

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Assessment-Matriculation
- *Academic year:* 2015/2016
- *Review Type:* Student Services Program Review
- *Program/Departments:* Student Success and Support Programs (SSSP) (63200)
- *Authority Code:* 81-Dean, Counseling and Special Programs
- *External Regulations:* Yes X No

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.

- *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.

- **College Mission**

- *Mission Statement*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

- *Program Relation to College Mission.*
 - Career Entry (CTE)
 - University Transfer
 - Support Services
- *State your program Mission/Purpose.*

- *Briefly describe program accomplishments.*

- **Student/Program Achievement**

- *List area-specific outcomes.*

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

- *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.

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

See attached reports on the 2010-2011 Validation Studies.

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

- *Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.*

- *Additional Program Table Files.*

- *Future Actions*

Current levels of achievement indicators maintained.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Complete a Disproportionate Impact Study on the Accuplacer English and math placement tests.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Institutional Effectiveness
- Awareness of, and sensitivity to, diverse cultures and perspectives.
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

Disproportionate impact evaluates the rate of placement of impacted groups

into specific classes. When courses represent a sequence, then placement rate evaluation into the upper level courses is sufficient (assuming that most students want to be in the upper level courses, etc.) and the goal is to monitor initial placement. When the ratio is below 80% or the minority group placement rate is less than 80% of the majority group placement rate into the upper level course(s), the college must consider and evaluate what the causative factors could be that account for the observed differential placement. Monitoring and documentation must continue over time. As appropriate, steps need to be considered to alleviate the situation. It becomes important to re-evaluate the fairness of the test as a tool to guide placement recommendations.

PIO Action Plan:

How will you accomplish this?

December 2015: Meet with College Research to review CCCCO guidelines for conducting a Disproportionate Impact Study. January-February 2016: complete data analysis March-April: consider how to address any specific disproportionate impacts. May: Final Report

What is your timeline?

See Above

Who is going to do this?

Wayne Takakuwa, Susan Gutkind, College Researcher, Linh Nguyen, Mark Lieu, Mike Holtzclaw.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

1030 student-test sessions were administered at the Newark campus from April-August 2015. Due to the closing of the Fremont campus in the summer 2015, all placement tests were administered at Newark during June and July. We will continue to schedule some testing at the Newark campus in November-December 2015 and again in May-August 2016, and will track the number of

students who complete their testing at Newark.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified
2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Make available to students: an online math diagnostic program that can identify specific math topics a student needs to study in order to improve his/her math placement result.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

How will you assess the effectiveness of your PIO:

Track: -how many students use the program -how many of these student retest in math -how many of these students get a higher math placement test.

PIO Action Plan:

How will you accomplish this?

Fall 2015: purchase EdReady Spring 2016: -Work with EdReady staff to customize the program to match Ohlone's math sequence, and to integrate EdReady into the Ohlone website and Colleague -Beta test Ed Ready with a small group of students -Make Ed Ready available to utilize by any student who wishes to retest in math.

What is your timeline?

Above objectives will be implemented by the end of May 2016.

Who is going to do this?

Susan Gutkind, Linh Nguyen, Wayne Takakuwa, IT staff

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

1030 student-test sessions were administered at the Newark campus from April-August 2015. Due to the closing of the Fremont campus in the summer 2015, all placement tests were administered at Newark during June and July. We will continue to schedule some testing at the Newark campus in November-December 2015 and again in May-August 2016, and will track the number of students who complete their testing at Newark.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Establish plans to transition to the Statewide ESL Placement test.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

The ESL Placement that Ohlone College currently administers includes the ESL/Compass computerized test by ACT. ACT is phasing out all of their test instruments as of November 2016. So, we need to have a new ESL Placement test in place by that time.

Program PIO will address the following:

- Student Learning & Achievement

How will you assess the effectiveness of your PIO:

The effectiveness of this PIO will be measured by three standards: 1. Whether the Statewide ESL test is operational at Ohlone College by October 2016, and available to as many students who want to take the Ohlone ESL test. 2. Whether the new ESL Placement test, as it is administered at Ohlone College is approved by the California Community College's Chancellor's Office 3. Whether the a cut score validation study (conducted within 3 years after the first test is administered) meets the guidelines set by the CCCCCO

PIO Action Plan:

How will you accomplish this?

Fall 2015: -Gather information about the new Statewide ESL Placement test -Get approval to be one of the piloting colleges Spring 2016: Together with the Ohlone ESL faculty: -conduct a content validation study of the Statewide ESL test -Set initial cut scores -Work with IT to develop the process to upload scores and placement levels into Colleague Fall 2016 -Pilot the test to a small group of students -Start ESL testing using this new Statewide ESL test in December 2016

What is your timeline?

May 2016

Who is going to do this?

Wayne Takakuwa Linh Nguyen

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

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August 2015. Due to the closing of the Fremont campus in the summer 2015, all placement tests were administered at Newark during June and July. We will continue to schedule some testing at the Newark campus in November-December 2015 and again in May-August 2016, and will track the number of students who complete their testing at Newark.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified
4. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Conduct a cut score validation study for the Accuplacer English and math placement tests and the Compass/ESL placement test.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Student Learning & Achievement

How will you assess the effectiveness of your PIO:

We will follow the guidelines from the California Community College Chancellor's Office on validating placement tests. Based on the initial report, we will determine if there needs to be adjustments to the cut scores for any of the above placement tests. The final validation report will document whether any changes needed to be made

PIO Action Plan:

How will you accomplish this?

Sept/Oct: Survey students and instructors in math, English and ESL classes
Nov/Dec: compile data and meet with English, math and ESL assessment committees to make recommendations
Jan/Feb: Incorporate any changes into

the math, English and/or ESL placement test cut scores. Mar-April 2016:
Complete Final Report

What is your timeline?

See above.

Who is going to do this?

Linh Nguyen (Testing Center Student Services Assistant) Andrea Sanchez
(Student Success, Early Alert, Basic Skills Student Services Coordinator) Susan
Gutkind, Dean of Counseling and Special Programs

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

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Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: No Resources Identified

5. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase students? usage of Testing Center?s study guides to prepare for math

and English placement tests.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Service Impacts

How will you assess the effectiveness of your PIO:

Students will answer a "background" question at the beginning of each placement test that gathers information about how they prepared for the test.

PIO Action Plan:

How will you accomplish this?

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.

What is your timeline?

Fall 2014: Review current data on students test preparation. Spring 2015: Evaluate current test review materials/websites and identify new sites and apps.

Who is going to do this?

Linh Nguyen & Wayne Takakuwa

PIO Status:

- Completed

Closing the loop - Describe the results of your PIO implementation or completion:

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Conclusion: Complete if PIO has been completed

PIO not achieved - did not work - start new PIO cycle

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: assessment assistant and coordinator to meet and implement
6. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Implement placement testing on the Newark Campus.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Testing was conducted at the Newark Campus from May-July, 2015. Testing will continue in future testing cycles when Newark space is available.

Program PIO will address the following:

- Service Impacts
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

Track the number of students who are completing the placement test at the

Newark Campus for Spring 2015 and summer/fall 2015. Data can be collected through the Accuplacer website by date of test.

PIO Action Plan:

How will you accomplish this?

1. Work with Dean of the Newark Campus to find appropriate room for placement testing. Preferably NC 1310). 2. Work with IT at Newark to insure that laptops are properly set up to administer the Accuplacer and Compass/ESL tests. 3. Work out a schedule for testing with the Testing Center Specialist 4. Post testing schedule on Testing Center Website 5. Arrange for Peer Mentor support with Orientation & Outreach Coordinator.

What is your timeline?

Testing at Newark will occur on a very limited basis in December 2014 and January 2015. Regular testing at Newark will start in May 2015.

Who is going to do this?

Linh Nguyen, Student Services Specialist, Assessment.

PIO Status:

- Completed

Closing the loop - Describe the results of your PIO implementation or completion:

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Conclusion: Complete if PIO has been completed

PIO achieved - worked

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: Testing assistant to spend some time at NC
- Resource: Other Non-Budget Related Resources Needed
Description: Access to a room with proctoring sightlines and 35 computer stations

7. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Incorporate the new Math 192 into the Accuplacer math test branching profiles.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

Program PIO will address the following:

- Course Completion
- Persistence
- Increase Program Enrollments

How will you assess the effectiveness of your PIO:

Track students who are placing into the new Math 192 course to identify improper placements.

PIO Action Plan:

How will you accomplish this?

1. Meet with Math Assessment Committee to determine new math cut scores for Math 190, 191, 192, 151.
2. Revise Accuplacer math branching profiles
3. Update Placement rules and messages.
3. Beta-test branching profiles, rules and messages.
4. Begin new test rules in December 2014
5. Compile issues/problems related to new branching profiles
6. Final revisions/updates

What is your timeline?

Meet with Math Assessment Committee in summer 2014. Revise Branching Profiles in fall 2014. Begin new test in December 2014.

Who is going to do this?

Linh Nguyen and Wayne Takakuwa

PIO Status:

- Completed

Closing the loop - Describe the results of your PIO implementation or completion:

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Conclusion: Complete if PIO has been completed

PIO achieved - worked

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: minimal time with math assessment committee

Attached Files:

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- [Accuplacer English Validation Study 2010-11 FINAL VERSION.docx](#)
- [Accuplacer Math Validation Study 2010-11 FINAL VERSION.docx](#)

- [OHLONE COLLEGE PLACEMENT TESTING DATA 2008-2012 B.pdf](#)