PROGRAM REVIEW Fall 2018

Program: Assessment Center
Division: Student Services
Date: October 19, 2018
Writer(s): Donna Reed
SLO/SAO Point-Person: Donna Reed

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Time Frame: This Program Review should reflect on program status during the 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

Topics: A list of topics of particular interest to Program Review readers can be found here: https://goo.gl/23jrxt
Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

1) *Please respond to each question as completely as possible.*
2) *If the requested information does not apply to your program, write "Not Applicable."*
3) *Optional: Meet with your dean to review this document before October 22.*
4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 22.*

Links:

Program Review Home Page: https://goo.gl/XATgjJ
Fall 2017 Program Review Updates : https://goo.gl/pkv76m
Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

The Assessment Center provides English, Math, English as a Second Language, Chemistry, Spanish and French assessment tests for new and continuing students and is often the first point of contact for incoming students. The purpose of the English, Math and English as a Second Language assessments are to provide students with placement options for course registration. The English and Math assessments currently utilize a combination of the College Board Accuplacer assessment and multiple measures based on the student's high school GPA and previous coursework. Students are then placed in the higher of the two assessments.

The English as a Second Language assessments currently in use are the CELSA grammar test and an in-house writing component. The assessments are graded by the ESL faculty and the results are relayed to the student by the Assessment Specialist. ESL students are then scheduled for an orientation session with a counselor and ESL faculty to discuss placement and assist with course registration.

The purpose of the Chemistry assessment is to provide students with previous Chemistry coursework to assess out of the CHEM 31 prerequisite and register for CHEM 1A. The Chemistry exam utilized is the California Chemistry Diagnostic Test. Students who correctly answer 51% or more of the 44 questions are able to register for CHEM 1A.

The Spanish and French language assessment currently in use is the WebCape Foreign Language Assessment. Students with previous foreign language experience may use the assessment to place into a higher level of Spanish or French. This assessment alleviated the necessity for students with foreign language experience to meet with foreign language faculty for assessment. Results are

available immediately following the assessment and students may register for courses directly after the assessment. One important point regarding the foreign language assessment is that it is not a credit by exam, and students will not receive credit for assessing out of Spanish 1A, French 1A, etc.

After students have completed the assessment test, all are provided with information regarding how to access their results in their CLASS-Web account. New students and ESL students are scheduled for a group orientation and program planning session with a counselor. Program planning sessions are provided immediately following some assessment sessions for students to receive their student education plan and register for courses in a timely manner. If students are unable to attend the session immediately following their assessment, they are scheduled for a session within the next few days. The Program Planning sessions are held in the Assessment Center, and the Assessment Specialist is responsible for room set-up, providing all updated materials and managing cancelations and rescheduling appointments.

The Assessment Center collaborates with academic departments, administrators and student services professionals to provide assessment, orientation and student education planning for campus-wide events and special populations, such as:

1. Math Jam-The Assessment Center provides the Math assessment for approximately 200 students in one day to determine if students have "jumped" to the next math level.
2. FastPass-The Assessment Center provides assessments for four consecutive evenings in collaboration with the Counseling Office and the Admissions and Records Office. Students benefit from this program because they can apply for admissions, take the assessment, receive a student education plan and register for courses in one evening. This program was held in November 2017 and May 2018. The Assessment Center tested 101 students during the November 2017 program and 191 students during the May 2018 program.
3. International Students-The Assessment Center provides English, Math and ESL assessments for incoming International Students as part of the International Student orientation. The session is held in August and January, just prior to the start of the semester to allow students arriving from their home country to assess without having to make an additional trip. The Assessment Center tested 7 International Students in August 2018 and 1 student in January 2018.
4. Veterans-The Assessment Center provides assessment tests for Veterans held during Operation Gateway. Students are provided with their results immediately following the assessment and meet with the Veterans counselor for a Student Education Plan
5. Early Admissions-The Assessment Center provides assessment testing in the evenings and on Saturdays during the month of March to accommodate high school student schedules for students participating in the Early Admissions Program. 376 incoming students were assessed in the Early Admissions Program in Spring 2018. The Assessment Office also scheduled and managed appointments for 422 Early Admissions students' Program Planning sessions.
6. Middle College-The Assessment Center provides English, Math and Chemistry assessment testing for students applying for the Middle College program. 135 students tested in Spring 2018 for Middle College application. The Assessment Center also provides the CAASPP test for Middle College juniors over a two week period in May.
7. Disability Resource Center-The Assessment Center collaborates with the DRC to provide assessment accommodations for students with various physical, mental and emotional abilities.

8. English as a Second Language FastPass-The Assessment Center collaborates with ESL faculty and the Counseling Office to provide assessment, orientation, student education planning and course registration in one 4 hour long session. 77 students participated in this program during 2017-2018 academic year.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2017).

"AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

AB 705 was written to clarify existing regulation and ensure that students are not placed into remedial courses that mey delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college level course. Assessment instruments and placement policies have serious implications for equity, as students of color are far more likely to be placed into remedial courses; students placed into remediation are much less likely to reach their educational goals.

Evidence suggests that community colleges are placing too many students into remediation and that significantly more students would complete transfer requirements in math and English if enrolled directly in transfer level English and math courses. Research suggests that when used as the primary criterion for placement, assessment tests tend to under-place students; and a student's high school performance is a much stronger predictor of success in transfer-level courses rather than standardized placement tests.

The Board of Governors has declined to approve any standardized placement tests beyond Fall 2019 for English or mathematics/quantitative reasoning."
-From the California Community Colleges Chancellor's Office

The implementation of AB 705 has some very serious implications for the Assessment Center, as colleges are no longer allowed to use standardized placements for Fall 2019 placement. This means that the Assessment Center will not be able to use the Accuplacer program for English and math placement after January 2019. The Assessment Specialist is collaborating with the Dean of Student Services, the Vice President of Student Services, the Director of Institutional Research, math and English faculty to create and implement a placement model for Las Positas that will be in compliance with AB705.

Challenges facing the Assessment Center in 2019 are:

1. Identifying a process to gather high school data (coursework, course grades and GPA) from incoming students.
    a. One option is to collect high school data from CCCApply during the application process. Las Positas has already added questions regarding high school data to the application in preparation for implementation.

b. A second option is to utilize a guided self-placement tool which students enter high school data which will generate a placement recommendation.

c. A third option is to utilize a placement program that is currently being designed by the Chancellor's Office Tech department. Students will log into this program in MyPath which is part of the CCCApply program. This program will not be available to colleges until February 2019.

2. Identifying a process/program to align the high school information collected from students with the institution's placement policies.

a. The information collected from students will need to be analyzed and converted into a placement for English and math. This process currently takes place in the Accuplacer program, which is then uploaded into Banner so that students can register for the courses they placed into.

b. Once we are no longer able to use the Accuplacer program, the automated uploading of placements into Banner will no longer be available.

c. Manual processing of high school data into placements and the manual data entry to Banner would be very time consuming and delay course registration for students. Therefore the implementation of an automated program is imperative for student success.

3. Identifying a process to determine placement for students who have either graduated from high school over 10 years ago, did not graduate from high school, or did not attend an American high school.

a. Guided Self Placement is a process in which a student can use indicators of success such as other time commitments, grit, and previous education to determine course placement.

4. Implementing placement IT programs and testing to ensure student placements are accurate in accordance with AB 705 guidelines.

5. Marketing the new placement procedures to incoming students, and marketing that AB705 is retroactive to continuing students.

6. Implementing a process for continuing students to have a new placement in English and math in alignment with the AB 705 guidelines.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

C. **Reflection: What plans from the 2017 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews.**

The Short Term Planning goals and achievements from 2017 were as follows:

1. **Continue to provide support for the Math faculty during the implementation of the new multiple measures for Math assessment.** The Math faculty implemented a new placement process that combined the Accuplacer assessment and high school coursework and GPA on October 1st, 2017. Students self-reported their high school information into a questionnaire at the beginning of the Accuplacer test and the placement was based on whichever score was the higher of the test results or the multiple measures. The Assessment Center assisted with the updates of new placement codes in Banner and in Accuplacer. The Assessment Center also provided placement reports to the Math department and the Institutional Research Department upon request.

2. **Provide smooth implementation of the Next Generation Accuplacer assessment program as the current Classic Accuplacer program sundowns in Fall 2018.** This goal is now not applicable due to AB 705 implementation and the Board of Governor's ban on the use of all assessment instruments for English and Math placement which will take effect in January 2019.

3. **Continue to attend conferences and workshops regarding the implementation of the Common Assessment instrument.** This goal is also now not applicable due to AB 705 implementation. However, the Assessment Specialist attended conferences for AB 705 and multiple measures implementation and how to repurpose assessment centers sponsored by the California Community College Assessment Association. The Assessment Specialist has also participated in webinars on Guided Self Placement sponsored by the California Community College Academic Senate.

4. **Provide assessments for local high school students on site.** The Assessment Specialist was not able to achieve this goal due to staffing issues. As the Assessment Center is a one person department, it was not possible to hold assessment session in the Assessment Center and at the high schools simultaneously.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support	X	Professional Development		

D. **IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: http://www.laspositascollege.edu/research/progrev.php

Course Success Rates Dashboard can be found at the bottom of this page: http://www.laspositascollege.edu/research/outcomes.php

The Assessment Center does not have an IR data packet. Please see the next question for Assessment Center 2017-2018 data.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://goo.gl/23jrxt		
Community Partnerships/Outreach	Facilities, Supplies and Equipment, Software	LPC Planning Priorities		Services to Students
Curriculum committee items	Financial/Budgetary	LPC Collaborations		SLO/SAO Process
Enrollment Management	Human Resources	Pedagogy		Technology Use
External Factors	Learning Support	Professional Development		

E. **Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- o **Data generated by your program**
- o **CEMC Data**
- o **Labor Market Data**

The following are the numbers of students taking assessment tests (English, Math, Chemistry, ESL, Spanish, French) for the 2016-17 and 2017-18 academic years:

July 1, 2016-June 30, 2017
Early Admissions testing   522
All other assessments   3176

July 1, 2017-June 30, 2018
Early Admissions testing   376
All other assessments   3287

The Assessment Center experienced a 3.3% increase in assessments from 2017 to 2018. However Early Admissions assessments experienced a 27.9% decrease. The decrease in the Early Admissions assessments could be explained by an increase in the number of students who have AP and EAP scores which grants them placement directly into college level coursework without needing to take the assessment.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
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	Enrollment Management		Human Resources	Pedagogy		Technology Use
	External Factors		Learning Support	Professional Development		

F. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions B-E).

Students have been impacted by the implementation of multiple measures in English in 2016 and in math in 2017. Many more students were able to enroll directly in college level courses in both English and math due to the multiple measures implementation. Evidence suggests that significantly more students would complete transfer requirements in English and math if enrolled directly in transfer-level courses.

After the implementation of Math Multiple Measures, a larger number of students were placed in transfer level math courses than prior to the implementation of multiple measures, and fewer students were placed in below transfer level math. This led to increased enrollments in transfer level courses, and success rates indicate an improvement over placement by assessment alone.

Further study will be needed to determine the success rates of students placed with multiple measures, as data was drawn from one semester only.
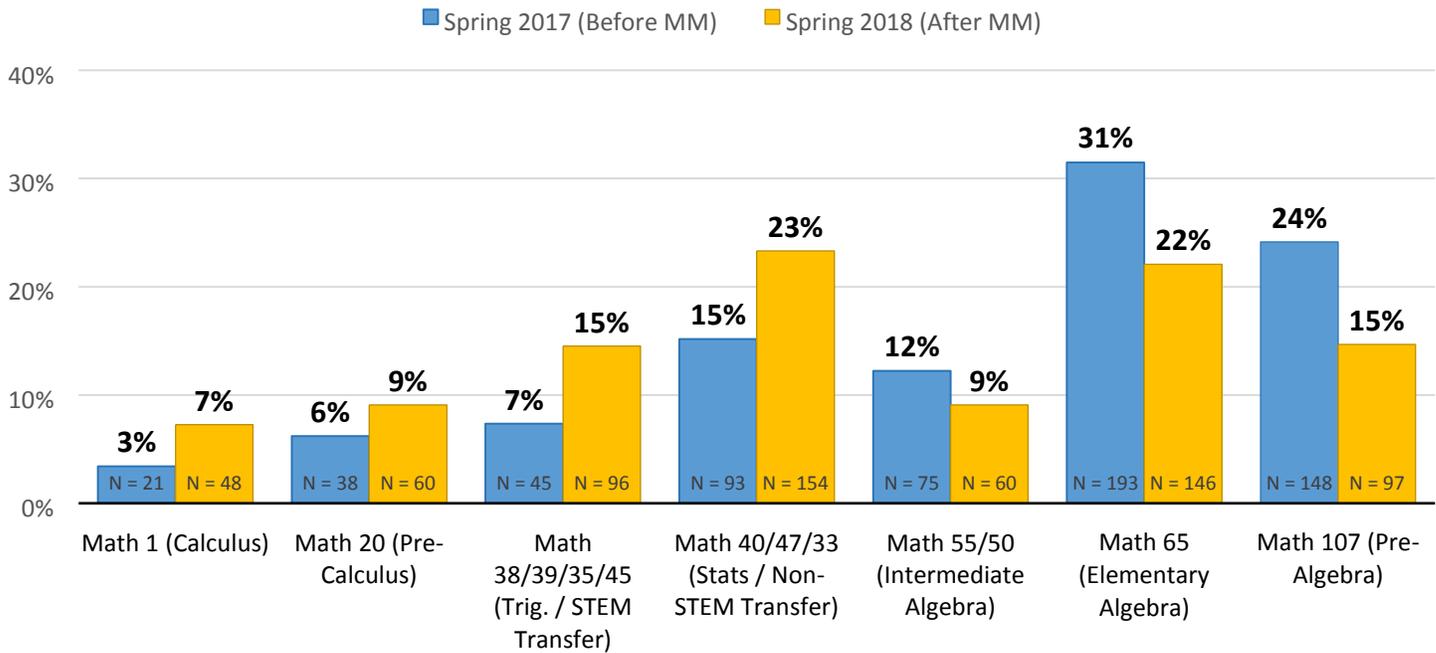
Please refer to the charts below for more information. (*Information provided by the Institutional Research Office.*)

Las Positas College
Math Multiple Measures Implementation
Course Recommendations and Success Rates

Recommended Math Level (Placement)	Spring 2017		Spring 2018	
	Num	Pct	Num	Pct
Math 1 (Calculus)	21	3%	48	7%
Math 20 (Pre-Calculus)	38	6%	60	9%
Math 38/39/35/45 (Trig. / STEM Transfer)	45	7%	96	15%
Math 40/47/33 (Stats / Non-STEM Transfer)	93	15%	154	23%
Math 55/50 (Intermediate Algebra)	75	12%	60	9%
Math 65 (Elementary Algebra)	193	31%	146	22%
Math 107 (Pre-Algebra)	148	24%	97	15%
Total	**613**	**100%**	**661**	**100%**

NOTE: Recommendations are as a result of math assessments from October through January prior to the spring semesters.

Student's Recommended Math Level:
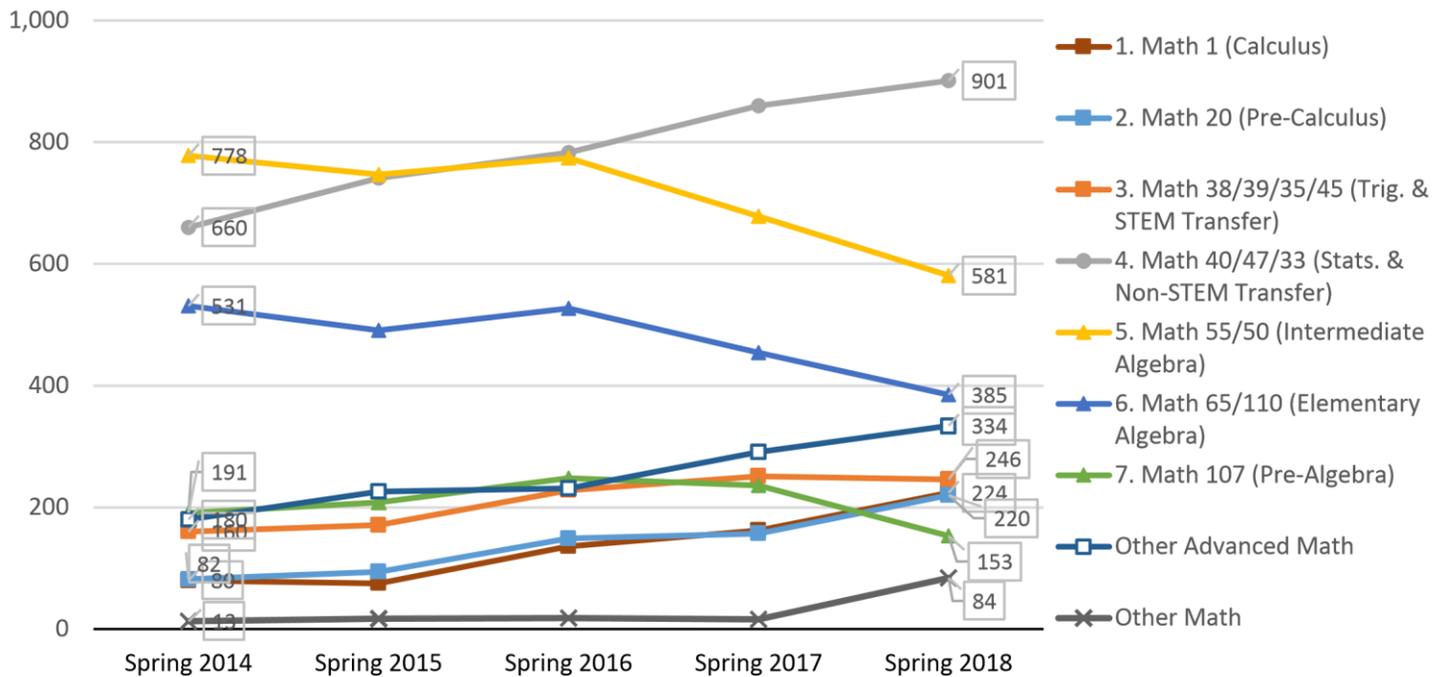## Before and After Multiple Measures Implementation

■ Spring 2017 (Before MM) ■ Spring 2018 (After MM)

Math Level	Spring 2017 (Before MM)	Spring 2018 (After MM)	N (2017)	N (2018)
Math 1 (Calculus)	3%	7%	21	48
Math 20 (Pre-Calculus)	6%	9%	38	60
Math 38/39/35/45 (Trig. / STEM Transfer)	7%	15%	45	96
Math 40/47/33 (Stats / Non-STEM Transfer)	15%	23%	93	154
Math 55/50 (Intermediate Algebra)	12%	9%	75	60
Math 65 (Elementary Algebra)	31%	22%	193	146
Math 107 (Pre-Algebra)	24%	15%	148	97

Math Multiple Measures Implementation:
Course Recommendations and Success Rates

Math Level	Spring Semester				
	2014	2015	2016	2017	2018
Math 1 (Calculus)	80	75	136	162	224
Math 20 (Pre-Calculus)	82	94	149	157	220
Math 38/39/35/45 (Trig. / STEM Transfer)	160	171	228	251	246
Math 40/47/33 (Stats / Non-STEM Transfer)	660	741	783	860	901
Math 55/50 (Intermediate Algebra)	778	747	774	678	581
Math 65 (Elementary Algebra)	531	491	527	454	385
Math 107 (Pre-Algebra)	191	208	248	236	153
Other Advanced Math	180	226	231	291	334
Other Math	13	17	18	16	84
Total	**2,675**	**2,770**	**3,094**	**3,105**	**3,128**

NOTE: "Other Advanced Math" are math courses with a calculus prerequisite or higher math.

"Other Math" are support courses (e.g. 107E) and courses not in the main math sequence (e.g. 72A, 52A, 29).

LPC Enrollments in Math by Math Level
Spring 2014 to Spring 2018

Legend:
- 1. Math 1 (Calculus)
- 2. Math 20 (Pre-Calculus)
- 3. Math 38/39/35/45 (Trig. & STEM Transfer)
- 4. Math 40/47/33 (Stats. & Non-STEM Transfer)
- 5. Math 55/50 (Intermediate Algebra)
- 6. Math 65/110 (Elementary Algebra)
- 7. Math 107 (Pre-Algebra)
- Other Advanced Math
- Other Math

Data labels: 778, 660, 531, 901, 581, 385, 334, 246, 224, 220, 191, 180, 160, 153, 82, 80, 84, 12

Math Multiple Measures Implementation:
Course Recommendations and Success Rates

Success Rates in Math of Those Who Took the Math Assessment Test by Entry Method: Spring 2018

Math Level	Overall		Both Test & HS		HS GPA / Grade Only		Test Only	
	Cohort	Rate	Cohort	Rate	Cohort	Rate	Cohort	Rate
Math 1 (Calculus)	24	75%	7	*	13	*	4	*
Math 20 (Pre-Calculus)	32	63%	5	80%	9	33%	18	72%
Math 38/39/35/45 (Trig. & STEM Transfer)	33	61%	7	57%	8	63%	18	61%
Math 40/47/33 (Stats. & Non-STEM Transfer)	95	64%	7	100%	43	58%	45	64%
Math 55/50 (Intermediate Algebra)	59	51%	3	33%	11	36%	45	56%
Math 65/110 (Elementary Algebra)	68	43%	16	50%	10	20%	42	45%
Math 107 (Pre-Algebra)	23	57%	0	*	0	*	23	*
Other Advanced Math	1	100%	1	*	0	*	0	*
Other Math	9	78%	0	*	1	*	8	*
Total	**344**	**58%**	**46**	**67%**	**95**	**49%**	**203**	**60%**

NOTE: "Other Advanced Math" are math courses with a calculus prerequisite or higher math.

"Other Math" are support courses (e.g. 107E) and courses not in the main math sequence (e.g. 72A, 52A, 29).

Data includes students who took the math assessments test from October 1, 2017 through January 31, 2018.

*Success rates were not calculated for any math level with less than 30 enrollments

GPA Range	Success		Non-Success		Withdrawal		Total	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct
A- to A 3.5 to 4.0	6	55%	2	18%	3	27%	11	100%
B to A- 3.0 to 3.4	16	57%	4	14%	8	29%	28	100%
B- to B 2.5 to 2.9	3	75%	0	0%	1	25%	4	100%
Total	**25**	**58%**	**6**	**14%**	**12**	**28%**	**43**	**100%**

Math 40/47/33 (Statistics & Non-STEM Transfer) Success Rates by GPA Range (Of Those Who Entered Via HS GPA and Course Work Only)

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt	
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
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	External Factors		Learning Support		Professional Development		

G. Obstacles: What obstacles has your program faced in achieving plans and goals?

The Assessment Center has not had any major obstacles for the 2017-2018 academic year, however many of the goals established in 2017 were not able to be realized due to changes in assessment policies decreed by the Chancellor's Office. (Please see question C for a complete description)

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
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	Enrollment Management		Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support		Professional Development		

H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

The Assessment Center is in the process of a complete re-imagining, which is very exciting. The Dean of Student Services and the Assessment Specialist attended a conference sponsored by the California Community College Assessment Association in which various local Community Colleges shared their plans for repurposing assessment centers as a result the implementation of AB705.

Napa Valley College, Santa Rosa Junior College and City College of San Francisco are offering proctoring services for students who have to reschedule a test. They also offer proctoring for individuals in the community for a fee. These schools also offer GED tests and other CTE certification exams.

Cabrillo College, San Mateo City College and Ohlone College have repurposed their assessement centers to provide Guided Pathways onboarding services for first year students. Their centers offer career and personality surveys and orientation to the college. These centers offer guided self-placements for English and math for students, who are then referred to a counselor for a student education plan.

The Vice President of Student Services, The Dean of Student of Services, Director of Institutional Research, IT and the Assessment Specialist are meeting with Cabrillo College to learn more about their Guided Pathways Center and multiple measures implementation. As Cabrillo College has repurposed their center with Guided Pathways onboarding processes as the main goal, it is our hope that the current administration will repurpose the Assessment Center at Las Positas in the same manner.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Enrollment Management	X	Human Resources		Pedagogy		Technology Use
	External Factors		Learning Support	X	Professional Development		

I. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

The Assessment Center long term goals involve a complete repurposing of the Center. Discussions are being held with the Dean of Student Services and The Vice President of Student Services as to the direction of the repurposing. One idea is to re-name the center "The First-Year Center". Services provided in the First Year Center would include: Self-guided placements, orientation, and guided pathways onboarding assessments. The center is currently researching a variety of career and personality interest surveys that students could take in order to identify career and major interests early in their academic career. The goal is to provide a first point of contact for new students and expose them to major and career options before referring them to counseling for a more detailed student education plan.

The Assessment Center staff currently consists of the Assessment Specialist and one student assistant. This has proven to be an obstacle to achieving plans and goals in the following ways. Transitioning from standardized assessments to directed and guided self-placements and providing additional onboarding services such as orientation and career and interest surveys will require more direct one-on-one student interactions. With our current staffing, it will be extremely difficult to provide these services to students in a timely manner. As students often wait until the last minute to register for classes, it is imperative to have enough staff available to process new and continuing student placements so that students can get into their courses.

The Assessment Center would also like to provide the above mentioned onboarding services for the local community off-site. However, the Assessment Center faces the challenge of providing services off-site and keeping the Assessment Center at Las Positas open simultaneously. One solution to this staffing issue would be to create a full-time permanent Counselor ll position to assist the Assessment Specialist provide onboarding services both at Las Positas and off-campus. Having an additional staff person in the Assessment Center would also guarantee that the center would be available to students at all times and the center would not need to close due to staffing issues.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://goo.gl/23jrxt		
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
	Curriculum committee items		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
X	Enrollment Management	X	Human Resources	Pedagogy		Technology Use
	External Factors		Learning Support	Professional Development		

Section Two: Current Topics (Required for All Programs)

A. **Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

   http://www.laspositascollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

   If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

   The Assessment Center goals for the future are reflected in the Educational Master Plan's goal A Educational Excellence. In particular:

   A3. Create accessible class schedules and supportive services.
   The Assessment Center provides essential support services for incoming and continuing students. The goal for the Assessment Center in the future is that students will use the center to receive guidance in English and Math placement and receive orientation. Students would also be able to take career and personality interest surveys and then be matched to a meta major based on their interests. Students would then be referred to counseling for a more detailed student education plan.

   A4. & A5. Address the needs of basic skills students. Assist underprepared students.
   The Assessment Center would meet the needs of basic skills students and underprepared students while staying in compliance with AB705 by providing self-guided placement in which students can receive recommendations to take college level courses with the proper support component.

B. **Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? _____yes _____no**

   Program-set standard data can be found on this page:
   http://www.laspositascollege.edu/research/outcomes.php

   If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

C. **Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

> The Assessment Center does not have any facilities needs at this time.

D. Professional Development

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: https://goo.gl/w8sqBM

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

> The Assessment Specialist attended 2 conferences sponsored by the California Community College Assessment Association in the 2017-18 year. The purpose of the conferences was to share information regarding AB705 and multiple measures implementation from the Chancellor's Office directly to the Northern California community colleges. The Assessment Specialist was able to bring this information back to the Dean of Student Services and other faculty, staff and administrators.

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

> The Assessment Specialist should continue to attend conferences for the CCCAA to gain knowledge and updates from the Chancellor's Office and to network with other colleges in the region.

E. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your "Plans for Analysis of SLO/SAO Data" from last year's Program Review. This plan can be found in the <u>2017 Program Review</u> Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

Circle One: CSLO   PSLO   **SAO**
Course, Program Name, or Student Service Area: **Assessment Center**
Text of CSLO/PSLO/SAO: Upon completion of the student's interaction with the Assessment Center, the student should be able to understand the next steps in the matriculation process.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO. N/A

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters.   SAOs: Assessment data collected from _____60_____ students over ___1_____ semesters.
Describe the quantitative or qualitative results: The Assessment Center survey of students in the Fall 2016 was repeated in the Fall 2017 term to obtain student opinions regarding the open scheduled assessment sessions and other assessment procedures.   Student reactions were very positive and are as follows: **Dates and times of assessment sessions:**   59% of students surveyed indicated the dates and times of the open scheduled assessment sessions were very convenient.   33% of students surveyed indicated the dates and times of the open scheduled assessment sessions were convenient.   8% of students surveyed indicated the dates and times of the open scheduled assessment sessions were somewhat convenient.   **Length of assessment sessions:**

79% of students surveyed indicated the length of the assessment sessions were more than adequate.
18% of students surveyed indicated the length of the assessment sessions was adequate.
3% of students surveyed indicated the length of the assessment sessions was somewhat adequate.

Open scheduled sessions (No appointments needed):
84% of students surveyed indicated the open scheduled testing sessions to be very convenient.
11% of students surveyed indicated the open scheduled testing sessions to be convenient.
5% of students surveyed indicated not applicable.

Pre-Assessment instructions:
75% of students surveyed indicated the pre-assessment instructions were more than adequate.
23% of students surveyed indicated the pre-assessment instructions were adequate.
2% of students surveyed indicated the pre-assessment instructions were somewhat adequate.

Post-Assessment instructions (next steps in matriculation):
77% of students surveyed indicated the post-assessment instructions were very satisfactory.
21% of students surveyed indicated the post-assessment instructions were satisfactory.
2% of students surveyed indicated the post-assessment instructions were not applicable.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

Based on the results of the student survey, the Assessment Center altered the dates and times of the open scheduled assessment sessions in order to make them more convenient for students. The Assessment Center aligned the open scheduled sessions held in the evenings with the evening office hours offered in the Counseling center. As a result of this change, students can assess, receive their results, and see a counselor in the same evening. The sessions offered in the morning were also aligned with the Counseling office drop in hours so that students who wish to assess in the mornings can also see a counselor immediately after testing.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?

While not captured in this survey, the Assessment Center began offering Program Planning sessions immediately after the assessment session. This has a positive effect on student engagement and ultimately student registration, as students can receive three student success components in one day; assessment, orientation and student education plan. Students who complete these three components can receive priority registration and are therefore more likely to be able register for courses successfully.

DO you plan to continue tracking this SLO in the next year? Explain.

The Assessment Center will not be tracking this SAO in the future. The Assessment Center will no longer be offering the Accuplacer assessment as of Fall 2019. The Assessment Center

is looking forward to collaborating with faculty and administration to repurpose the center as a First Year Center which will assist students in the onboarding process at Las Positas College.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year?   Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: CSLO   PSLO   **SAO**
Course, Program Name, or Student Service Area: Assessment Center
Text of CSLO/PSLO/SAO: Upon completion of the student's interaction with the Assessment Center, the student should have completed three student success components, assessment, orientation and student education planning.
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.