

# Bakersfield College 2018-2019

## Program Review – Annual Update - Non Instructional

Program Name:

Program Type (Administrative, Student Affairs, Academic Affairs, Other): [Student Affairs](#)

**Bakersfield College Mission:** Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

**Describe how the program supports the Bakersfield College Mission:** [The Testing and Placement Center provides comprehensive student support through an array of services namely assessment and placement enhanced with current multiple measures, credit-by-exam College Level Examination Program \(CLEP\), accommodated testing, proctored exams, and multi contracts commercial license and certification examinations. Each modality aligns with the four core unit outcomes allowing all students opportunities to demonstrate critical thinking, communicate effectively, validate competency, and engage productively in our community and the world.](#)

### **Program Goals:**

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

#### **1. Program Goal:**

[Maximize test-security and test-validity and adhere to multi-vendor testing framework with various operational requirements.](#)

[The most substantial student support—by test counts—the TAPC provides is through on-site \(BC and DC\) and remote onboarding assessment and placement processes and scores entrance. The TAPC staff in collaboration with the Outreach, Dual Enrollment and Inmate Scholars departments ensures annual training and best practices to promote and support test security and test-validity, at all locations.](#)

[The TAPC Manager presented five Accuplacer Classic training sessions to empower high school counselors and BC staff as proctors for the remote assessment support at the KHSD and rural area high schools, and Adult Education Job Spots. As a result, 3795, a 38% increase from 2017 assessments, were provided in primary and non-primary remote assessments at the high schools. Continuous partnership with local high schools played significant role allowing students to maximize the convenience of their testing environment and familiarity with counselor's proctors and thus, significantly decreasing test anxiety as factor in higher course placement. Better utilization of technology resources at each institution and location expedited the flow of assessment exams and balanced the unreserved availability for commercial, accommodated, and proctored examinations. Previous longer lines, notorious for Monday and Thursday's evenings and selected Saturdays, were mostly nonexistent. The high standards for test security and test validity continued to be a daily practice at all locations with the strict observance of the no access to unauthorized equipment multi-vendor policy.](#)

[Additional 5359 assessments were administered at the BC and DC campuses during testing hours with extended hours on Mondays, Thursdays and selected Saturdays by three full-time and two part-time 10 and 12 month 19 hours a week TAPC employees. The total assessments exams for the academic year are higher from 11654 to 11483, a 1.4% growth.](#)

The accommodated testing support has increased from 1296 to 1483, a 16% at the BC campus, and from 23 to 72, a 313% increase in DC. Single appointments at Weill Institute and BC Southwest has allowed students with recorded accommodations access and equity to advance their education.

The TAPC adequately supports certification and license examinations even though these are quantitatively smaller, but crucial indicator of our leadership and community engagement strategic goal. The KCCD has approved testing services for job and career advancement credit granting agencies- Pearson Vue, Castle, Kryterion, ASE, ISO, College Board (CLEP). The number of certificate and license exams, administered by the TAPC staff for 2017-2018, has increased from 1413 to 1484, a 5% growth. In parallel, the revenue accrued from all the commercial test administration has increased from \$18,578.45 to \$22,184, a 19% surplus.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

All of the strategic directions, namely Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement, will be advanced with the progression of this goal.

**Progress on goal achievement:**

Our partnership with high school counselors continues to thrive, allowing students to maximize their access and successful transition to college. More importantly, BC is pioneering efforts in assessing and improving multiple measures accelerating accurate student placement in transfer level Math and English classes. Through collaboration and open communication, we have collectively increased test-security and test-validity by reducing test anxiety and increased efforts to encourage test preparation with relevant and free of charge study materials. A local decision to promote test preparation and increase the number of students placed directly in transfer level Math and ENGL courses shows an improvement of 22% more students using study materials prior to their assessment from the previous year collected data. BC has pioneered an early work in compliance with AB70B state legislation and continues to use high school achievement data—through our automated voucher process and BANNER record entrance—as better predictor for maximization of transfer-level course placement.

**Status Update – Action Plan and any link to Resource Requests:**

2. **Program Goal:** Provide adequate, non-intrusive, and accessible testing environment for students with approved accommodations.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

All of the strategic directions, namely Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement, will be advanced with the progression of this goal.

**Progress on goal achievement:**

Several important documents were created along with updates and improvements on current accommodation forms to adequately address test-security and equitable testing support requirements. The TAPC team has collaborated with the DSPS Director and team to make the DSPS Test Administration form accessible and incorporate the Alternate Testing time and Testing Accommodation Agreement forms to minimize test irregularities.

**Status Update** – Action Plan and link to Resource Requests Copies of new forms attached. Please review.

B. List new or revised goals (if applicable)

**Program Goal:**

Expand equitable testing support at SW and new extended BC campuses.

**List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?**

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

All of the strategic directions, namely Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement, will be advanced with the progression of this goal.

**Progress on goal achievement:**

In collaboration with the DSPS department, we are preparing a cross-campus new “Expanded Accommodated Testing” proctor training to include Proctor packet with all the applicable student information and testing logistics.

**Status Update – Action Plan and link to Resource Requests:**

**Program Analysis:**

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). Please report on any unexpected changes or challenges that your program encountered this cycle:

1. How does your trend data (or other data your area collects) impact your decision making process for your program?

The trend data compares the use of staff, facility, and technology resources across increasing numbers of requests for remote placement testing and continued contracts for commercial and proctor support. The staff resources have decreased by two part-time employees, 10 and 12 month 19 hour, while the total exams count has increased. BC has expanded its campuses/student support location to now include BC Southwest, Weill Institute, Shafter, Wasco, Wonderful College Prep Academy, Arvin, and Adult Education Job Spot- North and South. Assessment testing has increased from 11483 to 11645. Commercial testing has increased from 1413 to 1483. CLEP exams have increased from 181 to 185. Proctored support has decreased from 483 to 425. Training for cross-sectional assessment support has risen. In July 2018, the TAPC moved to its new location at the Center of Student Success (CSS) building. The move took place in the final week of Summer semester 6-week classes. Commercial, placement, and proctored tests were temporarily closed for two 10 hour work days due to alternative space and technology limitations. With exceptional leadership support from the Dean of Technology—Bill Mosley, the Director of IT— Todd Coston, Director of M&O—Bill Potter, and faculty, all accommodated exams were securely proctored at the Library typing lab.

2. Evidence of Program Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

See Attachments "Retreat Agenda" and "Staff Meetings."

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

The TAPC student demographics data aligns with the overall BC student demographic trends.

4. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there are changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

The TAPC was at the forefront of the California Community Colleges Common Assessment Initiative (CAI) designed to eliminate the differences in standard test instruments used across the 114 colleges and streamline the placement scores' transfer. With the incredible support from the ESL Chair, John Hart and faculty and administrators, namely Michael Westwood, Jeannie Parent, Susan McQuerrey, Marcelyn Allen, Nicky Damania, Marketing, Counseling, Shohreh Rahman, Outreach, Manny Mourtzanos and Andrea Thorson, Bakersfield College administered the most ESL assessment tests among the CAI pilot schools with 187 tests in less than 10 working days!

Additionally, from March 15 to September 15, 2017, for field MATH, ELA and beta validation testing, the TAPC team administered 937 tests, ranked third overall from all the pilot colleges selected with only one test less from Santa Monica with 938, and American River College with 1158 tests.

The TAPC has directly contributed to the application of multiple measures of assessment and placement matriculations via the voucher system. This option has secured fewer to none user information entrance errors related to student's personal information and weighted junior year GPA data entrances. Additionally, the remote testing voucher option has enabled students, to include transitioning veterans and students taking online courses to complete their assessment and placement matriculations and register in classes on time.

The accommodated testing support has increased from 1296 to 1483, a 16% increase at the BC campus, from 23 to 72, a 313% increase in DC, and single appointments at Weill Institute and BC Southwest allowing students with recorded accommodations access and equity to advance their education.

5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.

In October of 2017, the Assessment Center (now TAPC) received the yearly award for outstanding student support service from the DSPS. The award speaks about the intentional commitment to provide equitable accommodated testing support and enhance communication and attention to detail with faculty and students. The TAPC Coordinator position was reclassified to management to better serve the growth in all testing support initiatives.

6. The college has embarked on significant efforts such as **Guided Pathways**, **affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts. Each professional from the team is involved in one of the completion coaching committees, namely the Public Safety, Business, and Veterans affinity group as data coach and/or in student services specialist role.

The TAPC team diligently informs students —via printed handout and verbal announcements— to complete their remaining matriculations and encourages them to keep the momentum points of earning fifteen units per semester, completing Math and English requirements in the first year, finish 30 units in first and graduate in the second year.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

The TAPC provided assessment and placement matriculations for dual enrollment and inmate education courses with required prerequisites. All assessment testing was administered remotely at the respective high schools and prison yards. The number of students assessed for dual enrollment courses increased from 663 to 985, a 48% growth. In April 2018, the TAPC manager and Mr. Paul Chaves, Director of Career Technical Education at Delano Joint Union High School District (DJUHSD), coordinated an additional training for 15 High Schools counselors to enable convenient and familiar assessment matriculation at the rural schools.

The number of students assessed from the Inmate Education grant decreased from 498 to 98, an 80% decline. The decline is mostly related to the significant efforts put forward to build the program in 2016-17 where the assessments evaluations provided at 8 prisons (Kern Valley, North Kern, Wasco, Corcoran, Golden State, Delano CCF, and McFarland) and 15 yards and Lerdo jail tripled over from 143 to 498, a 248% growth. The part-time 10 month 19-hour Assessment Assistant position was filled in October 2017, a five-month gap between the last person's resignations. The position is currently vacant after the new person accepted an adjunct position in BC.

The TAPC has played an integral part in enabling the adult education program to securely administer the assessment matriculation at both the north and south locations. The TAPC Manager organized on hour long face-to-face training to certify three Accuplacer Classic Platform proctors. A total of 83 students were assessed at the Panama Lane Job Spot. The TAPC staff has supported two large one-day registration events in Shafter and Arvin.

### **Assessment Report - Annual Update**

- A. List your Administrative Unit Outcomes (AUOs). The TAPC Outcomes directly align with the BC's Institutional Learning Outcomes. Standardized testing continues to provide a platform for examinee's knowledge and reliable understanding of the specific subject tests. Thus, all students who coordinate and complete their various tests need to **think critically** and evaluate the sources of information they are eligible to reference. To **demonstrate** competency in the field of knowledge and/or job-related skills and across general education Math and English disciplines, candidates have to **communicate** effectively both in written and oral forms. Examinees engage effectively in various interpersonal ways as productive members of our community and the world.
- B. How did your outcomes results inform your program planning?

The TAPC outcomes and data highlight BC’s institutional priority to provide intentional and focused pragmatic approach to assessment and placement. Serving our community education and job-related testing needs is of paramount importance for BC’s accreditation and contractual obligations with various nationally recognized testing agencies. TAPC maintains and continues to improve test-security, test-validity, and test-reliability. Supportive and rigorous testing support involves synchronizing the strategic directions (student learning, student progression and completion, facility and technology, leadership and engagement) with our core values (learning, integrity, wellness, diversity, community, and sustainability) through evolving placement practices and redesigning the volume and variety of applicable testing services.

C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes? See Answer A

### **Analysis of Received Resources from Previous Cycle**

**Discuss the type of resources you received and their Impact on program effectiveness?**

#### **Facilities:**

*If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.*

- 1: Space Allocation
- 2: Renovation
- 3: Furniture
- 4: Other
- 5: Beyond Routine Maintenance

The TAPC successfully relocated to CSS building Room 14 in two 10-hour work days. The new location is in the core hub of the student support services building to include the counseling services, Financial Aid, EOP&S, DSPS, and Student Support instructions. The new location includes an additional small room to be used for students who require scribes for their accommodated testing doubling this support from the previous single and in high demand room. A glass separation wall was added to the new area to further decrease the noise and distraction. Four partition desks replaced the previous open table set to boost test security and remedy distraction for students with disabilities testing. New office furniture has been ordered to fit the new location space and streamline the admission process.

#### **Technology:**

*If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?*

- 1: Replacement Technology
- 2: New Technology
- 3: Software
- 4: Other \_\_\_\_\_

The TAPC Program Manager received a laptop, which expedites the compilation and distribution of notes and reports. Seven security cameras and surveillance software were ordered for the new CSS 14 location and the Delano campus. Once the cameras are installed, this upgrade will increase test-security and minimize error. File express software encrypts student information allowing safe transmission of data and highly sensitive exam content to employees with the right-to-know.

#### **Other Equipment**

*If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.*

The DSPS supplied 10 noise-cancelling headphones for students with approved accommodations to limit concerns of noise caused by building limitations and high traffic associated with various tests supports. Additionally, the DSPS department bought a sun-shade cover for a student with high sensitivity to florescent light and test and a requirement to test under a natural light.

**Conclusion:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program’s current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

The TAPC is a core unit of BC’s mission and strategic direction. 11,645 students were assessed to begin their journey of higher education “Entering the Path” as outlined on the guided pathway model. To continue improving assessment and placement matriculations and strengthen the partnerships with our local and rural high schools, prisons and jails, we need to hire an additional full-time Assessment Assistant (AA) staff member. Extra staff will allow for redistribution of testing duties, and will alleviate hardships associated with continuous split work schedules required for late evening assessments and weekend duties. Needed man-power will expedite required student record placement entrances and corrections on BANNER, particularly for inmate scholars. More importantly, new staff will contribute to the growth of applicable testing services to stay on the path and timely degree completion such as the alternative credit-by-exam CLEP and growing accommodated and proctored exams. The staff resource will unequivocally aid the elevated responsibility to extend adequate training and maintain unwavering cross-sectional collaboration. Reliable staff resource will bolster the needed personalized student support for accommodated testing by consistently reviewing and improving communication with students and faculty. Nonetheless, the addition of new staff will significantly improve closing the loop of starting and completing their certification requirements classes at BC and completing the necessary certification examination at the same testing center where they took their placement test.

An increase in license and commercial certification will be realistically possible with the addition of a new full-time AA. The revenue of license and certification commercial testing exams will allow BC to expand current and new opportunities for contracts with local partners especially in growing career technical achievement certifications and industrial technology.