

Bakersfield College

Program Review – Annual Update

Program Name: Enrollment Services – Assessment Center

Program Type: Instructional Student Affairs Administrative Service Other

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 Assessment Center provides test preparation services, accurate assessment scores, course placement including automated multiple measures, and student record services that contribute directly to student success. Other tests, such as CLEP or ASE enable students to document their competencies and skills and apply them directly in our community. Our accommodations testing services are essential to the success of our growing population of students with disabilities.

Program Mission Statement: The mission of the Bakersfield College Assessment Center is to coordinate, administer, and process the scores for all assessment, accommodations testing, and nationally normed tests that are offered on the campuses to students, prospective students, and the general public.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on 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.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. 1. The Assessment staff will work with Outreach,	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: __September 17_____ (Date)	For the last two years we asked students yes/no questions about whether they had

<p>Counseling, the Student Success lab staff and high school staff members to increase the amount of preparation that students engage in prior to assessment testing</p>	<p><input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Ongoing: _____ (Date)</p>	<p>prepared for the tests. 48% of the high seniors tested stated that they had prepared. This year we were unable to track the number of hours students spent in preparation for the tests and analyze the relationship between the number of hours spent and actual placement scores. We have modified the question to ask how much time they spent preparing with a multiple choice question ranging from 0 to more than 3 hours for the incoming class of 2018.</p>
<p>2. 2. Adopt the CAI in fall 2017 for non-high school seniors. We will not be able to implement the CAI with automated multiple measures for high school seniors in the 2017-2018 school year unless the test is ready to use by 11/15/17.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: September 2017 _____ (Date)</p>	<p>CAI will be delayed and we expect to continue to use AccuPlacer for high school seniors for the coming year.</p>

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
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<p>By June 30, 2018 we will have relocated to new space in the CSS Building and modified our processes to meet the needs of all students, prospective students, and the general public who use our services.</p>	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>The temporary relocated center will be operating effectively. Any issues that may arise will be promptly addressed and resolved.</p>
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Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

The Assessment Center has worked with the Outreach Department to conduct assessment and placement testing for seniors at 47 local high schools. Staff from both departments go to the high schools for the first, large group assessment at each school. Then staff from Outreach assisted by certified high school proctors conduct any additional large group tests. We have trained 58 counselors from those high schools to administer the tests to smaller groups of high school seniors after the initial tests when they assist Assessment staff members. We have also conducted special assessments at the high schools who are offering dual enrollment courses with basic skills requirements.

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).

1. Please report on any unexpected changes or challenges that your program encountered this cycle: : Our unexpected challenge was that the CAI will not be ready for implementation when we begin our high school testing in late November, but we will simply use AccuPlacer for one more year.

2. How does your trend data impact your decision making process for your program? As the trend data document the need for a larger center with more small testing rooms for accommodations testing. In preparation for the construction of the new Veterans’ Center we will be moving into improved space on a temporary basis until the Administration Building is repurposed. This will allow for better space for accommodations testing but it will not solve the problem of too few testing stations for assessment and commercial testing. That solution will have to wait for the new space or availability of space in the BC Southwest Center.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses? N/A

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? The increases in students needing assessment for dual enrolled classes and enrollment into classes offered at local incarceration facilities caused us to add two 19-hour per week Assessment Assistants, one to work with testing at local prisons and the other to handle testing services at local high schools for dually enrolled students.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>The Assessment Center full-day retreat focused on our role in Guided Pathways, planning new directions to give students when they complete their testing, Competency mapping for CAI, and viewing an engaging video entitled, "First Generation."</p> <p>Staff regularly participate in Cross Training sessions to remain up-to-date with information that students need to be successful.</p>
<p>Facilities: <i>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.</i></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>They constructed a new check in room for the Assessment Center that has enable us to resume testing for Pearson-Vue and it keeps the testing room quieter.</p> <p>The temporary space in CSS will enable students who need testing accommodations to test at more convenient times and in more suitable environments. The addition of security cameras would allow for proper test monitoring and faster response to testing irregularities. We will lack sufficient testing stations for college assessment and commercial tests. We will continue to limit the number of commercial tests that we can offer at least until we can open a new center in the BC Southwest Center.</p>

<p>Technology: <i>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?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input checked="" type="checkbox"/> 4: Other _____</p>	
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		

Conclusions & Snapshot:

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 Assessment Center services continue to increase as our student population grows. We are actively participating as a pilot school for the state Common Assessment Instrument which also involves a large amount of work with basic skills faculty to develop and evaluate the competency maps that will be used for placement. The planned temporary move into the CSS will improve the situation for accommodations testing but we will still lack sufficient testing stations to meet demands. We hope to add an additional testing center at the new BC Southwest Center.