

Student Support Services

Assessment Services Department

Introduction

The Assessment Services Office is responsible for providing placement testing for Chemistry, English, ESL and math course placement. The office's mission is to provide students information on where to begin course work at the college.

The office tests over 11,000 students on campus annually and provides testing services off-campus at 12 Pasadena Area Community College District (PACCD) high schools each spring semester. Over 900 students are tested at the high school sites. English, ESL and Math placement testing is available on a walk-in basis year-round, except for June, July and August where an online appointment is required. The Chemistry exam is a paper and pencil exam and is administered Monday – Thursday at 9:00 a.m., 1:00 p.m. and 4:00 p.m. and Friday at 9:00 a.m. and 1:00 p.m. Special exam formats such as, Braille and large print are available for students who require a special test accommodation due to a disability. The Assessment Office and Disabled Student Programs and Services Office (DSP&S) work closely to assure that students are provided adequate services. The office also provides a Make-Up Exam Service for full and part-time faculty for students who missed a class exam due to illness or family emergency. Specialty tests such as the Meyers Briggs, Campbell, MMPI, and Millon are also available by a Counselor referral.

Enrollment Services Program Mission Statement:

Learning begins at the “front door” by engaging, supporting and teaching our students how to independently navigate the enrollment process. Thus, the mission of the Enrollment program is to support the college's mission by providing processes and activities that are welcoming, coordinated and informative so that students feel positive about their decision to attend PCC.

The office strives to “support students effectively and efficiently in and out of the classroom” for student success (EMP E1) by providing placement exams that are approved by the California Community Colleges Chancellor's Office (CCCCO) and that are efficient and effective for student use. The ACCUPLACER exam is utilized for English, ESL and Math course placement. The exam is computerized, multiple-choice and there is no time limited to complete the exam. Multiple measures questions are programmed into the ACCUPLACER system to generate student course placements based on exam results and multiple measures questions as required by state law. Multiple measures questions were designed with collaboration from the Supervisor of the Assessment Services Office, Associate Dean of Counseling, English, Languages, Math Division Deans and faculty from each of the respective areas. Students are provided with their exam results and course placements immediately following their test session except during peak-times (June, July and August) where students are provided exam results during their scheduled group counseling session. Students are also cleared for their courses in the Banner system following their test session. In the past students would have to be cleared manually by the Advisement Office.

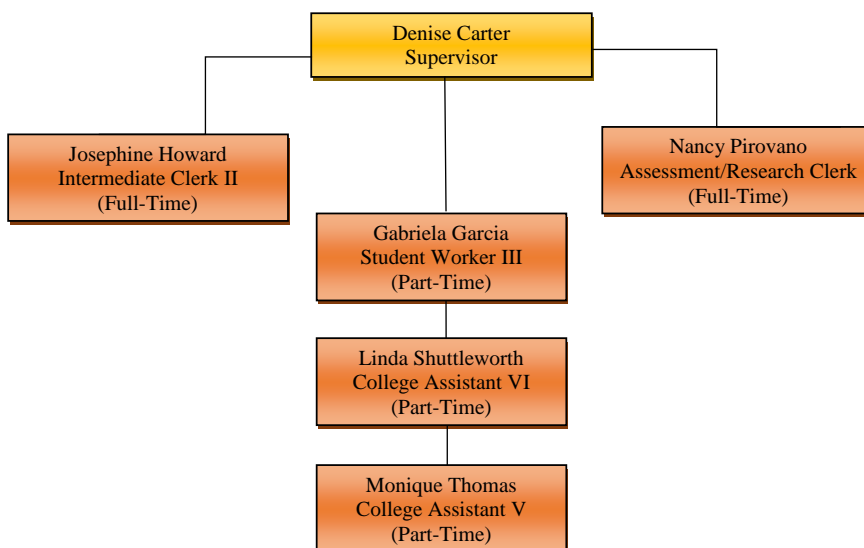
The Assessment Office participates in leadership roles and collaborative partnerships that affect campus enrollment functions such as, the Student Affairs CORE Team, Program Review Committee, Traffic Team, New Student Orientation Video Committee, Student Handbook Committee, First-Year Pathways Committee and Basic Skills Committee. All of these committees are committed to providing students

with innovative services, support and resources they need to succeed at the college. The Assessment Services Office has also continually maintained internal and external collaborative partnerships that support student success. Internal partnerships and collaborations include, working with the First-Year Pathways Program to assist students with applying to the program both on and off-campus, the International Student Office to provide special group testing sessions for International Students, the Counseling Office to assist with scheduling students for group counseling appointments during peak-times (June, July and August), collaborating with the Learning Assistance Center to design a Pre-Assessment Workshop and Study Session (PAWS) to assist students with preparing for the placement exams. External collaborative partnerships include, working with the Pasadena Area Community College District high school Counselors to provide students with English, ESL and Math placement testing and PAWS workshops at their campus. Counselors are also provided with information regarding Admissions, Orientation and Counseling services to assist students with completing the enrollment process.

As for professional staff development, the Supervisor of the office stays abreast of current testing trends by attending statewide conferences, webinars and conducts site visits at other California Community Colleges to identify best practices. The office adopts practices that fit with the college culture to provide students with the best possible services. The Supervisor follows all requirements provided by the California Community Colleges Chancellor's Office (CCCCO) and updates staff, faculty and students to stay in compliance.

The full-time classified staff regularly attend PCC Classified Days and participate in professional development opportunities such as, attending PCC workshops on Microsoft Access, Excel and the Banner Program. The staff also participates on hiring committees and union related activities. The staff is encouraged to attend additional training opportunities as well.

Organizational Chart Assessment Services Office



Organizational Chart

Mission Statement:

The Assessment Services Office's mission is to provide students information on where to begin course work at the college.

Program Outcomes:

Outcome #1: Students who visit the Assessment Office website will report understanding the importance of the placement testing process.

Outcome #2: Students will report understanding what exam they need to take after speaking with the Assessment Office front counter staff.

Outcome #3: After visiting the Assessment Office students will report experiencing a welcoming environment.

Category I. Function**Component A: Services Provided**

Outcome #1: Students who visit the Assessment Office website will report understanding the importance of the placement testing process.

Outcome #2: Students will report understanding what exam they need to take after speaking with the Assessment Office front counter staff.

Outcome #3: After visiting the Assessment Office students will report experiencing a welcoming environment.

Measure: Students were administered a survey at the Assessment Office following their test session.

Description of Measure: An in person survey was selected to reach students more efficiently in comparison to emailing students, which could generate a low response rate.

The Institutional Planning and Research Office assisted with designing the survey instrument with five questions as an assessment tool based on the department's student learning outcomes. The survey was administered in January 2014 to 157 students.

Written introduction to the survey:

Please take a few minutes to complete this evaluation. We are interested in your sincere responses to the questions that follow. Your responses will remain anonymous. The information that is gathered will be used to determine how to better serve you in the future. The results will be presented in summary form only. Thank you for your participation.

The five questions and results were:

Please indicate the extent to which you agree or disagree with the following statements below.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The Assessment Office	3.2%	1.9%	10.2%	34.4%	50.3%

website helped me to understand the importance of the placement testing process.

2. I will use the results of the placement exam to select courses to enroll in at PCC.	0.0%	1.3%	5.1%	35.0%	58.6%
3. The end of the exam instructions informed me about my next step in the enrollment process.	0.6%	0.6%	7.6%	34.4%	55.4%
4. After talking to the Assessment Services Office staff, I knew what placement exam I needed to take.	1.3%	0.0%	14.0%	33.1%	51.6%
5. The Assessment staff were welcoming and friendly.	0.6%	0.6%	3.2%	15.9%	79.6%

Gender

Female (44.6%) Male (54.8%) Other (0.6%)

Age

18-24 (68.8%)

25-29 (11.5%)

30-34 (6.4%)

35-39 (4.5%)

40-49 (4.5%)

50+ (4.5%)

Acceptable Target and Rationale: Based on our previous research conducted with student evaluations an acceptable target for this survey was to administer 100 surveys to obtain a representative sample. Receiving at least 100 surveys is an acceptable target according to the IPRO Office.

Ideal Target and Rationale: The ideal target set by the Supervisor of the Assessment Office was to administer at least 200 surveys to students to gauge whether the Assessment Office was meeting each of the three outcomes consistently.

What steps were taken to analyze the data? The IPRO Office scanned the surveys and provided an SPSS spreadsheet of the data. The Supervisor of the Assessment Office analyzed the data and compiled a report.

Key/Responsible Personnel: Denise Carter, Supervisor Assessment Services Office and Crystal Kolross, Interim Dean of Institutional Planning and Research Office (IPRO)

Supporting Attachments:

Survey results: Listed in Program Review

Reports: Attached

Rubric used in the assessment: N/A

Copy of the results: Listed in Program Review

Minutes from meetings: N/A

Summary of Findings:

Outcome #1: Survey results revealed that 84.7% of students agreed that after visiting the Assessment website they understood the importance of the placement exams.

Outcome #2: Survey results revealed that 84.7% of students agreed that after speaking with the Assessment front counter staff, they understood what exam they needed to take.

Outcome #3: Survey results revealed that 95.5% of students agreed they experienced a welcoming environment at the Assessment Office.

Results:

Acceptable Target Achievement: Exceeded

Ideal Target Achievement: Exceeded

Recommendations for Improvement:

Outcome #1: Results indicated that 15.3% of students reported not understanding the importance of the placement testing process after visiting the Assessment Services Office website. An Assessment Tutorial Video is under development to assist with increasing student awareness of the importance of the placement testing process.

Outcome #2: Results indicated that 15.3% of students reported not understanding what exam they needed to take after speaking with an Assessment Office front counter staff member. The Assessment Supervisor will provide additional staff training on the best practices for delivering information to students.

Outcome #3: Results indicated that 4.5% of students reported not experiencing a welcoming environment at the Assessment Office. The Assessment Supervisor will provide additional staff training on providing effective customer service.

Reflections/Notes:

The Assessment Services Office's mission is to provide students information on where to begin course work at the college and overall the office is doing a great job with accomplishing our mission. There is room for improvement for each of the three outcomes and enhancements will be discussed to ensure that our rates increase by 5.0% each year until we reach 100.0% from students for each outcome. The use of technology and how to effectively deliver information and services on websites, videos and in

person will need to be researched further by examining best practices. The hiring of additional staff to adequately provide services to students at the front counter will also need to be examined so students will be able to receive additional information on the testing process, including how to prepare for the exam and the importance of the placement testing process even during peak-times of the year.

EMP: Student Support Services:

Support students effectively and efficiently in and out of the classroom for student success (EMP E1):

Promote and integrate placement testing services with Student Success Act (SB 1456) requirements so students receive a comprehensive delivery of services to assist with complying with regulations.

With the implementation of the Student Success Act, additional space for adequately screening and providing students with placement testing information is essential. First-Time College Students are required to complete Orientation, Assessment and an Educational Plan to receive priority registration beginning Fall 2014. Currently, students are screened and processed at a small front counter area for testing in addition to providing exam-instructions to students, processing Instructor Make-Up Exams, addressing student issues, etc. Ideally, a separate front counter area should exist so these type of services are provided in a more efficient and when necessary confidential manner.

Recommendations:

Convert 11 Month Assessment/Research Clerk to 12 month position to assist with office coverage year-round.

Expand the Assessment Office to include the International Student Office space. The International Student Office plans to vacate their office space.

Hire two Full-Time Assessment Clerks to assist with the expanded front counter area to screen students for placement exam (Check Photo ID, LancerPoint ID Number), new student orientation completion, Assessment computer lab set-up, and proctoring and additional computer labs during peak-times and off-campus testing at in-district high schools.

Category II. Institutional Support

Category III. Accountability

Component B: External Accountability

Outcome: Assessment Services Office complies with state laws, national and state standards of practice to ensure professional services are provided to students.

Measure: Consequential Validation Studies are completed every six years for Chemistry, English, ESL and Math courses as required by the California Community Colleges Chancellor's Office (CCCCO).
Professional Memberships: California Community Colleges Assessment Association – Vice Chair Southern Chapter.

Acceptable Target and Rationale: It is required that Consequential Validation Studies are completed every six years for Chemistry, English, ESL and Math courses. The California Community Colleges Chancellor's Office requires that students and instructors meet a 75.0% threshold regarding their

satisfaction with course placement and an N=50; 75.0% of students must agree that they have been appropriately placed in their classes and 75.0% of instructors must agree that students have been appropriately placed in their classes. If the study meets the Chancellor's Office standards, then no changes would be needed for the placement exam cut-scores. If the standards are not met, then a cut-score study could be conducted to determine what type of cut-score adjustment is needed or whether a change of exam instrument is needed.

Ideal Target and Rationale: The ideal target is to complete these studies regularly to identify any issues that exist with the placement exam in regards to course placement.

What steps were taken to analyze the data? Supervisor of Assessment Services Office submitted the Chemistry, English, ESL and Math Consequential Validation Surveys to the IPRO Office for scanning and the office provided an SPSS file. The Assessment Supervisor generated a report in SPSS to analyze the data.

Key/Responsible Personnel: Denise Carter, Supervisor Assessment Services Office and Crystal Kolross, Interim Dean of Institutional Planning and Research Office (IPRO)

Supporting Attachments:

Consequential Validation Study Reports for Chemistry, English, ESL and Math courses.

Summary of Findings:

Natural Sciences Division (Chemistry 1A): Consequential Validation Study (Fall 2008, Spring 2009 and Fall 2009)

Student Satisfaction:

The survey results revealed that 77.2% of the students are satisfied with their Chemistry 1A course placement and an N=50 was reached. The results indicate that no placement exam cut-score changes are needed for the Natural Sciences Division.

Instructor Satisfaction:

The survey results revealed that 81.4% of instructors are satisfied with student course placement and an N=50 was reached. The results indicate that no placement exam cut-score changes are needed for the Natural Sciences Division.

Comparison of Student and Instructor Satisfaction Chemistry Exam Placed Students Only

Course Student Satisfaction Rate >75.0% and N=50

Instructor Satisfaction Rate >75.0% and N=50

Chemistry 1A YES - 77.2% N=92

YES - 81.4% N=70

Summary of Findings:

English Division: Consequential Validation Study Results (Fall 2008, Spring 2009 and Fall 2009)

Student Satisfaction: The survey results revealed that students are satisfied with their English course placement. All four English courses exceeded the 75.0% threshold requirement set by the Chancellor's Office and an N=50 was reached. The results indicate that no placement exam cut-score changes are needed for the English Division.

Instructor Satisfaction: The survey results revealed that instructors are satisfied with student course placement. All four English courses exceeded the 75.0% Chancellor's Office requirement and an N=50 was reached. The results indicate that no placement exam cut-score changes are needed for the English Division.

Comparison of Student and Instructor Satisfaction English Exam Placed Students

Course	Student Satisfaction Rate >75.0% and N=50	Instructor Satisfaction Rate >75.0% and N=50
English 1A	YES - 86.4% N=214	YES - 96.4% N=138
English 100	YES - 86.4% N=213	YES - 77.7% N=130
English 400	YES - 81.3% N=203	YES - 90.2% N=174
English 130	YES - 81.8% N=132	YES - 85.9% N=142

Summary of Findings:

Languages Division (ESL Courses): Consequential Validation Study Results (Fall 2008, Spring 2009 and Fall 2009)

Student Satisfaction:

The survey results revealed that a majority of students were satisfied with their ESL course placement. ESL 33A, ESL 33B and ESL 122 met the 75.0% threshold required by the Chancellor's Office and an N=50 was reached for each course. The ESL 422 course did not meet the 75.0% threshold; however, and an N=50 was reached. This finding indicates that the ESL cut-scores will need to be adjusted for the ESL 422 course.

Instructor Satisfaction:

The survey results revealed that instructors were not satisfied with student course placement. None of the four ESL courses met the 75.0% requirement by the Chancellor's Office and an N=50 was reached for each course. Instructors indicated that in each of the four ESL courses, the course was too difficult for students. This finding indicated that the cut-scores for all ESL classes will need to be adjusted.

Comparison of Student and Instructor Satisfaction ESL Exam Placed Students

Course Student Satisfaction Rate >75.0% and N=50

Instructor Satisfaction Rate >75.0% and N=50

ESL 33B	YES - 77.8% N=81	NO - 70.0% N=50
ESL 33A	YES - 84.4% N=193	NO - 67.3% N=147
ESL 122	YES - 82.2% N=214	NO - 58.4% N=178

ESL 422 NO - 67.1% N=152

NO - 71.7% N=99

Summary of Findings:

Math Division: Consequential Validation Study Results (Fall 2006, Spring 2007, Fall 2007, Spring 2008 and Fall 2008)

Student Satisfaction:

The survey results revealed that students were satisfied with their Math course placement. Math 3, Math 125, Math 131, Math 15 and Statistics 50 met the 75.0% threshold required by the Chancellor's Office and an N=50 was reached for each course, except Math 15. Further studies will need to be conducted.

Instructor Satisfaction:

The survey results revealed that instructors were not satisfied with student course placement for two courses, Math 125 and Math 131. The courses did not meet the 75.0% threshold required for the Chancellor's Office and an N=50 was reached for each course. Instructors were satisfied with student course placement for Math 3, Math 15 and Stat 50 and met the 75.0% and an N=50 was reached for each course, except Math 15. Further studies will need to be conducted for Math 15. The survey findings indicate that the Math placement cut-scores need to be reviewed and adjusted so that students are appropriately being placed into their Math courses.

Comparison of Student and Instructor Satisfaction Math Exam Placed Students

Course	Student Satisfaction	Rate >75.0% and N=50	Instructor Satisfaction	Rate >75.0% and N=50
Math 3	YES – 79.8%	N=87	YES – 76.2%	N=77
Math 125	YES – 84.5%	N=136	NO – 63.1%	N=77
Math 131	YES – 79.7%	N=110	NO – 71.6%	N=96
Math 15	YES – 94.1%	N=16	YES - 100%	N=16
Stat 50	YES - 89.3%	N=50	YES - 87.0%	N=62

Note: Math 15 studies were postponed due to limited sections offered and to the fact that the same Instructors are only available to participate in the study, which is not ideal because a random sample is not occurring. Since 86.0% of students enter the Math 15 course through a prerequisite and 13.2% enter the course through the placement exam, this poses an issue with trying to obtain adequate data. A recent study was completed in spring 2014 and data will be combined. Preliminary results indicate that overall Students and Instructors are satisfied with course placement for Math 15.

Results:

All required Consequential Validation Studies have been completed according to the CCCC requirements. In the spring 2014 semester new Consequential Validation Studies were completed for Chemistry, English, ESL and Math courses and data is currently being analyzed. Reports will be available in late May 2014.

Acceptable Target Achievement: Met at 100.0% of all Consequential Validation Studies have been completed.

Recommendations for Improvement: N/A

Reflections/Notes: The Assessment Services Office strives to provide students with testing services that are efficient and effective. The office goal is also to create a testing environment that is friendly and welcoming in order to provide students with the best possible testing experience so they receive the highest course placement possible to avoid delays with graduation and/or transfer.