they meet the criteria for exemption. During cut score validation a survey is sent to the instructor and the student to ensure proper placement. At the end of the semester a grade analysis is conducted and analyzed.
09SP. DE Students (Click '?' for Prompt): Outreach testing can be conducted at any location of the student's choosing, providing it meets the testing center/proctoring criteria. The Yuba College testing facilities meet ADA required standards. Alternative testing methods are available. The student is referred to DSPS if the testing center is not immediately able to assist the student.
10SP.Disproportionate Impact(Click '?' for Prompt): The state requires the assessment office to conduct a disproportionate impact report every three years or when there are circumstances that indicate a review is warranted. The last report was conducted in Fall 2013 and the results are in the document repository. Below is an excerpt from the reports.
ENGLISH
Gender
While slightly more females than males were placed into this sequence of English courses, males were designated as the majority group due to the facts that 1) the cohort sizes were similar (1604 for males vs. 1937 for females) and 2) males placed into the upper level course (English 1A) at a higher rate than females.
Utilizing the 80% rule, none of the ratios of the percent of females vs. males placing into any of the English series were below 0.8 indicating no disproportionate impact.
Ethnicity
A majority of White students (N=1507) were placed into this sequence of English courses, thus this cohort was designated as the majority group.
Utilizing the 80% rule, some of the ratios of the percent of minorities vs. white students placing into English 51 and 1A were below 0.8 (yellow highlighted cells.) A statistical analysis (chi square test) of the

difference between ethnicities showed a possible relationship between gender and placement into English 51 and 1A (p < .000). Since the data only span three semesters (fall 2012-fall 2013), further analysis is needed to determine the validity and strength of the relationship between ethnicity and placing into upper levels of English.

Age

An overwhelming majority of students aged 18-24 (N=) were placed into this sequence of English courses, thus this cohort was designated as the majority group.

Utilizing the 80% rule, some of the ratios of the percent of age categories placing into the lowest level English course were below 0.8 (yellow highlighted cells), meaning more students placed into 51 and 1A. There were no significant differences noted placing into the higher levels of English.

MATH

Gender

Since more females than males were placed into this sequence of math courses and roughly an equivalent percentage of females and males placed into the higher levels of math, females were designated as the majority group.

Utilizing the 80% rule, the ratio of the percent of females vs. males placing into Math-9 was below 0.8 (yellow highlighted cell.) A statistical analysis (chi square test) of the difference between female and male showed a possible relationship between gender and placement into Math-21 (p < .001.) Since the cohort in question is only N=2 (which equates to less than 0.05% of the whole), there is no evidence of disproportionate impact.

Ethnicity

An overwhelming majority of white students (N=2255) were placed into this sequence of math courses, thus this cohort was designated as the majority group.

Utilizing the 80% rule, some of the ratios of the percent of minority groups vs. majority groups placing into some of the math courses were below 0.8 (yellow highlighted cells.) A statistical analysis (chi square test) of the difference between ethnicities showed the following:

The differences between the observed and expected range were significant for Math-110, Math-111, Math-50 (P < .001), Math-1A (P <.01), Math-21 (P < 0.02) and Stat-1 (P < .0001)

The differences between the observed and expected range were not found to be significant for GNBUS-100 (P > 0.38), GNBUS-56 (P > 0.24), Math-10 (P > 0.09), or Math-51 (P > 0.42)

Further analysis and discussion is needed to determine the validity and strength of the relationship between ethnicity and where students place into the math sequence.

Age

An overwhelming majority of students aged 18-24 (N=4340) were placed into this sequence of math courses, thus this cohort was designated as the majority group.

Utilizing the 80% rule, some of the ratios of the percent of minority groups vs. majority groups placing into some of the math courses were below 0.8 (yellow highlighted cells.) A statistical analysis (chi square test) of the difference showed a possible relationship between age and placement into Math-21, Math-52 and Stat-1 (P < .001.) Further analysis and discussion is needed to determine the validity and strength of the relationship between age and where students place into the math sequence.

READING

Reading has been incorporated into English.

A review of the report indicates further research needs to be conducted. A request will be submitted to the school research analyst.

11SP. Mapping (Click '?' for Prompt): Yes

12SP. Core Competencies (Click '?' for Prompt): - Ensure appropriate and timely cut-score validation and disproportionate impact studies are conducted to validate course placements and offerings.

- Ensure student is adequately prepared for the testing material and advised on the test format.
- Ensure student is knowledgeable of keys/steps to successful assessment.

The center conducts validations and studies as necessary and remains cognizant of opportunities in the event an out-of-cycle requirement arises.

The center is in the process of establishing procedures to increase student awareness of test preparation materials/resources.

The center is in the process of establishing methods of recording student knowledge of the testing process.

13SP. Professional Development (Click '?' for Prompt): Pearson Vue, College Board ATB, ASE Prometric, College Board CLEP, and NCTA Certification. Participation SSSP Conference, CCCAA Meeting, CCC Webinar Training on Cut-Score Validation, Disproportionate Impact Studies.

14SP. Reflection (Click '?' for Prompt): Continue current and foster new relationships with local schools.
Establish a testing and assessment committee to help improve services offered.
Develop an office manual to ensure comprehensive and consistent program management.
Develop an office training manual to ensure comprehensive and consistent program operations.
Are you ready to submit your final program review?: Yes

Program Recommendation: Accuplacer to Datatel/Colleague Automatic Upload

A automatic upload file be written to automatic upload placement score from the College Board, Accuplacer, Computerized Placement Testing System to the College System, Datatel, Colleague.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 03/31/2014
Supporting Evidence : This would cut down on hand input errors, speed up the ability for students to enroll in classes by not having to wait for hand input of their results to the college system so they can enroll in their classes. Would free up staff for more important task.
Evaluation Plan: More accurate entrees, less MIS Data Errors

Plan of Action

Equipment - Request through Supervisor. This has been in the last 4 Program Reviews.
Committee approval
Request to IT (Active)
Budgetary Impact: Programing time
Timeline/Responsible Party: As soon as possible

Status

Reporting Year: 2013-2014 11/15/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Request

Related Goals

College - Yuba College Program Review
YC Goal 3 - Steward our institutional resources with increasing effectiveness and efficiency.
YC Goal 7 - Improve the quality of the student experience at all our campuses and centers.
YC Goal 9 - Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

Institutional Learning Outcomes
Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YCCD Board of Trustees Vision Statement
YCCD VS 3 - Developing and maintaining programs and facilities that best meet with needs of our students and communities;

Program Recommendation: Testing Center Update

That the wiring, switches and overall infrastructure of the center be updated to meet current IT standards.

Recommendation Priority: 3. High Priority

YC - Testing and Assessment Program Review

Year(s) Requested: 2014-2015
Request Date: 07/31/2014
Supporting Evidence : IT Standards
Evaluation Plan: Still using punch downs,

Plan of Action

Equipment - Forward request, through supervisor to IT department for evaluation of current systems to determine required updating. Get quote from IT Dept. on cost of updating. Discuss and review with supervisor. Budget through Prometric Account. (Active)

Budgetary Impact: Little budget impact on District Office Budget, equipment funding from Prometric account. Only the budget impact to District would be IT Staff, Plan is to complete this project during summer period when there is less workload for the Testing Office and the IT Department.
Timeline/Responsible Party: Request in 1/14
Review and Discuss 3/14
Purchase 5/14
Install and complete 7/14

Status

Reporting Year: 2013-2014 11/15/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Review by Supervisor and Committee

Related Goals

College - Yuba College Program Review
YC Goal 3 - Steward our institutional resources with increasing effectiveness and efficiency.
YC Goal 6 - Evaluate our programs, services and processes to ensure continuous quality improvement.
YC Goal 7 - Improve the quality of the student experience at all our campuses and centers.

Institutional Learning Outcomes
Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YCCD Board of Trustees Vision Statement
YCCD VS 3 - Developing and maintaining programs and facilities that best meet with needs of our students and communities;

Program Recommendation: VUE Testing Site

Establishibing a VUE Site is needed to regain the ability to administer Comptia (A+, N+ & S+ certification) and CISCO certification lost from current Pormetric Site. Needed to support class offering and BEALE AFB goverment requirements.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 01/01/2013
Supporting Evidence : Technical Knowledge

Plan of Action

Equipment - Contacted VUE, Working Scott Thompson's have submitted application, next step submit photos of site and await contract, Have discussed with YC VP. (Active)

Budgetary Impact: $495.00 for camera & signature system
Timeline/Responsible Party: Site photos by 10/12/12 Completed
Contract by 10/31/12 Completed, Reviewed and Signed YC Pres. Beilby
Site setup by 12/31/12 Completed

YC - Testing and Assessment Program Review

Site Up and Running Mid-April

Status

10/01/2013

Recommendation Progress: Recommendation Addressed/Satisfactory Progress
The Pearson Vue Testing Center was made operational on 29 March 2013.
Task Completed

Feedback

Feedback: The Pearson Vue Center was established and operational on 29 March 2013 (11/15/2013)
Approval Status: Approved

Related Goals

College - Yuba College Program Review

YC Goal 6 - Evaluate our programs, services and processes to ensure continuous quality improvement.

YC Goal 8 - Develop partnerships to enhance educational resources and student opportunities.

YC Goal 9 - Exemplify educational excellence, fiscal responsibility, cultural awareness, and civic engagement for our communities and region.

Institutional Learning Outcomes

Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

YCCD Board of Trustees Vision Statement

YCCD VS 4 - Stewarding resources strategically to meet the diverse needs of our communities and region;

YCCD VS 5 - Providing educational, economic, cultural, and civic leadership for our communities and region.

Program Recommendation: Hire a Testing Technician

Testing Tech. to support the District Office @ Yuba College, Beale Center, and the New Sutter Center

Recommendation Priority: 2. Medium Priority
Year(s) Requested: 2014-2015
Request Date: 01/01/2015
Supporting Evidence : Increased Testing at District Testing Office due to expansion of Distant Ed., IT Certification Programs and outreach testing/proctoring.
Evaluation Plan: Review of past years Annual Testing Report 2012/13. Pending retirement of Beale Outreach person, increase traffic with the opening of the Sutter Center.

Plan of Action

Staffing - Technical/Clerical - Review data and need with supervisor determine visability (Active)
Budgetary Impact: Range 21 CSEA Position
Timeline/Responsible Party: Director, Reseacrh, Planning $ Student Services

Program Recommendation: Hire Testing Tech/Veterans Rep. for Woodland Community College and the Colusa Co. Center

Hire and individuals to run the W.C.C. Testing Center, Veterans Office and Mail Room providing proper and secure testing environment and for the increased need of returning veterans into the system also the ability to provide these services to the Colusa Co. Center on an scheduled or as needed bases. Also timely distribution of mail and materials.

Recommendation Priority: 2. Medium Priority

YC - Testing and Assessment Program Review

Year(s) Requested: 2013-2014
Request Date: 07/01/2014
Supporting Evidence : Veterans Reports, Annual Testing Report 2012/13, Increased request for proctoring due to DE courses .
Evaluation Plan: TBC

Plan of Action

Staffing - Technical/Clerical - Discuss with supervisor, suggest to VP WCC (Active)
Budgetary Impact: Hiring of one individual, possible Range 21 old Testing Tech at District position
Timeline/Responsible Party: Summer 2014

Status

Reporting Year: 2013-2014 11/15/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Needs Supervisor review, VP WCC Backing,Committee approval

Program Recommendation: Hire a Partime Testing Tech. & Veterans Rep. for the Clearlake Campus

Would insure proper and secure testing environment and provide for the increase number of veterans in the community on an as needed bases.

Recommendation Priority: 1. Low Priority
Year(s) Requested: 2014-2015
Request Date: 07/01/2015
Supporting Evidence : Veterans Reports, Annual Testing Report 2012/13
Evaluation Plan: TBC

Plan of Action

Staffing - Technical/Clerical - Discuss with supervisor, approach Exec, Dean Clearlake campus (Active)
Budgetary Impact: Hiring of a par-time position at the old District Testing Tech Range 21
Timeline/Responsible Party: Spring 2015

Status

Reporting Year: 2014-2015 11/15/2013
Recommendation Progress: Recommendation Addressed/Satisfactory Progress
Needs Supervisor Review, Exec, Dean Clearlake backing and Committee approval