Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: Assessment-Matriculation
  3. Review Type: Student Services Program Review
  4. Program/Departments: Matriculation (Includes HS Recruitment, Peer Mentors, Orientation) (63200)
  5. Authority Code: 73-Dean, Counseling and International Programs
  6. External Regulations: Yes X  No

Describe:
The Ohlone College assessment program follows the California Community College Matriculation guidelines for placing students into basic skills courses. Assessment is one of the basic components of the Matriculation process.

7. Provide a brief narrative that describes the services provided.
   • The primary mission of Assessment Program is to provide students a process through which Ohlone assesses their knowledge, skills and other factors to ensure their appropriate placement into the basic skills courses. Assessment tests are provided on an on-going basis for English, math, and English as a Second Language. Assessment tests are also provided for students wishing to waive the general chemistry prerequisite.

8. Describe how the program specifically serves students, faculty and staff.

   The Assessment Program offers tests throughout the year at the Ohlone Testing Center and at local high schools. Information about testing is updated on a regular basis on the Ohlone website and in the Schedule of Classes to inform students about testing schedules, rules and requirements for testing, ways to prepare for the test and general information about testing. Immediately after the tests, students are provided their results and instructions for attending New Student Orientation and/or meeting with a counselor. The Assessment coordinator meets with English, math, ESL and chemistry faculty to review the effectiveness of the placement testing process and makes changes as needed to insure that students are being placed into the proper course levels.

9. Describe how the program or service needs are addressed (how
the program/service accomplishes what it's supposed to do.) How are current technologies applied?

In the spring 2006, Ohlone College began using computer-based assessment testing: Accuplacer by College Board, and Compass ESL testing by ACT (American College Testing). Since then, the majority of California Community Colleges have begun using similar computer-based testing. This form of testing has several benefits: 1) students can get their results immediately after completing the test; 2) the tests are “self-adjusting” so that the difficulty of the test questions is adjusted as students answer questions; 3) the tests are not timed, thus lowering test anxiety; 4) there are large pools of questions which are randomly selected for each student which reduces cheating, and also allows for a more liberal retesting policy 5) since the primary test is internet-based, it is easier to administer at off-campus sites and we can allow staff at high schools or even in other countries to proctor the test; 6) data and record keeping are easier.

At the same time, the costs of this type of testing is higher than traditional “paper-pencil” testing. The current annual cost of administering English, math and ESL placement tests is approximately $22,000.

In the past few years, there have been several important changes in the basic skills curriculum. Most notably, reading courses became prerequisites to English 101A and pre-algebra was incorporated into the math course sequence. These changes have required adjustments in the assessment testing and placement criteria. The Assessment Coordinator and Testing Specialist have worked with math and English faculty to evaluate and adjust the scoring and placement criteria for these courses.

In 2010-2011, a placement validation study was conducting for all assessment areas: English, math, ESL and chemistry.

In October 2012, we completed a report on Placement Test data from 2008 to 2012.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal
compliance mandates for the College.

The Ohlone College assessment program follows the California Community College Matriculation guidelines for placing students into basic skills courses. Assessment is one of the basic components of the Matriculation process.

The Assessment program supports the English, math and ESL departments because faculty in these departments rely on the proper placement of students into their courses. The chemistry department also works with the Testing Center to administer the chemistry placement test for those students wishing to waive the prerequisite for Chemistry 101A.

The Testing Center also supports other student services programs, particularly the New Student Orientation program. Testing Center staff work closely with the Orientation coordinator and high school outreach counselor to provide coordinated services to our local high schools.

Earlier this year, the California State Legislature passed the Student Services Act of 2012. This act will provide new guidelines for placement testing in community colleges. During the next few years, Ohlone College will need to pay close attention to the details of this legislation to ensure that we are in full compliance.

11. Discuss the impact of the program on the community and the impact of the community on the program.

The Testing Center works closely with local high schools to arrange testing at the high school sites for graduating high school seniors. The Testing Center also reaches out to high school teachers and counselors to keep them informed of the placement test policies and process.

Testing Center staff gives presentations to high school counselors as part of the high school outreach efforts.

The Assessment Coordinator gave a training to high school teachers in January 2011 at Kennedy High School as a follow up to the Basic Skills meeting with high school teachers and administrators in December, 2010.

The Assessment Coordinator has actively participated in the
Northern California Community College Assessment Association. In 2011-2012, the Assessment Coordinator and/or the Placement Testing Specialist attended the following conferences: The Northern California Community College Assessment Assn annual fall conference; California Community College Chancellors Office (CCCO) conference on California Common Core statewide testing; CCCCO conference on placement testing validation requirements; the National Accuplacer Conference.

- **College Mission**
  1. *Mission Statement*
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. *Vision Statement*
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. *Core Values, Goals & Objectives:*

    **College Core Values**
    - We open access to higher education and actively reach out to under-served populations.
    - We promote diversity and inclusiveness.
    - We maintain high standards in our constant pursuit of excellence.
    - We value trust, respect and integrity.

    **College Goals/Objectives**
    1. *Through innovative programs and services, improve student learning and achievement.*
       10. By 2015, expand the appropriate Student Services available to evening students, part time students, students on the Newark Campus, and students taking courses online.

    4. *Briefly describe how the program supports the college mission, vision selected college values.*

      The Testing Center is makes an effort to reach out to all students eligible to attend Ohlone College. Testing Center staff administers the placement test at all local high schools, including the continuation high schools in Fremont, Newark and Union City; many of these high schools serve a high percentage
of low-income and underrepresented students. We offer alternate testing arrangements for students with disabilities, and work with DSPS to make placement testing accessible to all DSPS students. The Testing Center also offers a comprehensive Testing/Orientation/Counseling sessions for Second Language Learners that makes testing and course-enrollment easier for these student. Finally, we offer testing throughout the year so that prospective students can complete the testing process in the morning, afternoon or early evening.

The Testing Center meets regularly with faculty from English, math and ESL departments to review the effectiveness of the placement test and make improvement to the testing standards and processes.

We provide immediate placement information to the students to encourage students to begin developing their goals and educational plans. The Testing Center also has a reasonable retest and appeals process that allows students to repeat the testing process if this would lead to a more accurate assessment of their basic skills.

5. Briefly describe how the program supports selected college goals.

Through innovative programs and services, improve student learning and achievement. (Goal)

The computer-based placement testing programs allows students to complete the assessment/placement process in a convenient and relatively stress-free manner. It allows students to take the test one the Ohlone campus or at off-campus sites; it allows students to complete the test at their own pace; it gives students their results immediately after completing the test; and it allows for a more reasonable retest policy. This helps students complete the testing process and makes it possible for students to more quickly access counseling services and begin their educational planning.

6. Briefly describe how the program supports selected college objectives.

By 2015, expand the appropriate Student Services available to evening students, part time students, students on the
Newark Campus, and students taking courses online.  
(Objective)

Placement testing is offered on an on-going basis in the morning afternoon and early evening. For students that cannot attend any of the regularly scheduled sessions, individual arrangements can be made to administer the placement test at a time convenient to any student. Placement test results are also accepted from any California Community College.

We plan on expanding the Placement Testing services to the Newark Campus in Spring, 2013.

Program SLOs & Assessment

1. Student Services SLO -

Students will know how to access study guides for the English and math placement tests.


       Testing Center staff will

           1. Update the online study guides that are posted on the Testing Center website.

           2. Incorporate a "background question" into the Accuplacer testing package for math and English; this background question will ask all students if they have studied for the placement test and, if so, what was the source of their study guides and materials.

   b. Indicate your planned method of assessment.

       Data from the Accuplacer background question will be analyzed.

   c. Enter assessment results and analyze student success in achieving this SLO.

       Data collection and analysis will be completed by the end of the spring 2014.

   d. Future Action
• **Student/Program Achievement**
  
  1. *List area-specific outcomes.*

         Students will be properly placed into English, math and ESL courses.

  2. *Identify internal and/or external benchmarks and regulations.*

         This will be measured by conducting a Placement Test Validation study every four years as per guidelines set by the CCCCO Matriculation Division. The target will be for 85% of all students to be properly placed into courses, based on the average of instructor and student responses.

  3. *Enter assessment results for area-specific outcomes and analyze trends.*

         See attached reports on the 2010-2011 Validation Studies.

  4. *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

         Expenditures for test units for the 2011-2012 academic year:

         Accuplacer: 12,579 test units x $1.55 = $19,479.45

         Compass/ESL: 1107.5 test units x $1.66 = $1835.45

         Total Cost for Test Units: $21,214.90

         I expect the cost of these test units to go up in the next year. It is impossible to predict when this might happen and by how much it will go up.

         In addition, the California Student Success Act of 2012 includes a mandate for a "common statewide assessment" to be developed. It is likely that this will lower the cost of testing units. However, this common assessment may take several years to develop.

  5. *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program*
The Test Center is staffed by one full time Student Services Assistant. During peak testing periods (March-April test at the high schools, May, August, December and January) there needs to be additional help. Currently, this help is being provided by Peer Mentors.

Also, additional help is required for testing at the Newark Campus that is scheduled to begin in December 2012. Hopefully, Peer Mentors can be schedule for these session. Newark testing will also require IT support to set up Datatel access and printing capability.

When available, the Testing Center is being used for New Student Orientation, Athletic advising and Transfer Center Application Workshops.

6. Describe any additional notable program achievements (optional).
7. Additional Program Table Data
8. Future Action
   Current levels of achievement indicators maintained.

- **Program Analysis**
  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize you findings. Use these data and trends to prioritize, revise, or develop new PIOs
  1. Describe program achievements and successes.
     See attached reports: Validation Studies and Placement Testing Data 2008-2012
  2. According to the evidence, what are the areas needing improvement?
     We need improve on the percentage of student who are satisfied with their placements into math courses (all levels except Math 159 and 101A) and English courses (English 151A, 151B, 162 and 163)

- **Program Improvement Objectives:**
  1. Objective:
Increase students’ usage of Testing Center’s study guides to prepare for math and English placement tests.

a. Action Plan
   Year 1:
   1. Review Online test review materials currently posted on the Ohlone Testing Center website. Explore other college websites for better online study guides, and incorporate these into Ohlone's website.

   2. Incorporate background questions into each test to determine whether students had studied for the placement test, and if they did study, what kind of study materials were used.

   3. Develop more effective online and printed materials to encourage students to study prior to the placement tests.

b. Other (Include other resources needed)
   Year 1:
   Paper and printing services for handouts.

c. Assessment Plan: List Assessment Strategies
   Year 1:
   Each student will answer the background questions about test preparation. Answers to these questions will be analyzed to determine what percentage of student studied for the test, and what kind of materials they used to study.

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   If students utilize study guides and materials to prepare for
the placement test, they will place into higher levels of basic skills courses and reduce the time needed to achieve their academic goal.

Also, students who feel that they are properly placed into math and English courses will be more motivated to do well in that class.

2. PIO Assessment
   a. Future Action

1. Objective:
   To establish a permanent source from the Ohlone College Budget to fund the cost of placement testing units. This will stabilize the placement testing by avoiding the need to each year to find a new source of funds to pay for testing units.

   This PIO has been accomplished as per Dean Eddie West.

   a. Action Plan
      Year 1:
      The Dean of Counseling will work with the Dean of Business Services to find a permanent source of funding for testing units.

   b. Staffing
      Year 1:
      No additional staffing needed.

   c. Equipment (Include items that fit under department budget codes)
      Year 1:
      No additional equipment needed.

   d. Technology (Include items that fit under IT budget codes)
Year 1:
No additional technology needed.

e. Facilities (Include items that fit under the Facilities budget codes)
Year 1:
No additional facilities needed.

f. Other (Include other resources needed)
Year 1:
No additional resources needed.

Last year the Testing Center administered a total of 13,023 tests for English, math and ESL at a total cost of $26,288. This amount should remain fairly stable, with slight annual increases in the per/unit costs.

g. Assessment Plan: List Assessment Strategies
Year 1:
Assessment coordinator will meet with the Dean of Counseling in early fall 2011 to verify budget source for testing units.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:
Placement testing is the one of the first steps students complete before beginning their education at Ohlone College. Establishing a permanent budget source for testing units will ensure that students will be able to complete this process in a timely manner, without interruption due to lack of funding.
2. **PIO Assessment**
   a. *Enter assessment results with analysis.*
      
      PIO has been accomplished.
   
   b. *Future Action*
      
      Completed.

1. **Objective:**
2. **PIO Assessment**
   a. *Future Action*

- **Outside Review Results** 04/29/2011
  
  1. List each team members name and title.

  The English Assessment Committee members:
  Kerry Kawasaki-Hull, English instructor
  Rakesh Swamy, English instructor
  Cecille Davila, English instructor
  Susan Cunningham, English instructor

  The Math Assessment Committee members:
  Anh Nguyen, Math instructor
  Mylene Pelimiano, Math Instructor
  Bob Bradshaw, Math Instructor
  Linda Messia, Math Instructor

  2. Discuss key feedback provided by team and how it was incorporated into the report.

     See Attached validation reports

- **Attached Files**
  
  1. [Accuplacer English Validation Study 2010-11 FINAL VERSION.docx](#)
  2. [Accuplacer Math Validation Study 2010-11 FINAL VERSION.docx](#)
  3. [OHLONE COLLEGE PLACEMENT TESTING DATA 2008-2012 B.pdf](#)