Assessment Center:

   • Program Review Non-instructional Cycle F 2015
Assessment Center

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2,
PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource
Requests

Date: 05/16/2016

Sorted by: Program

Assessment Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Assessment Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review
committee would like to understand the connection of your program to the Mission, Vision,
Core Values and College Goals. Summarize how your program supports each area.

Fullerton College Mission Statement
The Assessment Center prepares students to be successful learners.
The Fullerton College Assessment Center is the first step students must complete on their
academic journey. The center helps identify students' placement in English, Reading, Math,
ESL, and Chemistry courses. Using content validity studies, consequential studies, and multiple
measures, students are placed into correct course that will promote a successful learner.
Fullerton College Vision
**Fullerton College will create a community that promotes inquiry and intellectual
curiosity, personal growth and a life-long appreciation for the power of learning.**
The Fullerton College Assessment Center in conjunction with the Counseling Center identifies
and creates outreach sources and programs to help students understand the Fullerton College
Vision. We offer a College Readiness program that first sparks their inquiry of learning by
having them understand the meaning of College Readiness. Once the spark is ignited, we
continue to fill the intellectual curiosity by offering our Counseling 50 courses and Early
Commitment program. After students complete these programs an individual Student
Educational Plan will be created. The SEPP plan will inspire personal growth and the life-long
appreciation for the power of learning.

Fullerton College Core Values
• We respect and value the diversity of our entire community.
• We value tradition and innovation.
• We support the involvement of all in the decision-making process.
• We expect everyone to continue growing and learning.
• We believe in the power of the individual and the strength of the group.
**• We expect everyone to display behavior in accordance with personal integrity and
high ethical standards.**
• We accept our responsibility for the betterment of the world around us.
• We value and promote the wellbeing of our campus community.

The Assessment Center at Fullerton College uses an organized institutional process which
facilitates student educational decision-making through an evaluation of student academic
skills, interests, and special needs. An accurate and comprehensive assessment process is

needed in order to set students on a course to achieve their academic goals. Many new and exciting changes are going to be introduced into our Assessment process. Students will be administered the Common Assessment that all California Community Colleges will use for assessment purposes. This will be the first time in that all 113 community colleges will be able to share scores and data throughout the system.

Fullerton College Goals
Goal 1: Fullerton College will promote student success.
The Assessment promotes student success by ensuring students understand the meaning of Fullerton College's assessment process and correctly placing students. We pride ourselves on our outreach services and getting the word out to our local feeder schools through in-person and our online orientations. Assessment testing is offered at our local high school to help meet the need of our feeder schools. Saturday testing is offered for our working students to help reduce any stress of missing work or family obligations. Sample questions and retesting options are explored to help students succeed in achieving correct placement. We continually validate our assessment by completing cut score validity studies and the inclusion of multiple measures in our placement process. Student Success is our number one goal.

Goal 2: Fullerton College will reduce the achievement gap.
The Assessment Center ensures that students are appropriately assessed for placement into English, math, reading, ESL and chemistry courses. Assessment Center staff creates a secure and conducive testing environment for students to have the greatest opportunity to demonstrate their skill level in these subjects. Assessment Center staff direct students to counseling services for multiple measures review to determine final placement recommendations and clearances for students. This level of service and attention to detail positively impacts student completion and success.

Goal 3: Fullerton College will strengthen connections with the community.
We believe that one of our best traits for the Assessment Center is our community outreach efforts. Using our internet based testing we are able to offer our assessment test anywhere around the world. We offer testing to our local feeder schools and high schools outside our district. We work closely with the Counseling Center participating in Counseling 50 courses, Early Commitment, College Reading programs, and Parent Night. New Student orientations are offered online and in person at local schools to help students understand the meaning of College Readiness. We hope in the future to offer our ESL assessment to our local community centers and begin the process of offering ESL courses to help improve their English skills. We continue to look for other venues to promote the importance of assessment.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Assessment Center

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed

1.	Fullerton College's Retest policy.	06/30/2014	09/01/2014	01/25/2015	7
2.	Students will be aware of the enrollment process.	06/30/2014	08/01/2014	01/25/2015	7
3.	Fullerton College assessment exemption policy.	06/30/2014	09/01/2014	03/05/2015	7
4.	Enrollment in appropriate level courses.	06/30/2014	08/09/2014	03/05/2015	7

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. After completing the New Student orientation students will be aware of Fullerton College's assessment re-test procedures.	Calculate the number and percent of students who successfully completed the new student orientation quiz with 70% or higher compared to students who did not complete it successfully.	As a result of participating in the new student orientation and assessment testing processes 83.9% of students demonstrated they understood Fullerton College's assessment re-test procedures.	Continue to work with the orientation software vendor to update and improve delivery method of Fullerton College's assessment re-test procedures information.
2. After completing the assessment test, students will be	Calculate the number and percent of students who successfully	As a result of participating in the new student orientation and	Continue to work with the orientation software vendor to update and improve

| given and instructed to review a brochure detailing the assessment and placement process. Additional assessment and placement information will be presented during the online student orientation. | completed the new student orientation quiz with 70% or higher compared to students who did not complete it successfully. | assessment testing processes, 18,228 (75.7%) students learned how to use assessment information to enroll in appropriate level courses. | delivery method of Fullerton College's assessment and orientation. |

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College

Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. After completion of the online New Student orientation, students will be aware of options on how to be exempted from having to take the assessment test.	At the conclusion of the online New Student Orientation, all students are directed to take a quiz based upon orientation contents.	76.6 % of students successfully became aware of the exemptions process for the assessment test.	Continue to work with the orientation software vendor to update and improve delivery method of Fullerton College's assessment exemption process information.
2. After completion of the online New Student orientation, students will be aware of the enrollment process, including using the class schedule. Expand delivery options to second language learners	At the conclusion of the online New Student Orientation, all students are directed to take a quiz based upon orientation contents.	18,034 (75.1%) students successfully completed the new student orientation quiz with 70% or higher compared to students who did not complete it successfully.	Continue to work with the orientation software vendor to update and improve delivery method of Fullerton College's enrollment process and student services.

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	**Date Assessment Completed**	**Date(s) Data Analyzed**	**Date(s) Data Used For Improvement**	**Number of Cycles Completed**
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4.2 Assessment: Complete the expandable table below.

***Service Area Outcomes* Assessment for the Student Services Division of Fullerton College**			
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	students who did not complete it successfully.	understood Fullerton College's assessment re-test procedures.	information.
2. After completing the assessment test, students will be given and instructed to review a brochure detailing the assessment and placement process. Additional assessment and placement information will be presented during the online student orientation.	Calculate the number and percent of students who successfully completed the new student orientation quiz with 70% or higher compared to students who did not complete it successfully.	As a result of participating in the new student orientation and assessment testing processes, 18,228 (75.7%) students learned how to use assessment information to enroll in appropriate level courses.	Continue to work with the orientation software vendor to update and improve delivery method of Fullerton College's assessment and orientation.

Student Learning Outcomes Assessment for the Student Services Division of Fullerton College

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delivery options to second language learners			

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Assessment Center

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?
Students now have the opportunity to review the New Student Orientation before taking their assessment test. Updated information students receive during their orientation regarding retest policies. Created a Course Placement brochure that students receive outlining the testing policies and procedures.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?
Students have become knowledgeable about the exemption process before taking the assessment test. This allows the student to use his or her college transcripts or other California Community College assessment results for correct placement. By using this method students may have the option of being placed out of remedial courses, saving students time and money.

4.5 What challenges remain to make your program SAOs/SLOs more effective?
Continue to work with the orientation software vendor to update and improve delivery method of Fullerton College's enrollment process and Student Services.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.
(*See http://programreview.fullcoll.edu/*)

Fullerton College will promote student success: Students who understand our retest policy will take their assessment test seriously and better prepare themselves. This process will increase their correct course placement, increasing student success.

Fullerton College will reduce the achievement gap: Students who understand our retest policy will know the importance of their assessment test. The acquired information will help to increase the amount of time students prepare and review. The increased preparation will enhance correct course placement. Correct course placement assists course completion which will overtime influence the achievement gap.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.
Fullerton College uses assessment as a "tool for success" it assists counselors and students in creating an educational plan. Research has shown that students who participate in the full Matriculation process have a higher success and retention rate leading to a positive college experience.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

The Assessment center in conjunction with the Research Department conduct content and consequential validity studies that are mandated by the State. Faculty and students both survey the assessment process ensuring correct placement.

     B.   What do the results of the above methods of assessment indicate about the effectiveness of the program?
       The data produced by the studies resulted in meeting the placement standards set by the state Chancellors office which is 75% of students accurately placed.

     C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.
The assessment results provided data to adjust assessment cut- scores up or down to increase correct course placement.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 Assessment Center

Action Plans

STRATEGIC ACTION PLAN # 1

Strategic Action Plan Name: (formerly called short-term goal)	Same Day Group Advising
List College goal/objective the plan meets:	College Goal #: **Fullerton College will increase student success.** Objective #: **Address the needs of under-prepared students.**
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	New students will have the option to assess and attend a Group Advising session on same day, This will allow students to matriculate in one day. **Responsibility:** Dean of Counseling SSSP Coordinator Assessment Coordinator **Time Frame:** Spring 2016- Spring 2017
What *Measurable Outcome* is anticipated for this SAP?	Increased Group Advising same day sessions and number of students attending sessions.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional fund will be need for location or Group Advising materials.

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name: (formerly called short-term goal)	ESL Group Advising
List College goal/objective the plan meets:	College Goal #: **Fullerton College will reduce the achievement gap.** Objective #: **Address the needs of English language learners.**
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	ESL students will attend ESL Group Advising session after completing their ESL assessment **Responsibility:** Dean of Counseling SSSP Coordinator Assessment Coordinator **Time Frame:** Spring 2016 – Spring 2017
What *Measurable Outcome* is anticipated for this SAP?	Number of student's appointments made to attend ESL Group Advising.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional fund will be need for location or ESL Group Advising materials.